



# NOUR

## PEACE FOUNDATION

Vision and mission plan · 2025-2030



## Committee of recommendation

The Committee of recommendation consists of individuals who hold Nour in high regard. The members of this committee are involved, to varying

degrees, with the welfare of the Afghan people. They believe that quality education is the engine for sustainable change and peace in Afghanistan.



Professor Dr.  
Jan Pronk

- Former Minister for Development Cooperation and Minister of Housing, Spatial Planning and the Environment
- Professor of International Development at the Institute of Social Studies (The Hague)
- Special Representative of the UN Secretary-General in Sudan and Head of UNMIS (2004–2006)
- Author and speaker on international cooperation, peace, human rights, and social democracy



Dr.  
Victoria Fontan

- Vice president of the American University of Afghanistan
- Professor of peace and conflict studies



Mr.  
Cees Roels

- Former diplomat in Afghanistan, Pakistan, and India
- Deputy Ambassador to Afghanistan
- Political advisor on NATO military operations



Ms.  
Fahima Eisar

- Afghan education activist
- PhD candidate in economics



Dr.  
Amir Haidari

- Project coordinator for Afghan water management at Delft University of Technology
- Coordinator for capacity-building programs in collaboration with the International Organization for Migration (IOM) and the Dutch Ministry of Foreign Affairs



Dr.  
Kim Tsai

- Consultant
- Developer of educational projects
- Founder of People's Library
- Icon painter

## Supervisory Board

As an independent body with a supervisory function, the Supervisory Board ensures the quality and continuity of the Nour Peace Foundation in terms of

governance and organization. The board members share the conviction that high-quality education is the key to lasting change and peace in Afghanistan.



Ms.  
Gerbrich van der Meer MA

- Chair of the Frisian Language and Culture Syllabus Committee CVTE
- Senior education consultant
- Musician
- Journalist



Ms.  
Muzhgan Mehr MA

- Former assistant to the Dutch ambassador in Afghanistan
- Linguist
- Pedagogue



Mr.  
David Hulleman MA

- IT specialist
- Humanitarian worker for Afghans
- Chair of Meesam Foundation
- Expert in war and peace issues

## Executive director

The executive team is responsible for the daily management of the foundation and focuses on the long-term development and progress of Nour's initiatives.



Mr.  
Arian Nasiri MSc

- Consultant
- Advisor at Boustan Sabz
- Former coo
- Former senior advisor at the Resolute Support Mission (RSM), a NATO advisory and assistance program, implemented at the Afghan Ministries of Defense and Interior



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## Be the light

Do not pretend to know the truth,  
practice the truth.

Do not pretend to be the light,  
be the light.

Do not lose yourself in dry theological disputes,  
be a flame that enlightens the hearts of people.  
Let your religion not be an obstacle,  
let it be a bridge to understanding and love.

Success in this life  
lies not in wealth or power,  
but in the purity of your heart  
and the peace you spread.

Live in harmony with all beings,  
be a source of joy and peace.  
Let your life be a hymn  
to the infinite wisdom and love of God.

*Mohamed Jalal ad-Din Balkhi Rumi, Afghan  
philosopher, poet, and Sufi mystic (1207-1273)*



