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INTERNATIONAL RESCUE COMMITTEE

PROGRAM FOR AFGHANS



**ANNUAL
REPORT
1990**

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Students at one of the Afghan Inter-Party Schools crowd around a demonstration experiment given by one of the teacher-trainers working for the International Rescue Committee (see Science and Technology Training: Teacher Training and Textbooks).

Cover (from top to bottom): Tent classrooms at Naryab Primary School operated by the Hangu Education Program, harvesting improved wheat seed in Afghanistan (see the Rehabilitation Program for Afghanistan), and a health education session for refugees waiting to see a doctor at one of the Basic Health Units.

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FOREWORD

Two years after the Soviet Union withdrew its troops from Afghanistan, 3.5 million refugees still live in camps and villages sprawled across the border in Pakistan. Increasing factionalism among the mujahideen groups, seemingly fruitless talks among the super-powers, the distracting effect of other prominent events around the world, and the tenacity of the Kabul regime have all contributed to the impasse for the people of Afghanistan. This has created an environment of disillusionment, insecurity and helplessness for refugees and instability in the refugee community. Dwindling resources available for refugee assistance have further underscored insecurity.

Thus, 1990 in many ways has been the beginning of a new phase in the decade-long struggle of the Afghans to reassert their identities and reaffirm control over their lives. It has been a year of intermittent confrontations among Afghan groups and at times, hostilities against an aid community construed as an agent of foreign ideas. It has been a year of reassessing refugee assistance and re-prioritizing those initiatives which emphasize community involvement and sustainability. It has been a year of looking closely at the Afghan community for leadership, management skills and viable community organizations. In short, it has been a year of 'Afghanizing' assistance to Afghans. And in this sense, it has been a very good year.

As we enter a new year, it is apparent that the new phase we have entered will indeed be the trend into the future: all but three of our program coordinators are now Afghan, IRC's Mine Awareness Program - which reached over a quarter of a million refugees - is now an independent Afghan NGO; IRC's two cross-border programs are shifting their support to community-based projects implemented by Afghan organizations or community groups; IRC's education projects are focusing on the development of Afghan schools, teachers and teacher-trainers; and even the cornerstone of IRC's Program for Afghans - a medical program serving over 200,000 refugees - is gradually supplanting its curative program with community-based public health programs. In this sense, we are encouraged by the future.

One of the losses of the new phase will be that we have less resources to pursue such projects as our Media Center, which was closed in December, and our bound quarterly reports, which will be discontinued in 1991. The resources which went into these efforts will now be focused on developing the reporting and documentation capabilities of our Afghan staff; skills which will hopefully contribute to their abilities to carry on in a post-war Afghanistan.

Perhaps ironically, having moved to reduce the resources required to operate our program for Afghanistan, we are entering 1991 with support almost equivalent to that of 1990. What this means is that IRC will be able to help Afghans help more Afghans than ever before!

*Peshawar, March 1, 1991
Randolph B. Martin, Country Director*

INTRODUCTION

Afghan Refugees and the International Rescue Committee

In December of 1979, the armed forces of the Soviet Union invaded Afghanistan. This intrusion, combined with the nefarious methods used by the regime to force submission, triggered over five million Afghans to flee their homeland. Two million of these escaped to Iran; the other three million fled over mountains and across deserts into Pakistan. Most came from remote areas, and were used to a highly tribal society based on relations of kin. Once in Pakistan, they began their lives as one family among millions in sprawling refugee camps. Large influxes of refugees have continued to arrive in Pakistan throughout the 1980's, many as recently as 1989, when renewed fighting once again sparked mass migrations.

In 1980, the International Rescue Committee (IRC) opened its first projects providing medical assistance for Afghan refugees. Since then, IRC's Program for Afghans has expanded to become the largest NGO operation providing assistance to the Afghan refugees. Based in Peshawar, in the Northwest Frontier Province of Pakistan, IRC now supports projects which reach over a quarter of a million refugees and range from mass immunization programs for infants and mothers to a three-year university-level program for Afghan construction engineers.

In February 1989, in accordance with the Geneva accords of 1988, the Soviet troops withdrew from Afghanistan. This turn of events roused expectations of a mass repatriation. Yet, after over a decade of war, Afghanistan's rural infrastructure was in ruins leaving limited capacity to support the return of the refugees. 1989 thus, became the year of inception for IRC's two cross-border operations aimed at reconstruction of the agricultural sector to support a repatriating population. Though continuing hostilities in much of Afghanistan have prohibited a large scale repatriation, IRC is convinced that reconstruction efforts have allowed family members to return in limited numbers to begin rebuilding their homes and lives in anticipation of the war coming to an end.

The details of these numerous and varied programs for refugees are within this report.

1990 and Beyond: IRC Strategies

1990 has been a year of progress for IRC. The refugee programs aided more Afghans than ever before: the Hangu Education Program, for example, contributed to the education of 55,000 students; the Self-Reliance Program helped almost 16,000 families earn income that they would not have otherwise had - income used for buying vegetables, for sending their children to school and for saving to rebuild their homes in Afghanistan. With fewer health teams than in most of 1989, doctors working for the Hangu Medical Program diagnosed 520,000 patient visits, almost 10,000 more than in 1989. In Afghanistan, too, the communities which IRC supports have made substantial progress toward revitalizing agricultural production. In Paktya, a province which borders Pakistan and where a majority of the refugees originated, 36 irrigation tunnels (see box, page 9) were repaired supplying over 3,000 families with water to irrigate their lands.

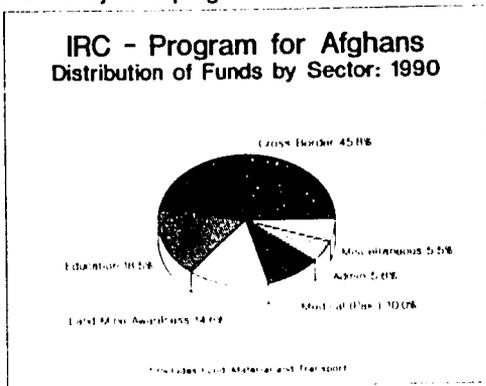
On the other hand, 1990 has been a year of frustration, indicating greater difficulties to come. The political stalemate in Afghanistan seemed to settle in, yielding little hope for a solution. Mass repatriation, anxiously anticipated in the wake of the Russian troop withdrawal in February, 1989, has not materialized. The war in Afghanistan goes on, with neither side seeming strong enough to win or weak enough to give up. Yet, even though the refugees still cannot go home, other events around the world have eclipsed the Afghan issue and absorbed world concern, precipitating the ebb of funding for many programs. The number of medical teams serving refugee camps has been reduced from eight to six-and-a-half this year, and is scheduled for another 50% cut at the end of 1991, two schools have been closed to admissions, and donors are increasingly indicating that support will continue to decline in the upcoming year.

With these constraints, IRC has reassessed its initiatives in order to continue providing assistance to needy Afghan communities. All IRC programs are prioritizing ways to maximize impact while limiting costs. In the medical programs, for example, volunteer community and female health workers are the core of a community-based public health care program. Such care reduces the need for expensive doctors and curative equipment, and is more likely to be carried back

to Afghanistan when conditions permit. IRC's primary education programs, which cost a mere 8% per student of higher level programs, are also being prioritized. In addition, those programs which train teachers, or especially those which train teacher trainers are being emphasized. IRC has established training programs for teachers who come from Afghanistan for training. All IRC programs are promoting Afghan managers to higher levels of responsibility, which reduces dependence on expatriate staff. Even though IRC's cross-border programs are not yet facing the fiscal crunch that the refugee programs face, these programs are also stressing community-based projects implemented through indigenous organizations.

Funding

IRC receives funding from multiple sources including the U.S. government (46%), private donors from America and abroad (25%), and the United Nations (29%). For 1990 the total budget for IRC-Pakistan was \$11,953,652. IRC allocates this money to its programs as shown below.



IRC would like to take this opportunity to thank our private, governmental and United Nations donors, as well as all of those individuals who have contributed to our assistance to Afghans.

Private/Other

Agha Khan Foundation
 Austrian Relief Committee
 Bernard Van Leer
 Canadian Embassy
 Ford Foundation
 Norwegian Church Aid
 Norwegian Refugee Council
 Norwegian Afghanistan Aid
 Operation Day's Work
 Refugees International - Japan
 Swedish Committee for Afghanistan
 Stichting Vluchteling

United Nations

United Nations Development Program
 United Nations High Commission for Refugees
 UNICEF
 UNOCA
 World Health Organization

U.S. Government

US Agency for International Development
 US Dept of State Refugee Program
 US Information Agency

Abbreviations & Other Information

AIG Afghan Interim Government
 BHU Basic Health Unit
 DACAAR Danish Committee for Afghan Relief
 EPI Expanded Program for Immunization
 FAO Food Aid Organization
 ICD Italian Corporation for Development
 NGO Non-Governmental Organization
 NWFP North-West Frontier Province (Pakistan)
 PDH Pakistan Director for Health
 PVO Private Voluntary Agency
 UNDP UN Development Program
 UNHCR UN High Commission for Refugees
 UNICEF UN
 UNO/ESSP . University of Nebraska at Omaha
 (Educational Support Services Program)
 UNOCA UN Organization for Coordinating Afghan
 Projects
 USAID US Agency for International Development
 USG US Government
 USIS US Information Service
 VITA Volunteers in Technical Assistance
 WFP World Food Programme
 WHO World Health Organization

Languages

There are two national languages of Afghanistan spoken by the refugees in Pakistan. Dari, a dialect of Persian, is generally spoken by those originating from Kabul or further west. Pushto is the native language of the tribes living more in the south-east of the country.

I. CROSS-BORDER PROGRAMS

REHABILITATION PROGRAM FOR AFGHANISTAN

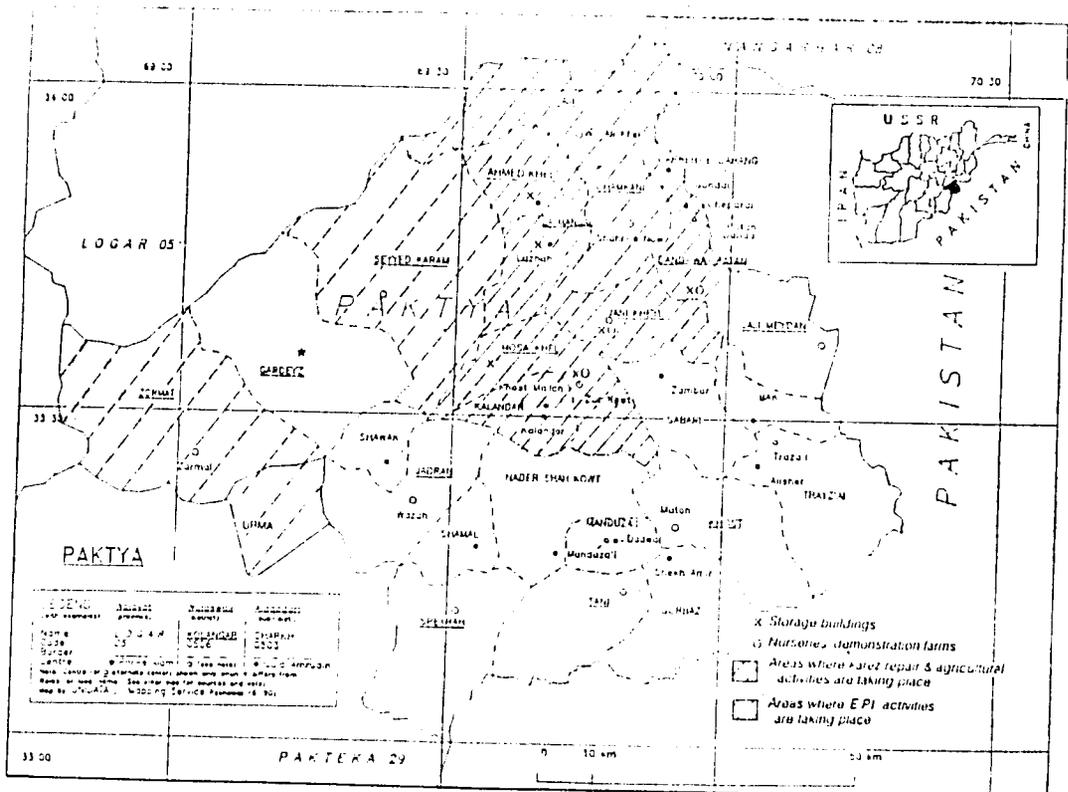
Introduction

During eleven years of war, Afghanistan's ability to support agricultural production has plummeted. Farmers in Afghanistan have to face a shortage of draught animals, degeneration of seed varieties, destruction of irrigation systems, non-availability of fertilizers and the presence of land-mines and weeds on land fallen into disuse.

The Rehabilitation Program for Afghanistan (RPA) began two years ago to assist in the revitalization of sustainable food systems in Afghanistan. RPA's approach has two components. First, RPA has assisted in the development of community projects including multiplication wheat and maize farms, district nurseries, and demonstration farms for fruit trees, vegetables, wheat and maize. Each project is operated by local councils called "shuras." Commodities produced by these projects will be used to support overhead costs of maintaining and expanding reconstruction efforts. For example, farmers who received improved

seed and fertilizer in the fall of 1989 were each required to contribute ten kilograms to community grain banks after the harvest. The community grain banks, designed to provide a mechanism for communities to commit capital to community projects, will be the core of sustainable development into the future. This year, RPA added sanitation and water supply assistance, and, in 1991, RPA aims to provide technical assistance for education.

Second, to augment the project-management capabilities of shuras, RPA trains the shura administrators responsible for the implementation of RPA's projects. This training includes administration management, project design, implementation, monitoring, evaluation and proposal preparation. By the fall of 1990, shuras were submitting their first proposals drafted entirely by themselves. Ultimately, IRC hopes that shuras will be able to deal directly with development-oriented donor agencies. Both



aspects of RPA's efforts - technical assistance to the establishment of projects and the administrative training - aim to create an environment in Afghanistan which can support returning refugees and their families.

Shura Management Training Unit

RPA's aim, that its projects evolve into sustainable community programs, rests on the development of interested, capable community management. To cultivate the managerial skills of the shuras managing RPA projects, RPA requires that at least one representative from each shura attends classes at the Shura Management Training Unit (SMTU). Operated out of the training center in Darsamand, SMTU trains shura managers in all aspects of field management from needs assessment and proposal writing, through project implementation, monitoring and evaluation.

So far, 24 shura representatives have passed through the various SMTU courses. In the future, SMTU aims to expand its training work, both for those already involved in RPA projects and for those in areas which RPA hopes to develop, such as education. In addition, SMTU training may become relevant for other IRC programs which are considering transferring projects into Afghanistan. In accordance with such aims for expansion, RPA hired five more trainers this summer, bringing its staff to a total of nine.

SMTU not only provides training for RPA-assisted shura administrators, but also operates training seminars for other NGO administrators on a contract basis. Since the contract-based training began in 1990, it has augmented the skills of 70 administrators for other NGOs working in Afghanistan. Earnings generated from the contract-training help to keep SMTU operating.

Agriculture

Through a combination of technical advice and initial inputs, RPA's agricultural sector helps shuras establish sustainable rehabilitation programs. Different aspects of the program include the establishment of seed multiplication farms, fruit tree nurseries and demonstration farms. Sensitivity to cultural, economic and political factors, which often vary from tribe to tribe and region to region, are fundamental to RPA's approach. All of RPA's agricultural field staff are Afghans who are aware of local constraints and have implemented RPA's projects in a culturally appropriate manner.

Throughout 1990, RPA's agricultural staff received training to update their skills. Some workshops

were run by other organizations, like the Food and Agriculture Organization (FAO), for specific topics such as fruit tree nursery management and seed multiplication. Others were in-house and covered monitoring strategies or standardized yield data collection techniques.

In the summer, RPA received requests, for the first time, from farmers in Paktya and Paktyka for a livestock vaccination program. Bombing, famine, land-mines and disease have all decimated the livestock population. As a result, RPA is drafting a proposal to establish a livestock vaccination project. Targeted for Paktya, Paktyka and Logar, this project proposes to charge farmers a nominal fee for services. Revenues generated will be used internally to support the program's cost.

Wheat: Winter wheat grown in Afghanistan is sown in October and harvested in June. In the fall of 1989, 570 metric tons of improved wheat seed and fertilizer were distributed as an initial input to farmers in the six districts of Paktya. After the harvest this spring, farmers reported crop yields two and three times higher than local varieties. Those who received improved seed in 1989 were required, in 1990, to return ten kilograms per farmer to community grain banks. This year, 345 metric tons of wheat seed and fertilizer were distributed to high-elevation districts of Paktya which received their fertilizer too late last year, and to Urgoun where no previous distributions had taken place. As in 1989-90, farmers receiving seed will have to contribute ten kilograms per farmer into the community grain banks.

Also in the fall of 1990, one metric ton of multiplication seed was given to each district in Paktya and Urgoun in Paktyka in order to establish private multiplication farms. At the end of the harvest in June 1991, farmers will contribute all seed in excess of 1,050 kilograms per jerib (2,000 square meters) to the community grain banks.

Maize: In 1990, RPA initiated ten multiplication farms in each of the six districts in Paktya. Improved seed and fertilizer was distributed in May and June to private farmers who expressed an interest in learning the necessary techniques. As an initial, one-time investment into the community, RPA bought 15 metric tons from each of these farmers at the end of the year to be deposited into the grain banks. Farmers harvested the summer maize in October. An independent UNDP monitoring mission reported that yields were two to three times higher than local varieties.

Immunizations in Afghanistan

This story was written by Ahmed Shakir Khateer, currently a level three student at IRC's Journalism Program. Ahmed Shakir completed IRC's English Language Program and studied typing at the Public Administration Program before enrolling in the Journalism courses. He also shot and assisted in the printing of the accompanying picture.

Abdul Mateen, the operation manager of the Expanded Program for Immunization (EPI), in Darsamand said that RPA's vaccinators have immunized 61,450 women and children since IRC has started the immunization program in Afghanistan in August 1989.

"People were not so interested about immunization and they did not know about it because they are far away from the cities and there is no hospital to treat them," he said.

Shah Mahmood one of the vaccinators, said that most of the people who live in the mountainous areas have been infected with diseases such as measles, polio, dysentery, diphtheria, tuberculosis, tetanus toxoid and pertussis (whooping cough). "Since IRC has started [its] immunization program, diseases have decreased 50%," he said. He added that measles, pertussis, tetanus toxoid and diphtheria have completely disappeared during the two years in some areas.

"The general problem which we had with people was about why we vaccinate women and not men," he added. Mateen said that many people are infected with several kinds of diseases as a result of bad hygiene and unclean food.

Mateen explained that after the making agreements with commanders, mullahs and khans (village chiefs), IRC sends its teams to immunize people. "Motivation teams visit areas and discuss the immunization program with people and inform them about how immunizations are effective," he said. "Now the reaction of people is very good with our vaccinators, when they see IRC's immunization team they become happy and welcome our teams," he added.

"We have four teams which includes four men. They go to different places in Afghanistan for 22 days," Mateen said. He added that every team can immunize 140-150 persons per day. He mentioned that activities are in Ali Khel, Jani Khel, Ahmed Khel, Mosa Khel, Lajmangal, Dand-wa-Patan, Chamkani, Zormat, Urma, Qalandar and Seyyed Karam.

Mateen also explained that they keep vaccines in special freezers. Each freezer can keep 10,000 vaccines cold. He said that they use gas containers for freezers in Afghanistan because there is no electricity. A gas container can work for one or two months. "If we do not keep the vaccines cold, they become unusable," he said. He mentioned that vaccines should be kept at a temperature between zero and eight degrees celsius from the day they were made until they were going to be used.

Shah Mahmood, the vaccinator, explained that they immunize women and children. He said that they vaccinate those women which are between 15 and 45 years of age and that the children should be less than five.

Shah Mahmood explained that tetanus toxoid is an acute infectious disease which enters the body through wounds. He said that they immunize pregnant women to protect their children from tetanus diseases. "Measles is found most frequently in children and we vaccinate those children between one and five," he added. "In two years we have not traveled to any other provinces except Paktya. We plan, for 1991, to go to Logar, too," he said. At last, Shah Mahmood added that they also plan to immunize animals in the future.



RPA has spent much of the year, particularly on the demonstration farms, working with farmers on new techniques for growing maize. RPA technicians taught row, furrow, and broadcast sowing techniques. Many farmers were also introduced to inter-cropping with legumes, which helps replenish nitrogen into the soil. RPA technicians had small discussions about how to fight maize diseases, like cutworm, through the use of crop rotations and pesticides. In total, RPA estimates that its agricultural technicians reached 13,000 families during 1990.

Next year, RPA plans to help the shuras establish community-operated multiplication farms. Produce from these farms would go directly into the grain banks, and shuras could pay for costs (such as rent) in-kind from the farms' yields.

Shuras could then use the remaining yield to pay for the implementation of other agriculture products.

Barley: Barley is a cereal grain well-suited for higher elevations in Afghanistan. As with wheat and maize, it can be used for both human and animal consumption. This fall, FAO distributed a new variety of the seed which has been sown in the demonstration farms in order to determine its applicability for regions in Afghanistan.

Fruit Tree Nurseries: Flooding from upland areas has devastated much of Afghanistan's capability for agricultural production. Just this year, for example, approximately 25% of RPA's maize multiplication crop was lost due to flooding. In addition, irrigation systems are experiencing

accelerated siltation. This unusually excessive flooding has been caused by the rapid deforestation of upland areas. Lack of control on timbering for export to Pakistan is a major cause of this deforestation, though bombing and napalm have compounded the problem.

To combat this, RPA has established three fruit tree nurseries. The nurseries act as a distribution point for trees donated from organizations like FAO, graft and breed saplings for multiplication and distribution, and provide a place for farmers to learn more about growing trees and how to arrest erosion. Throughout the year FAO donated 55,500 trees for RPA to distribute. 27,000 were distributed this year at a rate of two or three per family. The remainder of these trees will be distributed next spring.

FAO also donated 750 poplar trees on a pilot basis. Many farmers near the nurseries have expressed interest in the trees which are well suited for the climate and good for lumber. The demonstration farms are now multiplying the trees for distribution.

In addition, FAO donated 2,000 apple root stocks, which, through a layering technique, have been multiplied to 10,500. 5,000 are being planted in the nurseries for fruit production and 5,500 for multiplication purposes. Finally, 50 plum, apple, peach and apricot trees were distributed to each of the demonstration nurseries.

