



About the Organization:

Afghanistan Rehabilitation Education and Sustainable Development Organization – ARESDO, established in 2018 by an Afghan team volunteers, is a non-profit and non-governmental, non-political organization, formally registered with the Ministry of Economy by number 5954, on Oct 21, 2020, of the Islamic Republic of Afghanistan. Keeping in view the situation in the country ARESDO has not limited its work to particular sector or geography. ARESDO has been carrying a range of interventions in the areas of livelihood, of local community including legal outreach, legal assistance and access to justice, GBV, education, environmental, social economic improvements, agriculture, and food security development of education, capacity building and vocational trainings development of agriculture, livestock, and natural resources community development, specially men, women, youths, disables, returnees IDPs, and gender mainstreaming. ARESDO is also to facilitate educational opportunities for children (boys/girls) and responding to emergencies assistance Shelter & NFIs.

The organization envisions to work as an effective reliable, innovative and a pioneer organization in the field of community development and reduction of vulnerability with its organizational mission being to empower individuals and communities, in joint efforts with social and civic society. ARESDO's main target groups are rural communities across in Afghanistan with a distinct focus on vulnerable populations and in particular, children, men, women, and poor persons with disabilities.

About the community:

In Kunar Province, the challenges faced by street children, unemployed women, and unemployed educated youths compounded by Taliban restrictions, are profound and multifaceted. Moreover, the denial of education to girls further exacerbates the situation, hindering progress towards a more equitable and prosperous society.

Challenges:

- 1. Taliban Restrictions:** The imposition of Taliban restrictions severely limits the rights and opportunities of women and children, including access to education and employment, perpetuating cycles of poverty and marginalization.
- 2. Educational Barriers:** The denial of education to girls not only deprives them of fundamental rights but also undermines the potential for societal development and progress, as education is a key driver of empowerment and socio-economic advancement.
- 3. Unemployment:** The prevalence of Taliban members in public organizations exacerbates unemployment among educated youth, as qualified individuals may face discrimination or exclusion from employment opportunities.

4. Economic Hardships: Unemployed women and youth face financial crises due to limited job prospects and economic instability, further compounded by Taliban restrictions on women's participation in the workforce.

Historical and Current Issues:

1. Gender Discrimination: Historically, gender discrimination has been pervasive in Afghan society, with women and girls facing systemic barriers to education, employment, and participation in public life, a situation exacerbated by Taliban rule.

2. Educational Deprivation: The denial of education to girls under Taliban rule perpetuates cycles of poverty and reinforces traditional gender roles, limiting opportunities for personal and societal development.

3. Employment Challenges: The prevalence of Taliban members in public organizations hinders employment opportunities for educated youth, contributing to widespread unemployment and underemployment in Kunar Province.

4. Human Rights Violations: Taliban restrictions on women's rights violate fundamental human rights principles and undermine progress towards gender equality and social justice in Kunar Province.

Successes and Solutions:

1. Empowerment Initiatives: Implementing empowerment programs for women and girls, including access to education, vocational training, and entrepreneurship opportunities, can help break down barriers to economic and social participation.

2. Advocacy and Awareness: Advocating for the rights of women and girls and raising awareness about the importance of gender equality and education can help mobilize support for change within communities and among policymakers.

3. Economic Development: Promoting economic development initiatives that create job opportunities for youth and women, particularly in sectors less affected by Taliban influence, can help alleviate unemployment and financial crises.

4. International Support: Mobilizing international support and resources to address the humanitarian and development needs of Kunar Province, including initiatives focused on education, women's rights, and economic empowerment, can complement local efforts and initiatives.

Addressing the challenges faced by street children, unemployed women, and girls denied education in Kunar Province requires concerted efforts from government, civil society, and the international community to promote human rights, gender equality, and socio-economic development, while challenging oppressive and discriminatory practices enforced by the Taliban.

Vision:

To create a resilient and inclusive community in Kunar Province where every individual, regardless of gender or background, has equal opportunities for safety, prosperity, and a high quality of life.

Mission:

Our mission is to address the challenges faced by street children, unemployed women, and marginalized youth in Kunar Province due to Taliban restrictions, by promoting education, economic empowerment, and gender equality. We strive to create a supportive environment that fosters personal and collective growth, enhances safety, and improves the overall well-being of the community.

