



Help the Afghan Children

2016 ANNUAL REPORT



Building Civil
Society through
Education

www.htac.org.af

About Help The Afghan Children:

Help the Afghan Children (HTAC) is a non-profit organization established in 1993, in response to the horrible conditions of Afghan families and children during Afghanistan's civil war. HTAC is dedicated to improving the lives of families and Children in Afghanistan by providing educational and emergency relief services. HTAC is registered with Afghanistan's Ministry of Economics as a national non-governmental organization (registration # 261). HTAC is a member of ACBAR coordination body in Afghanistan. HTAC receives support from different donor organizations and Government of Afghanistan.

We have built solid working relationships with the communities in which we work, and with the local authorities. At the core of success is a dedicated staff over 118 individuals.

The organization is governed by an independent Board of Directors which sets the overall direction, priorities and sustainability of the organization.

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HTAC's Vision

We envision an Afghanistan where all children have equal rights to education and are able to fully contribute to building Afghanistan's Civil Society.

HTAC's Mission

Our mission is to empower girls, boys and local communities by promoting innovative educational programs that enhance their lives and help them become productive citizens.



School Teachers participate in HTAC's Peace Education program in Jawzjan - Photo: By Amin Aryan

HTAC's Guiding Principles and Policies:

HTAC is guided by principles of respect for diverse cultural norms, social justice, and individual differences. HTAC works out with communities and civil society groups. HTAC internally will be based upon the following core values, principals and Policies:

- We give every locality in Afghanistan an equal opportunity to benefit from our projects.
- We hire individuals based on their qualifications and do not discriminate based on tribal, linguistic, political, religious, ethnic, and gender differences or disabilities.
- We are committed to advancing the rights and protections of Afghan girls and women through our programs that support the mainstreaming of women into Afghan civil society.
- We are transparent in our dealings with the government, donors, and local communities and adhere to all government and local laws.
- We work hard to ensure that our programs and services do no harm to our beneficiaries, partners and the communities we serve.
- We believe that education plays a vital role in preventing and countering violent extremism. We support this belief by encouraging diverse interests, inspiring civic responsibility and enhancing critical thinking skills among our beneficiaries and communities.
- We support the development of national policies that address the full needs of young people; contribute to young people's participation and empowerment.
- We are fully aligned with international human rights standards.

Executive Statement:



M. Osman Hemat
Executive Director



Esmat Haidary
Board Chair

Help the Afghan Children (HTAC) since its inception in 1993 has been helping and supporting Afghans in different parts of Afghanistan through provision of humanitarian assistance and implementation of innovative educational programs in the schools running by government. We all know, Afghanistan remains a fragile state, where insecurity and instability continues to be an elusive goal.

Moreover, Afghan children and women are at a particular disadvantage, as cultural norms often restrict them from education and leaving their homes to participate in public activities. The depletion of funds by many international non-governmental organizations and donors that have been supporting development initiatives in the country are becoming limited in comparison to few years back. The negative impact of limited funding opportunities has been one of the major challenges in the country for most of local NGOs. Despite this disturbing trend, Help the Afghan Children (HTAC) remains committed in fulfilling our charter and goals. The good news is, as 2016 came to end, we achieved an amazing milestone; twenty three consecutive years of service that has directly benefited over two million Afghans and because we have seen the impact we are having with children, their families, and in local communities, we are not about to stop. Our mission remains simple – To empower girls, boys and local communities by promoting innovative educational programs that enhance their lives and help them become productive citizens.

During these past twelve months we've worked hard to meet that mission and produced a number of impressive accomplishments. HTAC delivered a variety of enriched educational and training programs to 7,075 students (50% of whom were girls), at 28 schools in four diverse provinces. Help The Afghan Children (HTAC) signed the partnership agreement in 2016 for almost four years with Save the Children International (SCI) for Sari Pul and Jawzjan Provinces. In 2016 HTAC focused more on coordination with stakeholders including DoLSAMD, Police, Security, Education, Economy, Governor Office Sector departments at provincial level both Jawzjan and Saripul and conducted survey for identification of street working children and household assessment in both targeted provinces. As result the total number of street working children in Jawzjan 261 and 325 in Sar-e-pul and total number of children identified through household survey in Jawzjan were 68 and 196 in Sar-e-Pul. This past year, we continued our important work in giving deserving Afghan girls and boys gain life-changing computer literacy skills– 1,515 high school students (over 56% were girls), successfully completed computer courses. Once again, both our girls and boys performed exceptionally on their computer exams, with 98.9% of all enrollees achieving satisfactory or higher scores. Since 2003, 58,775 students have benefited from our program; many of whom have been able to secure productive I.T. jobs, and for many girls, a life-changing opportunity to be rid-off from poverty and early forced marriage and childbearing. – HTAC continued implementation of a global program of What Works to Prevent Violence against Women and Girls. This is a three year program

administered by South African Medical Research Council (SAMRC/DFID). Through this grant HTAC is testing its school based- peace education program in 20 schools of Jawzjan province by training of 3,500 school students and conducting research. We have conducted the baseline survey at eleven targeted schools with 420 teachers and 740 school students. In addition, HTAC continued working with local community groups, parents and member of civil society women led organizations on community based conflict resolution and peace building that are chartered to assist their communities and to be able to resolve local problems in a peaceful, satisfactory manner.

