

INTERNATIONAL RESCUE COMMITTEE
PROGRAM FOR AFGHANS



ANNUAL REPORT - 1988

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TABLE OF CONTENTS

INTRODUCTION.....	Page 1
THE HANGU MEDICAL PROGRAM.....	Page 3
INTRODUCTION.....	Page 3
PUBLIC HEALTH.....	Page 3
BASIC HEALTH UNITS.....	Page 13
MATERNAL AND CHILD HEALTH.....	Page 16
DENTAL CLINIC.....	Page 22
MEDICAL REFERRALS.....	Page 24
THE HANGU LABORATORY.....	Page 24
THE EDUCATION PROGRAM.....	Page 27
INTRODUCTION.....	Page 27
PUBLIC ADMINISTRATION.....	Page 29
CONSTRUCTION ENGINEERING.....	Page 32
CONSTRUCTION SUPERVISOR TRAINING.....	Page 33
ENGLISH LANGUAGE PROGRAM.....	Page 35
WOMENS HIGHER EDUCATION.....	Page 37
JOURNALISM PROGRAM.....	Page 39
THE LYCEE MALALAI.....	Page 41
EXPERIMENTAL SCHOOL OF THE SCIENCES.....	Page 43
INTER-PARTY SCHOOLS.....	Page 45
TEACHERS INSTITUTE.....	Page 48
TEACHER TRAINING AND TEXTBOOKS.....	Page 49
LANGUAGE TEACHER TRAINING.....	Page 52
HANGU EDUCATION PROGRAM.....	Page 53

THE SELF-RELIANCE PROGRAM.....	Page 59
INTRODUCTION.....	Page 59
CONSTRUCTION.....	Page 59
AGRICULTURE.....	Page 60
HANDICRAFTS.....	Page 63
BUSINESS INCENTIVES.....	Page 64
THE HEALTH EDUCATION RESOURCE CENTER.....	Page 66
INTRODUCTION.....	Page 66
PROGRAM DEVELOPMENTS.....	Page 66
SILKSCREEN PROJECT.....	Page 67
AFGHAN SCHOOL HEALTH PROJECT.....	Page 69
HEALTH EDUCATION MATERIALS.....	Page 70
RESOURCE CENTER.....	Page 71
PRODUCTION OF MATERIALS.....	Page 71
SPECIAL PROJECTS.....	Page 74
PRINTING PRESS.....	Page 74
MOTHER CHILD CENTER.....	Page 75
THE RURAL ASSISTANCE PROGRAM.....	Page 77
INTRODUCTION.....	Page 77
PROGRAM ACTIVITIES.....	Page 77
THE REHABILITATION PROGRAM FOR AFGHANISTAN.....	Page 81
INTRODUCTION.....	Page 81
ADMINISTRATION.....	Page 82
DARSAMAND CENTER.....	Page 83
MEDICAL.....	Page 83

CONSTRUCTION.....Page 84
AGRICULTURE.....Page 85
EDUCATION.....Page 85
CONCLUSION.....Page 86

INTRODUCTION

The year 1988 was historic in Pakistan for the nation itself and for the future of approximately 3,000,000 Afghan refugees harbored within its borders. August, 1988 saw the tragic death of Pakistan's President Zia-ul-Haq. Very strong reaction was felt among the refugees who hail President Zia as a loyal supporter of their cause and a great mujahid. Following this, the first female Prime Minister in the history of Islam was elected in Pakistan. These events have been juxtaposed against all that has been occurring with regard to the future of the Afghan refugees in Pakistan.

The signing of the Geneva Accords in the Spring forever altered the focus and agenda of many organizations assisting Afghans in Pakistan and in Afghanistan. With the return of refugees to Afghanistan a possible reality, private agencies and international bodies began to look toward ways in which to assist this development. IRC has responded by organizing a new operational sector, the Rehabilitation Program for Afghanistan (RPA). Formed in December, 1988, this program has grown out of nine months of discussion and planning. The focus of the program is to serve as a mechanism through which rehabilitative services can be provided to certain border provinces; initially to areas where refugees IRC has been assisting will return. These areas are in the provinces of Paktia/Paktika, Logar and Nangahar. The philosophy of the program has evolved from the knowledge that refugees in the Hangu to Thal camps would be more likely to return, and survive once they do so, if some preparations are made. The goal of the program is through local administrative structures to assist Afghans there and refugees from these areas to quickly assume responsibility for their future lives. A complete description of RPA activities is included in this report.

The IRC Program for Afghans has continued to change and grow in response to needs which must be served at present and in the future. The Education Program, now the largest IRC program for refugees in Pakistan, operates 12 projects. Recently started activities, such as the Public Administration Program, will play a major role in future plans as through this program Afghans will be trained in the skills necessary for administration of operations in Afghanistan. All IRC educational programs are targeting repatriation in their planning. Similarly, the Medical Program is now focusing on assisting the Afghans as they return. Training has become a principal emphasis with work continuing and expanding this year in community-based health worker training for both men and women. The Self-Reliance Program has also looked this year toward the future in developing strategies for transferring skills and equipment to Afghanistan. A survey has been recently undertaken in the Hangu - Thal camps to provide information on knowledge, attitudes and expectations of farmers from the border provinces. Data will be gathered directly from Afghanistan in the near future which will further help to understand what input will be needed. While maintaining operations in Pakistan for as long as necessary, all of these programs will channel ideas and information and provide technical consultants to the Rehabilitation Program for Afghanistan. In this way it is hoped that work can proceed smoothly into Afghanistan.

Almost 1,400 staff were employed by the program at in December, 1988. Over 75 percent of these are Afghan. Almost 300 Pakistani staff are also serving the

program. The number of expatriates working in Pakistan has increased markedly. The IRC program currently employes 40 regular and twelve volunteer expatriate staff. These numbers may increase for a short time. However, they will decrease as more responsibility is placed with the Afghans, themselves, in initiating and implementing programs. In order to properly administer the presently expanding program in Pakistan it has been necessary to augment managerial staff. An Administrative Coordinator position was added in October. This has helped to consolidate many of the common organizational functions and activities of the various programs. Every effort will be made in the future to upgrade the skills of Afghans in managerial positions so that they can provide the support necessary to propose and administer programs.

The IRC Program for Afghans is undergoing a period of change and transition. This has been a challenging year in which IRC has endeavoured to meet immediate and future needs simultaneously. The outlook remains uncertain for the refugees in Pakistan. Now more than ever, much sensitivity and care must be applied in supporting the Afghans through the very difficult and confusing months ahead. The following report will describe program developments throughout the year and will provide information about future plans to assist the Afghans as they return to their homes.

THE HANGU MEDICAL PROGRAM

INTRODUCTION

The program began in 1980 in response to the basic health needs of Afghan refugees as they came into the Kohat area. Two mobile medical teams covered the entire region. Since then eight teams have been added, clinic structures have been built in eleven sites and the general level of care has improved. The refugees were extremely wary of the program in the early days and tremendous effort has been put into building their trust in IRC. Careful discussion and planning with refugee leadership in the camps has taken place as each new facet of the program has been added. This has resulted in a good working relationship with tribal and village elders and a strong program foundation. The current population in this area is 190,000.

Starting primarily as a curative service, the program has been able to increase its emphasis on public and preventive health over the past three years. Some health attitudes of the refugees have been changed permanently because of these activities. Refugees are no longer resistant to the idea of immunization, for example. They clearly understand its benefits. Through projects developed at the community level, many more women are now being served. This is a major accomplishment of the program. The vast majority of women in the Hangu - Thal camps had never before been exposed to proper medical care. There are now refugee women working outside of their homes in the health units and also being trained to assist in their own communities.

Throughout operations during 1988 the program has had to consider its impact on future events. While maintaining services at appropriate levels in the camps in Pakistan and making adjustments at the proper time, the program has been increasingly concerned with finding ways to continue the positive developments made as refugees begin to move back to Afghanistan. This is being done through more training and health education activities. Together with immunization, training and education will be the most important aspects of the program in the months to come. The medical service provided to refugees in the Hangu - Thal camps cannot be immediately duplicated in Afghanistan. IRC will be trying where possible to train workers who can provide basic assistance and to link them with facilities which do exist. Having learned better health practices in the refugee camps in Pakistan, it is hoped that the Afghans, themselves, can help organize adequate and appropriate rural health systems in Afghanistan.

PUBLIC HEALTH

Male Community Health Worker Training

Until the beginning of 1986, when plans for the Community Health Worker Program were developed, the focus of the IRC Medical Program had been more curative. Six years of work in the Basic Health Units (BHU's) had provided much information about the types of illnesses which are common among the refugees and, more importantly, allowed time for trust to grow between IRC staff and the refugee communities they serve. It was recognized by the staff that nearly 60 percent of the diseases seen in the health units were preventable, and it was also seen that

stronger linkage between the health units and the community was needed. Through training of Community Health Workers (CHW's) preventive health measures have been stressed and many refugees who were not previously reached have become aware of what health services are available to them.

It has taken three years to fully establish the program in all eleven camps where IRC is operational. The development process was slow, but this was necessary in order to ensure that the program would be well accepted by community leaders and would be firmly maintained in the camps. This was particularly important in view of the fact that CHW's are voluntary and do not receive monetary compensation from IRC. In each of the camps Health Committees were established to choose trainers who in turn became responsible for supervising the CHW's in their camps and who assisted each cluster of thirty families in the nomination and choice of their health worker. This kind of grass roots approach has been very effective and is now providing a workable planning base for possible assistance in Afghanistan.

The actual training for the first group of CHW's began at the end of 1986 and it has taken two years to complete the full round of training for all eleven sites. Taking two or three camps at a time, trainers chosen by the Health Committees were sent for a three month course at Save The Children UK's Training Center in Badaber, a town near Peshawar. These trainers in turn taught the CHW's from their respective camps and following the training have been responsible for the supervision of these workers. Twenty four trainers/Community Health Supervisors (CHS's) have completed the course at the Save The Children UK Center over the past two years. With the conclusion of training and graduation of health workers in the three camps of Doaba, Kotki I and Kotki II in September this year, 652 CHW's had successfully completed training since the program began. The program is now reassessing the needs of each camp. Some families were not included in the early stages either because they did not want a CHW or because they had not yet arrived in Pakistan. As a result of these investigations, a group of 27 CHW's began training in Dallan camp in October. An additional 41 trainees were identified in Mohammed Khoja camp. These men will be trained early in 1989.

The training curriculum for CHW's will be somewhat revised to reflect future needs in Afghanistan. Such topics as basic community development, sanitation and agriculture will be introduced. CHW's who are already active will receive refresher training during the coming months which will also include these new topics. A recent evaluation of CHW's showed some gaps in their knowledge, particularly in regard to areas concerning pregnancy and anaemia in women and tetanus in newborns. These topics will also be stressed in new training and refresher courses.

Along with treating simple diseases in the home, CHW's also refer some persons to the health units. CHW referrals accounted for about 14 percent of patient visits recorded in the health units this year. A rise in patient visits to the BHU's has been an expected outcome of this project. At the same time, however, the accessibility the health worker has to the thirty families he represents, especially to the women, has allowed more preventive community based work to take place. During 1988 the emphasis has been on immunization in the community. During one campaign alone in March this year almost 10,000 women were vaccinated against tetanus and over 5,000 children received immunizations against diseases

such as polio, whooping cough, measles and tuberculosis. The efforts of the CHW's in motivating the community to participate and in providing logistical arrangements are primarily responsible for the success of these kinds of activities. CHW's are also able to keep track of persons who are undergoing long term treatments; for example, patients with tuberculosis and children who are in need of rehabilitative feeding. Because of their close contact with the thirty families they serve, CHW's can encourage persons to maintain a regular treatment schedule.

A major achievement of the program has been its impact upon the numbers of women now being recruited for Female Community Health Worker (FCHW) training. This year 366 women were trained, compared with only 106 during 1985/86. As the time of possible return to Afghanistan draws closer, training even greater numbers of FCHW's is a priority for 1989.

CHW's have also this year conducted a complete survey of the families they serve which has provided details of province, district, tribe and village of origin of this population. This information is crucial to planning for programs in Afghanistan and has been computerized at IRC's newly formed Rehabilitation Program for Afghanistan.

During the year the need for better integration of the Basic Health Unit (BHU) with the CHW Program and with all primary health care and public health programs has become increasingly evident. There has been some confusion among BHU staff about the role of CHS's and CHW's in their camps and how their work relates to what is taking place in the health unit. Part of the reason for this is that many of the physicians working in the health units are relatively new to the program and are not aware of why or how the CHW program was developed. Similarly, staff in the BHU are not always aware of the way in which sanitarians are involved in the overall health picture. This confusion has resulted in misunderstandings and, in some cases, duplication of work.

To overcome these difficulties it has been decided, beginning in January, 1989, that the physicians in each BHU will be responsible for all primary and public health activities in their respective camps. Starting in December a series of workshops were organized for each BHU to help orient the staff to these activities. The IRC CHS's attended a similar workshop organized by Save the Children UK for medical workers in Kurram Agency. This provided IRC staff with a useful model which they have adapted for IRC. The BHU team along with the CHS's, a CHW representative, the Health Committee Chairman, and a sanitarian from the respective camp attend the IRC workshops. During the workshop the teams are introduced to the philosophy of primary and public health and the role of the CHS's and the physicians in the program. The managers of the Sanitation and Female Health Worker Programs also have the opportunity to explain their work. Role playing and group discussions are an integral part of each workshop. Thus far the workshops have been successful and have initiated a new level of understanding between the BHU staff and those involved in public health programs. Several days after the workshop for Thal I camp, one of the CHS's working there said "even the lady doctor greeted me and offered me a seat". The CHS was greatly encouraged by this recognition. One month after each workshop BHU staff again meet to discuss how the program is working.

Because CHW's do not receive financial compensation from IRC, it has been difficult to maintain a good level of motivation among them. At the same time, CHW's still perceive the program as something run by IRC rather than by the community itself. The decision not to pay salaries to CHW's was taken specifically to discourage this perception. These problems are being addressed in several ways. To help morale, CHW's are given first priority whenever a suitable salaried position becomes available. CHS's and CHW's are also provided with a monthly report of the activities in their camps in order to show them the impact their work has had in their own communities. This feedback has given them some sense of achievement in their role as health workers in the camps. Finally, the decision about how these workers should be compensated is being placed with the Health Committees of each camp. This will encourage the refugees, themselves, to take responsibility for the program. The acceptance of this concept by the refugees is vital at the present time for it is the basis of any future work undertaken by IRC in Afghanistan.

How will CHW's function as health care providers in Afghanistan? This is a question which IRC is now facing. Some staff fear that without the health care mechanism in which CHW's have been operating up to now; that is, without a health unit close by to refer patients to, they will cease to be effective. The future role of the CHW in Afghanistan will not be clear until movement of refugees back to their villages takes place. Much will depend on what facilities are available and how these men can be linked to those facilities. It is impossible to accept, however, that what these men have learned in Pakistan will be of little use to their villages in Afghanistan. Once knowledge is given, it cannot be taken away. Based on this simple truth, the program will continue to provide training. However, emphasis will be placed upon training which is appropriate to conditions that are likely to exist in the future.

Female Health Worker Training

At the end of 1987, IRC was optimistic that expansion and improvement could take place in the delivery of health services to women in the camps. A survey carried out during 1987 estimated that perhaps as many as 50 percent of women in the Hangu to Thal camps were medically underserved or unserved.

This year has seen marked progress in the area of health training for women in the community. With the assistance of CHW's 366 women were recruited and trained during 1988, three times as many as were trained in the first year of the program. The total number trained by the end of the year was 693. Previously, it was very difficult to convince elders in the community to allow women to be trained. There were rumors, for example, that after the training IRC would take the women to America. The resistance to education for women continues to be strong. Many refugees associate education with communism. By approaching women directly through their male family members, however, many of the earlier problems have been circumvented. Some CHW's have sent their wives for training which has provided a good example to others. Using this method, working directly with families, the program hopes to provide many more women in these groupings with access to trained assistance at birth as well as other basic health advice. With seven training teams now at work in the camps an additional 500 women will be trained in 1989.

At this time 31 women are being trained in Kata Kanra camp. The training takes place with three or four women at a time in the home of one of the families, often the CHW's house is used. The atmosphere is extremely relaxed, congenial, and intimate in the sense that for these women much of what is being discussed is extremely personal. Other family members, if they wish to, can sit in on the lessons. It is not unusual to see 10 or more women listening to the trainer. When their training is completed, the women are presented with a certificate and a delivery kit. A gift of the traditional shawl (chador) is also made at this time as a way of showing gratitude. These women do not receive monetary compensation from IRC.

The trainers, who are Pakistani and Afghan nurse/midwives, or Lady Health Visitors (LHV's), are very patient. Topics must be explained carefully and several times as all the women are illiterate. Nonetheless, the women do retain much of what they are taught. The Female Health Workers (FHW's) are now given regular refresher training and in these sessions trainers have been encouraged by what the women have remembered. The refresher training has also given an opportunity to identify weak areas in the curriculum which will be useful for future planning.

The trained women assist female family members at birth, but their greatest impact has been in encouraging women to seek ante-natal care either at an Ante-natal Outreach activity or through the Maternal and Child Health Centers (MCH's) and in getting infants into care early. The numbers of women using the services of the FHW's is still lower than desirable, however. Efforts are being made to build their credibility through increased integration with the Ante-Natal Outreach Program. During this activity the trainees receive practical experience and also a chance to meet the women of their small community. The FHW's need much support in their work. This is now being given in a very organized manner through the MCH's. All FHW's homes are visited monthly. During these meetings Lady Health Visitors (LHV's) gain an accurate record of deliveries assisted and women and children referred to the MCH. Delivery kits are also replenished. LHV's will spend time following up on newborns, encouraging mothers to have their children immunized and to begin growth monitoring at the MCH. As an incentive to use the services of a FHW, a gift of soap with an explanation of the importance of washing the baby is given to the mothers. Through continued efforts to enhance the FCHWs' integrity and usefulness in the community we hope these women can become a real health care resource for their people.

All programming must now consider future developments carefully. In choosing new trainees for the FHW program, priorities will be given to women of districts and villages where there are no health facilities. As another preparatory measure, FHW's will be motivating women to complete their tetanus immunizations and to have their children immunized. In Pakistan refugee women have had access to health facilities for the first time. They have learned and grown used to many new health practices. These changes can be permanent if women have a chance to become involved in future planning and assistance. It is hoped that FHW's can take on some of this responsibility and help to identify the present and future health needs of Afghan women here and in Afghanistan.

Ante-Natal/Immunization Outreach

This program was started in 1987 with the objective of encouraging more women to seek ante-natal care by providing a mobile community based clinic and at the same time to help women in the camps understand how babies die from diarrhea and neonatal tetanus through the teaching of simple preventive techniques. These techniques involve the preparation of oral rehydration solution (ORS) and hygienic cord care. In the summer of 1988 an immunization component was added. This was done to boost efforts to immunize a greater number of women and children before the refugees begin returning to Afghanistan.

CHW's have been of great assistance. For the logistical purposes of the program the camps have been divided into several clusters of two to three CHW's and their respective families. The CHW informs the families that the outreach team will be coming, encourages the women to attend and organizes an appropriate meeting place. Privacy is of the utmost importance as along with the health education carried out, ante-natal examinations are done. With the addition of two teams in October, six teams are now able to conduct this activity in a number of camps simultaneously. This is helpful because the teams must visit each cluster several times in order to complete the full round of immunizations.

This program has reached many more women than is possible through the MCH program alone. More than 20,000 women attended the sessions this year and learned two simple life-saving practices. Almost 16,000 women were vaccinated against tetanus and nearly 9,000 children against other diseases. The program has assisted greatly in efforts to achieve a goal of 80 percent immunization coverage of the Hangu to Thal camps by Spring, 1989. This mass vaccination campaign will be complete within the first three months of the coming year. Teams are currently administering final rounds of immunizations in five of the eleven sites.

Educational programs which can take place in a home or community setting will be stressed in future months. This is only way to communicate to large numbers of women some of the basic information they need to protect themselves and their children from illness and death. Once refugees return to Afghanistan women will have less accessibility to health care than ever before. For this reason while a controlled situation exists, every effort will be made to reach as many women as possible through these health activities.

Immunization

Because it is a sure method of permanently preventing some life threatening illnesses, immunization has been an integral part of the IRC health program. It has now become an important focus considering the return of refugees to Afghanistan.

Traditionally, immunization has been carried out in the health units and during a weekly health unit outreach in various sites in the camps. The target group is women of child bearing age for tetanus and young children for the basic early childhood immunizations. Cultural constraints have made it difficult to reach this group. Women have been reluctant to come out of their homes and bring their

children to the health units. Through incorporating the Ante-Natal/Immunization Outreach Program this problem has to some extent been addressed. Immunization is an idea now increasingly accepted among the rural Afghan community.

At this stage it is possible to record the number of vaccinations given in the health units and through the various outreach activities. These figures were high in 1989. A total of 139,705 doses of vaccines were given. We are not able at present, however, to estimate the complete rate of coverage in the Hangu to Thal camps. A survey is planned for 1989 to provide this information which will be helpful in targeting various areas in Afghanistan for training of vaccinators who can initiate immunization activities in their communities.

Future plans include the training of more vaccinators. Not only will this help in the long term, but will also enable IRC to quickly respond to outbreaks of diseases in certain areas of Afghanistan now and as the refugees begin returning.

Sanitation

Since June, 1985, when IRC assumed responsibility for sanitation in the Hangu to Thal camps these activities have greatly enhanced efforts toward an integrated medical program with an emphasis on public health. At first IRC was involved primarily with the establishment of pit latrines in the camps. Subsequently, water supply and health education were added. These programs had previously been split between a number of organizations. IRC is now carrying out all sanitation related activities in the Hangu to Thal camps and is also constructing pit latrines in some camps in Kohat City and in Orakzai Agency.

Sanitation work is done in the camps by 20 sanitarians chosen from within the community and trained by IRC. Their work is assisted by two teams of three members each which continuously move around the camps encouraging refugees to build and use pit latrines. The Sanitation Program is supervised by an Afghan civil engineer. Sanitarians were the first IRC Medical staff involved essentially in community based health programs. Until the start of the CHW Program, the sanitarians were the principal link between the health units and refugees living in the camps.

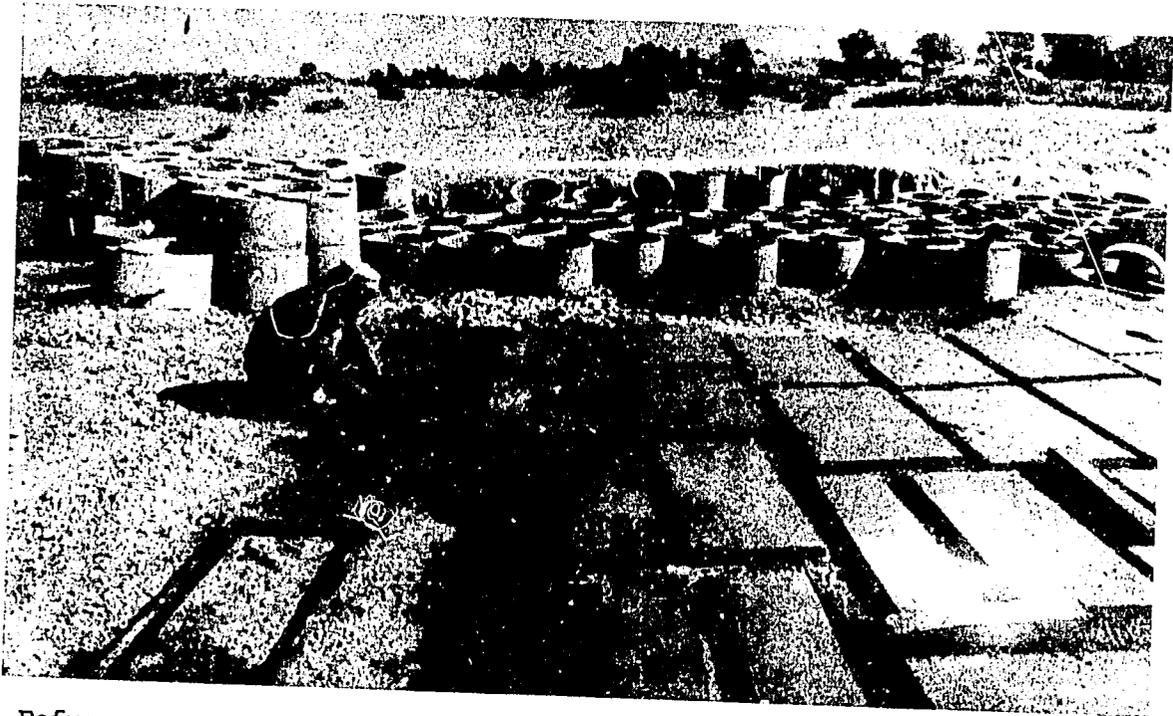
Latrine Construction:

Through the motivational efforts of IRC sanitarians many refugees have learned about the benefits of pit latrines. Almost 8,000 basic pit latrines have been built between Hangu and Thal and 3,500 in Kohat City camps since 1985. Through efforts this year in which over 3,000 latrines were constructed it is estimated that 70 percent of refugee families in Hangu to Thal camps now have latrines in their compounds. Sanitarians work with the refugees in choosing the site of their latrine. Once the pit has been dug and the superstructure completed by the families involved, they are given a concrete slab, pipe and cover. Sanitarians then routinely maintain latrines, replacing these items as necessary. Concrete slabs are manufactured at two sites along the Hangu - Thal road, in Mohammed Khoja and Darsamand. Refugee masons employed in the program have cast over 15,000 slabs since the program began. Late in the year slabs were also procured

from a factory in Kohat. However, their supply could not sufficiently meet the demands of the program, so the IRC masons have continued production.

