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INTERNATIONAL RESCUE COMMITTEE  
Program for Afghans

Quarterly Report  
January - March 1992

*for*

THE ASIA FOUNDATION

*covering*

The Men's and Women's Journalism Programs

Grant Number AG 105 PS 1041

## INTRODUCTION

The International Rescue Committee's Journalism Program was opened in 1987 to achieve the following goals:

- to teach Afghan men and women basic news writing and newspaper production skills;
- to increase Afghans' awareness of the world around them;
- to foster objective thinking and reporting; and,
- to produce graduates who can work as journalists and translators when they return to Afghanistan.

Since August 1991, the Journalism Program has been composed of two parts: the Men's Journalism Program and the Women's Journalism Program. To ensure that the skills IRC teaches are applicable within Afghan culture, the two programs are administered separately and emphasize different topics and skills. The following is a brief description of each.

### A. THE MEN'S JOURNALISM PROGRAM

The Men's Journalism Program was opened in 1987 in order to provide Afghans with the skills necessary to publicize the plight of Afghan refugees and their country in an objective and clear manner to the outside world. Eighty Afghan refugees have graduated from the program since then, many of whom have found jobs with local and international media organizations. The program is now staffed entirely by Afghan journalists, who have revised the course substantially to reflect the professional needs of Afghan refugees in Peshawar. The revised course features greater emphasis on developing students' abilities to write and report in their own languages of Dari and Pushto.

During the second quarter, the program continued to implement these changes. The most notable improvements took place in the Dari portion of the course, which has been expanded so that instruction is divided equally between English and Dari. In January, the Dari grammar instructor developed a 43-page textbook containing notes relating to the grammar points addressed in the course. Specialized translation lessons are strengthening students' proficiency in Dari and in English.

Five level-four students received certificates at the graduation ceremony held at IRC's English Language Program February 24. A program graduate was nominated to attend a seminar on journalism at the Fletcher School of Law and Diplomacy at Tufts University.

Nevertheless, the program faced a number of setbacks during the term. Of the 32 students who enrolled in the course in the fall, only ten remain. Declining enrollment figures suggest that students find other courses, many of whom offer stipends, more attractive. The English student newspaper *Bouquet Among the Ashes*, which was published in January, contained major errors in style, grammar, and even journalistic techniques. Citing security concerns, the program manager resigned in March and moved from Peshawar.

In light of these and other problems, it is unlikely that IRC will seek to continue the programs following the graduation of the current class next fall.

### B. THE WOMEN'S JOURNALISM PROGRAM

The IRC Women's Journalism Program, which grew out of IRC's Journalism Program for men, was created in 1987. In the fall of 1991, the program was revised to reflect the professional needs and requirements of Afghan women. The program trains women to gather and organize data and write articles in English and in Dari. Trainees develop analytical and written skills that will enable them to hold media-related positions and to disseminate information about education, health, and other topics of interest to other Afghan women. Instruction is in English and Dari.

The program operated successfully during the second quarter. Most notably, the program provided students practical opportunities to apply skills learned in class and to work independently. Students in the program attended two meetings sponsored by Pakistani and Afghan women's groups. They wrote articles about the meetings in English and in Dari, and the articles were distributed to program managers at IRC's women's programs. Two students worked as translators and interviewers in an evaluation of the Afghan OB/GYN Hospital supported by IRC's Medical Co-Financing Program. *Bashir-ul-Mominat*, an Afghan women's journal, has offered to employ two students in the program as reporters for its English-language periodical. The students completed two lengthy independent writing assignments, and two of these articles will be published in IRC's Annual Report.

Despite the successes achieved during the quarter, staffing problems and budgetary limitations have forced IRC to conclude that the journalism program is no longer sustainable. The accomplishments of the English portion of the journalism course appear to be linked to the presence of an expatriate instructor. The program's budget could

not support an expatriate manager after February 1992, and IRC could not identify an Afghan woman with the necessary English language skills to assume responsibilities for the program. IRC has explored the possibility of continuing the program as a Dari-medium course, however, evidence suggests that many students enroll in the course because they want to improve their English skills. Accordingly, IRC will not seek renewed funding for the course, and the current group of students will be the last to graduate from the program.

## II. QUARTERLY REPORT

This report outlines the objectives and planned activities of the IRC Journalism Program which were presented to the Asia Foundation in the 1991/92 project proposal. It also summarizes activities which occurred between January and March 1992. The women's and the men's program are described separately and the Women's Journalism Program report includes an additional objective and several planned activities which reflect changes implemented this fall. Objectives and planned activities that have been designed to be met and implemented in 1991/92 appear in *italics*.

### A. IRC MEN'S JOURNALISM PROGRAM

*OBJECTIVE: Teach Afghan men basic newswriting and newspaper production skills. Increase student awareness of the world around them and foster analytical skills and objectivity in interpreting issues and events.*

*Planned Activity # 1: Provide instruction in a specialized journalism curriculum which focuses on teaching: newswriting, photography, and interpreting world issues objectively.*

*Quarterly Activities:* Between January and March 1992, the semester-one course covered the following topics: basic newswriting, language and grammar, interpreting world issues, objectivity, translation, and editing. More detail on each part of the course is provided below.

