

# Collaborating on strengthening the capacity of present and future NGO practitioners in Pakistan

Continue reading on page 3



## NEWSLETTER

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# Contents

Star of the Quarter	02
Suggested Reading	02
Announcements	02
Features	03
Collaborating on strengthening the capacity of present and future NGO practitioners in Pakistan	03
Securing the lives of future generations through DRR	06
Trending	08
Trivia	13
Quote	14

## Dear Readers,

Welcome to our Newsletter's Summer Issue of 2017. Like every other year and quarter, this one hasn't been less happening - we, at Community World Service Asia, have been busy working closely with rural communities in Pakistan and Afghanistan and at the same time, thoroughly engaged in conducting workshops and trainings for the civil society and NGO sector in Pakistan.

Promoting the use of visual communication tools and ensuring that partners build their capacity on this vital aspect has been one of our prime capacity building priorities this year. With organizing two trainings on the subject this year already, read about the second one held in the trending section on page 8. To read about our in-house training on latest medical standards for health practitioners in Afghanistan, skim to page 11.

Talking about capacity institutionalization, whether internal or external, we have a detailed feature on a consultative workshop held between university faculty and our trainers and staff on developing a profound syllabus for a certified NGO management degree introduced at universities in Pakistan this year.

Disaster Risk Reduction is what's on everyone's mind, and we are not behind on that. With having DRR integrated in almost all our projects, we strive to ensure that communities become more and more resilient to recurrent, unavoidable disasters. Please take the time to read about a school principal, who has dedicated his time and efforts to promoting DRR among his students and community-wide on page 6. More updates on our DRR work can be found in all the various sections of this newsletter - keep a close eye on the theme and do not miss our suggested reading on the subject.

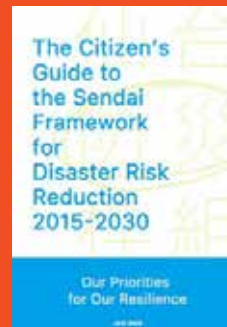
Happy Reading!

# Star of the Quarter



The Star of this Quarter is **Joseph Masih**, with many thanks for his support and dedication to Community World Service Asia for 26 years. The service you provide everyday exceeds all expectations, and guarantees a safe and productive work environment for all of us to operate in. Congratulations **Joseph!**

## Suggested Reading



The Sendai Framework is the outcome document of [The Third United Nations World Conference on Disaster Risk Reduction](#) and a successor to the Hyogo Framework for Action 2005-2015 that was adopted at the Second United Nations World Conference on Disaster Risk Reduction held in Hyogo Prefecture in 2005. Many countries have started to implement measures for disaster risk reduction based on the Sendai Framework for Disaster Risk Reduction, an international guideline up to 2030.

This booklet was created in order for each individual citizen to learn and think about the "Sendai Framework for Disaster Risk Reduction 2030." By doing so, we hope that citizens use it as a guideline for their own disaster prevention efforts, and also use it as a means to share our experiences and lessons learned from the disaster with the rest of the world. Read more at [http://sendai-resilience.jp/media/files/SFDRR\\_EN\\_1a.pdf](http://sendai-resilience.jp/media/files/SFDRR_EN_1a.pdf).

## Announcements

### Collaborating with PDMA, Sindh on DRR

We have just signed a Memorandum of Understanding with the Provincial Disaster Management Authority (PDMA) in Sindh. The core components of the agreement are on Disaster Risk Reduction and Response, Advocacy on Climate Change and Disaster Risk Reduction and Quality and Accountability. Read more on this collaboration on page 10.

## Upcoming Trainings

Event	Dates	Location
Financial Management	Aug 22-25, 2017	Murree
Project Planning	Sep 19-22, 2017	Murree
Project Management	Sep 26-30, 2017	Murree

# Editorial Team



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# Collaborating on strengthening the capacity of present and future NGO practitioners in Pakistan

As part of developing the syllabus for the Post-Graduate diploma in NGO Management, faculty from universities and colleges of Punjab,

## Features



Faculty from Punjab University, Peshawar University and University of Sindh come together with Community World Service Asia to develop the curricula of an NGO diploma course.

