

# Humanitarian Assistance Program In Afghanistan and Pakistan

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January 2013 - December 2013  
— Phase 3 —

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**Japan Platform**

December 2013

# Aiming for a Peaceful Living

## NGO Initiatives in Afghanistan and Pakistan



Afghan children enjoying library event ©SVA

### **With a focus on: Social infrastructure, Education/Health and Peace-building**

Japan Platform (JPF), an international emergency humanitarian relief organization established under equal partnership with NGOs, business communities, and the government of Japan, has been unfolding a five-year humanitarian assistance program (2010-2015) to mitigate and improve “the complex humanitarian crises” caused by longstanding conflicts and poverty in Afghanistan and Pakistan. In accordance with the United Nations Development Assistance Framework (UNDAF), JPF selected the following three areas of assistance: 1) rebuilding and improving social infrastructure (building schools and water supply facilities and providing agricultural support); 2) strengthening education and health sectors (providing teacher training and health and hygiene education); and 3) peace-building (providing land mine risk education and assistance for Internally Displaced Persons (IDPs)). The target population of

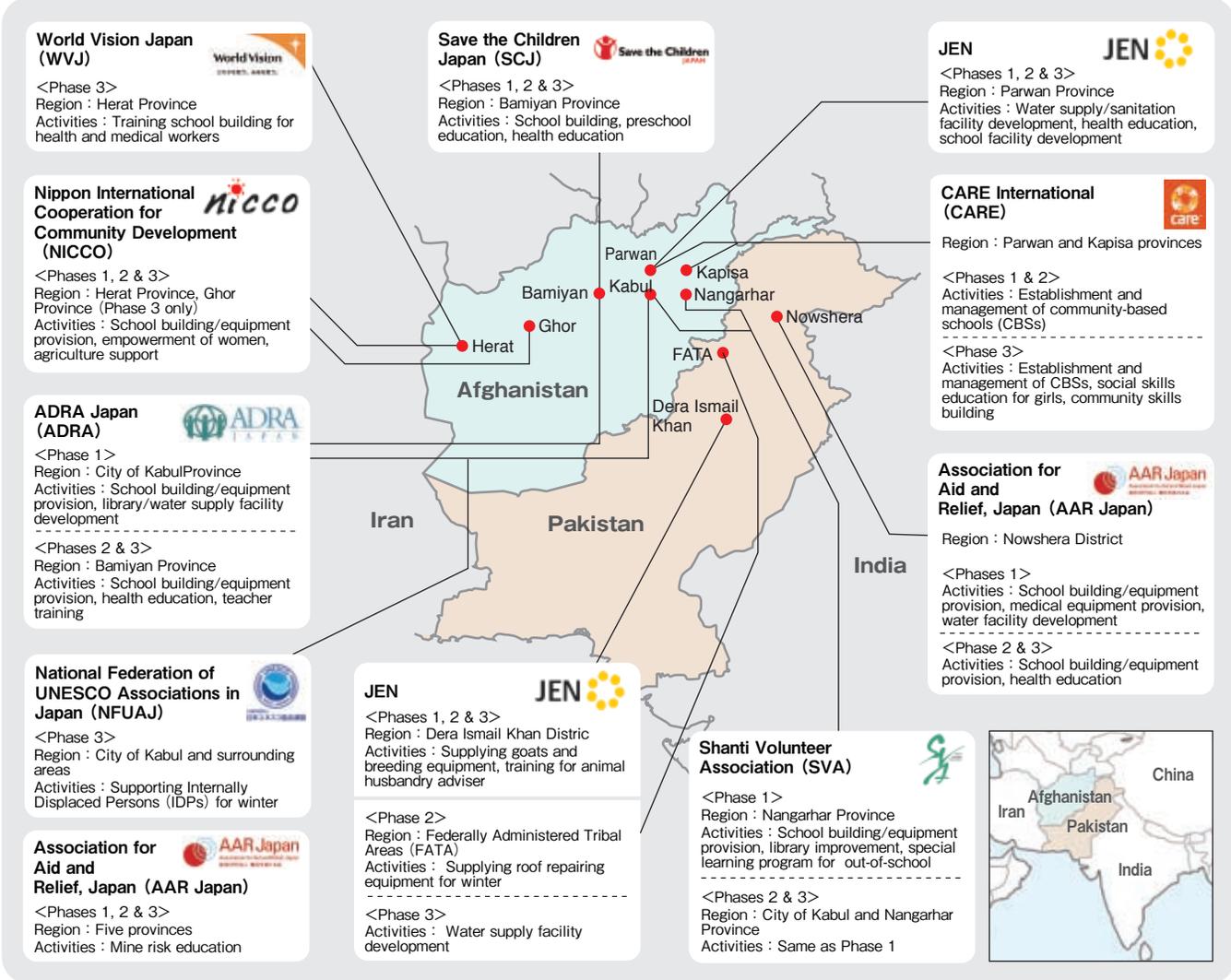
the program is the people of Afghanistan as well as Afghan refugees and Pakistani residents living in Khyber Pakhtunkhwa Province in Pakistan on the Afghanistan border and Federally Administered Tribal Areas (FATA).

