BEFARe
Basic Education for Afghan Refugees

INFORMATION
on
a project of

GERMAN TECHNICAL COOPERATION

Peshawar, August 1993
OFFICIAL STATUS AND PROJECT LOCATION:

BEFARe is a bilateral government project, agreed between the governments of the Federal Republic of Germany and the Islamic Republic of Pakistan, to support Afghan refugees in Pakistan's Northwest Frontier Province (NWFP). This project of German Technical Assistance aims at the improvement of basic education for children (through formal education) and for adults (through non-formal education), for both male and female learners. This includes the training of instructors, teachers and supervisors at several levels.

Based on a government agreement the project is jointly executed by the 'Commissioner Afghan Refugees', Peshawar, and the 'Deutsche Gesellschaft für Technische Zusammenarbeit' ('German Agency for Technical Cooperation', GTZ) in almost all districts of the Northwest Frontier Province, with its central project office in Peshawar and branches in Timergara, Bannu, Kurrum and Miranshah.

Location of BEFARe - Offices / Training Centers

```
Sub-Center
Timergara

Sub-Center
Peshawar

Central
Office
Peshawar

Female
Sub-Center

Sub-Unit
Kurrum

Sub-Unit
Miranshah

Sub-Center
Bannu
```
Areas of BEFARe - activities

Areas with schools monitored by BEFARe (formal education)

Areas where Child Care Courses and Literacy Courses are conducted (non-formal education)

Areas with BEFARe - activities in formal & non-formal education
History of the Project

BEFARe is a follow-up project of PAK-GERMAN BAS-ED (Basic Education in Areas Affected by the Influx of Refugees, NWFP). This gtz project was started in late 1984 to provide assistance in basic education to both Afghans and Pakistanis, unlike most aid projects, which concentrated only on Afghan refugees, neglecting the fact that the Pakistani hosts, especially in the NWFP, also suffered a lot from the influx of refugees.

Since Pashto was spoken by both target groups and used in both the school systems, the project produced teaching/learning materials in Pashto and used Pashto as the working language for training courses at various levels.

Over several years the project successfully implemented a number of educational programmes for both population groups, but it was felt that the two educational systems (one for Pakistani students and teachers, the other for Afghan students and teachers) are too different from each other and each of them too demanding to be catered for by a single project.

Therefore it was appropriate to divide the project into 'Basic Education for Afghan Refugees' (BEFARe, for Afghans only) and 'Primary Education - Charsadda District' (PE-CD, for Pakistanis only).

The PE-CD project for Pakistani students and teachers started recently, in October 1992, but
BEFARe has already completed one project phase from October 1990 - October 92. The present phase started on November 1st, 1992, and will last up to October 1994.

The further development of the project will very much depend on the actual repatriation of Afghan refugees to their homeland. In general the German government is willing to support Afghan refugees as long as the number of refugees in Pakistan justifies the existence of the project.

On the other hand the German government is interested in starting educational activities in Afghanistan, in collaboration with the Afghan government, as soon as the conditions in Afghanistan (e.g. the security situation, fully activated diplomatic relations) are conducive to the negotiation, planning and implementation of educational projects.

**PROJECT ACTIVITIES**
**FOR TWO TARGET GROUPS**

<table>
<thead>
<tr>
<th>10/90</th>
<th>10/92</th>
<th>10/94</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEFARe - Project for Afghans only</td>
<td>new project in Afghanistan?</td>
<td></td>
</tr>
<tr>
<td>PAK-GERMAN BAS-ED for Pakistanis</td>
<td>10/95 PE-CD for Pakistanis only</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES OF BEFARe-PROJECT:

The project is designed to contribute to the overall goal 'Basic Education for Afghan Refugees is Improved' within its financial, technical and political limits. The following five outputs are envisaged to serve the project purpose 'Teaching at the Basic Education Level is Effectively Carried out':

1. Teachers are trained to work with project material as well as non-project material on learner-centered basis
2. Appropriate teaching material is provided
3. Literacy skills and child care awareness are acquired by the participants (Non-formal education)
4. Educational staff are prepared to meet problems stemming from repatriation
5. Management competencies at different levels strengthened.

To achieve these objectives and to produce these outputs the project carries out a number of activities and sub-activities which - for better understanding - can be organized into three main areas which are described on the following pages:

- a) formal education
- b) non-formal education and
- c) support and preparation of repatriation of Afghan refugees.
A.) FORMAL EDUCATION:

Materials used by the project

The project is mainly using teaching/learning materials which were prepared by PAK-GERMAN BASHED, i.e. for Afghans and Pakistanis, but it has already produced some new materials especially for Afghans and it is adapting more and more materials to be suitable for later use inside Afghanistan.

