

94107  
ASSESSMENT OF  
NON-FORMAL  
EDUCATION PROGRAM  
NWFADP

PREPARED BY

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## Executive Summary

Women in Development Non-Formal Education activities were included in the Northwest Frontier Area Development Project (NWFAD) Project in 1986. The immediate objective was to provide an acceptable opportunity for women in the project area to gather together in an appropriate manner and setting. Training in vocational skills, literacy, primary and secondary education, and health education was a long term goal which has been realized through specific sub-project activities implemented since that time. Income generation has never been a major objective of the sub-project; however, pilot income generating schemes have demonstrated sufficient success to justify replication and expansion.

Six Non-Formal Education (NFE) centers were opened in the Project area in 1987. 28 such centers are now in full operation throughout the project area, offering a variety of courses, including:

- Cloth cutting and sewing
- Hand and machine embroidery
- Crocheting
- Hand knitting
- Candle making
- Religious education
- Basic adult literacy
- Health education

The NFE centers also serve as the operations base for all other WID sub-project initiatives in the area, including agriculture activities, primary and secondary education, and even the EPI campaign, which utilized teachers from the centers as motivators as record keepers.

Health education programs began in 1987, when 30 women were trained through demonstration/return demonstration how to prepare Oral Rehydration Salt (ORS) solution to replace fluid and electrolytes lost as a result of diarrheal diseases. Since diarrheal diseases represent the major life-threatening illness for children under 5 yrs., this training is extremely relevant.

Handwashing, personal hygiene, and child care were also introduced to the health education component of the sub-project.

In 1988, two primary girls' schools were opened with funds allocated for WID activities. Currently, 3 primary and 3 secondary girls' schools are in operation throughout the Project area. The schools follow the curriculum used in Government schools, and students qualify to take the national examinations.

In 1989, a pilot tomato-growing project was initiated for very poor women living in Nagrai Union Council. The three month project yielded an encouraging Rs. 400-500 profit/women, and appears appropriate for replication in other areas.

In response to the lack of trained educators and health care providers in the area, Project funds have been used to send women outside the area for the training as presented below:

Lady health Visitor---1  
 Health Technician-----1  
 Computer Operator-----1  
 Primary/Secondary  
     Education-----16  
 Expanded Program for  
     Immunization---22

In February, 1990, 22 teachers from the vocational centers were selected to participate in an EPI Motivation and Record Keeping Training Program. The course trained the participants how to motivate local women to immunize their children, and to help record immunizations administered.

Since completing the training, these women have accompanied GONWEP Expanded Program for Immunization (EPI) vaccinators on the first immunization campaign ever in the NWFAD Project area. As the campaign continues, coverage rates are 60-90%, and include areas that previously had no immunization coverage.

Many of the women trained as EPI motivators have received on-the-job-training as vaccinators, mastering cold chain and technical skills necessary to function as a full member of the EPI team.

Recommendations include an overall expansion of the program-- increasing the number of centers, and the quality and quantity of offerings within centers.

Local women should be hired within their centers as they complete the NFE program and demonstrate competency in all components of the NFE course. This would facilitate the proposed incorporation of the centers into the local District Councils, which is recommended as the best institutional "home" for this sub-project.

Women who demonstrate expertise in specific types of handicrafts or other NFE skills should be designated as Resource Persons at large and should travel among the centers, demonstrating high quality production of goods to enhance marketing potential. Though transport is a problem, the issue warrants cooperation

with Project administration to resolve these constraints.

Health activities must include identification of the extent and nature of malnutrition, and activities to promote production and consumption of foods containing nutrients found lacking in the diet.

The GONWEP must be encouraged to incorporate Project-trained health workers into the Government service, to staff the BHU's being built in the project area, and to provide midwifery training to local traditional birth attendants (TBA's).

Specific but careful emphasis should be given to kitchen gardening initiatives, both for marketing potential as well as personal consumption; and all agriculture efforts should be combined with nutrition education sessions presented in both the NFE centers and the primary schools. Food preservation should be a component of agricultural sub-projects.

Small-scale poultry production and fruit tree planting should be initiated as pilot efforts to examine marketability and potential impact on local diets.

Other income generating activities recommended include sub-contracting with local businesses/agencies for home-based tailoring of uniforms, tablecloths, etc.

Ongoing upgrading of staff is necessary in both NFE centers and primary/middle schools. It should include regular in-service training programs and improved monitoring of teachers and students. The GONWEP should arrange for Project funded teachers to participate in the Primary Teaching Course during summer holidays, and to administer the Class 5 Examination in Project schools.