HTAC continued its three years Peace and Computer Education Program in Paghman district of Kabul province; which came to an end in 2017 that benefited approximately 3,900 students at eight schools. Incidences of fighting and other aggressive behavior among students, was dramatically reduced and both teachers and parents reported consistent, positive changes in their behavior in the classroom, school yards and at home. In addition, HTAC successfully trained approximately 446 teachers of 20 schools on positive disciplining in Jawzjan Province where we are having an impact on improving positive disciplining in targeted school sites.

HTAC believes that having professional teachers for school based peace education is important thus Delivering Peace Education to Teacher Training Colleges implemented at six teacher training colleges –HTAC successfully launched (ToT) to the students of six government Teacher Training Colleges (TTCs), which is being implemented in Kabul, Nangarhar and Parwan provinces. During the first year of Delivering Peace Education 964 TTCs students (teacher trainees) gained knowledge and skills on teaching Peace Education. HTAC has been certified by the Afghanistan Institute for Civil Society after deep assessment and received an award of best performance in human resource management.

HTAC has been one of the nine recognized organizations operating in Afghanistan that received this certification and award in the initial round. As always, we are deeply grateful for every grant and contribution that makes our work possible. Our donors and supporters should be proud to know that their funds produce the quality programs and services that are consistently delivered to our primary beneficiaries and reported via our newsletters and website on a regular basis throughout the year. As we enter 2017, we recognize more than ever that Help The Afghan Children (HTAC) can become an even more viable organization by continuing to focus on what we do best – delivering quality-based education and aligning our work to help meet the emerging educational needs of Afghanistan. This is why our donors support is as important as ever. We have no doubt that together we can help turn every Afghan child's right to a quality education into a reality.

Thank you,



Mohammad Osman Hemat
Executive Director, HTAC
Chairman of the board



Esmatullah Haidary
Esmat Haidary

How We Make a Difference:

The most effective long-term strategy to breaking cycle of conflict, poverty, ignorance, fear and neglect in Afghanistan is investing in its new generation and youth, equipping them with knowledge and tools that, they become productive citizens and can address Afghanistan critical problems. Here is how HTAC makes a difference in Afghanistan:



Boys participating in School-based Peace Education Lessons

Providing Quality Education to Afghan Children:

Although school enrollments have been increased significantly in recent years, Afghanistan's educational infrastructure still remains weak and only a small percentage of eligible children receive the quality education they need to learn, grow and succeed. HTAC's quality educational approach provides an effective alternative for students with an enriched curriculum and a safe, clean, nurturing learning environment for thousands of deserving children every year in targeted schools.

Rejecting Violence and Adopting the Values of Peace and Cooperation:



Identifying street working children involved in exploitative labor activities

Far too many Afghan children have grown up in an environment where they have been physically and emotionally traumatized by violence. Left unattended, most of them will grow up believing that violence is the only way to resolve conflicts, and thus, perpetuate Afghanistan's 35-plus year cycle of internal war and terror. This continued exposure to violence (not only from invasions, occupations, civil wars, the oppressive rule of the Taliban, but also within Afghan communities and homes), has had a devastating effect on these children.

Left unattended, many of them grow up believing that violence or other forms of aggressive behavior is the only solution to resolving conflicts, making them vulnerable to extremist elements as they grow older. HTAC believes that peace education is a preventative strategy that helps new generations in a fragile state like Afghanistan to focus solves their issues in a peaceful manner. Our sustainable peace education program is so designed to teach children reject violence and embrace the principles of peaceful everyday living. HTAC's peace education program is dramatically changing the attitudes and behaviors of Afghan youth, especially boys, who now reject violence, practice non-violent conflict resolution, learn patience, tolerance and respect for others while gaining self-confidence.



Girls roll play for learning Peaceful Conflict Resolution Methods

Community Based Conflict Resolution and Peace building:

We recognize that teaching Afghans about peace and cooperation must involve not just schools, but entire communities. That is why we invest in educating and training of local community leaders and citizens 'to improving their conflict resolution and peace building skills, so they can work out their differences in non- confrontational ways while establishing trust and cooperative relationships.

Strengthening Capacities of Local Civil Society Organizations:

We provide technical and capacity-building training to such organizations in targeted regions of the country so they can improve their performance, policy and procedures to better serve their people and properly work out for addressing their needs.

