

Humanitarian Assistance Program in Afghanistan and Pakistan

July 2010 - December 2012



Japan Platform

December 2012

Rebuilding a Country, Creating a Future

NGO Initiatives in Afghanistan and Pakistan



Eager to learn: An Afghan girl taking notes at school©SCJ

Directing Nine Projects in Three Fields

Japan Platform (JPF) is a consortium of more than 30 nongovernmental organizations (NGOs), business communities, and the government of Japan that was established in 2000 to provide humanitarian relief in a timely manner in cases of emergency such as natural disasters and humanitarian crises. In 2010, it launched a five-year humanitarian assistance program (2010-2015) to mitigate and improve the situation of the complex humanitarian crises in Afghanistan and Pakistan, which have been battered by longstanding conflicts and poverty. In accordance with the United Nations Development Assistance Framework (UNDAF), JPF selected three areas for the five-year program to focus on: 1) rebuilding and improving social infrastructure (building schools and basic infrastructure); 2) strengthening education and health sectors (providing teacher training and health and hygiene education); and 3) peace building (providing land mine risk education and livelihood assistance for Internally Displaced Persons (IDPs)). The target population of the program is the people of Afghanistan (with the exception of some areas in the south for

security reasons), as well as Afghan refugees and residents living in Khyber Pakhtunkhwa Province in Pakistan, on the Afghanistan border.

JPF invested ¥1.5 billion (\$18.75 million) in Phase 1 (July 2010 - December 2011) and ¥1.1 billion (\$13.75 million) in Phase 2 (January - December 2012) of the program, with most of the funding coming from the Japanese government. Of a working group made up of 11 member organizations of JPF, seven NGOs implemented projects in the two countries in cooperation with the local governments, international organizations and national NGOs. Thanks to the projects, so far 90 schools have been built or repaired, and some 166,000 people educated on the dangers of land mines, among other achievements.

This article reports on the achievements of the first and second phases of nine projects by seven organizations that wrapped up in December 2012.

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Humanitarian Assistance Program in Afghanistan and Pakistan

Save the Children Japan (SCJ)

<Phase 1 & 2>
Region: Five provinces
Activities: School building, pre-primary education, health education

Association for Aid and Relief, Japan (AAR)

<Phase 1 & 2>
Region: Five provinces
Activities: Mine risk education

JEN

<Phase 1 & 2>
Region: Parwan Province
Activities: Water supply/sanitation facility development, health education, school facility development

CARE International Japan (CARE)

<Phase 1 & 2>
Region: Parwan and Kapisa provinces
Activities: Establishment and management of community-based schools

Nippon International Cooperation for Community Development (NICCO)

Region: Herat Province
<Phase 1>
Activities: School building/equipment provision, literacy training for women, rebuilding of irrigation system

<Phase 2>
Activities: School building/equipment provision, literacy and IT training for women, agricultural assistance

Shanti Volunteer Association (SVA)

<Phase 1>
Region: City of Kabul
Activities: School building/equipment provision, water facility and library development

<Phase 2>
Region: Bamyan Province
Activities: School building/equipment provision, health education, teacher training

Association for Aid and Relief, Japan (AAR)

Region: Khyber Pakhtunkhwa Province
<Phase 1>
Activities: School extension/repair and equipment provision, medical device provision, water facility development

<Phase 2>
Activities: School extension/repair and equipment provision, health education

JEN

<Phase 1 & 2>
Region: Khyber Pakhtunkhwa Province
Activities: Goat breeding/tool provision, stock breeding instructor training

Afghanistan



Association for Aid and Relief, Japan (AAR)

Teaching Villagers about the Dangers of Mines

Since 2005, the Association for Aid and Relief Japan (AAR) has been implementing mine risk education (MRE) in Afghanistan to protect people from the dangers of land mines and unexploded ordnances (UXOs) that have hindered the rebuilding of the country. Unfortunately, it is one of the world's most heavily mine-affected countries, and the official report by the Afghan mine action authority says that approximately 40 people on average are wounded or killed by land mines and/or UXOs each month. In accordance with the Afghan government's priority on community-based mine risk education, AAR applies the approach of visiting villages in small teams. Currently, the project is being implemented in five provinces, including Kabul, Parwan, Panjshir, Balkh, and Bamyan. The project's main mission is to hold sessions in the form of a "mobile cinema classroom" to teach people how to protect themselves from the dangers of land mines and UXOs. The session features short educational movies created by AAR that illustrate the risks of land mines, with supplementary explanations by the trained national staff using illustrations and photos. Most of the participants are children, as they account

for nearly 40 percent of land mine / UXO victims. However, the session is also aimed at mothers and adult women, since they spend a lot of time with the children. Due to the Afghan custom of gender-based segregation, the men and women are forbidden to sit together in one room. Therefore, an all-female team has been created to teach women in separate rooms to ensure all women have access to the MRE sessions. Approximately 9,700 sessions have been held in total, with the number of participants reaching nearly 430,000. Developing materials for the aforementioned MRE project is also a key area. In addition to the short movies, AAR has designed and printed posters, brochures and notebooks that have color photos of land mines and UXOs. It has also created radio and TV dramas that have been broadcast by major Afghan radio and TV stations 320 times and 76 times, respectively, teaching many listeners and viewers the dangers of land mines / UXOs and how to avoid them. In Phase 3, AAR plans to continue mine risk education while also launching an assistance project for disabled persons, including the victims of land mines.