The Expanded Program for Immunization (EPI) campaigns should be continued throughout the area, but the continued use of NFE teachers may be reconsidered. They do an excellent job motivating the women, but are away from their centers for considerable time periods.

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## 1.0 Statement of Purpose

The purpose of this field survey was to conduct a comprehensive on-site assessment of Women in Development NFE activities occurring as a sub-project of the Northwest Area Development Project (NWFADP). Findings shall be used to plan the continuation and expansion of sub-project activities.

## 2.0 Background

The NWFAD Women in Development sub-project started in 1986, with a primary goal of providing local Pathan women an acceptable opportunity to meet with one another. Basic literacy and vocational skills were identified as the means to achieve this goal until they were accepted as goals themselves. Project staff acknowledged the dire need for education, better health awareness and rapid development in productive activities, and sought ways to address these needs through socioculturally appropriate programs.

The two major constraints proved to be finding qualified staff who were willing and able to work effectively in the project area, and avoiding pressure from local political leaders.

Six non-formal education centers (NFE's) were opened in 1986, and despite ongoing staffing problems, twenty-eight centers are now in operation.

Logistics are also a problem; centers are located in the remote yet populated areas of the district. They are far away from the Project Offices, and frequently inaccessible by road. Of the 28 centers, only three can be reached directly by vehicle. The remaining centers are a 30 minute-3 hour walk from the road.

Access to three centers is by boat across the Tarbela Lake, followed by 30-90 minute walks. This makes monitoring and supervision difficult. The five PMU NFE staff travel in groups of 2-3 visiting each center once every two months, but only one vehicle is allocated to WID projects.

In addition to the bimonthly visits by the NFE supervisors, the NFE teachers visit the project office at the beginning of each month to collect their salary. Issues raised at this time are addressed during subsequent field visits.

Three primary schools and three middle schools have been established with Project funds to educate girls. Twenty-one girls' schools operated by the GONWEP are in the area--18 in Gadoon, 3 in Swat Amazai, and none in Hazara Amazai. Sixteen of these are in rented quarters.

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Enrollment in these Government schools is low for these following reasons: (1) Conservatism by parents regarding education for females, especially within government established schools; (2) Poverty requiring female involvement in household activities; (3) Low teacher performance and high absenteeism among teachers who are not native to the area; and (4) Low priority of religious education in Government schools.

Project funded schools provide uniforms, textbooks and copy books as incentives to all female students, so attendance in these schools is regular. Because NFE/Topi staff directly supervises these schools, teacher attendance is more regular than in government schools.

### 3.0 WID Sub-Project Review/Field Assessment Methodology

Three local women specializing in home economics, agriculture, and community development and social welfare were contracted for a period of two weeks to conduct field visits, interviews, and data collection and analysis in order to determine the status of all components of the WID sub-project.

Contractors attended a five-hour workshop which provided necessary and relevant background information on sub-project activities. Facilitated by the USAID/NWFAD Project Management Assistant Miss Rashida Khanum, and USAID/Pakistan contractor Mrs. Mary Anne Javed, the group developed a field schedule and comprehensive survey forms for each sub-project component:

- Non-Formal education
- Health
- Education
- Agriculture
- Training

[Survey forms are included in the APPENDIX.]

Accompanied by Ms. Rashida Khanum, the team visited 12 vocational centers, 3 primary schools, and 2 secondary schools.

While all team members visited all sites and assessed all operations/activities, responsibility for data collection and analysis was divided as below, based on expertise:

- Mrs. Sultana Altaf---Vocational training
- Miss Sidra---Agriculture
- Miss Naila---Health and Education

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Miss Rashida provided data on women receiving training outside the area, and all team members shared information regarding the validity and effectiveness of various sub-project activities.

When the field work had been completed, team members again met with Miss Rashida and Mrs. Javed to compile findings and finalize recommendations.

## 4.0 Findings

### 4.1 Vocational Training

#### 4.1.1 Accommodations

Of the 10 NFE centers visited, 1 had been operating since 1986, while four had been in operation since 1987, and three since 1988.

All centers are located in privately owned structures, rented by the Project for Rs. 200/month. Only one center (Gandaf Bala) is of pacca (concrete) construction and includes water, electricity and toilets. Seven centers have no electricity, and four centers have no water supply. Toilets are available in 4 of the 10 centers visited.

#### 4.1.2 Participation

Participation in the centers visited ranges from a low of 13 in the Chunni Center to a high of 32 in the Utlā Center. The mean attendance figure for the ten centers visited is 24.2.