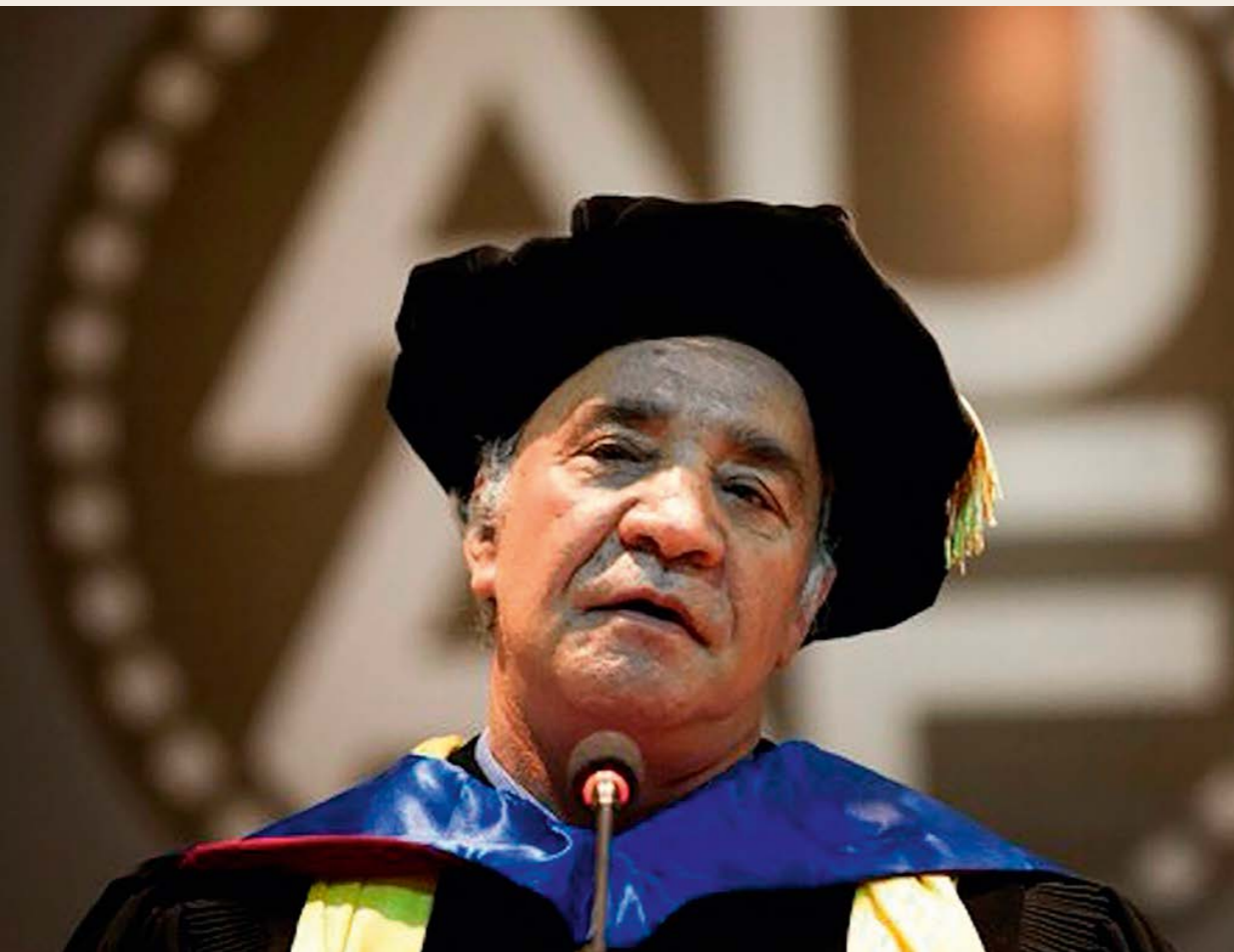
### Meaning of Nour

Nour means 'light' in Persian and Arabic and is a common name for both men and women.

Inspired by Rumi's poem 'Be the Light', Nour Peace Foundation aims to be a beacon of hope and change for the global Afghan community and to offer them perspectives to follow the path of peace through education and training.

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*Prof. Dr. Sharif Fayeze (1946-2019), minister of education (2001-2004), academic and poet.<sup>2</sup>*

## **Nour Peace Foundation, a tribute to Prof. Dr. Sharif Fayeze (1946-2019)**

### *Foreword*

The sudden passing of Sharif Fayeze was a blow to the Afghan community. The ideas of this extraordinary Afghan scholar offered a vision of a world where justice is served to all the inhabitants of Afghanistan. His articles on the importance of education and culture for national development, and on peace and integrity, continue to be a great source of inspiration for the international Afghan community.

Sharif Fayeze spent much of his life in the United States (US) as a political refugee. After the US invasion of Afghanistan and the dismantling of the Taliban, Sharif Fayeze was appointed Minister of Higher Education in 2001 during the Afghan conference at Petersberg near Bonn.

Providing education and training became his great mission. He knew that social justice, tolerance and economic development are the most important ingredients for peace and quiet and understood better than anyone that these can only be obtained through education and training. With boundless dedication, as minister he succeeded in breathing new life into an education system that had been paralyzed by years of war and in which personal, intellectual and academic freedom had been lost. Under his administration, five universities in Afghanistan were founded.



