

Updates on IDPs' Support by ITA in Collaboration With Citizens Filed May 29, 2009 – ITA Islamabad

ITA's main area of support

- **Healing & Learning Centres**

ITA is currently working with IDPs in both categories – Host Communities and Camps

- Setting up multi-sectoral Drop in Centres in Rawalpindi for IDPs in host communities (Mazharabad, Habeeb & Zia Colony (Action Aid supporting 1 centre))
- Establishing Healing & Learning Community Centres in Swabi Camps-

Details Drop in Centres set up by ITA

S No	Location of IDPs Identified	Survey reports		Current Enrolment		Total
		No of IDP Families	Children	Male	Female	
1	Habib colony	50	260	25	35	75
2	Mazharabad nr. Raja Bazaar	90	350	50	35	85
3	Dhoke Mangtal, nr. Zia Colony	50	275	Under process		
4	Sohan	-	-	Under process		

ITA led the campaign as member of the Child Rights Movement (CRM) and Pakistan Coalition for Education (PCE) /other groups from January 14th to February 20th 2009 against banning of Girls' Education, and then subsequently as part of citizens' movements on getting rid of the Talibans/Extremism from Pakistan.

Trainings Conducted & Under Process

- One 3 day training conducted for Primary School Teachers in Swabi Camp- May 28-30
- Middle level training to be conducted shortly
- On site support for teachers working with Host communities by the Institute for Professional Learning (IPL) - ITA

Psycho Social

- ITA will also provide Psycho Social Support with the help of ROZAN, Islamabad and other agencies/individuals specialised in this area

Health

- One medical camp already held with the help of Dr. Mukhtar and team
- Health screening for the Host communities IDPs held on June 4th up to June 8th
- Establish Health Clubs managed by children/youth themselves

Relief Mobilized

- 30 large water cans for the IDPs Islamabad camp (spontaneous zero point) with 23 tents (ITA Islamabad)

- 120 packs (mosquito liquid,1 kg milk ,1 soup, water bottle) for Islamabad camp (Philanthropist support)
- 40 packs (clothes, 2 shoes, dry food ,milk ,cotton water cooler, buckets) for Swabi camp (a Philanthropist)
- one tent and 4 floor mats for Swabi ITA School (a Philanthropist)
- 100 note books and 100 books for ITA school in swabi and host communities (a private school in Islamabad)
- 940 books with 60 titles for the Swabi school and host communities from (Oxford Press)
- Cash from Philanthropists for any support as deemed appropriate
- Punjab government promised to provide 200-300 sets of books for both IDPs in Host Communities in Rawalpindi

ITA's In-House Team

6 –8 Personnel (4 pushto speaking)

IDP Interventions

- **Learning & Healing Community Centres**
- **Interventions include:**
 - **Day Care facility for new borns to 2 years**
 - **ECE for 3-5 years**
 - **Mothers support groups – trauma counselling/sharing stories and health and hygiene counselling**
 - **Primary Education/Training Support**
 - **Middle & catch up programs for older children**
 - **Youth Groups – Sports/trauma counselling/ citizenship education and conflict education**
 - **Reading & Health Clubs**
 - **Vocational training- women only through certified**
 - **Nutrition - if required, on need basis**

Strategy to:

- **Hire local people to the maximum extent possible**
- **Work with alliances/partners**
- **Management & Expertise of ITA (cooptation of other experts)**
- **Mobilizing resources through trust /accountability processes and not complex *procurement oriented* arrangements fraught with corruption and rent seeking (earthquake)**

ITA's Supporters for IDPs

- **Mrs. Ayesha Maqbool**
- **Action Aid**
- **Oxford University Press- Pakistan**
- **Ms. Samina Saeed**
- **Mr. Shahid Mahmood - Saiban Trading Company**
- **ITA – All Staff (one day's salary)**
- **Mr. Tariq Jamil**
- **Mr. Ali Noor Kazim**

- Chaudhry Wasim Iqbal Federal Group of Schools and Colleges
- ITACEC UK

Establishment of Healing & Learning Community Centres

ITA will establish two Learning and Healing Centres in Shah Mansoor IDPs Camp Swabi. Following activities will be done at different timings from morning till evening.

- Day Care Centre
- ECE Centre
- Reading, Citizenship, Health & Environment Clubs with young children and youth
- Vocational Centres in collaboration with Pakistan Red Crescent Society

Support Urgently Required for 2 Healing & Learning Community Centres

Following is the list of items required to establish these Learning and Healing Centres

- *Shelters for Community Centres @ Rs. 40,000 – made locally (2 -3 required)*
- Teachers(temporary) 15 @ Rs. 4000 pm (min.) x3 months/@ Rs. 12000 per teacher (local)
- Tough Play Equipment for Young Children (small play areas) 4 sets
Junglejim/merry go rounds/swings
- Individual Education Profiles – IEPs (500) @ Rs 20 per IEP (helping in transitions from one institution/school to another for IDPs)
- A set of 125 -150 reading club books and dictionaries @ Rs. 10,000 in tin trunks.