Peshawar and Sindh (Jamshoro) along with representatives from the provincial social welfare department and Community World Service Asia staff came together for a three-day consultative workshop in Lahore this August. The key objective of the workshop was to discuss and agree on the main contents of the teaching guideline for each of the modules taught under the NGO management course and develop clear action plans for the course.

The interactive and discussion filled workshop facilitated by Takeshi Komino, Deputy Director and Disaster Risk Reduction (DRR) Expert, Community World Service Asia, had a participation of twenty academia practitioners, fifteen women and five men. These included University Professors, Assistant Professors, Lecturers and college teachers, from across Pakistan.

To support universities in teaching about humanitarian and development practices (based on field work) and empower them on tools and approaches used by development professionals, Community World Service Asia succeeded in developing partnership with two Universities i.e., University of Peshawar and University of the Punjab. Both of these universities are among the oldest institutions in Pakistan. In both the universities, the Department of Social Work has been assessed to being very similar to the work of the aid and development sector.

Community World Service Asia then initiated the process of supporting both institutions in designing this new post-graduate diploma course through a six step process leading to the launch of the degree. Peshawar University already launched the

degree in February this year and received an overwhelming application response from graduate students and some NGO practitioners. While, University of Punjab aims to start offering the course in December this year and University of Sindh plans to initiate it sometime in their 2018 semesters.

This workshop is part of the technical and consultative support that Community World Service Asia is providing to the academia in assuring that the degree fully meets its objective of familiarizing students with the fundamental concepts of NGO management and its project implementations, its role in bringing about social change through explaining the various dimensions in which it works. The next step in this process is to conduct a Training of Trainers on "Creative Facilitation Skills" to further strengthen the capacity of faculty members teaching the various course modules. This is planned to be held in Peshawar University this October.

## Academia Insights:



**1. Sonia Omar, Assistant Professor, Social Work Department, Punjab University**  
**"This course is really a need of the hour as far as the significance of this degree is concerned, considering the situation in Pakistan. We are a developing country; we cannot always rely on the government alone. Therefore, we have to support and encourage NGOs and the university and academia needs to take a step ahead. We must add specific development and aid practice related programs to our departments and courses. These will help future practitioners and those who are already in the field. It will also help those who want to establish NGOs to serve the people of the country.**

**This three-day workshop really helped in building the right curriculum for the NGO management course. We are expecting that the drafted curriculum will be further refined. We at Punjab University really intend to start the degree within 6 months. I am sure we will be getting a great response from the students.**

**Community World Service Asia has been very facilitative through our collaboration. When so many think tanks from NGO sector, academia and social welfare departments working together always ends in very positive outcomes."**



**2. Sumera Farid, Teacher of Introduction to NGOs Module, Social Sciences Department, Peshawar University"**

**As teachers, this course has been very interactive with a lot of participation from students. For students, this course has been very interesting and new. They have all been very enthusiastic, sometimes critical and very active in discussions. It has been more of a two-way learning process for us. With teaching this course, we really felt like we're contributing a lot in the learning process of students and youth . The exposure visits and special lectures that we have included as part of the modules acts as developing linkages for these students and helps to set a foundation for future professional careers for students. We organised a visit to the Drug Addiction Centres and lectures from representatives of Social Welfare Departments as part of the first semester. Admissions for fall semester have also been announced for new students for this degree and we are expecting many applications."**



**3. Bashir Khan, Deputy Director, Social Welfare Department (KPK) & Visiting Faculty at Peshawar University.**

**"I am teaching the students of this Diploma course on social legislation policies in regards to the non-profit sector. Most of the students in the course have social sciences background, and only few who are actually NGO practitioners, so this is a great learning opportunity for them. This is mostly new information for them and many students have joined this course with a hope to be employed in the private social/development sector with knowledge of this additional information. Today, we are here at this workshop to review the course modules and revise and design the course to best fit the understanding level and requirements of students."**



4. Farhana Noreen, Human Rights Teacher, Social Sciences Department, Peshawar University.

**"I am teaching the Human Rights modules to students in this degree. We received more applications from new under-grad students for this diploma course. Therefore, we have started the modules and subjects from the very basic level. The teachers for this course have been given 30% flexibility on teaching methodologies which is great. Students are very enthusiastic to learn as they are eager to join the NGO sector. As part of the course, we organised exposure visits of students to the Ministry of Human Rights as practical learning. This aspect of learning has been very effective and of great interest to students.**