#### BASIC NEWSWRITING:

Students studied the following topic areas in the English portion of the course during the first quarter of 1992: objectivity, hard news story writing, obituary writing, soft lead newswriting, interviewing, quotations, attribution, paraphrasing, using dictionaries, writing succinctly, using action verbs, the present and past continuous tenses, the active and the passive voice, capitalization, and punctuation.

Class discussion, classwork, and homework assignments were used to present the topics. For example, students interviewed each other in class and wrote weekly assignments. They also completed several short assignments on different topics provided by the instructor. Outside of class, students spent time interviewing and writing articles about issues relevant to the life of Afghan refugees in camps in Peshawar.

In the Dari and Pushto component of the course, the students learned story organization (including the inverted pyramid style of writing a news story) and how to organize a lead to emphasize important facts. They also reviewed punctuation and capitalization, and style rules for using figures, numbers, dates, and times. The students also listened to a tape-recording of a Dari/Pushto radio broadcast.

The students also learned elementary layout rules. For example, they learned how to place a news story on the page of a newspaper, and practiced with different page sizes, margins, and space between lines. The students also reviewed how and where to place bylines, page numbers and labels, and dates on a page. Students also became familiar how to write a headline. Two Dari/Pushto newspapers published by Afghan political parties in Peshawar, *Shahadat* and *Mujahid* were used to illustrate how to use headlines.

#### DARI LANGUAGE AND GRAMMAR:

Students learned the following items in Dari grammar during January, February, and March: the definition of and need for grammar, word usage, types of nouns and pronouns, adjectives, adverbs, prepositions, and conjunctions.

Initially, the instructor found that students were having difficulty with the grammar lessons and that their background in grammar was weak. As a result, he prepared a 43-page textbook containing concise notes relating to the grammar points addressed in the course. The textbook was word processed and printed in January and 50 copies were distributed to the students. Students used the materials in the textbook to review topics presented in class. The students found the book interesting and useful, and their work improved as a result. The textbook is included with this report.

**TRANSLATION:**

During the first quarter, students studied theory and techniques for translating between Dari and English. Topics addressed included the importance of translation, kinds of translations, qualifications of translators, and the importance of translating items written in English to Dari.

Before actually practicing translation, the grammar instructor tested the students' Dari and English proficiency. He found the students' abilities unsatisfactory. For instance, the students translated word by word and they were not able to put words in the appropriate places. The instructor taught the students how to translate ideas, rather than word by word. Also, he discussed with them how to put words in their proper places.

Later in the quarter, students practiced translating news items, editorials, features, and letters to the editor from two Pakistani newspapers: *The News* and *The Frontier Post*. The students provided each other with feedback on their translation assignments, and the instructor corrected their mistakes. The students learned how words with similar meanings in English and in Dari may be used differently.

**EDITING:**

Between January and March, students studied topics related to editing in Dari such as the definition and importance of editing, qualifications of an editor, editing marks, punctuation, numerals, titles, spelling, grammar, and legal, cultural, social, and religious considerations to use when editing.

To improve the students' editing skills the instructor gave them many newspaper articles relating to refugee issues in Peshawar to edit in class. Also, homework was assigned. The instructor brought Dari newspapers published by Afghan political parties in Pakistan such as *Nedai Sanger* and *Shahid* and showed the students how they were not well-edited. The students discussed the articles, but they had trouble identifying the editing flaws in the articles. The instructor felt that the students needed to be trained how to paraphrase.

**PHOTOGRAPHY:**

This subject will be taught to students during the second semester, which will begin in April 1992.

**WORLD ISSUES/OBJECTIVITY:**

The ABC news was shown to students one class period each week. This component of the course increases student awareness of the world around them and fosters analytical skills that will enable students to write objectively. The teacher reviewed difficult vocabulary words that were presented in the program. In addition to reviewing vocabulary, the instructor discussed news events. Between January and March, the students showed great interest in the presidential election campaign in the U.S. Students and their instructor discussed democracy and the election process in the United States. Of particular interest to the students was the freedom of press in showing and publicizing both incumbents and challengers.

Between January and March, students studied the geo-political nature and importance of Asia, Africa, and Europe, as well as large countries like Canada and India. Scientific and technological developments of large countries were discussed, as well as the way a country's geographical location affects its government, economy, and security.

The capitals of Asian, African, and European countries were taught to students. Their geographical location and history was discussed. Students studied the definitions of government, sovereignty, and administrative rule. Students also studied population figures, natural resources, and industrial activities occurring in Asia, Africa, and Europe. Maps and atlases were used to reinforce the subject-matter taught.

Of the 32 students who enrolled in the course in the fall, ten remain. Fifteen students dropped out of the course during the quarter, primarily because the program does not offer stipends.

**Planned Activity #2:** Publish two newspapers, *"Bouquet Among the Ashes"*, an English publication, and *"Naweed-i-Fatah"*, a Dari/Pushto newspaper

**Quarterly Activity:** 2,500 copies of the latest issue of *Bouquet Among the Ashes* were published and distributed on January 21, 1992. The newspaper included articles about Afghan children in Pakistan and Afghans studying at Pakistani universities, as well as an editorial about the role of the mass media in a future Afghanistan and an opinion article about the dangers of drug use.

