

DRC Diaspora Programme NARRATIVE REPORTING FORMAT (FINAL)

This form is to be used for the narrative reporting of projects approved by agreement on or after June 2013

The purpose of the report is for you and your local partner to give your own critical assessment of the project. You and the Diaspora Programme can then use the conclusions from the reported work as a foundation on which to improve your future development work. The content of the report also forms part of the results that the Diaspora Programme reports to Danida.

Name of organisation: Katib Cultural Association	Project title: Khartezak School Project	Project number: 742-2013-12
Place of implementation: Khartezak village, Jaghuri District, Ghazni Province in Afghanistan	Funding received so far: 317.004 DDK	Reporting period: 06.08.2014 – 12-07-2016



Each page of the report has to be signed by the contact person responsible for project implementation and the organisation's chairperson.

1. PROJECT OBJECTIVES (CHANGE ACHIEVED)

a) State the project objective(s) as given in the approved application:

Objectives in LFA

1.1 One concrete school with 8 classrooms, one teacher room, and one storage room constructed for by winter 2014 in KhartezaK village.

1.2 150 Children attending the school by winter 2014 with at least 20 % girls of students being girls in the village of the Khartizak in Jaghuri Province.

b) Are there any observable signs that change is taking place in the direction of these objectives? If so, please describe them.

There are changes in both (1.1 and 1.2) of objectives set out in year 2013.

- In objective 1.1: the number of classrooms is increased from 8 to 10.
- In objective 1.2: In April 2015 140 students were registered and > 50 % are girls.

REASONS THAT CAUSED THE CHANGES:

Objective 1.1: The change in objective 1.1 was faced due unforeseen challenges with site preparation for the school ground. The ground for the school placed is in a very mountainous area. In order to build the school it was necessary to cut into the mountain and thereby make space for the school building as seen in figure 1. This workload, and the cost had been underestimated as inside the mountain “surprised” with carrying more big size stones than expected.