Rough estimates of Other Items (in Kind or Cash)

- *Wooden chairs to be replaced with plastics /stackable...*
- *All materials procured would be given to concerned groups once the IDPs crisis is over in the affected areas.*

LEARNING AND HEALING CENTRES IN SHAH MANSOOR CAMP SWABI

LIST of Items at Learning and Healing Centres			
S#	Items	Quantity	Unit Cost
Wooden Items			
1	Chairs (Small Size)	50	250/-
2	Chairs (Large Size)	100	350/-
3	Tables (Small Size)	6	500/-
4	Tables (Large Size)	6	800/-
Play Equipment			
5	Educational blocks		
6	Building blocks		
7	Manipulative (durable plastic)		
8	Beads for counting		
9	Magic slates	50	
Sports Items			
10	Ludo	20	25/-
11	Carrom	2 sets	200/-
12	Badminton	2sets	250/-
13	Bat Ball	2 sets	120/-
14	Foot Ball	2 sets	100/-
Edcational Items			
15	Big Books	5 sets	
16	Taleeme Basta (ITA Designed)	5	
17	Teaching Charts		
18	Computer with Speaker	1	
19	White Boards	4	1000/-
20	Soft Boards	4	650/-
Stationary Items			
21	Rulers	50	
22	Pencils	5 doz	
23	Sharpners	50	
24	Rubers	50	
25	Glaze Papers of different Colors		
26	Colorful chart papers/Colorful Papers		
27	Color pencils	50 sets	
28	Oil cryons	50 sets	
29	Cutter	10	
30	Gum	10 bottles	
31	German glue	10	
32	Staplers	10	
33	Stapler Pins	5 pkts	
34	Permanent Markers (Red, Blue, Black, Green)	3doz of each color	
35	White Board Markers (Red, Blue, Black, Green)	10 markers each color	
Logistics			
36	Fans (Padestal)	4	2000/-
37	Steel Cupboards (Small Size)	2	7000/-
38	Mats 9' * 12'	8	900/-
39	Buckets (Large Size)	4	200/-
40	Electric Water Cooler	1	

Annex: 2

Visit Report of Sawabi IDPs Camps

Visit Report of Sawabi IDPs Camps

Date of Visit: May 19,2009
Conducted by: ITA Team

ITA team conducted a visit to IDP Camps established in Sawabi. There were two IDP Camps which were running by **the Pakistan Red Crescent Society and UNICEF**. This visit was conducted to observe the requirement of the camps regarding Learning and Healing activities and to analyze the current situation for establishing ECE/Primary Schooling for children and perhaps youth. A detail of the visit to both camps is as follows;

Visit to Shah Mansoor Camp

- **Brief Description of Camp**

This camp was established by **Pakistan Red Crescent Society Pakistan Red Crescent Society** under the supervision of CAMP Authorities. 5000 families have been registered till now who are living there, but the number of families is increasing day by day. The camp is settled in open air with all the facilities of daily use like clean drinking water, bathrooms, toilets and foods etc. Some tents were provided with electricity while some are still living in this hot weather with no option. Some tents were also provided with fans but it was not enough for all the 5000 families. Different welfare organizations also established free medical camps for IDPs.

- **Meeting with Pakistan Red Crescent Society (PRCS) and Muslim Hands, International (MHI)**

A meeting was held with **PRCS** authority about our objectives of visiting the camp as to establish Learning and Healing Centre for the IDPs children. During the meeting it was known that **Muslim Hands, International** has already established a school for the children, so **PRCS** advised ITA to work jointly with them.

Another meeting was then held with **Muslim Hands, International** in the presence of **PRCS** representative. During this meeting **Muslim Hands,**

International told ITA that they are working on primary education and offered ITA to facilitate them regarding the training for the teachers or to establish middle level of school for IDPs. They also assured ITA representative of providing the logistics and boarding, lodging facilities for middle school if they will work with them.

Muslim Hands, International representative gave a brief introduction about the tent school they had established there. He told that this school is comprised of 10 classrooms for primary education and 6 classrooms for Middle schooling. Till now 120 students have been enrolled there and it has the capacity of altogether 700 children. Presently 5 teachers are teaching in the camp. It was also known in this meeting that DCO of District Sawabi will provide Government teachers for these IDP camps. The school has been provided with the facilities like electricity with fans, white boards, stationary materials, floor mats, indoor games and books etc.

The **Muslim Hands, International** Assistant Manager expressed his desire that they want to extend the primary school upto middle level education for boys and girls. So he asked ITA to support them in this regard. Also he sought our support regarding the training of their teachers who will teach in the IDP camp school.

Visit to Yar Hussain IDP Camp Sawabi

This camp has been established by UNICEF on April 28, 2009. Mr Abdul Qadeer, UNICEF Administrator for IDPs was running this camp. So far, 1000 families has been registered and the number is being increasing day by day. District Revenue Officer is currently supervising this camp which would be then handed over to Commissioner Afghan Refugee, UNHCR. During the meeting ITA representative informed them about the objectives of their visit. ITA also visited the primary school and Children Friendly Centre established by UNICEF. 224 boys and 234 girls were already enrolled for primary level of education and they have 12 teachers for these camp school.

UNICEF Authorities said that they have all the resources required for the schools and presently they just require physical support like fans or water coolers. However, they mentioned that they will speak to the higher authority about providing further training to their teachers but still it would be an option.

RECOMMENDATIONS

Following are some of the recommendations for either to establish Middle School or to provide training to the teachers teaching in the camp schools established by Muslim Hands, International and UNICEF.