**As one of the inputs for this workshop, we do feel that some of the modules of the course need reshuffling in terms of where to be taught in the semester timelines for it to be more effective."**



5. Mohammad Arshad Abbasi, Assistant Professor, Social Work Department, Punjab University

**"NGO management and leadership is a new concept in Pakistan. A large number of organizations are working in the NGO sector but very few of them have the expertise skills and are academically qualified to work on social issues and in the humanitarian/development sector. This diploma has been designed to equip our students with the skills, knowledge and expertise on how to work with NGOs, specially on enhancing skills on developing project proposals, fund-raising and on human rights issues and the various laws and policies related to NGOs. I hope that our students will get maximum benefits through this diploma. Furthermore, this diploma program will assist in developing expert and trained human resources that will ultimately play an important role in the NGO sector and in improving the sector. The consultation by Community World Service Asia and their technical and financial assistance has played a key role in developing the curriculum of this degree program. And time to time, training and exposure opportunities provided by them have helped us a lot in refining and finalizing the course contents and to get it approved by the concerned authorities."**



6. Waheed Akbar, Lecturer, Social Work Department, University of Sindh in Jamshoro.

**"As far as my department and our university is concerned, this is a very helpful course for the future of our students, given that they will get this sort of professional knowledge through all the modules included in this one-year diploma. I think this will be a milestone in our department and as well as for students of social work in this area. During this course and after completion, students will be equipped with specialized knowledge and skills and their capacities will be enhanced. Our university will be creating resources for the development and humanitarian sector of our province. The NGO management diploma is also offered to professionals who are already working in the field, though many of them don't have the exact NGO academic qualification. Therefore, this will be an added platform and capacity building opportunity in the form of a certified degree for them.**

**This consultative workshop gave us a chance to share and learn a lot of knowledge from faculties from universities from Peshawar and Punjab. Through this workshop, we aimed to polish and develop the syllabus, we discussed new ideas and possibilities. We also realized that there are some specific and technical areas in the course, for example social entrepreneurship or financial management etc., that we as faculty need to build our own capacity in as well to teach the students. For this we seek opportunities to enhance and build our own competencies to make this degree a sure success."**

# Securing the lives of future generations through DRR



Nisar Ahmed Memon, a 43 years old headmaster at the Government Boys Main Sindhi Chandia School, in Sujawal, Sindh, has always been passionate about bringing change through education. With this resolve, he joined the field of teaching in 1992 and has since then been engaging children to learn through play and active learning.

**“Community World Service Asia visited our school in 2015 introducing the DRR component under the Christian Aid supported project. I was instantly interested in the idea as it was a new concept and people in a rural area like Sujawal were not aware of disaster management before. We shared our profile with the team and a Disaster Risk Reduction Training was organized. Two DRR trainings were held for two consecutive years starting in 2016. Fifty students participated in each training. Participants were taught to analyze and build on knowledge to identify and prepare for major disasters and on how to cope afterwards. These skills were particularly important given the large-scale flooding that Sujawal experienced in 2010 damaging many of our houses, crops and savings.”** The training focused on six disasters; earthquake, fire, flood, heavy rainfall and cyclone. Sessions on measures to take pre, during and post the various disasters on minimizing its destruction and the after effects were conducted. Being the first training of its kind, teachers and students at Nisar Memon’s school showed keen interest and enthusiasm in learning through group and drill activities.

As an outcome of the training, DRR groups were formed at the Main Sindhi Chandia School. With six groups in total, two students from each class were selected to represent as members in the groups. The groups have been divided as

Flood Group, Cyclone Group, Fire Group, Earthquake Group, First Aid Group and Planning & Coordination Group and each group has a representation of fifteen to twenty students. A faculty member is assigned to each group to supervise them. These groups then train other students on specific DRR practices so that the knowledge is shared with everyone in school. Every week, these DRR groups brief students of a selected classroom on possible natural hazards and the measures that need to be taken. A drill activity is conducted as a demonstration for the students to clearly understand the measures, use of equipment and their role if any such emergency situation arises. All students get the opportunity to equally participate in the drill activities, enabling each student to apply their knowledge on DRR to real situations.