*Prof. Dr. Sharif Fayeze consults with his students in the library of the American University of Afghanistan (AUAF).<sup>3</sup>*

After his tenure as minister, Sharif Fayeze founded the American University of Afghanistan (AUAF) in 2004. For two years, he would be rector magnificus of this private institution, which is inspired by the American educational

*\* The AUAF currently  
operates only online due  
to the current situation*

system. As Emeritus President, he worked to reform higher education policies and improve the safety and autonomy of the AUAF\*. Until his death in 2019, he continued to teach at the university.

The scholar emphasized the significance of language and culture in fostering the linguistic and cultural awareness of a community and pointed to the impressive wealth of Afghanistan's cultural heritage. He wrote numerous articles on Afghan literature, poetry, and culture. Additionally, he translated texts by the great Persian philosopher Rumi into English and even wrote poetry, deeply rooted in the Persian literary tradition.

Nour Peace Foundation is grateful to Sharif Fayeze for what he has meant to the Afghan community. The foundation wants to follow in his footsteps and carefully shape his still current and relevant mission.

Arian Nasiri, executive director Nour

#### **Prof. Dr. Sharif Fayeze on the Afghan education system**

In 2008, Prof. Dr. Sharif Fayeze was interviewed by Arian Nasiri about the modernization of education in Afghanistan. At that time, Sharif Fayeze was the Rector Magnificus of the American University of Afghanistan (AUAF). In the interview, he discusses the challenges and opportunities he sees for the Afghan education system. The full interview can be found at <https://nourpeace.org/fayeze>.



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## Autumn in Kabul

In Kabul, when autumn arrives,  
it is not only the leaves that fall,  
but also hope.

As abandoned as the branches,  
our dreams remain behind,  
defeated by the winter that follows.

Autumn in Kabul brings a silence,  
the stillness of deserted streets,  
where echoes of past joy,  
are but whispers under the moon.

*Sharif Fayeze*



*Students at the American University of Afghanistan at a time when the university was still physically accessible. <sup>5</sup>*

*Education and learning: the key to  
a better future for Afghanistan*

## 1 Introduction

The Afghan community, in these uncertain times, needs hope and perspective more than ever. Inspired by Sharif Fayez and the many efforts for peace and harmony throughout the ages, the board of Nour Peace Foundation (hereafter Nour) presents its mission with great urgency: to create conditions for sustainable peace and prosperity for the Afghan community where everyone has the opportunity to fully develop, regardless of background, gender or social status. Nour believes that young people in Afghanistan are the key to change and innovation. They carry the future within them and deserve the resources and opportunities to actively shape it.

The mission is rooted in the conviction that education and training, with young people in the leading role, form the basis for a better future.

Given the current situation in Afghanistan, Nour focuses on e-learning. This is a powerful tool to make education accessible to as many people as possible – and especially young people – even in the most remote and unsafe areas.

Nour considers itself as a catalyst for positive change and underlines the importance of international cooperation to offer the Afghan community a prospect of a better future. In this document, Nour shares her vision, goals and strategies to achieve this ambition. You are warmly invited to contribute financially to this important initiative and provide the much-needed perspective to people in Afghanistan and the diaspora.



Children on the streets of Kabul, November 1961. <sup>6</sup>

*Nour offers an alternative path to peace*

## 2 Vision and mission

### 2.1 Vision

Nour envisions a future in which Afghanistan is a peaceful and open society. Through education for young people, Nour aims to offer each individual the opportunity to reach their full potential.

Nour believes that by doing so, the community can grow, that there will be appreciation for a shared history and that sustainable progress will be made.

### 2.2 Mission

Nour's mission is to provide Afghans with a foundation for peace and progress through education.





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*Nour strives for equal opportunities  
and rights for all individuals*

### 3 The six core values

The six core values of Nour form the foundation of the organization and reflect the essence of its mission and vision:

*1 · Solidarity:* Solidarity is the foundation of community building and social cohesion. Solidarity implies looking out for each other and having an eye and ear for those who are most vulnerable in a society. Nour stimulates cooperation and mutual support within the Afghan community and beyond.