1. ITA would be able to provide training to the teachers already teaching in the above mentioned schools. Because the resources it required would be in the reach of ITA and would be less.
2. Counselling centre or psychological support unit can also be established there to get the children and adults both out of mental stress, trauma, depression etc. As it will only need counsellors and physical setup (May be just a Tarpal) for the centre in open air. The counsellor should be Pashto as well as Urdu speaking as the mode of communication in these IDPs centre is totally Pashto.
3. Early Childhood centre can be established for IDPs with the support of Muslim Hands, International as they already got the physical setup for the school.
4. Middle Level schools need to be established in both the camps. It would need large amount of resources because the number of children would be very high and ITA would not be able to afford it. However if ITA prefers to work on it jointly with Muslim Hands, International or any other welfare organization, then it can be considered and would be possible to some extent for ITA. Muslim Hands International already offered the logistic support for the middle school so it's only the teachers training that ITA can provide for these schools.
5. Vocational Centres can be also be established as ITA is already working in this regard with Drop In Centres in Rawalpindi/Islamabad. Through these centres stitching, embroidery, candle making and bag making skills could be provided to the IDPs. But its again need large amount of resources like staff (Pashto speaking), instruments of the relevant skills and physical setup.

NOTE: *It is concluded from the recommendation that Teachers Training and ECE could be the best option to be provided to the teachers already teaching in IDP camp schools. Youth may be tapped as soon as we have sufficient information about them and the potential areas of work.*

Early Childhood Education for IDPs

Background:

Unfortunately after the earthquake disaster in 2005, now in 2009, Pakistan is facing once again a serious emergency in northern areas i.e. Swat, Dir, Malakand and Buner due to the ongoing militancy in Swat and the operation against the militants. This emergency made thousands of people homeless. Frustration and disappointments compelled the population of the area to move to safer places in other parts of the country especially in NWFP.

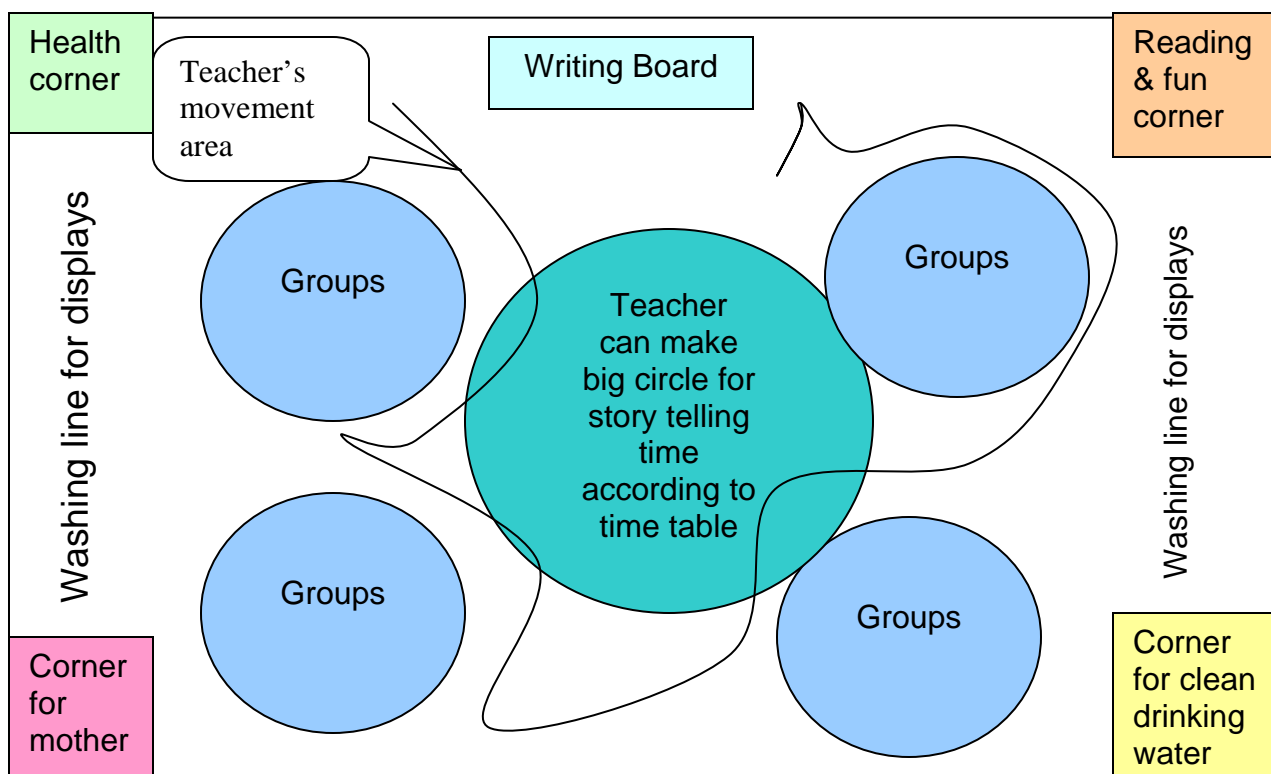
This emergency situation needs urgent support and citizenship skills from all of us. This is the time when teachers can play their key role to save the newly bloomed flowers (3-5 years old students) from this frustrated situation. According to Jean Piaget's developmental stages, a young child of six years has as many synapses as that of the 14 years old. At this stage children develop the ability to think symbolically and use language to express their feelings, thoughts, needs and observations.