Some surface latrines were built this year in areas where the water table is too high for pit latrines to be feasible. Over 100 of these were established. However, this activity was discontinued as the costs outweighed the benefits. Funds which had been set aside for surface latrines were redirected to water supply projects.

It has become much more difficult this past year to persuade refugees to build latrines. Most refugees who wanted them in the first place have latrines and the program is now working with those refugees who are the hardest to convince. The possible return of refugees to Afghanistan has also been a factor in the refugees' decreasing desire to build latrines. Nonetheless, latrine construction will continue in 1989. IRC has been contracted by UNHCR to complete 3,500 latrines during the coming year. However, more stress will be placed upon maintenance of existing latrines and improvement of traditional-type latrines. A pilot project to improve 60 traditional latrines in Kahi and Mohammed Khoja camps has already begun.



Refugee mason manufactures concrete slabs and well rings in Mohammad Khoja camp.

Water Supply:

Most refugees in the Hangu to Thal camps obtain water from shallow wells or from reservoirs connected to improved gravity springs. There are two camps, however, in which piped water schemes have been supplied by the Government of Pakistan

Public Health Engineering Department (PHED). These schemes have been installed in the camps of Thal and Kahi. Sanitarians are responsible for maintenance and improvement of shallow wells, for helping refugees to access water from gravity springs and for helping to solve problems with the piped water schemes. Through water supply activities refugees are learning how diseases are carried by contaminated water. They have also learned some basic sanitation engineering techniques which can be replicated in Afghanistan.

Until 1986, when IRC became involved, UNICEF had been the agency carrying out water supply activities in the Hangu - Thal camps. Their work had chiefly concerned the establishment of shallow wells. The efforts of UNICEF and, in later years, IRC, have produced some 600 improved shallow wells scattered throughout the camps.

Shallow well improvement is based upon water needs in the various camps. Areas are first surveyed and needs prioritized. Once a community well is selected for improvement, IRC transports concrete well rings (these are also manufactured by IRC masons in Mohammed Khoja and Darsamand) and other construction materials to the location. Skilled workers from the IRC well construction team are also provided who work together with the refugees in the community. During the past year 200 shallow wells were improved in this way.

Sanitarians encourage refugees to use shallow wells for drinking water. Refugees have dug wells in their own compounds and have asked IRC to improve them. This is not cost effective and does not benefit the community at large, so improvements are only made on wells which provide water for a number of refugee families. However, refugees are still inclined to drink from their compound wells because it is convenient. IRC has suggested that this water only be used for purposes other than drinking.

Initial water testing, which is carried out in the IRC Hangu laboratory, has shown faecal contamination of well water to be high. Based upon these results wells have been disinfected with bags of chlorine powder and sand which are lowered into the well. Subsequent tests did not yield good results and upon investigation sanitarians found that refugees had removed these bags from the wells. Further tests must be conducted to decide about the frequency of chlorination. Educating refugees about the benefits of disinfection is an on-going concern of IRC sanitarians. It has not been easy as the refugees claim that the chlorine makes the water smell and taste bad, even though tests have shown that the amount of residual chlorine is not high. During 1989 the effectiveness of clay pit filtration will be studied. Water samples will be examined before and after pot filtration. The usefulness of this method of filtration will also be tested for water from open sources. If it is successful, this could easily be applied in Afghanistan.

Accessing water from gravity springs is the most effective, and cleanest method of supplying drinking water. It is also the least expensive. This is done where springs which can provide water for a sizeable number of families are located. IRC sanitation engineers and refugees in the community work together on these projects. Since 1985, 27 gravity spring improvement projects have been completed supplying water to 60 surface tanks and seven standposts (cement posts with faucets attached). During 1988 gravity spring projects were carried out in six

camps and resulted in the completion of 16 projects which are supplying water to 40 surface tanks. Each surface tank provides water for about 300 consumers. IRC hopes to finish at least nine more gravity spring projects during 1989. It has been estimated that approximately 12 percent of the overall refugee population in the Hangu to Thal camps now obtains water from gravity springs. We are trying to find out what the impact of these projects has been in relation to the control of sanitation related diseases. The camp of Mohammed Khoja in which 14 spring projects have been completed will be a useful area in which to survey this impact. In this camp some reduction in such diseases has been noted. However, a more in depth study will be required and this may be undertaken early in 1989.

The piped water scheme in Kahi camp has been problematic. Work had begun on the project in the second quarter of 1987. However, by the summer of 1988 many refugees were still without enough water. Basically, the scheme has attempted to bring water from three large wells on the outskirts of the camp to a number of surface tanks and standposts near refugee homes. Difficulties with the program have involved improper distribution of standposts and negligence on the part of PHED concerning the proper usage and maintenance of the system. PHED claimed that the water shortages in Kahi were due to insufficient amounts of water in the percolation wells. This situation was closely studied by IRC engineers and it was found that there was plenty of water, but that pump operators employed by PHED were not pumping water regularly. Subsequently, a number of meetings were held with PHED representatives. These discussions were fruitful and pledges on both sides were made to work more cooperatively in the future. During the second half of the year no water problems were reported by the refugees in Kahi camp.

The piped scheme for Thal became operational in 1986. Refugees in Thal receive water almost exclusively from this project which carries water from a tube well to standposts in the camp. A small number of refugees rely on shallow wells for their water. There have been problems with this piped scheme also. Refugees in Thal are now facing a serious water shortage. During August this year some of the pipes were washed away by a flood and the transformer burned out. It was not until December that the pipes were repaired. However, the transformer has not yet been replaced. At present, the system is not operational. Without this water, refugees who do not have access to an improved shallow well are obtaining their water from the Kurram river where the water is often contaminated. The IRC Sanitation Program supervisor has already had numerous meetings and discussions with PHED. Unfortunately these meetings have yet to produce the required results.

Health Education:

To supplement their work with latrine construction and water supply, sanitarians ceaselessly conduct health education classes wherever a group of refugees can gather. The sanitarian begins his day at the health unit where he spends about 45 minutes talking to people waiting to be seen. He then goes to the field and gives health lessons to school children, at mosques and other community gatherings. Sanitarians addressed over 3,500 groups of people in the camps this year. A comprehensive range of health topics is covered with pictorial materials developed by IRC's Health Education Resource Center and other organizations being used to intensify the messages taught.

Vector Control:

Control of mosquitoes is a major part of this work. Insecticide spraying is done and efforts are made to eradicate breeding grounds such as stagnant ponds. Even though sanitarians sprayed 20,000 homes and tents this year, the incidence of malaria was still high in the camps. The effectiveness of spraying is being questioned by sanitarians. Part of the problem is that the insecticide is often provided too late to be effectual. Additionally, Pakistani villages near the camps are not routinely sprayed which also decreases the usefulness of this activity. Increased health education about preventative measures which can be taken in the home to increase ventilation and light are felt to be needed at this time.

Other Activities:

This year IRC sanitarians have participated in inter-agency evaluations. These have been very useful in improving the overall standard of sanitation services provided to refugees in the NWFP. The IRC Sanitation Supervisor has also been involved in the training of sanitarians for certain districts served by other organizations and UNHCR. This is an endorsement of the quality of the program being offered by IRC. To help further improve the effectiveness of this program, the Sanitation Supervisor attended a management workshop offered through the IRC Education Program. He can now train others to use the techniques he has learned to supervise small sanitation improvement schemes in Afghan villages.

Extension Health Worker Training

Mid-year IRC received funds to develop further health training projects for refugees in the Hangu - Thal camps. The goal is to expand training in categories which will be most needed as the refugees begin returning to Afghanistan. A survey has been conducted to find out where in Afghanistan currently trained workers come from. Based upon this information trainees for the various projects are being selected. One thousand health workers will be trained during 1989. These will include additional CHW's and FCHW's, vaccinators, sanitarians, dental technicians, microscopists and general public health workers. If the need for other categories of workers becomes evident, these will be included. Every effort will be made to provide as much coverage as possible given the circumstances which are likely to exist in Afghanistan.

THE BASIC HEALTH UNITS

MAIN CLINICS

Until 1986 all IRC health units were housed in tents. Although the tents were functional, the working environment was difficult. The tents were hot and crowded in the summer and cold in the winter and provided no sheltered areas where patients could wait. They had also begun to deteriorate badly. With the completion of a clinic building in Kotki I in June this year, all eleven health

units are now in permanent structures. Ten of these were designed and built by the IRC Construction Program (the first, in Kahi camp was a joint project of the refugees of that camp and IRC Construction staff) and the other, in Mohammed Khoja camp, is a modern prefabricated structure given to IRC by the people of Norway. The Mohammed Khoja building was given to IRC so that its feasibility as a clinic structure could be tested. It is serving very well as an out-patient unit. This building can also be easily taken apart and moved to Afghanistan if necessary.

Clinic attendance has been high this year. The total number of visits recorded in 1988 was 538,697, over 180,000 more than the previous year. This large increase is due to improved clinic facilities and the addition of two more medical teams in the last quarter of the year. There are now ten teams working in the Medical Program which has made it possible to keep eight of the eleven health units operating five days per week. One of the new teams also conducts a mobile community outreach clinic in all the camps. Doctors in the BHU's direct the outreach team to areas where there has been little or no medical coverage. The outreach team focuses on public health, sanitation, health education and immunization. Having a lady doctor on the team has also made it possible to reach women in the community. It is hoped that the outreach team can also help to formulate a comprehensive health education program for schools in the area.



Lady doctor examines a child brought to the Thal health unit by his older brother.

The BHU's are visited mostly by women and children. The reason for this is that IRC is able to offer special facilities for women, such as the MCH clinic. Female physicians have been provided and purdah arrangements in the main the

clinics have also been made. Males, on the other hand, can easily go to the bazaar for treatment, and there is the fact that many men are away on jihad.

The majority of illnesses seen this year fell into the usual categories. Upper respiratory tract infections and bronchial disorders were the most commonly seen complaints. These together with skin disease, diarrhea, dysentery, ear nose and throat infections, malaria and general aches and pains account for most of the ailments afflicting refugees. There was an outbreak of meningitis in Pakistan this year. Between 16 and 20 deaths from this disease were recorded in the Hangu - Thal camps. The outbreak was not serious enough to warrant a mass vaccination campaign in the camps; patients suspected of having meningitis were treated with the necessary drug protocol. CHW's and other medical personnel all participated in an intensive health education campaign during this period which greatly assisted in calming the refugees' fears about the disease and teaching them how to prevent it from spreading.

The incidence of malaria was high this year. The total number of vivax cases was 6,393 while last year's total was 4,932. Similarly, positive cases of falciparum malaria, the most dangerous strain, were also higher; 842 as compared with 367 in 1987. The incidence of positive cases is alarming. Malaria has been a major issue for the Medical Program during the year. Of even greater concern is that eight cases of chloroquine resistant malaria were recorded during this period. Resistant cases are being treated with a protocol developed by IRC physicians and the Project Director Health office (the health cell of the Afghan Refugee Commissionerate). Malaria will continue to be a focal consideration of the program during 1989 and, especially, as the refugees begin returning.

Tuberculosis (TB) has remained a major public health problem in developing countries. The disease is aggravated in a camp situation where stress (especially among women) and congested living arrangements are factors of daily life. The Italian Corporation for Development (ICD) is responsible for TB control and follow up for the refugees and IRC uses their treatment protocols. ICD x-ray teams, physicians and other technicians visit the Hangu - Thal area monthly. At each BFU one day a week is set aside for treatment and counseling of TB patients. Increased laboratory facilities in the IRC program have assisted in case finding and follow up. The CHW's have also been extremely helpful in encouraging patients to maintain treatment regimes. The total number of TB cases under treatment at the end of the year was 509 (367 pulmonary and 142 extra-pulmonary). Although this number seems low, the ease with which the disease can spread under current conditions makes continued stress upon health education and preventative measures imperative.

A secondary aim of the program this year has been to educate refugees about donating blood. IRC has worked jointly on this project with the International Committee for the Red Cross (ICRC) which operates a surgical unit for war wounded refugees in Peshawar. During three visits to the IRC camps, ICRC was able to collect 80 units of blood. This number is not high. However, taking into consideration the prevailing attitude of refugees about giving blood, it is encouraging. When the Medical Program began in 1980, refugees were not willing to give even a drop of blood for a malaria slide, let alone enough to save a family member's life.

The program tried this year to institute a Family Card system of record keeping. This would make available a full medical record on each family using the health units. It would also provide a much clearer health picture of each camp. Kata Kanra, a small camp near Hangu, was chosen for a pilot project. CHW's have been collecting data on all families living in Kata Kanra. This has been hampered by the fact that about 20 percent of the refugees served by the Kata Kanra clinic actually live in the Hangu bazaar. They are, however, continuing in these efforts. As refugees are registered in the system they are given tokens with an engraved number. Some of these have unfortunately been lost or mixed up between families. The success of this project is questionable at this stage. With the return of the refugees possibly imminent, it may be decided not to continue registration in other camps.

Fifteen expatriate volunteers assisted regular program staff this year. Among them were two Norwegian students who are studying to become educators of children with mental and physical limitations. They spent the months of October and November in the Hangu area for field training purposes. IRC saw this as an opportunity to focus some attention on refugee children who have mental and physical difficulties. The two students used their time in Hangu to conduct a survey of mentally handicapped children (0 - 10 years) in the Hangu to Thal camps. They will prepare the results of their survey early in 1989. This will be the first solid information available to IRC health workers on this particular group of refugee children. It is hoped that they survey results will provide data on the numbers of children in this category and some ideas as to how their special needs can be met.

At this time in the program it is important to look at its overall effect on the refugees and their future attitudes. The program started with a curative focus. However, since late 1984 preventative programs have slowly been integrated. These include the sanitation, vaccination and health worker training projects. After three years of learning about prevention, the refugees have themselves realized the benefits of vaccination and having clean drinking water. They now come themselves to ask for a vaccination team to visit their camp or for improved drinking water. In the CHW and FCHW programs refugees have volunteered to help their immediate families. It is important to try to continue this process of health education in Afghanistan. There are at present few curative facilities in Afghanistan. This will make it easier to implement preventative programs and to help more Afghans learn about their effectiveness. Key programs in the future should include sanitation, malaria control, TB surveillance and follow up and immunization. As better medical facilities become available preventive services can be easily incorporated.

MATERNAL AND CHILD HEALTH

The Maternal and Child Health clinics (MCH) consist of three components; the under fives' clinic, the special feeding program for undernourished children and the antenatal program for pregnant women. Health education has been an ongoing and vital part of each of these.

The under fives' clinic operates five mornings a week. Mothers are encouraged to bring children once a month to be weighed in order for growth monitoring to take

place, and for needed vaccinations. The most important concern of the MCH Program is to introduce children to care during their first year, preferably the first month. This way the series of vaccinations (BCG, polio, DPT and measles) can be started immediately. In the first visit a Road to Health Card is initiated which enables the child's weight to be followed. Growth monitoring, especially in the first two years, is vital as a lack of weight gain is the first sign of malnutrition. Kwashiorkor is not a problem in Afghan refugee camps as it has been in Africa. However, some children are suffering from Marasmus, protein deficiency, as well as second and third degree malnutrition. These can affect the child both physically and mentally if not caught and corrected early.

In both 1987 and 1988 the total number of children attending MCH averaged near 7,255 a month. However, the actual number of visits this year was 217,855, up eight percent from the previous year. This in part is attributed to an increase in numbers of children coming daily for special feeding.

These numbers caused the clinics to be continuously busy. On an average morning a clinic sees 110 children. In September, one of the busiest months this year, Lakhti Banda BHU recorded 199 visits each morning.

The number of new children registered in MCH this year was 8,476, down slightly from last year. This could be because fewer new families moved into camps during 1988. What was most important, however, was that 81 percent of the new children were under one year old. It was particularly pleasing to see that infants under one month old (a target group of the program) are registering in increasing numbers. Almost 4,000 newborns were brought into care this year, 23 percent more than in 1987.

Efforts have been made to try to estimate the percent of newborns reached by the IRC Program. Using as a base the number of registered families in camp 5,400 births a year would be expected. As 3,913 infants were registered within their first month this year, we are reaching 72 percent of our goal. Given that mothers traditionally do not leave the home until 40 days after delivery and that some families live far away from the BHU, this is impressive. It is a comment on how refugees over the years have become more familiar with the BHU. A small giftpack of soap and material is given to mothers who come within 30 days of delivery. This provides an incentive to some women who might otherwise wait. However, many of the women have built up a trust with the MCH and now have some understanding of the importance of early care.

The Rehabilitative Feeding Program

Since 1985 IRC has operated in all camps a special feeding program for children who are first, second or third degree malnourished or whose weight is flat or falling for three consecutive months. Mothers are encouraged to bring these children to the clinic daily for feedings of milk and cooked multi-mix cereal. Some mothers are given powdered milk and dry multi-mix to take home.

This year saw 3,128 new children registered in the special feeding program, a 14 percent increase from last year. The increase occurred during the exceptionally hot summer months of April, May, June and July when it seemed that every child in

the camps had diarrhea. The healthiest of children had repeated bouts of diarrhea, lost their appetite and for three months in a row their weight was flat or falling. As the hot weather waned, the incidence of diarrhea dropped dramatically and the number of children gaining weight increased from a low of 50 percent in May to a high of 84 percent in December.

One of the most important changes in MCH this year has taken place in the special feeding program. In October World Food Program stopped providing dried skim milk (DSM). Children continued to be fed in the MCH's but distribution of food to mothers was discontinued. With this change some mothers lost interest and attendance dropped. This provided an opportunity to evaluate the program's objectives and how successfully they are being met. A number of questions were considered:

Is it in the refugees' best interest to distribute food and DSM?

Are mothers mixing the milk properly at home or are they diluting it?

Are dirty utensils or contaminated water possibly introducing infection?

Is the milk being used in alternative ways so that the child who needs it the most does not receive it?

Does DSM substitute for breast milk or a meal at home?

Is dependency being created?

When statistics for October, November and December were reviewed, it was seen that despite ceasing to give powdered milk to mothers to take home, the number of children gaining weight had increased. The cooler weather had been one factor. However, it has also been seen that gaining weight was not dependent upon food distribution.

In questioning the benefits of giving food it can be argued that refugee food rations are minimal. Monthly they are given wheat and oil, hardly a substantial diet. It is certainly a temptation to give additional food to children who are underweight. In doing so, however, some questions should be asked. Is the fact that mothers have been passive receivers taken away some of their own creativity? If families should leave soon, have they really learned about nutrition, hygiene and proper feeding practices that can make a difference in the future health of their children?

The most common reasons why children in our population do not gain weight seem to be:

Solid food is started too late. Often mothers do not introduce solid food until the child is one to two years old and can ask for food. Until that time children are fed breast milk alone.

Too little food is given and too infrequently. In addition there is not enough variety and nutritional value.

Poor personal and domestic hygiene.

Illness such as parasites, measles, T.B., recurrent diarrhea.

Mothers' poor health and nutrition results in low birth weight babies who have a hard time catching up.

Many of the above can be addressed through education about feeding practices and hygiene. To meet problems more effectively the feeding program was restructured in December. There are two components. Once a week all enrolled meet at the MCH for weighing of children, for appropriate nutrition and health education lessons, and for a cooking demonstration. Mothers are given the same ingredients used in the cooking demonstration (always inexpensive, locally available food items rich in protein) to take home and cook that day.

The second component consists of home visiting. At the beginning of the program each child is visited twice. After that once a month. The goal is to determine why a particular child is having problems, to give specific and practical guidance appropriate to the individual family, and to involve the whole family so they all know why the child is in the program and how they can help. The father is important because he does the marketing. Grandmothers are powerful figures and have the authority to influence how the mother cares for the child.

Home visiting has made the program more family oriented and has allowed more to be learned than is possible in a clinic setting. With positive reinforcement for the family, education and encouragement to alter their nutrition and hygiene practices it is hoped that some poor nutrition habits can be changed.

Ante-Natal

Depending on the camp population the MCH will have one or two ante-natal days a week. After the initial visit women are encouraged to attend monthly so they can be properly monitored and to ensure that they receive a minimum of two doses of tetanus toxoid vaccine before delivery. This immunization is important in preventing tetanus as unsterile instruments are often used to cut the umbilical cord. The monthly visits also provide an opportunity to supply iron, folic acid and calcium, and to give teaching sessions on safe delivery techniques.

The total number of antenatal visits through the year was 10,371, a five percent increase from last year's 9,835. This year 3,827 pregnant women registered for antenatal care, (an average of 319 per month) this is just slightly higher than last year's total. Based on the number of births expected each month (448), it is estimated that over 70 percent of pregnant women are being reached through this project, a commendable achievement given the social constraints in the refugee camps.

Of the 3,913 women reporting births within 30 days after delivery this year, statistics show that 64 percent had received ante-natal care during their pregnancy. This is an increase of 57 percent over 1987. The last quarter of the year saw the highest percentage (70 percent) ever of women reporting births who had received ante-natal care. This trend is attributed in part to the efforts of

the Ante-natal/Immunization Outreach teams. As it has become a priority to immunize as many women of child bearing age as possible, this program has expanded with six teams now at work. Doing outreach as opposed to providing care strictly in the clinic allows many more women to become involved.

It can safely be estimated that between 65-70 percent of the refugee women in Hangu - Thal camps are getting ante-natal care. With the cultural restrictions placed on women, the purdah (seclusion) and the fact that ante-natal care is a new and very foreign idea to them, this is encouraging. Traditionally Afghan women are shy about their perinatal condition. Many are reluctant to even admit they are pregnant or to let anyone examine them.

What is discouraging, however, is the small number of women using the services of IRC's trained FCHW's during delivery. During the year only 598 (15 percent) of women reporting to the clinic within 30 days of delivery reported using trained staff.

In an effort to bring about some improvement and to integrate the FCHW's with activities in the health units, a new administrative system through which the MCH staff are responsible for the management of trained FCHW's in their camps was instituted late in the year. Previously the FCHW trainers met monthly with the FCHW's they trained and there was little connection with the MCH. Now LHV's from the clinics will refill the FCHW's delivery kits and do a post-natal home visit on all reported deliveries. This way the mother can be examined and we can and be assured that the newborns get into care quickly. This system has made it easier to monitor the FCHW's, to reinforce their experience, as well as to link the community and FCHW services to the clinic. If FCHW's can be better connected to the MCH, they will encourage pregnant women in their area to attend the ante-natal clinic as well as encourage all round usage of the clinic when it is necessary.

To take a closer look at pre-natal trends, a survey was conducted this year in Kata Kanra camp. One hundred and nine ante-natal charts of women who had delivered during the first half of 1988 were reviewed. Certain interesting findings were highlighted.

Most women started care in their second trimester. Of those who delivered 69 percent had three or more ante-natal visits, 18 percent had two visits and 16 percent only one visit. The age spread in the sample was 20-40 years; 63 percent were age 26-35. In the group 41 percent of the women had six or more pregnancies, 19 percent had eight or more, and seven percent had more than 10. In 39 percent of the cases the time interval between pregnancies was one to two years, in 50 percent of the cases the interval was two to three years. As far as assistance during birth, most claimed they delivered with family members. Only 30 percent claimed they sought help from an IRC MCH assistant or FCHW, two percent had been referred to a hospital.

A third of the women had experienced at least one miscarriage, 10 of the women had three. Fifty percent had at least one child die. Twenty percent had two who died. Forty three percent had anemia. Almost 90 percent of the women had two or three injections of tetanus toxoid before time of delivery.

The usage of IRC trained staff at time of delivery is higher in Kata Kanra because it is a small camp, homes are close to the BHU, and refugee women tend to know the MCH dais. But other than this, although there are differences between clinics, it is probably safe to generalize tendencies.

The study points out how IRC has been effective in getting many of the women to enter care at a safe time in pregnancy. The majority come for a minimum of three visits and receive the very important immunizations, as well as the iron and folic acid.

The study also comments on the high risk of the women, the number of child deaths, the lack of trained assistance at time of delivery, and the problems women face in their very traditional role of bearing as many children as they possibly can. The fact that women deliver without trained assistance means they are always at risk at the time of delivery of complications from a malpositioned fetus, from hemorrhage etc. In addition the high number of pregnancies, (most women are either pregnant or lactating), along with poor diet and frequency of malaria and hookworms, results in a chronic state of anemia. These factors cause women to be in a weakened state, makes them more susceptible to infections and in general lowers the quality of their health.

Efforts to immunize women with tetanus toxoid will continue. With the possibility of women returning to Afghanistan, where medical care is extremely scarce, this is vital. As result of the war, there is more pressure than ever on women to reproduce. Thus, the number of pregnancies they experience is not likely to reduce. For this reason nutrition education and the importance of adding iron to the diet will continue to be a prime concern.

Demonstration Rooms

As health education is a priority, demonstration rooms in the MCH's are being upgraded. These rooms provide quiet areas where small groups of women waiting to be seen in the MCH receive health lessons from a trained MCH assistant. Women have responded well to the lessons being taught and seem eager to learn.

Many of the same subjects have been taught for several years and the staff has now realized the importance of presenting the material in new ways to try to generate renewed interest. Some of the teaching techniques are being changed to make the lessons more participatory. Listening sessions using Pushto health education cassettes produced by the BBC will be introduced. Some new health topics will also be included. Because IRC has recently started a dental clinic we would like to start lessons about oral hygiene and simple care of the mouth. It is also important to discuss the misuse and overuse of medicines and to review some first aide techniques. This last point is particularly important as part of an effort to prepare women before they return to Afghanistan. The danger of anti-personnel mines, which have been laid in great numbers in Afghanistan, is acute. For this reason it is important that women are taught some basic emergency techniques.

During 1989 efforts will be made to hold to workshops for the IRC staff on teaching methods and communication skills. Participants would include LHV's who

are conducting training activities and Afghan refugee employees of the MCH's. Health education is a priority. However, the aim is not simply to teach; the real challenge lies in helping the women to make permanent changes in their attitudes toward their health of that of their families. This is difficult as refugee women in the Hangu - Thal camps are not used to being presented with new ideas; and even if a woman wants to change, she is up against the strong will of her husband and mother-in-law.