*2 · Freedom of expression:* Nour believes in the importance of free speech as an essential pillar of a democratic society. Promoting and protecting freedom of expression enables individuals to express themselves, share ideas, and engage in social discourse without fear of oppression or censorship.

*3 · Equality:* Nour strives for equal opportunities and rights for all individuals, regardless of their gender, ethnicity, religion, sexual orientation, or socio-economic background. By promoting equality, Nour aims to create an open society in which everyone feels respected and valued.

*4 · Responsibility:* As an organization, Nour recognizes its responsibility toward society and the world around it. This includes making responsible decisions, fulfilling promises, and striving for positive change at local, national, and global levels.

*5 · Reliability:* Nour aims to be reliable in all its relationships, both internally and externally. By striving for consistency, transparency, and honesty, Nour seeks to earn and maintain the trust of its stakeholders.

*6 · Integrity:* Acting with integrity means consistency between the values, principles, and actions of the organization. Nour strives for integrity in all its activities, adhering to its mission without compromising on its core values. Acting with integrity also involves acknowledging and correcting mistakes when necessary and being open to learning and growing as an organization.

# DRON

*Nour believes that uncovering a shared history helps future generations connect with each other*

## 4 Afghanistan in crisis

Political instability is a major obstacle to the development and modernization of Afghanistan. Additionally, tribal structures and infrastructure problems are critical bottlenecks. Afghanistan's history and geography have contributed to a tribal structure of the society, consisting of small, isolated communities that maintain their own languages, laws, leaders, customs, and traditions.

The ongoing instability has led to a lack of proper connections between villages and cities, which perpetuates the tribal structure. This status quo prevents the formation of a national identity, unity, and mutual connection among the population. In other words, it makes the Afghan community feel disunited.

The lack of a national identity, combined with decades of war, unstable policies, and poor infrastructure, has resulted in social disruption on multiple fronts:

### *1 Refugee crisis*

Nearly one-fifth of Afghanistan's original population, about seven million people, are now refugees in the diaspora. For many, this means the loss of home, family, friends, and social ties. Maintaining contact with the

home front is often risky due to ongoing conflicts and instability.

### *2 Poor infrastructure*

The lack of roads hinders communication between communities and directly impacts education and healthcare, both of which lack essential infrastructure. In villages, there is no comprehensive and coordinated education system, limiting development opportunities compared to the cities.

### *3 Ethnic division*

The lack of infrastructure has led to an absence of cohesion between different communities and ethnic groups. Historical wounds and current issues breed distrust and division, preventing peaceful coexistence. Religion is often misused to sow division, causing further complications in the already fragile social structure of the country.

### *4 Illiteracy*

The poor infrastructure has also led to the majority of the Afghan population having little or no access to good education, which results in a limited level of education.

### 5 Religious fundamentalism

In Afghanistan, the vast majority of the population belongs to the Sunnis. Within this movement, there are four major schools of law that recognize and respect each other despite their differences. The oldest and by far the largest school of law in Afghanistan is the Hanafi school. This is known for its open, pragmatic, flexible and context-sensitive approach to Islamic law. Although the current government formally bases itself on this school of law, in practice it uses a combination of its own ideological and political convictions, combined with a strongly fundamentalist and conservative interpretation of Islam. This is based on a radical form of Deobandism and Salafism, both of which originated outside Afghanistan. The original Hanafi ideology, in which nuance, reasonableness and the pursuit of harmony are held in high regard, is seriously distorted by this.

### 6 Gender inequality

Under the current regime, a new generation of boys and girls are growing up with the idea that women are subordinate to men. This idea is taught, among other things, in conservative Deobandist madrassahs where, in 2023, some 350,000 children and 100,000 teachers were enrolled. These religious schools, which are supported by the government, are anti-Western and promote fundamentalist ideas. In these schools, the original Hanafi values are ruth-

lessly dismissed and gender inequality is normalized. This development not only perpetuates gender inequality, but also hinders social and economic progress by undermining the potential and contributions of women. It is of great importance that efforts are made to address this great injustice, including through education and training.

### 7 Youth in the diaspora

Among the seven million refugees in the diaspora, there is an extremely vulnerable group of children and young people, especially in Iran and Pakistan. This group is often forced to survive by performing child labour and usually has no access to education. Even when families are forcibly sent back to Afghanistan, these children and young people often end up in radical madrassas because regular schools are inaccessible or unsafe if they do not align with the strict ideology of the government.