The arrangement of Early Childhood Education Program for IDPs can play a very vital role to heal up the tattered thinking of young IDPs.

Arrangements of ECE Setup for IDPs

- ❖ Space Management
- ❖ Identification of play areas for indoor/ outdoor activities
- ❖ Arrangement of water cooler for clean & cold drinking water
- ❖ Arrangement of small writing board
- ❖ Arrangement of furniture/ mats for seating arrangement
- ❖ Identification of two teachers and one para teacher for ECE
- ❖ Arrangement of space/corners for mothers, so that they can see their children happy and joyful
- ❖ Arrangement of learning, health and fun corners for children
- ❖ Selection of key learning areas to be focused for IDPs, defined by Ministry of Education in National Curriculum for ECE 2007

Possible Map of ECE Classroom Setup



Key Learning Areas

National curriculum for ECE has defined six areas of learning for children at the stage of pre-primary education which provide a foundation for later learning and achievements. Keeping in mind the situation of IDPs, following key learning areas will be focused in ECE classroom of IDPs for interactive and joyful learning:

- ❖ Personal & Social Development
- ❖ The world Around us
- ❖ Health hygiene & Safety
- ❖ Creative Art

Material required for ECE

- ❖ Morning News Chart
- ❖ Building Blocks
- ❖ Big Books
- ❖ Time Table
- ❖ Washing line
- ❖ Word wall

- ❖ Profiles of students
- ❖ Alphabetical chain (English & Urdu)
- ❖ Weather Chart
- ❖ Taleemi Basta
- ❖ Pocket Board
- ❖ Small writing board
- ❖ Clay
- ❖ Soap for hand washing

Learning Corners

Following learning corners will be established for ECE

- ❖ Fun & Gupshup corner
- ❖ Health corner
- ❖ Reading corner
- ❖ Art corner
- ❖ Mothers' corner

Projects to be displayed

Following projects will be made with the help of students and teachers during project based learning & fun time. It will be displayed in the ECE classroom to make its environment vigorous and lively

According to pre-primary age

- ❖ Animals
- ❖ Colors
- ❖ Shapes
- ❖ Poems

Teachers' Training on ECE

Training sessions will be arranged for ECE teachers to make them understand the importance of early childhood education and its continuous impact on an individual's personality throughout his/her life.

Schedule of Two days Training on Early Childhood Education organized by the Institute for Professional Learning-ITA

Dated: -----

At -----

Day 1

Time	Activities	Methodology	Facilitator
(15 Minutes) 09:00 -09:15	<ul style="list-style-type: none"> ▪ Recitation & ▪ Registration of participants ▪ Introduction of the participants 	<ul style="list-style-type: none"> ▪ Pair activity 	Ms.Razia Mughal Ms.Huma Sikander
(90 Minutes) 09:15-10:30 09:30-9:40 09:40-10:00 10:00-10:25 10:25-10:50	Introduction and significance of ECE:- <ul style="list-style-type: none"> ▪ Early Childhood Experience ▪ What is ECE ▪ Why Early Childhood Education ▪ Significance of ECE ▪ Methodology of Learning in ECE 	<ul style="list-style-type: none"> ▪ Brainstorming ▪ Individual Activity ▪ Group work ▪ Discussion ▪ Presentation 	Ms.Razia Mughal Ms.Huma Sikander
(3 Hrs & 35 Minutes) 10:50-11:00 11:00-11:20	Key Learning Areas, Competencies and Expected Learning Outcomes for ECE:- <ul style="list-style-type: none"> ▪ Introduction of Key Learning Areas ▪ Connection between learning areas, its competencies and expected outcomes 	<ul style="list-style-type: none"> ▪ Brainstorming ▪ Group work ▪ Peer work 	Ms.Shazina Ms.Sadia Ms.Ayesha
11:20-11:30	Tea Break		
11:30-11:45 11:45-12:00 12:00-12:20 12:20-12:35 12:35-12:45 12:45-12:55 12:55-1:00	<ul style="list-style-type: none"> ▪ Personal & Social Development ▪ Creative Art ▪ The World around Us ▪ Health, Hygiene & Safety ▪ Conclusion day 1 	<ul style="list-style-type: none"> ▪ Role play ▪ Experiential learning ▪ Discussion ▪ Power point Presentation 	Ms.Razia Mughal Ms.Huma Sikander