Specific Goals and Objectives 1:

1. Education Access: Ensure access to quality education for all children, particularly girls, by advocating for the removal of barriers and providing resources for training in community.

- Objective:

1. Arrange trainings and seminars to 90 woman (in 3 batches) in Community centers within the next year through targeted outreach and awareness campaigns.
2. Facilitate access to vocational skills training for target women beneficiaries.
 - a. Train targeted women within the grant period in Marawara, Daangam and Sarkani district.
3. Develop a sustainable model for empowering women through entrepreneurship.
 - a. Provide equipment and tools that local organizations can continue to use.
 - a. Build the capacity of partner organizations to run similar programs in future.

2. Economic Empowerment: Empower unemployed women and youth through vocational training, job placement programs, and entrepreneurship opportunities to break the cycle of poverty.

- Objective:

1. 1: Provide vocational training to 90(in 3 batches) unemployed women and youth, focusing on skills that are in demand in the local job market.
2. Develop entrepreneurial mindset and business skills among target women.
 - a. Provide basic entrepreneurship training in areas like business planning, marketing and finance.
3. Create market linkages for women's products and enterprises.
 - a. Facilitate interaction between women entrepreneurs and potential buyers.
 - b. Organize events to enable women to sell their products.
4. Improve the economic conditions of beneficiary women.
 - a. Increase average monthly incomes of targeted women.
 - b. Provide livelihood options for targeted women through skills and jobs.

3. Gender Equality Promotion: Advocate for gender equality and challenge discriminatory practices that limit women's participation in education and the workforce.

- **Objective:** Work with local leaders and community members to promote gender-sensitive policies and initiatives that support women's rights and opportunities.

4. Employment Opportunities: Create employment opportunities for educated youth by supporting initiatives that promote job creation in sectors less influenced by Taliban restrictions.

- **Objective:** Facilitate partnerships with private sector organizations to provide job opportunities and internships for recent graduates and unemployed youth. By addressing the challenges faced by street children, unemployed women, and marginalized youth in Kunar Province through education, economic empowerment, and advocacy for gender equality, we aim to create a more resilient and prosperous community where everyone can thrive and contribute to collective well-being.

The purpose of this grant is to provide skills training and entrepreneurship development for women in Marawara, Daangam and Sarkani districts of Kunar province in order to improve their economic empowerment and livelihoods.

Specific goals and Objectives2:

The beneficiaries of our training program in the Marawara, Daangam and Sarkani district of Kunar Province will primarily be Afghan street children aged between 6 and 14 years old, who are currently deprived of formal education and face socioeconomic vulnerabilities. We aim to reach approximately 320(40 in each batch) children (160 Male and 160 Females) Kunar prioritizing those who are most marginalized and at-risk within the community.

1. Develop Basic Literacy Skills:

- Teach foundational reading skills such as letter recognition, phonemic awareness, and decoding.
- Develop basic writing skills, including handwriting, spelling, and sentence structure.

2. Enhance Comprehension Abilities:

- Improve reading comprehension through activities that encourage understanding and interpretation of texts.
- Foster critical thinking by discussing stories and asking questions about content, characters, and themes.

3. Promote Vocabulary Expansion:

- Introduce new vocabulary words and their meanings.
 - Encourage the use of new words in speaking and writing activities.
4. Foster a Love for Reading:
- Provide a variety of reading materials that cater to different interests and reading levels.
 - Create a positive and engaging reading environment that motivates children to read for pleasure.
5. Develop Writing Competence:
- Teach various writing genres, such as narratives, expository texts, and descriptive writing.
 - Encourage creative writing and personal expression through journals, stories, and essays.
6. Improve Listening and Speaking Skills:
- Enhance oral communication skills through storytelling, discussions, and presentations.
 - Develop listening skills by engaging in activities that require following instructions and understanding spoken language.

Team Member S

About the Liaison (team leader) (Overview of liaison background and work for Peace 1000 characters)

Ms. Safia Safi and Hanif Ullah Salarzai as the Director and Deputy Director of brings a profound commitment to peace-building, particularly in Kunar Province. With a background in conflict resolution and humanitarian aid, their work focuses on addressing the unique challenges faced by communities in Kunar.

