



GoodWeave Final Report to Dining for Women

January 31, 2016

1. Organization Information:

- a. Organization name: GoodWeave International
- b. Program title: *Weaving Educational Opportunities*
- c. Grant amount: \$45,000
- d. Contact person: Beth Gottschling Huber, Deputy Director
- e. Address: 2001 S Street NW, Suite 510 Washington, DC 20009

2. Recap briefly what outcomes the program was designed to achieve.

Through the development of an early childhood education initiative in a weaving community in rural Afghanistan where children are at-risk of getting pulled into child labor, GoodWeave is working towards two simultaneous outcomes: (1) 50 preschool-aged children receive an educational foundation and are less vulnerable to being prematurely pulled into the workforce, and (2) their mothers have time and opportunity to concentrate on their handiwork, thus earning more income to be reinvested in their family.

3. What was accomplished in connection with this project? Please address each stated objective. If any objectives changed, please also explain the circumstances.

GoodWeave achieved its objectives, maintaining a safe and academically stimulating environment for young children with classes offered five days a week by a qualified teacher and a hot lunch (often the only hot meal they receive). This program has successfully put children on a path to full literacy and reduced the likelihood of an early entry into the workforce, while at the same time enabling parents focused time to concentrate on weaving or other income generation.



Parental feedback has been extremely positive, demonstrating increasing support for girls' education and anecdotal evidence of higher income earned in participating households. Higher income and literacy are among the most effective protective factors in preventing human trafficking and abusive labor in rural areas of Afghanistan. The prevention value of this program cannot be overstated.

4. What challenges did you face in connection with this project? How did you address these challenges?

This past year has seen a precipitous decline in Afghanistan's security environment as political stability and the economy also deteriorating. At the end of September, the city Kunduz (approximately 100 miles from the project site) fell to the Taliban with the Afghan National Security Forces fighting over a period of days to re-gain control. At the same time, the outflow of refugees has accelerated with Afghans now comprising the second largest population reaching Europe after Syrians. In December 2015, The Washington Post reported that the Taliban now holds more territory than in any year since 2001 with control or a significant presence in roughly 30 percent of districts across Afghanistan.¹ Although deteriorating conditions have made service delivery harder, the increasing vulnerability of weaving communities has led to an even greater demand for GoodWeave's services programs. As a result, GoodWeave has not only sustained its existing services, but expanded in recent months in Balkh Province, adding additional early childhood education classes and preparatory classes for girls in response to local demand. One new enrollee is young Fareeba.



¹ www.washingtonpost.com/world/asia_pacific/a-year-of-taliban-gains-shows-that-we-havent-delivered-top-afghan-official-says/2015/12/27/172213e8-9cfb-11e5-9ad2-568d814bbf3b_story.html?tid=pm_world_pop_b

Fareeba's parents weave carpets to support their family of eight. They enrolled Fareeba at the GoodWeave center in November of last year. Just a few months later, Fareeba tells us in broken Dari, which she learned at the center (her native language being Turkmen), "*I have learned how to draw some fruits*" as she stands in the middle of her classroom with an epic grin proudly displaying her artwork. Her teacher is quite taken with her: "*She is interested in studying and writing. I am so pleased with this little angel.*" Fulfilling the dual purpose of this program, Fareeba's mother said the following in a site visit: "*since we are busy all day long with carpets, I didn't have any time to take good care of my children and now I know that my little girl is at good hands. I thank GoodWeave and everyone else who supports this center and I hope they continue this great work.*"

5. Is your organization or program different than presented in the approved proposal?

Since establishing the early childhood program in Shahrak-e-Qalibafan in 2012, demand from local parents grew beyond expectations. After parents urged GoodWeave to add classes when the current center was at capacity, a new space was added just across the road in a location known as Camp-e-Sakhi. Over the course of the year, the two spaces combined ultimately served a total of 111 preschool girls (double our initial goal). GoodWeave was able to provide space within the same facility for 145 older girls to participate in "preparatory classes" (as seen right), which were designed to provide extra study time for girls to support their performance in government school. In addition, 90 boys also participated in educational programs, with their participation funded separately by a private donor.



6. What were the most important lessons learned?

GoodWeave has gleaned a number of lessons from this program, but first and foremost is the power of the dual focus of getting girls on the path to education and mothers on the path to income. Also, given the security situation and the resulting need to work hyper-locally, we have had to look even more at sustainability and how a community is ultimately equipped to run their own programs with minimal outside monitoring. This program is relatively isolated geographically from the rest of our programs – it was established to create synergies with a major government project that was planned nearby,

which never came to fruition. We also started with a fairly high subsidy, making it harder for the community to inherit and sustain it, particularly considering that the community is largely made up of internally-displaced persons (IDPs) and marked by high rates of unemployment. That said, the program is so well-loved by the community and fills a true need.

7. What has changed within your organization as a result of this project?

Based on the success of this initiative, we took the program to other communities and now have created several other similar early childhood education programs in northern Afghanistan. In addition, organization-wide, we are now working to use lessons learned from our programs to create a formal policy and framework to guide our overall programming approach across the region. This approach will tie into our larger M&E system and organizational Results Framework (which is publicly documented here: <http://goodweave.org/about/governance/monitoring-and-evaluation>) to further systematize how we capture and measure program results.