Addressing Illiteracy:

In a country where almost 50% of school age boys and 80% of girls remain illiterate, our innovative "Read Afghanistan" program continues to help primary and middle-school children build essential reading comprehension skills in their native language. Literacy is a pathway out of poverty.

Caring for the Environment:

Our environmental education program gives Afghan children hands-on experience in building eco-friendly gardens, replacing dusty playing fields with green spaces, identifying local toxic waste and most importantly, adopting the values of environmental stewardship.

Empowering Young Women:

Every year, HTAC helps an average of 2,800 high school girls gain computer literacy skills. The majority of graduating seniors use those skills to acquire computer-related jobs, apply their skills in college, or use computers in family owned businesses. Becoming computer literate helps many of these girls break the sad cycle of forced early marriage and child-bearing.



Girls in Paghman District participate in computer literacy skills Program

Providing Humanitarian Aid:

While our primary focus is the delivery of quality education to Afghan girls and boys, we have never forgotten the critical, on-going need to provide humanitarian aid and emergency relief to children and families in need. Since HTAC and its humanitarian partners have provided critical aid to over 1.8 million Afghans in the form of: medicines, blankets, shoes, apparel, cooking, heating, and other supplies to displaced people in under-served areas. When natural disasters such as earthquakes and extreme flooding occur, HTAC has responded quickly and effectively, providing heaters, cooking stoves, blankets, and other life-saving aid to thousands of affected children and their families each year.



Providing Humanitarian Aid school kits to students

Overview of Our Programs in Paghman district schools during 2016

School	Boys Enrollment	Girls Enrollment	Total Enrollment	HTAC Program
Khalid Bin Walid High School	100	200	300	Peace Education Program
Oria Khail High School	200	100	300	Peace Education Program
Abdullah Bin Omar High School	0	300	300	Peace Education Program
Ebrahim Khail High School	200	100	300	Peace Education Program
Abobaker Siddiq High School	300	0	300	Peace Education Program
Koshkak High School	100	200	300	Peace Education Program
Chiltan High School	100	200	300	Peace Education Program
Hazarti Osman High School	220	80	300	Peace Education Program
Khwaja Musafer Boys High School	478	0	478	Computer Education Program
Khwaja Musafer Girls High School	0	123	123	Computer Education Program
Paghman Qashang Boys High School	201	0	201	Computer Education Program
Paghman Qashang Girls High School	0	89	89	Computer Education Program
Abdul Jan Shahid Boys High School	236	0	236	Computer Education Program
Abdul Jan Shahid Girls High School	0	102	102	Computer Education Program
Paghman Girls High School	0	146	146	Computer Education Program
Abdullah Bin Omar Girls High School	0	143	143	Computer Education Program
Total Enrollment	2135	1783	3918	

Table 1: Total Number of students enrolled in Peace and Computer Education Program in Paghman District

Programs, Services, and Projects:

Help the Afghan Children prides itself in Developing and delivering innovative, quality Programs and critical services that are designed to meet the emerging educational needs of Afghan children. We believe that only through a serious investment in education in Afghanistan can stop the cycle of violence, destruction, and poverty that has plagued this country for over three decades – by educating a new generation of Afghans who will become productive citizens and grooming potential leaders. Our programs, services and initiatives are so designed to not only fit the

educational needs and interests of Afghan children, but to support the culture, thus enabling our work to have meaning and value for Afghans. Our success in the field is due in large part to our experienced Afghan staff that speaks the language, understand the culture, and have the experience and expertise in delivering successful programs. In additions, HTAC establishes success indicators’ to determine how effective each program performs and continuous improvement plans to ensure these programs get better over time.

1- Peace and Computer Education:



Girls Students learning peace education Skills to reject violence

Afghanistan’s children have been the innocent victims of violence and conflict for almost 38 years. HTAC believes that the best way to address the root causes of violence is to educate a new generation of Afghans who will embrace the principles of peace and work hard (as adults), to break this vicious cycle.

Help the Afghan Children (HTAC), has been delivering effective results-based peace education programs since 2003 in various provinces of the country. HTAC has since the beginning till end of 2016, trained over 89,200

in peace education curriculum in diverse provinces of the country, which have had positive impacts on their behavior, attitudes and context. When HTAC introduced the country’s first computer education program into public schools back in 2003, Afghanistan was still reeling from decades-old wars and civil unrest and its information technology infrastructure was almost non-existent. That same year, HTAC began focusing attention on providing computer education to high school students, recognizing that when these young people graduate, they needed to have a marketable job skill.