**“We encourage students to share their learning at homes as well which enhances their understanding and strengthens their involvement in the community. In addition, the whole school, including teachers and students, are aware of the six main disasters and the measures to be taken. This is a great achievement for us as an institution because in rural areas this kind of skill development is not generally found.”** In school curriculums, the topic of natural disasters is touched upon under the subject of Social Studies but that does not provide students with DRR related knowledge or skills. Nisar Memon has introduced drill activities as part of the teaching curriculum supporting the Social Studies lessons on disasters. **“After covering the chapters on natural disasters, the teachers then engage students in drill activity of the disaster taught, which allows students to develop a complete understanding of the disaster and of the measures that need to be taken when it occurs,”** explained Nisar.

A DRR Carnival was organized to provide an opportunity to young children to present their DRR work. The main purpose of the event, celebrated on 25th May, 2017, was to engage teachers and students from different schools to hear about their experiences; how they implemented DRR in their schools and how it contributed to making their schools safer. **“Our students participated in the event with great enthusiasm. They prepared plays and skits to perform at the carnival which displayed various disasters and the role of men, women and children in tackling these disasters to reduce loss.”** A total of five hundred guests, including students and teachers from various schools, government officials and other stakeholders, actively participated at the event. DRR themed paintings made by students of GBPS Main Sindhi Chandia, Sujawal were also on display.

The active headmaster, Nisar Memon, also participated in a four-day training on Emergency Preparedness and



Contingency Planning which was conducted to train government and other relevant institutions staff on effective DRR methods. **“Falak Nawaz from National Disaster Management Authority Pakistan, lead facilitator at the training, conducted an effective and productive training which enhanced our knowledge on international strategies for Disaster risk reduction and contingency planning. We were briefed on the difference between contingency planning and disaster risk management planning. In addition, we were oriented on the importance of contingency planning.”**

Students in rural areas readily welcome whatever new learning opportunities they are offered as it allows them to further enhance their knowledge, intellect and skills. **“We have displayed a school map in the school which shows different exits and placements of various equipment that are to be used in times of various disasters. We have hanged bottles filled with little sand outside some classrooms. In case of no warning, the movement of the bottles will indicate earthquake or strong winds of cyclone. This way the teachers and the students will be able to take immediate measures required for the safety of all. In addition, fire extinguishers are placed in the school premises and their locations displayed on the school map. We want to ensure maximum safety of our students therefore we implement brief revisions of the map and drill activities on a weekly basis as well. We have also installed emergency bells which will ring at the time of the disaster to alert everyone in the premises.”** Students are trained to react accordingly to different disasters and escape routes are identified. The disaster groups are actively involved with students on how to respond to emergencies on a weekly basis. This has enriched the knowledge and developed DRR skills of around 850 students in the GBPS School. **“In future, these children will grow up and be in different places. If any disaster occurs, they will be able to protect themselves and the communities around them. This thought motivates me everyday to further work on**

**this cause,”** expressed Nisar contentedly.

With more of these trainings and DRR activities conducted in school, the interaction between teachers and students has increased, strengthening their relation and building student-teacher trust. Many students at the school were afraid of their teachers at first and were hesitant to express themselves. After participating in the training and drill sessions, students have become more expressive and vocal with the teachers, making the learning environment in school more friendly and productive. **“I am happy to announce that our enrollment has increased from 723 to 850 students in just a year. Our students and teachers have shared their learning and experiences at homes and communities. This has raised our standard of learning which has attracted many parents to enroll their children in our school. The families completely trust us with their children.”**

Recalling the floods in 2010, Nisar shared that most of Sujawal drowned in the floods. By the time the flood warning was announced, many women and children had already drowned in the rising waters as preparedness measures were not in place and there was no awareness on DRR. **“As the schools reopened after the flood water receded, families feared to send their children to schools. The interest in education decreased due to the overwhelming fear of the floods. Similarly, they feared of other disasters like earthquakes and cyclones hitting their homes and villages. This DRR initiative has increased the confidence of students as well as their families. They are fully aware on how to react when a warning is announced and at times of emergency situations.”**

