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**TOWARD GENDER EQUITY:  
A SOCIAL MOBILIZATION CAMPAIGN  
FOR AFGHANISTAN MARKETING**

Final Report

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## **TOWARD GENDER EQUITY: A SOCIAL MOBILIZATION CAMPAIGN FOR AFGHANISTAN**

### **I. BACKGROUND**

The Equity Improvement Component of the Education Sector Support Project (ESSP) seeks to reach "underserved gender, geographic, and ethnic groups in Afghanistan." A plan submitted to UNO/ESSP one year ago by Creative Associates International proposes a five-prong approach that includes Policy, Home Schools, Social Mobilization, Research, and Curriculum & Teacher Sensitization Training to Gender Issues. The social mobilization component calls for "a well-targeted information campaign...to ensure at least getting across two sets of messages: that Islam fully supports education for all, and that girls' education benefit the family and the community...."

A campaign that seeks to tackle gender equity in Afghanistan faces unique and charged circumstances. At a time when Afghan women are increasingly secluded, when Afghans are apprehensive of "modern" educational ideas following disastrous communist experiments, when the country lacks a central authority to extend its mandate, when NGO activities are run largely by proxy from a neighboring country -- at such a time is a social mobilization campaign challenging.

#### **Why social mobilization?**

We have interviewed Afghans who said that educating more girls is simply a matter of building special schools and guaranteeing basic security (food, water, and shelter). However, when educated Afghans were asked to list the benefits of educating girls, only general comments on the value of education could be offered. They were not aware of the added value that educated girls offer to different sectors of developing countries.

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The lack of schools alluded to above is a serious factor in implementing the program: many villages were razed during the 14-year war. As these communities rebuild, their main priority is to focus on basic requirements for survival. Many villages have neither school facilities nor teachers. Certain programs initiated by the communist regimes also hamper gender equity efforts. During the 14-year civil war, heavy-handed attempts to "liberate" women through legislation that flaunted customs and beliefs had the effect of fueling conservative views. Today, even Afghan political parties that would welcome gender equity in education have adopted conservative postures more restrictive than the communist era. Afghan observers state that this lip service will in time yield to a more open system that allows women to play a greater role in the reconstruction of their society and country. They describe the purdah of women as a "foreign" custom imposed by outside influence. When a central government finally emerges, they say, an equitable educational system will be implemented. In the meantime, ESSP is a critical life line, keeping bright minds alive during a period of confusion and discord, and building the foundation for a relevant, useful educational system.

### **Focusing on Community Needs**

A recent survey conducted by ESSP reveals that even in Nangarhar and Herat -- areas with noticeably higher female enrollment in primary schools -- people believe it is "the government's responsibility" to build schools, hire teachers and take care of education.<sup>1</sup> Many respondents will send their girls to school if separate facilities and female teachers are available. At present, education suffers from an overall lack of school facilities, from poorly trained teachers who are under paid or not paid at all, and who lack commitment. ESSP monitors have found that some unsupervised teachers disappear for months at a time. Communities in Afghanistan can be mobilized to remedy these situations. The ESSP survey indicates that community involvement in education is not a new concept to Afghans. Many respondents to the survey indicate they have supported their schools in the past. As direct government support of rural schools may be years away, communities should be encouraged to tackle these problems. A social mobilization campaign can address this issue. Through a series of activities under the banner of "Education for All," a campaign can be mounted to awaken and empower communities to the benefits of education -- education for boys, girls, and adult women -- and to enhance their ability to realize these benefits. To quote the Prophet Muhammad, "*Whoever cared for dependents without enlightening them with advice is denied Paradise.*"

This report outlines the design for a series of "education awareness workshops" to directly tackle gender equity and community intervention that will help rebuild Afghanistan by strengthening its educational institutions. We believe that the plan is a holistic response that will help the country meet its short- and long-term requirements for "enlightening education."

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<sup>1</sup>Report on Pilot Test Results of Studies Two & Three, prepared by ESSP/Research & Planning Office, September 1993.

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## II. BENEFITS OF FEMALE EDUCATION

Re-establishing the educational system in Afghanistan is a herculean task. By developing and working with the Educational Council for Afghanistan (ECA), ESSP has created a paradigm of far-reaching import. This relationship sets the pattern for NGO-host country cooperation and, through the successful collaborative efforts of the ECA member parties, serves as a model for the evolution of an Afghan government.

ESSP plans gradually to introduce teaching materials and gender-sensitive curriculum that complements traditional values. It is working to build gender equity in a similar, step-by-step fashion. As key mid-level staff members are not fully aware of the benefits of girls' education and of USAID's position regarding gender equity, it helpful to review these benefits.

Educating girls is recognized by USAID and numerous developing countries as key to family health, inter-generational education, social development, economic growth, social equity and democracy, environmental protection, and the sustainability of all development efforts. A report from USAID states: "research shows that the impact of girls' education far exceeds that of boys' in most of these areas."<sup>2</sup>

These benefits are grouped and ranked below. They provide the basis for "key messages" to be articulated in the social mobilization campaign.

- |                                |  |
|--------------------------------|--|
| <b>Civics -</b>                | The ability to read reinforces ethical behavior, national identity, and cultural values.   |
| <b>Family health -</b>         | Literacy reduces child/mother mortality, enhances nutrition, increases immunization levels. It promotes hygienic habits, visits to clinics, and the proper utilization of prescriptions. |
| <b>Family education -</b>      | Educated women are more likely to ensure all of their children are educated, particularly their daughters.   |
| <b>Economic productivity -</b> | Literate women can earn money and contribute to family income and community economy. Research also shows a correlation between primary enrollment and GNP per capita.                    |
| <b>Social development -</b>    | Educated women marry later, are more likely to use family planning devices. Each year of female education reduces the child/mother mortality rate by 5-10%.                              |

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<sup>2</sup>*Girls' and Women's Education Initiative, White Paper, USAID/CAII, September 1993.*

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**Sustainability of  
development efforts -**

Women who can read are more likely to participate in health, education, water, and sanitation programs, and environmental development efforts.

### **III. CAMPAIGN OBJECTIVES**

The objectives of the campaign are twofold:

**Ultimate Objective:** To promote female education in Afghanistan, including girls' education and adult women's literacy.

**Intermediate Objective:** Community support for concept of "education for all."

The primary "female education" objective reflects the plan to promote the implementation in Afghanistan of the home schools programs that are currently running in Afghan camps in Peshawar and Quetta, Pakistan. The home schools in Pakistan have drawn women between the ages of 15 and 50.

The intermediate objective seeks to address the critical need to rebuild Afghanistan's educational infrastructure. The results of ESSP's "Pilot Tests Two & Three" indicate that Afghans support education. Of 390 respondents in the provinces of Herat, Nangarhar, and Paktiya (Khost)<sup>3</sup>, 24.6% said they were willing to offer labor toward school maintenance and 8.5% to building new schools, 38.7% said that they had contributed money, goods or labor in the past, and 72.8% indicated their willingness to make such voluntary contributions.<sup>4</sup>

With government assistance perhaps years away, we recommend that the social mobilization campaign seek to encourage communities to recognize their stakeholder status and take a direct role in providing critically needed school support assistance.