Boys students practicing in computer lessons at targeted School



Student of Peace education reflecting learning in the class

HTAC continued delivering peace education and computer education program in eight Paghman schools during the reporting period. HTAC enrolled 800 boys and girls in the first year (2014) in peace education program at 8 targeted schools, and doubled the number of students in the second year, and added 800 more students in the last year (2016). Indeed, HTAC improved knowledge and skills of 2,400 students (1220 boys and 1180 girls) in peace education at eight targeted schools. As usual Majority of the teachers with good experience teaching the program under their belt has a greater understanding of peace education competencies and better utilizes the tools at their disposal to transfer knowledge and skill-sets to their students. Moreover, Teachers are modeling

positive behavior and avoid corporal punishment and aggressiveness with their students. In addition, most of the students in targeted schools solve their issues in a peaceful manner. Trained boys and girls improved their knowledge and skills of mediation, communication and conflict resolution. The students are utilizing the learning of peace education program for solving conflicts and issues in school and homes, as well as sharing the learning with other members in their families. School administrators' at Paghman schools have been supporting the program's objectives and their support has contributed to building trust with parents of students and in local communities.

HTAC established computer laboratories at all eight (8) targeted schools in March 2015, and hired four (4) qualified instructors, with each instructor responsible for two schools. We enrolled 1510 students (907 boys and 603 girls) in March 2016, and in April the program begun for students of grades 10-12 at targeted schools in Paghman District. Where majority of newly enrolled students were not familiar with basic computer skills, indeed their skills and knowledge about computer was equal to zero in the baseline information collected from the targeted schools. In 2016 the newly enrolled students trained about the introduction to computer and MS Windows program in more details and improved their typing skills, however the first year trainees continued learning of the MS Word in 2016. HTAC's computer education program is designed to teach students both technical and application skills in: Microsoft Windows, Word PowerPoint, and Excel. Through this program, students are introduced to the concept of peace and key principles related to responsible character-building (i.e. being truthful, being patient, dealing with anger, fear, and sadness, and asking for forgiveness). These children (many of whom have experienced violence first-hand), must recognize that real peace begins with themselves.



Students are Working on their Peace Education Workbook.

Our Peace Education Approach

The program concentrates on helping students build interpersonal skills and competencies associated with constructive living and positive behavior patterns. Students also learn about their rights and responsibilities that help them become productive citizens.

HTAC's peace education is a results-based program built around six key learning objectives:

- 1: Providing tools to help children better cope with the emotional trauma many of them suffer from previous or current exposure to violence;
- 2: Teaching children the basic concepts of peaceful everyday living, including the art of non-violent conflict resolution to resolve differences;
- 3: Teaching students to accept and respect individual, religious, ethnic and gender differences;
- 4: Training teachers to role model peace education concepts in the classroom and create a safe, nurturing learning environment;
- 5: Providing meaningful activities for students where they can apply peace education principles learned in class into real-life situations;
- 6: Working with parents and local communities to protect education in crises and support peace education principles in the home.

1- What Works To Prevent Violence Against Women and Girls:



Building Capacity of CSOs and Women in Conflict Resolution, Peace Building and Women Rights

What Works to prevent Violence against Women and Girls Project is a global programme funded by the United Kingdom Department for International Development (DFID), and administered by a consortium led by the South African Medical Research Council (SAMRC) in partnership with the London School of Hygiene and Tropical Medicine and Social Development Direct. As part of this programme, Help the Afghan Children (HTAC) is implementing and building evidence about the effectiveness of peace education as a form of violence prevention.



Community Members participate in Peace Building, mediation and conflict resolution skills training

The project is being implemented in four districts of Jawzjan province and includes peace education for boys and girls at school level, and community conflict resolution and peace building training among influential and religious leaders and CSO women representatives. HTAC has also been working with 50 school teachers in twenty schools who were trained in HTAC peace education curriculum. In turn they were responsible for teaching this program to 3,500 students (1,500 girls and 2,000 boys). HTAC is utilizing media including Radio round tables where religious leaders, Civil Society Activist will be invited to talk about women rights and prevention of violence against women and dramas (episodes) are being disseminated reflecting how conflicts occur and changes to violence and strategy to prevent violence before it happens. We also continued with capacity building training for women including working with civil society and influential women to know about prevention of conflicts and tackle challenges and problems driving to violence. During the year 2016 total 943 women trained from various backgrounds such as civil activists, government officials, university students and other influential women. This component has been considered as change of minds and department of women affairs really encourages conducting more trainings to women because most of time women by themselves are causing violence against them. Building women capacity is the key to bring change and reduce violence against them.

During 2016 we disseminated 13 Round Table discussions on various issues Status of Women in Islam and what rights are given to women. How can women access to their right according to Islam and Afghanistan Constitution. What awareness is available at society level to women rights and in current situation how much is the access to their rights. How can women access to their rights? Since we are living in Islamic



Women in CSOs trained in Women Rights, peace building and conflict resolution skills.

their parents educating them on conflict resolution, peace building to boost the awareness level of parents that they understand the different challenging context from where conflict happens and change to a big dilemma through this activity with parents they are empowered to understand the factors causing conflicts and methods to resolve and skills on mediation.