The new coordinator of the Language Development Program reviewed the latest issue of the newspaper and felt that the quality of the writing in the paper can be improved substantially. To ensure that the quality of the next

paper improves, the manager of the Women's Journalism Program will edit the articles and review the articles individually with each student. The next issue of the newspaper will be printed in May.

**Planned Activity #3: Arrange work-study activities for enrolled students with Afghan media organizations.**

**Quarterly Activity:** This activity will occur in August and September 1992.

**OBJECTIVE #3: Enhance the educational process through administration, management, and assessment of the program by the Journalism managers and staff members.**

**Planned Activity #1: Enhance the educational process through administration, management, and assessment of the program by the Journalism managers and staff members.**

**Quarterly Activity:** The manager of the program resigned from the program on March 15, 1992. The program is now being supervised by the English newswriting instructor

A graduate of IRC's Journalism Program has been nominated to the Asia Foundation to attend a seminar on journalism at the Fletcher School of Law and Diplomacy of Tufts University. Five level-four students received certificates at the graduation ceremony which was held at the IRC English Language Program February 24.

The program manager met each month with the journalism instructors. On January 21, the journalism instructors held a meeting and discussed the methods of teaching and problems related to the field. The new program manager met with instructors on March 17 and developed a schedule for the first-semester final examinations.

The manager and instructors met twice with the new coordinator of the Language Development Program (LDP). The instructors suggested ways to improve the work environment at LDP and expressed their concern about declining enrollment in the course. They suggested that stipends would solve the problem. The coordinator feels that stipends do not create a sustainable demand for education and advised the instructors to work to improve the quality of instruction to attract students to the program.

During March, two representatives of IRC's New York office visited the program. Ms. Canice Lawler, overseas programs officer, visited and observed the classrooms, the darkroom, layout room, and offices on February 27. She was shown the latest issue of *Bouquet Among the Ashes*, the program's English language newspaper. The new program manager attended a meeting with Bob Devecchi, Executive Director of IRC New York, on March 18. The LDP program managers briefed Mr. Devecchi about their programs and answered his questions.

**Planned Activity #2: Produce, purchase, and use materials which will improve the educational process.**

**Quarterly Activity:** To improve the knowledge of the journalism students, four Persian books were bought. These books are *Qisa Nawasi* (Writing Stories), *Honar-i-Dastan Nawici* (Skills of Story Writing), *Assasat-i-Journalism* (The Principles of Journalism), and *Kalila Wa Damna* (Human Stories in the Language of Animals). The students will be allowed to borrow these books and read them at home.

The Dari instructor prepared a 43-page Dari-grammar textbook for the semester-one course in January. The textbook was word processed and 50 copies were printed. A copy of the textbook is included under separate cover.

## B. IRC WOMEN'S JOURNALISM PROGRAM

**OBJECTIVE:: Teach Afghan women basic newswriting and newspaper production skills. Increase student awareness:: of the world around them and foster analytical skills and objectivity in interpreting issues and events.**

**Planned Activity #1: Provide instruction in a specialized journalism curriculum which focuses on teaching: newswriting, photography, and interpreting world issues objectively.**

**Quarterly Activity:** During the quarter, the students completed the second level and proceeded through the mid-term of the third term. Instruction was in English and in Dari, and the two portions of the course covered slightly different material. The Dari and the English portions of the course are described separately below.

### JOURNALISM IN ENGLISH

The second term covered the following topics: basic newswriting, Dari language and grammar, translation, and editing. The students learned to recognize and write a thesis statement and to organize facts in paragraphs to support an argument. Each student wrote two full-length editorials. The first assignment required students to

describe and express their opinion about one program for Afghans. At least half of the students visited NGOs and interviewed officials for information, although the assignment did not require independent research. The students wrote articles about the following topics: the need for a world-class university for Afghan women, anti-narcotics programs, upper-level English courses, health education, vaccination programs, and the importance of literacy programs for women. The second assignment required to write an editorial based on independent research. The students chose their topics through an in-class brainstorming session and submitted articles on health, education, and other topics relevant to Afghan women. Two of the students' editorials will be included in IRC's Annual Report and five were sent to IRC's New York office for publication in an IRC donor appeal. The articles are attached as Appendix I.

Throughout the term, editing exercises accompanied all writing assignments. Students read and commented on each other's articles before submitting their writing to the instructor. In February, the students read and critiqued *Bouquet Among the Ashes*, the Men's Journalism Program's newspaper. They observed that the reporters did not consult multiple sources and that many articles contained generalizations, rather than concrete facts or statistics. Each student rewrote one of these articles. As the course progressed, the students' comments became more in-depth and more relevant. Although the students have improved their abilities to edit each other's work, they still have trouble editing their own work.

The second term ended February 29. Students were assessed by graded homework assignments, a mid-term, and a final examination. The final examination required students to write an editorial about the Women's Journalism Program, using a list of facts which they were provided. Twelve of the 13 passed the two-and-a-half hour exam, with a median score of 77. All students passed the second term. One student dropped out before the term ended because of illness and because her family would not allow her to conduct interviews around Peshawar.

Level three began March 1. Levels three and four enable students to practice and review the skills learned in the first and second terms and develop students' abilities to work independently. The first half of level three focused on advanced feature-writing.