The basic pedagogical intention behind these materials is to facilitate child-centered teaching, to activate children and to give them the assistance to understand texts and to apply rules (to operate) rather than to learn them only by heart or to chant texts and rules without understanding them.

The materials consist of workbooks for students for the subjects of Pashto and mathematics for the grades I and II. For grade III our books resemble more ordinary textbooks, but still offer many opportunities to practice language and mathematical skills. There are also charts and cards (e.g. number charts, number cards, keyword picture cards) for the teacher. The use of all these materials is explained with the help of lesson plans and lesson sketches offered in 'handbooks' for the teachers, compiled according to the two subjects for grades I, II and III.

The project has also accepted the assignment to prepare teachers' guides for appropriate textbooks prepared by other agencies, e.g. for textbooks in Islamyat.
A.) FORMAL EDUCATION: Teacher Training and Supervision

The project regularly trains and supervises teachers who work in about 330 schools of the Education Cell (530 schools before repatriation started), supporting about 50,000 students (down from 80,000) with textbooks and workbooks.

Twelve Master Trainers supervise about 60 Teacher Trainers, who themselves monitor about 1,000 teachers. Teachers and students are guided through the educational materials of the project. The Master Trainers are stationed in the four Sub-Centers and the Teacher Trainers are selected and appointed in such a way that they can easily monitor a certain number of schools.

Every year during school vacations teachers of grades I, II and III receive two weeks of training, preparing them to work practically with the project materials, and also giving them some general training, covering the most important pedagogical topics. Since the beginning of this project phase the training is becoming more and more independent of the project’s own teaching material, thus preparing the teachers for the time after repatriation. Most of the schools in Afghanistan will not have access to our materials or any other material of good pedagogical quality; they may not even have any kind of teaching material.

The first round of the 'new style' training courses shows that the teachers appreciate this type of general and solid preparation for their future role in Afghanistan.
B. NON-FORMAL EDUCATION:
Materials used by the project

Since 1989 the project has been using a cassette-cum-flip-chart course (the Child Care Course), covering the main aspects of mother and child health, physical and mental child development, hygiene in the family and prevention of diseases in 12 sessions.

Participants receive a handbook which contains all the charts and the main messages of the course. Content as well as organisation of the course are based on traditional Afghan culture, which among other things stresses religious life and seclusion of women from the men's world.

A revised, enlarged and updated version is being produced at present, covering some new topics like mine awareness for the protection of the family.

In the area of literacy (for Pashto language) the project uses its primer with accompanying flip-charts, a reader covering a variety of topics (as 'appetizer' for future reading material), both with related training material for instructors. A 'Mathematics Primer' is under production as well as some booklets as follow-up reading material. Possible topics for the booklets have been discussed with participants and instructors, so that the project can be sure to satisfy the reading interests of its students later on. Main areas will cover the reconstruction of Afghanistan, religious topics and texts of special interest for women.

For both programmes existing educational material was analysed before the project developed its own material, which has proved very successful.
B. NON-FORMAL EDUCATION:

Organisation of courses

Both programmes involve local communities, i.e. group leaders and instructors resident in the refugee camps, and are mainly conducted in private houses offered by refugees interested in education. This always guarantees that the programme is not imposed by the project (or the government) but wanted by the target group.

With this support the project has since April 1989 reached more than 58,000 women with its Child Care Course, with 430 trained group leaders in almost 2,000 courses. This is an enormous achievement considering the usually negative and sometimes violent attitude of traditional male Afghans against female education, and it provides hope for future activities in this field.

Assessments show that the participants retain quite a bit of the information being offered in the course.

Literacy courses have only started in January 1992 after long and careful preparations. More than 400 instructors have been trained (one week for each level, i.e. primer and reader) and have reached more than 11,000 registered participants, of whom more than 4,000 completed the courses and succeeded in the final tests.

While the target group of formal education activities is slowly dwindling, demand for non-formal education courses is on the increase. If schools are closed by UNHCR but many refugees with an interest in education remain in the camps, then non-formal education could soon receive more attention and a larger share of project activities and funds.
C. SUPPORT AND PREPARATION FOR REPATRIATION OF AFGHAN REFUGEES

Although there are still around 2 mill. Afghan refugees in Pakistan, repatriation on a larger scale has started and the closing down of refugee related projects may be justified after another one or two years from now.