JPF had injected a total of 3.6 billion yen (USD 36 million) by Phase 3 (January - December 2013), an intermediate year of the program, using the assistance grants funding from the Government of Japan as the main source of revenue. Nine JPF member NGOs implemented projects in the two countries in collaboration with international organizations and national NGOs. Between Phase 1 and Phase 3, they have achieved results in building/repairing 133 schools and providing Mine Risk Education (MRE) for some 268,534 people, and have been implementing projects for satisfying the basic needs in such broad areas as the improvement of water environment and sanitation, literacy education, livelihoods recovery assistance and women support.

In carrying out the projects, JPF paid special



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attention to build capacity and promote participation of such national counterpart as local government officials and community people, since it focuses on the sustainability of outcomes of the projects and the development of self-support. In order to assess the performance and make modification for better outcomes as necessary, JPF carried out the mid-term review of the programme from July to September, 2013. The report presented that the programme has been implemented with validity and effectiveness overall up to now, and helped NGO members reaffirm the importance of capacity building of the local human resources. Each NGO sustains the high quality activities through capacity building of national staff despite the deteriorating security situation in Afghanistan. Thus, JPF programme is highly appreciated by local authorities, community people and the international organizations.

For Phase 4 (January - December 2014), JPF decided to invest JPY 1,025 million (USD 10.25 million) to support 11 NGOs in implementing both ongoing and newly-launched projects. The program plans to include construction/restoration of 25 schools, mine risk education to 50,000 people, winterization support in six IDP (Internally Displaced Person) camps and others. For the remaining two years until the end of 2015, JPF will further expand its assistance based on the past achievements. This article reports on the achievements of twelve projects implemented during the Phase 3 by nine organizations that wrapped up in December 2013.

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## Afghanistan



**Association for Aid and Relief, Japan (AAR Japan)**

### Teaching the Dangers of Mines on TV and Radio



Children looking at photos of mines ©AAR Japan

Since 2005, the Association for Aid and Relief Japan (AAR Japan) has been implementing mine risk education (MRE) in Afghanistan to protect people from the dangers of land mines and unexploded ordnance (UXOs), which have hindered the rebuilding of the country. In addition to the threat of land mines and UXOs, the numbers of cases where citizens are involved in terrorist attacks using Improvised Explosive Devices (IEDs) have been sharply increasing. IEDs are mostly made by converting such daily goods as cellphones and pressure cookers. To call attention to these hazardous objects, AAR shows photos of mines in mobile cinema sessions and broadcasts dramas about the risks of various dangerous things on major Afghan TV and radio stations.

The project is being implemented in five provinces, including Kabul, Parwan, Panjshir, Balkh, and Bamiyan. Through Phase 3, nearly 510,000 people have participated in the sessions, while up to 8 million have tuned in to the radio programs and 7.4 million have seen the TV dramas. In Phase 4, AAR will continue to alert the public for the dangers of land mines/UXOs and IEDs in the mobile cinema sessions.