The first assignment of the feature-writing unit required the students to write feature articles using the facts and information they had gathered for the editorials they wrote during level two. Some of the students had difficulty identifying and removing the opinions they had expressed in their editorials, but the assignment enabled the students to practice distinguishing between fact and opinion.

The students read the *Friday Times*, *Newsweek*, and *The News* and learned to distinguish between a soft feature article, a news feature article, an editorial, and a hard-news story. The students wrote features about the Afghan New Year (*Nao Roz*) and about Afghan customs.

In response to student requests, a brief, informal geography unit was introduced at the end of the second term. Geography had been eliminated from the curriculum in the first term to make time for more instruction in writing and editing in English, areas where students need the most assistance. In March, the students learned the European capitals by playing a game in which the class was divided into two teams and the teams were asked to identify capitals. The students enjoyed the activity and proved quite knowledgeable.

A mid-term examination on feature-writing was administered March 30. Twelve students passed the test and one student failed the exam. The student who failed the exam was asked to leave the course.

#### OTHER:

In February, several field-trips enabled the students to use their skills practically. Seven students attended a conference organized by a Pakistani women's group to mark Pakistan Women's Day. The event featured speeches in English, Urdu, and Pushto, which gave the students a useful opportunity to practice their translation and note-taking skills. They wrote articles in English about the event and the best one was circulated to the FEP managers. Two other students attended a meeting of an Afghan women's group which featured speeches by Afghan women and a visiting representative of UNIFEM. One student wrote an article about the event in English and the other student wrote an article in Dari. Both articles were distributed to the FEP managers and to the Afghan Women's Discussion Forum.

Two other students participated an evaluation of the Afghan OB/GYN Hospital supported IRC's Medical Co-Financing Program. They interviewed patients in Dari and Pushto to find out whether the patients were satisfied with the hospital's facilities and care. They translated the information to English for the evaluators. The evaluators were pleased with the students, but said the students needed more practice eliciting information from reluctant interviewees.

Three students were accepted in WELP's Intensive English cum Teacher Training Program, a six-month course to train Afghan women to teach advanced-level English.

#### JOURNALISM IN DARI

During the first quarter, the Dari portion of the course met two days per week in January and one day per week in February and March. The students completed the second term of the course on February 29 and began the third term of the course the following week. During the second term, the students reviewed lead-writing and story-organization, interviewing, and grammar and mechanics. The instructor used student-centered activities like group work and supplemented her lessons with handouts and sample articles from Afghan newspapers published in Pakistan. In February, the students completed a unit on interviewing techniques and interviewed one of their classmates about her experiences as an Afghan singer. They also interviewed an Afghan graduate of the Journalism Faculty of Kabul University. During the interview, the students translated the questions and answers from Dari to English. She complimented the students on their sophisticated questions and compared their interviewing skills to that of final-year journalism students at the university.

The final examination at the end of the second term covered lead-writing and interviewing techniques. The median score on the examination was 79, and two students failed. The students who failed had not been attending regularly and were placed on probation for the third term with the understanding that they would be asked to leave the course if their attendance and work did not improve. At the end of February, the Dari teacher agreed that she would begin teaching two Dari classes per week in March. Because she was only available on Thursday and Saturday afternoons, the program manager decided to add a Saturday afternoon Dari class to the regular schedule.

The third term began in March, but the Dari class did not meet twice a week as planned because the Dari teacher fell ill and had to have an operation. During her absence, the administrative assistant from the Women's English Program, a former Dari teacher who took journalism courses at Kabul University, substitute-taught one lesson on mechanics and grammar. The students commented on her clear teaching style. She has agreed to teach a series of workshops that will focus on writing in Dari.

Although the Dari portion of the course improved greatly during the quarter, with the addition of a new instructor, the quality of the Dari classes remained lower than that of the English classes. This is due, in part, to the fact that the students receive fewer hours of instruction in Dari than in English.

**Planned Activity #2:** *Publish two newspapers, "Bouquet Among the Ashes", an English publication, and "Naweed-i-Fatah", a Dari/Pushto newspaper*

**Quarterly Activity:** No activities took place this quarter. For security reasons, the women's articles will not be published in *Bouquet Among the Ashes* and *Naweed-i-Fatah*. During the next quarter, the women will publish their own publication in English and in Dari, for circulation within IRC's female education programs.

**Note:** *Objective #2 and Planned Activities #1 and #2 were added this fall:*

**OBJECTIVE #2:** *By the end of 1992, the women's journalism program will have taken steps which will help the program become less dependent on native English speakers and which will improve the quality of the course so graduates will be qualified to obtain media-related jobs in Peshawar and in Afghanistan.*

**Planned Activity #1:** *In January 1992, hire and begin training an Afghan woman to supervise the program to ensure that program becomes less dependent on native English speakers.*

**Quarterly Activity:** In January, the search for an Afghan woman to assume responsibility for the program ended unsuccessfully. Eight women responded to the job announcement, six of whom were interviewed between November and January. Two of the candidates had worked as journalists in Kabul but had no teaching experience. None of the candidates had the English skills necessary to teach the English portion of the course and even the two strongest candidates would have required extensive training in order to assume the position. The program manager and the coordinator of IRC's Female Education Program (FEP) agreed that IRC should not hire any of the applicants.