General Observations

A large concern of the MCH staff at present is what will happen to refugee women when they return to Afghanistan where facilities such as those IRC has provided in the camps may not be available. Refugee women have commented to clinic staff that they hope IRC will help them in Afghanistan. This may be possible to a limited extent only. Therefore, at present it is a goal of the MCH program to prepare the women as much as possible through education and preventive measures.

Some changes in general attitudes of women have been noted. Whereas in Afghanistan most of these women would not have even heard of a MCH, many women visit the IRC clinics regularly. Many women know of oral rehydration solution (ORS) and keep packets in their homes. The majority of women come for vaccinations, some have changed their weaning practices and are more willing to use latrines. Other habits have hardly changed. Women are still reluctant to have trained assistance at the time of delivery. Personal hygiene still leaves much to be desired. It is hard to find a child with a clean face and it is rare to see a bar of soap. What is important to concentrate on in 1989 is the importance of hand washing as the lack of it is one of the biggest contributors to diarrhea and the spread of infections. It is also necessary to increase mothers' confidence with home ORS solutions as packets might not be available in Afghanistan. There is still a need to work with mothers on food and nutrition practices, especially in feeding very young children. This is especially important as only limited variety and amount of food may be available in Afghanistan.

As education will be a major priority for the future, outreach programs will be increased. This year it has been possible to train many more women who can assist at birth and even greater numbers of women will be trained in 1989. Additionally, refresher courses for previously trained women will be on-going. Refugee women will also be encouraged more strongly to use the assistance of these trained women in their communities. We will also try to increase the confidence of trained women so that they will be encouraged to continue using their skills in Afghanistan.

DENTAL CLINIC

December saw the opening of a dental clinic in Mohammed Khoja camp. This is the first dental unit IRC has provided. The site was chosen because of the availability of space and because it is centrally located and just off the main road.

It was possible to equip clinic with all necessities at a very reasonable cost. A generator was needed for lighting and to allow the use of a drill, but beyond that other equipment is very basic. The drill, for example, was made with a sewing machine motor. An old fashioned dental chair was purchased for only US\$150. The unit is equipped with a slow and high speed drill, instruments, sterilizer, posters, and a small area where patients can sit for dental education.

The dentist is Afghan, his degree as a stomotologist is from the University in Kabul. He has had five years experience, two with the mujahideen in Afghanistan.



The newly opened dental clinic in Mohammed Khoja answers an important health need in the refugee community.

The dentist saw 187 patients during the first month of operation. As word spreads that the clinic is open the number of patients will increase. The majority of patients are men (134), as opposed to women (43) and children (10). This is expected at the beginning. We are confident that with time more women and children will come for care. It is also hoped in the future to add a female dentist to the program so that women will feel more comfortable. As expected, the majority of patients have never been to a dentist before. Many have missing teeth but this is because they have rotted and broken off, or were pulled by a local barber. Patients who do not have cavities all badly need their teeth cleaned.

Education is emphasized in the dental clinic. Unfortunately, there is a dearth of dental teaching aides available here. We will try to obtain more teaching

materials, simple posters, flip charts and a large plastic model of the teeth to demonstrate brushing.

A simple dental technologist training program for a small group of trainees is also being considered for the future. Some basic techniques would be taught which could easily be applied in Afghanistan without supervision or dependence upon outside resources.

MEDICAL REFERRALS

Despite the fact that the bulk of refugees seen in the camp-based clinics are suffering from non-serious conditions; as in any large community, there are people who become ill with potentially fatal diseases. These refugees are not overlooked by the Medical Program. Patients who are too ill to be properly cared for at a BHU or local hospital are referred to Kohat or Peshawar.

Towards the middle of the year some changes were made in this program in an effort to improve the screening and follow up of these patients. A physician was hired, based in Hangu, who is responsible for screening all patients referred from the camps. This has kept the numbers of referrals to Kohat and Peshawar to a more manageable level, both for the two physicians in Peshawar who assist patients while they are there and for the camp-based doctors who must follow the progress of these cases. This system has had a marked effect on the numbers of cases being referred. These numbers have been steadily declining during the year: first quarter - 605; second quarter - 566; third quarter - 323; final quarter - 244.

During the final quarter another change was made in an effort to enhance refugee independence. The daily ambulance service between Hangu and Peshawar was withdrawn. Refugees are now responsible for their own transportation and accommodation in Peshawar or Kohat. Although there was at first some resentment on the part of the refugees, they seem now to be used to the new system. This is a situation in which a balance must be kept between providing too much care or not enough. It is felt that what has taken place in this program is a good compromise through which all concerned will benefit.

THE HANGU LABORATORY

In June this year, with the main Hangu and two field laboratories (in Kahi and Thal) well established, the Australian volunteer who had been assisting the laboratory for almost two years completed his commitment with IRC. Under his commendable guidance, this program grew from an extremely basic facility staffed by two men in mid 1986 to its present size with in excess of 31,000 specimens processed by the five main laboratory staff this year. The ancillary laboratories in the Thal and Kahi BHU's have managed over the last six months to analyze most of the workload from those camps.

A training program was conducted in the first half of the year for four laboratory workers selected from the IRC camps. This yielded a technician to operate each field laboratory and two extra staff for the main laboratory, one of

whom has since left IRC for an agricultural position (his former profession). With planning for further training underway this was a timely reminder to apply careful selection procedures, ensuring not only that trainees have some aptitude for laboratory work, but also that they are likely to remain in the profession and to utilize and supplement their training.



A recently trained laboratory technician examines a slide in the Thal field laboratory.

While the number of malaria slides examined remained stable, the number of cases of falciparum malaria, the most dangerous and potentially fatal species known in this region, has more than doubled since last year. To rectify this, supplementary training of malaria supervisors has been introduced to ensure compliance by patients in completing their course of treatment, and to investigate other family members' malaria status. However, surveillance of this problem is very difficult considering the mobility of the camp populations. The Thal and Darsamand areas showed the greatest incidence with as many as 14 percent of the refugees diagnosed as falciparum or vivax malaria carriers. Although IRC provides preventative measures for the Afghan population in these areas, their close proximity to the endemic malaria of the local Pakistani population exposes them to the constant risk of reinfection. The problem was compounded when insufficient supplies of malathion resulted in preventative spraying occurring only in September (before the peak falciparum season). Lack of patient cooperation in following treatment regimes could also account for some of these statistics. It is hoped that more emphasis on health education may discourage patients from seeking short-term treatment from outside medical stores in preference to a reliable supervised course obtainable from the IRC BHU's. A higher percentage of confirmed tuberculosis cases was noted in all of the

camps, attributed to increased follow up of patients undergoing treatment. This is indicative of the improvement in the quality of health care offered to refugees living in the Hangu - Thal camps and the work being done by CHW's in the community.

The Sanitation Program continues to test the standard of water purification with laboratory assistance. A randomly selected group of thirteen shallow wells and two gravity springs is analyzed twice each month for the presence of contaminants. On the basis of the results provided, the engineers have been experimenting with various methods of chlorination, and have increased the frequency from bi-annual to bi-monthly treatment. In 1989 they will investigate an alternative to chlorination; the use of a clay pot filtration system. Once again, reliable culture results will be a prerequisite in the assessment of this method.

Toward the end of 1988 another Australian laboratory technician joined the laboratory as a consultant/advisor to the staff, with the primary objective of implementing a training program targeting repatriation. With inventories of facilities currently in Afghanistan completed, the urgent need for diagnostic facilities for the examination of communicable diseases (primarily malaria and tuberculosis) has become apparent. The focus in 1989 will consequently be the training of microscopists able to use basic materials without supervision to set up simple diagnostic facilities attached to clinics and health units in Afghanistan. To this end, the various organizations involved in the training of laboratory workers in the NWFP and Baluchistan have agreed on a necessary level of standardization to provide trainees with a recognizable qualification (achieved through standardized practical curricula and examination requirements). This will ensure some consistency in the capabilities of the microscopists and a known base of skills which can be supplemented as the need arises.

THE EDUCATION PROGRAM

INTRODUCTION

At the end of 1988 the people of Afghanistan are poised at the brink of success in their nine-year struggle to regain the freedom of their country. The battles they have fought with weapons and might will become battles fought with the skills and knowledge needed to attack the problems of rebuilding Afghanistan's devastated physical infrastructure and its health, educational, agricultural and administrative systems.

Fighting this battle will also prove difficult, because not only physical resources have been lost due to this war. The loss of human resources--Afghan teachers killed in fighting, engineers gone to establish lives in the West, youth wasting years with little chance of an education--will provide formidable obstacles to effective reconstruction. As an Afghan doctor quoted in last year's report asked: "What will happen to a free Afghanistan if our children have been educated for nothing except war?"

During 1988 the IRC Education Program has focused its activities on trying to meet the challenge posed by this question. Because of the generosity of donors and the motivation of staff, the eight educational programs begun before 1988 continued to develop and four new programs were added. Afghan educational leadership of these twelve programs also emerged and developed, with one Assistant Coordinator and eight Program Manager positions held by Afghan staff.

The Education Program's major goal for 1988--developing higher educational programs to enable Afghans to learn the skills needed to develop their country--has been met. These programs are just a beginning, but they have played the role of a catalyst, introducing new models and methodologies that can be utilized in the future. Afghans now have a diversity of training opportunities available to them so that they can replace the skilled personnel lost to their country.

Four of the new programs begun in 1988 are in the area of higher education:

-The Construction Supervisor Program developed courses to train Afghans from a wide range of provincial areas to supervise rural development projects such as water supply and the construction of roads and buildings. The men trained in this program will play an important role in the rehabilitation of their country.

-The Women's Higher Education Program found that about 90 young refugee women are interested in and prepared for higher education. The majority are interested in medical careers, demonstrating their desire to serve the women and children of Afghanistan. Because medical training cannot begin without skilled medical translators, the first phase of the course began with a training of women medical translators.

-The Public Administration Program is facilitating the development of administrative and management skills that will be vital to effective rehabilitation and repatriation programs. A flexible series of courses has been developed to meet the demands of a working student population, since good A-

administrators are in such demand that almost all of them already hold pivotal positions in their organizations.

-In the Teachers Institute, new secondary math and science teachers are being trained in a two-year program. They will replace the many teachers who have been lost in the war.



Opening ceremony of the Teachers Institute.

Three higher education programs begun in the past continued to develop in 1988:

-Students in the Journalism Program became skilled enough to produce their own English-language newspaper. Most of them are working while learning, serving their communities in a variety of jobs utilizing their improved communication skills.

-Students in the Construction Engineering Program finished their first year of training, which included three months of practical field work. A second pre-engineering class was also started, so two classes are developing the engineering skills that will be desperately needed in the future.

-The English Language Program continued to expand, once again doubling the number of students trained. The demand for English training demonstrates how important a common international language is in the administration of development and relief programs and the assumption by Afghans of higher level management and administrative posts.

In addition, the education programs begun in the Hangu-Thal camps have

introduced models that will be important in the transition to Afghanistan:

-The Hangu Education Program supports community-based efforts to provide appropriate primary and literacy education. Over 15,000 primary students were assisted in this program in 1988. Because of the community control of these classes, 278 girls were allowed to begin education in an area where only one formal school for girls previously existed. The Literacy Program has overcome many obstacles in making literacy training acceptable to a people who associate literacy training with Communist indoctrination. The 25 classes which were started are only the beginning of increased demands for this training.

The educational programs begun before 1988 have also flourished.

-Enrollment at the Lycee Malalai, a secondary school for girls, grew to a high of 93. Despite concerns about the acceptance of girls' secondary education in the Afghan community, the school is running without major difficulties.

-The Experimental School of the Sciences continued to prepare Afghan refugee boys for technical studies and jobs. As an indication of the perceived quality of this program, four times the number of students who could be accepted applied for admission this year.

-The Teacher Training & Textbook Program has almost completed its task of writing a complete series of math and science textbooks for 7-12th grades. In addition, 175 science and math teachers were trained in 1988.

-Enrollment at the InterParty Schools reached 2,900 students. Teachers and students from these schools will form part of the educated pool of talent available for the development of Afghanistan.

-Additional funding was received to improve the quality of language training in the schools. An English Language Specialist was hired to train English teachers, and the work on Dari and Pushto teacher training and textbook development continued. Because far too little attention has been paid to this vital area, a major goal for 1989 is to procure additional resources to meet the pressing need for development of effective native language skills.

PUBLIC ADMINISTRATION

Because few Afghans are being educated beyond secondary school and older educated Afghans continue to emigrate to the West, a dearth of trained Afghan professionals remains to undertake the huge task of the reconstruction of Afghanistan. This is especially true in the field of administration, as most of the Afghan resistance commanders, party leaders and managers working in aid programs have had little formal training in administration and management.

In response to this need, IRC began the development of the Public Administration Training Program in mid-1988. In just eight months since the program was conceived, a needs assessment was undertaken and a two-pronged program planned, with a total of about 250 students receiving training so far. This number is far greater than the goals set up in the original proposals, due to the strong demand for training and the ability to obtain funding from three sources. In addition,

a program to train trainers to train field administrators is being developed to further broaden the scope of the program.

The Public Administration Program (PA) began by surveying organizations and meeting with aid workers with experience in administrative training to assess the training needs and resources available. While this planning was being undertaken, typing and computer courses for 57 students began. For the computer courses, a simplified introduction to computers and word processing for students with limited English skills was prepared.

The needs assessment established the following:

- Since resources in the Afghan languages are almost non-existent and English skills are so important for administrators and managers, the training first targeted Afghans with English-language skills. A main thrust of the first courses was to help students learn the skills needed to read the vast amount of correspondence, reports and other written materials available only in English and to write these materials themselves.
- The demand for good Afghan administrators is so high that organizations were fearful about losing their pivotal staff to long-term administrative training. For this reason, two types of training courses were established: 1) short, intensive workshops of three to five days focusing on particular management and administrative areas; 2) semester courses that met mostly in the evening after working hours.

Candidates for the short-term workshops are nominated by voluntary agencies and political parties. The consultant hired to implement this program, a specialist in providing administrative training to students with limited English proficiency, developed a curriculum tailor-made for the needs of Afghan programs. The workshops reflect the leading edge in adult education and interactive learning models. Case studies, critical incidents, small group projects and an array of audio/visual stimulants have replaced the traditional fare of lectures and hand-outs. The trainer's sessions have been fast-paced, with an emphasis on discussions, participant input and processing.

Five workshops were offered this year to 67 participants in these areas: Managing Yourself and Your Team, Office Management, Written Communications, Communication and Reporting for Field Officers, and Receptionist Training. Follow-up with participants and their supervisors to evaluate changes effected by the program was also undertaken. Evaluations were overwhelmingly positive, with a frequent comment being: "I wish my supervisor would take this course."

A problem faced by the program was the fact that many of the Afghan organizations could not find employees with English skills developed enough for the courses. In addition, while a total of eleven women, mainly employees of voluntary agencies, attended the courses, many women who have administrative jobs in schools and clinics are not allowed to be trained with men. To address these difficulties, several steps are being taken. A course to train the best participants to give the courses themselves is being planned. The course material is also being translated so it can be given in the Afghan native languages. In addition, a special administrative training program for women is being proposed.

Seminars on Afghan culture, language and history are also offered under the auspices of this program so students can gain familiarity with models from their own culture instead of relying on models from the West. Originally these courses were offered in the semester program, but few students were interested. So little attention has been paid to Afghan culture that Afghan students themselves think it is unimportant. In addition, training for instructors in these areas is unavailable, so quality of teaching tends to be staid and uninnovative. However, the fact that students performed poorly on the Dari and Pushto sections of the entrance exam indicates their need to develop native-language skills. Thus, one of IRC's goals for 1989 is to address this issue.

Most of the semester courses, the second facet of the PA Program, are offered three times a week for twelve weeks. Rather than offering some full-time and some part-time programs as was originally proposed, the program allows students to take any number of courses, depending on their needs and time limitations. Only students who obtain work-study positions (receiving stipends for part-time work with IRC or other agencies) take required courses.

High school diplomas are not required for admission, since they are so easily faked. Instead, courses are open to any student who passes an entrance exam testing English, Dari, Pushto, and mathematics skills. A minimal course fee is required to ensure that students are motivated for the program, but scholarships are also given. Most students who take these courses are working in low- or mid-level administrative jobs. The skills they obtain will enable them to take on greater responsibilities in their organizations.

The semester courses are supervised by a Fulbright lecturer who specializes in teaching academic skills. The courses offered the first semester were Developing English Reading & Writing Skills, English for Administrators, Public Administration (given in Dari/Pushto and English), Bookkeeping, and Typing. The total enrollment for these courses was 164 attendees, with many students enrolled in several courses. The final enrollment was 124. The computer courses were not given during the fall semester because of delays in receiving the hardware. Next semester the program will offer the same courses, with the addition of Dari/Pushto Reading and Writing Skills.

Planning has also been underway for a program to address the administrative needs at the village level in Afghanistan. Field administrators with skills in bookkeeping, inventory control, recordkeeping, reporting, and proposal writing will be crucial to effective utilization of aid and development funds.

The program plans to first train Master Trainers chosen from students presently participating in the PA classes. On the basis of academic merit, work experience and interviews with instructors of the PA Program, about ten students will be selected. The ideal candidate for the program will be in the top fifty percent of his class, have at least one year's experience with some facet of administration or teaching experience, and have a desire to return to Afghanistan.

The Master Training Program has several phases; a nine-week program in Peshawar will be followed by field training and practice teaching in the Hangu-Thal area. At the end of the field training, students will be selected for further training.

in Peshawar. These students will form a cadre of trainers who will eventually conduct training sessions in Afghanistan.

Students who enroll in the Master Training Program will be required to complete five courses including Accounting, Bookkeeping and Public Administration. This will be followed by a 9-week practical course. After extensive surveying of interested students five were enrolled in the Trainers Program by the end of 1988.

CONSTRUCTION ENGINEERING PROGRAM

The Construction Engineering Program (CE), administered by former members of the Faculty of Engineering in Kabul, aims to produce skilled engineers with a firm grounding in design, theory and practical training who can help plan for the reconstruction of Afghanistan. It is the first formal post-secondary program IRC initiated in Pakistan. Open to 12th grade graduates, the course includes academic training in Peshawar and field work at various refugee camps throughout the NWFP.

The CE Program was proposed because by the mid-1980's many of the skilled engineers who had been trained in Kabul had immigrated to the West and the Faculty of Engineering at Kabul University had been abolished. For the refugees in Pakistan, questions remained: who would provide other avenues for higher education among the limited opportunities for Afghan refugees?

In 1986, one of IRC's administrators, an Afghan engineer, began discussing the possibility of establishing an engineering program with engineers working in various refugee programs. The response was positive, although engineers were concerned that the course be practically oriented and that students have the opportunity to receive field work experience.

Later that year, an advisory board was formed with members drawn from the former staff of the Engineering Faculty at Kabul University. These members prepared a curriculum and wrote outlines for courses. Practical training was incorporated as a key element of the program. Policies and procedures and an entrance examination were prepared. Funding was secured from Norwegian sources and the program began operations in November, 1987 with a two-month pre-engineering course.

In 1988 the 16 students who passed the pre-engineering course were enrolled in the three-year program. They have completed the first year of training, which included field work with Volunteers in Technical Assistance (VITA); building construction at Shelter Now International and Save the Children (US); work on a road project for DACAAR, and various projects with IRC's Construction and Maintenance Program in Hangu.

Out of 105 applicants a new group of 26 students was accepted into the CE Program in August. This year, the standard preparatory course has been expanded to improve the students' level of English as results show that students who had difficulty with last year's course were those whose English abilities were the poorest.

In planning for the reconstruction of Afghanistan the goals of the program are broadening. Based on the long relationship the Faculty of Engineering in Kabul has had with USAID, the board has requested the assistance of USAID as well as the support of various American universities in expanding and consolidating the program. One goal is to lengthen the program into a four-year course. A possible format for the program would provide two years of instruction in Pakistan/Afghanistan, with students studying the last two years in foreign universities until the Faculty can be securely reestablished.

The IRC is presently in contact with American university staff who had worked with the Faculty of Engineering in Kabul. Several of these universities are presently acting as advisors, approving curriculum and tests and assisting staff. They are interested in providing stronger institutional support. The IRC hopes that one or several of them can eventually be responsible for administering the expanded program, since long-term support for a quality Faculty of Engineering is beyond the scope of a relief organization such as the IRC.

CONSTRUCTION SUPERVISOR TRAINING PROGRAM

In early 1988, an advisory board studying the possible expansion of IRC's regular three-year Construction Engineering Program also recommended the addition of a shorter construction technology course which would focus on construction rather than design. To help meet this need, IRC began designing a program to teach techniques needed to supervise construction of simple public buildings, roads, and water supply systems, projects that would be needed for rehabilitation in rural Afghanistan.



Students engage in field training for water systems surveying.

A civil engineer with experience in training and developing rural infrastructures in Honduras was hired as a consultant to the program and began work in late September. Curriculum was planned and sent for review to various field engineers; revisions were made based on their recommendations (see Table 1) and the final courses were approved by the Afghan advisory board. Meetings were also held with staff from the construction programs at other agencies such as DACAAR, USAID, and Save the Children in order to avoid duplication in reconstruction activities.

The program has three parts: an 18-month course, a 9-month course, and a series of short seminars designed to teach specific field skills. The 9- and 18-month courses include both academic work in Peshawar and field training in the refugee camps. More than 400 candidates have registered to take the entrance exam for these courses, which will be held in January, 1989. Plans are to accept 40 students in the 9-month and 20 students in the 18-month program. During November, letters were sent to all political parties, voluntary agencies in Peshawar and Quetta, and school principals in the NWFP informing potential students about the courses.

Construction Supervisor Course Listings
9-MONTH PROGRAM

<u>1st Term</u>	<u>2nd Term</u>	<u>3rd Term</u>	<u>4th Term</u>
1) Islamiat	Islamiat	Islamiat	Islamiat
2) English	English	Technical English	Technical English
3) Math	Electric Wiring	Architectural Drawing	Quantities/ Cost Est.
4) Drawing	Construction Drawing	Concrete/ Masonry	Construction Safety
5) Surveying	Surveying	Project Management	Construction of Concrete Structures
6) Materials	Construction Materials	Layout Surveying	Basic Water Supply & Plumbing

The short-term training seminars are being administered through IRC's Rehabilitation Program in Afghanistan (RPA). The first short course is a six-day program that will teach students how to write a technical report or survey: to prepare a simple map, take photos and report damage to critical sites such as water systems and roads and how to measure water flow, distance and depth. Trainees who complete this course will do technical surveys in Afghanistan. Recruiting for this class started in December.

ENGLISH LANGUAGE PROGRAM

The English Language Program (ELP) began with 70 students in 1986; in January, 1988 there were 660 men and 170 women enrolled in the Program. By December of this year the figures had more than doubled, with about 1,400 students (including 200 females) in the regular program and more than 700 in Outreach Programs.

This enrollment was reached even though fees of about Rs. 300 (\$18) per semester are charged, with some students receiving scholarships based on financial need and achievement.

MONITORED ENROLLMENT AT ENGLISH LANGUAGE PROGRAM

	Dec. 1986	Dec. 1987	Dec. 1988
Regular Program	480	815	1,432
Other Programs		233	731
Outreach Program		(105)	(551)
Hangu Program		(128)	(180)
TOTAL ELP ENROLLMENT	480	1,048	2,144

Despite this increase, there are still about 300 students on a waiting list. The reason for this great demand is that the ELP plays a vital role providing Afghan professionals and youth the opportunity to learn the English skills necessary for professional jobs. Even the present refugee programs find it difficult to hire Afghan managers with the communication skills necessary for liaison with international staff. As reconstruction programs in Afghanistan begin, this problem is becoming more and more acute. This program enables students to obtain employment with voluntary agencies, teach English themselves, or further their studies either at Pakistani institutions or at universities abroad. Representatives from the mujahideen take English classes so they can speak with foreign journalists.

The ELP teaches the four basic English skills: listening, speaking, reading and writing; stress is placed on speaking and listening. The program offers classes five days a week, one and a half hours a day, at beginner to high intermediate levels. Students use an American textbook series with culturally appropriate supplementary materials.

The program also provides books and teacher training to programs in various refugee camps including Khorason Camp, Afghan Colony, Nasir Bagh, Bada Bair, Shamshato and the camps from Hangu to Thal, serving 731 students. Additionally, the ELP supplies similar support in materials and teacher training to such organizations as the Jamiat Islami English Course and the GTZ Teacher Training Program.

Because of the Program's rapid growth, several administrative changes and decisions were made in 1988:

Standardized exams are given three times a semester. During 1988, these tests were completely reviewed and revised. In the past, the exams were given on several different days, depending on when classes finished course work. This year three specific days were established as exam days, helping to eliminate the opportunity to cheat. Administration quizzes were also developed and administered sporadically to determine if students were grasping course material.

A more equitable salary scale for the fluid ad-hoc teaching staff was also introduced early in the year. As this staff grew from 26 last year to a present staff of 55, a need for improved teacher training has also risen. More workshops and seminars were held in 1988 than ever before. An English Teaching Specialist from the United States Information Service (USIS) in Islamabad and a female teacher from Islamia College, a local institution, were among the specialists who presented workshops to the teaching staff. The ELP continues to encourage former students to teach classes and many have proved to be excellent instructors.

To recognize the achievements of the advanced students and the hard work of the instructors and staff, two graduation ceremonies were held at the American Center in Peshawar. The Deputy Chief of Mission to the American Embassy in Islamabad was chief guest for the men's ceremony, at which 41 advanced students graduated. Twenty-five female students graduated in a separate ceremony at which the wife of the principal officer at the American Consulate, Peshawar, spoke most eloquently about the achievements of these Afghan women.