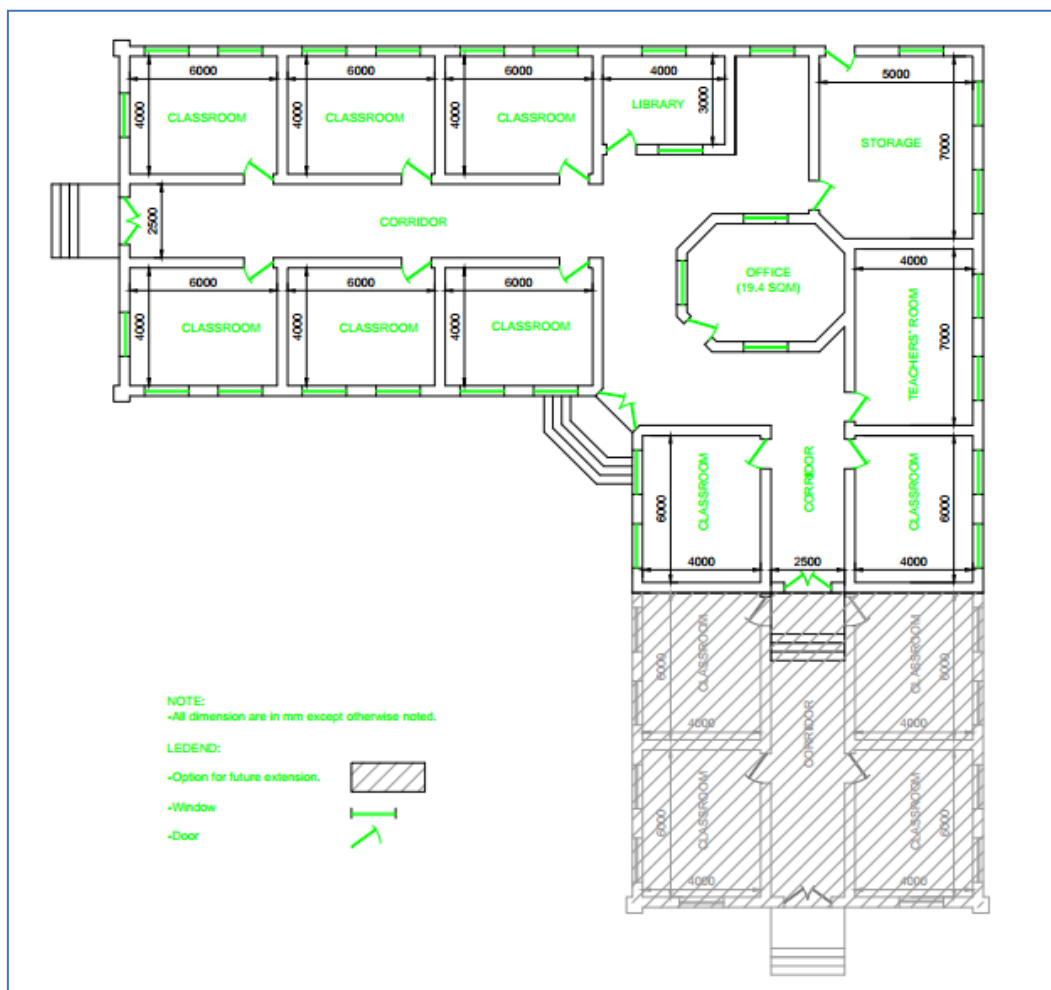
Figur 1: Site preparation 2013

The local partner (LP) evaluated that further cutting into the mountain would not be cost effective and in other words, they needed to spend a great amount of money but will not get the proportional space. The LP suggested changes to the technical drawing, which was originally one plan floor into two floors. The changes lead to new technical drawing with two floors building which used less space and gave the students a tiny schoolyard.

The approval by Diaspora program of the new technical drawings had two conditions:

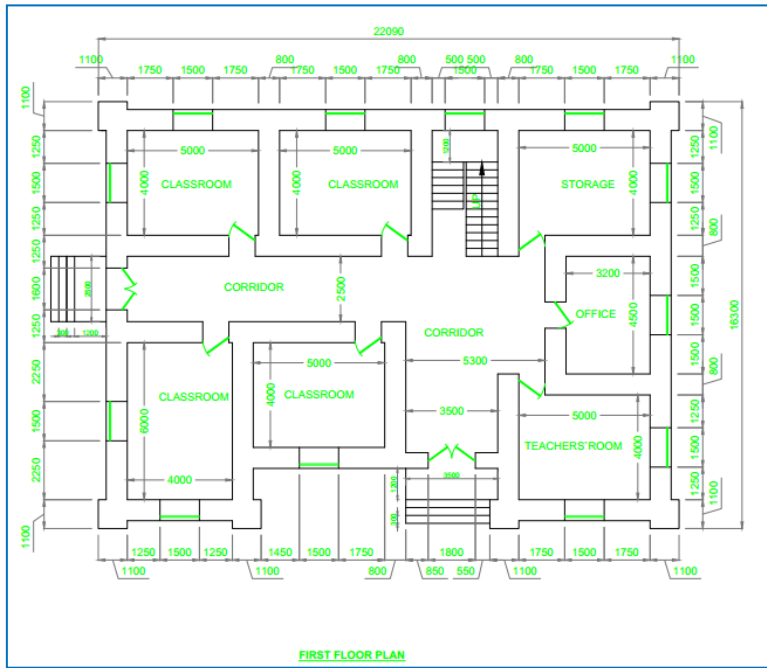
1. Local office of “Ministry of education” on district & province level should approve the new technical drawing.
2. No changes in the budget.

The changing of technical drawing lead to two more classrooms and the local partner took responsibility for the extra cost of the two classrooms. The drawings below show the original and the new technical drawing.