Participation is defined by a woman's regular attendance at a given center. The number of hours/week and the schedule of attendance is left up to each participant, since household and agricultural responsibilities must first be met. During periods of high agriculture productivity, which lasts for one week four times per year, participation in the centers averages 1-2 hours/day. During non-agriculture periods, most women attend for 3-4 hours/day.

Participants range in age from 10-35 years, but the largest group of participants includes newly married women aged 15-20 years.

#### 4.1.3 Courses Offered

Each center visited follows a predetermined syllabus to include the following courses:

Adult literacy (taught in Urdu)--30 minutes/day  
Religious Education--30-60 minutes/day

Health Education--30 minutes/day

Cloth cutting and sewing

Hand Embroidery

Hand-knitting

Machine embroidery

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Adult literacy training utilizes materials produced by the Adult Basic Education Society in Gujranwala, Pakistan and used in Government sponsored adult literacy programs throughout the country. Urdu medium is used so that women can benefit from the language study to read road signs, labels, official notices, etc., all of which are written in Urdu.

Though Pushto is considered the major language of the area, several dialects of Pushto as well as Hindko are represented as mother tongues. Even if appropriate Pushto literacy materials were available, they would not address the women's literacy needs.

Religious education focuses on formal study of the Quran. If the NFE teacher doesn't feel comfortable with her ability to command the proper technique or accent, she teaches only the basic Islamic tenets, and sends the participants to a religious woman in the village for further study. Traditional Quran study format is used.

Whenever teachers in a particular center demonstrate expertise in a given craft/skill that is not included in the NFE curriculum, they are allowed to include it in their course of study. Courses that are included in one or more centers include:

Crochet

Traditional embroidery (Mokash, Sindhi embroidery, Phool Kari, Makri stitch).

Bar soap/cleanser making

Candle making

Machine knitting

Cloth cutting and sewing and hand embroidery are the most popular courses in all centers, and teachers demonstrate greatest expertise in these components. Instruction in pattern design begins with the drawing and cutting of paper patterns for children's clothes. Sewing of these patterns uses cloth from old adult apparel. As women demonstrate an understanding of pattern design and transfer, they begin to make larger apparel items with cloth provided from the project.

Hand knitting and machine embroidery are the least popular components with both teachers and participants because they represent new skills for almost everyone. Machine embroidery is especially difficult for the teachers, and since hand embroidery

is familiar to all women, teachers give this more time.

Two hand-operated sewing machines and two machines for embroidery are supplied to each center having at least 20 participants. Another two or three machines are added to centers with more participants.

Candle and soap making were introduced in several centers as potential income generating projects to provide light in areas with no electricity, and to provide soap, thereby reinforcing the health education teachings regarding general cleanliness. Both components were implemented for a short time and in a limited area, because raw materials were costly and wholesale purchasing was not investigated. The impact of this component cannot be determined on the basis of such a small scale initiative.

The traditional handcrafts--mokash, phool kari, and Sindhi karo chia--are well-received in centers where teachers have the expertise to demonstrate and supervise quality work.

Three knitting machines and three discmatic (zig-zag) sewing machines were given to the project; however, it is not practical to use them for teaching purposes, as they become difficult to maintain with so many women trying to use them.

4.1.4 Teaching Staff

During the hiring phase, media advertisements failed to yield an candidate willing to work in the remote centers. Contacts were made through various line agencies, e.g., adjacent District councils, Fauji Foundation, and the Social Welfare Directorate, and matriculation (10th grade) graduates with certificates or diplomas from recognized Government vocational education program were hired. All 28 teachers received on-the-job training supervised by USAID as well as the PCU (Project Coordination Unit) Non-formal Educators.

Six of the centers visited had only one teacher, while three centers had two teachers, and one center has three teachers. At least one teacher in each center has a Matriculation Certificate (10th grade), and had completed a NFE teacher training program. One of the teachers interviewed holds an F.A. degree (11th & 12 grades).

The extra teachers in the four centers are women from the project area who have completed the course in the center and who demonstrated expertise in one or more component of the course.

Senior teachers are paid Rs. 1700/month, and assistant teachers receive Rs. 750/month.

## 4.2 Health Education

### 4.2.1 Accommodations

Facilities acquired for vocational training are used for health and education and EPI implementation, hence the availability of electricity, water, and sanitation facilities as presented above should be examined in light of implications for these sub-project components.

The Engineering cell of the NWFAD Project includes construction of water supply schemes throughout the project area; most of those planned will serve the NFE centers and the primary and middle schools.

Nine Basic Health Units (BHU's) are being built with Project funds--one in Ganichatra is completed.