### 8 Loss of bond and trust

The instability of the past decades has caused immeasurable damage to the well-being of Afghanistan's people and the country's rich cultural heritage. Monuments, archives, museum objects and libraries have been lost, while customs, traditions, stories and rituals are increasingly being forgotten. This makes it difficult to connect with each other and with the shared past. If no proactive action is taken to stop the brain drain

and preserve Afghanistan's cultural heritage, there is a risk of losing not only valuable knowledge, but also part of the soul of the nation.

It is a collective responsibility to strive to preserve Afghanistan's cultural heritage and its associated identity, so that future generations can also connect with it. The challenge is to create space for research into the shared past and to think and learn about what connects Afghans to each other. This is essential for the restoration of mutual trust, solidarity and cooperation.



When the Taliban took control of Afghanistan in 2021, they forced female students to wear black, covering clothing. In protest, Dr. Bahar Jalali, a professor at the American University of Afghanistan, decided to post this photo of herself in traditional festive attire. Her hashtag #DoNotTouchMyClothes led to a remarkable response. Afghan women around the world shared photos of themselves in festive traditional clothing.<sup>8</sup>



*Nour rejects all forms of discrimination based on gender, religion, belief, political conviction, or race*

## 5 The importance of education

Afghanistan faces enormous challenges in the education sector. Unequal access to quality education, ethnic divisions, and limited opportunities for women are some of the factors hindering the country's development. Nour believes that education is the key to restoring this traumatized nation. This chapter explores the role of education as a crucial tool for change in Afghanistan, and highlights how digital solutions and collaborations with institutions like the American University of Afghanistan can contribute to a more just and inclusive society.

### 5.1 Digital solutions for poor infrastructure

The poor road network in the country obstructs communication between communities and directly impacts access to schools. In many remote villages, regular schooling is barely possible due to the great distance to the nearest school. This results in significant inequality between urban and rural education. Digital solutions, such as e-learning, can bridge this gap and provide broader access to education, even in isolated areas.

### 5.2 Education as a means to overcome ethnic division

The ethnic diversity of Afghan society, combined with poor infrastructure, has led to division and a lack of

national cohesion. Education can play a key role by promoting unity and educating young people to respect each other's cultures. An integrated education system focused on inclusion and cooperation can contribute to a peaceful society in which ethnic differences are bridged.

### 5.3 Education for gender equality

The unequal treatment of women, compounded by the current political situation, restricts girls' access to education. This results in an entire generation growing up with the belief that women are inferior to men, severely restricting the social and economic progress of the country. Education is a powerful tool to address this inequality and strengthen the role of women in society.

### 5.4 The fight against illiteracy: education as a priority

The lack of access to education has led to one of the highest illiteracy rates in the world, which is a major obstacle to Afghanistan's social and economic development. By focusing on increasing literacy through digital learning methods, Nour aims to contribute to a better-educated, self-aware, and resilient population capable of contributing to the development and modernization of Afghanistan.



Kite flying, or 'gudiparan bazi', is a beloved Afghan tradition full of excitement and fun. Participants compete in pairs to fly the highest kite. In the event of entanglement, the one whose cutting wire, the 'tar', cuts the other wins. After losing the match, a new round begins: the fallen kite is caught running with a 'Charkhi' stick. This kite, symbol of a child's happiness, is the logo of Nour Peace Foundation.<sup>10</sup>

### 5.5 Poor connection with higher education

Not only the lack of access to education, but also the lack of correct and professional education in the mother tongue seriously hampers the development of students. At the age of seven, students start primary school. After six years, boys move on to secondary school, while girls are then required by the government to drop out.

Secondary school has a lower level (grades 7-9) and an upper level (grades 10-12) and is only accessible to boys. Because students are insufficiently prepared for the demands of modern knowledge and technology after completing the twelfth grade, they face major challenges in finding their way in higher education or on the labour market. Mathematics, physics, chemistry and biology are essential for scientific and technological progress, but are currently not adequately taught.

It is therefore essential to invest in improving the level of education through digital learning programmes that are accessible to both boys and girls. This will enable future generations to develop the skills needed to build and modernise their countries.