In this situation one should continue to run refugee projects as long as the need continues, but not try to prolong project activities for refugees in NWFP any longer than necessary. Rather, we should shift to the approach that project activities should be for the benefit of Afghans: for a transition period it could be for Afghan refugees, returnees and residents, but new projects would be designed with an increased emphasis on reaching Afghans in Afghanistan alone. The project has already reacted to the new situation by modifying previous project materials and training approaches to suit the needs of the education system in Afghanistan. The project has started to communicate with the Ministry of Education in Kabul to ensure that work done here in Pakistan would not be wasted but would be suitable for transfer across the border to help Afghan authorities in rebuilding their educational system after more than 14 years of war. The project feels special responsibility to ensure that qualified staff members and trainees of the project will find employment within the education system of Afghanistan, so that in the long run the assistance given to Afghan refugees will help the whole Afghan nation to rebuild their country.
ANNEXE

Further Information:

Diagrams
Statistics
Samples of work

Project Address:

BEFARe - Project
Uni.P.O.Box 1481
PESHAWAR / PAKISTAN

TEL: 0521 / 840631
FAX: 0521 / 841047
B.E.F.A.Re. (Refugees)
(Master Trainers from Peshawar and Bannu assist Sub-Center Timergara when necessary)
B.E.F.A.Re.
"Basic Education For Afghan Refugees"

TYPE OF SCHOOLS
SUPERVISED BY MASTER TRAINERS AND TEACHER TRAINERS OF B.E.F.A.Re.

BOYS PRIMARY (56.0%)

GIRLS MIDDLE (0.6%)

GIRLS PRIMARY (12.6%)

BOYS MIDDLE (30.8%)

Total number of schools in August 93: 325
**B.E.F.A.Re.**
"Basic Education For Afghan Refugees"

**SCHOOLS COVERED BY SUB-CENTERS**

- **Peshawar (36.6%)**
- **Bannu (34.8%)**
- **Timergara (15.4%)**
- **Female (13.2%)**

Total number of schools in August 93: 325
ख़ील عمل د لاری مل

بیو کوتیز په اوبرو کو یو مبپی ولید. د حوض اوبر دبرپ وی.

کوتیز پاپه حوض ته وو او پروه. مبپی په پاپه ورپورته شو.

بله ورخ یوه بنکاری هغه کوتیره په خاله کی ولیده.

بنکاری د کوتیز په لوری ننیان ونیبو. مبپی په له خنده

بنکاری ته په پنجه نیپ مختلف. د بنکاری لاس ونزوورپد.

وار پی بی غایه لار.

43
<table>
<thead>
<tr>
<th>Area</th>
<th>INSTRUCTORS</th>
<th>LEVEL 1 (Primer / )</th>
<th>LEVEL 2 (Reader / )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trained</td>
<td>Left</td>
<td>All</td>
</tr>
<tr>
<td>Peshawar SC</td>
<td>123</td>
<td>80</td>
<td>43</td>
</tr>
<tr>
<td>Timergara SC</td>
<td>112</td>
<td>57</td>
<td>55</td>
</tr>
<tr>
<td>Kurrum SC</td>
<td>85</td>
<td>56</td>
<td>29</td>
</tr>
<tr>
<td>Miranshah SC</td>
<td>32</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>352</td>
<td>207</td>
<td>145</td>
</tr>
</tbody>
</table>

Prepared by: Mohd. Nasim Qasimi
Date: 31 / 07 / 1993
B.E.F.A.Re.

Literacy Progress Report
since Jan 13th, 1992
(Male)

<table>
<thead>
<tr>
<th>Area</th>
<th>INSTRUCTORS</th>
<th>LEVEL 1 (Primer /)</th>
<th>-level 2 (Reader /)</th>
<th>PARTICIPANTS</th>
<th>PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trained</td>
<td>Left</td>
<td>All</td>
<td>Active</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Closed</td>
</tr>
<tr>
<td>Peshawar SC</td>
<td>123</td>
<td>81</td>
<td>42</td>
<td></td>
<td>139</td>
</tr>
<tr>
<td>Timergara SC</td>
<td>112</td>
<td>63</td>
<td>49</td>
<td></td>
<td>166</td>
</tr>
<tr>
<td>Kurrum SC</td>
<td>85</td>
<td>60</td>
<td>25</td>
<td></td>
<td>82</td>
</tr>
<tr>
<td>Miranshah SC</td>
<td>32</td>
<td>15</td>
<td>17</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>Mingarah</td>
<td>40</td>
<td>13</td>
<td>27</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Kunar</td>
<td>20</td>
<td>8</td>
<td>12</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Paktia</td>
<td>17</td>
<td>6</td>
<td>11</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>429</strong></td>
<td><strong>246</strong></td>
<td><strong>183</strong></td>
<td></td>
<td><strong>494</strong></td>
</tr>
</tbody>
</table>
### Data Table