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<sup>3</sup>See maps of regions in Appendix D

<sup>4</sup>Aggregate responses of *Special Studies Two and Three*, second draft, UNO/ESSP/Research & Planning Office.

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#### IV. TARGET AUDIENCES

ESSP has identified three potential type of locations for the social mobilization campaign: these include urban, para-urban or satellite villages (i.e., villages close to major urban centers,, and rural communities.

- Prime: Fathers of school-age girls and husbands or brothers of illiterate women in each of the three communities (urban, satellite village, and rural)
- Second: Mothers of school-age girls and illiterate women in these three communities
- Third: Expanded family members, school teachers, interested community members, and community education/development coordinators in each community
- Fourth: Influential people or local leaders, commanders, mullahs, doctors, other leaders & educated individuals in each community

The fourth tier audience is an important group. *They must be treated specially through workshops or outreach activities and kept involved.* One device may be the publication and distribution of a special education newsletter. The influentials would receive the newsletter. The newsletter might quote a governor about an educational program in his province, thus stimulating "me too" responses in other governorates and districts -- a successful method of mobilizing thinking and programs in Afghanistan.

#### IMDC Materials

The campaign rests on visual materials that will impact the different target audiences to reinforce the goals of the program. Specific items needed include:

logo design for campaign

logo/messages on select articles for distribution to:

- literate officials & influentials
- literate and illiterate fathers & families
- teachers

handbooks on select workshop "themes" for attendees (described below)

- civics & family health, aimed at both literate and illiterate target audiences
- civics & family education, also aimed at both literate and illiterate audiences
- role of education in community development
- Home Schools program

support literature for NGO contacts

newsletter aimed at influentials and decision makers

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**V. ADMINISTRATIVE STRUCTURE OF CAMPAIGN**

The social mobilization campaign links all of the various elements of the equity component of the ESSP project -- girls' education, home schools, curriculum development, and research. The campaign works with each element: it helps ensure successful community acceptance and effectiveness of each activity, and it benefits from their findings. The campaign should function under the direction of men and women co-administrators under the direction of the ESSP team leader or a designated senior manager. Each element -- home schools, curriculum, teacher training, production and distribution -- should be aware of the goals and procedures of the campaign. The co-administrators and social mobilization team members should report periodically to the Gender Equity Task Force to obtain feedback.

**VI. TIMELINE**

The implementation plan for both the pilot and second phase of the social mobilization effort can be completed during the following timeframe:

<b>CAMPAIGN TIMEFRAME</b>	
2 months	Preparation for Pilot Pgm: research design; materials dev; teacher training; team leader training; administrative; pretesting; targeting locations
1 months	Conduct initial Knowledge, Attitudes and Practices (KAP) survey; pre-test messages and visual support materials
3 months	Conduct Education Awareness Workshop (EAW) campaign; begin outreach; disseminate support materials
1 month	Conduct second KAP to evaluate pilot program; finish producing support materials; produce other follow-up pieces
2 months	Prepare for Phase Two of campaign
8 months	Implement Phase Two
1 month	Conduct final evaluation of Phase Two

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## **VII. TASKS**

The co-administrators are responsible for all elements of scheduling, timeliness, activities coordination, implementation, monitoring and evaluation. They are first to comprehend the success or weak points of the campaign and know overall campaign goals: enhancing women's literacy and girls' education. They must be completely familiar with all elements of the pilot campaign, viz:

- Knowledge, Attitudes & Practices (KAP) survey questions
- Pilot target areas
- Research staff
- Educational Awareness Workshop (EAW) members
- Materials for distribution
- Follow-up communication strategies
- IMDC production requirements
- ESSP distribution network
- Budget elements (see attached)
- Weekly report to senior ESSP

### **List of Specific Tasks**

#### **Month 1: Develop, organize, select, prepare staff, materials, and questionnaire**

1. Become familiar with every aspect of the program, resources, and people involved
2. Identify and contact other NGO/PVO groups that can become a social mobilization "outreach" element as described in report (a list of agencies is included in the report)
3. Review, collect, and file information pertinent to communication campaigns, such as the brochures from Creative Associates and UNESCO women's literacy materials, if found
4. Review, revise "Knowledge, Attitudes & Practices" (KAP) survey questions as necessary; translate and prepare KAP survey and team-training programs in Dari (for Herat teams) and Pashto (for Khost/Jalalabad teams)
5. Compile and review particular advantages/drawbacks of each target area; discuss with potential members of KAP survey teams

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6. Review the qualifications of potential KAP survey and the EAW team members; interview and select KAP and EAW teams
  7. Meet with IMDC to identify materials that must be pre-tested; since KAP team can also test these materials, getting them ready by the end of the first month would be useful
  8. Engage women ESSP Social Mobilization administrators to have early view of campaign elements, preparation

**Month 2: Train, launch KAP teams**

9. Begin KAP training; note any questions that might invite hedging by respondents; discuss ways to handle potential issues; revise questions as necessary; discuss fall-back positions to unforeseen events
10. Stress the need to collect accurate and complete data
11. If materials are ready for pre-testing, add this task to KAP teams' duties
12. Review survey teams' three task areas:
  - conducting KAP questionnaire
  - pre-testing IMDC materials (if available)
  - contacting local "outreach" groups and obtain name/location/description
13. Send KAP teams out as soon as possible
14. Prepare database to receive KAP responses; determine output forms; hire and train temporary data entry operators if possible to speed input phase
15. Select male EAW team members that will go to target locations once the survey has been completed and pre-test of materials has been completed; pre-testing of follow-up materials can be sent with EAW teams and returned from the field
16. Prepare EAW training agenda

**Month 3: Train, launch EAW teams; receive raw KAP data and materials pre-test**

17. Approve final EAW program messages; consult with IMDC on any revisions and on follow-up materials

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18. Begin training EAW teams;
    - review goals, materials, procedures
    - moderate briefings by KAP teams to EAW counterpart teams
    - discuss fall-back options
    - present field support activities: identifying influentials, supporters, local NGO/health offices for follow-up activities- assign task of gathering/verifying availability of outreach support organizations/individuals in villages
    - review timeline
  19. Conduct "mock" EAW training using specially prepared ESSP staff who simulate "difficult customers;" review results, discuss appropriate reactions; document and use as model for teacher training (TT) module (noted below) during Phase Two of campaign
  20. Begin process of keypunching KAP data; formulate recommendations on ways to better focus activities and materials as indicated by preliminary review of research; revise IMDC materials according to pre-test results
  21. Send workshop teams out; distribute materials, supplies. There is no need to hold EAW team back until KAP data is evaluated as this may take more than a month

**Month 4: Convene Gender Equity Task Force for mid-term; prepare support materials and dissemination plan; organize outreach activities**