Their journey began with extensive academic training in peace studies and international development. Their practical experience includes working directly with communities affected by conflict, honing her understanding of their needs and aspirations. As the head of ARESDO, they spearheads initiatives tailored to Kunar's context, emphasizing community engagement and empowerment.

In Kunar Province, they leads efforts to promote inter-community dialogue, reconciliation, and sustainable development. Their approach involves partnering with local leaders, civil society organizations, and government agencies to foster peace and stability. They prioritizes initiatives that address root causes of conflict, such as socioeconomic disparities and lack of access to education and healthcare.

Their work extends beyond conventional peace-building strategies. They champions programs that empower women and youth, recognizing their crucial roles in promoting peace and resilience. Through education, vocational training, and capacity-building initiatives, they creates opportunities for marginalized groups to participate meaningfully in society.

Their impact in Kunar Province is evident in the tangible improvements seen in communities' quality of life and in the reduction of conflict-related tensions. Their leadership exemplifies a holistic approach to peace-building, rooted in

empathy, inclusivity, and long-term sustainability.

Title of Program: "Empower Kunar: Building Futures through Education and Economic Opportunity"

Overall Program Vision:

Community-based centers in strategic **Marawara, Daangam and Sarkani** districts we aim to provide tailored programs and mentorship, to empower these children to break free from cycles of poverty and exploitation, fostering a generation of resilient and skilled individuals capable of shaping a brighter future for themselves and their communities."

Description of the Challenge(s):

Afghan street children in Marawara, Daangam and Sarkani districts of Kunar Province often face multifaceted challenges that hinder their ability to engage in formal education or find sustainable work opportunities. Factors such as poverty, displacement, family instability, and the ongoing conflict in the region contribute to their marginalized status. Addressing the plight of these children is crucial as it not only ensures their basic human rights but also prevents them from falling prey to exploitation, violence, and recruitment by armed groups. By providing education and training tailored to their needs, we can empower these children to break the cycle of poverty, contribute positively to society, and ultimately build a more stable and prosperous future for Afghanistan.

First Project Steps:

"In the short term, our specific goal is to establish temporary learning centers in each of the three districts of Kunar Province, providing a safe and conducive environment for Afghan street children to access basic education and psychosocial support. Through community outreach initiatives, we aim to identify and enroll vulnerable children, ensuring that they have the opportunity to participate in educational activities and receive essential life skills training. By partnering with local organizations and authorities, we seek to mobilize resources and support to kick start this critical intervention and lay the foundation for long-term empowerment."

Who the Program Impacts:

The beneficiaries of our training program in the mentioned districts of Kunar Province will primarily be Afghan street children aged between 6 and 14 years old, who are currently deprived of formal education and face socioeconomic vulnerabilities. We aim to reach approximately 320(40 in each batch) children (160 Male and 160 Females) in total across the three villages, prioritizing those who are most marginalized and at-risk within the community. Our program will also extend support to the families and caregivers of these children, recognizing the importance of holistic intervention to address the complex challenges they face.

Follow-up Steps:

Fully addressing the challenges faced by Afghan street children in Kunar

Province requires a comprehensive, long-term approach. Here are some follow-up steps and long-term goals to consider:

- 1. *Education and Skills Development*:** Continuously support the education and skills development of trained street children to ensure they have the necessary tools to thrive. This may include providing access to higher education, vocational training, and job placement assistance.
- 2. *Psychosocial Support*:** Offer ongoing psychosocial support to address the emotional and mental health needs of street children who may have experienced trauma or abuse. Provide counseling, peer support groups, and other resources to help them heal and build resilience.
- 3. *Family Reintegration and Support*:** Work with families to facilitate the reintegration of street children into their homes and communities. Provide support services to address family dynamics, economic challenges, and other factors that may have contributed to the child's street involvement.
- 4. *Community Empowerment*:** Empower local communities to support and protect vulnerable children, including street children. Provide training to parents, teachers, community leaders, and other stakeholders on child rights, protection, and positive parenting practices.
- 5. *Advocacy and Policy Change*:** Advocate for policy changes at the local, provincial, and national levels to address the root causes of child street involvement and improve access to education, healthcare, and social services for all children, especially those living in marginalized communities.
- 6. *Prevention and Early Intervention*:** Implement prevention and early intervention programs to identify and support at-risk children before they end up on the streets. This may involve outreach efforts, family support services, and community-based initiatives aimed at keeping children safe and connected to their families and communities.
- 7. *Collaboration and Partnerships*:** Foster collaboration and partnerships with government agencies, NGOs, civil society organizations, and other stakeholders to leverage resources, expertise, and support for comprehensive child protection and welfare initiatives.
- 8. *Monitoring and Evaluation*:** Continuously monitor and evaluate the effectiveness of interventions and programs targeting street children to identify gaps, successes, and areas for improvement. Use data-driven approaches to inform decision-making and programmatic adjustments.
- 9. *Empowerment and Participation*:** Empower street children to become active participants in their own development and decision-making processes. Create opportunities for their voices to be heard, and involve them in designing and implementing programs that affect their lives.