Staff handing out notebooks to teach about the risks of mines ©AAR Japan



ADRA Japan (ADRA)

Improving Children's Learning Environments

ADRA Japan (ADRA) is working to increase school enrollment and improve educational environments for the children of Afghanistan who have been deprived of the opportunity to learn in a safe and sound school environment due to the longstanding conflict.

Phase 1 focused on two schools in the 13th district of the capital city of Kabul. For each, ADRA built a 12-classroom schoolhouse equipped with toilets, a library, a water supply system, and desks and chairs. Six teachers in charge of running the libraries were trained in ways to boost the pupils' motivation to learn through reading. The district is home to a large number of Hazara people, an ethnic minority, whose schools used to be mostly open-air classrooms, rented houses, or tents. But the drastic improvement in learning environments has attracted many children from neighboring schools, bringing up the number of direct beneficiaries in one school to 10,762 and the other to 4,108.

Phase 2 reached out to the less-assisted remote areas of the Central and Yakawlang districts of Bamyan Province, where ADRA built four schools with toilets and wells – one boys'

school, two girls' schools, and one primary school – and provided teacher training and health education. Thirty teachers from four schools took a 20-day course to review the contents and teaching methods



Conducting school interviews in Kabul
©ADRA Japan

of various subjects. The local population showed particular interest in health education and the sessions attracted more participants than expected. As a result, 420 people directly benefited and 3,987 indirectly benefited from basic instruction in acquiring clean drinking water and proper sanitation. With the improvement of the learning environments and hygiene facilities, the number of students is expected to increase by more than 10 percent in March 2013, when the new school year starts.

Phase 3 will continue with school facility development, health education, and teacher training in the Central, Shibar, Panjab, and Waras districts of Bamyan Province.



CARE International Japan (CARE)

Increasing Access to Education in Remote Agricultural Villages

In remote agricultural villages less accessible to the Afghan government's educational administration, CARE International Japan (CARE) has provided children with access to primary education by establishing community-based schools (CBS), while augmenting the proficiency of school administrators, and improving the children's learning environment. The project has paid special attention to girls, since their access to education has been denied for a long time due to local traditions and customs.

In Phase 1, CARE established 30 CBSs using houses and mosques in the communities in the mountainous region of Parwan and Kapisa provinces, with priority on districts without nearby public schools and with low literacy rates. The number of children receiving an education has reached 908 (including 662 girls), approximately 30 students per school. Local residents have been closely involved in school management from the start. They appointed 30 teachers and 90 members of the school management committees, and the parents and the community members proactively took part in class monitoring and visiting houses of absent students.

Phase 2 continued on to assist the management of 50 schools and classrooms in the rural areas of the same provinces. To improve the quality of education, CARE



School entrance ceremony held in a village in Kapisa Province ©CARE

worked with the Ministry of Education

in appointing and training teachers, with special focus on the empowerment of women. One thousand four hundred and ninety-two students (1,076 of them were girls) received an education, and 50 teachers (12 of them were women) and 50 members of the school management committees received capacity development training. Afghanistan has long been a male-dominated society and fewer than 1 in 5 Afghan girls and women between the ages of 5 and 24 are literate. Thus there is a pressing need to improve the education of women and girls in rural agricultural villages.

Phase 3 will be continued in Parwan and Kapisa provinces in Afghanistan. In addition, a new project titled "Primary Education Improvement through Capacity Development of PTC" will also be launched at eight public primary schools in three districts of Khyber Pakhtunkhwa Province in Pakistan.



Improving Water Supply and Sanitation in Schools

To provide a safer and more comfortable learning environment for the children of Afghanistan's mountainous Parwan Province, JEN is conducting a project to improve schools and promote better hygiene. In Phase 1, JEN provided instruction in hygiene at 42 schools in two districts in Parwan Province, holding training sessions on hygiene and sanitation for 720 teachers and 14 staff from the province's Department of Education. All the pupils received a sanitation kit and learned the basics of sanitation. Twelve schools were outfitted with water supply systems and toilets, and eight schoolhouses were repaired so that children could go to school safely.