22. Convene Gender Equity Task Force and hold pre-pilot launch update session; review KAP results, recommendations. Discuss outreach plans to contact women in villages regarding institutionalizing Home Schools; review feasibility of conducting EAW for/by women in urban and suburban settings; seek ideas for implementation
23. Prepare follow-up materials for distribution when teams return with information

**Month 5/6: Launch outreach and support materials; prepare Second KAP follow-up evaluation**

24. Develop plan, materials for formal women's outreach similar to EAW, as recommended by Task Force
25. Pack and prepare appropriate materials to be sent to support organizations
26. Conduct follow-up KAP survey to evaluate success of pilot program

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27. Design module to work with Master Teacher Trainers to accomplish two goals: (a) gender-sensitization - helping girls in schools strive to achieve despite customs that bolster boys first (use research results from ESSP/Andrea Rugh studies); and (b) ways to work with rural and urban communities to impart sense of proprietorship and gain community support for education

**Month 7: Obtain debriefing from EAW teams, document their findings; conduct follow-up KAP evaluation**

28. Evaluate KAP data when teams return and analyze success/failures
29. Convene Gender Equity Task Force to report pilot final results, obtain input
30. Re-design communication plan and launch Phase Two of campaign in broader area; include outline of plan to send women teams directly to selected locations to develop Home School benefits and ways of implementing adult literacy program in their communities and to follow-up on efforts to increase awareness of benefits of girls' education

**Phase Two of Campaign**

1. Develop Timeline similar to above that lists tasks sequentially
2. Prepare material for TT workshop to train male & female teachers in education workshop techniques; prepare materials to train women teachers to perform outreach activities
3. Prepare materials for Community Education Support: calendars for influentials, posters, books on female education; pamphlets for possible health clinics and other outreach that requires special material or handouts.

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## **VIII. ACTION PLAN**

The implementation of the social mobilization campaign has two distinct components: the educational awareness workshops (EAW) with male community members, and community outreach activities for women. The latter component target different audiences through messages and materials developed by IMDC, the materials production wing of ESSP.

### **Educational Awareness Workshop**

Afghans are used to awareness workshops. Many NGOs conduct awareness workshops on mines and explosives, and there are campaigns to increase awareness about the danger of drugs and opium. Building on this ongoing process, the EAW will be offered in target locations under the general theme or topic of "Education for All." The EAW will seek to engage village residents in a dialogue about the benefits of education in general and female education in particular. It will highlight their benefits to civic, family health, development, and community economy.

These workshops will be introduced into the community through the successful approach that ESSP follows; i.e., by first seeking approval of senior then junior authorities in each village, identifying members of the community that might be sympathetic to the benefits of female education and meeting with them to gain their support, and then holding the EAW. A cross section of the community would be invited in a manageable group of approximately 30 people, depending on the facility made available. More than one meeting would be encouraged to ensure "saturation" in the community. Visual aids would be employed at these workshops and materials concerning "Education for All" would be distributed as appropriate to attendees.

Follow-up materials would also be sent via the ESSP distribution network to reinforce the ideas presented at the workshops.

### **Community Outreach Activities**

ESSP women teacher trainers believe that, once permission is granted by the male heads of households, female members will be given permission to attend (suitable) schools. However, even if the men members of a community are convinced about the benefits of female education, only half of the social mobilization effort will be done. There will still remain the task of convincing the female population to support efforts for education and to take advantage of any opportunities. To keep the social mobilization from resting entirely on the success of men talking to men, we recommend several supplementary activities.

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These supplementary activities are aimed at utilizing public gatherings such as bazaars, institutional services (e.g., clinics), and other special events and programs (crafts and micro-enterprises) to disseminate information about education and the need for community support. Special attention will be given to identify areas that women visit (clinics, or the cloth merchants at a bazaar) and devising ways to disseminate ESSP/IMDC information to them. The KAP survey team (see below, Section XI) will identify potential sites for dissemination.

Utilizing ESSP's excellent Instructional Materials Development Center (IMDC), we believe it is possible to produce a series of useful items that highlight the benefits of "Education for All." These items can include:

- \* school bags
- \* shopping bags
- \* handkerchiefs
- \* food mat (*dostarkhan*)
- \* needle point kits
- \* mens' clothes covers
- \* calendars w/ logo & message
- \* wall hanging w/ pockets
- \* shaving bib
- \* dust covers
- \* key holder
- \* suitcase covers

Needle point kits can be utilized in craft programs run by NGOs in Afghanistan. Many of these items can be distributed at clinics where women bring their children, or at "women's bazaars" which are held in suburban areas.

The NGO association "ACBAR" provides a demographic list of NGO activities inside Afghanistan. While the data is not assured of complete accuracy -- the organizations themselves do not fully know what might still be operating in remote areas of Afghanistan and what might have closed down -- it is possible to get an idea where clinics *might* be located and then enlist their support to distribute materials for outreach activities in our target areas. The KAP survey teams can be assigned the task of identifying appropriate agents for the dissemination of information, note the community events might also serve this purpose, and gather details about the facility and its clientele.

## **IX. PERTINENT MESSAGES**

A list of pertinent messages that illustrate the twin objectives of the campaign, female education and community support for education, are included in Appendix A. These key messages are offered as "talking points" for the EAW and to the IMDC which will develop

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the visual aids and outreach materials. These messages have been culled from meetings in Peshawar, Quetta, and with Afghan and scholars in Washington, DC. Included also are relevant quotations from the Holy Quran and from the Hadith, the sayings of the Prophet Muhammad. Facts about the benefits of female education are central. Since the messages represent the key points to be conveyed to audiences, they also form the content of a training program for EAW team leaders.

## **X. VISUAL SUPPORT MATERIALS**

The awareness workshops would benefit from IMDC materials that would enhance the EAW team leaders' ability to convey ideas. In addition to the materials being produced for the outreach activities, images and sayings could be produced on:

- \* flannel story boards
- \* posters
- \* newsletter w/ photos
- \* leave-behind literature
- \* handkerchiefs
- \* booklet on "gender equity"
- \* calendar

### **Logo Design**

A graphic logo to identify the goals of the social mobilization effort -- gender equity and community support -- should be developed and used as widely as possible. As in the mine awareness and drug awareness programs, the logo will serve as an image that reinforces the oral messages offered as part of the campaign. (Appendix B lists these materials.)

## **XI. MEDIA**

A broad mass media campaign is not possible in Afghanistan at present. However, many people own portable receivers and tune in Kabul Radio and other stations for news about their country. The media below are offered as a supplementary ways to reinforce the

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"educational for all" campaign and to introduce the concept of community support for education.

### **Broadcast**

*Radio:* Press releases about program; sample scripts to Kabul Radio, BBC, and perhaps VOA. The BBC is currently producing a soap opera series in Pashto and Dari aimed at Afghanistan. Producers have contacted ESSP and other agencies. They have promised to include social information concerning education and health. This series may support the activities of several NGOs.