In 1991, RPA plans to open three more nurseries in Paktya and one in Urgoun, Paktyka so that there is one centralized source of agricultural information, vegetable seeds, root stocks, etc., per district.

Demonstration Farms: The demonstration farms, attached to the nurseries, also contain a demonstration vegetable plot with tomatoes, eggplants, pumpkins, cucumbers, okras and leeks. Throughout the year, the farmers operating the demonstration farms gave small talks to local farmers explaining the techniques needed for growing the various vegetables. After the first crop was harvested, the vegetable seeds were in such high demand that a second crop was grown. In total in 1990, approximately 5,300 families received some vegetable seedlings.

Agricultural Tools: To augment the distribution of crop commodities 6,000 sets of tools were distributed in Paktya and Paktyka. Each set contained a sickle, a trowel, a shovel and a pick-axe.

Irrigation and Construction

The irrigation and construction projects are undertaken by those communities which work with RPA to rebuild infrastructures for agricultural production. Bombing and/or abandonment during a decade of war has destroyed many irrigational systems. RPA assists communities repair their irrigating karezes (see box pages 8-9), clean canals, in a few cases build diversion dams, and construct community storage buildings. All the designs utilize traditional structures so that the projects can be easily duplicated in the future. As with all of RPA's projects in Afghanistan, shuras play the most active role in implementing the projects, coordinating labor and obtaining all locally available materials (see Appendix I, Table 1 for list of irrigation projects).

On the demonstration farm in Dand-wa-Patan district of Paktya province, local maize grows next to improved maize varieties.



Irrigation: In 1990, shuras completed construction of 36 karezes in six districts of Paktya province. This brings the total since 1988 to 56 karezes repaired, benefiting approximately 9,055 families. This work not only benefits those families who have stayed in Afghanistan throughout the war but also provides those in Pakistan with the option of returning to cultivatable land. In the district of Ali Khel, monitors have reported that up to ten families have returned to cultivate their land and have begun repairing their homes.

Other karez repair projects which started in middle or late 1990 were not scheduled to be completed by year end. Included in this category are 35 karez repair projects in Paktya and 26 in Paktyka. These last 26 projects represent the first time that RPA has begun work in Paktyka, although surveys were performed in 1989. When these karez repair projects have been completed, an additional 2,800 hectares will be irrigated, benefiting 4,200 families.

Two diversion dams were also constructed in 1990 in Paktya.

Construction: In 1990, shuras working with RPA also commenced work on seven storage buildings throughout six districts in Paktya. The buildings have neared completion although disagreements over who would provide the labor and the exact location of the sites caused some delays in Dand-wa-Patan. Once complete, communities will use the buildings as a grain bank to pay for community projects. For 1990, the first year of the project, RPA paid for the purchase of grain to invest in the storage buildings (see Agriculture). In the future, it is hoped that shuras will be able to use the grain in the grain banks in a cooperative fashion to support community projects. Up to 25,700 people could benefit from community projects supported by shuras using the grain banks.

In 1989, RPA engineers made preliminary and detailed surveys for a road from Jani Khel to Mosa Khel in Paktya. In 1990, the road survey was completed. In 1991, RPA plans to build several culverts on the existing track to reduce erosion from flooding.

Medical Programs

RPA's medical programs consist of medical training, an expanded program for immunization and a sanitation program. All are operated from the Darsamand training center.

Medical Training: The medical training unit began in 1989 by training eight field microscopists to

work in Afghanistan. After completing their training in February, 1990, all have gone on to contribute to medical programs in Afghanistan. Due to the success of this pilot program, a proposal for training 16-20 more field microscopists was submitted in July and subsequently approved. In September, classes started for nine new trainees who are learning about urine analysis, malaria, hematology, sputum, parasitology and general laboratory procedures. RPA microscopist trainers also ran a two-week refresher course for lab technicians from Freedom Medicine. 100% of the graduates from RPA's microscopy training have passed the standard WHO exam.

Also beginning in August 1989, RPA trained four dental workers to work in the isolated, mountainous regions of Paktya and Paktyka. They finished the course in February, 1990, and have since found employment in Afghanistan. Subsequently, in the spring of 1990, RPA agreed to train 55 paramedics from Freedom Medicine in dental techniques. By the end of the year, 43 paramedics had learned about oral hygiene and teeth extraction. This program



Team-work is necessary in cleaning and maintaining karez tunnels. In this picture, two workers at the top of a maintenance well lift out rocks cleared by others working in the muddy, meter-tall karez tunnel below.

will continue through March, 1991. Attempts are underway to shift this training program to Chamkani district of Paktya.

In the spring of 1990, the medical training unit also ran courses for the sanitation and vaccination programs. In April, six trainees underwent sanitation training in preparation for implementing the sanitation project in Paktya (see below). In May, nine vaccination trainees completed the classroom portion of their training. Subsequently, the new vaccinators set up an outreach program in Thal 1 & 2 refugee camps for practical training. Running the outreach program not only gave them general experience, but also an opportunity to face and solve logistical problems involved in setting up vaccination sites, disposing syringes, keeping proper records and motivating the target population.

Sanitation: The training of six sanitarians in April represented the beginning of a sanitation program for Paktya. After the course, the new sanitarians, who originated from six different districts in the province, returned home to carry out a sanitation survey. The survey indicated that health

education covering the spread of diseases and the contamination of water supplies was the method most likely to make a sustainable impact. Since the sanitarians began working in the field, they have given 448 health sessions in community centers, mosques, health clinics and schools. Discussions covered the following topics: house cleaning, importance of latrines, washing, keeping water sources clean, the spread of disease caused by dirty hands and flies, and how malaria and diarrhoea are propagated. These discussions sometimes led to action such as burying or burning waste, filling in stagnant ponds and digging waste-water disposal pits.

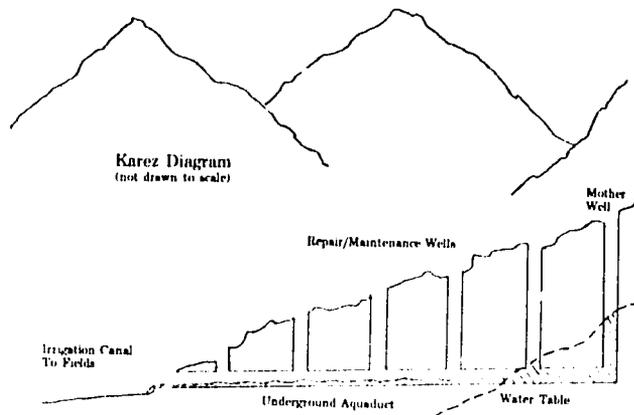
As a result of the survey, it was also decided to begin a program which supports the construction of special two-compartment latrines for those interested. One compartment of the latrine, at any given time, is sealed off while the other is in use. At the end of six months, the sealed compartment is cleaned out, mixed with compost and used as fertilizer. In 1991, RPA plans to support the construction of 2,000 such latrines. Also in 1991, RPA plans to install 15 water supply systems which will pipe safe water from natural

KAREZES

In Afghanistan, Pakistan and Iran the karez has been used for centuries to supply water to communities living in arid regions. The tunnels and wells of the underground aqueduct are dug by hand to access the plentiful supply of subterranean water. In some cases, this has enabled people to turn desert into arable and life-sustaining land. Sometimes, farmers must dig wells up to 50 meters deep and tunnels several kilometers long before the water table is reached.

The tunnel is almost level to allow a gentle flow, limiting erosion in the tunnel. Even so, the farmers benefiting from the water must enter the karez regularly to clean and repair the karez. The maintenance wells located along the length of the karez provide access and ventilation for routine cleaning.

A decade of bombing and neglect has left water supply systems of Afghanistan severely damaged. Repairing these systems is a precondition for restoring agricultural production in Afghanistan.



springs to accessible community storage areas which can be treated regularly.

Expanded Program for Immunization (EPI): 1990 was the first full year of operation for EPI. RPA vaccinators working in Afghanistan, as in the refugee camps in Pakistan, focus on children under five and women between 15 and 45. The children are immunized against the six target diseases (TB, pertussis, polio, tetanus, measles and diphtheria); the women receive vaccines to protect them from tetanus (see Appendix I, Table 2).

RPA supports four vaccination teams from the freeze point in Darsamand. Vaccines are transported in large coolers by truck to Afghanistan. On average, the teams' tours last 22 days. During 1990, vaccinators immunized 29,958 children under five (20% under one) and 31,676 women.

The most prevalent problem facing vaccinators is a lack of understanding about vaccines. Many villagers find, for example, that children are still sickly after having received their first dose and are therefore hesitant to register for a second dose. Problems like these make a coordinated medical effort tied to sanitarians explaining about diseases important. RPA responded to these problems by offering a workshop for the vaccinators which covered

community motivation. More time is now allotted for developing community relations and awareness.

EPI faced other problems throughout the year as well. One set of vaccines, for example, was causing an unacceptably high number of adenitis cases; RPA requested that its vaccine supplier change manufacturers. Additional problems included vaccines being frozen, rendering them useless, and failure to utilize vaccines before their expiry date. Continual technical refresher training works to diminish these obstacles. The EPI program is also concerned about refugees who receive partial vaccinations in Pakistan - it is necessary to maintain records so that some persons are not missed while others receive too many doses. In Zormat, this year, vaccinators gave second doses to 37 women and children who had EPI cards from Pakistan.

Despite these ongoing challenges, however, EPI continues to vaccinate increasing numbers of persons in Afghanistan. In addition, its acceptance in the community is increasing. Some village elders from Logar have requested RPA immunizations. As the cold-chain can reach all the way to Logar from Darsamand, RPA plans to begin vaccinating there in 1991. Eventually, RPA hopes to move the freeze-point into Afghanistan.

RURAL ASSISTANCE PROGRAM

Introduction

IRC's Rural Assistance Program (RAP) was opened in 1988 to provide funds and technical support for NGOs engaged in relief and rehabilitation work in Afghanistan. Funded by USAID, RAP assists American, European and Afghan NGOs in developing viable project proposals, funding the proposed projects and monitoring implementation. Although funds are available for relief initiatives, most of RAP's projects are targeted at increasing food production and income in rural Afghanistan, paving the way for repatriation of refugees.

Since its inception, RAP has supported 43 projects totalling over \$10 million. Ten different agencies, including three all-Afghan operations, have implemented these projects in 18 provinces in Afghanistan. Of the 43 grants, 19 are now completed and 24 are ongoing. In July of 1990, the RAP fund was increased by nearly \$5 million and extended throughout the end of 1991.

IRC's Rural Assistance Program has proven capable of assisting agencies in their efforts to develop and implement projects under the most arduous political and environmental conditions. RAP serves as a mechanism for funds to reach the most isolated areas of Afghanistan, as well as a means to support nascent Afghan NGOs.

Funding Strategy

Associated with the amended cooperative agreement signed with USAID in July, RAP redefined its objectives and priorities this year. These efforts culminated in the production of the *RAP Manual*. Those PVOs interested in receiving funds from RAP can now consult the new manual to determine if their projects are eligible for funding. In addition, the manual offers concrete guidelines for proposal preparation, budgeting and reporting requirements.

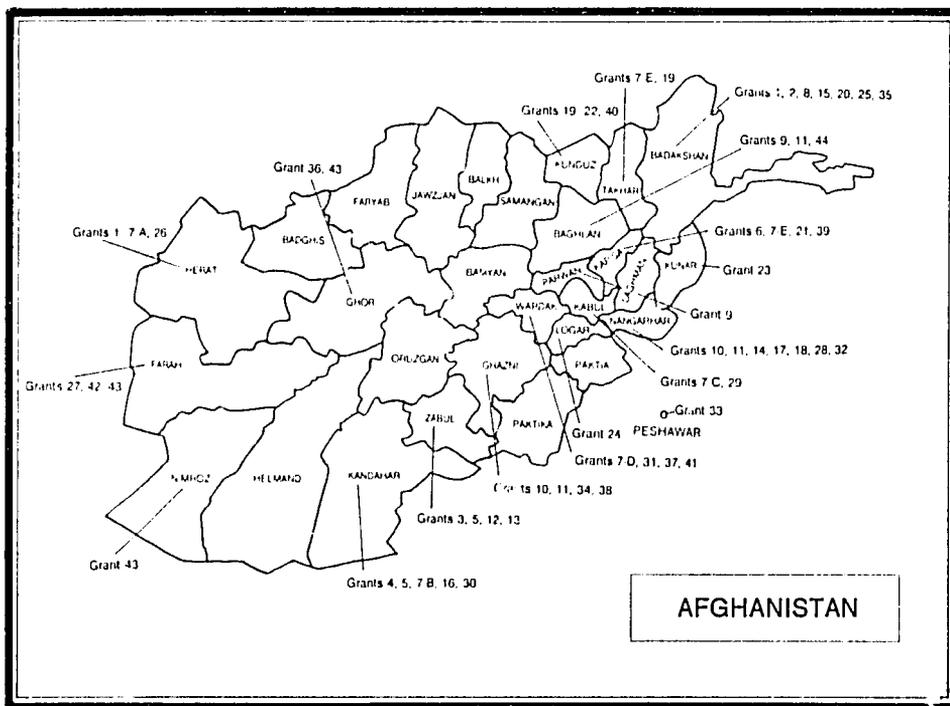
Under the terms of the agreement with USAID,

RAP evaluates project proposals submitted by PVOs, makes a recommendation to USAID, and then administers and monitors the approved grants. PVOs applying for RAP grants must submit proposals for projects which require less than \$500,000, target a contiguous geographical area and have a maximum duration of one year. The grants generally fall into three categories.

- **Rural Rehabilitation Assistance:** These grants focus on areas which have stable populations with available labor. They contribute to the rehabilitation of the agricultural sector, often providing a source of income as well.
- **Survival Assistance:** Grants in this category provide relief for victims of military action or natural disasters in immediate need of relief. This can include emergency supplies such as food and shelter, cash for food, and/or through cash for work projects.
- **Resettlement Assistance:** Designed to sustain repatriating families until they are able to re-establish economic independence, this category will remain inactive until larger scale repatriation occurs.

Overall, RAP searches for those proposals which embrace realistic goals given the difficult conditions in Afghanistan. The ongoing war in Afghanistan, the lack of security for the transport of goods and the travel of monitors, and the fact that projects must be run from Pakistan all combine to limit what PVOs can realistically expect to achieve.

Within this framework, RAP encourages projects which emphasize disadvantaged groups and regions currently not receiving aid. Although short-term relief will be supported in warranted cases (such as earthquakes), in general, where stabilization has occurred, RAP wants to encourage PVOs to consider the sustainability of the project and the its impact on the target group. In the past, grantees only had to verify that work on a particular project had been completed. RAP now requires PVOs to indicate how many fields were put into production as a result of the repair, and how many families benefited. In addition, although RAP funds projects for only one year, projects such as seed multiplication programs which can quickly become sustainable are encouraged. Supporting Afghan PVOs is another way in which RAP promotes sustainability. This

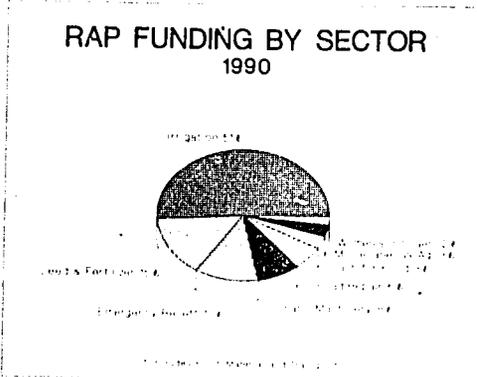


(For a full listing of grants please see Appendix II, Table 1)

year, RAP offered a proposal-writing workshop and funded an administrative grant in order to assist the development of Afghan PVOs. In 1990, RAP also supported a Save the Children income generating project for Afghan women.

Project Activities

RAP signed 14 new grant agreements with PVOs during 1990, totalling \$2.35 million. The program expenditures can be broken down as follows:



One notable change since RAP's inception is the decrease in emphasis on cash for food programs. In 1988, 14% of RAP's funds went to cash for food programs; in 1990 that dropped to 3%. This reflects increased stabilization in Afghanistan and a concomitant increase on agricultural rehabilitation.

The following is a synopsis of the activities of agencies funded by RAP:

Afghanaid: Since 1988, Afghanaid has received or been allotted nearly 2.5 million dollars for agriculture projects in northern Afghanistan. Several grants began in 1989 and continued into 1990, and two more projects received funding this year. Their projects supply agricultural inputs, such as seed and fertilizer, and offer cash for irrigational repair. One project in 1990 included the purchase and transport of a thresher into Kunduz. Overall, Afghanaid's projects progressed smoothly with the exception of some areas where heavy fighting recrudesced. Afghanaid had to return part of a grant for one of its projects in Kunduz because territories gained by the Kabul regime prohibited the further implementation of the project. In Kapisa, the regular improvements in agricultural productivity suggest that 1990 will be the last year for emergency aid.

AFRANE: This French organization has received seven grants from RAP since 1988. Five of the projects were active in 1990 and four had been

completed by the year's end. Afrane's biggest project offered cash for food and work in Kandahar. It started off with karez and canal repair but, unfortunately, suffered a robbery which shut the program down temporarily. New managers resumed work in September. Afrane's other projects, all of which were agricultural in nature, were completed with only minor difficulties. The projects included wheat seed distribution, karez and canal repair, and the purchase of tractors and the establishment of an associated mechanic's shop. Some of the problems which Afrane projects faced were renewed fighting and bombing in Logar, forcing a partial relocation, and a drought, threatening some agriculture projects in Badakhshan. Finally, due to concerns about the safe arrival of funds to a different project in Badakhshan, one project was cancelled and funds returned to RAP.

Coordination of Afghan Relief: The Coordination of Afghan Relief (CAR) is an Afghan PVO which receives support from RAP for three projects in Kunduz, Ghazni and Wardak. Their projects have not only managed to complete the allotted work on schedule, but, in many cases, surpassed their goals by recruiting voluntary labor and soliciting full support of the communities in which they work. In one project, for example, they cleaned 25 karezes, whereas money had been requested only for 14. In another case, two second-hand tractors were purchased instead of one new one. In Wardak and Ghazni, CAR has established local reconstruction committees through which they implement their projects.

Coordination of Humanitarian Assistance: The Coordination of Humanitarian Assistance (CHA) was the first all-Afghan PVO that RAP funded. RAP now funds three projects for CHA and, additionally, offers administrative technical support. Their case is particularly interesting because they work in Farah, one the western provinces which is difficult to operate from distant Quetta, in south-west Pakistan. The already arduous task of traveling across Afghanistan was exacerbated throughout 1990 by floods and earthquakes which swelled rivers, ruined bridges and damaged roads. Nevertheless, CHA has achieved the objectives set out in its proposals, in some cases exceeding them. Their cash for work program in Farah, for example, repaired 53 kilometers of road when the proposal outlined only 30 kilometers. Other projects in Farah repair karezes and canals. In Ghor, in central-western Afghanistan, CHA operated an emergency cash for work program to build an all weather road. The project was labeled as "emergency" because it provided needed cash for food after a severe famine last winter.

CARE International: In 1990, CARE managed a \$1.0 million village assistance program. This multi-faceted rehabilitation program provides wheat for work on road surveying as well as road and irrigation repair. As a result of delays caused by disputes in tribal areas and along travel routes to Kunar, RAP extended the grant through the end of December. By this time village workers had repaired 7.3 kilometers of road, surveyed an additional 19 kilometers, cleared 28 anti-personnel land-mines, cleaned/repared four irrigation canals, and ran training courses for local farmers as well as field administrators. Another aspect of the program provided returning refugees with 60% of their annual requirements while they repaired homes and revitalized agricultural production.

The Mercy Fund: In 1990, Mercy Fund received three grants from RAP for emergency relief and food for work programs. The emergency relief grant provided 117.25 metric tons of food rations and 30 000 square meters of cloth for those disrupted by the fighting near Jalalabad. Approximately 5,000 people from 100 villages received goods. RAP monitors observed one of the distributions organized for this grant. Another project paid workers to rehabilitate farms in Nangarhar province. This RAP grant helped to provide work for 818 persons who cleared and maintained irrigation systems, and undertook pruning, weeding, orchard cultivation and fertilizer application. Mercy Fund's third project for 1990 provided food for work in Baghlan province. In this case, the work was an agricultural engineering needs assessment.

Reconstruction Authority for Afghanistan: RAP's grant to the Reconstruction Authority for Afghanistan (RAFA) is unique in that it is an administrative institutional support grant. RAFA ran into a shortage of funds in late 1989 which threatened to eradicate their efforts to rehabilitate agriculture in Afghanistan. Thus, RAP provided administrative support and guidance toward re-establishing secure funding for projects. RAP monitored their offices throughout the year to verify that they complied with the terms of their agreement. By June, RAFA had submitted karez repair and emergency food supply proposals to WFP and UNDP. Furthermore, current RAFA projects have distributed 2000 metric tons of wheat in Ghazni and successfully completed an irrigation canal survey in Kunar. This RAP grant will end in February, 1991.

Save the Children (U.S.): To date, Save the Children Federation, U.S. (SCF) has received \$1.5 million from RAP. SCF operates one of the most unique programs supported by RAP, a women's income-generating scheme in Ghazni, Baghlan

and Nangarhar. SCF distributes handicraft kits, then later returns to buy completed crafts from women to be sold in Pakistan and abroad. 60% of the women who earned income through this program were the sole earners for their families. One branch of this same project was originally opened in Wardak, but was closed in February after physical threats and the theft of kits worth \$4,077. In this case, SCF had not hired local managers and, in retrospect, this probably contributed to its failure. This incident highlights the extreme sensitivity of women's projects, and the absolute necessity of including the local community during planning and implementation. SCF has applied for further funds to expand the program to include 2,000 women.

Other RAP grants support SCF agricultural projects and road repair in Zabul. The agricultural projects repaired irrigation systems, distributed seed and fertilizer, and vaccinated sheep, goat and cattle. Whenever possible, SCF solicits local aid. Two karez repair projects in Zabul, for example, completed 55 more karezes than proposed because 25% of the labor was volunteered. The road repair project in Zabul employed 893 workers while repairing 24 kilometers of road and building 17 culverts.

While SCF's projects all progressed during 1990, they faced their share of the problems common to working in Afghanistan. Throughout the year SCF had to enter into negotiations several times with tribal groups to discuss transit permission etc. In addition, migration of labor to Pakistan, a six-day series of earthquakes in April, bad roads, severe winter weather, and the remote location of the sites all made operating the projects difficult.