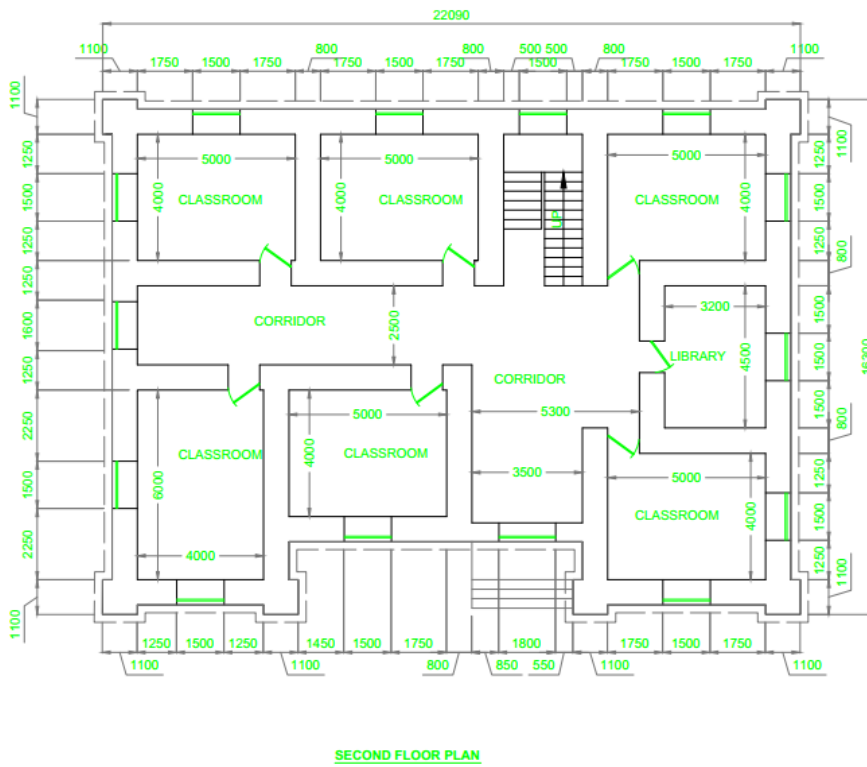


Figur 2: The original technical drawings with 12 rooms in total.

NEW TECHNICAL DRAWINGS



Figur 3: New technical drawing first floor with 7 rooms



Figur 4: New technical drawings second floor with 7 rooms.

Objective 1.2: During the monitoring by Diaspora organization in May 2014 there was paid visit to the local mosque where the students were being taught temporary. The number of the students was count to approx.120 students with approx. >50 % of the students were girls. In April 2015 the number of students were 145. Furthermore the local community have plans to ask the “Ministry of Education, Afghanistan” to scale from primary (1 – 6th grade) to middle school (1-9th grade) as the school have the classroom capacity. With this the school will have increased number of students in future.

- c) Describe other positive and negative effects of the project (beyond those that were planned)

This question is answered in the previous question but some parts are highlighted below:

1. The new technical drawing has led to two more classes then original as the local partner took responsibility for extra cost.
2. The status of the school primary (1-6th grade) and planned to scale up for middle School (1-9th grade). The upgrade will affect the number of students in future, which is expected to increase and save many students the 3 hours walk to the nearest school.
3. The project duration has been extended several times, which has led to more responsibility both on local partner and on Diaspora organization.

2.PROJECT OUTPUTS (RESULTS)

Expected outputs	Indicators	Results achieved at this point in time
Enter your output 1 – <u>exactly</u> as given in your application’s LFA.	Enter indicators belonging to output 1 – <u>exactly</u> as given in your application’s LFA.	Enter the results. Assess and explain why the results are above, below or equal to expectations.
<hr/> 1 concrete school build with the standard of Ministry of education, Afghanistan <hr/>	<hr/> By 2014 a school is constructed <hr/>	<hr/> The school constructed finish in April 2015. <hr/>

a) Notes/additional information regarding above table

The project deadline has delayed several times and finished June 30th of 2016 due challenges such as: technical drawing changes, approval by Ministry of Education, Afghanistan local authorities approvals (district and province level), two rounds of procurement process (invitation to bid letter) and longer (5 months) winter break than expected, Diaspora Organizations delay for handing midterm report and thereby delay in 2nd installment, inside painting postpone due not optimal weather painted or not.

