

- PD-ABK-613
93564

Final Report

by

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EDC Subcontract

September 11, 1993

Special Studies 1, 2, and 3

Date of Consulting Work

August 15, 1993 to September 12, 1993

Scope of Work

The work of this consultancy is the second part of a two month consultancy. The first month of work was conducted in April 1993. This scope of work for this month has been:

To work with the UNO/ESSP Office of Research and Planning to continue the development of a research design process for special studies.

To assist the UNO/ESSP/R&P Office in continuing to develop a realistic strategic demographic plan for Afghanistan and an accurate data bank.

To bring Special Studies 1, 2 and 3 to a conclusion if possible.

To analyze the new demographic data on Afghanistan population to determine educational needs in Afghanistan. This effort focuses on collecting accurate school enrollment data and developing population estimates for Afghan provinces that include current refugee repatriation figures.

To develop a plan to encourage local community involvement in village schools. This effort uses the data of Special Studies two and three on community attitudes to design a pilot community involvement project in the provinces.

Work Schedule**Week One:**

1. Meet with staff members of the Office of Research and Planning to review progress on Special Studies 1, 2 and 3.
2. Review data collected to-date on the Special Studies, including the pilot study of Special Studies 2 and 3.
3. Review the data collecting instruments that had been prepared and are now being used by the R&P staff to gather data for Special Studies 2 and 3.

Week Two:

1. Meet with appropriate staff of UNHCR, USAID, and UNIDATA to gather current statistics on Afghan provincial population estimates and current refugee return data.

2. Prepare and conduct two workshops on data gathering methods for approximately 25 members of the UNO/ESSP staff and selected members of ECA. (See Attachments I and II for workshop outlines)

August 24, 1993 Sampling Techniques

August 26, 1993 Data Gathering Techniques

Week Three:

1. Traveled to Quetta to give two workshops/briefings for the members of the Quetta sub-office of UNO/ESSP on the current data base development and on accurate data collection techniques.

2. Discussed problems in data gathering with the Quetta based survey teams and the Quetta sub-office head.

Week Four:

1. Completed a preliminary draft of Special Study 1 for 13 of the 29 provinces.

2. Began plans to develop a pilot community involvement project with a committee of ESSP/UNO and ECA based on the concepts of mutual responsibility to increase educational equity and access in Afghanistan.

Accomplishments

Special Study 1

Special Study 1 examines current school enrollment rates in each of the provinces of Afghanistan so that areas of low rates of school attendance, especially female school attendance, can be identified. Such data is fundamentally important to a systematic educational planning effort for Afghanistan and will guide future decision regarding resource allocation.

The study uses data from two sources; data on school enrollments being collected as part of Phase I of the EMIS school survey, and estimates of the population of Afghan provinces. This study is being conducted by a team made up of members of the Office of Research and Planning staff of UNO/ESSP and appropriate ECA personnel.

The study is nearing completion. The following has been accomplished.

1. School enrollment data has been gathered for 13 provinces as part of the EMIS educational data base development effort. This school enrollment data indicates how many students of each gender are enrolled in all of the elementary schools in Afghanistan. Researchers are now completing the survey in most of the rest of the provinces and data are coming.

2. To establish a population base on which to calculate school enrollment rates a model for estimating the 1993 provincial population has been developed by the Special Study I team with my guidance. This model is based on the 1990 provincial population estimates developed in the report **Afghanistan's Population Inside and Out** (Eighmy, 1990). The 1990 population figures are then adjusted to reflect three years of natural population increase and data on refugee returns to arrive at a 1993 population estimate for each province and for Afghanistan as a whole. This model produces an estimate of the 1993 Afghan population of 14,919,334, consistent with other estimates.¹ The number of children of school-age, 5 to 14, for each gender is then calculated by using standard Age-Sex distribution tables. (Eighmy, 1990, p. 23) (See Attachment III for provincial population estimates.)

3. Using these two data sets, school enrollment figures and provincial population estimates, school participation rates have been calculated for 13 provinces.