Solidarites Afghanistan: Solidarites is a French PVO which has been working in Afghanistan for ten years. They have received five grants from RAP, of which four were implemented exclusively in 1990. Three of the grants assisted karez and other irrigation repair projects. One of them also provided tractors and helped to establish a tractor-repair shop. The fourth grant provided emergency cash relief in areas just outside of Kabul which were still suffering from heavy bombardments. These attacks from the Kabul regime made the distribution of aid difficult. In one case, government bombing forced the premature closing of an emergency cash distribution, though not until almost 2,000 families had received cash. Bombing also hampered efforts to clean and repair karezes in Kandahar. Despite these problems, work on all sites continues to progress.

Working in Afghanistan

Many of the PVOs which RAP funds face formidable obstacles as a result of trying to implement programs in Afghanistan from a Pakistan base. Even though RAP does not implement any projects itself, it makes recommendations for PVOs based on monitoring observations, advises organizations on how to overcome implementation problems, and, in some cases, provides administrative support (see, for example, Reconstruction Authority for Afghanistan under *Project Activities*).

Monitoring: While a continual assessment of operations is necessary in any relief or development project, monitoring projects in Afghanistan is particularly challenging. Both expatriate and Afghan monitors are employed in order to supply the necessary mix of objectivity and cultural sensitivity. Finding expatriate monitors with technical expertise, who speak Dari or Pushto and who are willing to put up with the discomforts and dangers of traveling in Afghanistan is difficult; finding Afghan monitors who can minimize the traditional pressures from family, tribe and mujahideen commanders who desire favorable reports can be equally challenging. In addition, a myriad of logistical problems stem from the political turmoil of the regions in question (see *Limitations* below). In one case this year, the prevalence of illnesses, combined with the lack of health facilities, forced a monitoring mission to return.

Despite these challenges, RAP managed to have visited sites for 16 grants in 12 provinces by the end of the year. These sites were observed during the course of nine trips, some of them for as long as two months. The first half of the year RAP operated without a head monitor. As a result, during the second half of the year nearly twice as many grant sites were visited. At this rate RAP aims to be able to visit all project sites during 1991.

In order to improve the quality of monitoring, RAP conducts regular workshops for its monitors in-

between trips. This year, workshops included the use of video equipment, English lessons and Operation Salam's six-hour mine awareness class. For 1991, RAP has plans for workshops which explain the importance of continual evaluation and technical data collection techniques.

Limitations: The presence of millions of landmines in Afghanistan (estimates range from three to 50 million) presents the most tangible impediment to safe travel in Afghanistan. But a host of other logistical problems exist. The Kabul regime's periodic control of major highways makes transport of a project staff and supplies a lengthy, costly and, at times, dangerous affair. The poor condition of the roads, at best simply not repaired for ten years, exacerbates the situation. The entire transport infrastructure in Afghanistan is fragile and highly susceptible to bombing, severe winter weather (particularly over the high passes) and natural disasters. Spontaneous outbreaks of fighting can also impede travel, cutting off access to whole regions without prior notice. Interethnic tensions and banditry also pose substantial obstacles to project implementation.

Future Plans

In 1991, RAP plans to expand on the initiatives of the past two years. The guidelines developed in the *RAP Manual* and technical advice provided by the staff are to be further supported with management training programs targeted at newly formed Afghan NGOs and community groups. These activities, which will be coordinated with IRC's RPA and Public Administration Programs, will allow RAP to continue its shift towards increased funding for indigenous Afghan organizations. At the same time, RAP will continue emphasizing projects with community participation and mechanisms to insure sustainability of the projects after RAP support is completed.

II. EDUCATION PROGRAMS

FEMALE EDUCATION PROGRAM

Introduction

IRC has five educational and vocational programs for refugees who range from pre-school-aged girls to women with university degrees. In total, over 1,500 women and girls participate in IRC programs. Some programs are purely academic, such as the Lycee Malalai Secondary School for girls, the for Afghan girls in the North-West Frontier Province (NWFP). Three others, the Women's Public Administration (WPA) program, the Women's Health Educator Trainers Program (WHETP), and the Women's English Language Program (WELP), help women develop their professional skills. Finally, the Kodakistan Education Program combines both aspects, assisting and educating children directly in pre-schools called "kodakistans" and training women to establish their own pre-schools.

All the women's programs work closely together and take special precautions because of the sensitivity of women's education. Three of the programs share a building isolated from any male programs, and all the programs provide transportation for their students. Unfortunately, in May and June, Peshawar passed through a period of increased tension as a result of security incidents related to women's programs. One organization's compound was destroyed in Nasir Bagh camp, and posters and graffiti appeared renouncing the education of women. Consequently, the managers and staff of the women's programs decided to close three of the five programs which share a building (WELP, WHETP, and WPA) for a two-week summer break in June. All staff and students encouraged an expeditious re-opening of the schools for fear that a sustained closing would legitimize rumors that women's education is un-Islamic. Since this time, however, all the programs have run smoothly without major incident and, in spite of the problems, the popularity of the programs has continued to rise. At the end of this year, for example, 117 women applied for just 40 spots in WPA's public administration course; last year the same course taught only 22 women.

During the summer, the Women's Commission for Refugee Women and Children toured IRC's programs in the NWFP. In the fall, the commission made recommendations to the Senate Foreign Relations Committee and testified before the House Foreign Affairs Subcommittee on Foreign Operations. In their meetings and testimony, they emphasized that funding for

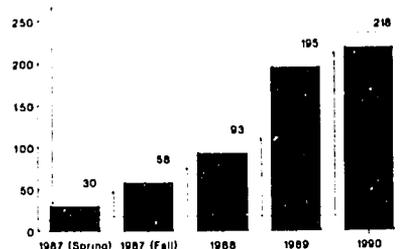
refugees should be distributed so that women receive a more equitable portion of care than they have in the last decade.

LYCEE MALALAI

Introduction

In 1986, IRC established Lycee Malalai, at that time the only secondary school for refugee women in the NWFP. Since then, attendance at the school has burgeoned from 30 to over 200 students. In order to reduce the potential for security incidents which resistance to female education begets, Lycee Malalai is co-sponsored by Jamiat-i-Islami, an Afghan political party favoring education for women. This sponsorship has facilitated the acceptance of Lycee Malalai within the refugee community; girls from all political affiliations are welcomed at the school.

Lycee Malalai
Attendance: 1987 - 1990



At the beginning of the fall semester, the teachers met with Jamiat-i-Islami directors to discuss appropriate behavior for school staff. The meeting concluded with the following resolutions:

- teachers will wear the chaddor (shawl and head cover);
- teachers should not wear flashy jewelry;
- teachers should refrain from using cosmetics; and,
- inside cars, teachers must cover their faces and refrain from loud laughter and talk.

Academics

The two-semester academic year at Lycee Malalai begins in February and ends in January the following calendar year, with a three-month

holiday in summer. Out of 177 students who, in January 1990, took the final exam for the 1989 academic year, 153 students passed and 24 senior students graduated. This year, total enrollment expanded to 218, requiring second classes in the ninth and tenth grades (see Appendix III, Table 1 for attendance statistics). Unfortunately, Lycee Malalai does not have sufficient facilities to allow all those who wish to enroll to do so; enrollment is limited to 220. Students at the school study the following subjects: biology, chemistry, physics, math, geometry, trigonometry, history, geography, Islamic studies, Arabic, English, Pushto, Dari (Persian), art, tailoring and home economics. Lycee Malalai also runs a day-care center for 40 children of staff, students and other community members.

Events

Unfortunately, in 1990 Lycee Malalai experienced increased tensions and insecurities in the refugee community. Although Lycee Malalai was not one of the women's programs which closed for two weeks, Jamiat-i-Islami did ask the program to close for three days in May. In the fall semester, for precautionary reasons only, Jamiat-i-Islami doubled the number of guards at the school.

Also in the fall semester, a mine awareness team visited the school to teach students about landmines still in Afghanistan. Each student received a mine awareness chart to take home to their families at the end of the day.

Future

In order to ensure that Lycee Malalai operates in Afghanistan at some point in the future, IRC has begun to negotiate the transfer of all responsibility to Jamiat-i-Islami. The switch-over, scheduled to occur in February 1991, will not preclude IRC from continuing to support and advise the school academically.

WOMEN'S HEALTH EDUCATOR TRAINERS PROGRAM

Introduction

The Women's Health Educator Trainers Program (WHETP) aims to improve the personal hygiene, nutritional awareness, and general health level of refugee families and communities by training female public health educators. Due to strict Islamic laws, many Afghan women cannot take advantage of the existing, predominately male health care network. IRC hopes to reach this important segment of refugee society, and the children they care for, through educating women

themselves. WHETP offers a six-month course which prepares Afghan women to teach health messages to women of all backgrounds: literate or uneducated, rural or urban. In order to enter the course, students must have graduated from secondary school.

Academics

The WHETP course teaches primary community health education, including basic anatomy, epidemiology, physiology and pathology, and focuses on participatory teaching methodologies for illiterate populations. Field trips, panel discussions and practical training sessions are dispersed throughout the course to reinforce and demonstrate theory. In 1990, for example, students visited the Afghan Ob/Gyn hospital where they witnessed women giving birth. Panel discussions with previous WHETP graduates helped students understand how they could assist Afghan women after they graduate. In addition, students practiced teaching public health to Afghan patients in local hospitals. Previous WHETP graduates are employed in many of the hospitals and clinics where students practiced teaching and these more experienced workers provided invaluable feedback and encouragement to the students.

Two courses were offered in 1990: 14 students enrolled in the first from January to June, and 16 students attended the second from July to December (see Appendix III, Table 2). Classes run three hours a day, five days a week. In June, ten students graduated from the first course; 12 more have successfully completed the second course.

Events

This year, WHETP has also undertaken the production of a health education lesson-plan manual. Health educators from other agencies in the North West Frontier were invited to contribute their suggestions after field testing the manual. A female Afghan artist is developing culturally appropriate visual aids for the manual, which will be produced in English and Dari (Persian).

In accordance with WHETP's general goal of ameliorating the health condition of the community, WHETP is encouraging hospitals, clinics and schools to establish their own health education departments. Hospital officials and other health authorities have responded positively to WHETP pilot projects currently underway (such as practice teaching in hospitals). WHETP has applied to donors for further funds to bolster this aspect of its programs.

WHETP also made efforts this year to increase the opportunities for its students to develop and apply their skills. Requests throughout the year for free or low-cost health books, journals and audio-visual materials resulted in an expanded resource library for students. Letters sent out to all health organizations introducing the WHETP program and advertising the capabilities of its graduates opened doors for graduates seeking employment. By the end of 1990, 17 WHETP graduates had begun passing on health messages through employment with organizations in Pakistan. Two recent graduates have secured employment with the AIG Ministry of Health in Kunar, Afghanistan.

Finally, WHETP staff members themselves received training in report/proposal writing, management, and computer skills.

Future

During 1991, WHETP will offer two classes each semester instead of one. One of the classes will be similar to the those offered now, but the other will require only a seventh to eleventh grade education. The object of this new course is to attract and train more women from the rural areas who can reach a greater segment of the population, both now and after repatriation.

WOMEN'S PUBLIC ADMINISTRATION

Introduction

The Women's Public Administration (WPA) program teaches administrative skills to Afghan women enabling them to work in refugee relief and/or the reconstruction of Afghanistan. All the

women have had at least twelfth grade education, and many of them are already employed in relief agencies and anxious to upgrade their skills. Students practice clerical skills which include filing, bookkeeping and budgeting, word-processing and spreadsheets, and study personnel policies, report-writing structure and how to conduct a meeting.

In 1990, the program introduced two courses: a four-month public administration course and an intensive computer workshop for women already employed. Overall, approximately 75% of all WPA graduates have found employment with an agency in Pakistan.

Academic

Public Administration: In 1990, WPA held two sessions of the four-month public administration course, one from February to July and a successive one from August to December. Students studied office management, bookkeeping, typing, computers and English. Twenty-two students enrolled in each class; 17 graduated from the first and 19 from the second. Of those who did not graduate, most dropped the course because they found jobs or emigrated.

Typing and Computer Course: WPA also ran two sessions of its four-month typing and computer course. In order to pass the course, students must be able to touch-type at least 25 words per minute and understand basic functions in WordPerfect. Including both sessions, 72 students were enrolled of which 51 passed, five

SYLLABUS: WOMEN'S PUBLIC ADMINISTRATION COURSE

A. Office Management

Terminology	Budgeting	Job Descriptions	Controlling Communication
Organizing	Interviews	Resume Writing	Business Meetings
Directing	Business Letters	Staff Policies	

B. Bookkeeping

Adding Machine	Vouchers	Sales Records
Accounts	Ledger Books	Check-Writing

C. Typing/Computers

Computer Operation	Touch Typing (35 wpm)	File Maintenance
File Maintenance	Basic Spreadsheet Creation	Dart Word-Processing
Basic WordPerfect	Formulas/Cell References	Dart Script/Fonts
Standard Formats	Graphing	Spell/Thesaurus
Macros		Headers/Footers



Children attending the Peshawar kodakistan line up behind play stuffed animals and dolls.

failed, and the remaining 16 dropped out. This high drop-out rate was caused by heightened tensions in May and April; 14 students left the first session during this time.

Intensive Computer Training Course: After distributing a questionnaire, WPA decided to hold three different intensive computer training sessions for WordPerfect, Lotus 1-2-3 and MLS (Dari word-processing). In total, 16 women representing five organizations, including IRC, attended the courses.

Events/Development

WPA staff wrote manuals relevant to computer use in a relief organization. Several organizations have reviewed pilot versions and have acclaimed their usefulness while making comments and suggestions. Several other agencies have requested copies of the manuals. WPA staff have also translated office management materials from English to Dari, and developed a curriculum for the administrative English class.

Future

Due to the increasing interest in WPA's courses, WPA hopes to expand several facets of its programs in the coming year. In addition to continuing the new intensive computer and typing courses, a intensive office management course for those already employed will be added. Furthermore, WPA plans to offer two classes of the four-month public administration course instead of one, doubling the number of students it can admit. 117 applicants sat for the entrance exam on December 17 for just 40 openings, attesting to the popularity of this course.

KODAKISTAN EDUCATION PROGRAM

Introduction

In Dari, "kodakistan" means place of children. This year, what was the Mother-Child Center Program in 1989, changed its name to become the Kodakistan Education Program (KEP). The new name reflects the focus on childhood development. KEP operates three pre-school facilities, called kodakistans, in the camps and the Early Childhood Education Training Project (ECETP) in Peshawar. Afghan women who graduate from this course have the teaching and administrative skills necessary for starting their own kodakistans. Adjacent to the ECETP facility, KEP runs a model kodakistan. This kodakistan not only provides Afghan children with tailored pre-school education, but also acts as a training center for women enrolled in ECETP.

In late summer, KEP submitted its proposal for the next three years. KEP's objectives as outlined in the proposal are to expand pre-school opportunities for Afghan refugee children, establish a consistent, transferrable curriculum for ECETP and camp-based kodakistans, and provide employment opportunities for ECETP graduates. In accordance, KEP has planned the following activities for the next three years:

- provide assistance for ECETP graduates, through an outreach program, to establish kodakistans in their own communities;
- provide technical assistance for an outreach project in Islamabad;
- expand the resource center with an ECETP training manual and a children's storybook;

- continue to train Afghan women through ECETP; and
- continue to run the kodakistans in Peshawar, Kahi, Shin Dand and Kacha Gari.

Many of these initiative are already underway. A new kodakistan was opened in November, for example, which will act as a model for KEP's outreach efforts to help graduates establish their own kodakistans. Furthermore, by the end of the year, 19 graduates had submitted proposals for opening their own kodakistans.

Early Childhood Education Training

The Early Childhood Education Training Program (ECETP) trains Afghan women to manage and teach in kodakistans. The curriculum covers topics such as Afghan language development, Islamic studies for pre-school children, pedagogy, psychology and personal hygiene. In addition to one-and-a-half hours in class, ECETP trainees spend another one-and-a-half hours in a work-study session. During this session, trainees make culturally appropriate, low-cost learning aids such as large stuffed turtles, hand puppets and Afghan dolls. ECETP also maintains a resource center for its students to use when teaching. The center houses stories and other educational materials which have been translated into Dari. All the materials housed in the resource center are made available to the public.

In many ways, ECETP is KEP's most important activity. The skills which the women learn can be passed on to other women as teachers, to children as students, and are completely transferrable to Afghanistan.

In 1990, ECETP ran two semesters. Twelve women graduated from the first course, which ran

from January to June; students from the second course expect to graduate in January. The program will carry on into 1991, but enrollment will be reduced from 12 to ten.

ECETP kodakistan: In Peshawar itself, KEP runs a model kodakistan adjacent to ECETP. The kodakistan offers pre-school and kindergarten classes to 40 children, and also provides a training ground for students at ECETP. There are four full-time teachers at the kodakistan. Three have graduated from the ECETP course, and the head teacher taught for ten years in Afghanistan before escaping to Pakistan. In contrast to the camp kodakistans, this one has a stricter academic schedule. The children are broken up for lessons on language development (Dari and English), primary math, Islamic studies, arts and crafts, and physical education. Of the 40 students, 15 are in the pre-school and 25 are kindergarten-aged.

Although the children are separated for part of the day, all ages interact in many of the activities. Older children, for example, lead exercises for everyone in the morning. At the end of the day, all the children participate in a story-telling session, one of the most popular activities. For 1991, KEP hopes to raise the enrollment to 60 children.

Kodakistan Sites

While the average age of the children attending the kodakistans varies, the basic activities remain the same. Younger children play with soft toys, dolls and wooden toys. Older children draw, color, cut and paste, do geography puzzles of Afghanistan, and make paper crafts. Girls also learn how to embroider and knit. In addition to play and craft activities, teachers also present

These dolls and a wooden puzzle of Afghanistan are typical of the toys which kodakistan children play with. The dolls are made during work-study by women training at the Early Childhood Education Training Program.



short lessons which cover health, personal hygiene, Islam and land-mine awareness. All three sites have a protected outdoor play area where children enjoy "recess." In the second half of 1990, teachers increased the emphasis on child-to-child activities. Many of the older girls are particularly skillful at teaching the younger children the Pushto alphabet and how to count using an abacus. All the children enjoy storytelling, the last activity of the day.

In December, the teacher-trainers from the ECETP program taught a three-day workshop for the four teachers from the Kahi and Shin Dand kodakistans. This was the first time that KEP brought teachers from different kodakistans together for a teacher training seminar. KEP plans to continue with such seminars so that the teachers can benefit from learning from each other's experiences.

Kahi: Started in 1988 as a mother-child center under the old program, the Kahi kodakistan ran smoothly from January through May. An average of 50 children, between the ages of one and 12, visited the center each day; 65% of the children were girls. In late May, however, security incidents and rumors about various women's programs seem to have permanently damaged the community's acceptance of the Kahi kodakistan. For the remainder of the year, only about ten children, mostly girls, attended the program. This program will be reassessed in early 1991.

Shin Dand: This kodakistan opened in December, 1989. Throughout its first year of operation it experienced routine attendance and even some growth. Thirty children, which later rose to 35, between the ages of one and eight attended the kodakistan regularly; 70% were girls. The teachers at the Shin Dand kodakistan, two sisters who had no previous teaching experience, have developed into excellent pre-school teachers.

Kacha Gari: In November, KEP opened a new kodakistan in a camp near Peshawar. There is one head teacher, who graduated from ECETP, supplemented by two local teachers without previous experience. They attended a five-day orientation before the center opened. So far, the center has had a regular attendance averaging 50 students, about one-half boys and one-half girls. This kodakistan will serve as a model for KEP's future attempts to support graduates' efforts to open their own, local kodakistans.

WOMEN'S ENGLISH PROGRAM

Introduction

The Women's English Language Program (WELP), which started in 1985 with just 120 students, today provides English training for 501 female Afghan refugees. English skills expand employment opportunities for Afghan women in Pakistan, thereby enabling them to improve the quality of their families' lives. English skills will also be useful in implementing reconstructive programs in Afghanistan.

Overall, the year has been a successful one for WELP. Enrollment for the first semester in 1990 increased by 84% to 586. Although this enrollment stretched WELP's resources and facilities, the demand for English language instruction is higher still. In July, for example, excluding those who were already enrolled in a WELP course, 160 new Afghan women took the placement test. The success of graduates may partially explain the interest in the course; virtually all of the 21 graduates from 1989's level 5 course found either jobs or further educational opportunities.

Academic

There were two academic semesters in 1990: the first from February to July and the second from August to January 1991. Despite the increased tensions for women's programs, which caused WELP to take a short break, WELP finished its first semester successfully. Initially enrollment was too high for the facilities. Even though six extra classrooms had been built, one class in the first semester had to be conducted in a tent. Enrollment dropped in the second semester of 1990 to a more manageable level.

One of the more important projects of 1990 was the significant expansion of the WELP library. Thanks to various donations of books and grants, WELP's library now offers a wide-range of topics at different English levels.

Teacher Training

Three "Potential Teacher Training" seminars of approximately 16 days each were held in 1990 for 36 students, both Pakistani and Afghan. Out of these 36, 34 graduated and 16 have found work. Eleven were hired by WELP to help handle its rapid expansion. In order to supplement the training received in the 16-day course, all WELP teachers attend weekly in-service training sessions. In-service training covers many pedagogical topics including: example drills and styles, games, group work, lesson plan design,

test and quiz writing, homework correction and use of audio-visual materials.

Future

While the demand for female English instruction is still high, WELP will have to balance hopes for

expansion with what it can afford and what its facilities can handle. At the very least, WELP aims to offer level-six instruction in the first semester of 1991. As with all of IRC's education programs, emphasis will continue to be placed on teacher training, both first-time and in-service.

HANGU EDUCATION PROGRAM

Introduction

The Hangu Education Program develops and implements educational projects directly in refugee communities in Pakistan, and, to the extent possible, in Afghanistan itself. This includes the following projects:

- Assistance to Afghan group schools
- Start-up, support and supervision of primary schools and classes
- Start-up, support, and supervision of adult literacy classes
- Teacher Training

In 1990, a total 54,824 students received assistance through the Hangu Education Program, compared to approximately 35,000 in 1989. In addition to supplementary aid to Afghan secondary group schools, which accounts for about 50,000 students, Hangu Education manages primary schools and classes for 2,859 boys and girls. The teacher training division of the program - fundamental to the sustainability of Hangu Education's projects - taught student-centered techniques to 353 teachers and 19 teacher-trainers. In addition, an Afghan assumed responsibility for the program this year, making the permanent staff entirely Afghan (see Appendix IV, Table 1 for all statistics).