### 4.2.2 Participation

Since the health education syllabus is very basic, the course content is frequently repeated. NFE instructors teach the health education component (as well as the basic literacy and religious education) whenever large groups of women are in the center at a given time. Teaching methodology focuses on completing the syllabus in a manner reaching the greatest number of participants rather than on presenting a regularly scheduled sequence of classes.

Note, however, that actual participation in any component of the NFE syllabus is the decision of the participant.

### 4.2.3 Courses Offered

A 1987 report submitted by the Non-Formal Educator/Health listed the following health problems, as expressed by women in the project area:

- Garbage in the streets
- Lack of proper drains for dirty water
- No vaccination program for their children
- Unhealthy eating habits of their children
- Lack of available curative medical services

Based on these problems, the health education component was designed to include the following issues:

- ORS preparation

Child care, including food preparation for infants  
 Handwashing  
 Personal hygiene  
 Assessment of under-5's using Road-to-Health Charts  
 Burning of garbage  
 General cleanliness of homes and compounds

All teaching is done orally. Reference texts are used for lecture preparation, but no student text is used. Demonstration and return demonstration techniques are used to reinforce most sessions. For example, after teaching and demonstrating correct preparation of Oral Rehydration salts, participants were required to return the demonstration to assess their ability make the solution.

The most obvious impact of the health education classes is the change in the participants' appearance. Women now come to the center with clean, styled hair, and clean clothes. Other effects may be more long term. Dietary changes are restricted by finances as well as availability and personal preference.

Though women have been trained to prepare ORS when necessary, many report that their children refuse it, even when they are very dehydrated.

One success of the health education program may be the high vaccination rate accomplished through the 1990 EPI campaign. The involvement of the NFE teachers and the use of the centers provided ongoing motivation to the mothers to have their children vaccinated.

Of the 10 teachers interviewed, 8 expressed that they teach 20-30 minute health education sessions daily. Two teachers reported that they do not teach any health education, because they do not feel comfortable with the content. These two teachers were hired after the original group of NFE teachers were hired and trained, and have not received formal health education training.

#### 4.2.4 Teaching Staff

Five of the women responsible for health education indicated that they had some formal training in health. Training ranged from short courses sponsored by UNICEF and USAID to two years of nursing school.

One teacher identified goitre as a major problem in the area, and one teacher stated that no endemic health problems exist. Other teachers interviewed did not offer information on their awareness of local health problems.

### 4.3 Primary and Middle School Education

#### 4.3.1 Accommodations

All schools visited are in rented buildings. Rents of Rs. 200/month for buildings without electricity and Rs. 250 for buildings with electricity are paid by the Project. The 7-room structure housing the school in Gandaf is rented at Rs.500/month.

Of the five schools visited, water was available in 3 schools, while electricity and toilets were available in 2 schools. Most schools have 2-3 rooms; the exception is the school in Gandaf, which has 7 rooms (3 for classrooms, 4 to accommodate teachers). All schools are near the NFE centers.

Forty-three (43) girls' schools will be built with Project funds; four of these have been completed, but have not been handed over to the GONWFP Ministry of Education. All schools will have toilet and water facilities.

#### 4.3.2 Participation

117 students are studying in the three primary schools (Kg.-5th grade) operated with project funds and 104 students are studying at the middle school level. [Per class attendance data is presented in the Appendix].

#### 4.3.3 Courses Offered

Both primary and middle schools follow the syllabus of all government schools within the Province.

Several students have requested that they be allowed to take the Class 5 and Class 8 standardized examinations, and those requesting to take the Class 8 test have expressed their hope for matriculation classes in the near future. The Matriculation exam (10th grade) can be taken privately; the Class 5 and Class 8 exams must be organized by Ministry of Education personnel, and administered through an existing school.

Many of the students, including several 12-14 year olds, were first exposed to formal education through the Vocational Centers. Upon completing the Adult Basic Education Literacy program, they transferred to the primary school where they were placed according to their level of performance.

#### 4.3.4 Teaching Staff

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Seven teachers are assigned to the three primary schools visited. One of the middle schools has 3 teachers and the other has 4 teachers. All middle school teachers have completed baccalaureate programs, while primary school teachers have Matric. Certificates (10th grade). No teacher has completed the Government Primary Teaching Course (PTC).

With one exception, teachers appeared to be relatively well prepared for their assignments; one primary teacher, however, is unable to write the Urdu alphabet. The Vocational Education teacher in this center teaches the Urdu component of the curriculum.

#### 4.4 Agriculture

##### 4.4.1 Accommodations

The three agriculture sub-projects implemented thus far relied on the participant women to arrange plots for their use. No space is available within the NFE centers for agriculture sub-projects.