Two children's classes were initiated in 1988 for boys of IRC staff between 7-11 years old. The children followed the ELP curriculum, but at a slower pace with several extra fun activities added. The teachers were very enthusiastic and the children's progress reflects this, as many are conversing fluently. A Parent Teachers Association was established to allow parents to have some voice in their child's English learning and to recognize their achievements. A course for girls was started in November, 1988 and proved just as popular as the boys' course.

The staff has continued to hold biweekly teachers meetings and training sessions. In order to improve the planning and development of the program, additional weekly meetings are also held for the administration and full-time staff. Some of the suggestions made at these meetings will have a large impact on the quality of education next year. After the agreement of the ad-hoc teaching staff and presentation to the student government, it was decided to raise the passing score from 65% to 70%. This is an effort to improve the standards at the program. Additionally, the work week for 1989 will be altered slightly. The students will study Sunday-Wednesday allowing the teachers to meet every Thursday for in-service workshops and meetings with level coordinators. The semester is also extended to five months.

Two newly constructed buildings were opened in January, 1988, on the ELP premises. Another large building in an outlying area of Peshawar where many refugees live was leased in September to accommodate the beginner and the level one classes.

A major difficulty this year was the suspension of women's classes in November due to male student unrest concerning education for women. As a result a new location for the women's classes is being sought in an entirely different area

(the women previously occupied two buildings in the same compound as the men). The women are anxious to resume their studies and are very pleased they will have their own building.

A constant problem is the loss of valuable staff who frequently emigrate to or seek higher education in foreign countries. In 1988, approximately 15-20 qualified staff left the ELP for these reasons. Our on-going training program helps fill the void, but it becomes more and more difficult to find competent high level teachers.

Partially for this reason, a difficult decision was made in mid-1988 to cancel advanced classes. Students were initially upset with this decision but were encouraged to take advantage of other opportunities made available to further their English studies while learning a variety of skills in IRC's Public Administration, Journalism, or Construction Engineering Programs.

In 1989 the ELP will emphasize quality and not quantity. We recommend improving the standards of the program by:

- encouraging an English Teaching Specialist to spend several months in Peshawar working directly with the permanent and ad-hoc instructors;
- providing the opportunity for permanent staff members to attend English seminars and conferences in South East Asia;
- holding more in-service workshops for our instructors and outreach instructors;
- improving our instructional video library.

The ELP would like to continue to respond to the needs of the Afghan community. Its outreach programs in Peshawar and Hangu will receive more attention in 1989, and possibly extend into Afghanistan. We would like to have more contact with the other agencies in Peshawar by inviting guest speakers to come to teachers meetings and classes.

WOMENS HIGHER EDUCATION PROGRAM

While opportunities for secondary education for Afghan girls have been severely limited in Pakistan, higher educational options have been almost nonexistent. Except for the few Afghan women able to attend Pakistani universities and a few job training courses open to refugee women, Afghan women have had to interrupt any university-level work on their arrival in Pakistan. Without the hope of any further education, some young women who were attending high schools here dropped out.

Through existing projects for women assisted by IRC (the Malalai School and the women's classes at the ELP) it became increasingly evident that the demand among women for higher education was strongly felt. IRC received funding for a pilot project in Women's Higher Education to survey needs and develop plans to meet those needs.

The survey was aimed at all 12th-grade graduates, including those women who have been forced to stop their studies during the past nine years and stay home. By

August, 1988, 88 surveys had been returned, with 73% of the women indicating an interest in taking science courses related to medicine.

For this reason it was proposed that a mid-level practitioner course similar to the courses offered by various agencies to Afghan men be offered. Discussions were held with another voluntary agency which was interested in offering this course in 1989. However, they were not able to do this, so a program to train women health educators was proposed instead. This is seen as vital because such a large percentage of the health problems Afghan women and children face are preventable.

WOMENS SURVEY: STUDY AREAS OF INTEREST

POTENTIAL STUDENTS	MEDICINE	ENGINEERING/ COMPUTERS	TEACHER TRAINING	TOTAL
ENGLISH SPEAKERS	30	12	2	44
DARI SPEAKERS	34	4	6	44
TOTAL	64	16	8	88
% TOTAL	73%	18%	9%	

Possible staff were also surveyed, and it was found that no women who did not already have jobs were available for medical translation. Since Afghanistan does not have a model for primary and midlevel programs, medical translators who can assist expatriate specialists and translate English materials are a prerequisite for a successful program. For this reason, the program began with a course to train medical translators, while the medical specialists prepared curriculum for the health educator training course.

In order to test the skills and knowledge of interested students, a test of 7th-12th grade math and science skills was administered. Because surveys also showed a large demand for typing and computer courses, these classes were offered in conjunction with medical translation. Some students also expressed interest in studying Dari language and literature, but it was decided to not offer university courses that had no short-term goal, since it was not known how these courses would fit into the future university system.

Nine students are enrolled in the medical translation class where they learn the skills of translating and interpreting. They practice translating an English-speaking doctor's lecture into Dari and interpreting for doctor-patient interviews. The course is taught by an American nurse with assistance from an experienced male Afghan medical translator.

There are also 28 students (including three from the medical translation class) attending typing classes which meet two days a week. Computer training was initially offered as a part of this class, but this has now been scheduled for the next term because of delays in the arrival of computer hardware.

Over the summer a mathematics review course was also offered as part of the program. Called English for Mathematics, it grew from the strong student interest in science, math and computer courses and was designed to begin preparation for higher-level study in English. This course was designed and taught by a summer intern.

Classes at the WHE Program are progressing well. Unfortunately it was necessary to suspend classes for a period of time in late November as a result of male student unrest concerning education for women. Classes will resume when a separate facility for women's classes is found.

JOURNALISM PROGRAM

The IRC Journalism Program, with 12 women and 30 men enrolled in classes at the end of 1988, is now in its second year of operation. The goals for both men and women are to bring the level of students' journalistic English up to international standards, to teach newspaper production skills, to foster objectivity, and to increase student awareness of the world around them. The program's newspaper, Bouquet Among the Ashes, is entirely produced by the student body and provides an important forum for news relating to Afghanistan and Afghan refugees in the NWFP.

Students study English-medium writing techniques for news and feature stories while strengthening basic skills such as punctuation, proofreading, quotations, note-taking and organization. Participants have found work as translators and guides for foreign journalists, in positions at communications, media or public relations offices of political parties, and as writers and aides in international media centers. Others have used their improved English skills to obtain jobs at various refugee agencies or to continue their studies abroad.

Men's Journalism:

The first semester began with Introduction to Journalism, an intensive eight-week course that met three hours a day, five days a week. It covered basic journalistic concepts, writing skills and typing. Students continued to work with examples from Pakistani and foreign newspapers in order to become familiar with the concepts, attitudes, and styles of the world press. Visiting journalists and special guests were interviewed so that techniques of note-taking, information selection, attribution, and listening and reporting exact quotes could be put to practice.

A major theme in class was objectivity, a fundamental concept of Western journalism that has to be constantly reinforced. Guests and journalists who came to be interviewed helped the class see how Westerners view the press and what responsibilities the press has to readers. Once a week students watched the ABC Weekly News and full-time students also attended afternoon IRC English courses.

In June a second semester, "Journalism II," began with 20 members. Intermediate-level coursework included three sessions studying basic journalism techniques, one session of news listening with the ABC Weekly news and one session with geography.

Placement tests were given in September to identify new students for a beginning men's journalism course. Although the beginner class went well this term, with the 13 students who completed the course showing avid interest, it was decided that no new beginning journalism would be offered next term due to a lack of staff. The intermediate class, Journalism II, and the advanced class, Journalism IV, will begin after January 15, 1989. Advanced journalism will take the form of a newspaper staff, with reporters working on field assignments and specific articles as planned.

The first and second editions of the newspaper Bouquet Among the Ashes were issued in July and August. Although the first edition was plagued with printing difficulties, subsequent editions have been good measures of student improvement and progress. In November students wrote about the Soviet selling of Kabul regime troops to mujahideen, drug problems among Afghans, and local carpet sales. Stories for the December issue ranged from a local murder to Afghan calligraphy, from refugee computer training to recent inflation rates in Kabul with an accompanying chart showing the price increases for selected items.

Four stories in the December issue also involved reporting outside of Peshawar, from Islamabad, Hangu, and Torkham in Afghanistan, a good indicator of student initiative. Two of these stories were written by a student from the beginner's class. More than 2,000 copies of the December issue were distributed locally and internationally.

Women's Journalism:

During the past year and a half the women's program has achieved widespread recognition through the photographs and videos students have taken of women and children in refugee camps. One photograph even won an award in England. As women, students have had access to situations that male students could never have, and their photographs are becoming part of the archives at a local media center in Peshawar.

In December, 1987, the women received permission from the Matanni Refugee Camp commander to photograph and interview women there, a rare opportunity because photography of Afghan women is usually not socially acceptable. This was the first of a series of photographic expeditions the students have made to various refugee camps in the NWFP. Subsequent trips have included an Uzbek refugee camp near Haripur, where students practiced photography, interviewing, and translation skills, and Nasir Bagh camp on the outskirts of Peshawar. In a Turkman refugee

camp near Swabi the people had little hesitation about allowing photographs to be taken; in fact, they encouraged the students to take as many pictures as they liked.

In March the journalism class attended a women's group meeting where the topic of discussion was women and journalism. Each student presented at least one story about a refugee camp that she had visited, or camp resident that she had interviewed. Students also showed the photographs they had taken when visiting different camps. This meeting provided a forum in which students had an opportunity to interpret their role in the journalism field. Because it is much easier for them to interview Afghans, women in particular, and because they understand the cultural constraints as well as the difficulties of refugee life, they felt the information they provided was more accurate and less presumptuous than that of foreign journalists.

At the beginning of the summer, the women's program saw a surge in attendance when an upper-level English class turned to the study of journalism, creating two women's courses with a total of 25 students.

Over the summer, student interest remained high, with one class comprising a mix of long-time and new students continuing photography work and visiting Mattani and Azakhil refugee camps. But in the fall most of the program's long-time students dropped out and only one class was offered, composed primarily of the summer's beginning students.

Unfortunately the program has seen a great decrease in enrollment as well as attendance, with few women showing interest in long-term writing or reporting careers. The number of women attending this term had dwindled to 5 from last term's initial 25. Reasons for the drop-out rate appear to be many: conflicting employment schedules, medical coursework, emigration elsewhere, family responsibilities, political pressure not to attend school, and lack of interest in news writing.

As previously noted, all women's classes held at IRC's English Language Program building, including journalism, were suspended in late November, after the IRC/ELP received threats of violence against the program from male students. Classes remained closed through the end of the year, but will resume when a separate facility is found for women's programs.

At present the long-term future of the women's journalism program is unclear. A women's survey was prepared in English and Dari to assess interest in women's journalism in Peshawar but it has not been sent out because of the current suspension of women's classes.

THE LYCEE MALALAI

The Lycee Malalai, a secondary school for Afghan refugee girls from Grades 7-12, is one of the few schools offering a complete academic education for Afghan refugee girls in the NWFP. Now in its second year, the school has moved beyond its controversial beginnings and thrived: the initial enrollment of 20 students

in 1987 has expanded to a total of 83 girls attending in late 1988 with an attendance rate of 93%.

Courses include science, math, languages, social studies, art and home economics. In addition the school offers a daycare center for the children of teachers, students, and other working mothers, which has a current enrollment of 30. The children receive some basic instruction in counting and the alphabet. Because daycare is very difficult to arrange, the center has been a very real help to women, allowing them to work or attend classes.

The second school year began February 1, 1988 with 89 students enrolled at the end of the month. Midterm exam results are listed below.

LYCEE MALALAI EXAM RESULTS	Final Jan. 88	Midterm May/June 88
# Students Enrolled	64	88
# Taking Exam	58	76
# Passing Exam	41	49
% Passing Exam	71	64

Examinations for the second year will begin on January 2, 1989, and continue through January 20. At that time the school will graduate its second 12th grade class. The third educational year will begin on February 1, 1989.

When the school first opened, the Director said students were listless, frightened and unsure of their academic abilities. But given the opportunity for education "they have come to life," participating actively in classes, volleyball and special ceremonies.

During the past year the school has also received encouragement from new quarters. In the spring of 1988, mujahideen commander Maulwi Jalalludin Haqani visited the school on behalf of the mujahideen of five provinces of Afghanistan and presented a donation of 11,000 rupees to the school. Commander Haqani, one of the most powerful commanders in Yunus Khalis' Hezbi Islami fundamentalist political party, wields a great deal of influence. He sent out a letter recommending the school, encouraging girls from fundamentalist parties to enroll.

Despite these successes, the school must cope with other problems including pressures that lead girls to drop out and difficulties with textbooks. Students at the Malalai often face a decision between continuing their education and working. Because so many women are not allowed to work, the demand for female employees is very high among voluntary agencies. And because there have been so few opportunities for higher education, it is difficult to point out immediate advantages of finishing high school.

The majority of girls attending the Malalai school are Persian rather than Pushto speaking. For this reason the school must offer a curriculum based upon Persian language textbooks. The Dari texts available form an uneven curriculum. Most books were written before 1973 and many are too difficult for students. For example, the selections in the literature text are too difficult and the poetry is from centuries ago. Science texts in Dari are usually too old; newer texts are generally in Pushto.

Based upon a request from teachers at the school, IRC established a committee to revise materials in Persian language. Through this committee it is hoped that substantial improvements can be made in the school's curriculum in 1989.

IRC also hopes to establish a committee to look at ways in which language and social studies subjects can be offered. Designing classes in these subjects has been difficult due to cultural and political concerns. As a result culture, art, and history are presently being ignored in refugee education while religion and technology are being emphasized. Through the Womens Higher Education Program, IRC will also continue to try to expand higher education for Afghan women.

EXPERIMENTAL SCHOOL OF THE SCIENCES

The Experimental School of the Sciences is an academic secondary school for Afghan refugee boys from Grades 7-12. It is staffed by 20 Afghan teachers with a current enrollment of 230 students, up from the original enrollment of 180 when the school started two years ago. The goal of the school is to train Afghan refugees in the sciences and provide educated manpower to the Afghan community. The graduates of this school have the skills to go on to higher education and to accept positions in organizations serving the Afghan people. An indication of the success of the program is that 11 of the graduating seniors passed the exam for admission into the IRC Engineering Program.

In addition to math and science, students also study native languages, English, typing, computers, and social sciences. Teachers are chosen by means of examinations in content areas as well as evaluations of a sample lesson. Last year a new principal was hired to provide further expertise to the school. As the former principal of the Afghan Institute of Technology in Kabul, the most prestigious secondary school providing technical and academic training in Afghanistan, he has been able to provide innovations to the academic standards of the school.

Students for the school are chosen by means of entrance examinations. During the second half of August, tests for students who wish to enter the 7th grade are given. To be eligible, students must be from 12 to 14 years old or prove that they have missed schooling because of fighting in Afghanistan.

The final exams of 1988 illustrated the beneficial aspects of requiring an entrance exam for admission. When the school year started in 1987, a group of 7th grade students were admitted by recommendation. Only 61% of these students passed all their final exams while 88% of students admitted by examination passed all their finals.

This year the board of Afghan educators that formulates school policies further adapted the entrance requirements. They developed a proportional formula to ensure that students from a variety of provinces are admitted into the school. This is to build cohesion among youth of different provinces and to ensure that areas with a history of poor education have a chance to be represented. Of the 167 candidates from 12 provinces who applied, 60 were accepted into two 7th-grade classes. At least one and no more than four from each province were admitted. All achieved a passing score on the exam.

If there are any open positions in the higher grades, exams are also given. Of the overwhelming 169 students who applied this year, only 17 were able to be accepted; two of these represented additional provinces.

In keeping with its purpose as an experimental school, a new system of testing was instituted during the first semester of 1987-88. Instead of being evaluated on the results of the mid-term and final exams alone, the system used in Afghanistan, students are now formally tested at least once a month with the results included in the students' final rating. This method moves away from the traditional system of rote memorization of large amounts of information.

To add to the continuing effort to increase the effectiveness of teaching, this year the school also cut the number of subjects students study each semester from about 14 to 9, consolidating certain subjects. Again this was a move away from traditional curriculum. In another change, all 9th-12th grade math classes were taught in English in order to systemize the classes and because more and better math materials are available in English. Two new English teachers with experience teaching at IRC's English Language Program were also hired, bringing more effective teaching methodologies to their classes.

An expatriate science teaching specialist was hired in the fall of this year to provide technical assistance to the staff. In order to obtain a closer understanding of the school, he taught English-medium 11th and 12th grade trigonometry. One problem that he experienced was the large difference between the most and least fluent English speakers in the classes. This creates a distinct disadvantage for the weaker students. A temporary solution is to utilize Afghan teachers who can teach in English but explain when necessary in Pushto or Dari for these classes. Other remedies that will be implemented next semester are to conduct English classes by proficiency rather than grade level and to implement an introductory English for Mathematics course that has been developed.



Students at the Experimental School of the Sciences.

Also this year extra afternoon classes were added in English, science, Islamiat and typing, a library was created, and laboratory supplies were purchased. The drop out rate at the school continues to be very low: 9% in 1986-87 and 5% in 1987-88.

The major problem experienced this year was a student demonstration in November which eventually spread to the English Language Program, leading to suspension of female classes because of threats of violence to women and girls trying to receive an education. While it began with a simple protest against a teacher administering examinations for an afternoon program, a few politicized students and even a few teachers abetted the demonstration, and it is thought that outside political forces were involved. This shows the dangers of politicization of education. Steps are being taken to ensure that political beliefs and activities do not disrupt the educational goals of the school.

In the next term it is hoped to begin additional afternoon classes, obtain a ping pong table (the grounds are too small for other sports), and sponsor additional sporting and extra-curricular activities.

INTERPARTY SCHOOLS

In August, 1986, the IRC assumed responsibility for the education of children in grades 1-12 in three schools affiliated with Afghan political parties: Omar Farooq Lycee in Peshawar run by Harakat-e-Inqilab-e-Islami, Hazrat Ali Lycee in

Hangu run by Mahaz-e-Milli-Afghanistan, and Abu Hanifa Noman Lycee in Bajaur run by Juba-e-Nijat-e-Milli. These schools were formerly administered by the InterAid Committee. As of January, 1987, the IRC also began administering the other two former InterAid schools, Hazrat Osman in Haripur and Siddique Akbar in Peshawar.

A Board of Directors was formed consisting of IRC personnel, Afghan educators and the educational presidents of the three parties to serve as the decision-making body for the schools. The Board prepared policies and procedures for the schools. Two monitors were also hired to take responsibility for:

- Enforcing the policies mandated by the Board,
- Monitoring teacher performance and student attendance,
- Assisting with teacher training,
- Paying salaries, rent, and transportation costs,
- Purchasing and distributing textbooks, school supplies, and equipment,
- Reporting to the Board and IRC.

In addition to the assistance provided by the school monitors, one laboratory specialist, one primary specialist and the teacher-training instructors working for the TTT Program also provide assistance.

Monitors visit the schools at least once a month and check attendance, observe classes, meet with administrators and teachers, deliver supplies and books and make arrangements for payment of various bills. In addition they also help staff and students with any problems and report their observations to the Board.

Once again monitored enrollment (taken from actual counts by monitors rather than figures reported by the schools) and attendance figures improved this year. Almost 2300 students took final exams in 1988 (up from about 1900 in 1987), and total enrollment reported by the schools for the 1988-89 school year was more than 2900 students. Attendance figures for 1988 reported by monitors averaged 85%.

MONITORED ENROLLMENT AT INTER-PARTY SCHOOLS

	Recorded on IRC assuming responsibility	End of School Year 1987	End of School Year 1988
Seddiq Akbar	309	530	638
Hazrat Osman	276	285	362
Hazrat Ali	384	453	584
Omar Farooq	353	443	475
Bajaur	133	227	229

An expatriate Assistant Coordinator for Boy's Secondary Education, a math and science teaching specialist, was hired in August, 1988, to assist the Interparty Program and the Experimental School. On his first trips to the schools he noted the dearth of laboratory experiments being performed at four of the schools (a notable exception was Abu Hanifa Noman Lycee). A committee was formed to look into this problem. Upon surveying the teachers, it was found that many did not know how to use the equipment. As a result, a lab teachers' seminar will be given early next year and priority is being given to the preparation of laboratory manuals.

Another problem observed was that many of the better educated science and math teachers were engineers who saw their jobs as only a means of earning some money until they could return to Afghanistan and resume their careers as engineers. They therefore had little motivation to improve their teaching. Monitors are using positive motivation and patriotism to try to motivate these teachers. ("These boys are tomorrow's Afghanistan.") The seminars also try to address this issue of poor motivation.

The problem of very poor textbooks and no training for teachers of Dari and Pushto classes was also observed. It is hoped that the new textbooks and teacher training seminars for these teachers will help to improve teaching in these areas. The English Teaching Specialist hired this year also visited the schools and noted poor motivation on the part of some teachers as well as weak knowledge of methodologies and sometimes poor skills in the English language itself. Seminars planned for next year will address these problems. A persistent obstacle to making consistent improvements to the schools is the high turnover rate of

teaching staff. In fact, one reason for the poor quality of lab teachers is that two of the best teachers were hired by IRC for other programs. Constant motivation through seminars and school visits is vital to continuing to supply support to both new and old teachers.

Other improvements were implemented this year. A system for monitoring textbook distribution and collection was devised so that texts could be used for two years. School uniforms were also distributed to all the schools from funds saved through more efficient distribution of supplies.

At all the schools there was a significant increase in the number of students taking final exams this year and increased standardization of percentages of those passing the exams. This can be attributed to improved monitoring of the exam procedures.

SCHOOL	# STUDENTS TAKING EXAMS		#STUDENTS PASSING EXAMS		PERCENT PASSING	
	1986-87	1987-88	1986-87	1987-88	86-87	87-88
Omar Farooq	438	454	401	390	92	86
Hazrat Ali	315	584	298	529	95	91
Hazrat Osman	285	362	209	291	73	80
Seddique Akbar	533	638	389	491	73	77
Abu Hanifa Noman	229	229	195	179	85	78

TEACHERS INSTITUTE

The Teachers Institute is a two-year college level program designed to train new secondary school math and science teachers. Students choose a concentration in one of two departments: chemistry/biology or mathematics/physics. It is a full-time course open to graduates of the 12th grade. There are currently 36 students enrolled in the institute. Instruction is in Dari and Pushto; coursework also includes English and Islamiyat.

Since 1985 IRC has been assisting in-service secondary school math and science teachers through short workshops, school visits and the preparation of textbooks and teaching aids. Surveys revealed that only a minority of the teachers IRC assisted were trained; very few had teacher training degrees and many were completely untrained with a poor command of subject matter and no knowledge of methodology. In response the IRC set up in-service training workshops, but staff also began advocating for the formation a teachers institute to provide more comprehensive pre-service training. The program became funded when a committee that investigated the formation of an agricultural institute IRC had planned

recommended that teacher training be provided instead, since they saw it as a greater need.

A Teachers Institute Advisory Board composed of six members of IRC's Education Program and four educators from other agencies was established in late 1987 to establish guidelines for a science and math program. A former member of Kabul University's Faculty of Science was chosen to head the program.

During March students were recruited and a total of 179 candidates registered for the entrance exam. Of the 162 candidates who actually took the exam in April, 1987, 54 students were accepted into the summer remedial program. Almost one-half of these students came from camps outside Peshawar and plan to return to the camps or rural areas of Afghanistan to teach when the course is finished, meeting an important goal of the program.

Because of the generally poor quality of these trainees' secondary education, over the summer these students were enrolled in a 10-week review course covering 7th-9th grade coursework. They reviewed materials from texts at those levels and also had labwork in physics, chemistry and biology. The regular course began this fall, continuing a review of 10th -12th grade work and advancing to college-level work as the term continued (see course descriptions in Appendices). By December the Institute supervisor reported that students were participating more actively.

The major difficulty encountered with the course is the high dropout rate. The main reason for this is that teaching is not a high-status or highly paid job. Trainees often choose teaching because of lack of better opportunities. Some trainees who had improved their knowledge through the remedial course took an exam for an Arab-sponsored "medical faculty," which claims to train doctors. Students who passed this exam transferred to that program because of its higher status and also because hostel accommodations and substantial spending money is provided. To counteract the latter reason, IRC is going to increase its stipend slightly--it was kept low in order to not attract students who were interested only because of the stipend--but this will continue to be a problem, as it is in many parts of the world, until teachers can receive higher pay and status.

Evaluation forms completed at the end of the semester indicated students felt the course was useful and their course load correct; some suggested more practical work next term while others wanted more English or Islamiyat. The Institute faculty would like to see the program expand to three or four years and eventually be absorbed into the Faculty of Science at Kabul University.

TEACHER TRAINING AND TEXTBOOKS

The Teacher Training & Textbook Program (TTT), the first IRC Education project, has two major goals: to facilitate the development of a small group of trained teachers and to develop better-quality math and science texts for Grades 7-12. The work of the TTT is supervised by eight Afghan specialists who head up the various subject area departments which have been created within the program.

Through teacher training programs, IRC hopes to first raise educational standards in the refugee camps of Pakistan while creating a group of teachers who

will later take their training home to Afghanistan. Since the program began in mid-1985, over 300 teachers have been trained, with many of them returning two or three times for advanced training. The roles of these trained teachers is crucial because many of Afghanistan's teacher training and secondary schools have been destroyed in the war.

TTT holds its month-long seminars during winter and summer school breaks. The curriculum at these seminars includes geometry, math, physics, biology, chemistry, and teaching methodology. An increased number of seminars were held this year, including new courses for middle school teachers. The program also provides a mobile team to visit schools and provide on-site follow-up and teacher training.

Since the start of the program in mid-1985, seminar attendance numbers 473, with some of these teachers attending more than once.