Afghan Group Schools

Afghan Group Schools, operated by Afghan community groups, receive books, materials, tents and tarps from Hangu Education. When the program began in 1988, Afghan groups requested supplementary support for 205 schools. Two academic years later, 323 schools requested supplies for over 50,000 students for the 1990-91 academic year. Distributions included:

- 160,000 textbooks (approx. 3/student)
- 172,261 ball-point pens
- 1,230 black-boards
- 274 tents
- 320 tarps
- miscellaneous stationery, geometry kits, etc.



In 1990, Hangu Education distributed textbooks and trained teachers at 323 Afghan Group Schools; over 50,000 Afghan secondary students benefited.

Historically, Afghans have tended to regard foreigners in the field of education with suspicion. To allay this, Hangu Education puts only one requirement on any school which receives material support: that the books and materials be used as designed. This method has resulted in increased trust and a more receptive attitude toward teacher training as well as material support.

Primary Schools and Classes

Hangu Education supports primary schools and classes in order to provide educational opportunities to children who otherwise would be unable to attend school. In 1990, 49 individual classes and two small schools received books, stationery supplies, tents, tarps and teacher salaries. 722 boys and 571 girls attended these classes in grades one through three.

In September, Hangu Education opened up a new girls primary school in Kohat for 110 girls in grades one through six. The curriculum taught is the approved curriculum of the Ministry of Education of the AIG. In addition to this new girls' school, Hangu Education operates



Those children who are able to attend schools are lucky to have a tent classroom like this one at Naryab Primary School.

Naryab primary school, providing education for 493 more students. All the students in the first grade are learning to read, which places this school far above the norm for Afghan schools. Hangu Education uses the Naryab school, acclaimed by the Afghan community, for practice teaching.

Adult Literacy Classes

In an effort to combat the very low literacy rate among Afghans, the Hangu Education Program supports adult literacy classes. In 1990, a total of 305 students completed five first grade and nine second grade courses. Students graduating from the second grade can read elementary Pushto, read passages from the Quran, solve everyday mathematical problems, and write paragraphs and letters.

Teacher Training

Research has consistently illustrated that training teachers is one of the most effective ways of enhancing the educational process. Hangu Education offers customized training courses for teachers of different grades, from different regions and, in 1991, for those with specialties in specific subjects. These courses fall into two categories: those which improve the student-centered teaching techniques of *teachers*, and courses which train teachers to become *teacher-trainers*. In 1990, 19 teachers became fully skilled teacher-trainers. In addition, 353 teachers from Pakistan and Afghanistan learned new teaching techniques during nine one- or two-week seminars.

In the teacher-trainer courses, participants reviewed student-centered teaching techniques and learned to design and administer week-long seminars. Participants learned training techniques, how to design, implement, and interpret needs assessment surveys, and how to

plan seminars. Consistent with the practice-oriented methodology always used at Hangu Education, the teacher-students actually run a practice training seminar for other teachers. In one ten-week course, for example, students organized a one-week seminar for 48 of Hangu Education's primary class teachers. This year, one female teacher-trainer was also trained. Another teacher-trainer course has been organized for 40 teachers in January, 1991.



Teacher training not only helps students and teachers immediately, but has a long-term, multiplying impact which is easily transferrable to Afghanistan.

While observing classes, the teacher-trainers noted that although teachers pedagogical skills have been improving, they are often deficient in their subject matter knowledge. To address this problem, the teacher-trainers have begun to design subject matter seminars for mathematics, science, religion, social science, and language. Due to the success of the teacher training aspects of Hangu Education, University of Nebraska at Omaha (UNO) has contracted Hangu Education to train their staff. UNO has adopted much of the curriculum used by Hangu Education.

Small School Support

Hangu Education also administers the female portion of a support grant for small schools. Female education is a sensitive subject, due in part because of the Kabul regime's compulsory female education. Nevertheless, demand for education for girls has slowly increased. The program supplies girls' primary schools with books, stationery supplies, tents, tarps, teacher training and salaries for teachers. Under this program, Hangu Education supports 1,068 students in primary classes, almost 200 more than last year. Hangu Education also provides teacher training.

SCIENCE AND TECHNOLOGY TRAINING

Introduction

The education projects run by the Science and Technology Training (STT) program all aim to provide an educational base for the reconstruction of Afghanistan. STT is comprised of two basic components, one which provides post-secondary engineering training at different levels, and another which focuses on Improving secondary education.

The engineering programs, collectively called Construction Related Training for Afghanistan (CRTA), operate courses at three distinct levels: the Construction Supervisor program trains foremen to work between the engineer and the workmen, the Construction Engineering program offers a complete university-level civil engineering course, and the Refresher and Professional Development program runs courses for those already holding engineering degrees. These last professional courses, taught by professors visiting from the U.S., were initiated in the fall of 1990. All the engineering programs endeavor to enroll students originating from diverse areas of Afghanistan. The 187 students involved in the various engineering classes represent over half the provinces of Afghanistan.

STT's efforts in the field of secondary education range from textbook production to running a secondary school to operating an institute for training science and math teachers. This year STT distributed 117,355 textbooks to schools in Pakistan and Afghanistan. In addition to simply donating books, STT's teacher training staff follows-up with classroom observations and laboratory demonstrations. Another division of

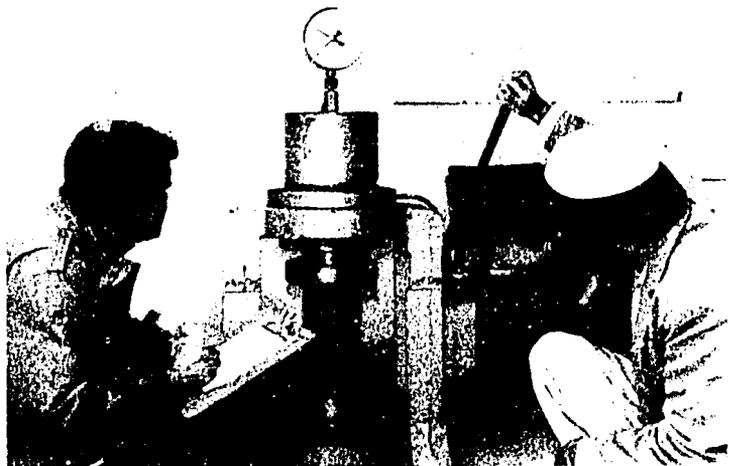
STT runs the Experimental Secondary School of the Sciences which provides education for 226 boys from grades eight through 12. Unfortunately this year, budgetary constraints prohibited the admittance of a new group of seventh graders. Budget cuts affected other STT secondary education programs as well. The number of Inter-Party schools supported by STT dropped from five to three this year, and the project will be phased out entirely in 1991. The Teachers' Institute, due to a combination of budget cuts and efforts to reduce attrition, has shortened its course from two years to nine months.

CONSTRUCTION RELATED TRAINING FOR AFGHANISTAN

Construction Supervisor Program

The Construction Supervisor program trains construction foremen who can supervise construction work-sites. For most of 1990, this division of STT was split into two separate programs, one nine months long and the other 18 months long. The academic year began in February; 242 students applied for the 9-month program of which 60 were finally selected, and 364 candidates applied for the 18-month program of which 24 registered. In addition to classroom study, students in both programs intersperse their studies with one-and-a-half month practical training sessions. During these sessions students practice their skills by working with NGOs or other organizations in Pakistan and Afghanistan. Some of the areas in which students gained practical experience this year include: project cost estimation, road surveying, earth work, masonry

Students attending the Construction Supervisor and Engineering courses have the opportunity to perform experiments and, during the summer, gain real work experience.





One professor working for the Construction Engineering Program designed and assembled, with locally available equipment, an eight-experiment hydraulics kit.

work, foundation, canal and concrete construction, electric and plumbing drawings, and brick making. Students in the 9-month program completed their requirements in November; there will be a graduation ceremony in January (see Appendix V, Table 1 for statistics).

In addition to the above 1990 courses, nine students who had started an 18-month program in 1989 successfully completed their course work in October. It is too early to predict how they will fare in the job market. A recent survey following-up on the graduates from the 1989 9-month program, however, indicated that 21 out of 36 graduates had found employment with various agencies including the Afghan Interim Government (AIG), VITA, Afghan political parties, the Swedish Committee, DACAAR and other IRC programs.

At the end of the year, STT decided to revise the curriculum for the next academic year. The revised curriculum has eliminated all the redundancies between the 9-month and 18-month programs. Concomitantly, only students who have completed the 9-month program will now be eligible for the 18-month program. Both the 9-month and the 18-month programs have had some problems with drop-outs because students take jobs or leave for other educational programs which pay higher student stipends. The new plan should encourage students to complete the program. Under the new plan, the 9-month course will be called the "Construction Supervisor" program and the 18-month course will be called

the "Assistant Engineer" program. Entrance requirements for the 9-month program have been raised so that only those who have graduated from ninth grade can apply.

Construction Engineering Program

The Construction Engineering program offers a three-year university-level civil engineering course for Afghan refugees. This course is equivalent to the civil engineering program which existed at Kabul University before the war. In addition to the academics offered, the course offers summer assignments with agencies involved in reconstruction in Afghanistan. Students which graduate from the program have the necessary qualifications for building roads, canals, bridges, public buildings such as schools and other facilities which will be necessary in post-war Afghanistan.

In January, a sophomore class of 17 and a junior class of nine started off the 1990 academic year. Unfortunately, due to budget constraints, no new freshman class was enrolled in the fall for 1990. The first semester, which ran through June, covered the basic sciences, math, surveying, fluid mechanics, concrete, geology and hydraulics. Thereafter, the sophomore students went for two months of practical training with NGOs (see Appendix V, Table 2). Instead of internships, junior students attended a special summer training session, designed partially in response to student input. The sessions covered word-

processing, advanced mathematics and project-design.

In the fall, in addition to regular classes for sophomores and Juniors, STT offered a set of pre-engineering courses in preparation for a new freshman class in 1991. Those who pass these preliminary courses will start the regular program in January. As with many other IRC education programs, the demand for the class-openings was overwhelming. In October, 531 Afghans participated in an entrance exam for just 39 openings in a 2-month pre-engineering course. Thirty-three passing students will start the regular program in January.

Laboratories were used this year not only by students but also for other outside projects. The Afghan Engineering Services and Applied Research (AESAR) project was established to maximize the use of the laboratory facilities and expertise at the school. During 1990, over 30 soil samples were tested for GTZ's Energy Saving Project (Pakistan). For the school's own use, the laboratory acquired a new shear testing machine and soil classification testing equipment. Perhaps most impressively, however, the school's program manager designed and built a hydraulic lab kit from parts available in Peshawar.

Refresher and Professional Development Program

The general goal of this engineering program is to offer professionally experienced engineers a training opportunity to enlarge and update their technical knowledge. Design of this new course began with the distribution of 153 questionnaires to determine what further educational needs existed. As a result of this needs assessment, the following four course topics were chosen: 1) engineering management, 2) design and construction of low volume roads and bridges, 3) design of reinforced concrete and 4) design of pre-cast concrete. As an integral part of the program, IRC is working with the University of Nebraska at Omaha (UNO) to arrange for visiting professors from the United States to teach and develop the courses.

In the fall, 33 students enrolled in the course on engineering management. The students' educational backgrounds included schooling at Kabul Engineering, Kabul Polytechnic, Nangarhar Engineering, and various polytechnics in Moscow and Kiev. Plans are progressing smoothly for the concrete courses in the spring, although dates for the arrival of professors from the United States are not set yet.

SCIENCE AND BOYS EDUCATION

Experimental School of the Sciences

The Experimental School, started in 1986, provides comprehensive secondary education for boys from grades seven through 12. The curriculum, which focuses on math and science, is designed to prepare and inspire students to pursue higher education in Pakistan and abroad. Throughout the six years at the school, students take classes in Islamic studies, biology, physics, Dari, Pushto, English, geometry, trigonometry and social science. This year was discouraging because of the funding cuts which prohibited the admittance of a new seventh grade class. There were 18 openings in other grades, however, for which 328 students applied. Once these spots were filled, there 232 boys were enrolled in the fall term (see Appendix V, Table 3 for statistics). In the fall of 1990, 28 students graduated from the 1989-90 school year. So far, 20 have been admitted into universities and four others have found employment.

This year, the computer course was expanded so that every senior student had an opportunity to learn some basic skills. The course lasts two-and-a-half months and improves the chances of students either gaining admission to a university or finding employment. All students take typing classes before their senior year so that their learning time with the computer is maximized.

Teachers' Institute

The Teachers' Institute trains its students to become math and science teachers for refugee secondary schools. During their training, students benefit from practice teaching sessions at the Experimental School.

In June, the first class to complete the training course took their final exams. Twenty students, 11 in math/physics plus nine in chemistry/biology, graduated. Later in the year, Hezb-I-Islami - an Afghan political party - announced that they wanted four teachers for their schools. Out of 44 applicants, the four chosen were all graduates from the Teachers' Institute.

During the summer break, due to a combination of budget cuts and efforts to reduce attrition, the STT staff redesigned the structure of the course. Instead of a full two-year program, students now study for nine consecutive months broken into two semesters. Under the old program, students had the option of studying teaching methodology for either math/physics or chemistry/biology.

The Teachers' Institute

The following report was researched by Ahmad Sonan, a graduate of IRC's Journalism Program. Ahmad Sonan is 18 years old, and has fled from his home in Balkh Province to live as a refugee in Pakistan. In addition to the Journalism course, he also studied English through the IRC's English Language Program.

The Teachers Institute, totally supported by the International Rescue Committee, is an educational project which trains Afghan high school graduates as teachers in different subjects such as physics, mathematics, chemistry, biology, etc.

The first term of the Teachers' Institute started in July, 1988, and lasted for two years in four semesters. 179 high school graduates applied to attend the program, 162 applicants took the placement exam and 54 of them were accepted to follow the program.

The students living in Peshawar are granted Rs 500 (\$23) stipend per month and the ones who come from areas far from Peshawar are granted Rs 900 (\$41). All school supplies like books and notebooks are arranged by the program. The students attend the classes five hours per day and five days per week. Lessons are both lectured or worked practically in a lab which is provided for the students' practice and experience.

The students in the second year have the opportunity to work practically on the subjects they have studied by teaching in schools; mostly in IRC's Experimental School [see Science and Technology Training].

"Overall," said Fazel Yar, the program manager, "the first term was successful and satisfactory. Twenty students took the final exam and all of them passed with getting good grades." A graduation ceremony was held in July 1990 for the first graduates of the Teachers' Institute, in which the Education Minister of the Afghan Interim Government and all IRC staff participated. Fazel Yar said that 17 of the twenty graduates found jobs as teachers in high schools or got admission to colleges for higher education.

"The employers and schools that have employed our graduates are happy with them," Fazel Yar said. Three of the graduates had attended an exam for entering Sayed Jamaluddin Afghan High School as teachers. "The three graduates got the top grades among 40 applicants who took the exam for being teachers in the school," Fazel Yar said.

"This is because of attending the Teachers' Institute that now I can teach and am working as a teacher," said Mir Wals, one of the graduates who is teaching a grade seven class.

The instructors at the Teachers' Institute are all Afghans. There are eight part-time and one permanent teacher. Sher Ahmad, one of the teachers, graduated from the Faculty of Education in Kabul and has many years of teaching experience. "Since there are not enough professional and well trained teachers among Afghans," Sher Ahmad noted, "the establishment of such courses like Teachers' Institute is really useful for the future of Afghanistan."

Now, math/physics is the only option.

In August, preparations began for the next semester in the new format. 247 candidates registered for the entrance exam, 43 were selected, and 31 freshmen enrolled. In addition to standard criteria, regional distribution was considered as an important factor in a candidate's admittance. The semester started in September, with the 31 new freshmen and 20 sophomore students who continued to study under the old system.

Unfortunately, a higher than normal drop-out rate has afflicted the program. It has been determined that after one year the increased skills of the students make them eligible for higher-paying jobs or other educational programs for which they did not have the necessary skills before. The fact that teachers traditionally have low status in Afghan culture augments the appeal of employment or switching to other educational opportunities (such as engineering or medicine).

The restructuring of the program aims to diminish this problem.

Teacher Training & Textbooks

The Teacher Training and Textbooks (TTT) program provides a variety of supplementary services to educational institutions throughout the North-West Frontier Province (NWFP) and Afghanistan. The goal is to improve the quality of education through cost-effective and culturally appropriate means, including the provision of materials, teacher training, and logistical support.

Teacher Training Seminars: TTT runs seminars in Peshawar for teachers during their summer or winter breaks. Teachers are assigned to three different levels depending upon how many times they have attended the seminars. This year, 215 teachers were trained during four seminars (see Appendix V, Table 4). This is an increase of nearly 20% over last year. Each seminar lasts approximately a month.



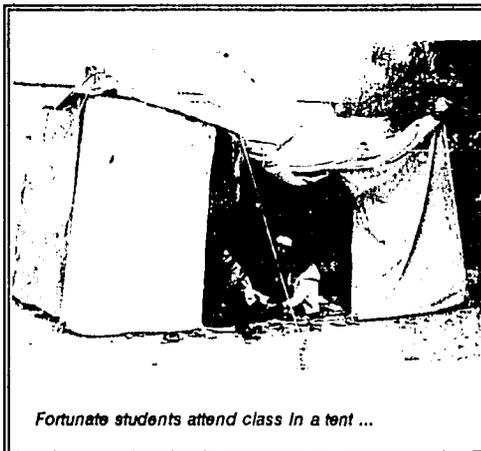
With support from IRC, Inter-Party Schools rent buses so that students from the camps can attend schools.

Textbook Publication/Distribution: TTT is developing 31 math and science texts in Dari and 28 texts in Pushto for grades seven through twelve. By the end of 1990, layouts were complete and the printing of 25 Dari and 16 Pushto texts had commenced. In total in 1990, 82,000 texts were printed (see Appendix V, Table 5). This is lower than last year by over 50,000 partly due to budget cuts and partly due to UNO/ESSP's increasing responsibility for printing the texts which TTT develops. This year, TTT delivered 103,779 texts directly to refugee schools in Pakistan. An additional 13,577 were sent to Afghanistan (see Appendix V, Table 6). While TTT can visit schools which request books in Pakistan, books go to Afghanistan when requested by mujahideen commanders, as well as through the AIG and other NGO's involved in education there.

Surveys/Visits/Supplies: For schools in Pakistan, TTT performs a variety of services. When a school requests supplies, TTT will visit and

perform a basic needs assessment; 35 schools were visited this year. Once a school receives supplies, TTT will often perform spot checks to ensure that the volume of supplies was accurate, and that they are using the textbooks, equipment, etc. properly. TTT also has a mobile teacher training team which observes science and math classes. After the classes, the mobile trainers give mini-lessons to the teachers, explaining methods that will help them teach. Another service provided by TTT is the donation of laboratory equipment for science experiments. The equipment includes: microscopes, magnifying glasses, dissecting boxes, charts, plastic skeletons, slides, chemicals, flasks, test tubes, mortars, atomic models, voltmeters, batteries, springs, and lenses among other items. This year, 19 schools were given laboratory equipment, more than double the number last year. Finally, TTT also supports 14 small schools with stationery items.

Inter-Party Schools: Although TTT's mobile team visits many schools, there are three party-affiliated schools with which STT works more closely. At the beginning of 1990, this program supported five schools with supplies, logistical support, attendance monitoring and teacher training. This year, however, funding was withdrawn for two of the schools. Despite the decrease in funding, enrollment at the three remaining schools rose by an average of 221%, creating increased needs in terms of the number of textbooks, stationery items etc. Again, because of budgetary constraints, STT was unable to meet the demands of the schools which they support. In total in 1990, 6,766 science texts, 6,969 language books, 2,616 social science books and 3,550 religious texts were delivered to these schools.



Fortunate students attend class in a tent ...



others must sit on a tarp under the open sky.

LANGUAGE DEVELOPMENT PROGRAMS

Introduction

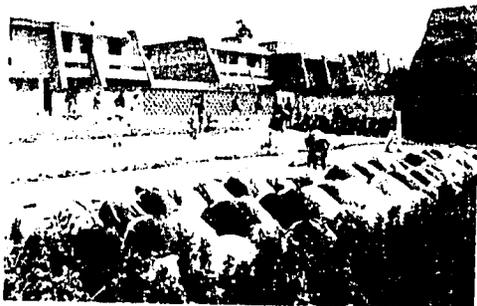
IRC's Language Development Programs are a family of educational initiatives which seek to enhance inter-cultural communication, preserve and promote indigenous languages, and offer educational and professional development opportunities for Afghan refugees. In pursuit of these objectives, the Language Development Program offers activities which range from training Dari and Pushto teachers to work in community-based schools in refugee camps, to providing classes in English data processing. Each program meets specific needs of Afghans in exile, and each can contribute to the reconstruction of a post-war Afghan society.

ENGLISH LANGUAGE PROGRAM

Introduction

The International Rescue Committee's English Language Program (ELP) was opened in 1985 to address the growing need for English language training. By providing English language instruction which leads to English-medium professional courses, IRC enables Afghans to play a more integral role in the international response to the Afghan refugee crisis and the need for rehabilitation of Afghanistan. Since its inception, the program has become the largest of its kind in Pakistan. In 1990, nearly 6,000 Afghans participated in IRC's English Language Programs. Graduates of the program continue to be one of the principal sources of manpower for international relief agencies. A recent survey indicated that 150 graduates of the advanced-level courses are working with international relief agencies.

1990 was a year of restructuring and change at ELP. Decentralization of lower level English



At prayer times, students at IRC's English Language Program pray in the courtyard.

classes to the community-based English Outreach Program resulted in hundreds of students no longer having to travel to Peshawar from the refugee camps to study English. The move also allowed ELP in Peshawar to focus on more specialized programs such as the English for Special Purposes, Potential Teacher Training and English Packing programs.

Academic

Two full semesters were offered to students in 1990. 1,055 students enrolled in level-two through advanced level in the first semester. 801 students attended the second semester in classes level-three through advanced level (see Appendix VI, Table 1 for details). Teachers and curriculum advisers designed the advanced course, dividing the material into four separate modules: reading, writing, listening and grammar. At the end of the second semester, the advanced texts were revised following the recommendations of the advanced level teaching staff. In addition to the regular courses, after each semester a four-week review class was taught for those students who failed the course the first time.