**ADRA Japan (ADRA)**

### Improving the Educational Environment of Bamiyan Province

ADRA Japan (ADRA) is working to increase school enrollment and improve learning 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.

In Phase 1, ADRA built schoolhouses equipped with toilets, libraries, and water supply systems at two schools in the capital city of Kabul.

From Phase 1, ADRA shifted the project area to Bamiyan province, which is less-assisted remote areas, and carried out the school construction projects at four schools in the Central and Yakawlang districts in Phase 2, and five schools in the Central, Shibar, Panjab, and Waras districts in Phase 3. It also provided teacher training to improve the quality of education and health education for the students, parents and the local population.

Schoolgirls attending hygiene education session ©ADRA Japan



The project directly benefited 21,520 children/students, while 64 teachers received teacher training, and 763 people received health education.

The project encouraged women's participation during the Phase 3, then more than half of the participants of the teacher training was female. In the upcoming Phase 4 the project will continue to work on improving the educational environment and health education in Bamiyan Province.



**CARE International Japan (CARE)**

### Increasing Access to Education in Rural Area

In rural areas of Parwan and Kapisa provinces where the access to the formal education by the Afghan government's educational



Training for CBS teachers ©CARE

administration is likely to be limited, CARE International Japan (CARE) has provided children with access to primary education by establishing community-based schools (CBS) using houses and mosques, while augmenting the proficiency of school administrators, and improving the children's learning environment.

In Phase 1, CARE established 30 CBSs in the communities which are without public schools nearby and with low literacy rates. The parents and the community members proactively appointed and trained teachers and members of the school management committees

CARE supported the establishment and management of 50 schools in Phase 2, and 70 schools in Phase 3. The number of direct beneficiaries of the project adds up to 2,047 children/students.

CARE has paid special attention to the improvement of the education of women and girls, whose access to education has been limited for a long time due to local traditions and customs. Fewer than 1 in 5 Afghan girls and women are literate. The support of CBSs will be continued in Phase 4.



## Conducting School Maintenance and Hygiene Education

To provide a safer and more comfortable learning environment for the children of Afghanistan's mountainous Parwan Province, JEN



Children watching hygiene promotion video ©JEN

is conducting a project to improve schools and promote better hygiene.

In Phase 1 and 2, JEN provided hygiene instruction at 123 schools in five districts, holding training sessions on hygiene and sanitation for teachers and officers of provincial education authorities. All the pupils received a sanitation kit and learned the basics of hygiene and sanitation. Thirty-five schools were provided with water supply systems and toilets, and classroom facilities in 22 schools were built or renovated.

In Phase 3, JEN carried out hygiene training in 32 schools, built water supply systems and toilets in 16 schools, and constructed classroom facilities in 10 schools in the community less accessible to the support. JEN also do many kinds of things, including showing cartoon films with famous character at play, for children in early elementary grade to learn about hygiene with fun. So far the number of direct beneficiaries adds up to 92,659 children/students, 2,787 teachers, 34 provincial workers, 868 mullahs (Islamic clerics). The number of indirect beneficiaries was 819,174 people in total. In Phase 4, JEN will continue and expand support activities in Parwan Province.



## National Federation of UNESCO Associations in JAPAN (NFUAJ)

### Supporting Internally Displaced Persons for Winterization

From February to March 2013 the National Federation of UNESCO Associations in Japan (NFUAJ) provided food and clothing to households with children at two Internally displaced persons (IDPs) camps around the Afghan capital of Kabul to help them survive the cold winter safely.

NFUAJ discussed with representatives at two camps in order to identify children who needed support, made lists and ID cards for them, then distributed food, clothing and soap to 360 households.

In Kabul and its surrounding area, the temperature sometimes falls below minus 20 degrees in the middle of winter. Thus, the inhabitants at IDP camps are forced to live hard lives due to the lack of warm shelters and heaters. NFUAJ carried out a post-project assessment to see whether the target population got enough and quality supplies, and it revealed the project was

Food distribution to Internally displaced persons ©NFUAJ



highly appreciated by people.