Seminar Attendance

<u>YEAR</u>	<u>NO. OF TEACHERS</u>
1985	60
1986	100
1987	138
1988	175
Total to Date	473

This year 175 teachers were trained in the following classes:

Teachers Training Seminars in 1988

<u>Seminar</u>	<u>Beginner Students</u>	<u>Advanced I Students</u>	<u>Advanced II Students</u>	<u>Date</u>
1 Science	12	7	x	Jan.88
2 Middle	18	x	x	Feb.88
3 Methodology	8	x	x	April 88
4 Science	18	15	8	July 88
5 Middle	24	x	x	July 88
6 Science	12	9	12	Aug 88
7 Middle	15	x	x	Aug.88
8 Primary	17	x	x	June 88
TOTAL	124	31	20	

Teachers from Afghan Refugee Commissionerate and various political party and independent secondary schools enrolled. An advanced course was offered for the first time focusing on the practical aspects of teaching for instructors who had attended two previous seminars.

The student-teachers were given tests before and after each seminar and scores were compared to evaluate how much they had learned. The average increase in scores was 73%. The greatest increases were made by middle school teachers, who tend in general to be more poorly trained. They were able to make substantial gains during the one month course. The poorest gains made were in the course that included Commissionerate headmasters, who had no motivation to study science. They have been asked to not attend in the future.

To date 28 texts of the 30 required have been written by the IRC instructors and 20 have been printed. These texts go through various stages, being reviewed by teachers and experts in the fields, edited in the TTT office and then hand-printed and illustrated at the IRC Printing Press. A total of 55,000 copies of textbooks have been printed or reprinted.

TEACHER TRAINING & TEXTBOOKS--Books Printed in 1988

7th grade	Biology	(Dari)	3000	copies	
8th	Math	(Pushto)	3000		"
8th "	Geometry	(Pushto)	3000		"
9th "	Math	(Pushto)	3000		"
9th "	Biology	(Dari)	3000		"
10th "	Chemistry	(Pushto)	3000		"
10th "	Physics	(Dari)	3000		"
10th "	Geology	(Pushto)	3000		"
11th "	Geometry	(Dari)	3000		"
11th "	Biology	(Dari)	2000		"
12th "	Math	(Dari)	2000		"

The textbooks are based on the curriculum of the Seven-Party Alliance and incorporate the following revisions of texts used before the invasion:

- They are tested for age-appropriateness; many of the former texts were too abstract and difficult for the age-level being taught.
- They incorporate activities aimed at student involvement in the learning process and the development of thinking and problem-solving skills.
- They contain concrete examples and illustrations to more effectively demonstrate the point being taught.
- They provide clearer explanations as well as corrections of factual errors in the original texts.

The textbooks are distributed to Commissionerate, political party, and independent refugee schools. They have been adopted by the Commissionerate Textbook Board and the six political parties having secular education departments. In addition, several committees providing cross-border assistance have favorably reviewed the books and requested copies to send to secondary schools being assisted inside Afghanistan.

Work also began during the fall on lab manuals to assist teachers and students with the performance of experiments. Biology, chemistry and physics instructors are working on the preparation of experiments for various grades under the guidance of the Assistant Coordinator for Boy's Secondary Education, an American trained in math and science. The lab manual will outline a procedure for teachers that is more interactive with students. IRC is also supplying some 30 schools in Pakistan and several schools in Afghanistan with science lab equipment.

LANGUAGE TEACHER TRAINING PROGRAM

This program trains English and Dari/Pushto teachers at refugee schools throughout the NWFP and also works on curriculum development in these languages. Teachers attend language training seminars taught by either a native language specialist or an English language specialist. The specialists also visit various schools that IRC works with in order to coordinate and improve language teaching and training.

This year the IRC has been able to begin responding to repeated requests for language teacher training and curriculum development for the Afghan languages, Dari and Pushto, as well as English. A Language Teacher Training Program Manager was hired in October, 1988, to oversee this program.

Dari/Pushto Teacher Training & Curriculum Preparation

As concerned Afghans have pointed out, no methodology for teaching these languages has been developed. At the same time, middle and secondary textbooks consist of ancient poetry that would try the skills of graduate students of literature. The scarcity of resources in this area presents a great challenge, but IRC is fortunate to have obtained the part-time services of a former Kabul University professor who has a great deal of knowledge of the languages themselves as well as language-teaching methodology.

Under the direction of the Afghan Dari/Pushto Specialist, language committee meetings are held during which curriculum design for Dari and Pushto textbooks for grades 7-12 are discussed. Outlines for these texts as well as sample lessons have been prepared and a Dari grammar book has been submitted for calligraphy. In addition first drafts of the 7th-grade Dari and Pushto texts have been completed. These texts are presently under the process of review and revision and are being tested in Experimental School classes. Work on this curriculum comprises the writing of reading selections and the creation of pre-

and post-reading activities. Some of the lessons are drawn from texts that are currently in use in Afghan schools; other completely new selections are written.

During July and August, 12 Dari and Pushto teachers underwent a training seminar. Specific techniques including utilization of pre-and post-reading activities, grammar exercises, word games, puzzles and other activities were introduced to make the lessons more interesting. The participants, teachers from the seven political parties and one from the Pakistani Commissionerate, responded positively and requested longer seminars in the future. A two-day training seminar for Dari and Pushto teachers at the Lycee Malalai was also conducted.

English Teacher Training & Curriculum Development

Since the arrival of the English Language Specialist, coordination of English language teacher training at the Lycee Malalai, Experimental School, party schools, Pakistani Commissionerate Schools and English Language Outreach Programs has been made possible.

The Program Manager observed that students at the Lycee Malalai and Experimental School meet in grade level groups which do not correspond to their English placement level. By employing a tutor to work independently with those students who are behind, weaker students are beginning to catch up to their peers and are no longer sitting through their English classes without understanding or learning.

In preparation for a one-month training seminar to begin in January, 1989, a series of needs-assessment observations were conducted at InterParty and Commissionerate schools. The teachers generally employed the translation method and many displayed no fluency in English themselves. The workshop curriculum was designed with this in mind, so that participants will receive two English lessons and one methodology seminar per day.

Aside from explicit problems involving unfamiliarity with improved teaching methods and lack of materials, interviews with teachers revealed low job motivation in most instances. Furthermore, there was no apparent teacher perception of connection with a larger language education network. The Commissionerate staff did recognize themselves as members of the Pakistani education system; a system not highly significant to camp-dwelling Afghan refugees as evidenced by the textbooks in use. These texts are inappropriate for language acquisition, which the instructors recognize. They will not deviate however, because the Commissionerate monitors them regularly.

As a tool to reward teachers with public recognition and forge a more concrete link between Peshawar based language educators and those in more remote areas, a language education newsletter is under consideration.

HANGU EDUCATION PROGRAM

The Hangu Education Program supports existing schools and new schools in the Hangu area based on requests from community representatives, whether they be

village leaders, Afghan groups or commanders. Books and supplies are provided as well as teacher training and contribution to teacher salaries. Some of the schools supported are full schools, but others consist of only one or two classes. The program also supports a literacy training program and girls' classes in the NWFP.

The initial phase of the Program was begun in June 1988 with the hiring of an Assistant Coordinator. By September the majority of Afghan staff had been hired and plans for the program devised. At the end of 1988 the program had five facets:

- assistance to Afghan group schools
- start-up, support and supervision of primary community schools and classes
- start-up, support and supervision of youth and adult literacy classes
- a youth apprenticeship program
- teacher training

Statistics related to these five facets are as follows:

AFGHAN GROUP SCHOOLS		
# of schools assisted		103
# of boys assisted		14,100 (approx.)
# of girls assisted		202 (approx.)
# of total students assisted		14,302 (approx.)
COMMUNITY SCHOOLS/CLASSES		
# of boys' schools started		1
# of girls schools started		1
# of boys and girls schools started		1
# of boys and girls classes started		16
# of boys assisted		631 (approx.)
# of girls assisted		278 (approx.)
# of total students assisted		909 (approx.)
LITERACY CLASSES		
# of classes started		25
# of students assisted	(all men)	525 (approx.)
YOUTH APPRENTICESHIP		
# of businesses for apprentices		15
TEACHER TRAINING		
# of seminars held		2
# of teachers trained	(all male)	34
<hr/>		
TOTAL # OF STUDENTS/YOUTH ASSISTED (approx.)		15,736
assisted (approx.)		15,256
females assisted (approx.)		480
	Total # of male	
	Total # of	

Although the total number of students assisted after only six months far exceeds the proposed number of 9,700, the number of girls assisted is far less than the proposed 2,000; it will probably not exceed 1,000 for all of 1989. Fathers in these camps are very reluctant to send their girls to schools with boys and with teachers they do not know. Proportionally, IRC has been more successful than the

group schools in including girls in their classes and schools. Approximately 31% of students in IRC classes and schools are girls, whereas in the group schools, less than 2% of the students are girls. Part of IRC's success is due to the fact that the community chooses their own teachers (screened and tested by IRC) and their own classroom sites (often mosques or rooms in homes).

Afghan Group Schools

Assistance to Afghan Group Schools consists of supplying books, school supplies, tents and tarps to schools for which assistance has been requested.

Five groups requested assistance for schools in three regions--Kohat, Kurram and Waziristan. Most of these schools had received little or no assistance and were located in remote and dangerous areas of Pakistan. Few students had books and even fewer schools had buildings or tents. The first task was to find the schools and survey them. Following that, supplies were delivered. Surveying started in September and initial deliveries to all but a few schools were completed by mid-November. Delivery of supplies to a few schools, which are winter vacation schools, was postponed until Spring 1989.

Primary Schools and Classes

Because girls and some boys are not able to attend existing schools, the Hangu Education Program supports primary schools and classes in mosques and homes. Teachers are screened, trained and supervised. Schools and classes are provided with books, materials, tents and tarps and salaries are provided to the teachers.

To date, 16 classes and three schools have been started in five different camps, including two camps between Peshawar and Islamabad. Requests for 80 new boys and girls classes and 3 new girls schools have been received. Nine teachers have been trained (see below).

IRC does not decide to start schools and classes on its own. Instead, it waits for a request from the community, usually a teacher. Once a request has been received, the Afghan staff goes to the camp of the requestor and meets with elders and religious leaders to determine whether there will be any problems. If there are no objections, the staff tests the teacher and investigates whether the teacher's students are attending other schools; if so, those students are excluded. By following these procedures prior to starting schools and classes, IRC has encountered very few problems.



Above: A literacy class takes place in Darsamand camp.
Below: Students of the literacy class in Darsamand.



Literacy Classes

Because there is a very low literacy rate among Afghans, the Hangu Education Program has started literacy classes. Originally plans were to administer youth literacy classes; however, when adults asked to be included, they were encouraged to attend. Teachers are screened, trained and supervised. Classes are supplied with books, materials, tents and tarps and salaries are paid to the teachers.

Initially IRC was told that it would be very difficult to start literacy classes because this is what the communists tried to do, and, thus, literacy classes supported by foreign organizations are viewed with great suspicion. However, the Afghan teacher trainers working in the Hangu Education Program are all very devout Muslims who are well respected in the camps. Several of them worked as community health workers or supervisors prior to joining the education program. After only a few weeks of meeting with elders and religious leaders in various camps, they were able to find 525 men interested in literacy classes. This was an incredible feat considering that the teachers, students and teacher trainers will all be subject to condemnation and harrassment by other members of their community for participation in this program.

After training the teachers for two weeks, 25 male literacy classes started in late December. Class size ranges from 6-40, averaging about 20. Although there are students of all ages, the average age is between 20 and 30. The curriculum includes Pushto, math, Koran and religion. The classes will run for 6 months.

Youth Apprenticeship

Technical training through apprenticeships in local Afghan businesses is provided to youth who are poor and have at least one parent who has been martyred.

Originally 100 apprenticeships had been planned, with many youth placed in the IRC Construction Program. However, due to a lack of work, the construction program was unable to take any apprentices so the program has been scaled down.

By the end of December, 15 businesses (including 13 with loans from the IRC Business Incentives Program) had agreed to take 29 youth for 6 to 8 month apprenticeships. Apprentices will be chosen in January, 1989. Businesses located in three camps will train in the following areas:

bed making	radio repair	welding	shoemaking
tinsmith	bicycle repair	vehicle/tire repair	body/paint shop
embroidery	carpentry	tailoring	

Teacher Training

A major goal of the Hangu Education Program is to improve the skills of teachers as there are very few good Afghan primary school instructors. To achieve this goal, teacher training seminars are held.

By the end of the year two seminars had been held--one for literacy teachers, the other for first grade teachers. The seminars were very successful, considering the behavioral changes made by both teacher trainers--none of whom had previously participated in a training seminar--and their students. In a few short weeks, the teacher trainers learned to:

- show teachers how to teach the sounds of the Pushto alphabet prior to starting to read the books (this had not been done before so that the trainers had to analyze their own language to determine the sounds);
- train teachers how to involve students in the educational process, using question/answer and other techniques taught in the training process; and
- give teachers ample opportunity to practice teaching the new techniques.

Teachers attending the seminars were at first confused (there were no lectures) and then excited. Many made comments to the effect that if they had been taught in this manner, they would have learned much more quickly and much better. Prior to the end of the seminar some teachers began using the techniques in other classes they were teaching and commented that students were no longer bored and learned more quickly and that they, the teachers, now enjoyed teaching.

Future Developments

In 1989 the Hangu Education Program plans to start several new girls schools and 30-40 more girls and boys classes. If funding can be found, approximately 60 more literacy classes may be started. However, the emphasis of the program will shift to teacher training. Additional training classes are proposed for refugee teachers and those working within Afghanistan. The training skills of teachers will continue to be developed until they become master teacher trainers. By the fall of 1989, a 3-month seminar will be held to prepare teacher trainers to work in Afghanistan in training other teachers in improved methodologies.

THE SELF-RELIANCE PROGRAM

INTRODUCTION

1988 has been a year of change for the Self Reliance Programs (SRP). IRC management and project staff began the year with the outlook that the refugee situation was a long term one. The buildup of camp infrastructure, development of agriculture, credit and handicrafts programs continued. However, after the signing of the Geneva Accords in April, 1988, it became apparent that SRP would need to consider refugee rehabilitation more thoroughly. At the same time program staff needed to determine if refugee projects should continue at their current levels.

There are two main program changes in response to developments that are taking place in Afghanistan. The first is a decision to withhold new loans temporarily in the Business Incentives Program; the second is to increase the training components of existing programs or to introduce new training programs. The Construction and Agriculture programs are currently working on proposals for short-term, basic level courses designed to increase the number of skilled personnel in the Afghan countryside.

Increased research and planning following the signing of the accords placed higher demands on the program, and in September an Assistant Program Coordinator was hired to help manage the workload.

The SRP office has moved to a separate building (along with the handicrafts tailoring operation and showroom) and procured its own office machinery and support staff.

Construction

The work of the Construction Project is supervised by 55 staff, of which at least 25 are qualified as engineers. Under the overall program, construction teams built six primary and middle schools, additional classrooms, seven clinics, a health staff accommodation, two mother-child centers, a handicraft center, an agricultural extension worker center, automobile service complex, and 49 insettlement stores. (An insettlement store is a pre-fabricated warehouse that has been used extensively around Pakistan to store food stuffs and other supplies for refugees.) The insettlement stores construction also employed IRC workshops extensively. The metal braces, frames and joints all had to be fabricated before being sent into the field for assembly into buildings.

Road crews improved 47 kilometers of camp secondary roads, and maintained an additional 24 kilometers. Besides this, refugees improved 47 km of camp pathways under a plan in which IRC paid them for their labor and they supplied the materials. IRC also built four diversion dikes to protect river banks and buildings from being washed away by flash floods.

The maintenance crews worked on warehouses, binishells, insettlement stores, geodesic domes, schools and clinics. Nearly all the work on the schools involved

reconstruction. Built out of mud and straw with wooden roof supports, these schools require extensive maintenance. IRC maintenance crews replace the wood and mud/straw roofs with pre-stressed girders and pre-cast cement slabs. Often, the walls also had to be rebuilt and plastered.

The new auto shop provided an economical and convenient repair service for the medical and self-reliance field programs of IRC and also serviced vehicles of other organizations operating in the area. This is an extensive facility, with several work bays and pits, its own water supply, an office, and a large storage area. Besides the simple work of washing vehicles and fixing their dents and punctures, the auto shop undertakes major repairs including boring diesel engines.

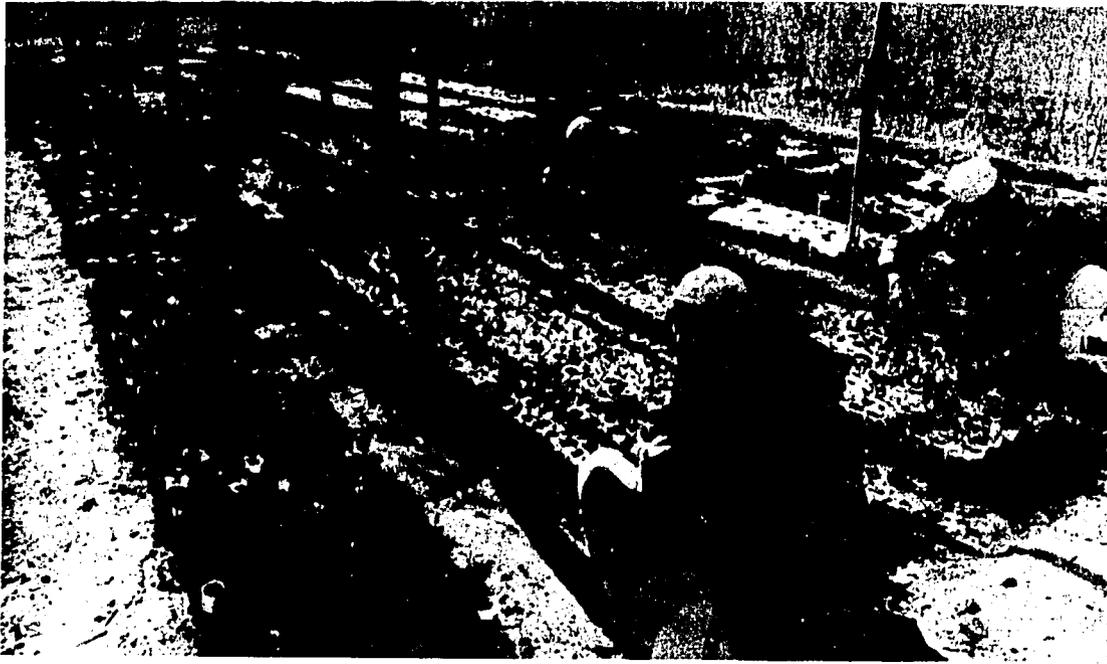


Technical student operates a lathing machine at the Auto-Workshop

Agriculture

Kitchen Gardening:

Through November approximately 12,000 families in eleven camps received seeds or seedlings. Crops planted by refugees under this program included onions, tomatoes, eggplants, peppers, okra, gourds, spinach, turnips, radishes, squash, cucumber, and coriander. To aid in the crop production of refugees, tomato and onion seedlings are grown in some 1,150 square meters of land under cultivation in eleven demonstration farms or purchased in the market. In addition, miscellaneous crops grown in the demonstration farms were sold to help replenish the costs of seed and insecticides, with profits benefitting the program.



Employees of the Agriculture Program prepare tree seedlings for distribution.

With the help of the 19 extension workers, some refugees chose under their own initiative to plant additional crops with seeds they found in the market. Refugees also demonstrated the value they assign to the project by working very hard to provide sufficient water for their crops. Since the project area is largely arid, and moreover this year has been a drought year, refugees have not only dug wells for their gardens but have come up with innovative water schemes, including the construction of water conduits, aqueducts and hand pumps, tapping springs, digging or developing reservoirs.

Through the agriculture program refugees gain protein and vegetable nutrient sources that they could not afford to obtain in the markets. This improves the health of camp populations and probably results in reduced illness and medical care costs. House-bound refugees, such as women, benefit especially by the presence of more varieties of food in their compounds.

Besides the direct health benefits, the agriculture program is also thought to increase the psychological well being of the refugees. Through creative and rewarding endeavor, the refugees gain enhanced self-esteem and reduced feelings of dependency. Having a garden also makes camp life more bearable by making the refugee dwelling more of a home. Less directly, the agricultural program reduces friction in relations between the refugees and nearby Pakistanis by stabilizing food prices in local markets.

Poultry:

At the end of the second year of SRP's poultry project, 28,976 layers were distributed to 6,152 refugee families in 11 camps. Five chickens are distributed to each family at a time. IRC extension workers gave priority to families living in areas unsuitable to crop production in an attempt to optimize the dietary benefits of the entire agricultural program. IRC charges recipients six to eight rupees per chicken to defray the costs of purchasing the day-old chicks.

The chickens are raised in a 540 square meter poultry house for six to eight weeks before distribution. Each chick is grain fed and vaccinated against common diseases. The mortality rate from the time of purchase to the time of distribution was around 20%, due largely to the strains of transportation on the day-old chicks and to the unusually hot weather experienced this year. Follow-up vaccinations and monitoring is provided by the project's extension workers after the chickens have been distributed. Despite this, Newcastle disease and other respiratory and intestinal ailments may have claimed 40% of the chickens distributed to refugees.

Providing subsidized poultry has obvious effects on the level of protein intake among the refugees. They are able to benefit both from the egg production of the chickens and their meat if they are slaughtered. Allowing for refugee outlays to receive chickens, the gain to the refugees was 9 times the material and labor costs to the program.

Horticulture:

Most of the 123,835 tree seedlings distributed to refugees this year have been shade trees, but about one third were fruit trees. Approximately 40,000 fruit and shade trees are now being grown in IRC farms for distribution next year. It is difficult, given the time lapse between preparing a new seedling and its distribution, to arrive at a clear cost/benefit figure after only one year of implementation. This year, the tree distribution has been primarily of shade trees (which will have a limited utility as a fuel source in one or two years' time) and there has been above all an ecological impact. Next year, fruit trees with a more clear economic impact will be distributed from this year's maturing crop.

One of the adverse effects of the presence of large numbers of refugees in Pakistan has been the acceleration of deforestation. This project is helping in a small way to alleviate that. This aspect of the program also has a future in the rehabilitation of Afghanistan. The rate of deforestation in Afghanistan, and particularly in Paktia, where IRC plans to work first, has been alarming. In the absence of any legitimate or authoritative government control, tree harvesting for export to Pakistan has proceeded unchecked. The effects of this behavior on the ecology of Afghanistan has yet to be found out, but it is clear that serious shortages in building materials and fuel face the hundreds of thousands of returning refugees. Afghanistan would clearly benefit from extensive reforestation programs.

Veterinary Services:

Owing to the time required to obtain supplies, this new aspect of the agricultural assistance program got started only midway through the year. This is an extension project operating out of the existing agricultural centers in each camp. Two veterinarians and three paraveterinarians, along with a few laborer-helpers, visit each camp in turn to vaccinate animals and treat a number of diseases. In the first half of the year, 9,840 animals were vaccinated and 2,173 animals were treated; this is in addition to 152,383 chickens that were vaccinated.

The animal husbandry activities have been continuing. Usually, there are three IRC bulls available for breeding. Simple shelters have been built to house these animals.

Camp Survey:

In the last quarter of 1988, SRP decided to conduct an agricultural survey in the camps, which was designed and implemented by a former Peace Corps volunteer. Originally the idea was to evaluate the effectiveness of the agriculture program by viewing refugee agricultural accomplishments and polling refugees on their perceptions of the program. After scrutinizing the question more deeply, however, we decided that it would be more useful to find out what the refugees know about conditions in their villages and what their priorities for assistance are. The survey was also designed to reveal the sophistication of agricultural knowledge and practice among these rural Afghans. By the end of the year the survey was completed and analysis of the data will greatly assist in planning programs for Afghanistan.

Handicrafts

Conservatism on the part of powerful camp tribal leaders was again a major constraint on the conduct of the program in 1988. Objections to women working resulted in the permanent closure of one of the handicraft production centers. In December a new scheme to circumvent this conservatism was introduced as a pilot project in one of the camps. Under the "runner" system, the husbands and male relatives of the women will collect the raw materials from the IRC office and distribute them to the women in the camps. When the work is done, the men will return the finished product and collect the women's wages. In this way, IRC has only a periodic presence in the camps to monitor the program.

There are five handicraft centers currently in operation, with over 300 regular producers and a number of irregular producers. In addition, 70 young women have received training from nine instructors who work regularly in the camps.

Fifteen sewing machines were distributed to group leaders this year in appreciation for their volunteer time contributed to IRC's handicrafts program. Rs 336,545 worth of raw materials was purchased in 1988, and payments to women amounted to Rs 442,748. Rs 837,802 worth of handicrafts have been sold this year.

A new Project Manager was hired in January and with her arrival a notable improvement in markets and sales has occurred. The Handicrafts Showroom in Peshawar was relocated earlier this year to allow improved space for the finishing and display of products. After a short slump due to the move, sales have shown a steady improvement. Both Business Incentives and the Printing Press take advantage of the showroom to sell their fresh mushrooms and paper products, respectively.

Market expansion has been a major preoccupation for the project this year. Due to the complexity of exporting goods from Pakistan and given the relatively small size of SRP's handicraft program, it is more feasible to export through one of the other handicraft projects which already has an established exporting facility. Plans are underway to increase production and exporting of goods to a wider market.

Maintaining a handicraft center for women in the highly political environment of the camps, though it may be done with the best intentions, can be extremely difficult. A question that often arises is what to do with handicrafts when cross-border projects are established inside Afghanistan. Another refugee assistance organization plans to start a handicrafts project in Nangahar province in 1989. SRP staff will be watching this program's development closely to gain ideas on how a successful handicrafts project can be established in Afghanistan once repatriation is underway.

Business Incentives

In this program refugee dependence is reduced and the standards of living of participants increased through employment and profit-making. With a small initial investment, skilled refugees can begin self-sufficient enterprises that continue independently of the project once loans are repaid.