Throughout the year, teachers at ELP attended weekly or bi-weekly in-service training sessions. In some cases the sessions were taught by guest lecturers from organizations such as the United States Information Service. In other cases the senior teachers or level-leaders gave examples of particular student-centered games, etc., that could be used in class. In the spring, teachers developed a writing curriculum for levels two through four by participating in a series of bi-weekly teacher training sessions. These teachers actually wrote day by day lesson plans while learning various teaching methods.

Finally, three graduation ceremonies honored the 162 graduates from the 1989 advanced level classes and the 243 successful students from 1990.

Potential Teacher Training

Potential Teacher Training (PTT) is designed to provide teacher training to ELP graduates and qualified others interested in becoming English teachers. More than 80% of ELP's 235 English teachers are graduates of ELP teacher training and all benefit from PTT's in-service teacher training courses. In 1990, 153 potential teachers attended workshops or seminars designed to train English teachers in student-centered or practice oriented techniques. Some of PTT's activities are

week-long workshops, while other seminars are held on Saturday mornings for working students. At least four of the program's graduates have been hired by ELP while others are working in other IRC language programs or with other agencies.

English for Special Purposes

New this year, the English for Special Purposes (ESP) program responds to requests from NGOs for customized English courses. IRC sets up courses and supplies workbooks, readers and teachers. In the future ESP plans to tailor the English being taught to specific professional needs such as English for medical programs. In 1990, the program reached over 700 students (see Appendix VI, Table 2 for listing).

Afghanistan Packing Program

In preparation for Afghanistan's future, ELP has set up this two part program to help with English instruction in Afghanistan. The first part will provide existing English courses in Afghanistan with material support. The second will assist ELP graduates in setting up their own English Language Programs where the need exists.

ENGLISH TRAINING AND DEVELOPMENT PROGRAM

Introduction

The English Training and Development Program (ETDP) focuses on the community level by establishing Outreach programs in refugee camps. The goal is not merely to give language instruction, but for the communities themselves to initiate and develop self-sustaining English programs. This year the Outreach Program grew from nine programs with 1,700 students to 21 programs with 6,410 students. These Outreach programs not only enable the refugees to learn skills which may help them to find employment in Pakistan or Afghanistan, but also perform an important social function and have been a focal point for the community.

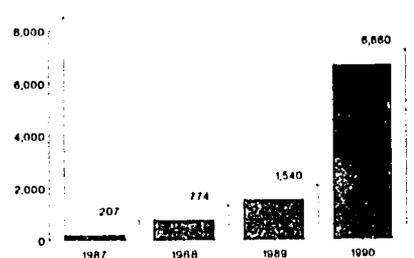
In addition to the Outreach activities, ETDP also trains English secondary teachers. It has developed an English teacher training manual and some materials to go along with this service. Finally, ETDP also runs the Hangu English Language Program.

Outreach Programs

1990 witnessed rapid expansion of the Outreach Program - from 1,700 to 6,660 students (see Appendix VI Table 3). In total, ETDP supports 28

programs, each in a refugee community, with textbooks, tape recorders, cassettes, quizzes, tests, supplementary learning materials and administrative support. Many of the materials, such as tests and quizzes, are continually updated so that they are fair, relevant and interesting. While the goal is that each program be completely self-supporting, in reality, the programs receive aid from ETDP which covers 5% - 70% of program costs. To help pay for the program, students are charge a nominal fee.

**Outreach Program Growth
1987 - 1990**



Each Outreach Program is visited at least once per month by ETDP teacher-trainers. Individual teachers receive feedback from the monitors, and the teacher-trainer/monitors address more common problems at monthly in-service teacher training sessions. In-between semesters, two-week training seminars further boost the teachers skills. The production of a teacher training manual in the spring has facilitated and standardized much of ETDP's teacher training efforts. In addition to staff development activities for the teachers, ETDP also ran a ten-day workshop for Outreach administrators.

Finally, ETDP started a Graduate Outreach Program this year which offers a bridge for students who want to move from Outreach Programs to the ELP in Peshawar. Many students who have graduated from level-two or level-three from Outreach Programs simply do not have the necessary skills to be competitive at ELP. The Graduate Outreach Program, which taught 700 students in 1990, allows motivated students to hone their skills so that they can attend ELP.

Hangu English Language Program

The Hangu English Language Program (Hangu ELP) is a smaller model of the ELP in Peshawar. Started in 1986 as an Outreach program for IRC staff in Hangu, it has grown to 30 classes with 660 students. Five satellite programs spread out in

the refugee camps close to Hangu. All use Hangu ELP as their base for tests, quizzes, teacher training, etc. Throughout 1990, bi-weekly teacher training sessions have continually upgraded the skills of the teachers. Although the Hangu teachers are probably still not on the par of their colleagues in ELP-Peshawar, they have all improved considerably and have graduated from level-four.

Secondary School Training

The ETDP training staff conducted two one-month seminars this year for secondary school English teachers. Combined, the summer and winter seminars trained 60 teachers in teaching methodology while, at the same time, providing them with intensive English training to improve the level of their English. This English training was included in the seminar only after the training staff discovered that the average level of the teachers was level-one by IRC standards. By the end of the seminar the average teacher scored equivalent to level-three.

DARI/PUSHTO TRAINING AND DEVELOPMENT PROGRAM

Introduction

The goal of the Dari/Pushto Training and Development Program (DPTDP) is to develop the national languages of Afghanistan as a means of preserving Afghan culture and heritage. Pursuant to this goal, the program provides Dari and Pushto teacher training, textbook production and translation services.

Teacher Training

The teacher training component of DPTDP started off the year by running a seminar for 27 teachers from Commissionerate and party secondary schools. For the first time, this seminar attempted to teach some student-centered methods. Initially, the student-centered approach encountered some resistance from the teachers and community; they felt that these methods would make the teacher appear lazy or idle.

After this first seminar, DPTDP's master trainers underwent training themselves in order to become more adept at teaching student-centered methods. This training included four topic related seminars (reading, writing, grammar and vocabulary) which each ran for 25 hours, and a methodology seminar run by Hangu Education.

Following this training, the master trainers arranged for the second teacher training seminar to start in August - the first to *wholly* concentrate

on student-centered methods. Forty-three teachers applied for the seminar and 34 were admitted into two classes, one for Dari and one for Pushto. The teachers attended the course three hours each morning for nine days. During one portion of the seminar, the master trainers introduced the new workbooks for 7th and 8th graders (see *Workbook Development* below) which DPTDP had developed. At the end of nine days, the master trainers and the teachers went into the field to compare the new methods they had learned with those traditionally used.

During the fall after the seminar, the master trainers visited each of the 12 schools from which the participants had come. They observed the teachers in class, and spoke with the principals about the goals of the seminar, updating them on how the new material should be implemented.

News-Clipping Service

The Dari/Pushto program also offers a news-clipping service for over 60 agencies working for Afghan relief and reconstruction. Donations for these groups come from governments and private organizations from all over the world. The news-clipping service provides a resource to all these groups.

Reviewing all the major Pakistani newspapers each day, news-clippers select any article which pertains to the cause of the mujahideen. Articles are chosen from Peshawar's *Frontier Post* and *The Muslim*, the capital's *The Pakistan Times*, and Karachi's *The Dawn*. The articles are reproduced in a bound, monthly edition.

Workbook Development

DPTDP also hopes to improve the linguistic knowledge and interest in Dari and Pushto through development of exercise books. Production of the 7th grade pre- and post-reading workbooks, with accompanying teachers manual was completed this year; 6,000 workbooks and 1,000 teachers manuals were published. DPTDP introduced many of the books through its teacher training seminar in August. 100 teacher guides and 1,800 workbooks were given to the teachers at the end of the August seminar discussed above. They implemented the books both in their own classes and other classes in their schools.

For the remaining books, DPTDP designed a book entitled "How to Use the Work-Books" and ran several seminars for mid-level teachers from other schools. The workbooks will be instituted

as quickly as possible with the appropriate training.

Translation Department

The Translation Department provides translations of written documents into and out of Dari, Pushto and English. The program also trains translators through its "Art of Translation" course. These services are popular in an environment easily divided by communication gaps between the community of international agencies assisting the Afghans, and the Afghans themselves.

Translations/Editing: In total this year, translators or editors worked on documents from 24 agencies totaling over 2,914 pages (see Appendix VI, Table 4 for details). The translators are all Afghans for whom English is a second language. Each document is edited several times by other translators after the initial translation to ensure precision in the final piece of work.

At the beginning of the year, the translating department had just one computer. Throughout the year, as income and demand grew, the department was able to expand. It drew on graduates from the "Art of Translation" course (see below) for staff, and it purchased several Persian word-processing software packages (adaptable to Pushto) and a computer. By the end of the year, Rs 156,300 (\$7,190) had been earned.

Art of Translation Course: New this year, the Art of Translation course underwent several growing pains. First of all, as no precedent existed, all the

teaching materials had to be developed by DPTDP. Secondly, with an initial drop-out rate of nearly 50%, changes had to be instituted: an internship program was set up for graduates to help them gain employment, and it was decided that an entrance fee would be charged for the second course. The second course began on November 17, and had suffered no drop-outs by the end of the year.

JOURNALISM PROGRAM

Introduction

The Journalism Program teaches refugee men and women basic news-writing and newspaper production skills, while in the process aiming to foster students' awareness of the world. By the time students graduate from four levels of classes they should be prepared to begin work as journalists or translators, potentially making contributions in these fields when they return to Afghanistan.

Throughout the course, students studied writing techniques for news and feature stories in English; this also helped with basic grammar and vocabulary. Students also learned note-taking, interviewing, story organization and how to view events with objectivity. Once a week, students also study journalism concepts in Dari and Pushto. Native language study gives students added confidence, strengthens often weak native language skills and helps stimulate students interest in a journalism career. Level four students publish two newspapers, Bouquet

Level four journalism students publish two newspapers, Bouquet Among the Ashes in English, and Nawood-e-Fatah in Dari and Pushto.



Among the Ashes in English, and Naweed e Fatah in Dari and Pushto.

Graduates and previous participants in the Journalism Program have found work as translators and guides for foreign journalists, as workers in public relations offices for political parties and as writers in media centers. Although some students join the program solely to improve their English, many find themselves becoming interested in a journalism career. Two former students, for example, write, edit and publish their own newsletter for an Afghan human rights organization in Peshawar.



Lower level journalism students practice interviews in class, but as they progress they move out into the streets seeking their own interviews. In this case, a student questions a wounded mujahideen.

Academics

Classes in all four levels cover current events, journalistic techniques, English grammar and writing, and geography. Students all practice interviewing as well, both in class and out on the street. As the students progress upwards, the proportion of practical work increases; by level-four students spend most of their time writing and producing the newspapers.

During the year, 97 male students and 17 female students attended classes between level-one and level-four; three male and one female level-one classes were started (Appendix VI, Table 5 gives full statistics). Overall classes proceeded smoothly, although the increased tensions felt in May and June caused about one-half of the women in the one women's class to drop-out. The women who stayed have since completed level-four and are now contributing to the two newspapers. This is a first for any women's class. In December, 12 students, including four women, graduated from the year-long, four level course.

This year, the Journalism Program completed the outfitting of its own darkroom. Students now not

only learn how to shoot pictures, but also how to develop and print. All the pictures for the newspapers are done by the students.

Other special academic activities included a film series taught by a cinema expert and a field-trip to the Peshawar English newspaper, *The Frontier Post*.

Student Achievements/Events

Several students, on their own initiative, followed their journalistic instincts beyond what the course required. One such event occurred when a level-four student shot a photograph of the helicopter that brought General Tanai's family to Pakistan after he failed to overthrow the government in Kabul. Another student, after having been chosen to give a speech by the South Asia Youth Leaders Program, was awarded a scholarship to study at Eastern Connecticut State University. Finally, three students who had previously graduated from the course volunteered articles to the latest issues of *Bouquet Among the Ashes*.

Student Newspapers

Two issues of the English newspaper, *Bouquet Among the Ashes*, and one issue of the Dari/Pushto *Naweed-e-Fatah* were published and distributed this year. These are major accomplishments for the students, but the writing and especially the editing process remains slow. Instructors work with each individual, correcting grammar, organization and fact-checking. While the students learn a lot from this process, it inhibits quick publication.

Future

As part of the IRC internal evaluation this summer, the Journalism Program staff began considering specializing the program more on translation, layout, editing and/or photography. No concrete decisions had been made by the end of the year. The process of searching for an Afghan manager, however, was begun.

PUBLIC ADMINISTRATION PROGRAM

Introduction

The Public Administration (PA) program offers administrative training courses for Afghan refugees. Originally, the training given at PA was designed to build those skills relevant for jobs with international NGOs serving refugees. To date, training has thus focused on office administration, accounting, management, and computer and typing skills. Post-graduation

research indicates that students benefited from their course-work by finding new jobs with greater responsibility, earning promotions within their own organizations and generally feeling more productive. Throughout 1990, PA's short-term intensive courses for Afghans already employed, and semester courses for those aiming to augment marketable skills, continued on schedule with larger and larger class sizes. Classes are held in Dari, Pushto, English or some combination of all these. In total, 207 staff members from 37 NGOs attended intensive courses; in addition, PA had filled 704 class-openings (several students took more than one class) in its semester courses.

While the school itself operated normally this year, IRC began to re-evaluate and redefine PA's goals so that they reflected the changing needs of Afghan refugees. The ebb of funding for Pakistani-based projects and the expansion of initiatives in Afghanistan itself has required that PA focus more on those skills needed by Afghans participating in nascent, and often completely Afghan-operated, reconstruction projects. Potential changes include: offering courses more suitable for managers of small, grass-roots Afghan agencies, increasing native language-medium instruction, setting up field schools in Afghanistan, and/or combining or sharing resources with the Shura Management Training Unit operated by RPA.

Intensive Courses

In total, 207 Afghans working for 37 NGOs in Peshawar participated in the following courses (Appendix VI, Table 6 gives full enrollment details):

- Report Writing
- Office Administration
- Managing Yourself & Your Team
- Decision-making & Problem Solving
- The Receptionist Course
- Making Meetings Work
- Communication in the Office
- Basic Bookkeeping

The overall number of students involved in the intensive courses dropped this year as PA opted to provide greater detail in its courses. Two courses were lengthened from five to seven days to accommodate the increase in material. In

addition, staff added monitoring to their duties; six weeks after the completion of a course, staff visited each student to determine how the training had affected his or her work situation.

Intensive Computer Courses: For the first time this year, PA offered computer training to staff of other NGOs. In total, 23 staff members from eight organizations attended courses on word-processing (English and Dari) and spreadsheets. In addition to these courses for other NGOs, four IRC staff members took a course on Database programming. Several have already put their new skills to use by creating a database to keep track of all of PA's students. Other databases have been created for political parties and IRC's Health Education Resource Center.

Semester Courses

The semester courses are more general and cover the following subject categories: administrative writing, management, bookkeeping and computers. Overall courses ran smoothly this year although some changes in requirements facilitated this. The passing score on the entrance exam was raised, for example, so that the number of students passing more closely matched the number of class-openings. This avoided having to turn people away after passing the exam. Also different from earlier years, students applying to the Dari-medium public administration course did not have to take the entrance exam which is given in English. This encouraged Dari speakers without English skills to apply for PA's courses. PA also lengthened its computer courses from six to 12 weeks so that it could cover more complex programs, such as word-processing in Dari and/or Pushto, in greater detail. Finally, in order to give students' some recognition, PA has instituted certificate ceremonies.

In 1990, PA offered three semesters of courses with a total of 704 class openings (see Appendix VI, Table 7 for full enrollment statistics). At the end of December, a new entrance exam was given for the first semester of 1991. Out of 143 refugees who took the exams, 37 passed and were accepted into the first semester of 1990. This low passing percentage reflects the high standards required to reduce the number of students applying to a manageable level for admission.

III. HEALTH AND OTHER SERVICES

HANGU MEDICAL PROGRAM

Introduction

Based in the heart of the refugee camps in the North-West Frontier Province, the Hangu Medical program operates a wide range of programs for Afghan refugee communities. Most visibly, eight rotating medical teams provide curative care for 200,000 refugees via 13 Basic Health Units (BHUs). Perhaps more important in the long run, however, is the array of public health programs which extend from the BHUs into the communities, offering preventative health education and primary health care services.

Current trends indicate that refugees repatriating to Afghanistan return to regions without access to medical services. Supporting this, UNICEF's The State of the World's Children, 1990, claims that Afghanistan has the highest rate of infant and under-five mortality, and the lowest immunization coverage in the world. In order to improve refugees' chances of maintaining healthy families when re-establishing their homes in Afghanistan, IRC has been increasingly focused on transferrable, public health care while maintaining basic curative facilities. IRC implements this strategy through:

- A strong emphasis on preventive care and teaching hygienic health habits in the home, including malaria prevention;
- A focus on nutrition (especially breast-feeding) and control of diarrhoeal diseases;
- The training of Afghans as Community Health Supervisors (CHSs), Community Health Workers (CHWs), Female Health Workers (FHWs) and sanitarians, so they can transfer public health knowledge to their villages in Afghanistan;
- An effort to achieve complete immunization coverage for the vulnerable groups before they return home;
- Afghan staff independently managing a Primary Health Care system at all levels and being able to transfer that management experience to Afghanistan;
- Afghan staff participation at all stages of program development and implementation which includes working with the UN family of agencies and their guidelines.

BASIC HEALTH UNITS

The Basic Health Unit (BHU) is the centerpiece of the medical program. The component parts of a BHU include the main clinic, the Maternal and Child Health Clinic (MCH), the Expanded Program for Immunization (EPI), the Water and Sanitation Department and the Public Health Programs.

The BHU in each camp serves a population of 10-22,000. The programs are operated five days a week by supervisors and managers who work out of and report to the BHU. Since community participation is crucial in winning acceptance for all the programs, health activities are first approved by camp health committees chosen by the elders in each camp. The community trust thus earned has enabled IRC to remain effective in all of its health care and education activities.

In 1990, the number of health teams serving the 13 camps has been reduced from ten to eight. For 1991, the number of teams will be further reduced to 6.5. A reorganization of the health teams, however, should prevent this cut from substantially affecting the health status of the refugees. The teams will follow a schedule based on camp populations so that in the smaller camps, BHUs will operate only two or three days a week. The Public Health Programs will, however, continue five days a week.



At the heart of the Hangu Medical Program, eight rotating teams of doctors, vaccinators, public health workers, sanitarians and support staff provide health care for approximately 200,000 refugees.

Each team, headed by a medical officer, consists of female and male doctors and community health workers, sanitarians, motivation team members, traditional birth attendants and support staff. In addition to the day-to-day management of the program, the medical officer continually assesses the health status of the refugees to ensure that

UNHCR guidelines are followed. The medical officer must also coordinate the various facets of the public health program. During the summer malaria and diarrhoea season, for example, the medical officer coordinates the CHWs educational and referral work in the camps with the more concrete work of the sanitarians.

Following is a brief description of each program within the BHU with details about its activities in 1990.

Main Clinics

The objective of the main clinics are to diagnose and treat common illnesses and prevent the spread of infectious diseases. While most patients come to the clinics on their own initiative, others are referred by the public health workers in the camps. In 1990, there were 516,445 patient visits to the clinics, representing a slight increase over 1989. The most common adult ailments reported by the main clinics were respiratory infections, gastric problems and joint and bone pains. For children under five years old, the most

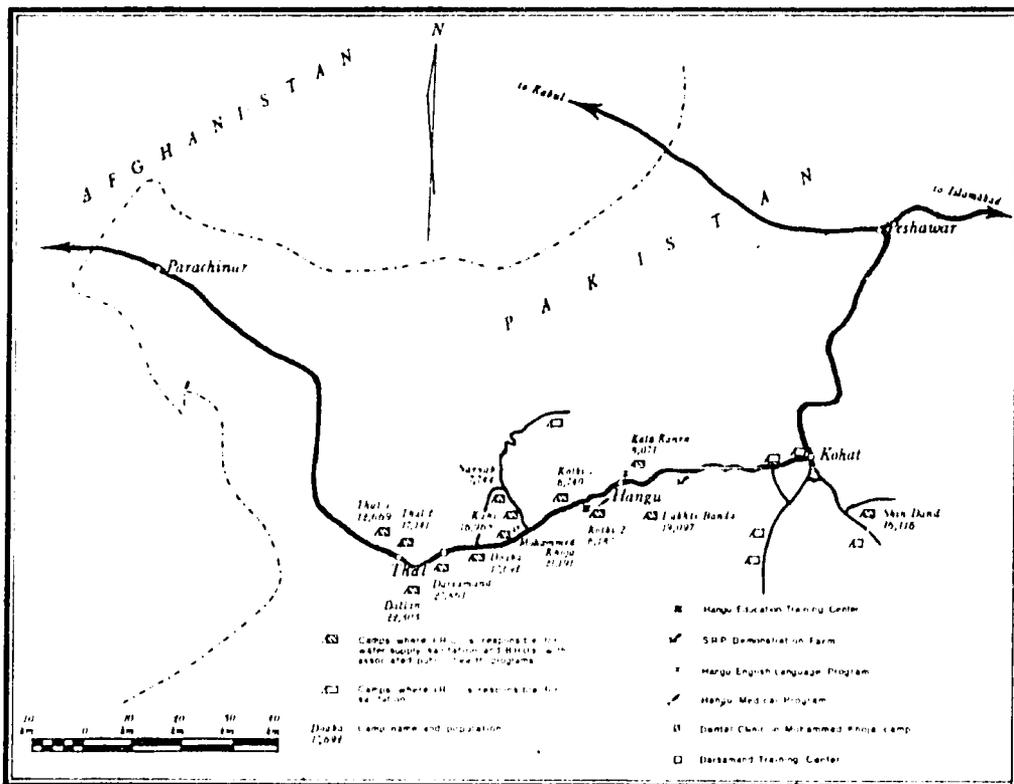
common diagnoses were upper respiratory infections (bronchitis), diarrhoea and skin infections. This has been the trend over the past few years and is usually seasonal.

In September, work was completed on a 'kacha building' (traditional mud brick) which now houses the BHU in Naryab camp. Previously, health services had been operating out of tents.