Phase 2 aimed to provide every school in Parwan Province with a clean and safe learning environment by installing water supply and sanitation systems, promoting hygiene practices, and constructing and repairing school facilities. So far JEN has held sanitation and hygiene training sessions at 81 schools, set up water supply systems and toilets in 23 schools, and built classroom facilities in 14 schools. In Afghanistan, where children's knowledge of hygiene is limited and schools are rarely equipped with water supply systems and toilets, pupils



Encouraging hand-washing in elementary schools©JEN

often suffer from such ailments as diarrhea. However, teaching them to wash their hands with soap has improved the situation. The number of direct beneficiaries of Phases 1 and 2 are 79,060 students, 2,316 teachers, 34 provincial workers, 1,200 local representatives, and 348 mullahs (Islamic clerics). The number of indirect beneficiaries in total has reached 632,480 people.

In Phase 3, JEN will continue to carry out sanitation training in 64 schools, build water supply systems and toilets in 18 schools, and construct classroom facilities in 12 schools in Parwan Province.



Comprehensive Assistance for Education, Women's Empowerment, and Agriculture

Nippon International Cooperation for Community Development (NICCO) is implementing a comprehensive and multifaceted assistance project that integrates education, women's empowerment, and agriculture in Herat Province in western Afghanistan. In cooperation with local organizations, the project aims to achieve sustainable economic and social development in the country.

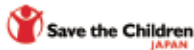
In Phase 1, NICCO built three schools, repaired four others, and provided wells and toilets so that 13,140 children in seven districts can now enjoy learning in a safe and comfortable environment. It also offered to women in nine districts basic courses on reading and writing in Dari, the local language. This enabled 400 women to acquire basic reading and writing skills. NICCO also rebuilt irrigation canals as agricultural assistance, giving 1,750 households (10,500 farmers) access to irrigation. To further improve the children's learning environments, in Phase 2 of the project six schools were built and given equipment, and training sessions in science and mathematics were provided to 24 teachers. To help empower women,

NICCO offered reading and writing courses to 477 women in 11 districts, as well as basic IT training classes to 225 women in two districts. Seminars on first aid, HIV / AIDS, and domestic violence were also held for 728

women in nine districts. In addition, NICCO distributed saplings, vegetable seeds, and farming tools and provided technical training to 700 families (4,200 people) to rehabilitate agriculture and boost the income of impoverished farmers in five districts. The project applies a remote management approach due to the local security conditions. International staff stationed in neighboring Iran supervise and correspond closely with local partner RSDO in Herat Province via e-mail and telephone. In Phase 3, NICCO will continue its activities in Herat Province, while also launching a pilot project for comprehensive assistance in Ghowr Province, central Afghanistan.



Distributing seedlings and saplings to farmers in Herat Province ©NICCO



Save the Children Japan (SCJ)

Pre-primary Education for Children Aged 4 to 6

In Bamyan Province in central Afghanistan, Save the Children Japan (SCJ) is leading an education assistance project to support children affected by conflict and poverty. The project consists of 1) schoolhouse building / extension and teacher training, 2) health and hygiene education for children, and 3) pre-primary education for children aged 4 to 6.

In Phase 1, SCJ built 20 classrooms, water supply facilities, and toilets in four primary schools in Bamyan's Central District (total enrollment: 2,246). A total of 152 schoolteachers and staff of Bamyan Province's Department of Education attended a workshop on teaching without corporal punishment. To teach about health, SCJ created 40 groups and gave facilitator training to 115 older pupils, then distributed health education kits to 892 students for lessons on health and hygiene such as the prevention of infectious diseases. The aim of promoting pre-primary education, in other words early childhood development (ECD), is to foster thinking about and preparing for schooling, and ultimately to boost school enrollment. SCJ divided 840 people into 39 groups, then provided facilitator training to 78 people, and parenting skills training to 166

parents. While continuing its work in 10 school districts in Bamyan's Central District, in Phase 2 the project expanded to three other districts, building 36 classrooms in four schools (enrollment:

1,887). Here, SCJ held training sessions for 127 teachers on the importance of teaching without physically humiliating and punishing students. Basic health education was offered to 888 children, 124 child volunteers, and their families, while 1,547 children, 150 facilitators, and 1,368 parents received pre-primary education. Physical punishment in schools used to be rampant in Afghanistan and yelling at and beating children used to be practiced frequently when children made mistakes in class. With these training sessions, SCJ is pushing for a shift to a teaching method that encourages children and builds their self-esteem.

In Phase 3, SCJ will continue its educational assistance activities in Bamyan Province's three districts.



Primary school students during class ©SCJ



Shanti Volunteer Association (SVA)

Improving Quality of Education through Library Support

To improve the quality of children's learning environments in Afghanistan, Shanti Volunteer Association (SVA) is carrying out a primary education improvement project in Nangarhar and Kabul provinces focusing on 1) school building and equipment provision, 2) library improvement, and 3) providing learning opportunities for children not attending school.