Table I

Province	Population 1993	Percentage of Children five to fourteen Enrolled in School		
		<u>All Children</u>	<u>Females</u>	<u>Males</u>
Wardak	418837	24.44	0.56	45.76
Logar	167474	51.25	3.34	94.00
Ghazni	782763	19.46	3.44	33.75
Paktya	533627	14.15	0.10	26.68
Nangarhar	914636	29.10	5.10	50.51
Laghman	375292	17.79	0.46	33.26
Konar	332351	15.15	3.40	25.64
Badakshan	609429	23.39	10.53	34.88
Takhar	598754	21.37	3.39	37.42
Kunduz	537487	17.41	6.61	27.05
Zabul	183494	3.21	0.00	6.08
Oruzgan	506504	1.06	0.00	2.01
Pakteka	231614	17.24	0.93	31.79
Totals	6192263	19.61	3.51	33.99

¹Provincial population estimates for Afghanistan must be considered to be rather rough estimates, since the calculations rest on a number of assumptions, including the assumption that the 1990 population estimate is accurate. Not only is the exact birth or death rate in Afghanistan not known, but refugee return figures can at best only be guessed at. In addition, there has been considerable internal migration in Afghanistan that is hard to quantify. Nonetheless the estimates used in Special Study One are based on the best available data.

Discussion of Tentative Findings of Special Study 1

A tentative analysis of the 13 provinces completed indicates the following.

1. As a whole, the data show that 19.61% of school-age children are in school in the 13 provinces surveyed to-date. Only 3.51% of the school-age females are in school, while 33.99 percent of the males are in school.
2. The provinces with the lowest rates of school enrollment are Zabul and Oruzgan, provinces that are quite remote. These provinces also show no females in school. Other provinces, including Wardak, Laghman, Pakteka and Paktya also have very low rates of females school enrollment.
3. Females school enrollment is low in all areas, even non-existent in some provinces. It only tops 10% in one province, Badakshan. It is expected that as surveys from the Northern and Western provinces are completed, more females school participation will be found. But still the initial data shows a great need for females education.

The next step will be to complete data collection of the other provinces. Once this is done, a more complete data analysis can be completed and school enrollment patterns by province and zone can be mapped. This will give a picture of the school enrollment patterns in Afghanistan so that areas of needs can be identified.

Special Studies 2 and 3

Special Studies 2 and 3 are designed to examine the relationship between the schools in Afghanistan and the local communities the schools serve. Study two examines the willingness and ability of the local communities to offer financial help to the school, especially their ability to support teachers' salaries. Special Study Three examines the willingness and ability of the local communities to offer non-financial support to the local schools, including the willingness of the local villagers to participate in the operation and teaching of the school. Study three also examines local attitudes towards female education, and whether or not the villagers send their children to the village school, particularly their girls. The study also include basic questions on fertility, mortality and literacy rates.

The results of this study will be used to assess local attitudes towards education in general and towards the local school in particular. Information gathered in these two studies will also be used to develop community action plans that will encourage the villagers to become active in their local schools to be discussed later.

Progress to-date in Special Studies 2 and 3

1. Instruments for collecting data have been developed and pretested in a pilot study in Nangrahar Province. These data gathering instruments include a detailed observation schedule and an interview schedule.
2. Interviewing teams were selected and trained by the Office of Research and Planning to conduct the observations and interviews.
3. A sample of village were selected in three provinces, Herat, Paktia, and Nangrahar. These are provinces in which further educational activities are planned by the ECA/UNO program, including a pilot community involvement program, and therefore areas where detail data on community attitudes towards education are needed.

Discussion of Tentative Findings of Special Studies 2 and 3

The pre-test of Special Studies 2 and 3 took place in the Koat Valley of Nangrahar on June 27 to July 4. Six villages were surveyed and 26 heads of households were interviewed. Conclusions can not be drawn with any degree of confidence regarding the findings of the pre-test given the small size of the sample. Nonetheless, several interesting observations can be made.