In Phase 4, NFUAJ will extend its support to other IDP camps where more needs of support are identified.

## Nippon International Cooperation for Community Development (NICCO)

### Three Main Areas of Assistance; Education, Women's Empowerment, and Agriculture

Nippon International Cooperation for Community Development (NICCO) is implementing a comprehensive and multifaceted



Farmers harvesting wheat ©NICCO

assistance that integrates education (school construction, teacher training), women's empowerment (literacy, IT, English, and embroidery classes), and agricultural support (technical training and provision of seeds, bulbs, and farming equipment) in Herat Province and Ghor Province in western Afghanistan. The project aims to achieve comprehensive restoration and self-reliance of the country. After Phases 1 and 2 in Herat Province, NICCO expanded the area of activity to Ghor Province, which neighbors Herat Province to the east in Phase 3. NICCO built and repaired 19 schools, put wells and latrines in place, and provided teachers' training in science and mathematics so that more than 23,000 children can now enjoy learning in a safe and comfortable environment.

Approximately 940 women have so far taken literacy classes, and in Phase 3 NICCO established an "Employment Support Center" to help women find means for income generation. In agriculture, NICCO distributed vegetable seeds, farming equipment and delivered technical training to approximately 990 impoverished farmers.

In Phase 4, NICCO is planning to continue comprehensive support in both provinces.

**Afghanistan**



**Save the Children Japan (SCJ)**

**Child's Rights are Top Priority**



Infants playing in pre-primary school ©SCJ

In Bamiyan Province in Afghanistan, Save the Children Japan (SCJ) is implementing 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 (Early Childhood Development: ECD) for children aged 4 to 6.

From Phase 1 to 3, SCJ has built schoolhouses with water supply facilities and toilets at 11 schools in Bamiyan's three districts.

SCJ held training sessions for 336 teachers on the importance of teaching without physical humiliation and punishment, since teachers are still likely to employ traditional and classic method of teaching such as yelling at and beating children when they make mistakes in class. SCJ also supported the hygiene education with the child-to-child approach in which older children teach younger children about the health and hygiene. 4,368 infants in total have participated in the ECD activities up to the end of 2013.

In Phase 4, SCJ will continue its activities in Bamiyan Province.



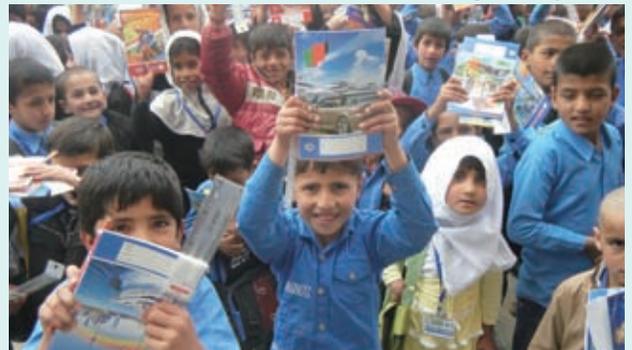
**Shanti Volunteer Association (SVA)**

**Supporting Primary Education through Books**

To improve the quality of the learning environments for children in Afghanistan, Shanti Volunteer Association (SVA) has been 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) provision of learning opportunities for out-of-school-children.

SVA has built five schools, established libraries at 55 schools and trained teachers and librarians in Phase 1 in Nangarhar Province and in Phase 2 in Kabul Province. In addition, SVA has set up six public libraries and an outside-school learning facility/library called the Children's Library for out-of-school children. SVA published, printed and distributed to libraries thirteen titles of picture books (1,200 copies each in the Dari and Pashto languages), three titles of picture-card shows (100 copies in each language) featuring Afghan folklore and parables.

Children receiving stationery ©SVA



In Phase 3, SVA conducted the library project at 54 schools in both provinces and started services for children in six public libraries. The total number of child beneficiaries has amounted to 68,000.

SVA will continue to support primary education mainly through the library activities in both provinces in the upcoming Phase 4.