##### 4.4.2 Participation and Project Description

In Nagrai, a pilot project was begun in the three villages of Khan Pur, Lungar, and Kharari to test the feasibility of kitchen gardening for marketing purposes. The number of participants was limited intentionally. Within each village, three poor women who were able to arrange 10 marla (1/16 acre) plots participated. The Agriculture wing of the PCU provided seedlings and PMU NFE staff provided field support, technical assistance, and monitoring.

The Project agreed to pay each woman Rs. 100/month as an incentive, and the women planned to pay the landowners Rs. 50/month for the use of their land. The women were entitled to all profits from the tomato sales, which averaged Rs. 400-500/woman for the participants from Khan Pur and Kharari. The women from Lungar reported that, due to the death of a village elder and the associated rituals, they were unable to maintain the fields. As a result, all plants died before the harvest. These women were refused payment for their effort.

The total estimated time required to prepare the fields, plant the seedlings, and maintain the plants through the harvest is 40 hours. A profit of Rs. 400-500 is considered fair by the participants, and more women are likely to participate in a similar activity. The women who neglected their plants due to the death of their village elder feel that they had no choice; it is reasonable to assume that such might happen again.

For unknown reasons, the Rs. 100/month incentive was never given to the women, and the landowners are angry that they have not received their portion of that money. This has prevented expansion and continuation of this sub-project component.

## 4.5 Training

### 4.5.1 Accommodations

Women sent outside the area for project related training are housed in hostels near the training facility. The 22 women trained in EPI Motivation and Record Keeping were accommodated in a hotel in Abbottabad for the four day workshop.

Training at project headquarters has in the past proved problematic. Following one session, a question was raised in the Provincial Assembly as to what these female trainees really were doing at Topi. Therefore, project staff now try to arrange training outside the project area but at nearby towns.

### 4.5.2 Participation

As presented in 1.5, 41 women have received some kind of training under the sponsorship of the project.

### 4.5.3 Courses Offered

Twenty-two (22) of those trained were trained in EPI motivation and record keeping. Sixteen (16) are attending the 9-month Primary Teacher Training Course (PTC), and 1 woman each is being trained as a Lady Health Visitor, Health Technician, and Computer Operator.

On-site in-service programs for included:

- a. Two-day workshop in Gandaf where participants shared their expertise with each other and provided tips for teaching these skills to NFE center participants.
- b. 15-day workshop in Tarbela in the Teaching of Vocational Skills. Peer teaching and review. The Workshop included: (1) Teaching of their ABES course; (2) Lectures and demonstrations on health and health education; (3) Soap and candle making; (4) Resource persons included; (5) Experts from Behbood Boutique in Islamabad, Vocational Institute/Islamabad, and ABES/Guiranwala; (6) Lady Doctor from Tarbela Hospital, and (7) Staff from Appropriate Technology Institute/Islamabad. Held in Tarbela.

- c. 2-day lecture/demonstration of agriculture plots to office staff/Topi. Held in Swat.
- d. 1-day demonstration of office staff/Topi of soap/candle making. Held in Islamabad.
- e. 2-day lectures and demonstrations of agriculture [plot to all NFE instructors. Held in Tarbela. December, 1989.
- f. 5-day workshop on EPI Motivation and Record Keeping, presented to 22 NFE teachers and EPI vaccinators. Held in Abbottabad. Trainers included: USAID NFE staff, USAID consultant, GONWEP EPI staff. February, 1990.

Though all of the participants are involved in Government sponsored and approved training programs, none who has completed the training has been accepted into the Government service within the respective Ministry. Repeated requests to the respective (Government) Ministry officials to incorporate these trained women institutional home---mention here men has received muted responses.

#### 4.5.4 Teaching Staff

Individuals from the GONWEP EPI Division of the Health Directorate provided the EPI training. USAID staff and consultants have participated in short term training. All other training programs rely on Government employees.

### 5.0 Summary

#### 5.1 Organizational Considerations

The original goal of this WID sub-project--providing an opportunity for women to gather together in an acceptable setting and in an appropriate manner--represented a prudent (and perhaps the only possible) approach for the introduction of WID activities in the area served by the NWFAD Project.

Sociocultural practices in this area are based in part on the Pathan orientation that a family's level of respect is directly related to the amount of respect afforded its women. Conservative lifestyles for women are thus necessary in order for families to live and work respectably within their communities.

While both education and productivity had been identified as needs among this female population, the priority given first to

establishing a socially acceptable content is probably the key to every success this program has experienced. It provided the credibility necessary to implement all current WID sub-project components. It provides the foundation upon which to expand activities in the future. This consideration should never be underestimated in planning WID projects in very conservative Islamic settings.