### **Print**

*Pamphlets:* For literate and illiterate audiences. The latter are picture books that illustrate the benefits of education, family health, community welfare. Many such pamphlets have been produced to support public health programs (i.e., immunization, family planning) and can be easily adapted to ESSP's needs.

*Booklet:* On education awareness, for follow-up "mailings" to key community members, educators, and individuals who may support female education or be able to influence the implementation of community support for education.

*Newsletter:* The "Education Newsletter" will report on the efforts of the Afghan people to rebuild their educational system: it will cover new programs, research results, key personalities, teacher training, curriculum, new text releases and distribution. It can be inexpensively printed on a quarterly or as-needed basis. It is distributed to literate influentials in the host communities and is designed for broad circulation at universities, secondary school administrators, media (radio and TV) news departments, and NGOs.

## **XII. RESEARCH**

Research is critical in determining the success of the mobilization campaign. It is especially important, however, to conduct the kind of research that will reveal the success of a social mobilization effort.

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- \* A Knowledge, Attitudes, and Practices (KAP) survey of the target areas is needed as a baseline against which to measure the success of the social mobilization effort. Statistical data about schools and students will not yield this information as they cannot show the cause for any measured shift in girls' enrollment or news schools. A KAP survey reveals changes in attitudes and practices and is a true measure of the effectiveness of social mobilization campaigns. The KAP has the added benefit of supplying the kind of information that helps focus messages that are relevant to a target community.
  - \* Pretesting should be done for all materials and messages in the research areas.
  - \* Monitoring the program on a constant basis and alerting ESSP to any difficulties or unanticipated reactions should be ongoing throughout the campaign.
  - \* A final evaluation or final KAP survey should be conducted to measure any shift in community attitude towards education of girls and women and their support of schools.

### **XIII. TARGET LOCATIONS FOR PILOT PROGRAM**

ESSP has opted to select two urban and satellite clusters and two rural provinces in Afghanistan for the pilot social mobilization campaign. The two urban and satellite areas are the cities of Herat in the East and Jalalabad in the West. Also, a rural community in the Province of Paktiya has been selected. Herat is acknowledged as being the most advanced in education services as well as in basic security, while the Province of Paktiya is known to be the least developed and most resistant to girls' education<sup>4</sup>. The research and workshop efforts for Herat would be served through the ESSP office in Quetta, while the Jalalabad and Paktiya would be served through ESSP's main office in Peshawar. Herat was selected because of past support ESSP and the ECA have been offered by its governor. Paktiya was selected because it is both easily reached from Peshawar and because it poses the most challenging environment.

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<sup>4</sup>*Special Studies Two and Three, UNO/ESSP/Research & Planning "Paktiya" respondents.*

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In selecting urban satellite and rural communities for the pilot program, the following criteria are offered: Each community must have basic security (adequate food, water); it must have functioning businesses (trade, craft shops) and a weekly bazaar ; there must be transportation into/out of the village; and there should be at least one school functioning. Secondary criteria would be an active NGO or government clinic, and a community development or education office.

#### **XIV. RECOMMENDATIONS**

The success of the program, as in all of ESSP's efforts, depends on the skill of its staff. While their experience in Afghanistan and sensitivity to political and social forces is essential to the success of the program, further training in social mobilization techniques and approaches is strongly recommended.

It might be helpful to consider an alternative approach to sending consultants to Peshawar and Quetta. One thought we favor strongly is to send the core social mobilization team to Washington, DC, where they would be exposed to a range of social mobilization programs and be trained at workshops on education equity, women in development, and communication techniques for non-literate audiences. CAII can arrange a week-long training workshop that would include meetings and presentations with consultants from leading Washington firms and USAID. Training in the U.S. would doubtlessly have greater impact, it would also provide the ESSP core team an opportunity to review approaches and brainstorm ideas in a supportive environment.

The possibility of tying in a training period in Washington with a curriculum quality workshop (Implementation Plan Task 1, Subtask 6) in Omaha -- either by having the workshop moved to Washington or by scheduling one after another -- suggests an effective way to manage the recommendation.

ESSP has identified a core team for the social mobilization effort headed by Ayoub Assil that includes ESSP staff members from Monitoring, the Home School program, Research & Planning, Teacher Training, and the Instructional Materials center. Some initial training sessions were completed with staff members and the list tasks they must complete as part of the pilot program was reviewed with ESSP.

## **APPENDIX A**

### **Quotations & Key Messages**

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## QUOTATIONS & KEY MESSAGES

"Never will I suffer to lose the work of any of you, be you male or female; you are members, one of another."

Surah 3, Al-Omran, verse 195

"The best of your offspring are the girls."

Hadith

"Who ever catered for a girl shall go to Paradise."

Hadith

The best among you is he whose first born is a girl."

Hadith

"If somebody goes to the market and buys a toy and returns with it to his children, it is as if he had brought alms to a group of deprived and needy people, and he should start first with the girls."

Hadith

"There is no greater sin than neglecting your dependents."

Hadith

"Whoever cared for dependents without enlightening them with advice is denied Paradise."

Hadith

"He who is not merciful to the young and does not respect the elderly is not considered to be one of us."

Hadith

"The best of you is the kindest to his family, and I am the kindest to my family."

Hadith

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Child spacing in the Quran: Surah 66 "Ahqaf", verse 15, and Surah 31 "Luqman", verse 14. A period of 30 months or two years is recommended.

**On Education:**

"Read, in the name of Thy Lord ... who taught man by the pen, teaching him what he knows not."

Surah 96 verses 1-5

"Quest for knowledge even if to China."

Hadith

"Educate your children, for they are born for a time that is not yours."

Hadith

"God taught the Quran ... created man ... and taught him speech and intelligence."

Surah 55 "Rahman", verses 1-4

"God loves those who turn to Him constantly, and He loves those who keep themselves pure and clean."

Surah 2 "Baqara", verse 222

"Cleanliness is half the faith."

Hadith

"Keep your household clean."

Hadith

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"Learning to read is like the blind gaining sight." -- Afghan saying

"When you teach a boy, you teach an individual; when you teach a girl, you educate a family."  
-- Grandfather of the current Aga Khan

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**Health:**

Educating females reduces child and mother mortality; enhances nutrition in the family; increases ability to deal with simple illnesses that can be life-threatening; increases chances the mother will seek and use immunization services; increases hygienic habits; increases family visits to health clinics; the mother's ability to read means she can understand and follow prescriptions.

**Family education:**

Educated women are more likely to ensure all of their children are educated, particularly their daughters.

**Economic productivity:**

Educated women can contribute positively to their families & communities. Research indicates a correlation between primary enrollment and GNP per capita.

**Social development:**

Educated women marry later, are more likely to have smaller families (more likely to use family planning devices); lower infant/child mortality rates (each year of female education reduces mortality rate by 5-10%).

**Sustainability of development efforts:**

Educated women more likely to participate in health, education, water and sanitation, and environmental development efforts.