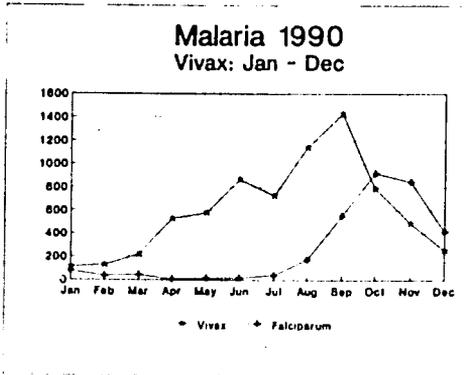
Referrals: In some cases, BHUs do not have the equipment to provide the necessary care for special cases, often surgical in nature or related to a complicated pregnancy. When this occurs, the BHU doctor sends the patient to be screened in Hangu; if necessary, the patient is then referred on to Kohat or Peshawar. In 1990, 6,684 patients were referred to IRC's referral doctor in Hangu. Of these, 1,605 were sent, with assistance from IRC, for special care in Kohat, Peshawar, or, in a limited number of cases, to the Freedom Medicine hospital in Thal.

Malaria: Malaria has continued to pose a serious health threat for the refugee population. Both of

[Hangu MAP here]



the major types of malaria, falciparum and vivax, have increased dramatically from 1987 to 1990. The increase has broken the record for the region despite an anti-malarial spraying campaign in August. Through the spraying campaign, PDH workers sprayed 20,980 houses while IRC sanitarians implemented a concurrent public health education drive. Nevertheless, there was a substantial increase in falciparum in the fall. It is felt that an earlier spraying campaign may be more effective.



Tuberculosis: In contrast to the increasing malaria problem, the number of tuberculosis cases has dropped this year. Whereas in 1989, 785 patients registered with the program, only 294 cases were discovered in 1990. In addition, the default rate dropped from 20% to 14% over the same period. Credit for the improvements clearly belongs to the coordinated effort of IRC's medical teams and the close technical support provided by the Italian Corporation for Development (ICD). After diagnosis, the CHWs play the most salient role in the year-long treatment regimen by following up on patients at home.

Eye Clinic: Throughout 1990, eye specialists from Serve, one of the NGOs based in Peshawar, visited IRC's BHUs once a month. Normally, they treat eye problems at the BHU, but they refer about 100 to 120 cases each month to Peshawar hospitals.

Laboratories

The IRC laboratory system consists of one main lab in Hangu and two field labs. The field labs perform only malaria, blood, urine and stool tests. TB sputum slides and all other specimens are sent to the Hangu lab, which returns the results the next day. The lab staff attend refresher courses periodically, and can currently examine 200 slides per day. This year the labs examined

35,554 malaria slides, 7,783 sputum slides and 20,682 urine and stool samples.

In 1990, two lab technicians attended special training set up by the Italian Corporation for Development which included not only technical updates, but also ideas for setting up labs under difficult field conditions. IRC's labs also served as a practical training grounds for microscopists from various training programs. IRC's Rehabilitation Program for Afghanistan (RPA), for example, used the labs for their microscopist trainees.

Dental Clinic

IRC's dental health program continued operations throughout 1990. The dental clinic is situated in Mohammed Khoja refugee camp, but serves all 13 IRC serviced camps, representing approximately 200,000 refugees.

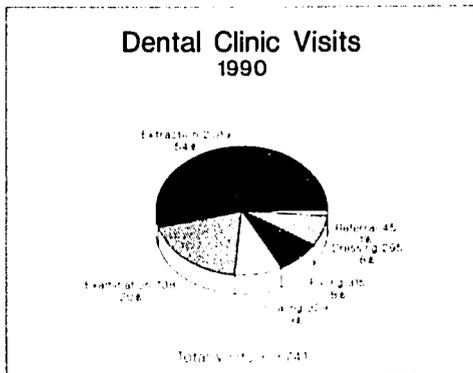


Unfortunately, by the time most refugees seek medical aid, tooth extraction is required. In 1991, IRC has planned to expand community preventative education, in coordination with IRC's Public Health Program.

In 1990, there were 3,757 clinic visits. Of these, 1,157 (31%) were women, 2,061 (55%) were men and 524 (14%) children. Rural Afghans tend not to deal with their dental problems until they become unbearable. As a result, over half of the patients' complaints were beyond treatment and required extraction. The chart on the following page reflects this problem.

The most common diagnosis were gingivitis, stomatitis, alveolitis and dental abscess. Referral patients were sent to Peshawar for more sophisticated treatment.

Throughout the year, dental technicians from IRC/RPA's Darsamand training center used the clinic for their practical training before assuming posts in Afghanistan.



For 1991, IRC plans to enhance educational and outreach aspects of the dental health program. The program is seeking funds to hire two additional dental technicians whose primary responsibility will be dental health education. They will expand efforts, begun in 1990, to train IRC's CHWs in the concepts and practical applications of dental hygiene. The CHWs will add dental hygiene to their agenda when working in refugees' homes and with community groups. The dental technicians will also teach dental hygiene in refugee schools.

MATERNAL CHILD HEALTH PROGRAM

The Maternal Child Health Program (MCH), which is an integral part of the BHU, provides special health services to three vulnerable groups: pregnant women, lactating mothers and children under five years old. There are approximately 44,000 mothers and 36,000 children under five - including 300 to 500 new infants each month - in the camps IRC serves. As with the main clinics, public health workers extend MCH's range by spreading information about MCH's services throughout the communities, and referring women when necessary. If some patients cannot come to MCH, a Lady Health Visitor will visit their home.

Antenatal program: For pregnant women, MCH offers antenatal care to improve the health of the mother, aid the delivery and ensure a healthy baby. This includes the prevention and treatment of anemia, tetanus toxoid vaccinations, nutrition education and the identification of high-risk pregnancies so that delivery by a trained FHW can be arranged. In 1990, out of approximately 7,400 pregnant women, 5,754, or 75% of the target population, participated in the program. This represents a significant increase from 65% in 1989 and just over 50% in 1988. In 1991, IRC hopes to increase participation even further

through health education and outreach by the public health programs.

After delivery, new mothers visit the postnatal clinic to ensure that no complications have arisen with either the mother or her child. This year, 2,098 mothers visited the postnatal clinic. This represents only 30% of the target group. IRC is looking for ways to increase participation in this essential activity.

Under-fives' clinic: The under-fives' clinic provides growth monitoring and immunizations for children, and education on breast-feeding, nutrition and control of diarrhoeal diseases for mothers. After weighing-in, children who are identified as underweight or losing weight are registered and monitored by the CHWs and Lady Home Visitors. There are also curative services available for treatment of simple illnesses. Ideally, every child under five years old should visit the MCH once a month, especially for growth monitoring. Currently, the monthly attendance rate is about 50%. In 1990, 8,278 infants under the age of one and 1,097 children between one and five registered with the clinic. There were a total of 193,431 clinic visits during the year.

MCH also operates nutrition education sessions in the clinic and in the homes by CHWs. The sessions impart hygienic cooking habits and offer suggestions for nutritious cooking with local foods. Sessions held during clinic hours include cooking demonstrations, accompanied with discussions, using simple visual aids. Educating the entire family about proper nutrition during home visits is particularly important because all family members play a role in a child's growth; fathers do virtually all of the shopping and mothers-in-law often wield considerable authority in determining the diet of an infant or child.

The number of malnourished children involved in MCH in 1990 was roughly the same as in 1989. 832 new cases were registered in the program of which 61% gained weight, 13% remained the same and 19% continued to lose weight. This latter category actually increased somewhat over 1989, though the assiduous efforts of the CHWs led to a reduction in the defaulter rate from 18% to 7%.

The under-five mortality rate is, at present, 129 deaths per 1,000. Major causes of mortality and morbidity are dehydration from diarrhoea, acute respiratory infections, and neonatal tetanus. By further integrating services and emphasizing health education, IRC hopes to contain or decrease the under-fives' mortality rate in 1991.

EXPANDED PROGRAM FOR IMMUNIZATION

The IRC Expanded Program for Immunization (EPI) provides immunization for six preventable childhood diseases: TB, pertussis, diphtheria, polio, tetanus and measles. EPI also offers tetanus toxoid vaccinations for pregnant women. Besides the vaccination program in the BHUs, two outreach teams work in the homes with female vaccinators ensuring access to the female population.

Attaining complete immunization coverage has been a challenge, as is demonstrated by the high drop-out rates for the first six months in 1990:

- Under-one-year-olds, BCG and measles: 49%
- Tetanus toxoid 1 & 2 for pregnant women: 32%



In 1990, IRC completely immunized 9,229 children against the six target diseases, and 5,675 women against tetanus.

Ideally, the drop-out rate should not exceed 10%. The high rates indicate that follow-up vaccination efforts must be strengthened, especially for measles and tetanus toxoid 2. As a part of a UNICEF/EPI workshop, a survey of 75 homes was conducted to ascertain reasons why people defaulted on immunizations. Typical reasons were: the mother did not know there were second and third rounds, the mother did not know when or where the rounds were given or the immunization card was lost, or the mother was too busy with family chores or an illness. A follow up study by IRC indicated that mothers were unwilling to spend the time to wait in long lines at the clinic. Clearly, many of the reasons for the high default rate can be addressed by IRC in the future.

PUBLIC HEALTH PROGRAM

The Public Health Program strives to improve the health status of refugees through health education

in the community and by encouraging refugees to utilize relevant BHU services. The main vehicles for disseminating public health information are the CHWs and the FHWs. These health extensionists motivate and help refugees to call upon the requisite health programs, and assist the BHUs by providing follow-up care.

Community Health Workers

Community Health Workers (CHWs) are volunteers, chosen by their communities, who act as a link between the community and their BHU. Due to cultural dictates, CHWs are all male. Each CHW is assigned to 30 families or more. The CHWs have two main tasks: teaching health lessons to families and referring patients to the BHU health programs. CHWs, for example, work closely with the EPI program, canvassing their families to register and then receive their required vaccinations. CHWs also monitor their families for outbreaks of particularly infectious or dangerous diseases such as malaria, measles and TB. If these diseases are discovered, CHWs will assist the BHUs by providing follow-up care for the sick.

In 1990, 29 new CHWs were trained and added to the program. 324 CHWs participated in refresher courses to keep their skills up to date. IRC's 790 CHWs and 25 supervisors made a total of 334,568 home visits, referred 198,496 patients to BHUs and provided follow-up care for 6,174 cases (see Appendix VII, Table 1).

Female Health Workers

The Female Health Workers (FHWs) are the female counterparts to CHWs. They focus their attention on pregnant women, mothers and young children. The FHW is trained to:

- attend and assist home deliveries;
- refer children and pregnant women to the MCH for antenatal care, immunization, high-risk pregnancy cases, and postnatal care; and,
- deliver a broad range of health education lessons in homes, especially those relating to diarrhoea control and immunizations.

FHWs attended 2,065 births in 1990. This represents approximately 32% of the births for the year, an increase of 12% from 1989. This increase is due to a greater number of FHWs and a deeper acceptance of the program by the community. For 1991, IRC will continue its efforts to increase the number of attended births. It is hoped that such an increase in attended births will bring down the infant mortality rate, 9.8% at

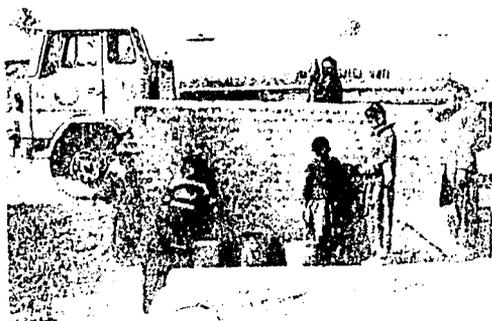
present, as well as reducing the number of maternal deaths.

UNHCR guidelines state that one FHW should be trained per six families; this sets IRC's needs at 4,500 FHWs. IRC currently falls far short of this level, largely due to cultural constraints on the participation of women in such programs. Nevertheless, in 1990, IRC trained 512 new FHWs, bringing the total to 1,076. Supplementary training was provided to a total of 1,027 FHWs during the year. In total, active FHWs referred 20,246 children and 5,735 women to the BHUs (see Appendix VII, Table 1).

Water and Sanitation

IRC's sanitation and water supply programs are aimed at improving public health through three major program goals:

- provision of potable water;
- construction of latrines; and
- health education in sanitation.



IRC delivers water by truck to those areas without any other source. Particularly during the scorching summer months, where the temperature in the North-West Frontier Province often reach 45° Celsius (113° Fahrenheit), a constant water supply is critical.

Water Supply: UNHCR guidelines decree that under ideal conditions refugee communities should have 25 liters of water per person per day. To achieve this target, IRC constructed, in 1990, 62 improved shallow wells and provided maintenance for 328 shallow wells, 110 surface tanks, 45 spring wells and two large pipe schemes within the camps. Additionally, 608 shallow wells were chlorinated. IRC also operates tanker trucks which made a total of 1,270 trips to three refugee camps during the year. Although tanker delivery is costly, there is presently no alternative. Despite all these measures, due to scarcity of water resources, water supply rarely exceeded 20 liters of water per person per day

(see Appendix VII, Table 2 for all sanitation statistics).

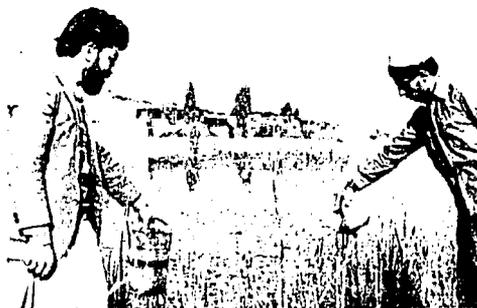
Latrine Construction: In 1985, IRC inaugurated a program to construct ventilated improved pit (VIP) latrines in 13 refugee camps. Since then, IRC has worked with refugee families to construct 15,939 latrines, 933 of which were built in 1990. While the structure itself is built in a traditional fashion,



IRC assisted in the installation of hand pumps to add to the water sources available to refugees.

IRC provides a ventilation pipe, a cement floor plate with a plastic cover and screens for refugees interested in building a new latrine. Refugees construct their latrines with IRC supervision.

Health Education: In 1990, IRC sanitarians gave a total of 5,879 health education sessions. Sessions cover the use of latrines and waste disposal sites, storage of food to prevent rodent infestations and the control of flies and mosquitos. Sessions are conducted in the waiting rooms of the BHUs, at schools, in mosques and at other communal sites.



IRC sanitarians direct volunteers from the community in how to treat mosquito breeding sites to aid in the prevention of malaria.

Other Activities: Sanitarians also implement vector control services focusing on malaria prevention. Control of mosquito breeding sites is accomplished through destroying stagnant ponds identified by the communities. Camps are

sprayed with insecticide once a year, usually in August. In 1990, sanitarians filled 192 stagnant ponds, treated 236 with kerosene and drained 308 others. The sanitation department also oversees waste disposal at over 600 sites.

HEALTH EDUCATION RESOURCE CENTER

Introduction

The Health Education Resource Center (HERC) provides culturally appropriate health education materials to over 80 health organizations implementing projects for refugees, Afghans in Afghanistan or Pakistani villagers. Two specific materials production projects are managed by HERC: silkscreen design and production, and the Afghan School Children project. Health silkscreens, whose content is decided upon by consensus at UNHCR-sponsored meetings, are colorful, sturdy, weather-resistant, washable and easily transportable to remote regions. The Afghan School Children project produces health material for children in the first three grades, focussing particularly on girls who participate in the rearing of younger siblings. The project, which officially ended in June, has developed simple story booklets based on concepts of personal hygiene that are appropriate for Afghan children. Finally, health organizations can also access a wide range of written, audio and visual materials housed in HERC's library and media rooms.

In order to serve the health care community as effectively as possible, HERC has to concentrate on maintaining active dialogues with as many health agencies as possible. Due to the rapid turnover of employees and the fluctuating nature of relief work, this requires a significant amount of time and diligence. To assist in these efforts, HERC has computerized lists of all the agencies it works with, recording what kind of materials they have borrowed and on what subjects. HERC pays particular attention to maintaining relations with those organizations working directly in the camps and/or Afghanistan, as well as more established organizations in Peshawar.

Afghan School Children Project

The Afghan School Children Project, which officially ended on June 30, has produced the following materials:

- 15,000 copies of a three-book series containing 27 health stories (Dari)

- 10,000 copies of the miswak (dental) health book (Dari, Pushto)
- 16,000 copies of eight health concept booklets (Dari, Pushto)
- 1,000 copies of a "Good Habits" flipchart

The eight health-concept books, designed for health educators, cover topics including diarrhoeal disease control and personal hygiene. Each booklet contains a specific health message, suggested activities and a lesson plan for use with the booklet. All of these materials were created in cooperation with educators, doctors, nurses and other health professionals.

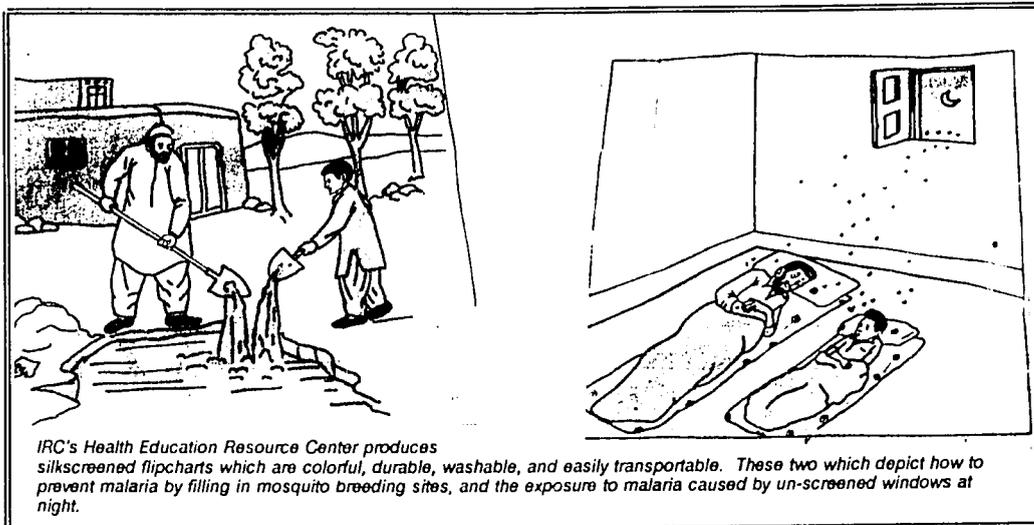
To date, 5,000 copies of the three-book series and the two editions of the miswak book have been printed and distributed to the Afghan Interim Government (AIG) for schools in North-West Frontier Province (NWFP) and Afghanistan, schools supported by the University of Nebraska at Omaha (UNO) and IRC educational programs. Field testing for the eight concept booklets was finally completed in mid-December. The originals have been submitted to UNO who will be responsible for printing the books.

Materials Development

During 1990, the materials development division was responsible for printing the following flipcharts and/or posters:

- Latrine Use
- Breast-feeding
- Malaria
- Vaccination
- NRIFC (Pak): Family Planning
- UNFDAC: Drug Abuse Awareness
- Healthy Mother/Healthy Baby
- Washing Bathing
- Tetanus Toxoid
- Hand Washing
- Mine Awareness

In total this year, HERC produced over 108,000 images (see Appendix- Table 1 for complete listing) and many orders are still lined up for early 1991. Of these, approximately 43% were profit-generating, commissioned orders. While many of the flipcharts and posters covered basic hygiene and public health education, others covered more



specialized topics. The mine awareness images, for example, depicted the effects of land-mine explosions, and displayed life-size illustrations of the most common mines. The UN-commissioned posters for showing the debilitating effects of drug abuse, and the Pakistan National Research Institute for Fertility Control (NRIFC) ordered a family planning banner. In addition to these flipcharts and posters, HERC produced land-mine warning signs for distribution in Afghanistan.

Overall, one of HERC's major goals is to become self-sufficient in the coming years. The materials development division has already started down this path. Revenues earned in 1990 will cover the hiring of a curriculum specialist in 1991 who will develop guidelines for the implementation of flipcharts, posters and books which HERC produces. Furthermore, in 1991, the position of program manager will be taken over by an Afghan, contributing to the goal of complete self-reliance of the materials development division in 1992.

Finally, this year HERC had the honor of receiving the third place prize among 138 entries for its vaccination flipchart and "Healthy Mother/Health Baby" poster. The award was given by the Asian Cultural Center for UNESCO.

Other Publications

Calligraphers and translators at HERC prepare texts for flipcharts and posters and produce other booklets, pamphlets and manuals for outside contracts. This year, staff worked on hygiene, disease, science and vaccination projects which

required texts (see Appendix- Table 2 for a complete listing). In 1991, however, the calligraphy shop will be closed as most of that work is now done by computer.

Also in 1990, HERC participated in the development of National Control of Diarrhoeal Diseases (CDD) Program in coordination with UN and other health care agencies; HERC staff translated the script for the video into Pushto and Dari. The videos will be used for CDD training in Punjab, Balochistan, NWFP and cross-border.

In the past, HERC produced a booklet entitled "Six Target Diseases" to be used by agencies involved in vaccinations. This year, HERC developed a new updated EPI manual in consultation with Pakistani Director for Health (PDH) and UNHCR. HERC will print 1,000 copies of the manual in early 1991, to be distributed to Basic Health Units (BHUs), health care agencies, government health offices, and, of course, the HERC library.

Newsletter

In August, the first HERC health newsletter was distributed to over 90 health organizations in Peshawar. The newsletter contained articles on seasonal health issues such as malaria and diarrhoeal disease management. A listing of health facilities available for Afghans in Peshawar was also included. It was printed in English, Pushto and Dari. Although articles for the second newsletter have been gathered together, the printing of the newsletter has been suspended awaiting more feedback. Articles already

gathered and translated cover such topics as mine awareness, conjunctivitis and immunization.

Library and Media Room

HERC maintains a library and media room filled with books, audio and video cassettes, slides and pamphlets which health organizations can borrow. Audio and video cassettes are dubbed into Dari and Pushto for agencies to use. Most deal with public health topics, and have been created for use with rural and uneducated populations. The BBC, for example, uses a story-telling format for explaining the advantages of family hygiene. Other BBC Pushto World Service cassettes available are entitled: "Good Health," "Coping with Disability," and "Land-Mine Awareness." This year, HERC had to purchase another slide projector to keep up with the increasing demands for audio-visuals by health organizations. Throughout 1990, HERC added to the variety and depth of its resource center with over 300 new acquisitions. In addition, WHO donated all of the Medex series of health books to the library. During the year, forty agencies made use of the library and resource center.