1. The study found that people voiced support for education, 92.3% thought education was important for the society, and 100% favor school support. But when asked if they had contributed to a school only, 7.7% had, and when asked what they might contribute in the future, no one offered to give cash or to support teachers salaries.
2. Sixty-eight percent of those interviewed think girls should be educated, but not one family sends their girls to the local school. When asked why, most report that they do not send their girls to the local school because there is not a separate girls school, 73%.
3. Fifty percent of the people interviewed had attended school meetings of various sorts, and most people would be willing to participate in school operations.
4. Twenty-three percent of the respondents report than someone in their family handicapped because of the war and 11.6% of the respondents had a family member killed in the war.

5. Over 38% percent of the respondents have an infant of less than one years old in the household indicating a very high birthrate.

6. Only about 3.6 % of the sample population were reported to be able to read and write, although 40% of the men and 30% of the women could read the Qoran.

Workshops

During this consultancy four workshops were conducted.

Sampling Techniques

Date: August 24, 1993

Location: UNO/ESSP

Audience: Approximately 20-25 members of the UNO/ESSP staff and members of the ECA.

Content:

This workshop discussed the issues involved in taking an unbiased and representative sample in Afghanistan. Various sampling approaches were presented and the advantage and disadvantage of each was discussed. Issues of determining the appropriate sample size and how to select samples so as to reduce sampling error were examined. Examples from the Special Studies were used. (See Attachment I)

Data Gathering Techniques

Date: August 26, 1993

Location: UNO\ESSP

Audience: Twenty to twenty-five members of the UNO/ESSP and members of the ECA.

Content: This workshop presented the three basic types of data gathering techniques; observation, interviews, and questionnaires. The advantages and disadvantages of each were discussed. Examples from Special Studies 2 and 3, and from the Phase I of the EMIS survey were presented. How to write and ask questions was discussed. (See Attachment II)

Research and Planning

Date: September 1.

Location: UNO/ESSP Quetta sub-Office

Audience: Twenty members of the Quetta UNO/ESSP staff and members of the Quetta ECA office.

Content: This was the first part of a two day workshop to bring the Quetta office up-to-date on the operations of the Office of Research and Planning and on the value of data based planning. The EMIS data base model was presented and explained, and the data being gathered presently in Phase I of this study was discussed. The purpose and nature of the Special Studies were discussed. The need for accurate and objective data in the planning process was emphasized.

Basic Study Design

Date: September 2

Location: UNO/ESSP Quetta sub-office

Audience: Twenty or so members of the Quetta UNO/ESSP staff and members of the Quetta ECA office.

Content: This workshop covered the basic steps in planning and implementing a research project.

Community Involvement Planning

The final task in this consultancy was to develop a community involvement plan that would work in villages of Afghanistan to increase village participation in the local schools and develop support for education in general. Working to increase community involvement is the next step in educational development in Afghanistan and consistent with issues of mutual responsibility and increasing access and equity of educational resources. Clearly, the purpose of the schools in Afghanistan are to serve the Afghan people in the local area by educating their children. Education works best when it is supported by the local community. Although we can help them with organizational and educational support, the local community must now take on the responsibility for its own local education.

The task is to develop a plan for a pilot project that will enable UNO/ESSP to assist the ECA in developing a model for increasing community involvement in education at the local village level. Particular emphasis will be on community support for female education, particularly Home Schools, although all aspects of education will be addressed, include male education and adult literacy.

The task includes the following:

1. Community Involvement Team

While the exact composition of the Community Involvement in Education team has not been decided, the team will consist of members of the ECA, a member of the R&P staff of UNO/ESSP, and a member of the local community where the program will take place. By bringing a member of the local community into the planning process at the very beginning, input from the local village can be included in the planning process immediately. The local villager will also be a strong asset when the team goes into the field.

2. Time table

A time table is being developed for the pilot study to follow up on media campaign scheduled for October 1993. Tentative plans call for the pilot to begin in December, 1993.

3. Target Villages

Villages will be selected in areas where there is indication of special need, i.e., areas where educational facilities are not present, or are scarce, and where school enrollment is low. The results of Special Study one will be used to identify areas of low school participation. Three likely sites are Paktia, Paktika, and Khost. These provinces have low school participation rates, especially for females. Their proximity to the borders is also good.