The unsuccessful job search revealed that an advanced training program like the Women's Journalism Program is not sustainable. The program does not have the financial resources to operate a lengthy training session. Accordingly, IRC will not seek renewed funding for the program. In the meantime, however, IRC will attempt to ensure that the current group of students completes the course successfully this summer. The expatriate volunteer manager has accepted another position with IRC but will teach the English portion of the course until the students graduate. The Dari instructor also will continue to teach.

In addition, the expatriate program manager is working with the FEP coordinator to incorporate the most beneficial aspects of the journalism curriculum into other IRC women's programs. In February, several FEP managers, two students in the journalism course, the FEP coordinator, the program manager, and the Dari journalism instructor participated in a brainstorming session to discuss the future of the program. The group decided that translation is the most useful and unique skill the course teaches. They recommended that IRC create a translation course that could be provided through WELF.

**Planned Activity #2:** *Increase students' awareness of possibilities for women within the field of journalism by creating a job file which includes reports written by women journalists. Also, Pakistani, Afghan, or expatriate women working as journalists in Pakistan will speak to the class or hold periodic workshops.*

**Quarterly Activity:** The students wrote questions for a questionnaire that the Women's Journalism Program will send to selected women journalists in Pakistan. They translated their questions into Persian, Urdu, and even Arabic. The letter and questionnaire will be sent out next month. For a copy of the students' questionnaire, please see Appendix II.

**Planned Activity #3:** *Arrange work-study activities for enrolled students with Afghan media organizations.*

**Quarterly Activity:** In February and March, the program manager held three meetings and contacted several other women who manage programs for Afghan women in Peshawar to discuss establishing an internship program that would provide the students practical experience in writing, editing, reporting, and translating. *Nesa and Zan-i-Musulman* (the Muslim Woman), two women's newspapers published by conservative Afghan political parties, did not respond to WJP's offer to provide them a student intern. Several other Afghan women's organizations, which the program manager and Dari instructor contacted, refused to accept a WJP intern, and said they believed having an IRC intern would pose a security risk. *Bashir-ul-Mominat*, a newspaper published by the Afghan Women's Resource Center, agreed to hire two interns to write articles for publication in its English periodical. The students will receive Rs. 75 for each page printed. The following organizations have expressed interest in having an IRC intern:

- the Afghan Women's Resource Center,
- the Swedish Committee's Women's Education Project,
- the Afghan OB/GYN Hospital,
- the Afghan Women's Health Committee,
- IRC's Kodakistan Education Program (KEP), and
- IRC's Handicrafts Program.

In March, the program manager surveyed the students to determine whether they would be permitted to participate in an internship program and to determine what type of program they would prefer. Two students said their families will not allow them to participate in a program outside IRC. As a result, the Women's Journalism Program will hire two interns to read and translate articles relevant to women's issues from the Afghan press.

**Note:** *Planned Activities #1, #2, #3, and #4 were added this fall.*

**OBJECTIVE #3:** *Enhance the educational process through administration, management, and assessment of the program by the Journalism managers and staff members.*

**Planned Activity #1:** *Ensure the successful operation of the course by arranging transportation and classroom space for students and by establishing a schedule for classes.*

**Quarterly Activity:** Level two began on December 23, 1991 and ended on February 22, 1992. The Journalism Program shared transportation with the Women's Public Administration Program during the mid-term break of the Women's English Language Program (WELP) from December 23, 1991 to February 22, 1992. When WELP reopened, they agreed to let the Journalism Program use a larger classroom. On Thursdays, the Journalism Program provides transportation for the students and the WELP instructors. The third term began on February 23 and will continue through May 14.

Because the program's budget could not support an expatriate volunteer after February 1992, the expatriate program manager began working full-time as IRC's report/proposals officer on March 1. No qualified woman was found to teach English journalism and manage the program, so the expatriate volunteer will continue to teach and manage the course through its completion this summer. Her new responsibilities will limit her availability mid-week, so the program manager has started teaching classes on Saturday afternoon.

**Planned Activity #2: Program manager will determine effectiveness of classes through the following evaluation system:**

- *Classes will be observed and instructors will be monitored on a regular basis;*
- *Students will complete teacher/course evaluation forms at the end of every ten-week session; and*
- *Manager will track graduates to determine whether training has adequately prepared graduates for jobs.*

**Quarterly Activity:** After evaluations by students, the program manager, and WELP staff revealed that the performance of the existing Dari instructor was not satisfactory, a new instructor was hired in late December. Both instructors taught during January and the previous instructor was asked to leave in February. During the month, the program manager solicited student feedback informally. Students complained that the two teachers were not coordinating their lessons, and asked the Dari instructors to provide more handouts. The new instructor started providing the students with lecture notes and photo-copied newspaper articles.

In late January, the students wrote editorials recommending changes in the journalism program. The students asked for expanded class hours, more time for free-reading in both English and Dari, more resource materials, and more opportunities for practical work. In February, the students provided the Dari instructor a written evaluation in Dari. They said they found the Dari lessons confusing. The program manager discussed the evaluation with the Dari instructor, who agreed to cover fewer topics in each lesson.

Students completed a written evaluation and provided informal comments about the course at the end of the second term. The students asked to have more opportunities for practical work and geography lessons. They also asked the Dari instructor to simplify her handouts by using Afghan Dari vocabulary, rather than Iranian Farsi.