Twenty nine businesses, employing 94 refugees, have been established or expanded in the second year of this project; of these, 11 are new, and 18 were already existing at the start of the year. As yet, none of the businesses supported by SRP have failed or required additional credit. Businesses include metalworking, shoe making, mechanical embroidery, pottery, mushroom growing, machine repair, and weaving.

Systematic business planning is impossible for individual enterprises, since most refugees are illiterate and only estimate their revenues and costs during interviews. For the same reason, gathering accurate information for cost/benefit analysis purposes is difficult. Often loan recipients will inform us that they are shutting down their business for three or four months to go to Afghanistan to fight with the mujahideen. This causes obvious disruptions in the repayment schedule but cannot be avoided.

Many of the businesses which receive loans from the project have a definite annual cycle. Tinsmithing, for instance, is much more profitable in the winter months than in the summer. Conversely, sandal making does better in the warmer weather. These patterns directly affect the loan recipients ability to make payments, and have to be worked around.

IRC is in the process of formulating a contract with Volunteers in Technical Assistance (VITA) to produce several hundred gabions to be used in Afghanistan. Gabions are wire mesh containers used for water control in areas prone to flooding and soil erosion. The production of these mesh bags will be coordinated by the SRP Project Manager, who will oversee the recruitment and training of refugees.

Due to the ambiguous political situation in Afghanistan the Business Incentives Program is undergoing a period of difficult planning. As it is unclear when the refugees will begin to return, the project has had to remain more conservative with its funds and to limit the amount of outstanding loans.

THE HEALTH EDUCATION RESOURCE CENTER

INTRODUCTION

During its third year of operation, the Health Education Resource Center (HERC) solidified its place in the health community of the NWFP, becoming a focal point for health education materials production and a center for training those involved in health education. With the addition of two health educators and subsequent upgrading of the skills of staff artists; a newly trained cadre of pretesters, the Silkscreen Project, and the Afghan School Children Project, the HERC now has expertise that is respected and utilized by UNHCR, UNICEF and the Government of Pakistan (GOP). This year HERC became the center for health education that was envisioned when the program was first proposed in 1986.

PROGRAM DEVELOPMENTS

In October, 1988, a Materials Development Specialist arrived from the U.S. and has added her expertise as a health educator, workshop trainer, and commercial artist to the program. Other changes in staff include a team of four Afghans who are developing the Silkscreen Project. In order to acquaint health workers as well as agency directors with HERC a new position of Public Relations/Outreach Worker has been created. An Afghan staff member has been promoted to this job and will begin outreach work early in 1989.

A jointly sponsored workshop on health education materials was held in August by UNHCR and UNICEF. At its conclusion, all agencies represented were in favor of increased support to the HERC to help produce high quality materials, which the agencies also agreed to use in common. Priority health topics were established; the agencies then agreed to discuss the health messages on each topic to be promoted and the materials to be used for these messages. A production schedule, which the agencies have followed, was subsequently agreed upon.

Since September, representatives of cross-border and refugee organizations from both the NWFP and Baluchistan have met to discuss the health messages for the topics of nutrition education, immunization and personal hygiene/sanitation. A fourth meeting to discuss the messages and media for control of diarrheal disease/ORS is to be held in January, 1989.

These meetings have resulted in a large number of flipcharts and posters to be produced by the HERC in the coming year. The materials on nutrition education and immunization will be drawn by the artists at HERC under the supervision of the Materials Development Specialist. The Health Educator from Save the Children (UK) has volunteered his artists to draw the materials for personal hygiene/sanitation. These, too, will be developed under the direction of the HERC Materials Development Specialist.

An Artists' Workshop, organized by HERC, was held in November and was attended by artists from two refugee organizations, one cross-border organization, and the Government of Pakistan (GOP). Follow up skills workshops will be held twice per month starting in January, 1989.

Staff of HERC and Save The Children (UK) collaborated in holding a week-long Pretesting Workshop, at which fourteen Pakistani and Afghan field personnel from cross-border and refugee organizations as well as the GOP were trained in the techniques of pretesting health education materials. These personnel have agreed to pretest the health education materials produced by the HERC in their own villages and camps as the need arises.

The HERC Coordinator has been involved with the Health Subcommittee of the Agency Coordinating Body for Afghan Relief (ACBAR) since its first meeting in late 1988. As a member of this subcommittee, the coordinator ensures that health messages promoted by UNHCR/WHO are incorporated into the guidelines elaborated by the Health Subcommittee, which will eventually be used by those health organizations who intend to work in Afghanistan.

As a member of the ACBAR task force on Health Manpower, the Program Coordinator is also gathering information on the various community health worker (CHW) curricula used by organizations training health workers which will be used in formulating a standard curriculum for all CHWs; a similar curriculum will be compiled for all midlevel health workers now trained by organizations.



Preparing color separations for printing a flipchart about the importance of vaccinations.

Silkscreen Project

In addition to increasing the skills of HERC artists and ensuring adequate pretesting of materials, this year the program began a Silkscreen Project. This project enables the production of low cost, easily portable cloth posters and

flipcharts; an advantage to the process is that it affords the capability of producing small quantities of materials as need arises.

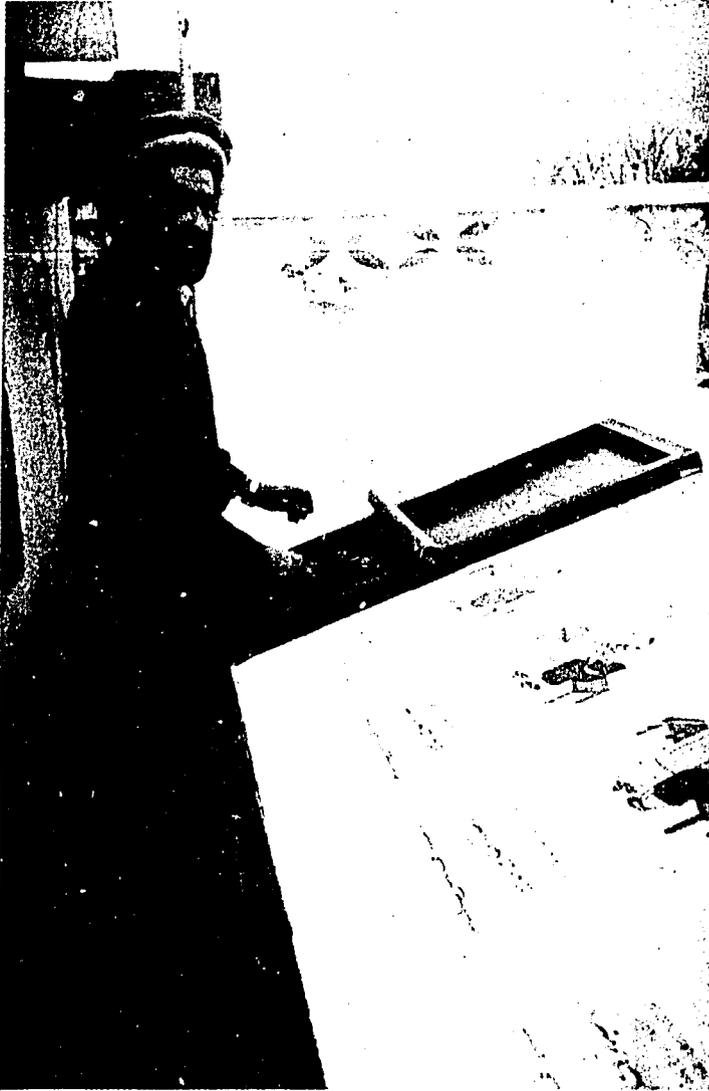
The HERC Silkscreen Project was officially launched in November with the production of 1,000 copies of the first cloth poster. The poster, showing a mother teaching her child how to wash his hands with soap, measures 28" x 32" and is printed with colorfast inks on white cotton for ease in handling and transport. It was designed for use in rural Pakistani villages. The second poster, which promotes breastfeeding and is targeted toward the same audience, was printed in December; a third poster on weaning foods is scheduled for production in January, 1989. Along with the cloth posters the HERC will also produce fabric flipcharts that can be rolled around wooden dowels and carried into camps or to Afghanistan as needed.

The Silkscreen Project currently employs five Afghan staff: a Project Supervisor, two printers, one assistant, and one part-time apprentice. The Materials Development Specialist has served as a project advisor, supervising the creative component as well as coordinating the pretesting and production schedule.

Increasing efficiency and expanding production capability and quality are important goals for the project in 1989. At least eight posters and eight flipcharts containing four to six images each are scheduled for production as a result of the consensual meetings on priority health messages held under the auspices of UNHCR. With this workload, the silkscreen team expects to be very busy during the coming year.

As with any new endeavor, a number of technical problems have had to be tackled and solved. Nevertheless, over the past two months mechanical and technical operations have improved considerably. An anticipated move in February next year to more comfortable and convenient quarters adjacent to the art and administrative offices of the HERC will further increase the efficiency of this project.

The decision of the participants at the initial workshop in August on Health Education to share health education materials produced exclusively by the HERC has somewhat changed the character of the program. Because of the heavy production schedule for the next year, it has been decided not to accept work from various organizations for illustrations and calligraphy on an ad hoc basis. It is felt that the large amount of time and staff needed for individual projects is not warranted at present. HERC supports the policy of UNHCR and UNICEF of instituting standards and guidelines for health education messages and materials which will be followed by all organizations, those existing as well as new ones.



A silkscreen technician printing the first page of a vaccination flipchart.

Afghan School Health Project

During 1988, another major project was initiated by the HERC. As mentioned in last year's annual report, a proposal was written to produce health education materials for Afghan school children. This project began in June with ad hoc staff writing up ideas for stories and activities. However, the Project Health Educator did not arrive until August. After her assessment of the needs and capabilities of the schools to accept and incorporate the materials produced, a decision was made to change the earlier focus.

The focus shifted to behavioral research which the original work plan for the project did not include. In order to develop effective, cross-culturally

appropriate materials it was necessary for the health educator to embark on a program of visiting refugee camps and schools as well as consulting Afghan, Pakistani and expatriate educators and medical personnel. These consultations provided base information on the health knowledge, attitudes and practices of the refugees. Visits to camps, BHUs, and schools also provided information about the environment in which the children live and learn.

As field research progressed, it became clear that the social and political situation unique to Afghan refugee life would have an impact on the success or failure of the project. Because of this, a significant amount of time was spent in meetings with IRC primary education staff based in Hangu, IRC Inter-Party school staff, teachers, parties and party officials in order to determine the perceived health education needs. In addition a series of meetings were held with representatives from other voluntary agencies with extensive experience in preparing education materials for use both in the refugee community and in Afghanistan.

Following a preliminary assessment of schools, the Health Educator chose to focus efforts on the first four grades only. A study commissioned by UNICEF showed, and field experience supports this conclusion, that many Afghan refugee children leave school after grade 3.

In the meantime, project staff continued to prepare stories and lessons. Preliminary artwork was done and pretested. 1989 will see the preparation of a package of supplementary and illustrated materials which will be pretested along with the booklets. It is anticipated that work on materials for grades 4-8 will commence sometime in the Spring of 1989.

Health Education Materials

Over the past year the health education materials available at the Resource Center have been popular. These include the SERVE booklets in Pushto as well as HERC's own published materials. The HERC has served not only IRC's Sanitation, Medical, CHW, MCC and MCH programs in Hangu, but also over forty different voluntary organizations in Peshawar, Islamabad and Baluchistan.

Since the HERC began charging for materials and photocopying in 1987, over Rs. 106,934 have been generated from the sale of health education materials. This is a substantial figure as materials are always sold at manufacturing cost.

In late December, a request was received from UNICEF to halt distribution of the booklet, Prevention and Treatment of Diarrhea. UNICEF, with whom the HERC originally produced the booklet in 1987, found many instances where the language of its material was so vague as to be dangerous if followed closely. Agencies having bought copies were asked to return them to the HERC. Since the UNHCR group will be deciding on health education materials for diarrhea/ORS in January, 1989, a decision has been made not to reproduce this booklet.

According to the HERC librarian, a total of 665 volumes were borrowed from the program's library of English, Pushto and Farsi books this year. Unfortunately, a high number of borrowed books have not been returned to the library; therefore,

borrowers may only keep books for a two-week period instead of the former fourweek period. In addition, the entire bibliography is being entered onto a computerized database. This computerized inventory program will also be used to keep a current inventory of booklets, posters, and flipcharts that are sold or given to organizations, thus facilitating the work of the librarian and finance officer, as well as improving reporting capability.

Resource Center

Since its inception, the HERC has collected health education materials produced by other organizations and maintained samples of those materials in a Resource Center for other organizations to review. However, due to the low numbers of persons using the facility for this purpose and the decreased availability of space, the HERC is currently only maintaining copies of the community health worker curriculum produced by Save the Children (UK) and a few others. At present, those persons seeking health education materials produced by other organizations in Peshawar are being referred directly to the appropriate health education person in that organization. Thus, the Resource Center is acting more as a referral service than a repository for the health education materials of other organizations.

Production of Materials

Before the decision was made to limit the production of health education materials to those posters, flipcharts, etc. agreed upon by the agencies involved in the UNHCR meetings, the HERC produced a number of materials in 1988.

Audio-Visual Materials:

A number of new slide programs with scripts in English from Teaching Aids At Low Cost were purchased during the year, and many agencies have borrowed them. This year the scripts for the slide presentations, "Looking After Your Cold Chain Equipment", and "Looking After Your Vaccines", were translated into Pushto and put onto audio cassettes. In addition, the HERC translated into Pushto and dubbed onto audio cassette the script of the program "Recognize the Disease" for vaccinators and physicians from the Expanded Program for Immunization (EPI). During the year, 45 BBC radio programs entitled "Good Health" were donated by Save the Children (UK). These Pushto audio cassettes feature dramas in which the prevention and treatment of common diseases are entertainingly explored. HERC has copied and sold many of these tapes.

Visuals purchased this year include five slide sets with English scripts from the Hesperian Foundation on the topics of diarrhea and rehydration, mothers' and children's health, role playing, measles, and dental care. A request to translate the scripts into Farsi was received from a voluntary agency's female health worker students.

This year, the award-winning program on water and diarrheal disease, "Prescription for Health", was translated into Pushto and dubbed onto video

cassette and sold to IRC projects in Hangu, Save the Children (UK), Austrian Relief Committee, Baluchistan Development Resource Center in Quetta, MSF Belgium and others.

Four video cassettes on Child Development produced by UNICEF were copied from UNICEF's video stock in Islamabad. The target audiences for these tapes, prepared especially for developing countries, are Lady Health Visitors, female health worker students, and child caregivers. They have been viewed by a number of instructors and students of female health worker programs.

With a move to new office quarters in early 1989, where additional space will be available, HERC hopes to organize an audio-visual library and viewing area.

Print Materials:

All copies of the first edition of "Where There Is No Dentist" (Dari) printed in March were sold to organizations almost immediately, and over 300 copies of the second printing were sold during May and June. Because requests continued to come in, a third printing was done. The Dental Clinic for Afghans, which purchased 100 copies, would like to purchase 300 more but has a serious funding problem and cannot afford them. HERC will try to provide these copies at a reduced cost.

The Laboratory Manuals in Farsi and Pushto have also proven popular and all copies of the first edition of 100 each were sold. Requests for these large, technical manuals continue to arrive at HERC.

Malaria Charts printed in the summer were withheld from general distribution due to artistic imperfections and problems with inadequate pretesting. A volunteer joining our staff in January, 1989, is expected take on the responsibilities of further pretesting these materials and working with HERC's Materials Development Specialist in their revision.

5,000 copies of the immunization booklet, "Six Diseases" (Pushto), were produced for Project Director Health-EPI this year.

One of HERC's calligraphers hand-lettered a document for the Austrian Relief Committee, "Prevention Is Better Than Cure" (Pushto), a health education manual for school teachers in refugee camps. A total of 387 pages was written and illustrated, generating Rs. 7,740 for the HERC.

Staff artists produced the illustrations for childrens' stories requested by the Hangu MCC project in addition to illustrations for the HERC's Afghan School Children Project. A series of small posters on hygiene for Baluchistan was produced; a poster on hygiene was commissioned by the Pakistani Red Crescent Society, as well as artwork for an instruction manual on the Hudson Sprayer for UNHCR's malaria program.

Six editions of the Peshawar Health Education Communicator (the HERC newsletter) were produced last year. Over 50 copies of each edition were mailed to organizations in the NWFP, Islamabad and Quetta. Since many patrons came into the Resource Center asking for materials they read about in the Communicator, it has been concluded that this is an effective way for all health service providers to communicate information about new publications and activities.

SPECIAL PROJECTS

PRINTING PRESS

The IRC Printing Press continues to be self reliant, requiring no outside fundir other than loans which are used to make bulk purchases of raw materials and to invest in new equipment. The Press offers quality service, from artwork and calligraphy to delivered books at a competitive price, and is also dramatically expanding and developing its operation to better serve the printing needs of Peshawar-based Afghan relief organizations.

During the year the Press underwent an organizational restructuring. Employees were promoted from within the organization to create a middle and low level management network, which shifted more production responsibilities to these experienced employees.

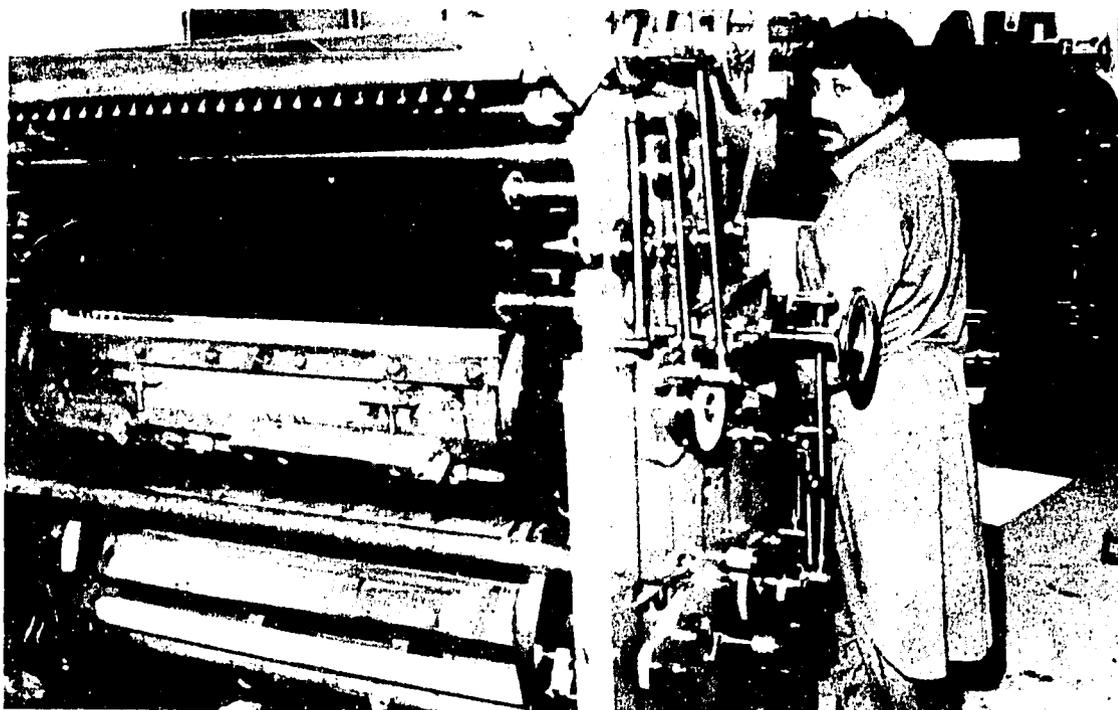


The staff of the Printing Press.

The Press is also expanding its physical building space from 44,093 cubic feet to 63,493 cubic feet, an increase of 44%. The amount of equipment has also increased. The Press has purchased on its own a new 23"x36" lithographic offset press, a paper lining machine, and other equipment which will help meet growing production demands.

The productivity of the Press has also increased dramatically over the past year. The number of books printed during 1987, averaging 100 pages or more, was 360,000. During 1988, the production of these books was 468,690, indicating a

good annual growth in book production of 23%. During the month of November, 1988, the Press produced 83,000 of these books, 53% more than the average monthly production for 1988 which was 39,056. Plans to expand production time in printing from 16 hours a day to 24 hours per day are currently under consideration.



The new 23 x 36" lithographic offset press.

There are currently 60 employees at the facility, 52 of whom are Afghans. This is an increase of 29% over the number of Afghan refugees employed by the Press last year at this time. The management plans to employ at least ten more Afghan refugees in the near future.

All these changes have improved the overall operation of the Press and helped to fulfill the main goals of the project--to deliver top quality printed materials at a competitive price in a timely fashion, and to develop both technical printing skills and management/leadership skills of the employees.

MOTHER CHILD CENTER

The Mother-Child Center (MCC) program, now in its second year of operation, has made significant progress in identifying and learning appropriate ways to work with Afghan refugee mothers and children, and in developing the program to meet their repatriation needs.

The first MCC opened in Kahi refugee camp after months of careful planning, community involvement and construction of a building which would provide women

purdah. Despite this, and the acceptance of the center by women and children, the project met with serious controversy as fundamentalist religious and political camp leaders objected to having a program or place where women could gather together. At subsequent meetings it was decided the center would remain available only to children and that no women would be allowed to come or to work in the center.

The new program approach has been successful. A group of 15-20 children come to the center on a regular basis with their younger siblings. An additional 10-70 children visit depending on the weather, BHU attendance, and school holidays. Older children assist staff in setting up, acting as teachers to younger children, conduct story-telling and games, and help develop new activities.

Activities include coloring, drawing, paper crafts, playing with simple wooden toys and puzzles, traditional Afghan games and religious stories, and health education with relevant demonstrations. Both boys and girls have made their own toys to bring to the center. Regular participants are given soap, combs and traditional toothbrushes to reinforce hygiene lessons and to assist them in taking care of their younger siblings. Health demonstration lessons reinforce correct usage of ORS, sanitation facilities, simple home remedies and first-aid.

While women still feel it is unsafe to come to the center, some progress has been made in changing attitudes towards the MCC Program. A community gatekeeper appointed by the opposing mullahs supports and acts as a spokesperson for the program. Recently these mullahs have also been working to select appropriate religious stories and lessons for the children.

The MCC will continue to build its children's curriculum and to develop culturally specific materials as teaching aids. Staff plans to work directly with IRC's Maternal Child Health programs to integrate early childhood care and education with supplementary feedings. In addition, a project to train urban Afghan women as Early Childhood Educators in Peshawar will provide training for the MCC staff working in the refugee camps. This training program will also allow women to take an active role in meeting their immediate need for childcare and prepare them to develop and implement their own childcare programs upon resettlement in Afghanistan.

THE RURAL ASSISTANCE PROGRAM

INTRODUCTION

On June 1, 1988 the Rural Assistance program (RAP) was created through the signing of a Cooperative Agreement between IRC and USAID.

The goal of the program is to assist war-affected Afghans who have remained in Afghanistan and Afghans who are returning to their villages from refugee camps in Pakistan. RAP provides grants to qualified private voluntary organizations (PVO's) to support rural assistance activities, increase agricultural productivity and rural income. RAP oversees and administers these grants. The projects implemented by the PVO's cover almost all the regions of Afghanistan. Such projects comprise the distribution of cash for food and provision of other basic necessities to the neediest, the support of agricultural needs and development, the reconstruction of irrigation canals, roads and farms and the assistance needed by refugees who wish to return to their homeland.

IRC has been involved in assisting USAID with its funding of voluntary agencies working in Afghanistan since 1985. The signing of the agreement in 1988 formalized this arrangement and has given IRC the opportunity to be of greater help to PVO's in terms of project development, monitoring and accounting and reporting procedures.

Program Activities

The staff currently consists of a Coordinator, an accountant/auditor, and an administrative assistant. Staff to assist with project monitoring have been hired on an ad hoc basis as necessary. The first three months of the project were spent organizing the office and setting up systems for reviewing and funding proposals. By the end of December five organizations had received assistance through RAP. These organizations are: AFRANE, SOLIDARITE AFGHANISTAN, AFGHANAID, SAVE THE CHILDREN FUND (USA) and MERCY CORPS INTERNATIONAL. These organizations are operating in a variety of areas in Afghanistan which include Badakshan, Herat, Wardak, Kandahar, Kabul, Panjshir and regions in the Northeast and Southwest. Their projects consist of survival assistance, distribution of agricultural commodities, village assistance and emergency aid. In December, for example, a large amount of funds was allocated to AFGHANAID who is working with other PVO's to alleviate a severe shortage of food in Badakshan. Emergency situations like this have caused the program to give much thought to how future funds should be allocated. As the situation in Afghanistan develops, the program will have to be flexible and creative in deciding which kinds of projects to support as there will be both emergency and long term needs.

During the last quarter of the year many discussions were held in the various organizations concerning reporting and accounting systems. Obtaining timely financial reports has been difficult in some cases. To help strengthen these systems, the administrative budgets of some proposals were raised so that qualified staff, particularly for accounting, could be hired by these organizations.

Lack of awareness on the part of PVO's of their activities in the various areas has also been a problem which has sometimes resulted in unnecessary overlapping of some projects.

RAP is planning to work on a more detailed criteria, guidelines and prerequisites for PVO applicants for 1989. It is hoped these documents will reduce the misunderstandings between RAP and the PVO's which have arisen in the past and enhance the quality of coordination and monitoring of proposals.

It is a desire of RAP to monitor PVO projects funded by IRC. Although monitoring in Afghanistan has its limitations, it is nevertheless a way of obtaining credible information. RAP has relied solely on the PVO's reports. In order for RAP to better evaluate the proposals submitted and to assist the Afghans more effectively, the program itself must survey the target regions and appraise the help carried out by the PVO.