4. Data Gathering

Successful community involvement plans depend on accurate data about the communities. Data on local condition, village attitudes towards schools, the presences of local school, the availability of teachers, the number of returning refugees, the local tribal or ethnic customs, and other vital information must be gathered before a good community involvement plan can be developed. Data from Phase I of the EMIS school survey will be used, and information gathered about community attitudes in Special Studies 2 and 3 can be utilized. If necessary, the survey instruments developed in Special Studies 2 and 3 can be given in the target village to assess educational attitudes.

5. Goals and Objectives

Appropriate goals and objectives need to be identified by the planning team for the pilot study. Specific goals will be developed, but they will recognize that the local communities must be able to support and sustain the local schools, including teachers salary. The UNO/ESSP with the ECA can supply textbooks, teaching materials, and teachers training, but the local community must be able to support the school.

6. Action Plan

The details of this plan will be develop by the community involvement team. The plan could contain some of the following items.

- Identification regional and local leaders
- Initial visitation of target villages by appropriate members of community involvement team to meet village leaders, to develop a good relationship, and to listen to village needs and opinions.
- Seek village leaders help in developing community involvement.
- Organizing workshops or seminars for policy makers, political leaders and local community leaders to motivate them to initiate and support educational efforts.
- Conduct a motivational campaign for parents and the community at large to create awareness of the importance of female education.

-Use of media and media materials that will focus on focus on changing negative attitudes and values towards girls education, that could include posters, pictorial booklets, and cartoons, films, and mobile audio-visual units.

7. Evaluation and Follow-up

Evaluation must take place so that factors determining success or failure can be identified. A follow-up plan must be develop so that progress made in village attitudes and involvement continues. This plan must continue to support village education efforts and to make sure that the educational effort is sustainable.

Conclusions and Recommendations

1. The UNO/ESSP Office of Research and Planning now has a good grasp of the research design process for Special Studies. They have made good progress on Special Studies 1, 2 and 3, and on Phase I on the EMIS school survey. They have begun planning for additional Special Studies. In short, they have taken off and, except, perhaps in some highly technical areas, are able to plan and conduct research projects ably.
2. The demographic analysis of Afghanistan is constantly in flux, but best estimates of current Afghan populations has been made by the R&P staff with my help. They now understand most of the demographic issues in developing best estimates. However, the Afghan situation is in constant change and a number of important parameters are not precisely known. Consequently the demographic analysis of the Afghan population as it relates to educational planning must be constantly up-dated.
3. Special Studies 1, 2 and 3 are not yet complete because data collection has gone slower than planned. However, these studies are nearing completion and will soon be finished. The R&P staff has been given a draft outline of what each Special Studies report should look like and will be able to finish this studies as the data collection is completed.
4. School enrollment data collection is continuing as part of Phase I of the EMIS study. While best efforts are being made to gather accurate data, some problems remain in a few areas. Steps to correct these data collecting problems are being taken. We now have a good picture of the educational resources in Afghanistan.
5. Work on local community involvement in village schools is just beginning. Involving the local communities in the education of their children is the next important step in the educational planning of Afghanistan. The findings from Special Studies 1,2 and 3 will be important in the development of a solid plan to involve local communities. This consultancy has laid the ground work for this important step and it will be important that I return to continue to develop a community involvement effort.

Attachment I

SAMPLING TECHNIQUE
ESSP/UNO/R&P
August 24, 1993

Dr. Grant Farr

Outline:

- I Introduction to Sampling Design

- II Sampling Terminology
 - a. Populations
 - b. Samples
 - c. Sampling Frames
 - d. Sampling Units

- III Types of Samples
 - a. Probability Samples
 - b. Non-Probability Samples

- IV Sampling accuracy issues
 - a. Sample accuracy
 - b. Sample error
 - c. Sampling bias
 - d. Sample size
 - e. Population homogeneity

- V SRS and Interval Samples
 - a. Single Random Samples
 - b. Interval Samples
 - c. Sampling Intervals

- VI Stratified Sampling
 - a. Choosing Strata
 - b. Proportional Sampling
 - c. Disproportional Sampling

- VII Examples of how to sample in Afghanistan

- VIII Review

- IX Final Examination

Workshop on Sampling Strategies
Grant Farr

August 24, 1993

Steps in sample design.