The WELP administrative assistant observed and evaluated one of the new Dari instructor's classes. She said the instructor managed the class well and used student-centered teaching techniques.

**Planned Activity #3: Enhance the educational process through coordination with Men's Journalism Program.**

**Quarterly Activity:** During the quarter, the program manager met monthly with the manager of the Men's Journalism Program. In January, the managers discussed the future of the Women's Program. They agreed to consider seriously the possibility of discontinuing the Women's Journalism Program, in light of the financial and cultural constraints circumscribing the program.

In February, the managers met once to discuss *Bouquet Among the Ashes (BATA)*. The program manager expressed disappointment with the quality of the newspaper. Although the women's program manager had edited drafts of student articles, the students failed to follow her suggestions. The men's program manager explained that the students had not had time to incorporate her suggestions into their final drafts. In February, the program manager also observed and evaluated one men's journalism class. She provided a written evaluation to the instructor, which he said helped him improve his teaching.

In the March meeting, the manager of the Men's Journalism Program advised the manager of the Women's Program about supplementary materials for the Dari portion of the course.

**Planned Activity #4: Improve quality of instruction in both English and Dari components of course by monitoring classes on a monthly basis and conducting in-service workshops about teaching methodology and journalism-related issues for instructors.**

**Quarterly Activity:** During mid-December, the program manager held three in-service training workshops with the newly-hired teacher and the previous teacher. The workshops dealt with writing objectives and lesson plans, using student-centered teaching techniques, and assessing students. The program manager wrote guidelines and sample activities in English and provided the instructors with written Dari translations. The instructors wrote lessons and presented them to each other, the program manager, and a translator.

During January, the program manager held several meetings with the new instructor to discuss her lesson plans, student-centered teaching methods, the use of supplementary materials to enhance lessons, and assessment of student work. Both Dari instructors met to coordinate their lesson plans and submitted their lesson plans (in Dari) to the program manager.

**Planned Activity #5: Produce, purchase, and use materials which will improve the educational process.**

**Quarterly Activity:** The program began subscribing to *The Frontier Post* English-language daily and *The Friday Times* English language weekly. The poor writing in *The Frontier Post* is useful for editing exercises. The program also received donations of *The Herald Tribune*, *The Manchester Guardian*, *The London Times*, and several other

English and Persian periodicals published in Peshawar and Afghanistan. The program received Afghan newspapers on an irregular basis. Free-reading sessions gave the students a chance to review these publications.

Three thesauruses, one speller, and one word guide was bought for use in the English portion of the course. The students borrowed the books and used them to prepare their written assignments. Eight books in Persian were purchased for the Dari portion of the course. The instructor uses these books to prepare her lessons. For a list of materials purchased for the English and Dari portions of the course, refer to Appendix III.

### III. CONCLUSION

The Men's Journalism Program continued its first semester during the quarter. The course covered basic newswriting, geopolitics, editing, grammar, and translation. The program published and distributed 2,500 copies of its English-language publication *Bouquet Among the Ashes* in January.

The Men's Journalism Program opened 1992 with the hopes that its all-Afghan staff and its revised curriculum could prepare 40 Afghan students for careers in journalism. Unfortunately, only ten students remain in the course. Declining enrollment, the resignation of the program manager in March, and budgetary constraints have limited the effectiveness of the program. As a result, IRC will most likely discontinue the program after the current group of students graduates next fall.

The Women's Journalism Program featured notable successes in the English portion of the course. An Afghan women's newspaper has offered to hire two students to write articles for its English-language publication. Several other NGOs in Peshawar have expressed interest in sponsoring student interns to write feature articles about programs which the organizations can distribute to donors. The Dari portion of the course improved with the hire of a new instructor, however, as an inexperienced instructor she has required extensive monitoring and guidance.

The Women's Journalism Program opened 1992 with plans to upgrade the quality of the course by expanding hours of instruction in both English and in Dari and to transfer responsibility for the program to an Afghan woman. By hiring and training an Afghan woman to teach in and manage the course, IRC hoped to ensure that the course evolves in a way most consistent with the needs of Afghan women in Peshawar. Unfortunately, a job search conducted during the quarter revealed that hiring an Afghan woman would require extensive training and oversight, a task which was not possible within the confines of the budget. IRC has decided to discontinue the women's journalism course after the current group of students graduates this summer. However, in recognition that many of the skills taught in the course provide graduates with valuable background for jobs in Peshawar, IRC is working to find ways to incorporate the most beneficial aspects of the course into IRC's other female education program.

## IRC Women's Journalism Program Appendix I

### IRC WOMEN'S JOURNALISM PROGRAM: STUDENT WRITING SAMPLES

#### *The Importance of Health Education Programs for Afghans*

By M.

In Peshawar, more than 90 percent of Afghan refugees who live in camps do not know how to prevent themselves from getting communicable diseases. Every year, millions of dollars are spent on medical treatment by NGOs. However, Afghan refugees also have a severe need for health education centers and health educators, in addition to medical facilities. Therefore, IRC's Women's Health Educator Training Program (WHETP) should be helped by NGOs to graduate more health educators and hire course participants at hospitals, clinics, and schools.

IRC Women's Health Educator Training Program offers a six-month course which trains Afghan women in the preventive field to teach literate and non-literate women about health and the prevention of communicable diseases.