## **APPENDIX B**

### **Budget Categories for Campaign**

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## Budget Elements

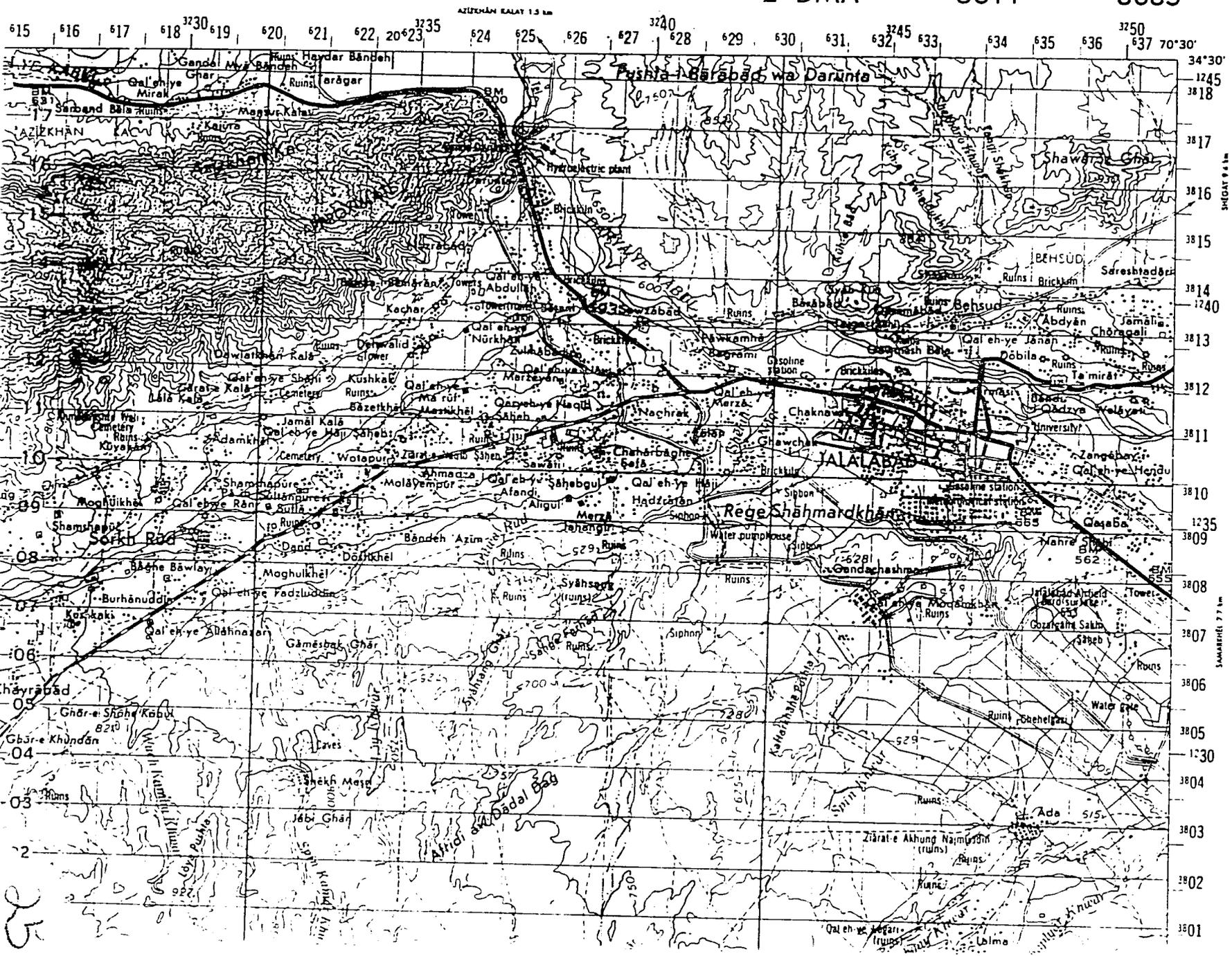
salaries  
research team - travel  
travel expenses - air/ground  
per diem  
materials design - writer  
materials design - artist  
production  
distribution  
workshop - visual materials  
workshop - miscellaneous  
outreach expenses  
office G&A (phones/supplies/overhead/postage)  
computer

## **APPENDIX C**

**Maps of Herat, Nangarhar & Paktiya**



# ABAD



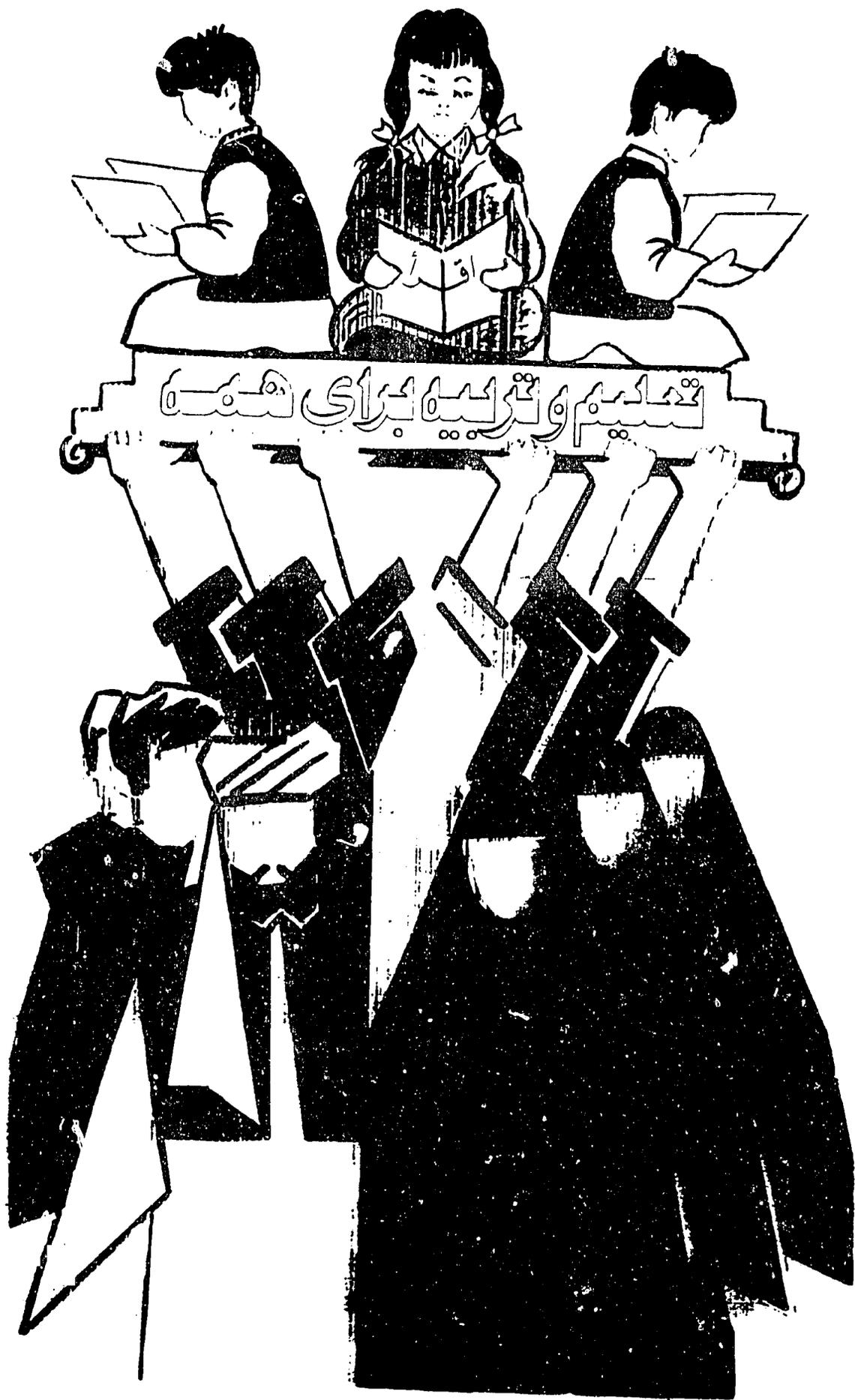
Handwritten mark resembling the number '6'.