3. PROJECT IMPLEMENTATION

b) Describe the main activities carried out

Activities carried since the midterm report handed in in August 2014 are as follow:
The school is constructed finished and handed over to the local authorities of Ministry of Education in April 2015. The school has as well been in functioning since late March 2015. The students are now receiving education their respected classes. Diaspora organization has also paid visit as part of monitoring visits of Katib's other projects such as: project 33 (year 2014) and project 81 (year 2015).

c) Were activities carried out as planned during the reporting period?

The below picture shows the activities carried out until the midterm report dated august 2014.



Figure 5: Front view of the school dated 31-07-2014.

Activities were not carried out as planned during the reporting period. The School project had deadline of December **31st of 2014**. In the final monitoring report in December 2015, DACCAR commented on the lack of painting. Due arrival of winter, the painting was not optimal which would have given low quality and thereby low durability. The work was estimated to take a week and postpone for spring 2015. The finalization date was set in April 2015 (15/04-2015).

In the new report, the monitoring organization Shuhada had commented on the lack of painting of outside walls. The outside painting was discussed between, DACCAR, DRC DP and Katib through email correspondences and the question on weather the outside

wall should be painted? An agreement was reached on June 30th 2015 on finalization of the project and the deadline for handing the final reports was set for July 12th of 2015.

Work process since midterm report:

Since the midterm report, the second floor roof, windows, doors, inside, painting electricity inside and outside work is completed. The 2nd installment was due to personal circumstances to project delayed because of late submission of midterm reporting by Katib Cultural Association. The delayed putted the work on standby which affected the work process and the inside painting could not be finished within deadline of December 2014.

The pictures below show the work process since midterm report.



Figure 1: The second floor, October 2014



Figure 6: Local manpower as own contribution during their break.



Figure 2: December 2014

Inside painting workprocess in March/April



Before painting



After painting



Figur 7: Classroom painted



Figur 8: Classroom painted



Figur 9: Classroom painted



Figur 10: Classroom painted

Toilets build as own contribution



Figure 3: Three toilets few meters from the school.



Figure 4: Front of the three toilets

The finalized school



Figure 11: School students and the Khartezak School



Figure 5: View of the roof of the school



Figure 6: View from side



Figure 7: Front view of the school

- d) What needs to be adjusted to ensure that tasks and activities are implemented and that outputs are produced?

The output is achieved and no activity is needed to be implement.

- e) Describe and explain any current deviations from the project plan.
Beside the mentioned deviations of the project plan in the midterm report there is no further deviation.
- f) Describe any significant changes in the project design and implementation compared to original design and explains the reason for the changes.

In the midterm report there was mentioned two significant changes in the project design and implementation

1. New technical drawing for the school.
2. Project delay with approx. 1½ year.

Beside the above two changes there is one new change in the technical drawing since the midterm report. The local partner suggested making stairs from 2nd floor to the rooftop in order to access the rooftop to clean snow in winters. The change needed extra budget, which the local partner took the responsibility for. These were addressed through the monitoring organization Shuhada to DACCAR, which was approved and did not have any negative impact.

- g) Describe which parts of project implementation worked well, and why?

The commitments of LP have been key element in order to finalize the project despite the many obstacles faced along the way incl. prolonged project period. The majority part of local partner members have stayed committed to finish notwithstanding the very slow process of work. Some members have though dropped out because of workload or simply lost interest.