Research Programme

HTAC conducted the baseline research in 11 schools of Jawzjan province to build evidence on effectiveness of HTAC's peace education program. You may see the link to the 1st output on HTAC's research. Students peer perpetration, victimization and factors associated:

www.editorialmanager.com/pone/download.aspx?id=20352503&guid=36454405-f241-4ed0-8e64-4f232a452aa2&scheme=1

School Teachers Training

HTAC conduct a research with school teachers the ones who were part of intervention (peace education program) and the ones who were not. In order to recognize the impact of peace education program on other teachers HTAC also had non intervening teachers participated in research, hence this was need to empower them on HTAC

Country, is there any legal principle available to have violence against women. We know that violence against women is prevailed in all over the world including our country, what are the main factors driving to violence against women and girls?

In 2016 we trained 50 school teachers in HTAC peace education curriculum, Selected 3500 students of 20 schools Enrolled 2000 boys in peace education program, Enrolled 1500 girls in peace education program Through this intervention during 2016 we trained 864 women and 870 men trained on Conflict Resolution and peace building. Help The Afghan Children not only working with students but also with

peace education curriculum and learn some techniques and skills of resolving conflicts, the strategies tackling conflicts before they happen. Almost 400 school teachers in Sheberghan, Aqcha and Faiz Abad trained in 2016

Stakeholders Advisory Group (SAG) Meeting.

HTAC established new Stakeholders Advisory Group (SAG) and selected members from the



HTAC organized first Stakeholder Advisory Group Meeting, Kabul

organizations involved in prevention of violence against women and girls. The very first meeting was conducted in 2016 as an introductory session to inform participants about the project objectives and component of project. The responsibility of the SAG is to support the project on technical

issues and inform from experiences these organizations possess working in women other sectors especially research portion. The committee members are supporting the project voluntarily whose inputs are very important to the project.

3-Delivering Peace Education to Teacher Training Colleges:

There is conclusive, documented evidence that the inclusion of peace education in Afghan middle schools and high schools can be a vital tool in significantly reducing violence among students at school sites, getting youth to reject

extremist viewpoints, while embracing the principles of peaceful daily living and cooperation. Evidence also shows that training Afghan teachers to teach peace education dramatically changes their attitudes and behaviors where they have abandoned punitive corporal punishment practices and turned their classrooms into safe, secure, nurturing learning environments. The primary objective the project is trying to achieve: The lasting fundamental change resulting from this project is that the key principles and values of peaceful, everyday living will become cultural norms at the Teacher Training Colleges (TTCs). The Knowledge and skills of 1800 TTCs students will be enhanced on peace education as a resource to teach peace education at public schools in Parwan, Kabul and Nangarhar provinces, which will



Participation of TTCs trainees in Peace education sessions



Female Teacher Training College Student in Peace lessons

contribute to improving peaceful living in the regions.

The first phase of peace education project started on March, 2016 at Sayed Jamaludin TTCs in Kabul, Parwan provinces. In 2016 total of 843 teachers trainees were trained in peace education program in four Teacher Training Colleges of Kabul and Parwan provinces.

HTAC utilized its school based peace education curriculum (teacher's manual) and students workbook for improving the skills and knowledge to TTC's students. So far it has been observed that the trained teacher trainees are impacted and they model positive behavior amongst and with their students. All the teacher trainees are interested to

the peace education program and they attend the peace education sessions with their interests and much happiness. And the trained teacher trainees who are teaching in the schools are using the new method of peace education and do not use the aggressive behavior against the students.



USIP and HTAC's directors during certificates distribution at Sayed Jamaluddin Teacher's Education College

4- Holistic Community Based Child Protection System Strengthening:

(HTAC) signed the partnership agreement with Save the Children International (SCI) in order to implement Holistic Community Based Child Protection System Strengthening in Afghanistan in Sari Pul and Jawzjan Provinces. The agreement is in effect from September 01, 2016 and would expire on September 30, 2019.

Overall Objective for this initiative is that strengthened child protection prevention initiatives and quality access to child protection response services reduce instances of violence, exploitation and neglect of children. Specifically, the program aims to strengthen child protection systems at the, provincial, district and community level to protect children at risk of abuse, exploitation, violence and neglect.

HTAC will support and train an estimated of total beneficiaries 3,860 including Children, teachers & school authorities, parents & caregivers, CBCPNs, DCPANS and CPANs members through, 1) Strengthening Child protection System, 2) Reduce violence against children and 3) Children in harmful work. HTAC will implement all three result areas in targeted

districts (Gosfandi, Sangcharak and Center of Sar-e-Pul). HTAC will ensure a 50% representation of male and female members of the beneficiaries during implementation to increase the percentage of women engagement.