**Prepared by:** Waheeda Farouk  
**Date:** 31/07/1993

<table>
<thead>
<tr>
<th>Area</th>
<th>INSTRUCTORS</th>
<th>LEVEL 1 (Primer / )</th>
<th>LEVEL 2 (Reader / )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>Left</td>
<td>All Active</td>
<td>Trained</td>
</tr>
<tr>
<td>Total</td>
<td>Closed</td>
<td>Completed Running</td>
<td>Regist. drop.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>63</td>
<td>18</td>
<td>45</td>
</tr>
</tbody>
</table>

- **Patanan**: 3 - 3 5 3 2 108 8 60 49 40 2 2 2 31 31
- **Ghazi**: 4 4 4 1 3 83 26 57 29
- **Gandaf**: 3 3 3 3 56 12
- **Gakol**: 8 3 5 19 7 7 5 403 131 160 100 112 1 1 1 22 22
- **A. Khattak**: 4 1 3 7 1 4 2 141 43 50 25 48 1 1 1 13 13
- **Jalozi**: 3 3 3 9 6 3 260 80 106 90 74 3 3 3 58 58
- **Bajaur**: 33 5 28 41 5 16 20 669 139 177 158 353 9 9 130 130
- **Chichana**: 2 2 2 2 1 1 38 18 20 20
- **Tajabad**: 1 1 1 1 1 22 12 10 9
- **Shindand**: 2 2 2 4 4 88 88

**Compilation since Jan 13th, 1992**
### BASIC EDUCATION FOR AFGHAN REFUGEES (BEFARe)

**Statistics of Child Care Courses For July, 93.**

<table>
<thead>
<tr>
<th>Camp Code</th>
<th>Camp</th>
<th>No. of Courses</th>
<th>No. of G.Leaders</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>C/E</td>
<td>Akora Khattak</td>
<td>(110-115)= 6</td>
<td>-</td>
<td>144</td>
</tr>
<tr>
<td>C/Q</td>
<td>Baraki</td>
<td>(158-161)and (164-167)= 8</td>
<td>-</td>
<td>205*</td>
</tr>
<tr>
<td>C/V</td>
<td>Panian</td>
<td>(97-98)and (105-108)= 6</td>
<td>6</td>
<td>118</td>
</tr>
<tr>
<td>C/X</td>
<td>Badaber</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C/Y</td>
<td>Dargai</td>
<td>-</td>
<td>6</td>
<td>-</td>
</tr>
</tbody>
</table>

**TOTAL**  
20 12 467

**1993 TO DATE (Jan-July)**  
170 38 4018

**1992 Total**  
334 96 7724

**1991 Total**  
411 88 10786

**1990 Total**  
570 79 18546

**1989 Total**  
496 130 17238

**GRAND TOTAL (April 89 to July, 93)**  
1981 431 58312

**Total April 89 - Sep.90**  
957 185 32338

**Total Oct.90-July, 93**  
1024 246 25974

**Total April, 89-July, 93**  
1981 431 58312

WP-058
* Courses in Baraki Camp closed on 7.7.93.
Sample Poster from "Child Care Course"
"How to bath your child in cold and hot weather"
Sample Poster from "Child Care Course"
"Vaccinate your child against measles"

کد مامل ته دشري په مقابل کنی تیکه (ستن) رکول شی نه
هغه به په شری نه اخته کیری.
Sample of Lesson Plan for Mathematics, Grade 2

1. Discuss the following concepts: addition, subtraction, multiplication, and division. Introduce the concept of division by using simple examples. Ask students to divide 15 by 3. Discuss the answer and write it on the board. Then, ask students to divide 20 by 4. Again, discuss the answer and write it on the board. Repeat this process for other examples. At the end of the lesson, ask students to summarize what they have learned. This will help them remember the lesson better. 

2. Practice division problems with students. Write the following problems on the board: 24 ÷ 6, 35 ÷ 5, 42 ÷ 7, 56 ÷ 8. Ask students to solve each problem and write their answers on the board. Discuss the answers and explain the process. 