The LP's commitments is observed through the changes made in technical drawing for a better school with extra cost in budget, but on their own responsibility and expenses. Furthermore, their efforts to fundraise for own contribution from diaspora in UK and USA. The community supports have been through bringing food, local manpower, borrowing materials and collecting woods for the workers thus, they can prepare their food. The school is located very close to the local mosque so the locals have brought food when there have been religious ceremonies.

- h) Describe which parts of project implementation you had difficulties with, and why?

There have been many difficulties but lack of English has affected the project and led to a very slow project process from the start to the end of project. The LP has no chance of read or write English, as they are farmers with no education. We have tried to get help with understanding procurement documents to fulfil the requirements endless communication through phone in order to make sense of the documents. This has been time consuming and delayed the project plan plus very expensive for the diaspora organisation. To access computer and Internet the LP had to travel from Khartezak village to Sang-e-Masha to send documents. Traveling to local Bazar is expensive and easily taken a whole day if there have been queue and or Internet have been slow.

In general, the Communication between local partner and Diaspora has been very challenging but not necessary meaning that it has been a bad communication. The local partner has barriers as they are not being able read the different documents and thereby miss out some important information. This can be seen the procurement process, where the first one failed and there was need for a new round of procurement. Despite the project management workshop held for LP in Kabul in late stage, it was still a great tool.

Suggestion: If possible, more workshops of project management will be great help for LP's who have no experience and lack of English.

There has been many other obstacles along the way, which are already described, but main obstacle have been English barriers.

- i) Describe one or more lessons learned / success stories you experienced during implementation so far.

Lessons learned have been to collect more information and regulation regard public buildings such as schools. If we knew there was standard technical drawing it would have saved us from many challenges, time and not least money for the engineer.

The selection of local partner: The right selection of local partner is crucial for successful of the project. The local partner for this project is local community,

which had been the key element to be able to achieve the projects objectives. One should not exclude partners who are farmers but it is important that some of the members have English skills as every document is in English. Lacking English requires much more efforts and a slow process of the project, which has been experienced in this project.

4. COOPERATION AND COORDINATION

- a) Describe the diaspora input to project implementation (financial as well as social):

Diaspora organization has contributed with guiding Diaspora program and the administrative guidelines to the local partner. Furthermore assist the local partner with understanding the different documents because the local partner lack of English skills and together with LP solved the different challenges along the way. The phones calls bills have been paid by the Diaspora Organization and used monitoring travel cost as own contribution. The reporting is also done by Diaspora organization.

- b) What has worked well and what has worked less well in your internal cooperation within the diaspora organization?

The school project is Katib's first development project. In the very beginning of the project the Diaspora's main role was not clear. All the processes of project application writing have been without direct involvement of the Katib board, but the members have assist help e.g. translating the different documents. The clear and important role of Diaspora has been improved along the way to avoid running "one man's project". The different requirements by DRC DP have been helpful to improve the internal cooperation within Katib.

It is worth to emphasize, there has been a hesitant involvement or curiosity by the members or board members and the following explanation is an **assumption**. The members didn't have much knowledge about the Diaspora program and didn't know about the role of Katib and thereby have very been cautious with being critical.

The improvement of Katib's role have been through inviting DRC DP to an event of Katib and the aim was to make DRC DP more visible for the members. Since 2013 there has been status update of the projects to members at Katib's big events 2-3 times a year, Katib's Facebook page and website. Members have had the opportunity to ask questions.

In the last presentation of the project in October 2014 – members had many question such as: Why Katib is only making projects only in Jaghuri District? Why the project is implemented in that particular village? How was the local partners chosen? What is the budget of the project?

Starting from where members knew nothing to ask the above questions are good development for Katib but there is need for more improvement.

The requirements by DRC DP have strengthened and it is VERY important for the internal cooperation of the diaspora organization. It “forces” the project manager to get the board involved by getting e.g. the necessary signatures etc. or attend the different mandatory workshops. Board members are as mentioned very hesitant to get involve, as there is a fear of the project manager might take it personal as project managers put a lot of energy.