The first stage of beneficiary identification and selection will be on HTAC's preliminary set of measures to ensure that poorer and vulnerable groups benefit from and participate in the project and include beneficiary eligibility criteria and mechanisms to be used at community level and in the households with communities. The critical



Identification of the most vulnerable people for Income Generation Activities (IGA)

identification criteria for beneficiaries that will be discussed at community meetings will include the vulnerable children and households who are exposed to a combination of risks and have a limited ability to cope with those risks.

The second stage of beneficiary selection will be based on the eligibility criteria refined at the

community meetings, detailing locally defined poverty incidences that can identify more appropriately the criteria that accurately capture non-income dimensions of poverty and vulnerability that perpetuate child protection incidences. These criteria will be used by the members of the village committees themselves in areas and population most in need of child protection interventions.



Meeting with CBCPN members regarding child protection



Meeting with CBCPN members regarding child protection



Working with girls Child Groups on Child Rights& Protection



Working with boys Child Groups on Child Rights& Protection

Beneficiaries list for Community Based Holistic Child Protection System Strengthening:

4. Beneficiary category for Sar-e-Pul	Male	Female	Total	Year 1	Year 2	Year 3	Year 4
CPAN (4 provinces * 25 members)	15	10	25	25	25	25	25
DCPAN (8 districts * 20 members)	30	10	40	40	40	40	40
CBCPN (12 district networks*10 Networks)	150	150	300	300	300	300	300
Children's groups (12 districts*10 Networks)	150	150	300	300	300	300	300
Teachers and school authorities	125	125	250		100	100	50
Children in schools	250	250	500		200	200	100
Parents and caregivers	150	150	300		100	100	100
Children in Harmful work	75	75	150		60	60	30
Schools 15 per province			15		6	6	3

In 2016 HTAC and SCI held coordination meetings with Economy Directorate and project relevant departments (DoLSAMD and Education) in Jawzjan and Saripul Provinces. HTAC and SCI jointly conducted Kick Off of Holistic Community Based Child Protection System strengthening (HCBCPSS) project in Jawzjan On October 24, 2016 and in Saripul Province on October 27,

2016 with close coordination with Provincial DoLSAMD and Education departments. In this Kick off meeting of the project objectives, coverage areas, interventions, expected results were shared and presented with the participants to inform them about the 2nd phase Child protection (CP) implementation and seek their support toward better implementation of project.



Success Stories:

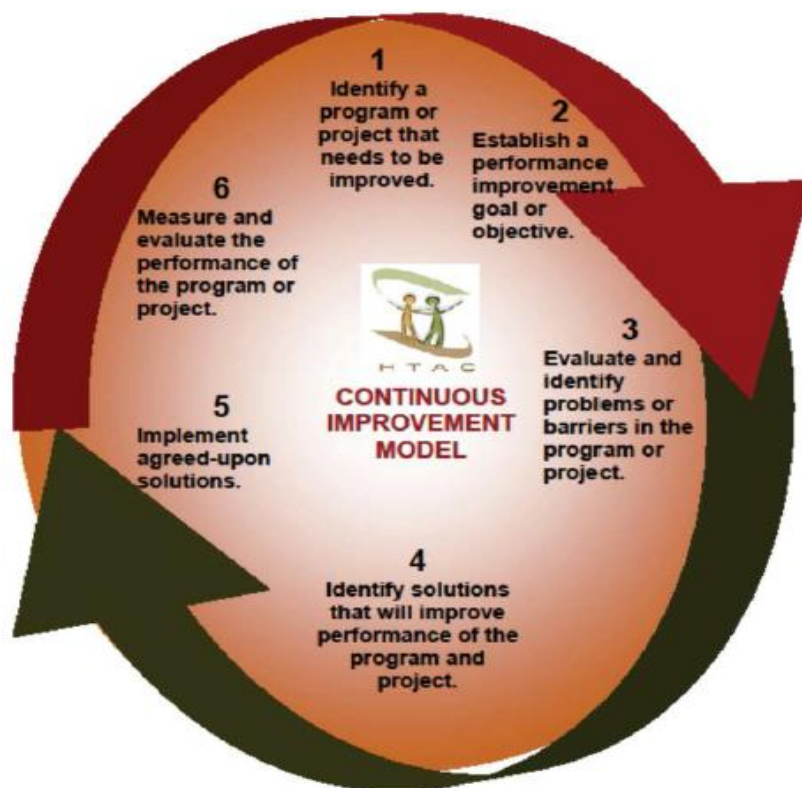
Parasto is utilizing Peace Education learning for solving conflicts in her family