During Phase 1, SVA built 22 classrooms and provided equipment such as desks and chairs to three schools in rural Nangarhar Province, western Afghanistan (enrollment: 2,513). Libraries with approximately 700 books each were put into 29 primary schools, and teacher and librarian training were provided in 37 and 26 schools, respectively. Five public libraries in Nangarhar Province supported by SVA now house an average of 2,361 books each. The number of books checked out by children reached an average of 119 books per month, and the number of monthly users increased to 420. An outside-school learning facility/library named the Children's Library, which holds cultural activities and special classes for children who cannot attend school, was open for 292 days last year and was visited and used by 61,766 people.

In Phase 2, SVA constructed two school buildings to accommodate children who used to have to study in open-air schools in rural Kabul Province. Along with the management of libraries in 39 primary schools

and five public libraries, the project launched a mobile library service in 37 schools, which offered readings from picture books and picture-card shows to children. The activities were monitored to ensure their sustainability. In addition, SVA published five picture books (2,400 copies each) and a picture-card show (200 copies) featuring Afghan folklore and parables and distributed them to libraries. Out-of-school learning activities held by the Children's Library were attended by an average of 194 children each day. Special classes held for nine months provided learning opportunities for 50 children who cannot attend school due to poverty.

In Phase 3, SVA will continue to support primary education in Kabul and Nangarhar provinces.



Children reading in the school library ©SVA

Pakistan



Association for Aid and Relief, Japan (AAR)

Supporting the Children of Refugees and IDPs

To provide every child – including disabled children – with a sound learning environment, the Association for Aid and Relief, Japan (AAR) is working to improve the educational environment of Afghan refugees, Pakistani IDPs resulting from the conflict between the government and opposition forces, and local residents in Khyber Pakhtunkhwa Province in northwestern Pakistan.

During Phase 1, to improve the quality of primary education facilities, AAR built classrooms and toilets for six public primary schools in the province's Nowshera District, and provided equipment such as desks, chairs, and bookshelves to 15 schools (enrollment: 2,130) including the aforementioned six schools. However, parts of the project – such as assistance to three schools in Peshawar – had to be discontinued due to the dissolution of local partner organizations. To promote hygiene, AAR provided basic medical equipment to three key hospitals in the Nowshera District, which treat a total of 44,200 patients per month. In addition, 56 hand pump water wells were dug and hygiene training sessions were held in refugee camps and the surrounding communities, benefiting 560 households, or 4,480



Participants at a school health education workshop©AAR Japan

people.

In Phase 2, AAR built classrooms and toilets at four primary schools in a refugee camp in the Nowshera District (enrollment: 700) and 13 public Pakistani primary schools in the surrounding area (enrollment: 3,200). Building renovations adhered to a universal design in consideration of children with disabilities. AAR also provided libraries and sports equipment for the promotion of comprehensive education, and held hygiene awareness workshops for some 4,000 pupils, teachers, and parents at 17 schools.

Phase 3 will continue in the same region to improve primary education facilities and carry out health education activities.



Supporting the Livelihood of IDPs through Goat Breeding

JEN is helping Pakistani IDPs – victims of the conflict between the government and opposition forces – recover their livelihoods by distributing goats and teaching how to breed them in the Dera Ismail Khan District of Khyber Pakhtunkhwa Province, Pakistan.

Since 2009, many IDPs have poured into the province to escape heavy fighting between the government and armed forces in Federally Administered Tribal Areas (FATA). Without a stable livelihood, many have slipped into poverty. In Phase 1, JEN distributed feed, breeding equipment and a doe to 480 of 500 IDP households (3,500 residents) in the province's Paharpur District. In addition, 20 households of stock breeding instructors received feed, breeding equipment and a buck. During the time of the project, some 250 goats produced offspring (kids). Households that produced one kid got on average 2.4 liters of milk a day, while those with two got 2.0 liters on average. The milk was not only consumed within the households but also sold in the neighborhoods for cash income, contributing to the improvement of IDP livelihoods. Twenty stock breeding instructors gained knowledge and skills



Distributing goats to IDPs©JEN

in stockbreeding through a 10-day training course and two supplementary courses. Since then, they have visited each household to check the goats' health and give advice on breeding with the provided goat management kits in hand. In Phase 2, JEN distributed goats and breeding equipment to 2,727 IDP households in the district and provided goat management training to 110 stock breeding instructors selected from the households. It aimed to create a knowledge-sharing system of goat breeding that would ultimately contribute to the livelihood recovery of IDPs through the marketing of goat's milk and meat.

In Phase 3 the project will carry out goat breeding activities in the Parova District of Khyber Pakhtunkhwa Province.