Suggestion: Further requirements by DRC DP is good to strengthen the internal cooperation even more as the requirements makes it much easier for the board of organization to get involve in the project and avoid the “one man’s project” and most importantly be able to assist help when necessary.

- c) Describe the local partner’s input to project implementation (financial as well as social)

The local partner had the responsibility for implementation the project and input of voluntary work from the community for own contribution. Managing the procurement documents, being in touch the constructor regard the different challenges faced during >2 years. Despite the many obstacles and the delay throughout the project, they have stayed committed.

Paid for engineer, expenses for sending documents, emails, and phone calls.

- d) What has worked well and what has worked less well in your cooperation with the partner organisation?

The fact that the local partner is local community has benefit the project as they have tend to solve challenges mostly within them self first. On the other hand the LP’s inexperience with bureaucratic have surprised them with work load and complained many times that all the documents in English and gives then no chance to understand the documents well. There is a very high request to translate the documents into Dari, as it will make it much easier and a smoother project process.

Project management workshop for the local partner came late in the process for first round projects.

- e) How effective has project management within your organisation been? What can be improved?

This question has been covered in 4b.

- f) How effective has project management within the partner organisation been? What can be improved?

The local partner have stayed committed to their work but after 2 years of project duration and two round of presidential election have effected some of the board members who have found jobs with payments so the school project have been lower priority for those few.

The local community has no female members and the teachers were not very much involved. Their lack of involvement of teachers was just a matter to motivating the teachers to participate, which is now solved, and female participation is a cultural matter, which can unfortunately not be changed easily.

We have had a few females in a few meetings during the monitoring visit.

- g) Have you cooperated on the project with organisations and stakeholders in the region other than your partner organisation? If yes, describe with whom and on which issues.

Yes we have cooperated with Shuhada Organisation as our monitoring agent as DACCAR could not access the area because of security issues.

- h) Describe any activities/meetings held with local groups such as elders/tribal/youth etc. or relevant local authorities in order to strengthen the local ownership aspect or sustainability of the project:

The local partner have had all their meeting in the local mosque which works as gathering point for the community beside the religious use of mosque.

The local partner had been in touch local authority of Ministry of education of Afghanistan in order to register the school 7 years ago so the government can pay teacher salary's. They have again had been in touch with authorities to ask for permission to build the school and approval for the technical drawings.

To strengthen the sustainably the local partner had invited the district governor

and head of local authority from Ministry of education. The community has a tradition of holding a ceremony for laying foundation of a building. In that ceremony the district governor and authority from Ministry of education were invited in presence of students and the local community to address the importance of education and getting support for the school from the government by involving them in early stage of the project.



Figur 12: Foundation ceremony with presence of teachers, students, local partner, district governor and district representative from the Ministry of education in Afghanistan.



Figur 13: From right hand district governor Zafar Sharif and district representative (The man with stone in his hand) from the Ministry of education in Afghanistan.



Figur 14: LP meeting in the local mosque, 2014



Figur 15: LP meeting in the local mosque, 2014



Figur 16: LP meeting in the local mosque, 2014



Figur 17: Meeting with teachers, 2014



Figur 18: LP meeting 2015



Figur 19: LP meeting April 2015

5. TARGET GROUP (BENEFICIARIES)

a) Describe the target group.

The target is group of this project student from 1st to 6th grade students who lives in nearby Khartezak village. Khartezak village is located approx. 23 km from Sang-e-Masha (Center of Jaghuri District).

b) Number of women and girls reached by the project?

There are 145 students where >50 are girls.



Figur 20: Students welcoming the local authorities at the opening ceremony

As seen in the picture above, the number of girls is higher than boys. The objective was to have at least 20% girls.

c) Number of men and boys reached by the project?

There are 145 students where <50 are boys

d) How has the target group participated in the implementation and follow-up of the project?

The target group has not participated in the implementation of the project, but the students' fathers from the community have participated by being part of the community committee.