The NWFAD WID Projects benefitted greatly from the ability of women from the target area to sense what and how much could happen, and to schedule activities at times and places where they could prove successful without threatening; interesting, yet not blasphemous; and useful, but not overly demanding.

The obstacles faced and overcome by Project staff have been numerous. Finding women with the necessary skills and appropriate sociocultural sensitivity has proved difficult, since the two characteristics are historically contradictory. Most women who do have the required skills are from urban areas or have made the transition from their rural homes to cities and towns. They are unwilling to work in uncomfortable, isolated rural areas.

Maintaining safe distances from factional politics has always been as difficult as it is necessary; accomplishing this has increased the success of a program where political representatives are not above targeting their own personal interests.

## 6.0 Recommendations

The WID Non-Formal Education sub-project has experienced gradual yet continuing advances in the number and quality of offerings within its centers.

The general recommendation is to continue to introduce new activities into all components of the sub-project, with emphasis on long-term relevancy, sustainability; and careful marketing initiatives.

### 6.1 Vocational Training

1. Hire NFE participants demonstrating high level, well-rounded performance, i.e., all components of the NFE curriculum, as teachers or teacher aides within their own centers in order to increase the autonomy and quality of each center.
2. Establish more centers. Existing NFE centers serve only 28 of the 200 villages in the Project area, and logistics and

sociocultural practices prohibit women in one village from traveling to centers in another village.

The original cadre of NFE teachers, who are from outside the Project area, can be transferred to teach in the new centers until local women have been trained sufficiently to take over those positions.

3. At such time that local NFE centers hire their own women (graduates) as NFE teachers, the center should become the responsibility of the local District Council. This responsibility shall include the establishment of permanent centers, salaries, continuing costs, and program determination and monitoring.

The District Council appears to be the best available "institutional home" for these centers, since it allows on-site management and monitoring. It is preferable for cultural reasons to have the NFE program supported "from the inside" than to have outsiders responsible for it. District Councils are supervised by the District Commissioner, and are thus responsible to a higher local authority.

4. The Project Administration should recommend that at a specified date, or upon completion of NWFADP NFE expansion activities, the original cadre of NFE teachers should be incorporated into a Government department/agency, e.g., the Women's Division, to initiate similar WID activities in other parts of the Province.
5. Designate individuals demonstrating expertise in the production of marketable products, e.g., specific types of sewing, embroidery, candle-making, etc. as Resource Persons at-large. These women will travel to all centers, demonstrating high quality production to emphasize the value of quality control and to enhance the marketability of goods produced.

Transport is a potential problem for this arrangement; however, good planning and coordination of field visits with PNU female staff can overcome this constraint during the life of the project.

6. All subjects taught in the vocational centers should be presented in regularly scheduled in-service programs for senior staff. New subjects, e.g. should be introduced in these sessions, including quality control, marketing considerations, etc. Some in-service training could be combined with the standard training sessions required for

the opening of new centers.

7. Project management staff must monitor the quality and extent of NFE center activities on a consistent basis. This has been problematic in recent months. Findings should be the basis for: NFE staff performance evaluations, project revision, staff development programs, and sub-project evaluation.
8. Contract with local oil and beeswax refineries for direct purchase of raw materials needed for soap and candle making.

Candle and soap making have not been presented in most of the centers because of the high costs of raw materials. The direct purchase of oil and beeswax will allow the Project to introduce these two sub-project components as it introduced all other components--by subsidizing all necessary materials for a limited time until the viability of the activity is determined.

9. Initiate a pilot project which will identify high-quality goods produced in given centers, enhance the quality and level of production of these goods over an extended period (nine-ten months), and market them in a "meena bazaar" held in a major city. Based on the lessons learned-- identification of desirable products: high quality, high quantity, and cost-effective production; logistical considerations, and marketing strategies--incorporate ongoing income generating schemes into the NFE program.
10. Contract with business, organization or agency for home-based production of cut & sew items, e.g., military or school uniforms, tablecloths, etc.

## 6.2 Health and Health Education

1. Through schools and NFE centers, demonstrate to women and children the relationship between the lack of sanitation facilities and the high incidence of diarrheal diseases. Use this as a basis for generating interest in pit latrines among Project Administration and Project beneficiaries.
2. Implement annual EPI campaigns, continuing to use NFE centers and its teachers for motivation and implementation until BHU's are completed.
3. Increase the scope and depth of health-related in-service sessions for NFE and primary/middle school teachers. Include

such topics as: nutrition, weaning foods, water storage and use, etc.