3. Discuss the concept of division using real-life examples. For example, discuss how to divide a pizza among four friends. Explain how to divide the pizza into four equal pieces. Ask students to write down the process. Finally, ask students to solve similar problems on their own. This will help them understand the concept better.
<table>
<thead>
<tr>
<th>رياضي - دورة تدريبية</th>
<th>عنوان:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ر2-39</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>درس</th>
<th>متابعة مشغوب</th>
<th>استدامة مشغوب</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>1.2</td>
<td>2.2</td>
</tr>
<tr>
<td>3-4</td>
<td>3.4</td>
<td>4.4</td>
</tr>
<tr>
<td>5-6</td>
<td>5.6</td>
<td>6.6</td>
</tr>
<tr>
<td>7-8</td>
<td>7.8</td>
<td>8.8</td>
</tr>
<tr>
<td>9-10</td>
<td>9.10</td>
<td>10.10</td>
</tr>
</tbody>
</table>

- ممارسة من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- دروس من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- ممارسة من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- دروس من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10

- ممارسة من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- دروس من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- ممارسة من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- دروس من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10

- ممارسة من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- دروس من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- ممارسة من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- دروس من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10

- ممارسة من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- دروس من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- ممارسة من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
- دروس من 10.10 ص. 10.10 - 10.10 ص. 10.10 - 10.10 ص. 10.10
Sample of "Lesson Sketch" for Pashto Grade 3
(English version; teachers get Pashto version)

b) Derived exercises
Some oral and written exercises are suggested in which children describe in detail, what is necessary to maintain cleanliness concerning different aspects of their environment like water, houses and surroundings, food etc.

Two topics for writing small compositions are included:
1. How I keep myself clean
2. How we keep our house clean

The first topic should be dealt with jointly by the teacher and the students to serve as an example. The second one should be written by the students on their own. Even simple results have to be accepted as first attempts. It is important that children are encouraged to do further independent writing.

2. Objectives

Students
- can read the text
- can recall facts from the text
- understand all the words and phrases in the text
- can explain the new and unfamiliar words in the text
- know that germs are tiny living organisms which cause diseases
- know that dirty places are full of germs, which are dangerous for our health
- understand the relation between dirty living conditions and diseases
- understand the need for cleanliness
- can write simple sentences about how cleanliness is maintained

3. Materials: textbook, blackboard, slates, notebooks

4. Hints for teaching

4.1. Sketch of Lesson No 1

- Teacher guides a talk about the pictures on page 18 and 19
- Students study the pictures
  - Students describe the pictures in detail one by one
  - Students find and describe that all the pictures are related to each other (the street is dirty - rain or wind may take the dirt into the stream - people use the stream for getting drinking water - the man and the boy also drink that water - the boy has become ill and lies in hospital)
  - Writing simple statements to accompany the pictures
    - Students say sentences
    - Teacher writes the agreed ones neatly on the blackboard (see below)
  - Students read out the statements
  - Students copy the statements in their notebooks
    - Repetition
      - Students read out the statements written on the previous day
      - Students say what else they remember concerning the pictures
      - Working through the first half of the text until page 19, line 4 ( "وژغی" کې) in two steps
        - Students read the first paragraph until page 18, line 14 ( "دناولي" کې) silently and underline the unfamiliar or difficult words
        - Students say what they remember about the text in spite of not understanding every word
        - Students point out difficult and unfamiliar words; teacher writes them neatly on the blackboard; students/teacher explain and clarify the words (see below)
        - Students read out the text in small parts repeatedly
        - Reading the next 7 lines until page 20 in a similar way

To be continued on the following pages
Sample of "Lesson Sketch" for Mathematics Grade 3

- 55 مخ - لومیدونه

- 25 مخ - لومیدونه

- 15 مخ - لومیدونه

- 5 مخ - لومیدونه

- 1 مخ - لومیدونه
Selected Educational Materials  
used by BEFARe-Project  
(produced by Pak-German Bas-Ed or BEFARe)

Formal Education:

- Workbooks for Pashto, grades 1 and 2 (4 books)
- Workbooks for Mathematics, grades 1 and 2 (4)
- Textbooks Pashto and Mathematics, grade 3 (2)

- Teachers' Guides (Lesson Plans) for Pashto and Mathematics, grades 1 and 2 (8)
- Teachers' Guides (Lesson Sketches) for Pashto and Mathematics, grade 3 (2)

Keyword-Picture Cards, Word Cards
Number-Picture Cards, Number Cards

Charts for Language Teaching (Pashto)
Charts for Mathematics Teaching

- Handbooks accompanying new Teacher Training Courses (2 books)

Non-formal Education:

- Cassette-cum-flipchart Child Care Course
- Handbook Child Care Course for every participant

- Pashto Primer with set of charts
- Teachers' Guide for Pashto Primer
- Pashto Reader with Teachers' Guide