Figur 21: Students invited for dinner in the local mosque after the openingsceromoni



Figur 22: Students invited for dinner in the local mosque after the openingsceromoni

6. FINANCIAL MANAGEMENT

Budget follow-up	Budgeted (at time of application)	Spent (by end of project)
Total budget (incl. Own Contribution, as given in application)	414.378	
Own Contribution (as given in application)	62150	79.312
Diaspora Program grant (amount applied for from DRC, as given in application)	352.228	317.004

- a) Provide information concerning budget issues, which have not been going according to the original budget plan and provide reasons for this.

We have spent 262 less in the budget line for local travel which is 1,1 % of the budget and moved to budget line 1.2 in the own contribution excel sheet.

- b) Have you had any problems securing the budgeted own contribution? If yes, what problems, and how did you manage them?

The Diaspora organization Katib Cultural Association do not have any pure cash to cover own contribution as members pay 50 DDK per member per year which can only cover our main activities of Katib.

It has not been impossible but nor easy task to collect money equally from Khartezak community for own contribution. Some household has paid less than others due bad economy situation. It would have been highly difficult to cover own contribution if the project were not support by other Diasporas such as England and USA. The reason why specifically those Diasporas from those countries have supported is because they have links to Khartezak Village and thereby more willing to contribute. Local partner have built three toilets for the school despite it's not part of the project but a high need. Taking the context of this remote village's then contribution of food to the workers, collecting firewood for cooking, and borrowing necessary materials (shovel etc.) have great support.

7. RISK ASSESSMENT AND RISK MANAGEMENT

Risks (expected and experienced)	Results / management How was this risk managed?
<p>Enter each stated risk as given in the approved application</p> <p>No delays of building materials caused by security issues, natural disasters such as flood which can damage bridge and wall protection and thereby block the entrance to building area.</p>	<p>Enter the results and how you have managed each stated risk.</p> <p>There has been no significant delays of building materials caused by security issues but the remote roads have caused small delays but not significant. There has been no flood.</p>
<p>State other risks that have arisen that were not described in approved application</p> <p>Travel to Ghazni to get approval by provincial authorities.</p>	<p>Enter results and how you have managed the risk.</p> <p>Took the risk of traveling despite it is a red zone because of the requirement by DACCAR and DRC DP.</p>

- a) Describe if and how the risks experienced during project implementation have changed your view on risks and how this will affect your risk analysis for any future projects.

The risk, which was not considered, was the travel to Ghazni to get approval of technical drawing by provincial level. The risk was high because of the drawings of the school carried with the person. We are very happy to have the school approved or registered by provincial authorities, which might benefit in order to get help for the school in future but it was risky. People who work or support the government are targeted if Taliban catches them. Building a school is considered as support to government and especially when the authorities stamp the papers and showing their support.

The risk for handing the original vouchers was also not considered. In order to hand the vouchers, a person needs to carry it with him/her. As the security situation has worsened, it will be to risky to take the original vouchers to Kabul.

7. SUSTAINABILITY

- a) By the end of the project, what observable evidence/signs were there that point towards the achievement of sustainability for the project's results?

The government is still paying salary for the teachers and students are still going school.

- b) Have the project's results and the future management of activities been handed over? How, and to whom?

The school was officially handed over to the local authorities in April 2014, where head of ministry of Education, district governor with supports of other nearby schools headmaster attend the handing over ceremony. Now the teachers have the main responsibility for the future management. As customs are, they still involve elders in discussions such hiring teachers etc. so the community will still be part of the school but to much less extend.



Figur 23: The local authorities at the opening ceremony of Khartezak school.



Figur 24: People having a look inside the school at openings ceremony.



Figur 25 : Group foto on the top roof of the school at the openings ceremony in April 2015.

8. DIASPORA AS DEVELOPMENT AGENTS

- a) How has the implementation of your project affected your view on the diaspora's role as development agent?