Day 2

Time	Activities	Methodology	Facilitator
09:00-09:15	<ul style="list-style-type: none"> Recitation & Review of Day 1 		
(1Hour) 09:15-09:30 09:30-09:50 09:50-10:15	<ul style="list-style-type: none"> Learning Environment for ECE:- Introduction of Learning Environment? Creating Learning Corners "Goshay" The Daily Routine (Time Table for Early Childhood Education) 	<ul style="list-style-type: none"> Group work Group Presentations Dialogues 	Ms.Asma Tabbasum Ms.Rashida
(80 Minutes) 10:15-10:35 10:35-10:55 10:55-11:15 11:15-11:35	<p>Assessment:-</p> <ul style="list-style-type: none"> Introduction of Assessment Types of Assessment Assessment in Early Childhood Education/ Assessment of Young Children Child Assessment & Record Keeping 	<ul style="list-style-type: none"> Group work & Presentation Individual work 	Ms.Razia Mughal Ms.Huma Sikander
11:35-11:45	Tea Break		
11:45-12:00 12:00-12:15 12:15-12:30 12:20-12:40 12:40-12:50 12:50-1:00	<p>Guidelines for effective implementation of Quality ECE:-</p> <ul style="list-style-type: none"> Attribute of an ECE Teacher Key Competencies for ECE Teacher Early Childhood Development Early Childhood Development and Relationship Building Knowledge and Understanding of NCECE (Key Features) Conclusion Day 2 	<ul style="list-style-type: none"> Brainstorming Group work Discussion 	Ms.Shazina

CNN Visit to IDPs Camp Sawabi

On May 23, 2009 CNN team Mr. Samuel Joseph Hillson Haynor and Ms. Sana Nayyar visited ITA, Islamabad. Their main purpose of visit was to make a documentary for the IDP's Camp in Sawabi. So for this purpose ITA Team (Mr. Zafar & Ms. Joyce) along with CNN team visited the two main camps in Sawabi.

First of all we met Lt. Col. Muhammad Nisar Khan (Rtd), Program Coordinator from Pakistan Red Crescent Society. ITA team briefed him about what ITA will do in Shah Mansoor camp and introduced the CNN Team. Then Mr. Samuel took the interview of Lt. Col Muhammad Nisar Khan about the current IDPs status and condition. He gave a full description of activities going on in Shah Mansoor Camp and gave the permission to take interviews, photographs and make a video of these IDPs.

The CNN Team then visited the Primary School at this camp and took interview of Mr. Kamran Shareef (Managing Director, Muslim Hands International) who have established this school for IDPs. ITA team helped the CNN team to interview children and teachers at the camp school.

Then CNN team took interviews of the IDPs of Shah Mansoor Camp and Yar Hussain camp. He asked them about their feeling of living in camp and their journey to the camp. Most of the people wanted to go back to their homes and wanted to have peace in Sawat.

In the end, CNN team took the interview of ITA team. During the interview they asked about the work ITA is doing for IDPs of Sawat and Buner and their views about the military action in Sawat.

Annex IV

Medical Camp Activity for IDPs at Islamabad

The Medical camp activity for IDPs at G 7 Islamabad has been carried out on 14th May 2009. Limited stock of Medicines was also dispensed as per ailments appearing in the refugees of the camp because of the bitter conditions all round. It might be appropriate if I mention the general condition of the people populating these camps apolitically at this point. The major concern is the psychological trauma to literally every family member of the IDPs and they are among every age group as well (from 15 days to 70 years) During a discussion at the entrance of the camp comprising of 22 tents erected at the heart of a dumping site at G 7, few elders of the people suggested to us that it might be appropriate if the Doctor goes to individual tents as the radiant sun will not allow for an assembly of people outside the tents. The team ITA comprising of Dr Mukhtar-un Nabi, Waqas Hameed Bajwa and Rafaqat Shah, welcomed the idea and started the activity of general screening of people. I shall name the sick as per tent number from the Left hand side.

Tent # 1 Baby Roshni two year old suffering with fever since two days. The temperature within the tent was aggravating the condition. An adult Ruqqayya was also suffering with severe headache.

Tent # 2 the occupants were out of the tent because of heat.

Tent # 3 Baby Alishba was febrile and the pustular rash on baby Bushra's body was aggravating. An adult Nisar was also suffering with Pharyngitis.

Tent # 4 Wife of Fazal a diabetic and hypertensive was on interrupted treatment and could not name the medication she was on before displacement.

Tent # 5 Baby Ruqqayya and Shabana were suffering with diarrhea while another child Amir zeb was febrile.

Tent # 6 an adult A Raheem was suffering with aches and pains because of sleeping on the uneven ground at night

Tent # 7 Abidullah 6 and Talha 8 were suffering with Pharyngitis and fever.

Tent # 8 An 18 month old child Asif was in drastically dehydrated condition suffering with diarrhea and vomiting. It took us several attempts to make the father Mr Saif ur Rehman realize and hence replenish the electrolytes by helping the child drink the ORS. It should be kept in mind that rehydration of the child is not the only challenge for a person like him within the camp when he was there with other children among family members. And it is also needless to mention How Mr Saif reacted to us initially. There was another febrile child and weaker mother in this tent as well.

Tent # 9 Rehmat Gul's family was suffering with skin allergies and generalized body aches.

Tent # 10 Haji Kareem a hypertensive and on interrupted treatment. His wife suffering with Shortness of breath, His two sons suffering with skin allergies.

Tent # 11 I year old Saniya suffering with dehydration

Tent # 12 Occupants were out

Tent # 13 an adult was suffering with heartburn and gastric disorders.

Tent # 14 one year old Aliya a febrile child

Tent # 15 two male children with fungus scalp untreated since past and Shazia with aches and pains & an adult Gul Rahman with Allergies.

Tent # two old ladies with Aches and pains one with osteo arthritis, One 5 year old child Hazrat Bilal with history of transfusion of blood on monthly basis, possibly a thallessiemic. This child was on treatment as well which has been interrupted and needs care on emergency basis.