4. Identify the extent, nature, and causes of malnutrition in the area so that health education can address these problems directly. Provide nutrition education sessions to all NFE and school students.
5. Establish model kitchen gardens in all NFE centers and primary/secondary school where land is available, growing only those foods which satisfy nutritional deficiencies identified in the area. Use the gardens as the basis for nutrition education sessions.
6. Take advantage of NGO and donor (WHO, UNICEF, USAID) health education materials and preventive health services to provide the broadest scope of health and health education services throughout the Project area.
7. Arrange with the GONWFP Ministry of Health to:
  - a. Incorporate Project-trained health workers into the Government service.
  - b. Staff the 3 Basic Health Units (BHU's) being built by the Project as soon as they are completed.
  - c. Provide midwifery training to traditional birth attendants (TEA's) from the Project area and link them to the Government health system for monitoring purposes and technical support

### 6.3 - Primary and Secondary Education

1. Continue to upgrade the quality of primary and middle schools throughout the Project area by: (a) Completing construction of project-funded school buildings; and (b) Providing on-going staff development programs for all teachers in the project area. There is a serious need for primary school teachers.
2. Request GONWFP Ministry of Education to arrange PTC (Primary Teacher Course) during successive summer holidays (3) in order to certify Project Primary school teachers and incorporate them into government system.
3. Arrange with Sub-Division (SDO) and Division Education Officers (DEO) to provide Primary Education Examination for Project Primary school (Class 5) students. This exam is administered throughout the government schools, and since only it cannot be take privately as can Class 8 and matric. exams, this exam must be scheduled through the school.

4. Arrange with the Division Education Officer that the final examinations for each grade (1-8) shall be the same as those used in the government primary and middle schools.

#### 6.4 Agriculture

1. In NFE centers and primary and secondary schools where space is available, establish kitchen gardens of those crops representing local dietary deficiencies. Make these gardens the focus of nutrition education sessions for both school students and NFE participants.
2. Resolve the issues regarding the agreed upon incentive to women participating in the tomato production scheme in order to allow continuation and replication of this project.
3. Teach food preservation for locally produced crops, such as tomatoes, potatoes, onions, peas, and chillis.
4. Introduce fruit-tree plantation in NFE centers on a space-available basis, and provide seedlings to NFE participants for plantation in their home compounds.
5. Encourage expansion of the kitchen gardening sub-project component, for purposes of marketing as well as preservation of harvests for personal consumption.
6. Implement small-scale poultry projects for personal consumption and local sale, combining it with NFE and school based nutrition education sessions.
7. Provide more village based (through NFE centers) agriculture training for participants, using female agriculture specialists from Government agencies (Tarnab, Agricultural University, Fruit and Vegetable Board).

#### 7.0 Conclusions

Attention to careful, monitored implementation of recommended strategies for expansion should be based on priorities and group interests within individual centers. Centers must satisfy the interests of their participants while not engaging in so many activities that the quality of each suffers. The participants' interests is largely responsible for the success of this program and their sustained active involvement is key to ongoing, expanding WID efforts in the area.

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## STATISTICS OF TRAINED WOMEN

Union Council Gandaf		
S.NO.	NAME OF CENTER	# OF TRAINED WOMEN
1	Gandaf Payan	108
2	Gandaf Bala	108
3	Sarkoi Payan	18
4	Bada	25
5	Kolagar	17
Union Council Kabgani		
6	Qadra	25
7	Besek	16
8	Dewal	16
9	Malikabad	20
10	Takail	12
Union Council Gabasni		
11	Dewalgari	10
12	Chanai	22
13	Mangalchai	46
14	Gabasni	14
15	Gabasni	17
Union Council Ganichatra		
16	Ulla	50
Union Council Nagrai		
17	Khanpur	17
18	Charorai	11
19	Langar	15
20	Mandao	59
21	Nagrai	46
22	Kharari	92
23	Langao	22
Union Council Baitgali		
24	Gali	21
25	Sethana	15
26	New Kabal	21
Union Council Nara		
27	Nara	21
Total		813