During the final quarter of the year, RAP was able to monitor the Wardak project of SOLIDARITE AFGHANISTAN. The Wardak commander, Amin Wardak and his assistant Najib Baba, have set up a quite sophisticated agricultural project with good administrative structure. After some very difficult talks between SOLIDARITE AFGHANISTAN, the Commander with whom they work and his party representatives, it was finally agreed to have the project monitored. Eventually, Najib Baba and Amin Wardak will be asked about their administrative structure, their need for training and technical expertise and their plans for the future.

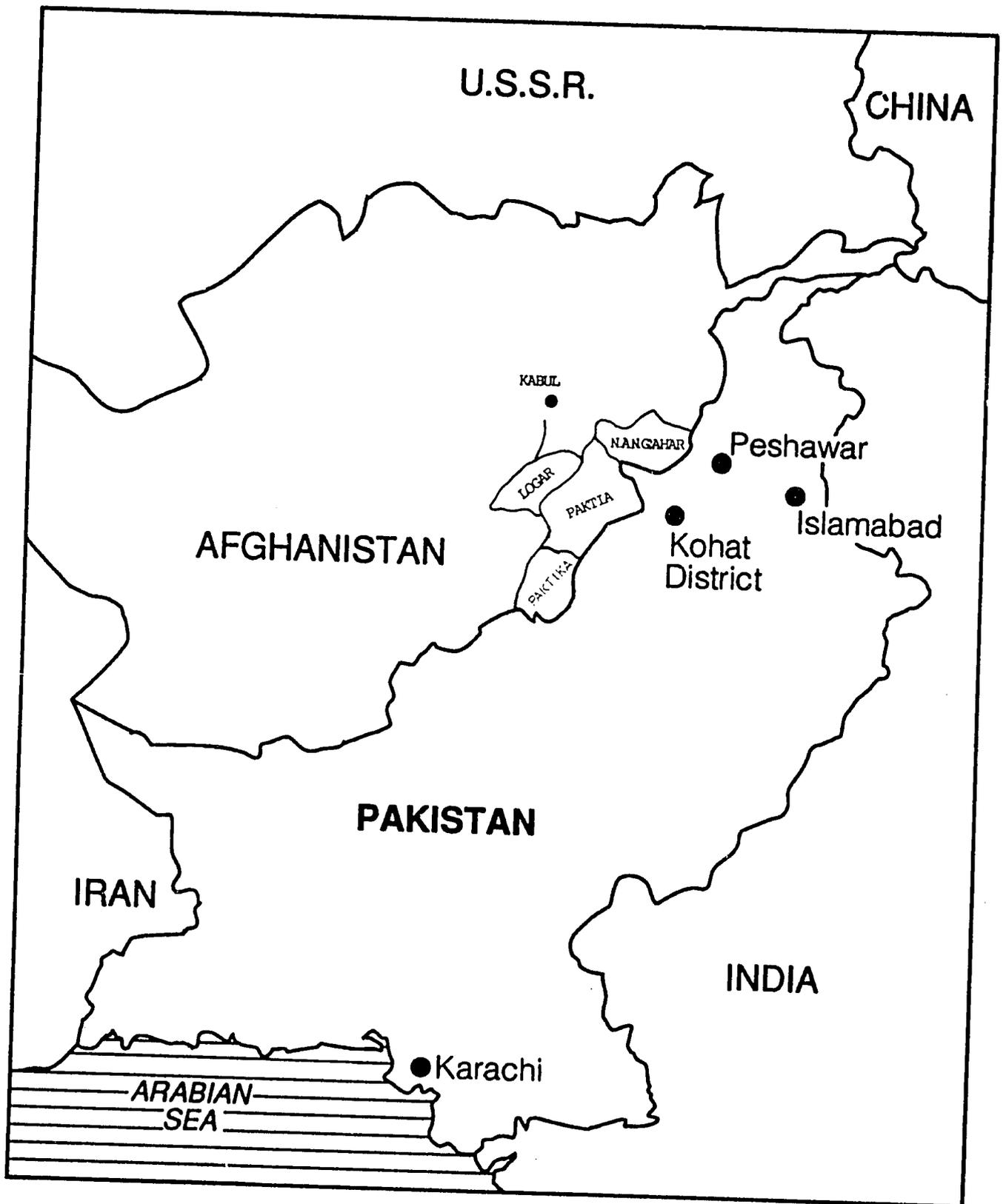
An Afghan from another organization, hired on contract basis, trained the monitors, translated the questionnaires and gave advice, etc. This help was very valuable. A questionnaire was eventually drawn up which will help in learning about the resources and the mechanism of the distribution of wheat in pre-war and present conditions, usury and loan, the main problems farmers encounter, how they regard the project and the need for improvement or change.

The setting up of monitoring teams encounters various problems. One of them is the PVO's feeling of mistrust, another is political. Some commanders insist that the monitor should belong to the same political party as themselves. This in turn requires us locate Afghans who 'fit the glove' in order to obtain the confidence of their party. Logistics, security and training then have to be provided.

The hiring of expatriate monitors would somehow alleviate the political difficulties but the program would lose on knowledge of Afghan society and language. A combined team would be the ideal solution.

Joint monitoring for various PVO's could also be envisioned. PVO's are sometimes working in the same province and have similar programs and most of them have monitoring plans. One monitor, with a collective approval (and certified political affiliation), could monitor several PVO projects. This would save time and money as well as decrease the risk of going to Afghanistan. The system exists for medical PVO's through a mechanism which provides coordinated monitoring and has proven successful.

Administering the Rural Assistance Program has given IRC an opportunity to work both as a recipient and a donor of funds. Supporting other organizations has helped IRC know what donor organizations need in terms of information and what grant recipients need in terms of support. This program has also enhanced IRC's knowledge of organizations working in Afghanistan which will be crucial to future plans. In the coming months RAP will work closely with IRC's Rehabilitation Program for Afghanistan in helping to devise suitable programs for those areas in the border provinces of Paktia/Paktika, Logar and Nangahar in which IRC is considering providing assistance.



THE REHABILITATION PROGRAM FOR AFGHANISTAN

INTRODUCTION

When the Geneva Accords were signed in April, 1988, the focus of work for many organizations assisting Afghans in Pakistan and Afghanistan changed. With the return of refugees to Afghanistan a reality, private agencies and international bodies began to look toward ways in which to assist this development. Starting with small meetings among several organizations, Agency Coordinating Body for Afghan Relief (ACBAR) was created mid-year. A primary function of ACBAR is to enhance cooperation among agencies, especially at this vital, planning stage.

Within the framework of ACBAR and as an independent voluntary agency, IRC has been considering ways in which to support the Afghans as they begin returning to Afghanistan. IRC's plans for Afghanistan have been evolving over the past nine months. These plans have included not only deciding where IRC could be of assistance; but, more importantly, how assistance can be given most effectively. Working with a situation in which there are still many unknowns has taught IRC staff in Pakistan much about the importance of flexibility in developing ideas and plans.

In deciding where IRC should help, it seemed feasible to focus attention upon those areas in Afghanistan which are home to the 190,000 refugees being served by IRC in the camps between Hangu and Thal. Most of these refugees come from three provinces; Paktia/Paktika, Logar and Nangahar; some are from Kabul. Over fifty percent of the population is from Paktia/Paktika. (Paktia and Paktika were, until recently, one province and most Afghans in Pakistan and in Afghanistan do not acknowledge the division.) This idea seemed best for several reasons. Firstly, over the past nine years a basic trust has been developing between IRC and the people living in these camps. The refugees know IRC and realize that we develop programs that enhance and promote independence. Secondly, because IRC has supported these people through their experience in Pakistan, we feel a responsibility for helping them return home and for assisting them to continue in some of the life-improving and life-saving practices they have learned whilst being in Pakistan. Thirdly, these provinces have been among those most affected by the war. In all of these provinces a majority of the population has had to flee to Pakistan. According to UNHCR statistics, about 40 percent of all Afghan refugees in Pakistan come from these provinces. In the view of IRC staff in Pakistan refugees will not be eager to return to Afghanistan unless they have something to return to. Many of the areas in these three provinces have been totally devastated or partially destroyed. It will be almost impossible for refugees to return to these areas and survive unless some minimal rehabilitation takes place.

Rehabilitation work consisting of construction, roads and water systems, agriculture, education and basic health care is what the Afghans feel is necessary at this stage. As we are already actively involved in all of these program areas in Pakistan, IRC has a wealth of resources to draw upon. In carrying out any work in Afghanistan the avoidance of creating further dependency upon outside sources and the enhancement of self-esteem among the Afghans are an integral part of the IRC philosophy. For these reasons we are leaning towards

having as little actual presence in Afghanistan as possible. IRC would prefer to work directly with local administrative structures. In Afghanistan these are called "shuras" and are made up of traditional village elders and area commanders. IRC will provide financial and technical assistance based upon shura proposals. The shura will have responsibility for administering funds and will receive additional funds based upon monitoring results. Technical assistance is being provided through training programs offered in Pakistan and in Afghanistan.

To better coordinate planning activities within IRC, weekly meetings of the Paktia Planning Group began in November this year. Consisting of IRC professional staff from the various program areas, the group has been helpful both in developing program ideas as well as IRC's philosophical outlook toward assistance in Afghanistan. At the end of the year a decision was made to form a new sector of the IRC Program for Afghans: the Rehabilitation Program for Afghanistan (RPA). Core participants in the Paktia Planning Group have become overseers of the various fields in which IRC plans to implement projects. The IRC Medical Coordinator, who has served in Pakistan since 1980, has assumed the new post of RPA Coordinator.

The following report will describe what progress has been made through the Planning Group and how RPA is formulating assistance schemes for Afghanistan.

ADMINISTRATION

To centralize activities of the RPA an office has been created in Peshawar. The need for sufficient space as well as the security concerns of visiting Commanders and political party representatives are among the reasons a separate office was established.

Within this office such information as has been gathered concerning the provinces in which IRC may become involved is being filed and updated. This information currently includes various reports and surveys in the medical field both for projects in Pakistan and Afghanistan; training materials; Commander profiles; maps and pictures. All of this information has been categorized and cross-referenced. In gathering information the RPA office is tapping resources both locally and overseas.

The RPA office has also created a database which contains information gathered through a survey of the refugees in the Hangu - Thal camps. The survey utilized IRC Community Health Supervisors to establish a population count with baseline information on province, district, tribe and village of origin. (See Appendix III.) This same survey included localization of IRC trained health workers. For example, Traditional Birth Attendants, Community Health Workers, Community Health Supervisors, Dispensers, and Vaccinators. Entered into the computer database and awaiting analysis is distribution of these health workers regarding region of origin and anticipated return. From the camps a further survey of preventive health related workers such as Sanitarians and malaria control workers is underway.

Two surveys of various regions of Paktia Province have thus far been directly undertaken by IRC. The first, during November, involved a team of 10 members all

of whom had worked for IRC for a long time and most of whom were from Paktia. They gathered information concerning agriculture, public health, politics and education in four areas: Chamkani, Jani Khel, Syed Karam and Jaji. Thirty-two books of information were generated by this survey. A translator has been hired to index and translate all of the information. The surveyors returned with numerous photographs of the areas covered and these have been indexed and placed in photograph albums for easy access.

The second survey, carried out in December, took the RPA Coordinator and a physician/Medical Consultant to the same areas. One purpose of this visit was to assess medical needs in these areas; another was to investigate local administrative infrastructure. Based upon reports from the trip there appears to be enough organization for IRC to begin several small projects.

Three additional surveys of the same regions have been supported by IRC; a general medical survey of areas in Paktika carried out by a physician, and two in Paktia, one to gather information about education and the other to assess the possibilities of a vaccination program.

DARSAMAND CENTER

At the end of December negotiations were almost complete for the rental of a large building in Darsamand, a town half way between Hangu and Thal. This building will be used primarily as a training facility for RPA related activities. Accommodations will also be available in the building for trainees who have come from Afghanistan. The facility will provide a field office for the RPA Coordinator and other staff. A Training Coordinator is currently being recruited who will assist in the design and implementation of training programs in all sectors. It is hoped that the Darsamand Training Center can be functional by early January when the first RPA training program will begin. This program will train 26 men to survey water systems and roads in Paktia. (See CONSTRUCTION report below.)

MEDICAL

Of programs implemented in Afghanistan during the war, those in the medical sector are the most developed. There have been many agencies working in "cross-border" medical projects. For the planning phase of repatriation IRC has been attempting to establish a model for rehabilitation that incorporates both the trained personnel in Afghanistan as well as the numerous trained health workers from the Kohat valley camps.

Planning for medical assistance and training has included the survey of IRC trained health workers mentioned previously, investigation of what is needed in the various areas as perceived by IRC and the communities, and discussions with other voluntary agencies concerning their work in these areas, to investigate the possibility of joint projects and so as to avoid duplication of work. These efforts are being coordinated by an expatriate Medical Consultant who has had considerable experience in developing medical training projects for Afghanistan.

IRC is presently considering a proposal from AVICEN (a French organization which carries out vaccination projects) in which AVICEN would assist IRC in setting up an expanded program of immunization in Paktia Province.

IRC is also preparing to meet emergency public health needs in these areas. We have recently been approached by the community of Jani Khel who have reported outbreaks of measles and whooping cough. At present IRC is ready to respond to this type of situation by sending in vaccination teams.

Survey teams have also located a few hospitals which IRC could help to upgrade by providing assistance in construction, personnel and training for people recommended by the local shura or from the refugee camps. One of the hospitals, in Chamkani (a district of Paktia) could house a freeze point for a vaccination program. If this can be arranged, the Self Reliance Program in Hangu can assist with building design and construction.

Because a centralized system of medical service seems difficult at this time, IRC will continue to respond to medical needs as they become known to us and will carry out small projects in a number of areas. Collaborative projects will also be undertaken when most practical. At present we believe this is a good approach and one which permits action now.

CONSTRUCTION

An expatriate engineer who will help in assessing construction needs in the various areas in Afghanistan which IRC wishes to assist joined the Program in December. Initial surveys from Paktia have informed the Program to the realm of damage to water supply systems and roads. Coupled with the bombardment of houses, clinics, schools and mosque, the destruction of transportation routes seriously impairs construction activities. Based upon this information, a training program has been designed to teach surveying methodology for roads and water systems. Twenty-six men have been selected for the six day course which will begin early in January at the Darsamand Training Center.

The course will include classroom instruction as well as daily field work which will take place in a "model village" site in Darsamand camp, across the road from the Darsamand Training Center. Once the coursework is complete the men will embark upon a two to three week surveying trip in Paktia in several groups of four or five. As well as bringing back information, the teams will arrange for area shuras to draft proposals inviting IRC's involvement in small scale in community construction projects. These projects include road repair and karez (a traditional underground irrigation and water supply system) repair and cleaning.

Other construction activities will involve repair of public buildings and mosques. It was noted in one report from Paktia that in some severely deforested areas wood, traditionally used for roof beams, is in very short supply. The IRC Construction Program will investigate alternative housing designs which could be introduced to refugees while they are in the camps in Pakistan.

AGRICULTURE

For the past three years IRC has operated a small-scale agricultural program in the camps between Hangu and Thal. The majority of refugees in these camps are farmers and have participated eagerly in this program. This program has shown that the refugees have the basic skills needed for successful cultivation. Some refugees have already started returning to Afghanistan from these camps to prepare their own lands for cultivation. Visits to Paktia have shown some areas already planted with spring wheat. At this stage refugees want assistance in assessing the damage at home and in the meantime training and advice on how best to recultivate.

A survey of refugee farmers in the Hangu to Thal camps has already taken place to provide information about what technical knowledge refugees now have and to get some idea of what their expectations are for the future. Based upon this information several training projects will be developed in 1989. We will also continue to obtain information about conditions in Afghanistan and respond with practical schemes using local expertise and input from various consultants. We are fortunate to have an Afghan agriculturalist who was resettled to the United States returning in February to join the RPA staff as a project officer for Paktia Province.

Deforestation is also a major concern. Surveys to Paktia have reported areas of vast devastation where deforestation is widespread. Projects can be started now to reverse some of this effect.

EDUCATION

Surveys of various regions of Paktia have shown a desire on the part of the inhabitants for rehabilitation and expansion of local education services. Shura representatives expressed the view that through exposure to programs in Pakistan their people now know the benefits of education and want to have better educational opportunities in Afghanistan. IRC has an Education Project based in Hangu which supports many schools in camps throughout the NWFP. Some of these are small, community-based schools for the initial grades, others are larger. These schools are similar to those found in Afghanistan.

To assist with educational rehabilitation in Afghanistan at the village level it will be possible to provide teacher training to persons recommended by local shuras and to connect teachers already trained here in Pakistan with community schools in their villages as well as to give some basic supplies, including textbooks. The IRC Education Program is already providing a large quantity of textbooks to organizations now working in Afghanistan. We can also assist in repair of existing school buildings. In the near future the Education Program will arrange for a staff member to visit some of the areas to obtain more information about present needs.

Possibilities for continuing higher level education projects such as the Experimental School, the Lycee Malalai or the Construction Engineering Program are being considered. These types of institutions would only be practical,

however, in the major cities of Kabul and Jalalabad. Much will depend upon the security of these areas in making any plans.

Through the Public Administration Program IRC is developing a course which will teach shura representatives the basic knowledge to successfully administer a small project. These representatives will be sent to Darsamand for the necessary training which will include bookkeeping, inventory control and report and proposal writing. Working with these trained people IRC community liaisons to the various areas will assist in project development and implementation.

CONCLUSION

IRC is firmly of the belief that refugees will not return to their homes willingly unless they know they can survive. Surveys bear out the fact that refugees have fled to Pakistan from those areas most devastated by war. It follows that to encourage repatriation, these regions must first be rehabilitated. Afghans on both sides of the Pakistan border are ready to work together to make the necessary preparations and improvements. Afghans who have remained in Afghanistan realize the benefits of programs provided for refugees in Pakistan and together with Afghans who have been in Pakistan have changed expectations about the quality of their lives. At the same time, refugees in Pakistan want to return home. This has fostered an atmosphere in which Afghans are ready to collaborate. Several large meetings have already been held in Hangu with shura representatives from Afghanistan and tribal elders from the camps in which plans have been worked out jointly.

A centralized plan for Afghanistan is far from being formulated and may not be the most effective approach. In the meantime projects can begin at the grass roots level through which Afghans, themselves, can be assisted to take control of planning for the future.

ERRATA

- Page 29, line 26: "reaced" should read "reached".
- Page 33, line 26: "sytems" should read "systems".
- Page 34, line 4: "See Table 1" should read "See Table below".
- Page 34, line 22: "9-MONTH" should read "EIGHTEEN-MONTH".
- Page 36, line 25: "intiatiated" should read "initiated".
- Page 36, line 27: "activites" should read "activities".
- Page 36, line 47: "accomodate" should read "accommodate".
- Page 37, line 11: "diffcult" should read "difficult".
- Page 38, line 4: "practioner" should read "practitioner".
- Page 40, line 39: "acheived" should read "achieved".
- Page 48, line 49: "methdology" should read "methodology".
- Page 48, line 51: "committe" should read "committee".
- Page 51, line 22: "TEXTBOOKS" should read "TEXTBOOKS".
- Page 53, line 6: "activites" should read "activities".
- Page 57, line 18: "harrassment" should read "harassment".
- Page 58, line 3: "behaviorial" should read "behavioral".

**INTERNATIONAL RESCUE COMMITTEE
PROGRAM FOR AFGHANS**

APPENDIX

ANNUAL REPORT - 1988

APPENDIX I

THE HANGU MEDICAL PROGRAM

INTERNATIONAL RESCUE COMMITTEE BASIC HEALTH UNIT CONSOLIDATED STATISTICS DECEMBER, 1988

DISEASE	MEN	WOMEN	CHILDREN (0-4)	CHILDREN (5-14)	TOTAL
Eye infection	6522	5868	7277	6862	26529
ENT infection	6142	10001	19651	14959	50753
Upper respiratory infection	10780	12908	22702	17960	64350
Bronchitis	7730	8758	12641	8415	37544
TB suspected	1699	2824	1705	1470	7698
TB confirmed	4090	6574	1707	1701	14072
Diarrhoea	2711	2742	11068	4440	20961
Dysentery	3339	2929	8280	5173	19721
Worms	2565	2914	3333	7077	15889
Other gastric problems	8880	13212	2984	3989	29065
Urinary tract	4834	4172	1037	1479	11522
Nervous system/epilepsy	2323	1204	149	584	4260
Joints/Bones	10067	21285	681	4045	36078
Skin disease	11027	11042	11430	12831	46330
Malaria suspected	4099	4581	4716	5577	18973
Malaria confirmed	1760	1653	1893	2363	7669
Psychiatric	1430	725	46	115	2316
Anaemia	2184	6167	1672	2275	12298
Gynaecological	2	8863	80	41	8986
Obstetric	1	3438	0	5	3444
Dental	1413	1725	368	1206	4712
Coronary disease	1178	1069	30	128	2405
Hypertension	4563	7628	3	12	12206
Diabetes	1347	644	1	5	1997
Anthrax	17	2	2	3	24
Measles	4	6	168	178	356
War injury	746	279	70	198	1293
Viral hepatitis	483	441	179	208	1311
Mumps	39	26	120	425	610
Aches & pains	8859	16083	320	3026	28288
Fever (PUO)	2467	2838	3857	4121	13283
Burns	280	357	715	645	1997
Asthma	7501	7653	190	1187	16531
Chicken pox	31	32	252	352	667
Cancer	53	27	2	7	89
Dog bite	174	33	27	218	452
Whooping cough	51	5	17	38	111
Other(specified on attac.list)	6223	1737	1782	2112	11854
Malnutrition 1st degree	11	0	1329	0	1340
2nd degree	3	0	502	0	505
3rd degree	6	0	202	0	208
*** Total ***	127634	172445	123188	115430	538697

APPENDIX II

EDUCATION PROGRAMS

INTER-PARTY SCHOOLS Attendance Figures Recorded by Monitors

	Recorded in May 1987	Recorded in May 1988	Percentage of Increase
Hazrat Ali Lycee	453	584	29%
Omar Farooq Lycee	443	475	7%
Hazrat Osman	331	362	9%
Siddique Akbar	576	638	11%
	Recorded in Nov. 1987	Recorded in Nov. 1988	
Abu Hanifa Noman Lycee	227	241	6%

TEXTBOOKS, STATIONERY AND
TEACHING AIDS SUPPLIED BY IRC

AFGHAN GROUP SCHOOLS

LIBERATION FRONT OF AFGHANISTAN

1. Abohanifa High School (IRC Inter Party School)
 - a. Science and Math textbooks
 - b. Charts
2. Imam Hassan School at Kacha Gari
 - a. Note book
 - b. Ball Pens
 - c. Black Board
 - d. Box of chalks
 - e. Slate boards
 - f. Slate pens
3. Individual
 - a. Science and Math textbooks
4. Mujahed Alif Sani School
 - a. Notebooks
 - b. Ball pens
 - c. Large black boards
 - d. Chalk box

NATIONAL ISLAMIC FRONT OF AFGHANISTAN

1. Hazrat Ali Lycee (IRC Inter Party school)

Science and Math textbooks
2. Siddique Akbar Lycee (IRC Inter Party School)

Science and Math textbooks
3. Dera-i-Ismael Khan Naqibia Lycee at South Waziristan

Science and Math textbooks

4. Madrasa-i-Jilaniah
Science and Math textbooks
5. Individual
Science and Math textbooks
6. Madrasa Imam Azam
 - a. Science and Math textbooks
 - b. Notebooks
 - c. Ball pens
 - d. Primary School books
 - e. Slate boards
 - f. Slate pens box
 - g. Pencils
7. Fatimatul Zahra Girls Schools
Science and Math textbooks
8. Emam Hasan Lycee
 - a. Science and Math textbooks
 - b. Teachers guide
9. Omar-i-Sany Lycee
Science and Math textbooks
10. Alghousia Schools at Chamkani
Science and Math textbooks
11. Education Office
Science and Math textbooks

HEZB-E-ISLAMI AFGHANISTAN

1. Mohammadia Lycee at Dir
Science and Math textbooks
2. Hazrat Asama bini Zaid School
Science and Math textbooks

3. Al Naser-Harpur Lycee
 - a. Science and Math textbooks
 - b. Charts
 - c. Notebook
4. Said Jamaludin Lycee

Science and Math textbooks
5. Tariq bini Zeyad Lycee

Science and Math textbooks
6. Madrassa-i-Rashidia

Science and Math textbooks
7. Abo Ayoub Ansary Lycee

Science and Math textbooks
8. Eng. Habiburahman School inside Afghanistan

Science and Math textbooks
9. Mardan Camp

Science and Math textbooks
10. Jalala Camp

Science and Math textbooks
11. Representative of Quetta at Peshawar

Science and Math textbooks
12. Individual
 - a. Science and Math textbooks
 - b. Charts
 - c. Seminar books and Lecture Note
13. Shahid Ruhullah Madrasa

Science and Math textbooks
14. Education Representative

Science and math textbooks

ETTEHAD ISLAMI AFGHANISTAN

1. Individual
Science and Math textbooks
2. Hazrat Zubair Bine Awam Lycee
Science and Math textbooks
3. Madrassa Hazrat Khansa
Science and Math textbooks
4. Abdullah Bine Masuod Lycee
Science and Math textbooks

HARAKAT-E-INQILAB ISLAMI

1. H. Omar Farooq Lycee (IRC Inter Party School)
 - a. Science and Math textbooks
 - b. Charts
2. Mohammadiyah Lycee
Science and Math textbooks
3. Hazrat Osman Lycee (IRC Inter Party School)
Science and Math textbooks

ETTEHAD-I-ISLAMI (QAZI AMIN)

1. Wahdat Lycee
Science and Math textbooks
2. Khalid Bini Walid Primary School
 - a. Notebook
 - b. Ball pens
 - c. Box of chalk
 - d. Slate boards
 - e. Slate pens