## **APPENDIX D**

Sample Logos from ESSP/IMDC



بَرَكَاتِ الَّذِي خَلَقَ  
أَوَّلَ دَانِسِه



**APPENDIX E**

**Special Studies Two and Three Questionnaire**

UNO/ESSP/R & P  
COMMUNITY SURVEY FORM

Name: \_\_\_\_\_ Occupation: \_\_\_\_\_

Village/Street: \_\_\_\_\_ District/Town: \_\_\_\_\_

Province: \_\_\_\_\_

**STUDY II:**

1. Are you in favor of school support? Yes  No

If yes, what kind of support are you able to offer for the local school? Please indicate your type of 1st and 2nd priority support by selecting one or more items of the following choices.

ITEMS	1st Priority	2nd Priority	Description
Cash money			
Cattle			
Teacher salary			
School Construction			
School Maintenance			
School furnishing			
Labor			
Land			
Other types of support			
No ability to donate			

2. Have you ever contributed to a school? Yes  No   
 or do you regularly and voluntarily contribute in the form of  
 Zakat, Ushur or otherwise? Yes  No

3. In your view, who is the most eligible authority to collect the people's contributions.

Community chief _____	Local commanders _____
A committee of community elders, school principal, and	
local commanders _____	Local school personnel _____
None of the above _____	Authority you suggest _____

4. Are you ready to pay a school fee for your children's

education, if you are required to do so? Yes:  No:

If no, provide your reason briefly: (1) \_\_\_\_\_

(2) \_\_\_\_\_ (3) \_\_\_\_\_

**STUDY III:**

1. What is your opinion about education? Please reveal your idea, what so ever, by choosing one of the following options.

Education is very important for the society:	_____
Education is good but not important:	_____
Education is not important for the society:	_____
I don't know:	_____

2. Do you think girls should be educated? Yes  No

If yes, what level of education is appropriate for them? Please check one of the following options.

a. Literacy level	<input type="checkbox"/>	b. Primary level	<input type="checkbox"/>
c. Secondary level	<input type="checkbox"/>	d. Univer. level	<input type="checkbox"/>
d. Other suggestion	_____		

3. Have you been currently sending some/all of your male school-age children to school?

Yes  No

If no, please provide your reasons: (1) \_\_\_\_\_

(2) \_\_\_\_\_ (3) \_\_\_\_\_

4. Are any of your female children currently enrolled in school?

Yes  No

If no, please give your reasons: (1) \_\_\_\_\_

(2) \_\_\_\_\_ (3) \_\_\_\_\_

5. Under what conditions would you send your girls to school?

Please give your opinion: \_\_\_\_\_

6. Do you often meet with the school administrative body in the form of PTA or otherwise to improve the school situation?

Yes  No

If yes, which of the following best explains your school-community participation?

Meeting: \_\_\_\_\_

Counselling: \_\_\_\_\_

Supervision: \_\_\_\_\_

7. Do you see any problem related to the local school?

Yes  No

If yes, please specify the nature of the problem by checking one of the following options.

Financial	<input type="checkbox"/>	Administrative	<input type="checkbox"/>
Instructional	<input type="checkbox"/>	Disciplinary	<input type="checkbox"/>
Other problems	<input type="checkbox"/>		

8. What solution do you suggest to deal with the school

problems? Give your suggestions: (1) \_\_\_\_\_

(2) \_\_\_\_\_ (3) \_\_\_\_\_

9. What kind of support have you provided so far or are you going to provide to the school in the future? Please expose your ability/willingness to help the school by choosing one or more items given in the boxes below.

Voluntary teaching	<input type="checkbox"/>
Operation of curriculum side in term of content, method, and implementation	<input type="checkbox"/>
Assistance in school decision making such as student/teacher attendance, hiring teachers, supervision, etc.	<input type="checkbox"/>
Assistance in school advisory such as school days, instructional hours, shifts, etc.	<input type="checkbox"/>

10. Does your family has any handicapped member as a result of the war? Yes  No  If 'Yes' how many?

11. Did you lose any of your family member(s) last year? Yes  No  If yes, how many: \_\_\_\_\_ and in what ages? \_\_\_\_\_month/yr. \_\_\_\_\_month/yr. \_\_\_\_\_ month/yr.