8. Describe the unexpected events and outcomes, including unexpected benefits.

GoodWeave touched a lot more people than our target amount. With DFW covering the cost for girls to participate, it allowed us to support boys, creating a co-ed program which is particularly important in the cultural context of Afghanistan. Another unexpected benefit was the family contribution of a meal. During a visit to the community last June, our social program manager learned that the families were so pleased by the GoodWeave center that they wanted to contribute something. They decided to provide lunch for all the children once a week. Starting in May, the children enjoy a potluck lunch every Thursday during which they share with each other. Families have plans over time to increase their food contribution, eventually providing lunch every day of the week. This contribution is one way that the community has taken pride and ownership of the program, which gives us hope that it will be an enduring part of the community and not always dependent on outside charitable funding.

On the negative side, the change in security has made it much more challenging to move around and to monitor the work, which ultimately makes it more costly to operate. As an example of how the security situation affects daily activities – if attacks are threatened or if certain areas are impacted by bombing, staff may be forced to work from home for a period of time, flights may be canceled, and/or team members may need to otherwise alter their schedules.

9. Did you change your strategy as a result of obstacles you encountered? How will you address these challenges in the future?

As a result of deteriorating security, GoodWeave has begun working more closely with local, community-based organizations and will ultimately work to transition direct program oversight to these local organizations with GoodWeave staff providing additional periodic oversight by traveling to the program area from Kabul. Close collaboration with community elders, CDCs (community

development councils) and local government also provides another layer of security. Because the community leaders are supportive of GoodWeave's efforts, it reduces risk to the program and staff.

10. Approximately how many lives have been touched, directly and indirectly, by program?

346 children were touched directly by the program:

- **256 girls (111 preschool, 145 school-age) received educational services through this program**
- 90 boys also received educational services as a result of the program

In addition, we conservatively estimate that **1730 people were indirectly touched by the program**, including the family members of students, teachers and other support staff who contributed to the program. The stories of two of these beneficiaries are shared below:

Shekeba

Five year-old Shekeba is one of the 111 girls attending GoodWeave's early childhood education center with DFW support. Born to what our local team calls "a deprived family," Shekeba's father is a daily wage laborer and her mother weaves carpets at home.

The youngest of six and the first in her family to attend school, Shekeba was enrolled in April 2015 and has never missed a day. While she struggled initially to adjust, now her teacher reports that she enjoys reading poems and playing with the other children. In Shekeba's own words: "*I like it here because I have many friends and our teacher is very kind.*" When asked about her dreams for the future, she says with great excitement, "*I'd like to become a doctor!*"



Her mother told us with pride and appreciation: "*At this young age, my daughter can read poems to us and can even write basic stuff. This is something very special for us. Both her father and I are very happy for our last child and we hope that she will do great in school... We want her to become an educated daughter of our home and be someone to help us and other people in the community.*"

Nasima



Nasima was enrolled in the early childhood education program in April 2014. She was three years old at the time and incredibly shy, often sitting in the corner and barely speaking in front of anyone – not even her own mother. Today, she reads poems in front of the entire class and aspires to be a teacher.

Nasima's father is a daily wage worker and illiterate. Knowing firsthand the difficulty of life without an education, he told us his dream is for his daughter to become an educated woman and

help her country. After sharing this, he adds: *"And the first one who has given me this hope is GoodWeave."*

11. What are the measurements used to monitor success and how was this information measured (e.g. surveys, observation)? Be specific and include measurable results.

GoodWeave tracks the number of students enrolled as well as attendance during the school year from March through February. In order to determine progress, we also track how many boys and girls advanced from preschool to a government school from the prior year, which occurs in March at the start of the Afghan new year and new school year. In March of 2015, five boys and 10 girls “graduated” from preschool and advanced to enroll in government school. We expect these numbers to increase significantly in 2016 given the degree to which the preschool program expanded in 2015. While challenging to measure the quality of preschool education, we collect anecdotal evidence from both teachers and parents about how students are faring. In some cases, we also use attendance as a proxy for quality as most parents are not

12. If the program is ongoing, provide plans and expected results, including projected timeframe.

The plan is to keep the program operating on an on-going basis with external funding and increased community support over time. Simply put, we are committed to staying as long as there is demand, as we do not want to be yet another program to start and stop, dashing the hopes of a people who have suffered considerably.

13. Provide a detailed list of all expenses incurred during the grant cycle which have been paid for with the Dining for Women grant.

Please see attached financial report.

14. Did this grant and DFW assist your organization in obtaining other funding, partnerships, or public recognition in some capacity?

N/A

With the report also include:

- **Several high-resolution JPG photographs of the program depicting the women/girls who have benefitted from the grant funds. Photos should be submitted with the right to use in all forms and media in DFW documents and website. Include confirmation of grantee's right and consent to use photos/videos per local law.**

GoodWeave confirms it has secured grantee's consent for use of all photos provided.

- **Any message you would like us to convey to our membership and donors about the impact our grant is having on those being served and/or your organization and its mission.**

As shared previously, this particular project seems to bring all of us – from the village parents to the young children to the global GoodWeave staff – such pure joy. One of our Afghan team members commented "*The teachers and the parents believed that can see a great change... and were so optimistic about the project and that made me so happy because I have never seen beneficiaries so happy with such small efforts.*" While this is a single program in a small, poor village in Afghanistan, it is altering the dynamics within entire families and simultaneously impacting multiple generations. And what started as a single center serving 30 children has blossomed within a few years to serve nearly 10 times that number. Dining for Women's support has been such a vital part of this project, and we are so grateful to each and every person who has donated.