Sale and Distribution

During 1990, HERC distributed materials free of charge to 18 different organizations affiliated with Afghan political parties. HERC sold materials to 69 other health care agencies. During 1990 the sale of HERC's materials yielded Rs 428,655 (\$19,660) and the Materials Development project generated Rs 71,492 (\$3,280).

Future

On top of continuing with its current role as a resource center for the health care community, HERC aims to train more health educators in the use of colorful flipcharts, posters, and other audio-visuals. To achieve this, HERC has plans to hire a health educator in early 1991. Another goal for HERC in 1991 will be to become more self-sufficient financially. By 1992, HERC aims to be able to operate with a minimum of support from donors.

WHEAT ORAL REHYDRATION PROJECT

Introduction

Established in October of 1990, the Wheat Oral Rehydration Project (WORP) is a two-year project to study the viability of a wheat-based oral rehydration solution as a treatment for diarrhoeal dehydration among Afghan children. To date, most health care agencies have been using and/or teaching the use of sugar salt solution (SSS). Last year, however, a UNHCR survey demonstrated that SSS was only used by 3% of the population, and of those users, 96% made incorrect and potentially dangerous solutions. Instead of a sugar base, research has indicated that solutions which use a cereal base may be easier to make correctly, rehydrate faster and diminish stool frequency rates. Due to the universal availability of wheat flour in Afghan homes, a wheat salt solution (WSS) has been chosen for this project.

The three phase project began with a feasibility study of Afghan women's beliefs and practices regarding diarrhoea. This first phase also studied how reliably WSS can be made with hand measurements (scoops and pinches) and whether the taste would be acceptable. All the data was collected through in-depth interviews, group discussions with Afghan women, and observations of Afghan households. Observations and

interviews were conducted with ten regional and ethnic groups of Afghanistan. The first phase of the project was completed shortly after the end of the year.

The second phase will study the results of a pilot implementation of the Wheat Salt Solution (WSS) in two camps in the Hangu area. The third phase will incorporate WSS into the repertoire of community health workers in the Kohat district. This includes all of IRC's Community Health Workers and Female Health Workers, as well as community health workers from other agencies.

Research Findings

Phase One aimed to determine the traditional beliefs of the causes, symptoms and treatments for diarrhoea. Results from this research, performed in camps based near Peshawar and Quetta, will provide the foundation for a training program incorporating the WSS recipe with public health messages for preventing the transmission of diarrhoea. Listed below are some of the common attitudes about diarrhoea uncovered during interviews and observations.

CAUSES: Afghan women interviewed felt that hard foods (mainly those considered to be indigestible), hot weather, teething, bad breast



IRC staff researched traditional beliefs about diarrhoeal diseases by observing refugee homes over a continuous 24-hour period.

milk, measles and falls all create mechanical bowel disorders. The microbial source of diarrhoea was rarely mentioned and only in the context of spoiled or dirty foods.

SYMPTOMS: Afghan mothers considered increased stool frequency to be the most common indicator for diarrhoea, as opposed to color or consistency (this supports the development of WSS, which rehydrates and stops diarrhoea, as compared to SSS which merely rehydrates). The child's behavior, most critically that of weakness and diminished activity, was also indicated as important. Dehydration was not considered an effect of diarrhoea, although dryness of lips and sunken eyes are often noted.

HOME TREATMENT: Home remedies are always tried first, usually after two or three days. Treatments, most often passed down from older women, usually include the giving of fluids, though mostly at mealtimes and without special emphasis on larger amounts. Common fluids used were breast-milk, boiled water and herbal teas. Rice water or SSS were used by a small percentage of the women interviewed. Foods used were those seen as "soft," such as moist

bread or soft rice. Oils, meat and lentils were considered taboo during diarrhoea.

OUTSIDE TREATMENT: Families sought outside aid only if the child's condition worsened (increased stool frequency, vomiting, bloody stool). While mothers control most aspects of the treatment, fathers were involved in decisions about outside assistance.

The research also uncovered typical habits which contribute to the propagation of diarrhoea. Such habits include contaminating shared water storage vessels with unwashed hands and dippers, sharing cups, and using community food bowls at meal-times. The biggest factor for the transmission of diarrhoea is that soap is not used when washing hands before cooking, before eating and after using the latrine.

Researchers also tested the amounts of salt and wheat flour when measured by hand. 95% of the 100 woman sample size measured safe amounts of salt using a three-fingered pinch. All of the women measured safe amounts of wheat flour using a closed fist.

Taste tests were given to 150 women and 100 children; slightly more than half the women preferred WSS to SSS and the children were divided almost equally.

Conclusions

Although the number of women interviewed was too small to extrapolate conclusions for all of Afghan society, the diversity of the sample and the encouraging results indicated that the project should progress to Phase Two. None of the research suggested that WSS is culturally inappropriate: no taboo against serving wheat during diarrhoea was found, women felt that neither the taste nor fuel costs of cooking wheat was prohibitive, and women felt that WSS could be used for all types of diarrhoea encountered. In addition to the fact that this research supported a wheat-based oral rehydration recipe, the interviews revealed areas where training could contribute to the control of diarrhoeal disease. The research suggested that public health training accompanying the dissemination of a WSS recipe should cover, among others, the following ideas:

- hand-washing with soap;
- breast feeding, particularly to counter the concept that bad breast milk causes diarrhoea;

- that despite increased frequency of stool, food absorption during diarrhoea is high and can prevent weakness;
- an emphasis on large fluid intake as soon as illness is observed;
- clues fathers should understand for referral to outside aid; and,
- appropriate training for older daughters who are involved in the care of younger siblings.

Overall, the results of Phase One engendered confidence to proceed to Phase Two of the project. It is critical that during this phase public

health training accompany the teaching of the WSS recipe. Some potentially dangerous misconceptions must also be avoided. For example, many women have indicated that they might prefer WSS to SSS because of the perceived nutritional benefit from the wheat. Training must insure that this does not lead women to using WSS in place of food, but in addition to food. In the end, the Phase Two pilot program will reveal whether the effectiveness of the WSS solution, proven in hospitals, can be transferred through public health training to rural Afghan women.

SELF-RELIANCE PROGRAM

Introduction

The goal of IRC's Self-Reliance Program (SRP) is to create employment, income and vocational training opportunities for Afghan refugees. During 1990, SRP implemented projects in 24 refugee camps, many of which lay in remote areas where no other organizations offer services of any kind. Approximately 16,000 Afghan families benefitted directly from having at least one member of the family earning income through SRP's projects. Refugee beneficiaries work in construction, handicraft productions (including carpet weaving), agriculture, wood and metal shops, an auto shop or the printing press. Others set up their own small businesses through participation in IRC's credit scheme.

During 1990, several of the SRP projects gained or maintained self-sufficiency or profitability. Overall, despite a substantial cut in donor contribution, the budget of SRP increased due to expanding project revenues. In addition to the project's fiscal successes, SRP was also able to expand geographically into North and South Waziristan, remote areas of Pakistan that previously had not received any assistance. Finally, the project was able to expand qualitatively to reach more vulnerable groups such as orphans, widows and the disabled. Like other IRC programs, SRP's Afghan staff took increasing responsibility for the program. A number of in-house staff development initiatives have contributed to the abilities of Afghan management.

Agriculture

The agricultural division operates three projects: four demonstration kitchen gardens (vegetable seedlings, fruit trees), a bull insemination service and a broiler chicken project.

This year, funding levels for the kitchen gardens and the bull insemination services were cut so that they had to compete on the open market. This required that they charge for their services. Nevertheless the two projects grossed Rs 29,000 (\$1,320) in 1990. The bull program, in fact, even expanded from two to five bulls.

New in February, the broiler poultry farm began producing chickens for sale. The broiler farm has



The demonstration farm near Hangu (see map on page) provides an opportunity for interested refugees to learn more about vegetables they could cultivate.

a reproductive capacity of 1,300 chickens a month. Even through the hot, summer months the morbidity rate of the chickens grown by SRP stayed far below the Pakistani average. The sale of chickens generates over Rs 30,000 (\$7,850) per month. Though this project is not labor intensive, profits are used to subsidize other agricultural projects which reach more people.

Finally, SRP has begun implementing a new poultry layer farm. This project plans to raise layer chicks until they are strong enough to be transported to Afghanistan. In Afghanistan they will be sold to interested NGOs and individual Afghans. The farm will be able to raise 6,000 chicks per month.

Construction

The Construction program works on projects financed by UNHCR which include road construction and repair in the camps, construction of Basic Health Units (BHUs), and maintenance of schools, food warehouses and storage facilities. Due to improvements in efficiency the year's projects were completed under budget. As a result of these savings, SRP was able to add a diversion dike and a school to the contract at no further cost. An additional contract for four BHUs in Waziristan and Kohat was also appended mid-year. During the year, 664 laborers earned over Rs 1.5 million.



SRP's construction operation builds well-rings for IRC's Water Supply Program (see Hangu Medical Program).

Veterinarian

SRP's veterinary service, which provides livestock vaccinations and limited curative care, doubled its area of coverage in January of 1990 to total 22 camps in the North-West Frontier Province (NWFP). In September, however, all funding for these programs was stopped as inoculations reached the saturation point. The program began

charging for medicines that the 12 SRP veterinarians had previously given free. Regrettably, revenues could not cover costs, and SRP closed the program in December. In early 1991, SRP hopes to set up a one-veterinarian team to run a mobile clinic. Should this prove self-supporting, it will be expanded.

Printing Press

The Printing Press is, by far, the single most profitable business at SRP. In addition to re-investments into the business which included purchase of lamination and binding machines, the press still earned over \$200,000 in profits. The business also expanded its folding and cutting services, providing work for more refugees.

The biggest contract for the printing Press was a University of Nebraska at Omaha contract for printing textbooks for Afghanistan. In total this year, the printing press published 1,568,000 texts for grades one through nine. The contract will be renewed for 1991.

TIGER: Training, Income Generation & Employment for Refugees

The various projects falling under this group have an underlying theme in common: they all aim to provide income to disadvantaged groups. Some provide apprenticeship opportunities to orphaned boys; others help widows find a way to contribute financially to the family with which they live; still others provide employment for men disabled by land-mines or war.

Wood and Metal Shops: Over the course of the year, over 250 ad hoc staff worked in the wood and metal shops learning various skills from ten carpenters and three lathe operators. Included in these workers were 100 orphaned boys and 52 disabled men.

IRC's Mine Awareness Program (MAP) kept the shops busy for most of 1990 with the completion of a 1989 order for 94,000 wooden land-mine models, and a 1990 order for 1,000 display cases. When these were all finished in June, MAP further ordered 100 mine-field road-signs for a pilot project.

The wood and metal shops also had a number of other contracts this year, including medicine boxes for health workers, wooden dowels for silkscreens (see IRC/HERC) and furniture for refugee schools and private sale. Finally, the wood and metal shops ventured into concrete production this year. It started with latrine floor slabs for IRC's sanitation program (see Hangu



A master weaver in Hangu trains two apprentices in the ancient Afghan tradition of carpet weaving.

Medical Program) and they experimented with girders and roof slabs as well. While these efforts did not generate much income in 1990, the experience could lead to the establishment of a concrete construction project in Afghanistan. Such a project could contribute to the reconstruction of Afghanistan while concomitantly, because the concrete would replace wood as a construction material, relieve pressure on the already extensive amount of deforestation.

Gabions: Gabions are wire cages which can be easily transported and later filled with rocks at a construction site; they are used for building retaining walls for roads, dams, etc. SRP purchases wire from Lahore and then employs refugees to weave the cages by hand. Due to the increasing number of reconstruction projects occurring in Afghanistan, this program grew to be larger than originally envisioned. In 1990, 700 families worked with IRC on this project. NGOs purchasing the gabions included Afghanaid, CARE International and Human Concern International. Orders have already been accumulating for 1991 and SRP has begun discussions with Afghanaid about the possibility of opening a gabion production facility in Afghanistan. SRP has had some problems with the quality of the wire purchased, but it has consistently improved over the course of the year.

Auto Shop: The auto shop started off 1990 as a fledgling enterprise which has continued to expand throughout the year. Although in total for

the year it failed to make a profit, it had accumulated a store of spare parts and invested in machinery which puts it in good shape for 1991. In addition, throughout the year it provided 22 staff members, including two orphans, with employment in which they learned valuable skills.

Skilled Artisan Loans: This project made loans ranging from between Rs 1,000 (\$45) and Rs 4,000 (\$410) to 22 artisans this year. The skilled refugees set up small businesses which included hotels, cold stores, and mechanic shops among others. In general, artisans have wanted larger loans than anticipated and some ideas have failed to pan out. For example, interest for a fruit juice selling program, with loans of about Rs 2,000 (\$90), simply failed to materialize. The loans overall have been a success so far; payments on the loans have been regular. 40 refugees have gained employment in the businesses financed by this scheme.

Orphan Apprenticeship Scheme: In May, 25 orphans were apprenticed to businesses started with skilled artisan loans. SRP pays each orphan a stipend of Rs 300 (\$14) per month and the employer Rs 200 (\$10) per month over the nine-month program. Over the summer, 15 more apprentices began learning trades from settled tradesmen. SRP monitors visited the orphans at least once every other week to ensure that both the apprentice and the employer were happy with the arrangement. Several of those who have already graduated from the program have applied

for loans from SRP's Skilled Artisan Loan project. One has already been granted to start a bicycle repair shop, and others for an embroidery and a tailor shop are under consideration.

By December the first group of apprentices graduated from the 9-month program. Money for this program is drawn from other profitable SRP projects, such as the printing press or gablon production.

Widows Layer Poultry Scheme: This project, which began in May with 18 widows, provides 50 layer chicks as a loan to widows without reliable income. Free veterinary services were offered, and the 50 chickens plus chickens from surrounding homes were vaccinated. A bag of feed was also given to the widows, and should they have problems selling the eggs, a marketing service was also made available. The women have the choice of paying back the loan, equivalent to slightly less than \$100, either in-kind (eggs) or in rupees.

By summer-time the project had proven to be popular and 12 more widows received an initial flock of hens. SRP had by then also started to assist the widows in building hen-houses. By the end of the year, one woman had completely paid off her loan and others were submitting regular payments. This project has received full support from the community.

Carpets and Gillims: The carpet and gillim (a woven rug without pile) projects began when UNHCR encouraged SRP to look into income-generation projects for refugees in North Waziristan. North Waziristan, a tribal area on the Pakistani frontier, has been avoided by agencies because of difficulties and dangers in travel and logistics. The IRC projects began in May and evolved into a program that entailed the following:

- a marketing service for carpets woven in Waziristan, far away from any market;
- provision of carpet-weaving materials for home-weaving in Waziristan; and
- an apprenticeship program for boys interested in becoming weavers.

54 widows are currently involved in the project; each receives Rs 700 (\$32) per square meter of carpet which they weave. SRP provides the wool from Lahore. Weavers had completed 20 carpets by the end of the year of which four had already been sold.

In order to increase the opportunities for income generation through carpet weaving, SRP has also started an apprenticeship program in Hangu for six boys. Each of the apprentices originates from a different area in Afghanistan where carpet-weaving is not particularly prevalent. A gillim apprenticeship program is in the works for 1991.

Handicrafts: The handicrafts program employs over 500 women, approximately half of whom are widows. The women embroider swatches of cloth which are then incorporated into clothing, pillow cases, bags, etc. In an effort to make this project profitable, staff overhauled the inventory system, built new stock-rooms and re-decorated the showroom. In addition to the fact that SRP attempts to make all of its programs self-sustainable, it is particularly important that this project become profitable. UNHCR funds this project and has indicated that funding will be cut substantially by 1992. Thus, unless handicrafts can become profitable, many women whose only source of income is through SRP will be left without a livelihood.

As this program puts money directly into the hands of women, it has occasionally been a source of friction with the community. In May, for example, during the period of high tension for women's programs (see Female Education Programs), one of the handicraft centers in the camps was burnt down. Approximately a third of the damage was paid for by the refugee community itself. By June this project was operating as before the fire and it finished out the year without incident.

MINE AWARENESS PROGRAM

Introduction

The existence of land-mines and unexploded ordnance in most areas of Afghanistan poses a major threat to the safety of the population. The purpose of the Mine Awareness Program (MAP) is to provide refugees with the information necessary for them to have safe journeys home and safe lives upon their return. To spread this information, MAP runs standard six-hour training sessions in the camps. MAP's classes teach refugees to identify land-mines and to know how to take the basic safety precautions for land-mine location, avoidance and emergency care. At the end of the session, refugees receive silkscreens displaying important mine awareness messages which they can take home and share with their families.



The Mine Awareness Program has produced mine-field warning signs for distribution in Afghanistan.

Until September 30, 1990, IRC had managed MAP under the auspices of the United Nation's Operation Salam. On October 1, MAP turned the program over to the Organization for Mine Awareness (OMA). For information on mine

awareness activities past this date, OMA should be contacted. OMA consists of the MAP staff under an IRC-trained Afghan management. OMA functions with complete independence from IRC.

Mine Awareness Training

By the end of September, over 93,000 refugees attended one of the basic six-hour courses, bringing the total for the year to 258,861. Most training in Pakistan is now being done in camps situated along the Afghan border where refugees are most likely to return to Afghanistan. In aggregate, completed and ongoing projects reached into 118 camps, which house 1,176,741 refugees, by the end of September. This represents approximately 36% of the refugee population in Pakistan. In addition, MAP trained 170 male and 28 female MAP teachers.

Also this quarter, MAP expanded the use of learning materials. Silkscreen posters which were only being field-tested before have since been mass produced. MAP teachers now distribute the posters to all refugees attending the course. MAP also gave mine-models in display cases to 75 NGOs, camp communities, schools, BHUs and AIG offices in Pakistan.

In Peshawar, MAP moved its women's program to a separate building. As a result, the number of security incidents has diminished.

Finally, surveyors completed the first needs assessment analysis in Arghistan district of Kandahar province. Team members interviewed 262 people in 27 villages to determine the differences in mine awareness between refugees in Pakistan and people living in Afghanistan. The survey concluded that although Afghans in Afghanistan are more familiar with land-mines and what they look like, there is still a low awareness of safety procedures.

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APPENDIX I

TABLE 1
Rehabilitation Program for Afghanistan
Irrigation Projects: Total-to-date Statistics: 1989 - 1990

	No. of Karezes Repaired	Districts	No. of Families Benefited	No. of Jeribs Irrigated
Projects Completed in 1989				
Project 1 (Paktya)	20	Dand-wa-Patan/Jani Kheyl Mosa Khel	4,494	9,855
<i>Total 1989</i>	20		4,494	9,855
Projects Completed in 1990				
Project 1 (Paktya)	27	Dand-wa-Patan/Jani Kheyl Mosa Khel	2,595	5,215
Project 2 (Paktya)	5	Lajmangal/Ahmed Khel	446	840
Project 3 (Paktya)	4	Ali Khel	115	220
<i>Total 1990</i>	36		3,156	6,275
Projects Due for Completion in 1991				
Project 1 (Paktya)	35	Lajmangal/Ahmed Khel Ali Khel	2,500	5,000
Project 2 (Paktya)	26	Urgoun	1,700	3,400
<i>Total 1991</i>	61		4,200	8,400
GRAND TOTAL	117		11,850	24,530

TABLE 2
Rehabilitation Program for Afghanistan
Total-to-date Vaccination Statistics: 1989 - 1990

District	Children Imm. ²		Women Imm. ²		Total Pop.	Target Population ⁴		Percent Coverage ⁵	
	Fully ¹	Partial ²	Fully ¹	Partial ²		Women ³	Child ⁴	Women	Child
Zormat	2,325	4,102	2,466	4,485	22,400	4,928	6,720	47%	36%
Seyyed Karam	1,191	826	1,210	1,044	3,920	862	1,176	138	102%
Ali Khel	349	1,272	1,246	1,496	6,986	1,537	2,096	22%	59%
Ahmed Khel	1,499	1,973	1,495	2,342	10,045	2,210	3,014	67%	49%
Lajmangal	905	981	1,125	1,192	7,623	1,677	2,287	53%	49%
Jani Kheyl	2,209	1,457	1,514	1,376	9,240	2,033	2,772	108%	54%
Chamkani	3,055	2,316	2,853	2,886	15,652	3,446	4,696	88%	65%
Mosa Khel	2,388	4,255	2,274	4,280	15,820	3,480	4,746	65%	31%
Dand-wa-Patan	3,457	233	3,485	2,375	21,000	4,620	6,300	74%	55%
Urgoun	1	32	1	47	350	77	105	1%	1%
TOTAL	17,379	19,247	17,669	21,523	113,036	24,870	33,911	68%	51%

¹ 2nd dose
² 1st dose
³ Total pop. x 22%
⁴ Total pop. x 30%
⁵ Note: Some anomalies may occur in the percent covered due to inaccurate population figures.