Parasto is a talented girl studying in grade nine of Abdullah Bin Omar high school. She has been attending HTAC's school-based peace and civic education program for the last two years. She has been very active in the peace sessions, playing role plays, group work and discussions. She has explained how she got permission of her parents for enrollment in the peace education program. She said "While, I was in grade six, she was watching students of peace education in peace rooms role playing different characters related to the peace education, which encouraged me to participate in this program". When the new peace education program started in April 2014, she was in grade seven and eligible to participate in the program. She decided to get admission in this peace education. She talked with her parents and informed them about coming late to home. She said "I was worried for getting my parents' permission and I thought, my parents would not allow me after the school normal hours". She added when, she went to home, first she talked with her Mom about the program and told her about the benefits of the peace education and requested her to talk with Parasto's Dad to let her attend this program. My Mom talked that night with my father and he was very glad to hear about this program and agreed for my enrolment in Peace education. I was lucky to get permission and got admitted in peace education program and learned new ideas, methods and skills of conflict solving and peace building. She narrated about a conflict solved by her utilizing the learning of peace and civic education as below: She said "This is worth to mention that, I have solved some conflicts in our school and home peacefully by utilizing the peace education skills and knowledge that, I learned from this program. My uncle family is neighboring with us and we have close relations with each other. One day, I heard noise in my uncle's home and, I was worried that what happened to them, then I went to their home. When I saw my cousins both brother and sister are bullying and fighting with each other. I tried to stop them, but no one were listening to me, while, I went near and separated them and told them to just calm down. When, I asked each of them to tell me the reason for their conflict, first Ms. Sadaf, who just graduated from school and wanted to get admission in one of the universities in Kabul, but her brother was not letting her go to university. I asked the reason from her brother Mr. Farid, why he does not want her sister to go to the university and continue for her higher education. He told that the security is not satisfactory in Paghman and it is a long way to the university and he mentioned about the girls harassment on the way and transportation problems. It is true that girls alone are harassed by boys, men and vehicle's drivers. I told them every problem has a solution, we have to think and find the solution. I told them that education is the right of women and girls the same like men. It is necessary for girls to get education according to the saying of Islam. I have given the examples of some girls in the community and neighboring that they have rented a van for going to their university and coming back to home. I told Mr. Farid that you can see the possibility of vehicle in your area to the university and easily can solve this problem. He agreed and promised that he will search for vehicle to take his sister to the university. Now Ms. Sadaf is studying Law in Kabul University" and there is no conflict between them.

Our Commitments to Performance:

Help the Afghan Children takes great pride in the quality of our work and the impact we've had on for thousands of teachers, tens of thousands of children, and the many schools and communities where we serve each year. Since 2006, we have made a commitment to take our Standards to a higher level by:

- Establishing performance measures to better evaluate our effectiveness in Delivering programs and services, with a focus on results; not simply activities.
- Establishing a scorecard (that we post on our website) to let our donors and site visitors know how well we're performing in key areas.
- Using continuous Improvement methods to help ensure that our work is continually evaluated to determine how we can do better, redesign, implement, and incrementally improve over time.



By incorporating these core Principles into our work, HTAC became one of the best non-governmental organizations

working in Afghanistan to move beyond the traditional monitoring and evaluation system and adopt a more rigorous performance improvement mentality. Our performance in 2015 reflects this on-going commitment. We believe that the monitoring and evaluation is the key for quality implementation, lesson learnt and improving the quality of our work.



INDEPENDENT AUDITORS' TO BOARD OF DIRECTORS

We have audited the accompanying financial statements of **Help the Afghan Children (HTAC)** ("The Organization") which comprise the statement of financial position as at December 31, 2016 and the related statement of comprehensive income for the year then ended, and a summary of significant accounting policies and other explanatory notes.

Management's responsibility

Management is responsible for the preparation and fair presentation of these financial statements in accordance with note 2 to the financial statements. This responsibility includes: designing, implementing and maintaining internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatements, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. Except as discussed in the following paragraph, we conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

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HLB IJAZ Tabussum & CO.

Chartered Accountants

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects the financial position of the Help the Afghan Children (HTAC) as at December 31, 2016 and of its financial performance for the year then ended in accordance with note 2 to the financial statements.

Date:
Kabul

HLB Ijaz Tabussum & Co.
Chartered Accountants
Ijaz Akber - FCA



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HELP THE AFGHAN CHILDREN (HTAC)
STATEMENT OF FINANCIAL POSITION
AS AT DECEMBER 31, 2016

	Note	2016 USD	2015 USD
ASSETS			
Current assets			
Cash and cash equivalents	3	78,833	71,960
TOTAL ASSETS		78,833	71,960
LIABILITIES AND FUNDS			
Current liabilities			
Fund balance		78,833	71,960
TOTAL LIABILITIES AND FUNDS		78,833	71,960

The annexed notes are an integral part of these financial statements.



Executive Director


Finance Manager

HLB ITC

**HELP THE AFGHAN CHILDREN (HTAC)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED DECEMBER 31, 2016**

1 STATUS AND NATURE OF OPERATIONS

Help the Afghan Children (HTAC) (here-in-after referred to as 'The Organization') is a non-profit organization registered with Ministry of Economy (MoE), Afghanistan in 2001. The vision of the Organization is to work on improving the lives of children in Afghanistan and members of their communities by providing educational and emergency relief services.