### 5.6 Collaboration with the American University of Afghanistan

The American University of Afghanistan (AUAF) currently offers online education and is an important partner for Nour in digital learning. To expand Afghan students' future prospects, Nour focuses on developing a curriculum with a coherent learning path that ensures students can transition to AUAF. At the same time, Nour is developing a methodology that aligns with the quality guidelines of UNHCR and international education standards, enabling students to also tran-

sition to other online courses offered by international educational institutions.

### 5.7 Education for Afghans in the diaspora

For Afghans living as refugees abroad, the loss of their homeland often means the loss of access to education. Many children and young people in the diaspora do not receive consistent schooling, which limits their future prospects. Nour's digital education programs, which aim to facilitate both Afghan youth inside and outside of Afghanistan, are essential in offering opportunities to this lost generation and enabling them to contribute to the reconstruction of their country.

### 5.8 Preserving cultural heritage through education

Much of Afghanistan's cultural and historical heritage has been lost or destroyed through ongoing wars and the accompanying brain drain. Education plays a critical role in preserving the country's history, languages, and traditions. A collective sense of identity can be strengthened by developing educational programs in English, Dari and Pashtu; programs that focus on Afghanistan's cultural heritage and rich history, and that revitalize historical and cultural narratives.

### 5.9 Building bridges through education

Nour aims to increase knowledge about Afghan culture and its various subcultures through education. This knowledge promotes understanding and connection

between different ethnic groups such as the Hazara, Tajik, Pashtun, Uzbek, and smaller ethnic groups like the Nuristani, Pashai, and Kyrgyz.

### 5.10 Reconciliation and collaboration

Nour rejects any form of discrimination based on gender, religion, belief, political opinion or race. Based on the six core values, the foundation stimulates cooperation between different religious movements through educational programs and lesson content that structurally counter radicalization and offer space for debate and looking after each other. These programs are based on the peace tradition of Islam, which shows affinity with progressive movements and strives for equality, promotion of solidarity and combating poverty.



The 1960s. On the way from Kabul to Peshawar, Pakistan.<sup>11</sup>

*Nour promotes self-esteem, cultural preservation,  
and social cohesion through education*

## 6 Strategy

Nour aims to become an impactful organization in the field of education and schooling over the next five years, with a strong focus on digital and accessible learning solutions. The focus is on supporting the Afghan youth in the homeland and the diaspora through various innovative educational programs. The plan includes the following key steps:

### 6.1 Building and positioning

Nour is building a robust infrastructure based on a clear vision. Crucial conditions are:

#### 6.1.1 Generating support

Nour strives to gain broad support from international politicians, scholars, development organizations, and other stakeholders. This cooperation is essential for Nour to strengthen and legitimize its educational platform.

#### 6.1.2 Effective online and offline presence via the Nour application

A well-developed and secure digital learning space is crucial for the success of Nour's mission. Nour is developing its own Learning Management System (LMS) inspired by Canvas. Canvas is currently used as an LMS



Afghanistan surrounded by its neighboring countries Iran, Pakistan, Turkmenistan, and Tajikistan.<sup>12</sup>

at the American University of Afghanistan. The system offers a modern interface and various tools that create an optimal working environment for students, teachers, and other stakeholders.

Canvas offers special apps for students, teachers, and

parents, ensuring everyone has access to course materials anytime and anywhere. Teachers can develop personalized lessons and share them, for example, through assignments or modules. Students can easily upload and download materials and communicate with their teachers via chat rooms. Canvas also integrates with other tools and applications, such as G Suite, Microsoft Teams, and Adobe, making it a central learning platform. With a similar learning management system, Nour wants to support students, parents and teachers. An instruction program helps the target group to navigate effectively within the learning management system.

### 6.1.3 Financial stability

Nour forms a fundraising team obtaining grants and donations, and raising funds through crowdfunding (see also 7.3). These financial resources are essential for developing and maintaining the online infrastructure and producing educational materials.

### 6.1.4 Positioning

Nour focuses on independence, cultural preservation, and social cohesion through education in order to achieve sustainable peace. The key priorities are:

#### 1 Literacy

Setting up safe learning environments, basic programs, and digital emergency solutions for both children and adults.