By pursuing these follow-up steps and long-term goals, it is possible to create a more supportive and inclusive environment for Afghan street children in Kunar Province and ultimately address the underlying challenges they face.

Potential Partners:

Several organizations can be involved in training Afghan street children in three districts of Kunar Province in Afghanistan, with a focus on collaboration and leveraging their respective expertise and resources. Here's how they could be involved:

- 1. *NGOs specializing in education and child welfare*:** NGOs such as Save the Children, UNICEF, or CARE International may provide funding, technical expertise, and programmatic support for the development and implementation of education and training programs tailored to the needs of street children. They could also offer training for local staff and volunteers on child protection, psychosocial support, and educational methodologies.
- 2. *Local community-based organizations*:** Local NGOs and community-based organizations play a critical role in engaging with the community, identifying and reaching out to street children, and providing culturally sensitive support services. They may contribute to program design, implementation, and monitoring, as well as advocacy efforts at the grassroots level.
- 3. *Government agencies*:** Government departments responsible for education, social welfare, and child protection can collaborate with NGOs to ensure alignment with national policies and priorities. They may provide logistical support, facilitate access to government facilities and resources, and coordinate efforts to reach street children and their families.
- 4. *International development agencies*:** Bilateral and multilateral development agencies, such as USAID, DFID, or the World Bank, may provide funding, technical assistance, and policy support to strengthen the capacity of NGOs and government partners to implement effective programs for street children. They may also support broader initiatives aimed at poverty reduction, education reform, and social inclusion.
- 5. *Local schools and vocational training centers*:** Collaboration with local schools and vocational training centers can provide opportunities for street children to access formal education and skills training programs. These institutions may offer space for training activities, engage qualified teachers and trainers, and facilitate the integration of street children into mainstream education and vocational pathways.
- 6. *Religious and community leaders*:** Religious leaders and community elders can play a vital role in raising awareness about the needs of street children, mobilizing community support, and advocating for their rights and protection. They may also provide moral and spiritual guidance to both children and their families, fostering a supportive and inclusive environment.

7. *International and local volunteers*: Volunteers, both international and local, can contribute their time, skills, and energy to support training programs for street children. They may assist with teaching, mentoring, recreational activities, and outreach efforts, helping to build trusting relationships and create positive learning experiences for the children.

By engaging a diverse range of organizations and stakeholders, including NGOs, government agencies, community-based organizations, schools, religious leaders, and volunteers, a comprehensive and sustainable approach to training Afghan street children in Kunar Province can be developed and implemented. Collaboration and partnership are key to maximizing impact and ensuring the success of such initiatives

Outcomes of the Project:

Positive effects on the Afghan street children and the community in Kunar Province after the training program:

- 1. *Education*:** The program likely increases access to education for street children, providing them with foundational knowledge and skills. Education can empower children, enhance their future prospects, and break the cycle of poverty.
- 2. *Empowerment*:** Through training, street children may gain a sense of empowerment and self-esteem, feeling more capable of achieving their goals and contributing positively to their communities.
- 3. *Social Integration*:** Training programs can facilitate the social integration of street children into mainstream society by equipping them with valuable skills and improving their social interactions.
- 4. *Reduced Vulnerability*:** By providing training, the program may help reduce the vulnerability of street children to exploitation, abuse, and other risks associated with living on the streets.
- 5. *Community Development*:** As street children gain skills and potentially secure employment, they can contribute to the economic and social development of their communities, fostering a sense of collective well-being and resilience.
- 6. *Prevention of Child Labor*:** Training programs can serve as a preventive measure against child labor by offering viable alternatives to street work and providing children with the means to support themselves through legitimate means.
- 7. *Health and Well-being*:** Access to education and vocational training can improve the overall health and well-being of street children by promoting healthy lifestyles, hygiene practices, and mental well-being.
- 8. *Long-term Impact*:** Investing in the education and training of street children can have long-term positive effects on their future livelihoods, breaking the cycle of poverty and dependency on the streets.