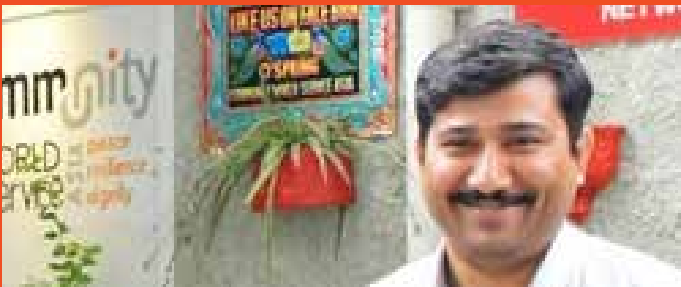
**“Lives are secured and that is a great improvement on its own. We have started a continuous process as these children will grow up and have families one day. They will share their knowledge with their children. This initiative will save lives of generations to come,”** beamed Nisar.



## Revamping Visual Communication Trends in the Aid Sector

A seven-day workshop on the use of visual communication tools was organized for humanitarian and development workers at a training centre in Pakistan's hill-station, Murree, this July. Twenty-two participants representing a mix of local non-governmental organizations and international ones took part in this residual training which focused on building their visual communication skills. Through this engaging training, participants enhanced their capacities required to translate development and humanitarian related messages used for various purposes, such as educational, behavior change or advocacy and campaigning into visual language. Hands-on techniques on when, how and innovatively to use them were taught and practised.

### Participants Experience:



### A Third Eye

"I came here to acquire new skills. Being a part of this training has given me the ability to now translate what I see and how I feel into visual imagery. I feel that the camera is my third eye now."

**Sarfaraz Qamar**  
(TIPU Foundation Pakistan)  
Participant



### Learning Through Diversity

"The highlight of my seven days at O'Spring was the opportunity to learn from such a diverse group of trainees. Diversity has so many layers: age, experience, themes, even geographic. Community World Service Asia brought us all together on one page, offering a chance to absorb so many perspectives."

**Mehr Aftab Salma**  
(Aga Khan Agency for Habitat, Pakistan)  
Participant



### Role of Media in Development

"I am really glad that I got the opportunity to be a part of this workshop. It met all the current needs of development sector and built our capacity to use the basic visual tools in our work. Now I can present visual stories more efficiently and effectively."

**Saira Basharat**  
(Community Support Concern, Pakistan)  
Participant



### Essentials of Learning

"The participants made this training an effective one: their eagerness to learn and their relevant yet diverse experiences in communications, made the learning process a wholesome one. I am happy that the participants did not allow their differences to come in the way of their learning."

**Imran Lashari**  
(Plum Studios, Ogilvy & Mather Pakistan)  
Trainer





### Your Behaviour Matters!

“Good behaviour leads to constructive learning. I observed that the participants of this group were helpful towards each other. Also, I have never seen such cameras and poses before. Where do you get them from?”

**Liaquat Ali  
(O'Spring)  
Support Staff**



### My duty, Your safety

“I don't make exceptions for anyone. I treat everyone who comes here for a training, the same. I have learned to ignore when someone gets upset with me or happy because only by staying true to my duty can I ensure your safety.”

**Asghar Khan,  
(O'Spring)  
Security Guard**

## Farmers Festival brightens the agrarian villages of Badin

A Farmer Festivals was conducted on the 8th of this August, at the Fazal Wadho village in Badin, Sindh. The festival was organized and held to support and encourage modern farming practices of agrarian communities under the “Promoting Sustainable Agriculture” project supported by CFGB and PWS&D. More than six hundred guests attended the event which included around 450 men and 250 women from among the communities; representatives from Community Based Organizations (CBOs), farmer field school members and women trained on kitchen gardening and nutritional needs all participated in the festival. Farmers who completed their season long trained were also awarded certificates and shields towards the end of the event.



Chairman Union Council awarding shield to Farmer Field School participant on the successful completion of season long training at the Farmer Festival.



Deputy Director Social Welfare Badin presenting certificate to a participant of 1st batch of Farmer Field School.