Tent # 17 A Child Abidullah with Shortness of breath and under hydration and child Hajra with Pharyngitis. There was an old lady with complications of hemorrhoids.

Tent # 18 All 5 children were sick Kulsoom was suffering with moderate Shortness of breath, Marwa and Riaz were under hydrated and two other children were febrile.

Tent # 19 Rehmat Ali a febrile 14 year old, Sher zameen a Hypertensive and the mother of children with hemi plegia with complications.

Tent # 20 A febrile girl Saadia.

Tent # 21 Bakht Mina a lady with moderate headache.

Tent # 22 Children with skin allergies.

There were about 50 people outside the tents at one shady place waiting for more tents and their turn to occupy these, and among these people Two Children Asma 5 year old and Rehana 15 days old were suffering with fever and under hydration. By the time we were back for medicines to be dispensed to them these people had moved, leaving few family members behind, who were handed over the medication including anti pyretic and ORT.

Later in the day it was intimated to the people living in this camp that the tents shall be moved to a cleaner and plainer place near the existing site, which was without a doubt relieving information for everyone. Another activist Dr Farzana Bari also was also visiting the camp and encouraged us.

The enthusiasts and activists from various organizations governmental or Non Governmental are playing their part in contributing in terms of services to IDPs , what is required at the moment is coordination and synergy to its full effect for the utmost relief bridged to IDPs as long as it is deemed necessary.

Dr Mukhtar-un Nabi

IDPs & Pakistan Challenges and Possible Action Areas ITA's Engagement in IDPs

May 15, 2009



Account Number for Support

Bank Name: Standard Chartered
Account Title: Idara-e-Taleem-o-Aagahi
Account # 01-5369428-01

Tax Exempt Number : I&E /84/236

PCP Certification Number : PCP- 2006/0102

ITA & IDPs Up-Date (Rawalpindi & Islamabad)

The recently launched much needed military operation has accelerated a huge migration of people to small districts of the province and other parts of the country. ITA initiated a survey for the track these IDPs, especially in Rawalpindi and Islamabad. Displacement of more than 1.5 million people has taken place and the numbers are growing. Majority of the people have shifted to districts Mardan, Nowshera, Peshawar, Charsadda, Swabi, Rawalpindi and Islamabad.

The government has established 11 camps in various parts of NWFP for people who migrated during the military operations but in Rawalpindi and Islamabad there is an overwhelming presence of IDPs in Host Communities (living with relatives/acquaintances) and sporadic camps in Islamabad (Tarnol, Noor Pur Shahan, Bara Kahau; Golra Sharif, Frash Town) with numbers swelling each day, but these have not received any formal official recognition by the government. The same situation is bound to occur in R'Pindi district as the numbers of IDPs continue to multiply

ITA is currently working with IDPs in both categories :

- a) IDPs with host communities
- b) IDPs in sporadic camps

ITA has undertaken a rapid assessment in the twin cities and also visited the " Palosa camp " outside the city of Charsadda with officials from the Dept of Education (EDO education). (Palosa has IDPs from FATA and Swat/Dir/Buner). The additional secretary education incharge of IDPs in the Dept of Education sought support for education, learning and skills for children youth and women from ITA.

ITA is in the following areas of work for IDPs

- Setting up multi-sectoral Drop in Centres in Rawalpindi for IDPs with host communities(Mazharabad has already begun)
- Supporting Learning & Healing centres in sporadic and declared camps beginning(Zero Point camp already begun)

ITA's support will be in critical common sense areas :

- Rapid assessment ensuring a child /gender/vulnerable-centred data with particular focus on protection and education (Child Rights Movement [CRM] has provided some guidelines already) - Rapid Assessment to help in identifying youth who can be mobilized for action .
- Education - Catch up /transition program for IDPs ; Early Learning Centre; Day Care for the little ones (Gup shup corners/ education profiling; multi-grade teaching; reading clubs)
- Safe Play Areas- Engaging youth IDPs to provide support and participate in their own healing as a result
- Protection: Looking out for cases and trends in : trafficking; adoption; early marriages; child labor (ragpicking, beggary, child domestic labor), girls'

huddled in camps without permission to exercise, communicate and engage in any healthy activity due to customary practices/fear.

- Emotional counseling and therapy
- Health Camps & support for primary health care, tertiary referrals; hygiene and health clubs
- Clean water for drinking, dehydration therapy
- Environmental awareness and action
- Skills and vocational activities (as per need) particularly for girls and women

INEE Guidelines to be Strictly followed in this work

Militants and Extremists ...Watch Out ...

The weaving in of the militants and resurfacing of the banned outfits under the garb of relief. This has happened before too in 2005 and this should not happen now.

They will mobilize youth with relief efforts and bid time. The timing is very strategic.. so watch out! There is a security risk as well so those of us working need to look out for these issues.

Schools as Camps.. A double edged sword

The use of schools is also a major challenge. What will happen after two months. How will schools be rehabilitated once IDPs leave. We are already struggling with atrocious indicators in education and this will ironically lead to further declines.

This is a very grim and sobering situation.