Everyday a lot of Afghan people, especially children, die or become disabled from different kinds of illnesses. These disasters emerge from people's poor knowledge about health education. The number of mortalities and disabilities won't be decreased unless people know the importance of prevention and change their incorrect habits and beliefs.

WHETP should graduate more health educators. At the present and in the future, Afghan people need health educators as much as they need doctors. Health education is a type of program which has been started recently and it is not possible to change people's habits in a few months or years. People need a long period to be changed. Therefore, Afghan society needs professional health educators. In addition, students who participate in WHETP's training learn from WHETP and help their families in the preventive field. So, taking a health education course is effective in lighting up people's minds about health and education.

NGOs should help WHETP find job opportunities for its graduates as soon as they finish the course. Afghan refugees who live in camps are uneducated and their health condition is very bad. They need health educators to teach them. If there is no chance for health educators to carry out their objectives, how can people be changed? How can health standards be raised among Afghan refugees?

Afghan refugees really need to be helped, especially in the health field, because they do not want to lose their family members or see them suffering from contagious diseases any more.

*M., a level three student in IRC's Women's Journalism Program, is a trainer in IRC's Women's Health Educator Training Program.*

#### *Speeches Mark Pakistani Women's Day*

By M.

Women's Action Forum (WAF), a non-political organization, celebrated Pakistan Women's Day Feb. 12 at 3:30 p.m. at Green's Hotel, Peshawar.

The announcer, Ms. Musarat, introduced the five speakers: Ms. Shawal, Ms. Sajjad, Ms. Rahat Agha, Ms. Toc Dunlap and Ms. Nasrin Khatak. The meeting began at 3:30 p.m. with the recital of a verse from the Holy Qur'an by Ms. Sajjad, the head of Beaconhouse School in Hayatabad.

At the beginning, Ms. Khadija Shawal spoke about Women's Day and women's rights in Pakistan. The second speaker, Ms. Sajjad talked about the role of women as mothers and said that mothers can prevent their children from taking drugs. "Mothers can help their children at an early age she said.

The third speaker, Ms. Rahat Agha, the provincial president of the Pakistan Muslim League-NWFP Women's Division, mentioned that women must have freedom, but within limits. "We want women to be awake for their rights and intelligence," she said. "As Hazrat Muhammad says, the Paradise is under mother's feet and Islam gives women this award," she added. "We buy drugs by selling our wives' shawls, mothers' things, children's food," she said. "The students in colleges and universities, schools are involved in drugs and it's the result of mother's irresponsibilities."

Toc Dunlap, the fourth speaker and the assistant director for refugee affairs at IRC, talked about Afghan women's education in Peshawar and when she was in Afghanistan 25 years ago. "Afghan women have participated in many sections such as public administration, health education, journalism, and many of them participating in handicrafts, especially widows," she said.

"There are several Afghan women's NGOs. They can directly work in camps. Although there are many difficulties for Afghan women, they do a lot despite the difficulties," she added.

Ismat Shah Jehan, a student at Peshawar University's Law College, said, "In the name of their sisters, mothers, and wives, men close women in houses and do not allow them to learn." She added, "Men don't give women their rights as human beings."

Ms. Khatak, an advisor for UNHCR, said she has spent four years in villages. She wants to help people, especially women. She said many village women get married at 13 to 14 years old and became mothers in one year. "We put the responsibility of motherhood on her, but she didn't get the vote because she is too young," she said.

"WAF might be a newborn baby in Northeast province of NWFP, but it's not a newborn baby in Pakistan," she said. She mentioned 600 union councils in Pakistan that previously only had men members, but now women belong too.

"Men say they are stronger than women. If they are strong, they can put a pitcher on their heads, although women do that in villages, she added.

The meeting finished with a tea party at 5:30 p.m.

S., another student in IRC's Women's Journalism Program, wrote the lead for this article.

### **UNIFEM Representative Meets Afghan Women**

**By M.**

Irene M. Santiago, chief of the Asia Pacific Section of UNIFEM, met Afghan women's programs' representatives at Umahatul-Momineen University on 22 February.

Santiago came from New York to visit Afghan women's programs for two days. Because she could not visit all of the women's programs, the Afghan Women's Discussion Group organized the meeting and tea party.

There were 40 guests. Thirteen foreigners and 27 Afghan women from different NGOs such as the IRC Women's English Language Program (WELP), Malalai High School, Naheed Shaheed High School, Save the Children Foundation (SCF), Norwegian Afghanistan Committee (NAC), the Swedish Committee (SC), Mother-Child Health Officer Program (MCHO), Afghan Women's Resource Center (AWRC), Umahatul Momineen University and the Asia Foundation attended.

The announcer was Ms. Shinkai, research officer at the Afghan Resource and Information Center (ARIC). She asked a few women to talk about their programs. Therefore, five women spoke about their programs.

The first speaker was Najia, manager of the Afghan Women's Resource Center. "AWRC is run by Afghan women and was created in 1989," said Najia. It has formed projects such as literacy for adults, knitting and sewing, an information section and a publication called *Bashir-ul-Mominat*.

The second speaker was Hekmat, manager of IRC's Kodakistan Education Program (KEP). "It has two sections. One is teacher training and the second one is Kodakistan Education Program which trains women from six provinces of Afghanistan. It enables students to establish their own kodakistans inside of Afghanistan," said Hekmat.