The Organization was registered with Internal Revenue Services (IRS) in USA with a status 501(c) 3 in year 1993. The Organization got deregistered in 2015.

2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

2.1 Purpose of Preparation

These financial statements have been prepared to fulfil country-specific statutory requirements and for the purpose of reporting to donors.

2.2 Basis of Preparation

The financial statements have been prepared on modified cash receipts and disbursement basis. Income from donor is recognized on receipt basis while expenditure are recognized when incurred. Due to nature of the operations and short term of the grants received from Donors, fixed assets and inventory are charged to expense during the year of purchase.

2.3 Foreign Currency

Transactions in foreign currencies are translated to presentation currency at the rate of latest conversion made. Cash and cash equivalents, advances and other payables denominated in foreign currencies at the reporting date are translated to presentation currency at the exchange rate at which last actual rate of conversion was made and any exchange differences are recognized in the statement of revenue and expenditure. Income and expenditure of sales are converted at average rate of the year.

2.4 Taxation

The Organization has obtained tax exemption certificate from Ministry of Finance, Government of Islamic Republic of Afghanistan on the basis of which it is exempt from income and business receipt taxes under Income tax law of Afghanistan.

HLB ITC

HELP THE AFGHAN CHILDREN (HTAC)
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDE DECEMBER 31, 2016

	2016 USD	2015 USD
3 CASH AND CASH EQUIVALENTS		
Cash in hand	46,528	3,340
Bank balances	32,305	68,620
	<u>78,833</u>	<u>71,960</u>
3.1 Cash at bank		
AIB USD Account	20,491	64,904
AIBAFN Account	8,956	2,902
Azizi AFN Account	2,531	483
Azizi Bank USD Account	327	331
	<u>32,305</u>	<u>68,620</u>
4 FUNDS FROM DONORS		
Counterpart International	-	53,360
DFID	-	125,375
USA Office	-	91,891
MCC	29,495	49,213
United States Institute of Peace	82,033	-
MRC	141,437	-
Save the Children	34,294	-
	<u>287,259</u>	<u>319,839</u>
5 EXPENDITURE		
Salaries & benefits	129,633	144,517
Perdiem	6,487	2,181
Utilities	7,284	2,440
Insurance	75	185
Rent	4,877	13,562
Transportation	12,702	1,072
Printing & stationary	21,822	8,517
Carriage & fuel	-	4,583
Furniture and equipment	4,917	3,163
Communication	5,433	2,817
Repairing & maintenance	1,230	2,006
Workshop & seminar	75,438	33,497
Legal charges	-	25,095
Re-Grant	-	925
Membership fee	-	250
Monitoring and evaluation cost	9,344	-
Bank charges	672	581
Miscellaneous expense	472	2,488
	<u>280,386</u>	<u>247,879</u>

6 DATE OF AUTHORIZATION FOR ISSUE

These financial statements were approved by the Executive Director and Finance Manager of the Organization on -----

HLB ITC

Where We Work:

Due to the lack of funding opportunity HTAC during the fiscal year 2015 was only focused in five provinces Jowzjan, Saripul, Nangarhar, Parwan and Kabul and implemented mainly the peace education, what works to prevent violence against women and girls and computer education programs.



HTAC's Board of Directors:

Mr. Esmatullah Haidary, Chairperson

Mr. Mohammad Osman Hemat, Executive Director

Ms. Gulmakai Seyawash, Director of Kabul Orthopedic Organization

Mr. Abdul Malik Rahmani, M&E/ internal Audit head

Mr. Naqibullah Hamdard, Managing Director

Mr. Sayed Asghar Haidari, Director General, Science and Educational Technology

Mr. Said Wase Sayedi, Managing Director of Women Activities & Social Services Association (WASSA)

HTAC's Staff Officers***Mr. Mohammad Osman Hemat, Executive Director******Mr. Naqibullah Hamdard, Managing Director******Ms. Hadia Ahmadzai Gender officer******Mr. Abdul Wahid Siddiq, Program Manager******Mr. Sayed Fariddudin Farid, Finance Manager******Mr. Ahmad Naween Feroz, Admin/Logistics Manager******Mr. Adibullah Safi, Accountant******Mr. Sayed Salahuddin Sadri M&E/HR Manager*****Memberships in 2015:**

ACBAR

**Our 2016 Partners:**

HTAC due to limited financial resources and the big changes happened in the senior management of the organization was not able to attract and expand its programs to other provinces in the country in this fiscal year 2016. HTAC was able only to implement its programs in the five provinces Jowzjan, Saripul, Nangarhar, Parwan and Kabul with the financial support received from the donors as.



“Building Civil Society through education”



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Website: www.htac.org.af

Annual Report

موسسه کمک به اطفال افغانستان

A non-profit organization, established in 1993