The above will undertaken through partnerships and alliances

Partnerships

The details are as under:

- Concerned Citizens of Pakistan who will support the above as volunteers, individuals and groups
- Government (provincial, district and federal)
- AIRRA
- Action Aid
- OXFAM
- UNILEVER
- SNPET
- ITA CEC UK (and expatriates)
- ITA CEC Aisha Foundation USA (and expatriates)
- Oxford University Press (OUP) Pakistan
- Child Rights Movement
- Green Star Marketing
- Doctors and medical support teams
- National and International and Organizations
- Disaster /Relief Cluster & Apex Bodies

Networking for Optimization :

ITA Islamabad plans to work with existing and new networks for IDPs at Islamabad and local levels to synergise with the best strategies and tackle

optimally with the huge number of IDPs coming from SWAT and NWFP in the twin cities and other area camps in NWFP.

Urgent Needs in Cash or Kind

Nutrition

- Energile
- Clean Water to drink
- High energy biscuits / dry nuts
- Milk in boxes
- Juices boxes disposable
- Food /meals at specific times to be sent for immediate consumption (Langars) with dignity
- Some have suggested yogourt and icecreams only if companies deliver to the sites .(addresses may be provided)

Other Items

- Bags for disposal of rubbish
- Rubbish bins..
- Coolers/containers for water
- Basic crockery and cutlery (8 per family)
- First Aid Kits .. (1 per 15 families in camps)

Furniture:

Plastic chairs and tables of different sizes

School in a box (ITA's own or UNICEF

Plastic mats

White boards and soft boards

Trunks with locks

Learning Materials

Functional libraries and reading clubs (ITA's own)

Taleemi Basta – Early childhood kits (ITA's own or TRCs)

Textbooks as per need

Stationary

Bags

Sports kits for indoor and outdoor and age specific

Clothes / Linen/shoes/chappals

Dresses As per need for different ages

Chaddars for women (they ran without them and feel very exposed)

Shoes/chappals

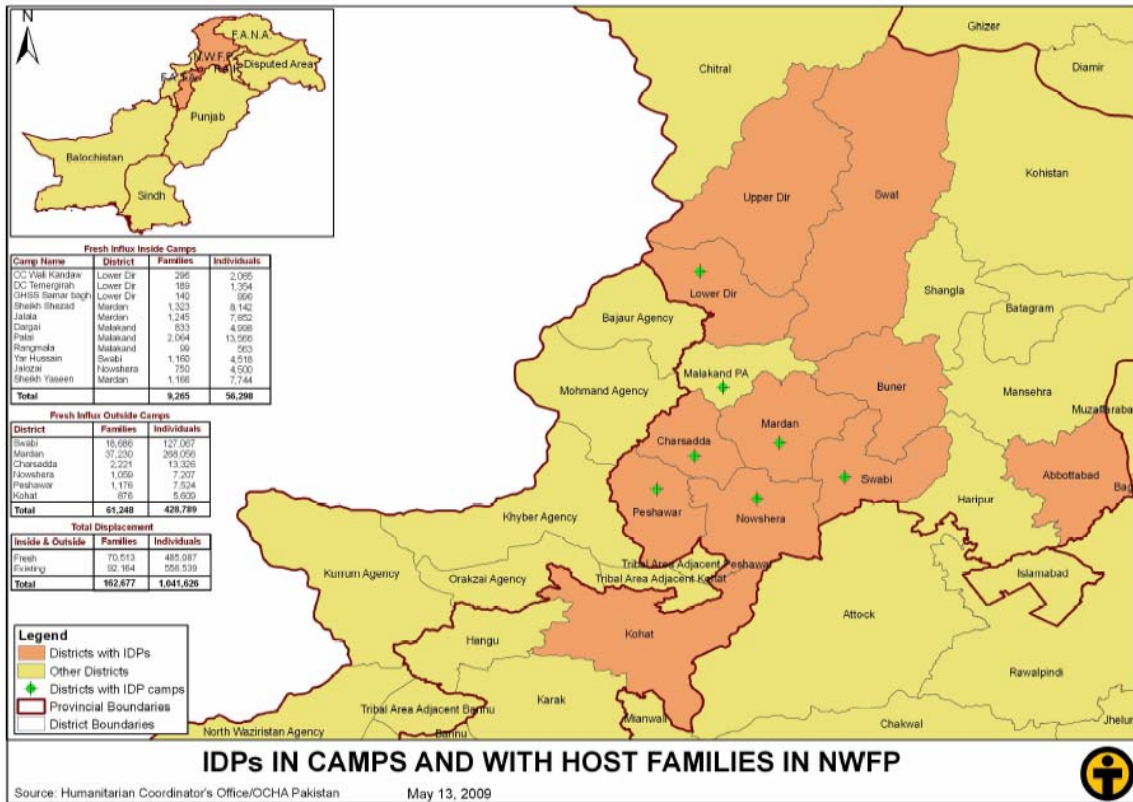
Sheets

Pillows

Towels

Initial Survey Report: May 11, 2009 (Now dated) Rawalpindi
(Based on different sources)

S No	Location of IDPs Identified	No of IDP Families	Children	Remarks
1	Kachi Abadi near sabzi mundi both sides	10	43	After the Survey
2	Mazrabad near Raja bazaar	60	350	ITA Survey continue (Media Reports)
3	DHK mangtal ,fouji colony	50	275	ITA Survey continue (Media Reports)
4	Safdra abad near Nala laye	15	75	Report by UC-Nazim
5	Kalyama abad near marble factories	8	20	Report by UC-Nzaim
6	Habeeb Colony (IJP Road)	45	200	Report by Community & CCBs
7	Bangsah colony ,khyaban-e-sirsyed	35	150	Report by Community & CCBs
8	Mehrabadi near G-11 ISL	25	100	Media Report
9	Baghirr syeddan Near golera station golera sharif ISL	50	200	Media Report
10	Sohan near faiza abad	14	50	Community Report
11	Tarnaoul sheray khrabooza	15	60	Media Report





Child Rights Movement
Press Release

Child Rights Movement of Pakistan Demands Protection for Children displaced because of the armed conflict in NWFP.