Humanitarian and development organizations working in the area, namely Arche Nova, Plan International, National Rural Support Program (NRSP), SEEWA Pak, President's Primary Healthcare Initiative (PPHI) and Local Support Organization Meharn, set up stalls at the festival as well. The stalls set at the event displayed local handicrafts and pictorial presentations reflecting project activities. Traditional farming tools, kitchen gardening tool kits and home grown vegetables were also on display by the kitchen gardeners from Badin. Men and women from the communities shared their experiences and learnings on sustainable agriculture as part of the project with other community members and guests at the festive event. The Union Council Chairman and Vice Chairman and the Deputy Director and Assistant Director of the Social Welfare, Badin, representing the provincial government also attended the festival.



An estimate of 600 guests attended the Farmer Festival in Badin.

Parbath, a local theatre group, highlighted the issue of farmers still using conventional agricultural practices and emphasized on the importance of adopting sustainable agriculture, through an interactive theater performance at the festival. The crowd appreciated the strong message delivered through the play at the festival. Sindhi folk songs and traditional games also bolstered the event with festivity and celebration.



An interactive theater performance displayed by the Parbath group on sustainable agriculture.

## Collaborating with PDMA on Disaster Reduction Risk in Sindh

Community World Service Asia has signed a Memorandum of Understanding with the Provincial Disaster Management Authority (PDMA) in Sindh. The core components of the agreement focus on:

1. Disaster Risk Reduction and Response
2. Advocacy on Climate Change and Disaster Risk Reduction
3. Quality and Accountability



Ashar Nasir, Project Manager – Community World Service Asia, presenting IEC material kit to Ajay Kumar, Assistant Director Operations, PDMA Sindh.

Through this agreement, PDMA Sindh and Community World Service Asia will consort together on strengthening disaster risk reduction and response mechanisms in the province and advocating and acting together on climate change adaptation, emergency response, and relevant recovery activities to help Sindh's disaster affected communities.

Ajay Kumar, Assistant Director Operations of PDMA Sindh, with his team, conducted a field visit to oversee the projects in Sujawal, Badin, and Tharparkar districts this August. The team first visited a community-level Emergency-Operating Center (EOC) and met with the Disaster Management Committee (DMC) established in Rahim Dino Thaeem, a village in Sujawal. The committee briefed the functions of the DMC and Emergency Operation Center. Ajay Kumar suggested that the EOCs needed to be linked with each other as well as connected with the district EOC through a wireless system. Community World Service Asia assured to work on the suggestion and analyzed how this would further strengthen the role of the EOC in the community.



Ashar Nasir, Project Manager, briefing Ajay Kumar about the challenges faced by communities due to shortage of irrigation water in Badin.

PDMA Sindh team then visited Community World Service Asia's Food Security and Livelihood project in Abbas Thebo, Badin. There, their team along with our staff, met the farmers, enrolled in the project supported, Farmer Field School (FFS). FFS promotes sustainable agricultural practices. It examines most appropriate methods of irrigation water use, role of Macro and Micro Nutrient trends in plants growth, weed management, land preparation, sowing methodology, demarcation of acres, and determining seed quality.

Abbas Thebo farmers shared that the involvement in FFS has enhanced their working capability in the agricultural fields. Approximately 12,000 fruit and forest trees have been allotted to and planted by the farmers, and kitchen gardening kits were distributed to women-headed households. Farmers participated in different festivals including the Farmers Festival recently held in August and took part in exposure visits to increase their knowledge on the subject.



Community member in Raem Dino Thaheem village, Sujawal presented an Ajrak gift to Ajay Kumar, PDMA Sindh.

The team's next stop was at Baghtani village in Chachro, Tharparkar where they met drought affected families supported by PDMA Sindh in 2015. The Baghtani community still remembered the team members and praised the organization for visiting the village again. They told PDMA Sindh that its' food assistance, given every seven months during the drought in 2015, helped the villagers survive the peak of the drought season. The food rations received were sufficient in quantity for their families. The community these days is very grateful to the rains they have received as it has brought their rain-deprived homeland some relief.



Farmers showed their cotton crops to Ajay Kumar. He was quite satisfied with the work of the farmers in the field.

Upon the end of his visit, Ajay Kumar expressed, "I commend the efforts of Community World Service Asia's field team and the opportunity given to me to meet communities that have benefited from the various projects. It was nice to observe the enhanced capacity of communities in disaster risk reduction, early warning, sustainable agricultural farming, and strengthening of community institutions. This will all ultimately help communities to depend less on external support."