STATISTICS OF N.F.E. CENTERS

Union Council Gandaf		
Name of Center	Course Completed	No. of Trainees Getting Training
GUNDAF PAYAN	3	25
SARKOI PAYAN	1	15
BADA	1	22
KOLAGAR	1	26
	2	20
<b>TOTAL</b>		<b>108</b>
Union Council Kabganil		
QADRA	1	29
BESAK	1	30
DEWAL	1	14
MALIKABAD	2	22
TAKAIL	1	25
KABGANI	1	28
<b>TOTAL</b>		<b>148</b>
Union Council Gabazni		
DEWALGARI	1	20
CHANAI	1	15
MANGALCHAI	1	20
GABASNI	1	
<b>TOTAL</b>		<b>55</b>
Union Council Ganichatra		
UTLA	2	49
SANDOWA	1	18
<b>TOTAL</b>		<b>67</b>
Union Council Nagrai		
KHANPUR	1	25
CHARURAI	2	14
LANGAR	3	42
MANDAO	1	23
NAGRAI	1	33
KHARARI	1	20
<b>TOTAL</b>		<b>137</b>

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STATISTICS OF PROJECT GIRLS SCHOOLS

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Name of School	Union Council	Present Enrollement	No. of Teacher	Annual Examination Record	
				Appeared	Passed
PGMS Gandaf	Gandaf	66	3	34	33
PGMS Utia	Ganchatra	59	2	19	16
PGMS Malikabad	Kabgani	11	3	7	6
PPS Chanai	Gabasni	60	1		
PPS Galli	Baitgali	63	2		
PPS Sethana	Baitgali	96	1		

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TRAINING COMPONENT

a. DAI TRAINING

NAME	WIFE OF	DURATION	UNION COUNCILS	PLACE OF TRAINING
SHIREENA	HUSSAIN	3 MONTH	GUNDAF	SWABI
GULFAROSHA	HAMID SHAH	1 YEAR	GUNDAF	SWABI
HAMSHAIDA	BARADE KHAN	3 MONTH	GUNDAF	SWABI
HABIB JAN	Gharib Khan	3 MONTH	GANCHUTRA	GANCHUTRA
FUL FANIA	FATEH MOHAMMAD	3 MONTH	GUNDAF	SWABI
BULHARD JAN	NARI	3 MONTH	NAGRAI	SWAT
BASROGI	SAIB GUL	3 MONTH	NAGRAI	SWAT
BIBI ROJAN	MIRZAMAN	3 MONTH	GANCHUTRA	SWABI
SARDAR	TALIMEN	3 MONTH	GUNDUF	SWABI
KHARSHIDA	SYED MOHAMMAD	3 MONTH	QADRA	SWABI
LAL BAHAI	MAHBOOB	3 MONTH	GUNDUF	SWABI
KAMODAI	SHAH KOOR	3 MONTH	GUNDAF	SWABI
BADAM ZARI	NOOR ULLAH	3 MONTH	BESAK	SWABI
SAKINA	SHAH NAZAR	3 MONTH	GANICHUTRA	SWABI
BUKHT NISA	SAHIB ULLAH	3 MONTH	GANICHUTRA	SWABI
HAZARAT JAN	HAIDER	3 MONTH	GANICHUTRA	SWABI
LAL BAHAI		3 MONTH	GANICHUTRA	SWABI
TAJIROOM	GHULAM SARWAR	3 MONTH	GUNDAF	SWABI
ROMANA	JAMROZ	3 MONTH	GADOON	SWABI
ASIROOM	GHULAM SARWAR	3 MONTH	GUNDUF	SWABI
GUL FANIA	Gharib Gul	3 MONTH	GANICHUTRA	SWABI
GIMATA	ZAMIN SHAH	3 MONTH	NAGRAI	SWAT
LAL BIBI	GAIM	3 MONTH	GUNDUF	SWABI
GUR FANIA	AYUB KHAN	3 MONTH	BESAK	SWABI
HURRAM PARI	AWAL DIN	3 MONTH	GANICHUTRA	SWABI
HABIB JAN	HABIB SHAH	3 MONTH	NARA DHAND	SWABI
BIBI TWAHA	NIAMATULLAH	1 YEAR	GUNDUF	SWABI
TABAN	JUMMA KHAN	1 YEAR	GUNDUF	SWABI
SHAHZADGAI	WOOBAB	1 YEAR	GUNDUF	SWABI
SARDARA	SHAMSHAD	1 YEAR	GUNDUF	SWABI
KHURSHIDA	SYED MAHMOOD	1 YEAR	QADRA	SWABI
NUMTAZ	KHAWAR	1 YEAR	QADRA	SWABI
ROSHAN ZARI	AMIR AHMAD	1 YEAR	QADRA	SWABI
AMREZA	ATHAR SHAH	1 YEAR	QADRA	SWABI

b. LHV AND HEALTH  
TECHNICIAN AT PUBLIC  
SCHOOL PESHAWAR  
AND HAYATABAD

S.NO.                      NAME OF TRAINEES

1.                      YASMEEN (HEALTH TECHNICIAN)
2.                      HAMIDA (LHV)

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