How We Measure Success:

The project will build the lives of 410 street children, unemployed women and youth making them the productive citizens of tomorrow so that they can contribute to their family, society and country. Over the 2 years, our organization will be touching the lives of hundreds more children by providing them the protective shelter, parental care, and opportunities to harness their talents and dreams.

Initial Project Budget:

Project Budget						
SPECIFY CURRENCY: USD						
Cat. No.	Items Description (ITEMISE IN DETAIL)	Unit of measure ment	Qty (no. of units)	Unit Cost	Dura tion (Mon ths)	Total Cost (USD)
1	HUMAN RESOURCE INPUTS					
1.1	Executive Director	Person	1	\$ 500.00	6	\$ 3,000
1.2	Deputy Director	Person	1	\$ 450.00	6	\$ 2,700.00
1.3	Project Manager	Person	1	\$ 500.00	6	\$ 3,000
1.4	M&E/Reporting Officer	Person	1	\$ 435.00	6	\$ 2,610.00
1.5	Psycho Social Trainers	Person	6	\$ 385.00	6	\$ 13860.00
1.6	Admin and Finance Officer	Person	1	\$ 385.00	6	\$ 2,310.00
1.7	Cleaner & Cook	Person	1	\$ 160.00	6	\$ 960.00
	Total (Human Resource Inputs)					\$ 28440.00
2	EXPENDABLE EQUIPMENT					
2.2	Digital Camera for Photos	Camera	1	\$ 350.00	1	\$ 350.00
	Total (Expendable Equipment)					\$ 350.00
3	TRAVEL (Flights, inland travel...)					
3.1						
	Sub-total (Travels)					\$ -
4	Monitoring Visit by Director, M&E and		2	160		320

	Project Manager					
4.1						\$ -
	Sub-total (Accomodation)					\$ 320 -
5	GENERAL OPERATING AND MAINTENANCE EXPENSES					
5.1	Rental Vehicles for Staff Transportation (from Main Office to the Project locations/districts)	Vehicle	2	\$ 625.00	6	\$ 7,500.00
	Total (General Operation and Maintenance Expenses)					\$ 7,500.00
6	OTHER CATEGORY (Direct Program Cost)					
6.1	Psycho Social Trainings for Street Children's (Refreshment etc.)	Boys and Girls	320	\$ 7,75.00	1	\$ 2480.00
6.2	Educational Material for Education	Toolkits	320	\$ 60.00	1	\$ 19,200.00
6.3	Transportation and packing of the Educational Material	Toolkits	8	\$ 80.00	1	\$ 640.00
6.4	Stationary for Office	Per Month	1	\$ 100.00	6	\$ 600.00
6.5	Banners, Posters for Trainings and Sessions	Lump sum	7	\$ 110.00	1	\$ 770.00
6.6	Internet and Communication Cost	Per Month	1	\$ 100.00	6	\$ 600.00
6.7	Vocational trainings cost	Per month	3	4000	6	12000
6.8	Venue cost for whole beach	Per month	7	350	6	2100
	SUB-TOTAL					\$ 75,000.00
	TOTAL COSTS					\$ 75,000.00

Note: After the implementation of the project, these centers will be transferred to other areas with the help of trained volunteers from the community in the same way, other families who are facing economic problems in the region will be able to receive training from these trained woman and youths thereby, reducing unemployment and help them generate income.

Long-Range Program Budget:

The long-range program budget is projected to require

\$200,000 USD annually over the next two years. This budget will support the implementation of comprehensive support services, expansion of vocational training programs, scaling up of microfinance initiatives, and ongoing monitoring and evaluation efforts to track progress and impact.