Meeting with families of Tharparkar district.



The team of Community World Service Asia and PDMA conducted a meeting with the families of food assistance project implemented in district Tharparkar.

## Ensuring Healthcare Services in Afghanistan meet latest Quality Standards

A vital aspect of any health program is quality assurance. Quality assurance allows health programs to effectively provide their services at a reasonable standard. The Ministry of Public Health in Afghanistan has developed a new quality standard: Harmonize Quality Improvement Program (HQIP). The HQIP has replaced the previous quality assurance standard being implemented by all non-government organizations in Afghanistan. This standard measures the quality of health programs through indicators that scores between three ranges - NA, 0 and 1. These indicators measure particular health areas such as reproductive health, infection prevention, health facilities' management, management of target diseases, management of drugs supply, vaccines, and neonatal care. In order to implement and mainstream the HQIP standard among all of its health programs, Community World Service Asia conducted a training in its Jalalabad office in July this year.



Dr. Hedayatullah Noor, Health Management Information System (HMIS) Officer training the Community Health Supervisors.

Dr. Hedayatullah Noor, the Health Management Information System (HMIS) Officer, and Shughla Qahir, Reproductive Health Coordinator, at Community World Service Asia, both of whom have been previously trained on HQIP by the Ministry of Public Health in Afghanistan, facilitated the six-day, in house training.

Sixteen staff members, including five nurses, five midwives and six lady community health workers, of our Mother and Newborn Child Health (MNCH) centres took the training. The participants were divided into three batches, each covering two days of the training. It was a great learning opportunities for the health staff as none of them had previously received a training on the HQIP.

This quality assurance training aimed to enable our health practitioners in comprehensively understanding the HQIP standards, self-asses their health services' standards, and to ensure the provision of quality healthcare services in their respective health facilities. The topics covered in the training included an introduction to the standards, gaps findings, analyzing the gaps, ways and planning for filling the gaps, networking and benchmarking, and description of the HQIP checklist.

Most of the sessions conducted were in the form of two-way discussions and group assignments. One such example was the session on Infection Prevention (IP) which focused on achieving safe deliveries, performing safe injections, safe vaccination and others. The use of Personal Protective equipment (PPE) was pointed as essential while attending delivery, during dressings and administering injections to prevent infections from spreading. Safe waste disposal of 0.5% chlorine, sharp objects and other medical and non-medical waste was also discussed to be adopted in all the health facilities.



Shughla Qahir, Reproductive Health Coordinator delivering a session on Management of Reproductive Health.

Another key session in the training focused on protective measure for newborns. This raised the concept of the 6 Cleans; clean hands, clean clamp of cord, clean cutting of cord, clean cloth for drying the baby, clean clothes for covering the baby and clean surface. Furthermore, resuscitation techniques, cleaning the baby's eyes, BCG vaccination, early breast feeding were also part of the Newborn Care session. The training included a session on Management of Reproductive Health which covered various topics from providing nutrition and iron tablets to pregnant mother to Antenatal and Postnatal care checkups, to family planning and practising safe deliveries.

The workshop was as interactive as it could be, utilizing various teaching tools such as computers, multimedia, charts, lectures, question-and-answer sessions, group work, and consultative discussions. Participants also took particular interest in practicing filling out the HQIP checklist. The HQIP checklist is used to identify the gaps related to each indicator in health facilities, so the participants used their "practice HQIP" checklist to make a plan for improving the gaps identified.

The HQIP checklists will be used every three months to ensure that health care provided by our MNCH health facilities in Afghanistan are meeting the new quality standards. Hamdullah, one of the participants and a nurse from Badiabad village in Alingar district, Laghman Province, shared, "This training was a new learning opportunity for us which will help us to further improve our services in the health facilities."



Health Management Information System (HMIS) Officer discussing Harmonize Quality Improvement Program (HQIP) with the midwives of the MNCH health facilities.

## Bridging cultural divides through exploring archeological history

This May, thirty-two students from universities and colleges in Lahore, Faisalabad, Abbotabad and Peshawar, got together to visit the Katas Raj Temples located in the town of Choa Saidan Shah in the Potohar Plateau area in Punjab. The trip among students was planned as a step towards strengthening relations among various youth groups through exploring Pakistan's rich cultural history and recognizing the tradition of interfaith harmony practiced here in the past.