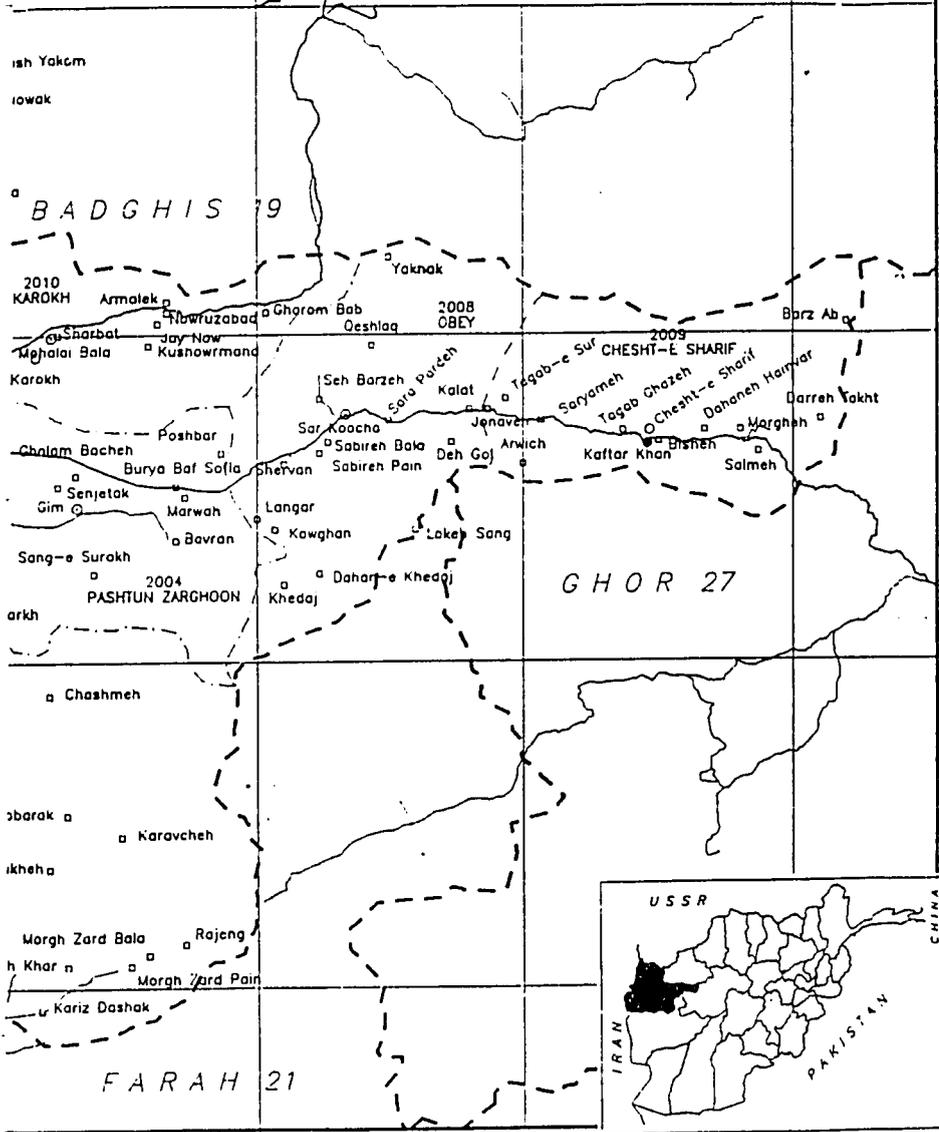
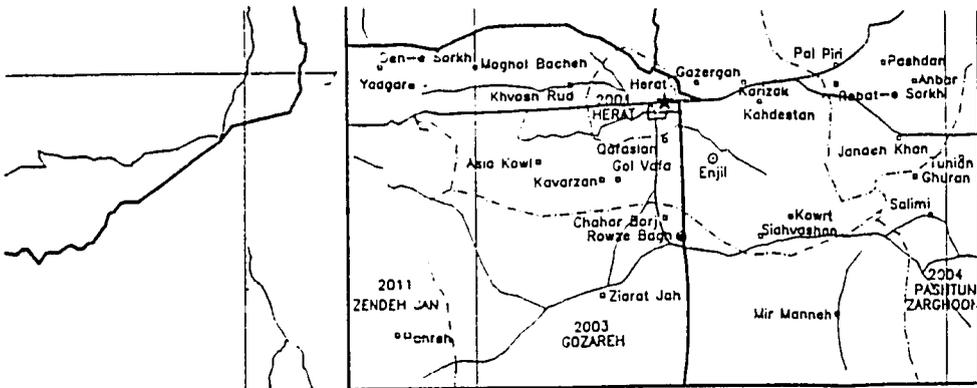
12. What is the age of your youngest child? \_\_\_\_\_ Month(s)

13. The following question contains brief information about your family members characteristics, please write down the exact number of your family members falling in each category in the boxes given below.

Total # of Family		# can read Quran only		# can read books too		# can simply read and write		# having frml. Eductn.	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.

Thank you for providing the above useful information. If you have any suggestion or comments please do not hesitate to mention.





**District**

- |              |               |
|--------------|---------------|
| 1. Gozareh   | 1. Siahvashan |
| 2. Ghurian   | 2. Ziarat Jah |
| 3. Zende Jan | 3. Baranabad  |
|              | 4. Stonan     |
|              | 5. Zedeh Jan* |

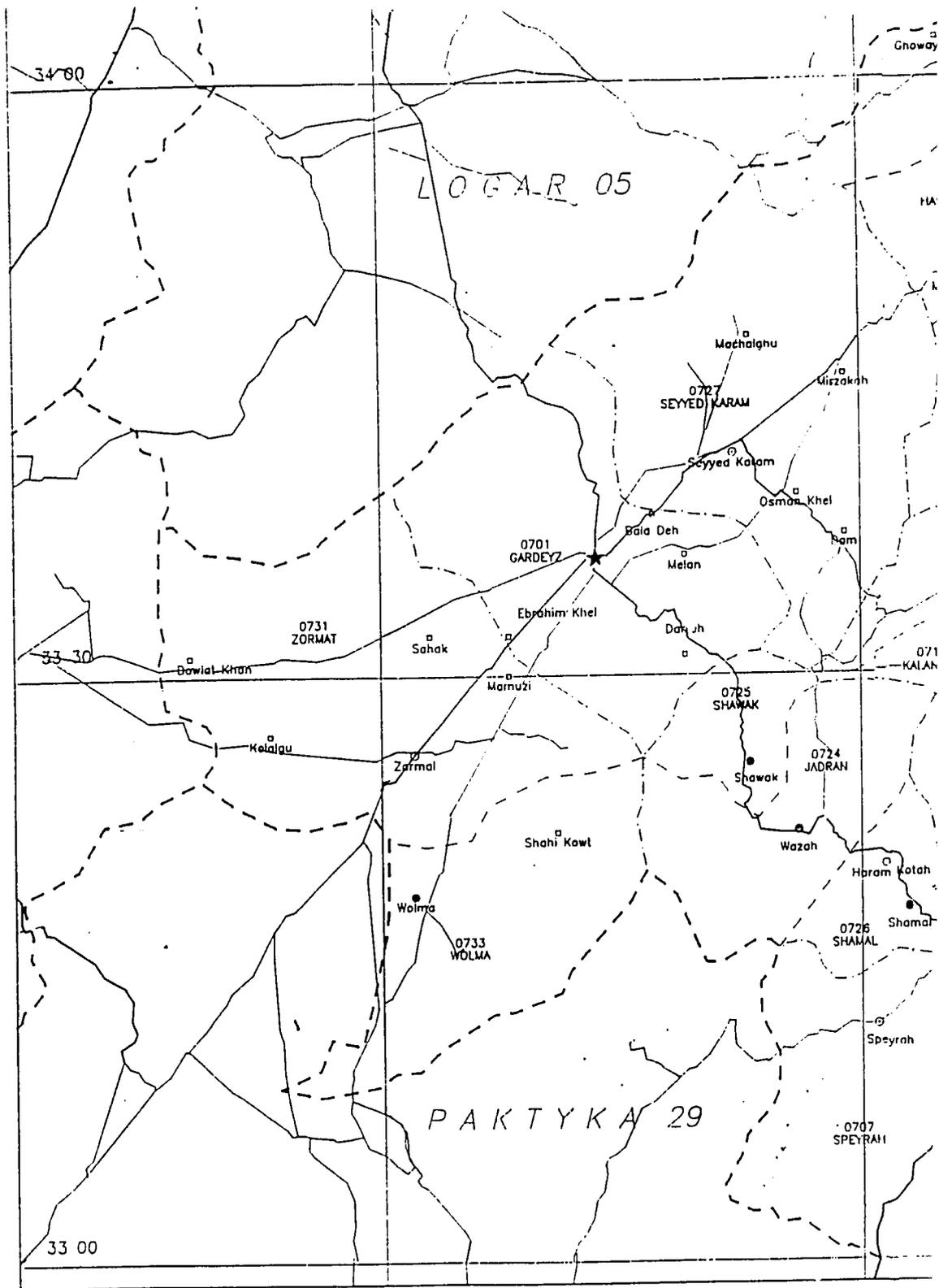
\*MSH Clinic/Training

--- Int'l Border      --- Paved Roads      \* Prov. Centre      o Alternate centre for  
 --- Province Border      --- Unpaved Roads      o Woleswali or Alesqdar      Woleswali or Alesqdar  
 --- National Border      --- Cart Tracks      o Alesqdar centre      o Select Village (Cat. of Afg. '83)  
 --- Alesqdar Border