**World Vision Japan (WVJ)**

**Cultivating Health and Medical Workers**

Since Phase 3, World Vision Japan (WVJ) has been supporting the construction of school building of the Institute of Health



Constructing Institute of Health Science's school building ©WVJ

Sciences, which is a training agency for health and medical workers of the provincial public health authority, in order to improve health and medical services in Herat Province and surrounding areas.

Suffering from shortage of qualified health and medical workers, maternal mortality rate in Afghanistan is the worst level in the world. While 232 people were registered in the midwife/nurse training program of Institute of Health Sciences in 2012, they had to use other facilities for their classrooms because particular school building was not available at that time. WVJ built a two-story school building, which has seven classrooms, on the site of the Herat Regional Hospital at the center of the city of Herat, and provided school equipment including desks, chairs and computers.

It is expected that this new school building will benefit not only the students and teachers of the institute but also approximately 5.5 million inhabitants living around Herat province, as the hub for conducting health and medical workers' training and refresh-training.

WVJ will continue to support the institution's proper operation.

## Pakistan



**Association for Aid and Relief, Japan (AAR Japan)**

### Supporting the Children of Refugees and IDPs



Hand-washing instruction in elementary school ©AAR Japan

Association for Aid and Relief, Japan (AAR Japan) is working to improve the educational environment of Afghan refugees, Pakistani IDPs and local residents in Khyber Pakhtunkhwa Province in northwestern Pakistan.

During Phase 1 and 2, AAR has built classrooms, libraries and toilets and held workshops for promoting hygiene to pupils, teachers, and parents at four primary schools in refugee camps and 28 public Pakistani primary schools in the Nowshera District, Khyber Pakhtunkhwa Province. AAR also provided medical equipment to three key hospitals and installed 56 water wells in the refugee camps and the host communities.

In Phase 3, AAR supported 15 schools in the area with larger populations of refugees. Special attention was paid to children with disabilities by adopting the universal design in renovating schools. Throughout Phase 1 to 3, 10,920 children and 248 teachers have been benefitted by the project. Furthermore, it has been reported that mothers who participated in the hygiene awareness workshops shared what they had learned with other mothers and inhabitants voluntarily.

The project will be continued in the same region in the Phase 4.



### Supporting 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 from Federally Administered Tribal Areas (FATA) to escape heavy fighting between the government and rebels, and been forced to live in poverty. During Phases 1 to 3, JEN distributed livestock feed packages (feed and tools) and a doe to 4,097 IDP households in the Paharpur and Parova Tehsil, an administrative subdivision of the district. In addition, 170 livestock extension workers (LEW) received livestock feed packages and a buck. The LEWs gained knowledge and skills in goat keeping through training sessions, and then visited each household to check the goats' conditions and give advice on breeding.



IDPs receiving goats from JEN staff ©JEN

In Phase 3, JEN established a "Livelihood Recovery Committee" consisting of IDPs, elders of IDP communities and staff of the Provincial Livestock Authority to create a support system for IDPs' independence and sustainable activities. Goats produced lots of offspring (kids) in each household and their milk was not only consumed within the households but also sold in the neighborhoods for cash income.

### Starting Water Sanitation Support for Returnees



Installation of water supply facilities ©JEN

In Phase 3, JEN newly started a water supply development project for the returnees in Kurram District, Federally Administered Tribal Areas (FATA) in 2013. After a drawn-out struggle in FATA, approximately 4,160 households returned to the Kurram District in October 2012. However, existing water supply facilities were destroyed during the conflict, making resettlement difficult.

From April to December 2013, JEN worked on installing water collection tanks at four water sources, and renovated or constructed four pipelines and some surface tanks to secure access to safe water. At the same time, JEN helped establish four water management committees of inhabitants and trained the members of the committees. A thousand households are benefiting from the new water supply.

In addition, JEN promoted hygiene awareness and proper way of hand washing for 2,000 people. Phase 4 will continue to work on laying the groundwork for the resettlement of returnees in FATA.