From the birth of Katib it has been Katib's vision (see Katib article of Association) to help in area of education in Afghanistan. DRC DP has played a significant role to achieve the visions. Since 2013 Katib have been in total working with four development projects, this has given Katib good reputation among Diasporas in other countries, that diasporas can play as development actor. DRC DP has helped us to believe that Diasporas can play a role as development actor.

- b) In your opinion, how were you as diaspora perceived in your role as development agent:

a. By the beneficiaries

In the beginning (application process) of the project the diaspora organization were not perceived as a development agent which is because the beneficiaries didn't knew anything about Katib and the diaspora organization didn't make very clear for the local partner also because self-conception as development agent. The focus was not much on Katib's role behind the project.

They could only relate to the contact person. This issue was noticed once the project was approved as the local partner expressed their gratefulness to the project responsible. This has been improved along the way. The local partner did not have "face" on Diaspora organization as an organization but build the relation to the representative of the organization. The same goes with the DRC DP where they referred the DRC DP as "The help from the government of Denmark".

The role of Katib and DRC DP is now clear to the local partner. The visits from monitoring organization, diaspora monitoring and the workshop offered in Kabul have helped to clarify the different roles.

During the monitor visit in March 2015, it was very clear what role Katib plays, in the handing over ceremony, every stakeholder referred to Katib.

By the local authorities

The local authorities have been part of the project from start to end of the project but with very little intervene. They have expressed their gratitude for Diaspora doing development projects. Even though it is ideal to have the local authorities involved in the project but the fact that they did not to make the process harder is a good sign, meaning that they do not take Diaspora organizations as any kind of threat.

- c) Please describe any difficulties you may have experience with local authorities/beneficiaries while implementing the project.

The beneficiaries are students who have not complained at all beside they are very happy for their school.

We did not have difficulties with authorities. They have been very helpful, but getting approval of some documents from province level was difficult because of the security issues. Traveling between Jaghuri district and Ghazni province is dangerous when holding documents and the security issue is the reason why DACCAR cannot access Jaghuri for monitoring. But our local partner had to take that route in order to get the approval from province level.

- d) After your experience with implementing a project, name three things you would handle differently for any future project you wish to carry out. Describe why and how.

- a. Different project have different challenges and experience with school building in Afghanistan:

- 1) Use Standard technical drawing available by Ministry of education of Afghanistan.
- 2) Make sure that at least someone from the local partner have some English skills or translate the document in Dari/Pashto.
- 3) Monitor the project from Diaspora organization side in very early stage, which motivates the local partner and community. This was a wish from the local partner.

- f) What capacities would you like to have received more training in in order to improve your ability to work as a development agent?

The capacity building offered by DRC is for Diasporas are priceless and very important for smoother project implementation. The project management workshop for the first round was placed very late in the process, which would have been a good help.

More capacity building of local partner has greater impact as they play important role by being direct involved. This will of course depend on the size of project and the local partner capacities. The LP as Khartezak who are farmers and not been involved in such projects will benefit a lot from such workshop – Not only for the project but their community as well.

- g) What is your opinion about the set-up of the Diaspora Programme and how well it is suited to its purpose to strengthen the role of diasporas as development agents?

Diaspora Programme is very well suited to strengthen the role of Diasporas as development agents, especially because of the **capacity building** and **workshops** provided by DRC Diaspora program.

Depending on how well organized the diaspora organization is, then Diaspora program have good impact to make the organization more organized by the different requirements needed in order to apply a project. Most of Afghan Diaspora organization is a cultural organization and normally not used to the role of development agent so the capacity building workshops are key to why diaspora organizations can play good developmental agents in their home country.

9. Other information

10. Attachments

Attach signed lists of participants for all training / workshop events which have taken place during the reporting period, as well as photos showing implementation of the project.

Important: Please send the report electronically to diaspora@drc.dk



A heartfelt *THANK YOU*



*For giving 145 students and thousand more in future a better
educational future*