APPENDIX II

TABLE 1
Rural Assistance Program
Grants: June 1988 - September 1990

<u>GRANT NUMBER</u>	<u>IMPLEMENTING AGENCY</u>	<u>GRANT AMOUNT</u>	<u>PROVINCE</u>	<u>TYPE OF ASSISTANCE</u>
* 1	Afrane	\$631,295	Herat/ Badakshan	Wheat, seed, fertilizer and food supplies Irrigation work, and live-stock
* 2	Afrane	\$49,985	Badakshan	Emergency assistance to drought victims
* 3	Save the Children	\$33,050	Zabul	Seeds, agricultural assistance, irrigation work
* 4	Mercy Corps	\$49,990	Kandahar	Emergency relief supplies
* 5	Mercy Corps	\$200,000	Kandahar/Zabul	Wheat and food supplies, irrigation work
* 6	Afghanaid	\$800,000	Kapisa	Wheat and food supplies, irrigation work
* 7-A	Solidarites Afghanistan	\$160,000	Herat	Cash for food, irrigation work, road repair
* 7-B	Solidarites Afghanistan	\$160,000	Kandahar	Emergency cash for food, irrigation work
* 7-C	Solidarites Afghanistan	\$160,000	Kabul	Emergency cash for food
* 7-D	Solidarites Afghanistan	\$160,000	Wardak	Emergency cash for food
* 7-E	Solidarites Afghanistan	\$160,000	Kapisa/Takhar	Emergency cash for food, irrigation work
* 8	Afghanaid	\$229,980	Badakshan	Wheat and food supplies
* 9	Afghanaid	\$49,990	Parwan/Baghlan	Emergency food/blankets: Salang Highway
10	Save the Children	\$656,299	Nangarhar/Ghazni	Wheat seed, fertilizer, Agricultural tools
11	Save the Children	\$137,016	Nangarhar Ghazni/Baghlan	Women's income generating projects
12	Save the Children	\$293,633	Zabul	Irrigation work, agricultural assistance
13	Save the Children	\$373,438	Zabul	Rural works project to repair roads
* 14	Mercy Fund	\$116,250	Nangarhar	Emergency relief supplies
* 15	Afghanaid	\$41,550	Badakshan	Emergency food supplies
16	Afrane	\$299,800	Kandahar	Cash for food, cash for work, irrigation work
* 17	Mercy Fund	\$111,468	Nangarhar	Emergency relief supplies
* 18	Mercy Fund	\$277,605	Nangarhar	Rehabilitate Ghaziabad State Farms 2 & 4
19	Afghanaid	\$288,359	Kunduz/Takhar	Seeds, fertilizer, live-stock, irrigation work
* 20	Afghanaid	\$276,675	Badakshan	Seeds, fertilizer, live-stock, irrigation work
* 21	Afghanaid	\$309,986	Kapisa	Seeds, fertilizer, live-stock, irrigation work
22	Afghanaid	\$104,149	Kunduz	Seeds, fertilizer, live-stock, irrigation work
23	Care International	\$1,044,911	Kunur	Agricultural supplies, cash for food & work to repair houses, roads, irrigation systems
24	Afrane	\$166,998	Logar	Improved wheat seed, tractors, irrigation work
25	Afrane	\$89,775	Badakshan	Improved wheat seed, irrigation work
26	Afrane	\$143,827	Herat	Improved wheat seed, tractors, irrigation
27	CHA: Coordination for Humanitarian Assistance	\$263,138	Farah	Cash for work, road repair, irrigation work
* 28	Mercy Fund	\$125,954	Nangarhar	Emergency relief supplies
29	Solidarites Afghanistan	\$98,075	Kabul	Cash for food
30	Solidarites Afghanistan	\$91,153	Kandahar	Tractors, irrigation work, rebuild water mill
31	Solidarites Afghanistan	\$101,158	Waroak	Irrigation work
* 32	Mercy Fund	\$470,000	Nangarhar	Rehabilitate Ghaziabad State Farms 2 & 4
33	RAFA: Reconstruction Authority for Afghanistan	\$185,000	Peshawar	Administrative support
* 34	CAR: Coordination for Afghan Relief	\$47,260	Ghazni	Irrigation work
** 35	Afrane	(\$30,000)	Badakshan	CANCELLED
36	CHA	\$28,057	Ghor	Cash for work, road repair
37	Solidarites Afghanistan	\$157,536	Wardak	Irrigation work
38	CAR	\$145,233	Ghazni	Cash for work, irrigation work, tractors
39	Afghanaid	\$198,076	Kapisa	Improved wheat seed, fertilizer
40	Afghanaid	\$198,575	Kunduz	Cash for work, irrigation work, seed, fertilizer
41	CAR	\$55,474	Wardak	Cash for work, irrigation work, tractors
42	CHA	\$217,338	Farah	Cash for work, irrigation work
43	CHA	\$184,787	Farah/Ghor/Nimroz	Cash for work, irrigation work
44	Mercy Fund	\$49,733	Baghlan	Food for work, agricultural & engineering survey

TOTAL AMOUNT \$9,958,054

* Completely Liquidated = \$4,621,038

** CANCELLED: Funds returned to RAP

APPENDIX III

TABLE 1
Female Education Program
Lycee Malalai: Enrollment 1987 - 1990

1990 Academic Year:		
<u>Class</u>	<u>No. of Classes</u>	<u>No. of Students</u>
7	1	28
8	2	45
9	2	43
10	2	51
11	1	30
12	1	21
TOTAL	9	218

TABLE 2
Female Education Program
Women's Health Educator Trainers Program: Enrollment 1990

<u>Term</u>	<u>No. of Applicants</u>	<u>No. of Students</u>	<u>No. of Graduates</u>
90-1	40	16	12
90-2	35	16	12

TABLE 3
Female Education Program
Women's English Language Program: Enrollment 1990

<u>Class</u>	Term 90-2 (July-December)		Term 90-1 (February-July)	
	<u>No. of Classes</u>	<u>No. of Students</u>	<u>No. of Classes</u>	<u>No. of Students</u>
Beginner	6	134	9	232
Level 1	6	144	7	173
Level 2	6	128	3	80
Level 3	3	55	3	59
Level 4	2	31	2	26
Level 5	1	16	1	16
TOTAL	24	508	25	586

APPENDIX III (cont'd)

TABLE 4

Female Education Program

Women's English Language Program: In-Service and Potential Teacher Training

- | | |
|---|--|
| <ul style="list-style-type: none">•Pronunciation•Teaching Reading•Reading Comprehension•Goals & Objectives•Testing Guidelines•Personality of the Teacher•Homework Correction•Hand Writing•Making Materials for the Classroom•Games•Drills (Chain, Substitution, Repetition, Build-Up) | <ul style="list-style-type: none">•Reading - Language Development•Silent Reading•Reading Readiness•Lesson Plans•Unit Quizzes•Classroom Management•Writing Composition•Resume Writing•Using Audio-Visual Aids•Student Group Work |
|---|--|

APPENDIX IV

TABLE 1
Hangu Education Program
Statistics for 1990

Afghan Schools Assisted		Academic Year	
	<u>1990-91</u>	<u>1989-90</u>	
# of schools assisted	323	205	
# of students assisted	51,964	31,373	
Primary Schools & Classes			
<i>Na yab School</i>		Academic Year	
	<u>1990-91</u>		
1st Grade	150		
2nd Grade	140		
3rd Grade	100		
4th Grade	59		
5th Grade	21		
<u>6th Grade</u>	<u>23</u>		
TOTAL	493		
Primary Classes		Academic Year: 1990-91	
	<u># classes</u>	<u># boys</u>	<u># girls</u> <u># students</u>
1st Grade	14	208	301 509
2nd Grade	29	428	202 630
<u>3rd Grade</u>	<u>7</u>	<u>86</u>	<u>68</u> <u>154</u>
TOTAL	50	790	589 1,293
Small School Support		Academic Year: 1990-91	
	<u># students (8 schools)</u>		
1st Grade	383		
2nd Grade	298		
3rd Grade	227		
4th Grade	112		
5th Grade	38		
<u>6th Grade</u>	<u>15</u>		
TOTAL	1,073		
Teacher Training		1990	
# seminars held	9		
# courses held	2		
# teachers trained	382		
# female teachers trained	11		
# teacher-trainers trained	19		
# PTH*	21,119		
*Participant Training Hours			

APPENDIX V

TABLE 1
Science and Technology Training
Construction Supervisor Program Statistics: 1990

Enrollment			
<u>Class</u>	<u>No. of Students</u>	<u>No. of Graduates</u>	<u>No. Employed</u>
18-month			
'89	11	9	n/a
'90	24	n/g	n/g
9-month			
'89	53	36	21
'90	54	27	n/a

n/g = not graduated
n/a = not available

Province Representation
The following provinces are represented by at least one student in either the 9-month or 18-month Construction Supervisor program.

Badakhshan	Kapisa
Baghlan	Kunar
Balkh	Kunduz
Bamyan	Laghman
Ghazni	Logar
Helmand	Nangarhar
Herat	Parwan
Jawzjan	Oruzgan
Kabul	Wardak

APPENDIX V (cont'd)

TABLE 2
Science and Technology Training
Construction Engineering Program: 1990

Enrollment			
<u>Class*</u>	<u>No. of Students</u>		
January, 1988	9		
January, 1989	17		
January, 1991	39		
* <i>By starting date</i>			
Summer Internships for Class Starting 1/89			
<u>Location</u>	<u>No. of Students</u>	<u>Project</u>	<u>Affiliating Organization</u>
Kunar/ Peshawar	2	Office Design	RAFA
Peshawar	5	Office Design Surveying/ Cost Estimation	VITA
Wardak	1	Road Construction	ESAR
Paktia/ Peshawar	3	Road Construction Office Design	ACLU
Paktia/ Darsamand	3	Office Surveying	IRC/RPA
Menserah (Pak)	2	Building Construction	SCF
Sawabi (Pak)	1	Pump Factory	DACAAR

APPENDIX V (cont'd)

TABLE 3
Science And Technology Training
Experimental School of the Sciences: Enrollment 1990

Competition for Class Openings in 1990-91 Academic Year			
<u>Class</u>	<u>No. of Openings</u>	<u>No. Applied</u>	<u>No. Accepted</u>
8	8	156	8
9	2	91	2
10	6	52	6
12	2	24	2
Total	18	323	18

Enrollment for 1990-91 Academic Year	
<u>Class</u>	<u>No. of Students</u>
8A	26
8B	29
9A	29
9B	29
10A	29
10B	26
11	29
12	29
Total	226

TABLE 4
Science and Technology Training
Teacher Training and Textbooks: Teacher Training Seminars 1990

<u>Date</u>	<u>Participants</u>	<u>No.</u>	<u>Split By Level</u>		
			<u>Beq.</u>	<u>Adv. I</u>	<u>Adv. II</u>
1/2/90- 2/1/90	Sec. teachers from winter-vac. schools	28	16	12	-
2/4/90- 3/1/90	Commiss. teachers from winter-vac. schools	58	46	12	-
6/17/90- 7/16/90	Sec. teachers from outside Peshawar	71	39	20	12
7/22/90- 8/21/90	Sec. teachers from Peshawar area	58	32	13	15
TOTALS		215	133	57	27

APPENDIX V (cont'd)

TABLE 5
Science and Technology Training
Teacher Training and Textbooks: Textbooks Published in 1990

	GRADES.....						TOTAL BOOKS
	Seven	Eight	Nine	Ten	Eleven	Twelve	
Chemistry	5,000-p	3,000-d	3,000-d	3,000-d	3,000-p		17,000
Physics	5,000-p	3,000-p		3,000-d	3,000-d	3,000-d	17,000
Math	3,000-p	3,000-p			3,000-d	3,000-d	12,000
Biology	3,000-p	6,000-p/d			3,000-d	3,000-d	15,000
Geology				3,000-p	3,000-d	3,000-d	3,000
Geometry		3,000-d					3,000
Lab Manual	3,000	3,000	3,000		3,000-d	3,000-d	9,000
GRAND TOTAL	19,000	21,000	6,000	9,000	15,000	12,000	82,000

p = Pushto
d = Dari

TABLE 6
Science and Technology Training
Teacher Training and Textbooks: Textbooks Distributed in 1990

Organization	No. of Books
Pakistan	
Hezb-Islami Afghanistan	26,172
Ettehad Islami Afghanistan	8,105
Jamiat Islami Afghanistan	5,788
Harakat Inqilab Islami Afgh.	2,125
ARIC	41
National Islamic Front of Afgh.	8,615
Ettehad Islami (Qazi Amin)	1,303
Islamic Hezb (Maulavi Khalis)	439
National Liberation Front Afgh.	5
Experimental School, TTT, TI, and ELP (IRC)	16,640
Education Center for Afgh.	140
Naheed Shahid Lycee	785
Commissionerate, Punjab	1,600
Commissionerate (middle school) *	12,900
Commissionerate (secondary school)	822
Individual, all parties	3,663
Interim Government	9,775
Commissionerate Quetta (middle school)	4,860
<i>Sub Total</i>	<i>103,779</i>
Afghanistan	
Hezb-Islami Afgh.	5,545
Harakat Inqilab Islami Afghanistan	375
Swedish Committee *	4,354
Interim Government	503
Northern Area Lycees	2,800
<i>Sub Total</i>	<i>13,577</i>
Grand Total	117,355

* On payment

APPENDIX VI

TABLE 1
Language Development Programs
English Language Program: Enrollment Statistics 1990

Enrollment		
	Term	
Class	90-1	90-2
Level-1	29	27
Level-2	370	-
Level-3	310	308
Level-4	200	330
Advanced	146	136
TOTAL	1,055	810

Graduates from Advanced Level	
90-1:	129
90-2:	114
	243

TABLE 2
Language Development Program
English Language Program: English for Special Purposes

Organization	No. of Students
ARC	35
ACBAR	20
ISRA	100
Commissionerate Course	75
ICRC	10
IRC/SRP	31
IRC/RAP	6
MTP	85
MTA	20
HERC	10
VITA	50
UNO/ESSP	45
Swedish Committee	32
AIG	30
Jihad and Dawat University	100
Aljihad University	70
Women's Islamic Association	20
<u>Abdullah Shaheed Hospital (AIG)</u>	21
TOTAL	758

APPENDIX VI (cont'd)

TABLE 3
Language Development Programs
English Training and Development: Outreach Program 1990

Programs	Program Started	Enrollment		No. of Teachers
		1989	1990	
*Adizi Camp	9/90	-	60	1
Afghan Colony	9/87	396	300	8
*Akura Khatak	9/90	-	110	3
*Altaqwa School	2/90	-	120	3
*Aldawa Hospital	2/90	-	60	2
Badablr	8/88	98	100	2
Baghbanan	8/89	-	100	2
*Bajawar	5/90	-	300	5
*Bara	10/90	-	50	1
*Dargai	5/90	-	200	4
*ELCP	11/90	-	300	9
*Grad. Outreach Program	7/90	-	700	18
Hangu ELP	86	537	660	17
*Haripur	9/90	-	200	4
*Hayatabad	11/90	-	100	3
*ILC	5/90	-	550	13
*Kabul Center	11/90	-	280	8
*Kacha Garl	5/90	-	150	4
*Manda Camp	5/90	-	100	3
*Miskeen Camp	2/90	-	80	2
Nasirbagh	9/87	414	120	2
*Pabl Camp	5/90	-	200	5
*Pawaka	9/90	-	100	2
*Saddar Extension	2/90	-	900	25
*Saddar Gulbarak	2/90	-	300	12
Shamshatoo	12/88	200	150	4
*Shaheed-I-Balkhl	11/90	-	180	5
*Women's Training Center (Islamabad)	10/90	-	250	8
TOTAL		1329	6,660	171

*New in 1990

APPENDIX VI (cont'd)

TABLE 4

Language Development Programs

Dari/Pushto Training and Development: Translation Department 1990

Document Title	Submitting Agency	No. of Pages*
1. Assessment Report	ARC	24
2. Constitution in Law	AWRC	46
3. Management Training Manual	AVICEN	60
4. Health Management	ICRC	14
5. Forms	ITC	4
6. Islam and Education	Pak-German	18
7. Memorandum/Legal Constitution	Salvation Army	13
8. Special Education	Rada Barnen (Sweden)	70
9. Annual Report	Asia Foundation	21
10. Health Education Training Man.	HERC (IRC)	569
11. Survey Forms	ARIC	79
12. Laboratory Manual	USAID	72
13. Budget Planning	MSF/Belgium	10
14. Drug Abuse Control	UNFDAC	100
15. Report from Afghanistan	CARE International	12
16. Public Administration Manual	PA (IRC)	73
17. Afghanization of NGOs	Jamiat-i-Islami	100
18. Health Manuals	SERVE	85
19. Management Course Manual	Save the Children	10
20. NGOs Management	UNOCA	289
21. Diarrhoea Management	UNICEF	84
22. Health Personal Planning	MSH	736
23. Training Manual & Teachers Gd.	Mine Awareness (OS)	500
24. Voice of Village Interviews	BBC Radio	25
TOTAL		2,914

* This includes translating, editing and/or word-processing

APPENDIX VI (cont'd)

TABLE 5
Language Development Programs
Journalism Program: Enrollment 1990

<u>Level</u>	<u>Semester: 1</u> <u>Enrmt/Passed</u>	<u>Semester: 2</u> <u>Enrmt/Passed</u>	<u>Semester: 3</u> <u>Enrmt/Passed</u>	<u>Semester: 4</u> <u>Enrmt/Passed</u>
MEN				
Level-1	14/13	12/12	n.o.	25/17
Level-2	17/12	11/10	13/10	n.o.
Level-3	n.o.	8/7	11/10	9/9
Level-4	5/5	n.o.	7/7	9/9
WOMEN				
Level-1	17/12	n.o.	n.o.	n.o.
Level-2	n.o.	15/8	n.o.	n.o.
Level-3	n.o.	n.o.	8/6	n.o.
Level-4	n.o.	n.o.	n.o.	6/4
TOTAL	48/42	46/37	39/33	49/39

TABLE 6
Language Development Programs
Public Administration Program: Intensive Courses 1990

<u>Course Title</u>	<u>No. Times</u> <u>Offered</u>	<u>Medium</u>	<u>No. of</u> <u>Students</u>
Report-Writing	5	E/D/P	65
Office Administration	4	E/D/P	44
Managing Yourself & Your Team	3	D/P	25
Decision Making & Problem Solving	3	E/D/P	22
The Receptionist Course	2	E	21
Making Meetings Work	2	E	11
Communication in the Office	1	E	9
Basic Bookkeeping	1	E	10
TOTAL	21		207

E = English, D = Dari, P = Pushto

APPENDIX VI (cont'd)

TABLE 7
Language Development Programs
Public Administration: Semester Courses 1990

<u>Course Title</u>	<u>Spring-90</u>	<u>Summer-90</u>	<u>Fall-90</u>
Administrative Writing	16	13	9
Admin. & Management-1	15	16	13
Admin. & Management-2	10	6	7
Basic Bookkeeping	9	10	6
Public Administration-1	8	8	10
Public Administration-2	n.o.	3	n.o.
<i>Computers</i>			
WordPerfect 5.0	31	19	18
Lotus	26	12	10
<i>Typing</i>			
Level 1	66	44	67
Level 2	33	69	63
Level 3	67	58	35
TOTALS	281	258	165

n.o. = not offered

APPENDIX VII

TABLE 1
Hangu Medical Program
Community and Female Health Worker Statistics: 1990

Community Health Workers	
No. Active CHSs	25
No. Active CHWs	790
No. CHS Home Visits	5,819
No. CHW Home Visits	328,749
Referrals to BHUs	198,496
Referrals from BHUs to CHWs	6,174
Female Health Workers	
No. Active FHWs	1,076
FHW Child Referrals to BHU	20,246
FHW Preg. Women Referrals to BHU	5,735
Total Reported Births*	6,879
Total FHW Attended Births	2,065

**For all camps where IRC provides medical services.*

APPENDIX VII (cont'd)

TABLE 2
Hangu Medical Program
Sanitation and Water Supply Statistics: 1990

Health Education Sessions	
Schools	1,906
BHU Waiting Rooms	1,593
Other Locations	2,380
Water Supply Activities	
Number of Tanker Trips	1,270
Surface Tanks Constructed	48
Surface Tanks Chlorinated	57
Spring Wells Improved	6
Shallow Wells Improved	62
Shallow Wells Maintained	328
Shallow Wells Chlorinated	609
Stagnant Ponds (Malaria Breeding Control)	
Drained	308
Kerosene Treatment	236
Filled	192
Latrine Construction	
Refugees' Homes	933
Schools	5
BHUs	3

APPENDIX VIII

TABLE 1
Health Education Resource Center
Images Produced 1990

A. UNICEF/WHO	Flipchart	Poster	Other	Ttl Images
Latrine use (6 pp)				
UNICEF APO	6,000/12,000			12,000
UNICEF PAK	400/2,400			2,400
Washing/Bathing (7 pp)				
UNICEF APO	900/6,300	1,600		7,900
UNICEF PAK	400/2,800	1,400		4,200
WHO	5,000			5,000
Breastfeeding (8 pp)				
UNICEF APO	900/7,200	1,500		8,700
UNICEF PAK	400/3,200	1,000		4,200
WHO	5,000			5,000
Malaria				
UNICEF APO	1,260/12,600			12,600
UNICEF PAK	200/2,000			2,000
Tetanus Toxoid				
UNICEF PAK			500	500
Hand Washing				
UNICEF APO		1,600		1,600
UNICEF PAK		1,400		1,400
WHO		5,000		5,000
Vaccination				
UNICEF APO		1,600		1,500
UNICEF PAK		100		100
WHO		5,000		5,000
Healthy Mother/Healthy Baby				
UNICEF APO		1,800		1,800
UNICEF PAK		1,500		1,500
WHO		5,000		5,000
<i>Total Images: UNICEF AFO</i>				<i>46,100</i>
<i>Total Images: UNICEF PAK</i>				<i>16,300</i>
<i>Total Images: WHO</i>				<i>25,000</i>
B. UNFDAC				
Poster #1		1,000		1,000
Poster #2		1,000		1,000
Poster #3		1,000		1,000
Poster #4		1,000		1,000
Poster #5		1,000		1,000
<i>Total Images: UNFDAC</i>				<i>5,000</i>
C. Operation Salam / Mine Awareness Program				
Trng Manual	500/14,000		600	14,600
Mine-Field Warning Sign			100	100
Model Case Backing			1,000	1,000
<i>Total Images: OS/MAP</i>				<i>15,700</i>
D. Miscellaneous				
<i>Total Images: Miscellaneous</i>				<i>265</i>
TOTAL IMAGES				108,365

APPENDIX VIII (cont'd)

TABLE 2
Health Education Resource Center
Listing of Other Publications: 1990

Manuscript Development Undertaken in Part or In Whole	
<ul style="list-style-type: none"> • <i>Afghan School Children Booklet: "Where There is No Dentist"</i> (Pushto version), • <i>"What is Aids?"</i> (Christian Medical Commission) • <i>"Recognize the Disease"</i> (Expanded Programme for Immunization, • <i>"Teaching About Diarrhoea and Rehydration"</i> (Hesperian Foundation) • <i>"Cold Chain-How to Look After Your Vaccine"</i> (TALC) • <i>"Dirty Water"</i> (Institute of Child Health, Child to Child Reader) • <i>"Parents and Children"</i> (for OS/MAP Teachers Training Manual) • <i>Chemistry and biology texts</i> (IRC: Science and Technology Institute) 	
Manuscript Publication	
<u>Manuscript</u>	<u>No. of Copies</u>
HERC Newsletter	600
"Where There Is No Dentist" (Pushto)	1,000
"Where There Is No Dentist" (Dari-Reprint)	500
Miswak Booklets: (Pushto, Dari)	10,000
3-Book Health Stories Series	15,000
Afghan School Children:	
16 Concept Booklets (8 Pushto, 8 Dari)	16,000
EPI Manual (English)	1,000*
*To be completed in 1991	