1234 = District (MCD) Code  
 DISTRICT = District (MCD) Name

Scale: 1:250,000 (USDMA '87-'85)      International Borders: JOG 1:250,000 (USDMA '87-'83)      Contour: Provisional + Leasmy Geol-  
 Caution: Most road information from mid-1980's      Prov. & Dist. Borders: MCD 1:1,000,000 (ADS '73 & AD/Rep. '88)      tows (CSO, Kabul '73 and '84)

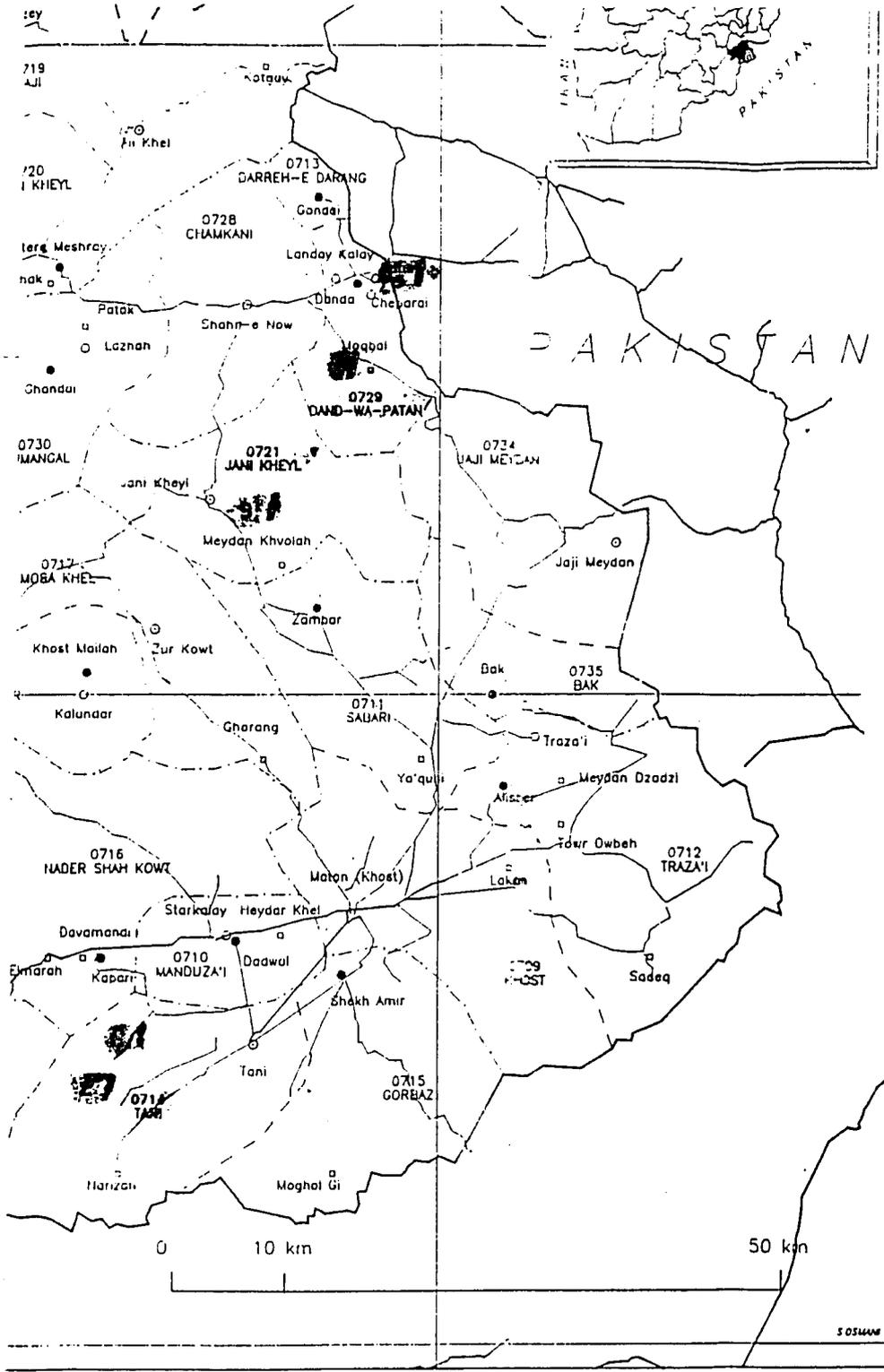
35A



Districts & Roads  
of Afghanistan  
Edition 1.0 (Nov. 1980)  
VRDATA / Mapping Service  
Peshawar, Pakistan

Province and code:

PAKTYA 07



**Districts**

- |                  |                         |
|------------------|-------------------------|
| 1. Tani          | 1. Hesarak              |
| 2. Jani Kheyl    | 2. Toor Kheil           |
| 3. Dand-Wa-Patan | 3. Mia Kheill           |
|                  | 4. Saltak               |
|                  | 5. Patan <sup>0</sup> + |

Khost-Islamic University  
 Female Hospital  
 Vocational Center  
 Hospital IIRO

+ UNO School  
 \* Basic Health-AID/MSH  
 ◊ Vet Training - UNDP  
 ■ Basic Clinic "Bazi Khel"

--- INT Border      --- Paved Roads      \* Prov. Centre      ◊ Alternate centre for  
 --- Province Border      --- Unpaved Roads      ○ Woleswali centre      Woleswali or Alaqadari  
 --- Pakistan Border      --- Cart Tracks      \* Alaqadari centre      • Select villages (Gaz. of Afg. '83)  
 --- Afghanistan Border

Sources: Roads & Tracks: JGD 1:250,000 (USDMA '87-'85)      International Borders: JGD 1:250,000 (USDMA '87-'83)      Centres: Provisional + Locality Gazetteers (CSO, Kabul '75 and '88)  
 Custom, street road information from mid-1980's      Prov. & Dist. Borders: MCD 1:1,000,000 (ADS '73 & AFI/Rep. '88)

36A