JAMIAT ISLAMI AFGHANISTAN

1. Mujahed Course
InterCom
2. Jamiat English Course in Islamabad
InterCom
3. Abdullah Ebni Masoad Lycee
Science and Math textbooks
4. Dar-Ul-Ettam
Science and Math textbooks
5. Individual
 - a. Science and Math textbooks
 - b. Primary School books
6. Abdullah Ebni Zaid Pawaka Peshawar
 - a. Notebooks
 - b. Kushkaki
 - c. Science and Math textbooks
7. Wahdat-e-Islami School in Mardan
Science and Math textbooks
8. Mujahed Lycee
Science and Math textbooks
9. Kohi Zakhil Rohul Madares
 - a. Notebooks
 - b. Black boards
 - c. Box of chalk
 - d. Slate boards
10. Malalai Lycee
 - a. Science and Math textbooks
 - b. Seminar books; Lecture Notes
 - c. Notebooks

11. Khalily School
 - a. Notebooks
 - b. Ball pens
 - c. Black boards
 - d. Slate boards
 - e. Slate pens
12. English Center Peshawar

InterCom
13. Jamiat Representative in Mardan
 - a. Science and Math textbooks
 - b. Kushkaki books
14. Madrass-i-Omahatul Moominean

Science and Math textbooks
15. Jamiat science Center Nasir Bagh
 - a. Science and Math textbooks
 - b. Large Black boards
 - c. Chalks
16. Abdullah Bini 'Abas
Religious Secondary School

Science and Math textbooks
17. Darul Inshah Jamiat

Science and Math textbooks
18. Jamiat Shorai Nezar Inside Afghanistan

Science and Math textbooks

INDEPENDENT SCHOOLS

1. Maulavi Jamil-u-Rahman
 - a. Science and Math textbooks
 - b. InterCom
2. Maulavi M. Afzal (Doulat Inqilab Islami
Afghanistan)

Science and Math textbooks

3. Alle-Taqwl English Medium School

- a. Notebooks
- b. Primary School books
- c. English Grammer books
- d. Step to English

4. Qari Ahmah Khan at Nasir Bagh

- a. Notebooks
- b. Ball pens
- c. Pencils
- d. Black boards
- e. Box of chalks
- f. Slate boards
- g. Slate pens

5. Naheed Shaheed School

Science and Math textbooks

VOLUNTARY ORGANIZATIONS

1. ARC

Science and Math textbooks

2. Muslim Aid

Science and Math textbooks

3. Dr. Schwittek

Science and Math textbooks

4. (UNHCR)

Science and Math textbooks

5. SOS/PG, Belgium (Belgium Committee)

Science and Math textbooks

6. Serve Health Education

Science and Math textbooks

7. Afghan Health and Social Assistance Organization

Science and Math textbooks

91

8. Swedish Committee (Afghan Education Committee)
 - a. Science and Math textbooks
 - b. Charts
9. Dr. Frisen (Eye Hospital)
 - Science and Math textbooks
10. German Afghan Committee
 - Science and Math textbooks
11. ISRA
 - Science and Math textbooks
12. Danish Course
 - a. InterCom
 - b. English Cassette
 - c. Active English II
13. IRC Individual
 - a. Science and Math textbooks
 - b. Lecture Notes
14. IRC Experimental School
 - a. Science and Math textbooks
 - b. Charts
15. IRC DCAE
 - a. Science and Math textbooks
 - b. Charts
 - c. Seminar books and Lecture Notes
 - d. Notebooks
 - e. Ball pens
 - f. InterCom
 - g. Pencils
 - h. Drawing box
 - i. Briefcase

INTERNATIONAL RESCUE COMMITTEE

1. Hangul Program
 - a. Charts
 - b. Notebooks
 - c. White boards
 - d. InterCom
 - e. White boards Marker
 - f. Teacher edition-Books
 - g. Duster
 - h. Science and Math textbooks

2. Construction Engineering
 - a. Science and Math textbooks
 - b. Notebooks
 - c. Ball pens
 - d. Pencils
 - e. Briefcase

3. Teachers Institute
 - a. Science and Math textbooks
 - b. Notebooks
 - c. Ball pens
 - d. Pencils

COMMISSIONERATE SCHOOLS

1. Individual
 - a. Science and Math textbooks
 - b. Charts

2. Commissionerate School in Meranshal

Science and Math textbooks

3. Commissionerate School in Nasir Bagh

Science and Math textbooks

4. Commissionerate School in Yuosuf Abad Bajawar

Science and Math textbooks

5. Commissionerate School in Haripur

Science and Math textbooks

6. Commissionerate School Barakia camp Sawabai

Science and Math textbooks

7. Commissionerate Middle Schools

Science and Math textbooks

8. Commissionerate School in Kata Kanra Camp (Hangu)

- a. Primary School books
- b. Notebooks
- c. Pencils
- d. Ball pens
- e. Slate pens
- f. Slate boards
- g. Black board
- h. Registration Attendance

TEACHER TRAINING & TEXTBOOKS

BOOKS PRINTED IN 1988

7th grade	Biology	(Dari)	3000	copies
8th	Math	(Pushto)	3000	"
8th "	Geometry	(Pushto)	3000	"
9th "	Math	(Pushto)	3000	"
9th "	Biology	(Dari)	3000	"
10th "	Chemistry	(Pushto)	3000	"
10th "	Physics	(Dari)	3000	"
10th "	Geology	(Pushto)	3000	"
11th "	Geometry	(Dari)	3000	"
11th "	Biology	(Dari)	2000	"
12th "	Math	(Dari)	2000	"

Books Reprinted During 1988

7th grade	Chemistry	(Pushto)	3000	copies
7th "	Physics	(Dari)	3000	"
7th "	Math	(Pushto)	3000	"
7th "	Geometry	(Dari)	3000	"
8th "	Chemistry	(Pushto)	3000	"
8th "	Physics	(Dari)	3000	"
8th "	Physics	(Pushto)	3000	"

SEMINAR SCHEDULES IN 1988

Seminar No.		Beginner	Advance I	Advance	Date
11th	Science	12	7	x	Jan. 88
12th	Middle	18	x	x	Feb. 88
13th	Methodology	8	x	x	April 88
14th	Science	18	15	8	July 88
15th	Middle	24	x	x	July 88
16th	Science	12	9	12	Aug 88
17th	Middle	15	x	x	Aug. 88
18th	Primary	17	x	x	June 88

101

IRC Textbook Progress

Grade	7	8	9	10	11	12
Subject						
BIOLOGY	P * D *	P * D xx	D * P xx	geology instead	D *	D +
CHEMISTRY	P * D *	P * D **	P * D xx	P * D xx	P +	P **
GEOMETRY	D * P xx	P * D xx	D +	D ++	D *	D x
MATH	P * D +	P *	D *	D **	D x	D *
PHYSICS	D * P *	D * P xx	D * P xx	D *	D +	D +
GEOLOGY	geology is taught only in 10th grade			P *		
TRIGONOMETRY	trigonometry is taught only in 11th and 12th grades				D x	--

* Printed
 ** Under Printing
 + Under Calligraphy
 ++ Under Review
 x Under writing
 xx Under translation

D = Dari language
 P = Pushto language

Increases in Pre- to Post-Seminar Exam Scores

	Seminar	# Teachers Trained	Average Increase
11	<u>Science</u>		
	Beginners	12	54%
	Advanced	7	75%
12	<u>Middle Schools</u>		
	Beginners	18	91%
13	<u>Methodology</u>		
	Beginners	8	N/A
14	<u>Science & Math</u>		
	Beginners	18	122%
	Advanced I	15	112%
	Advanced II	8	65%
15	<u>Middle Schools</u>		
	Beginners	24	29%
16	<u>Science</u>		
	Beginners	12	64%
	Advanced I	9	34%
	Advanced II	12	40%
17	<u>Middle Schools</u>		
	Beginners	15	83%
18	<u>Primary- June 15</u>		
	Beginners	17	N/A
	TOTAL	175	

MONITORED ENROLLMENT AT INTER-PARTY SCHOOLS

	Recorded on IRC assuming responsibility	End of School Year 1987	End of School Year 1988
Seddique Akbar	309	530	638
Hazrat Osman	276	285	362
Hazrat Ali	384	453	584
Omar Farooq	353	443	475
Bajaur	133	227	229

CURRENT ATTENDANCE AT INTER-PARTY SCHOOLS

	Students Enrolled	Students Attending	% of Enrollment
Seddique Akbar	836	717	86
Hazrat Osman	411	330	80
Hazrat Ali	682	536	79
Omar Farooq	606	419	69
Bajaur	390	229	59

MONITORED ATTENDANCE AT LYCEE MALALAI

School Opening March 1, 1987	Sept. 1987	Sept. 1988
20	58	93

MONITORED ENROLLMENT AT ENGLISH LANGUAGE PROGRAM

	Dec. 1986	Dec. 1987	Dec. 1988
Regular Program	480	815	1,432
Other Programs		233	731
Outreach Program		(105)	(551)
Hangu Program		(128)	(180)
TOTAL ELP ENROLLMENT	480	1,048	2,144

105

TEACHERS INSTITUTE

Course Descriptions-Semester 1

Math and Physics Section

1. General Mathematics 20% (properties of real numbers, proportion, percentage, linear and quadratic equations, etc.)
2. General physics 20% (simple topics from mechanics, heat, sound, light, magnetism and electrostatics.)
3. Chemistry 10% (matter, atoms, periodic table, solutions and general laws of chemistry).
4. Biology 10% (information about cells, invertebrate and vertebrate animals and plant classification).
5. Introduction to general and Islamic education 15% (information about general education, education and aim of education in Islam, understanding children, curriculum etc).
6. Islamiat 10%
7. English 15%

Chemistry & Biology Section

1. General chemistry 20% (general information about chemistry, atomic structure, gasses, liquids, and solids).
2. General Biology 20% (historical background of biology, cell animal and plant tissues, structure of advanced plants, metabolism and heredity).
3. Mathematics 10% (sets, fractions, ratio, proportion, percentage, simple equations and functions).
4. Physics 10% (motion, heat, light, magnetism, electricity).
5. Introduction to general and Islamic education 15% (same as for Math & Physics section)
6. Islamiat 10%

Subject	% in Math/Physics	%
Chemistry/Biology		
Islamiat		10/10
Mathematics		20/10
Physics		20/10
Biology		10/20
Chemistry		10/20
English		15/15
Introduction to genera. and Islamic education		15/15

LYCEE MALALAI
PROGRAM HISTORY

Before the war in Afghanistan, a growing number of girls had taken for granted a education up to the university level and women were working as teachers, doctors and engineers.

But when a new government, supported by foreign troops, began forcing girls and women to attend schools with programs that included heavy political propaganda, the gains Afghan girls had slowly made were wiped out. Female education began to be associated with the invaders, and in Pakistan, the traumatized refugee community developed a seige mentality. Anyone proposing education for girls beyond the third grade was suspect, while secondary education was considered dangerous and open to sabotage by outside forces.

Despite this climate, one Afghan woman, a former girls school principal, was determined to establish a secondary school for Afghan refugee girls. She began visiting the foreign relief agencies asking for assistance, and in the spring of 1986 she came to the education department of the International Rescue Committee. At that time IRC told her that the political parties and the Commissionerate for Afghan Refugees had no secondary girls schools because many because many conservative Afghans objected to girls leaving their homes. IRC told her that we supported female education but were worried about the potential difficulties a girls school might create.

The woman, Tajwar Kakar, replied that no one had even tried to help the girls: "No one has been brave enough to help the women," she said. "How do you know what will happen? This is not Afghan culture; this is not how I was raised in my country."

She left that day without receiving any assurances, but later the IRC decided to hire Tajwar and a staff of five women to conduct a survey in Peshawar and nearby camps to assess the need and support for girls secondary education. Stichting Vluchteling funded this in September 1986.

The analysis of the survey results showed that there was support for a secondary girls school in Peshawar; only a few families said they would prefer homestudy. In the camps, however, the main obstacle to secondary education was that few girls had even a middle-school education.

With this information, IRC considered the possibility of supporting a complete lycee, from grades 7 to 12, in Peshawar. We found there was solid community support for a school in which the policy and administration were controlled by Afghans and which included a strong academic as well as religious component. The need was also great, since there was no quality secondary program for girls. The few that existed were generally Arab-supported schools that concentrated on religious instruction.

One obstacle was that there was some opposition among a few of the political

parties to the idea of independent Western support for a girls school. To counter and diffuse this sort of criticism, IRC sought support for the project from a political party.

Through persistent efforts and arguments; showing that girls secondary education is both Islamic and Afghan, Tajwar finally received an offer from a fundamentalist Afghan resistance party, Jamiat e Islami Afghanistan, to sponsor the school. Thus, the school was protected from arguments that it is a Western-controlled organization. At the same time, an important clause in the contract give the principal the responsibility for hiring and firing so the party can't be pressured into hiring unqualified personnel.

In March 1987, a full year after IRC was first approached, the Lycee Malalai opened, named after a young Afghan heroine from Kandahar who was killed in 1878 during the 2nd Anglo-Afghan War.

Enrollment at first was low: only 20 students attended the first day. But the school gradually grew to 58 students in September 1987, and 61 by the end of the year. The final examinations for the first full school year at the Lycee began on January 3 and ran until Jan. 17, 1988. Of the 58 girls who took the final, 41 passed, or 71%.

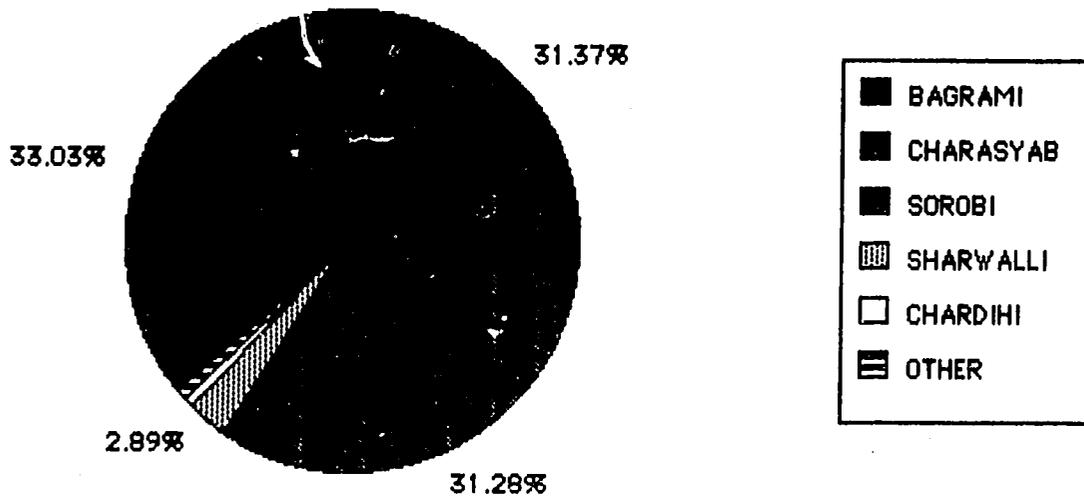
APPENDIX III

REHABILITATION PROGRAM FOR AFGHANISTAN

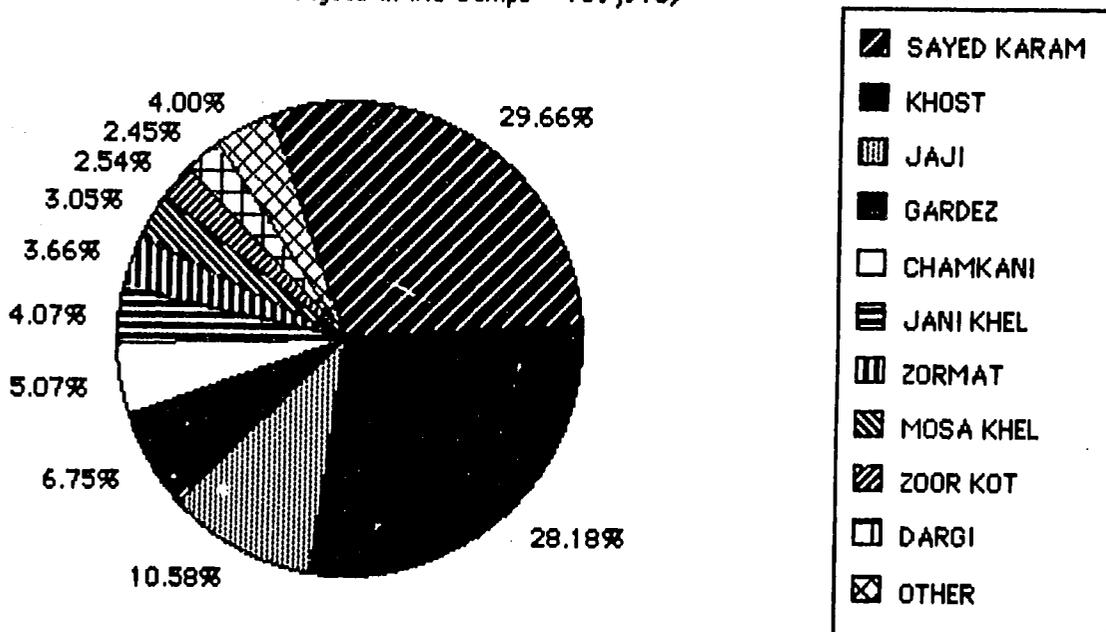
SUMMARY OF REFUGEE POPULATIONS IN IRC CAMPS BY PROVINCE

PAKTIA	109,916
LOGAR	35,104
KABUL	28,342
NINGRAHAR	15,460
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SUB TOTAL	188,822
WARDAK	2,426
LAGHMAN	660
KUNAR	446
KAPISA	190
BAGHLAN	185
PARWAN	108
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TOTAL	192,837

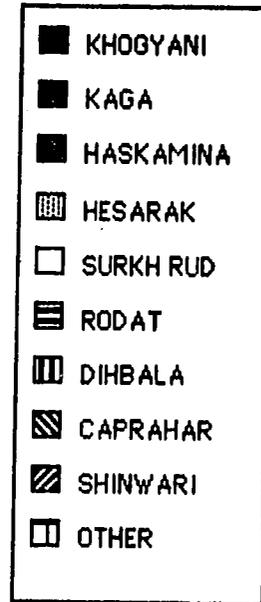
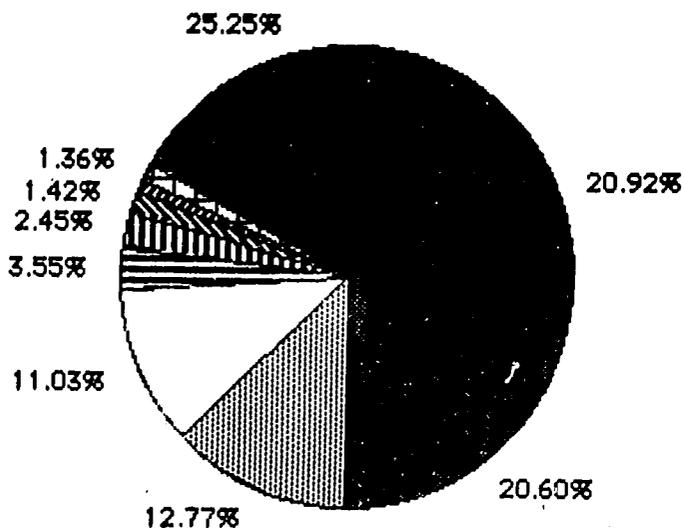
Refugee Population Distribution of Kabul by Wolesswali
(Total number of Kabul Refugees in IRC Camps = 28,342)



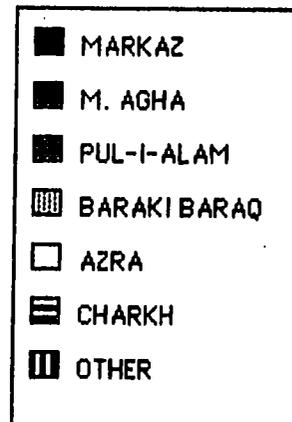
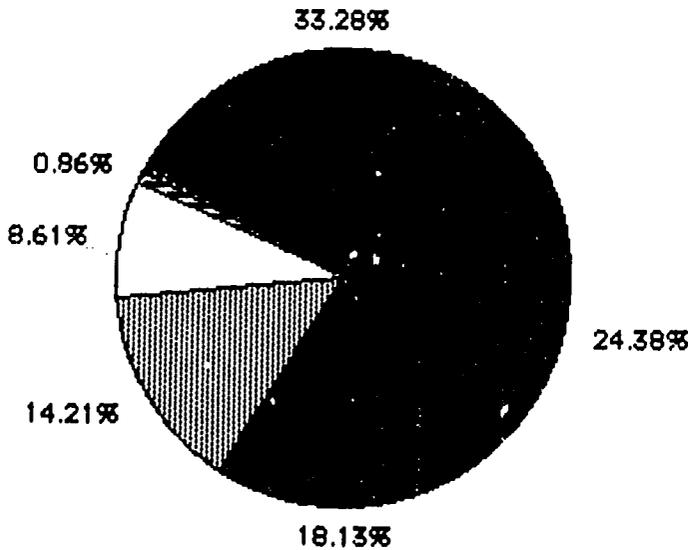
Refugee Population Distribution of Paktia by Wolesswali
(Total No. of Paktia Refugees in IRC Camps = 109,916)



Refugee Population Distribution of Ningrahar by Woleswali.
 (Total No. of Ningrahar Refugees in IRC Camps = 15,460)



Refugee Population Distribution of Logar by Woleswali
 (Total No. of Logar Refugees in IRC Camps = 35,104)



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ORIGIN OF REFUGEE POPULATIONS IN HANGU/THAL CAMPS

FEBRUARY 21, 1989

PROVINCE	SUB DISTRICT	POPULATION	PERCENT	NO OF FAMILIES
PAKTIA	SAYED KARAM	32,599	30%	
PAKTIA	KHOST	30,975	28%	3551
PAKTIA	JAJI	11,629	11%	1420
PAKTIA	GARDEZ	7,417	7%	797
PAKTIA	CHAMKANI	5,574	5%	646
PAKTIA	JANI KHEL	4,472	4%	504
PAKTIA	ZORMAT	4,021	4%	455
PAKTIA	MOSA KHEL	3,355	3%	
PAKTIA	ZOOR KOT	2,791	3%	
PAKTIA	DARGI	2,690	2%	324
PAKTIA	OTHER	1,973	2%	
PAKTIA	JAJI MAIDAN	1,314	1%	166
PAKTIA	URGON	1,106	1%	
PAKTIA	HASHIM KHEL	109	0%	17
PAKTIA	SPIRA	66	0%	
PAKTIA	SHAHRNOW	82	0%	
PAKTIA	MILI KHEL	63	0%	
PAKTIA	GOREAZ	5	0%	
PAKTIA	NADERSHAHKOT	327	0%	
PAKTIA	DARRATANGI	41	0%	4
PAKTIA	CHOWNI	234	0%	40
PAKTIA	TANI	368	0%	
PAKTIA	AHMAD KHEL	10	0%	2
PAKTIA	SAROBI	138	0%	
PAKTIA	JADRAN	530	0%	
PAKTIA	TOTAL	109,916	100%	
KABUL	BAGRAMI	9,362	33%	1164
KABUL	CHARASYAB	8,890	31%	1172
KABUL	SOROBI	8,865	31%	1110
KABUL	SHARWALLI	820	3%	
KABUL	CHARDIHI	230	1%	25
KABUL	OTHER	175	1%	
KABUL	ALIAS KHEL	35	0%	5
KABUL	DEH SABZ	100	0%	10
KABUL	CHAKARI	15	0%	2
KABUL	NAHIA 8	25	0%	
KABUL	TOTAL	28,342	100%	
NINGRAHAR	KHOGYANI	3,903	25%	513
NINGRAHAR	KAGA	3,235	21%	434
NINGRAHAR	HASKAMINA	3,185	21%	399
NINGRAHAR	HESARAK	1,975	13%	269
NINGRAHAR	SURKH RUD	1,705	11%	
NINGRAHAR	RODAT	549	4%	
NINGRAHAR	DIHBALA	379	2%	42
NINGRAHAR	CAPRAHAR	219	1%	30
NINGRAHAR	SHINWARI	100	1%	

NINGRAHAR	OTHER	210	1%	
NINGRAHAR	AGAM	67	0%	7
NINGRAHAR	SHAHIKOT	50	0%	
NINGRAHAR	SAR SHAHI	15	0%	
NINGRAHAR	PICHRD GAM	4	0%	
NINGRAHAR	KHIWA	42	0%	6
NINGRAHAR	JALALABAD	32	0%	4
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NINGRAHAR	TOTAL	15,460	100%	
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LOGAR	MARKAZ	11,684	33%	1416
LOGAR	M. AGHA	8,558	24%	1142
LOGAR	PUL-I-ALAM	6,365	18%	
LOGAR	BARAKI BARAQ	4,989	14%	610
LOGAR	AZRA	3,024	9%	434
LOGAR	CHARKH	302	1%	23
LOGAR	OTHER	182	1%	
LOGAR	LOGAR	137	0%	24
LOGAR	KHUSHI	22	0%	3
LOGAR	HASSAN KHEL	8	0%	1
LOGAR	BARKI	15	0%	2
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LOGAR	TOTAL	35,104	100%	
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BAGHLAN	BAGHLAN	29		3
BAGHLAN	PUL-I-KHUMARI	89		12
BAGHLAN	NAHRIN	67		
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BAGHLAN	TOTAL	185		
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LAGHMAN	SULTANPOR	560		
LAGHMAN	QARGHAI	100		
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LAGHMAN	TOTAL	660		
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WARDAK	BAND-I-CHAK	686		
WARDAK	MAIDAN	1,075		
WARDAK	NARKH	645		
WARDAK	JAGHATU	20		2
<hr/>				
WARDAK	TOTAL	2,426		
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KUNAR	DRAH PICH	250		25
KUNAR	MANOGI	196		24
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KUNAR	TOTAL	446		
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PARWAN	PARWAN	108		
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KAPISA	NOORBAT	140		
KAPISA	TAGAB	50		
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KAPISA	TOTAL	190		