Child Rights Movement (CRM), a national coalition of NGOs, civil society and individuals, has expressed its profound concern on the situation of more than 500,000 internally displaced children in the camps and host communities and over the 'massive displacement' in conflict-ridden Swat, Dir Lower, Malakand and Buner districts of NWFP caused by the widening armed conflict between security forces and militants. Thousands of these very young children have journeyed on foot to find safety.

Child Rights Movement maintains that the majority of those worst affected are the children who have witnessed extreme violence; the trauma of which has affected them psychologically. When children are exposed to experiences beyond the normal boundaries of human experiences the psycho-social damage is greater than what is visible. These children are with or without their families compelled to live in camps and host communities. The camps pose security and health hazards and the children in the camps are exposed to extreme climate, without adequate security, food, clean drinking water, health & hygiene and education facilities. But other than these material needs children have non-material needs equally important to help heal the wounds of displacement and of violence.

Many of these children are unaccompanied and these children are the most vulnerable and are at risk to a host of issues if not addressed urgently. These children have an acute need for social and legal protection as relationships are the major source of their emotional comfort and separation can have a devastating psychological impact. Many of these children due to the turmoil could be invisibly assuming adult responsibilities of caregivers or child headed households.

Child Rights Movement demands that separation of children from their families should be discouraged through an urgent policy by the government. Organizations, which in particular are encouraging institutionalisation of children, should be banned from the camps and affected areas. Institutionalization of children results in further psychological distress to children and is not acceptable in view of the child's emotional, social, psychological and cognitive development thus has far reaching affects in adult hood. Promotion of family life and interaction reinforces a child's natural resilience.

It is also observed that the children in camps and outside the camps can be at a high risk of kidnapping, physical and sexual abuse and exploitation and drafted into militant groups; due to improper registration and security situation. There are no boundary walls in camps particularly around Yar Hussain and Jalala Camps. The lack of security in camps can make these children an easy prey for criminal elements. The risk of malaria

and respiratory infections is very high and already reporting of cases has been started. Therefore it is important that remedial measures should be taken to prevent outbreak of malaria, RIs or diarrhoea.

Keeping in view the alarming situation child protection in camps and host communities, the Child Rights Movement demands that the Government and the international community adequately address these protection concerns with a concrete plan. The international humanitarian organizations have not yet focused on the needs of these displaced children and there is an urgent need to ensure child sensitive planning is mainstreamed into all interventions.

Child Rights Movement acknowledges all the efforts being carried out by the Provincial Government, the international community and national organizations. However this is not sufficient to ensure the protection of children. Therefore the Child Rights Movement calls upon all the children mandated organisations to come and work in the camps and those areas where displaced people are housed. This emergency requires a collective effort by the government and the civil society to ensure this emergency does not result in a human tragedy and children are protected while their psychological, education and health needs are met adequately.

The CRM recommends to the government and all those involved in the humanitarian response to:

- All children (girls and boys) should be registered,
- All children (girls and boys) should have rehabilitation plans.
- The unaccompanied children (girls and boys) should be registered with ICRC Organizations
- Recruiting children for institutionalisation should be banned in the areas where IDPs are housed including the camps.
- Tracing family members by relevant and government mandated organizations should be the top priority.
- Vulnerable families should be supported through safety nets to adequately take care of their children.
- Photographs and personal data can be used of unaccompanied children to reunite them with their families and ICRC, UNICEF, and Save the Children can play a critical role in this regard.
- Child headed families should be registered, usually it is young girls; hence invisible and is a highly vulnerable group.
- Organizations attempting to work on unaccompanied/separated children MUST use the interagency guidelines on unaccompanied/separated children.
- The government agencies would not have the capacity in the midst of this major and unimaginably massive crisis therefore the role of humanitarian organizations is critical. Their interventions should ensure that children particularly those without family or parental care are protected and they are reunited with their families.

- Other than reunification prevention from family separation should be a key strategy to be used.
- Child friendly spaces should be established in the camps to ensure children's psychological and social rehabilitation starts immediately. Psychological counselling should be done with utmost care unless there is a plan to follow it through it should not be done.
- In host communities/households where schools are available, the government should instruct schools to allow these children. Government and other organizations can jointly start second shift if the number of children is too large to be accommodated. This strategy would also allow these children to continue education when schools close for summer vacation, hence reduce their vulnerability to psychological damage.
- The efforts should not limit to the camps only and serious consideration should be given to IDPs living in host communities as 80 percent of the IDPs are in host communities but the response is somehow focussed on the camps only.