1. What is the population?
2. What issues (variables) are we interested in?
3. What is our sampling unit?
4. What is the sampling frame?
5. What kind of sample is appropriate?
6. How should we stratify the population?
7. How accurate do we need to be?
8. What size of sample should we take?
9. Proportional or disproportional?
10. How should we actually take the sample so as to reduce the sampling error or bias to a minimum?

Attachment II

DATA COLLECTION TECHNIQUES

ESSP/UNO/R&P

August 26, 1993

Dr. Grant Farr

Outline:

- I Introduction to scientific research
 - a. Types of knowledge--Daily Knowledge vs Scientific Knowledge
 - b. The purpose of scientific research
 - c. The types of scientific research
 - d. Steps in scientific research
- II Data Collection Techniques
 - a. Observation
 - b. Interviews
 - c. Questionnaires
- III Observations
 - a. Scientific Observation vs Personal Observation
 - b. Rules of scientific observation
 - c. Participant vs nonparticipant observation
 - d. How and when to record or write observations
 - e. Observational schedules--open-ended or closed
 - f. Example
- IV Interviews
 - a. Definition of an interview.
 - b. Advantages and Disadvantages of an interview
 - c. Interview schedules--Open-ended or closed
 - d. Example
- V Questionnaire
 - a. Definition of a questionnaire
 - b. Advantages and disadvantages of a questionnaire
 - c. Open-ended vs closed questions
 - d. Example
- VI How to construct an instrument.
 - a. Question order
 - b. Question wording
 - c. Question length
 - d. Answer Patterns
 - e. Introductory page or paragraph to questions
 - f. Examples of good and bad questions
- VII Review

Attachment III
**Estimates of Afghan Provincial Population in 1993
and the Number of School-age Children (5 - 14)**

Province	Afghan Population 1990(1)	1993 pop Without Refugees(2)	Refugee Returns(3)	Total 1993(4)	Children 5 to 14(5)
Kabul	2052781	2243074	66786	2309860	664778
Kapisa	423160	462387	9352	471739	135766
Parwan	488748	534055	12229	546284	157221
Wardak	372202	406705	12132	418837	120541
Logar	101661	111085	56389	167474	48199
Ghazni	700794	765758	17005	782763	225279
Paktya	221890	242459	291168	533627	153578
Nangarhar	533912	583406	331230	914636	263232
Laghman	297509	325088	50204	375292	108009
Konar	146799	160407	171944	332351	95651
Badakshan	554059	605420	4009	609429	175394
Takhar	539295	589288	9466	598754	172321
Baghlan	275614	301163	95487	396650	114156
Kunduz	367891	401994	135493	537487	154689
Samangan	292968	320126	4184	324310	93336
Balkh	565665	618102	13539	631641	181786
Jawzjan	608062	664429	19386	683815	196802
Faryab	665971	727707	1922	729629	209987
Badghis	150427	164372	270	164642	47384
Herat	382685	418160	69	418229	120366
Farah	130608	142715	7598	150313	43260
Nimroz	50928	55649	3090	58739	16905
Helmand	337001	368241	90647	458888	132068
Kandahar	474051	517996	203162	721158	207549
Zabul	127134	138919	44575	183494	52810
Oruzgan	460932	503660	2844	506504	145772
Ghor	302497	330538	1083	331621	95441
Bamyan	301530	329482	71	329553	94845
Pakteka	187679	205077	26537	231614	66658
Totals	12114453	13237463	1681871	14919334	4293784

1. Eighmy, Thomas, **Afghanistan's Population Inside and Out**, USAID, May 1990.

2. To reach the 1993 population annual growth rate of 3% was applied for three years. A 3% birth rate is consistent with the expectation of rapid growth rate in post war Afghanistan.

3. The refugee return figures are UNHCR encashment totals at the end of July, 1993. Encashment figures are probably not completely

accurate since some refugees encashed but did not return, and some returned but did not encash. Nonetheless they are the best hard data on refugee repatriation.

4. This is the estimate of the 1993 population.

5. This estimates of the member of children of school-age, 5 to 14 was calculated by using the age-sex distribution table in Eighmy, Page 20.