The third speaker was Dr. Noria from MCHO. "It was established in 1990 because there was the highest rate of mothers and children mortalities in Afghanistan," said Dr. Noria. MCHO offers a one-year course which trains Afghan women as mother and child health care workers. Five hundred rupees is paid for MCHO students per month. These health workers are going to free areas where there are no doctors. Four of its students have come from inside Afghanistan to take the course.

The fourth speaker was Shaima Chinzai, vice-principal of Naheed Shaheed High School. Naheed Shaheed School opened in 1984. "It might be the biggest school for Afghan women refugees in Peshawar," said Shaima. "It has

already had one thousand students from grade one through grade 12. Transportation is available for its students. There are 11 buses for students," said Shaima.

The fifth speaker was Shinkai herself. She gave the guests some information about the Afghan Women's Discussion Group. "Some people think that Afghan women do not want to come together and share their ideas," said Shinkai. Therefore, ARIC started the Afghan Women's Discussion Group. "We do not come together to just talk, we come together to share our ideas and to solve the problems which we have gotten," added Shinkai.

The sixth speaker was Irene M. Santiago. She gave some information about UNIFEM. UNIFEM is a world-wide organization dealing with women in development. Their aim is to support women's projects on a large-scale level as well as to influence the concepts policy makers have about women.

In 1975, UNHCR held an international conference in Mexico about women's programs. Some people got ready to make a voluntary fund in order to give money for women's projects. In 1983, the UN General Assembly decided that the voluntary fund which funded small women's projects should be changed to a development fund.

In 1984 UNIFEM did not just give money for women, but started to fund men too. They thought "if women still continue to be in the margins, the position and condition of women will not change," Santiago said.

*M., a level three student in IRC's Women's Journalism Program, is a trainer in IRC's Women's Health Educator Training Program.*

**IRC Women's Journalism Program  
Appendix III****QUESTIONNAIRE FOR WOMEN JOURNALISTS***Personal Background*

1. Why did you choose this field?
2. How long did you study journalism? Where did you complete your education?
3. How did you get your first job?
4. Which newspapers, magazines, etc. have you worked for? Which one was most interesting?
5. How long have you been working as a journalist?
6. What was your first article about?
7. Who was your first interview with? What was it about?
8. How did you feel when you wrote your first article for a newspaper?
9. Since you have worked as a journalist, have you encountered any opposition?
10. Please describe the duties of your current job. What aspect of your job is most satisfying?
11. What is the most difficult work for a journalist?
12. What kind of articles do you like to write?
13. What steps should a person take to become a good reporter and a good writer? What is your message for young journalists?
14. What is your secret for success in your work?

*Women in Journalism*

1. What are your feelings about women in journalism?
2. What difficulties do you face when you interview men?
3. What are the differences between men and women journalists?
4. What are the qualities of a good woman journalist? How can a female reporter perform her job with a good character?
5. What woman journalist do you respect the most and why?
6. What is the responsibility of a woman journalist in her society?

**IRC Women's Journalism Program  
Appendix III****Books Purchased for the Dari portion of the Women's Journalism Program during the quarter:**

- *Da Afghanistan de Journalism Machkashan* (Experienced Journalists)
- *Dastoor-i-Sukhan* (Grammar)
- *Maktab ha-i-Adabi* (Movements of Literature)
- *Roznama Negari* (Newswriting)
- *The One Volume Persian-English dictionary* (4 copies)

**Books Purchased for the English portion of the Women's Journalism Program during the quarter:**

- *Chambers Good Spelling*
- *Dictionary of Synonyms and Antonyms (with Usages)*
- *Interviews that Work: A Practical Guide for Journalists*
- *Radio Broadcasting in Pakistan*
- *Times Learners' Thesaurus*
- *Times Phrasal Verbs*
- *Webster's New World Dictionary of Synonyms*



# International Rescue Committee

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Elizabeth White  
Director  
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University Town. Peshawar

6 May, 1992

Re: AG 105 PS 1041: IRC Journalism Program  
Second quarterly reports

Dear Betsy,

Attached please find IRC's second quarterly narrative and financial reports on the Journalism Program for Afghan Refugees funded by the Asia Foundation.

The narrative reports indicate that both the men's and the women's programs present achievements and dilemma. The men's program has been plagued by tragedies, shortfalls of leadership and management, funding cuts and competition over stipends - all of which as led to qualitative problems and attrition in the student body. The women's program has also faced problems in recruiting competent Afghan instructors and managers. Despite the tremendous obstacles, I believe that both programs continue to provide viable educational opportunities for Afghans. As such, IRC will sustain our commitment the Journalism Program. However, it is unlikely that we will seek to continue them after the current project expires next fall. We hope that current developments in Afghanistan will underscore the timeliness of this position.

I note that as an appendix to the narrative report, we are attaching a "Dari Grammar" booklet developed by the program.

I have attached financial reports in both the IRC format and the Asia Foundation format. Spending against both the women's and men's programs seems to be going smoothly.

As always, please feel free to contact my office, William Thompson or Heidi Wagner with any specific questions you may have about the reports or the status of the programs.

Kind Regards,

Randolph Martin  
Director

cc: NY, FEP, LDP, Toc>f04

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