Local Leader sharing historical significance of Katas Raj with students from different universities during the exposure visit.

Upon nearing the temples, the group crossed a huge cement factory and golden wheat fields, as the complex surrounding the temples, gradually became visible. Before entering the temple, the local experts and the guide of the Evacuee Trust Property Board (ETPB) narrated the history of the Satgraha Katas Raj Temple and explained the many religious practices that were carried out in each temple. The Katas Raj Temples complex originally consisted of a cluster of seven old temples, remains of a Buddhist Stupa and also some medieval sanctuaries and Havelis<sup>1</sup>. However, today, only four of the seven temples are intact. These ancient ruins are scattered around a pond that practising Hindus consider sacred.



The delegation of students from various universities exploring the Katas Raj Temples.

The Katas Raj Temples signify a long history of interfaith synergy, as the site is also home to a historic mosque and another Buddhist temple. The students on the site were also told a Brahman tale narrating the history of the pond. It is believed that the pond was formed after Lord Shiva's wife, Sati, died. Lord Shiva's inconsolable grief at her death resulted in a flow of tears forming a pond at the Katas Raj Temples. With this story, the magnificent temples also represents unconditional love between partners love.



The Katas Raj Temples is a complex consisting of several Hindu temples surrounding a pond regarded as sacred by Hindus.

Students formally introduced themselves to each other and comfortably interacted and shared experiences with another throughout the trip. Many of them planned to organize similar activities for other youth members to encourage an awareness and appreciation among people of different faiths. Asma Syal, one of the students, shared, "I have perceived that all cultures, religions and beliefs deserve the same amount of respect even if they are different". The Katas Raj Temples visit not only raised awareness about interfaith harmony, but also connected students from various universities. Students with disparate backgrounds were motivated to build an understanding regardless of race, color and religion.



Students asking different questions concerning Katas Raj



students come together to learn history and strengthen interfaith peace

<sup>1</sup>A traditional townhouse or mansion with historical and architectural significance.

# Trivia



1. According to the International Labour Organisation, there are only three countries in the world where your boss is more likely to be a woman. These are Jamaica, Saint Lucia and ?

- A. US
- B. Colombia
- C. China

2. The sustainable development goals are designed to continue the work of the millennium development goals. Which of the following millennium targets was the least successful?

- A. Halve, between 1990 and 2015, the proportion of people whose income is less than \$1.25 a day
- B. Eliminate gender disparity in primary and secondary education
- C. Achieve, by 2015, universal access to reproductive health

3. True or false: According to Oxfam the number of billionaires has more than doubled since the global financial crisis

- A. True
- B. False

4. What percentage of drowning deaths happen in low- and middle-income countries?

- A. 44%
- B. 50%
- C. 91%

5. Sierra Leone is prone to flooding, but it was not prepared for a mudslide disaster of this magnitude, this particular emergency is unique because;

- A. The number of people who have died is higher than the survivors
- B. Most of the charities and NGOs are donating body bags
- C. Thousands of people's homes and crops are destroyed

6. Some EU countries, including Germany and the Netherlands, are the single biggest recipients of their own aid. True or false?

- A. True
- B. False

7. Transpiration in plants is similar to what process in humans?

- A. Digestion
- B. Perspiration
- C. Evaporation

8. What is the wettest capital city in the world?

- A. Lima
- B. Monrovia
- C. Ottawa

9. World Honey Bee Day was observed on?

- A. August 19
- B. August 17
- C. August 22

10. Which country launched its first cyber court specializing in handling Internet-related cases in the e-commerce hub?

- A. India
- B. Russia
- C. China

ANSWERS: 1 (B), 2(C), 3(A), 4(C), 5(A), 6(A), 7(B), 8(B), 9(A), 10(C)



Dr. Ruth Pfau (1929 - 2017)

“Not all of us can prevent a war; but most of us can help ease sufferings—of the body and the soul.”

“She was a German-born Pakistani physician who devoted more than 50 years of her life to fighting leprosy in Pakistan. She was widely known as Pakistan’s Mother Teresa. Pfau’s work earned her the Nishan-e-Quaid-i-Azam, one of Pakistan’s highest civilian awards.”

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