#### 2 Gender Equality

Developing programs aimed at the empowerment of youth.

#### 3 Ethnic and Religious Cooperation

Promoting unity through educational programs that encourage cooperation.

#### 4 Cultural Heritage

Integrating local history and culture into curricula.

#### 5 Peace Education

Promoting peace education and healthy norms to counter radicalization.

### 6.1.5 Think tank

Nour establishes a multidisciplinary think tank to develop innovative digital education methods. Together with partners such as the American University of Afghanistan, the think tank works on:

#### 1 Curriculum Development

Creating relevant programs that promote gender equality and diversity.

#### 2 Educational Innovations

Exploring mobile and digital learning methods for hard-to-reach and illiterate communities.

#### 3 Teacher Training

Developing digital training programs for teachers focused on modern teaching techniques.



Every child has the right to develop.<sup>13</sup>

#### 4 Monitoring

Monitoring the implementation and effectiveness of digital education systems.

### 6.1.6 Discussion partner for policymakers

Nour's think tank provides policy advice to European policymakers to develop context-specific and relevant policy strategies for education in Afghanistan.

### 6.1.7 Education in Iran and Pakistan

In addition to digital education for children and young people in Afghanistan, Nour also focuses on young Afghan refugees in Iran and Pakistan. This group, who

may return to Afghanistan in the future, also urgently needs education. Nour aims to provide this vulnerable target group with access to digital education programs by providing them with learning materials and the necessary technology.



Girls on their way to school. <sup>14</sup>

*Nour believes in a humane, non-violent,  
and respectful approach*

## 7 Organizational structure of Nour

Nour is currently in a phase of growth and development. Gradually, the organizational structure is being expanded to support the increasing focus on schooling and education. The development of new projects requires not only an expansion of capacity but also a strengthening of the financial base.

### 7.1 Functions within the organization

The organizational structure includes the following functions:

#### *Director*

The director is responsible for overall policy, strategic direction, and coordination between departments. The director plays a crucial role in promoting educational initiatives and ensuring the mission of the organization is upheld.

#### *Education specialists*

These professionals develop and implement digital education programs focused on peace education. They collaborate with institutions such as the American University of Afghanistan and educators to create curricula that promote the organization's values.

#### *Project managers*

Project managers oversee specific projects within the education domain. They coordinate activities, monitor progress, and ensure that project objectives in the areas of schooling and education are successfully achieved.

#### *IT developers*

IT developers support the technical infrastructure of educational programs and digital learning resources. They ensure a user-friendly and secure online learning environment.

#### *Secretariat*

The secretariat is responsible for daily operational tasks such as agenda management and communication. The secretariat serves as the link between internal teams and external partners, focusing on facilitating educational initiatives.

#### *Financial team*

The financial team manages finances, including budgeting and reporting. This team ensures that sufficient resources are available for schooling and education projects.

#### *Communication and fundraising*

The Communication and fundraising department focuses on raising financial support for educational initiatives. This team develops targeted strategies and maintains relationships with donors and partners who support Nour's mission.

#### *Website/Application administrator*

The website/application administrator manages and maintains the website, with a focus on educational content. They ensure an optimal user experience, providing access to resources and information relevant to schooling and education.

#### **7.2 Initial funding**

Initial funding is required for the launch of the project to set up the infrastructure, develop the website, and cover the first salaries.

#### **7.3 Operational expenses**

Operational costs include salaries, rent, and website maintenance. These expenses form the foundation for the operation of Nour's education and schooling program.

#### **7.4 Key funding sources**

The primary funding sources are:

- 1 · Grants and scholarships from organizations dedicated to education and cultural heritage
- 2 · Private donations from individuals and organizations interested in educational initiatives
- 3 · Financial support from socially responsible companies
- 4 · Government funding for education and cultural projects
- 5 · Crowdfunding
- 6 · Donations via the website [nourpeacefoundation.org](http://nourpeacefoundation.org)

#### **7.5 Financial management**

A financial manager/team will be appointed to manage all financial transactions and provide accountability for the financial activities.

#### **7.6 Budget management**

Nour implements a financial management system to track expenses, monitor budgets, and ensure transparency. Detailed budgets will be developed to monitor income and expenditures, optimize resources and ensure maximum impact on the educational program.

#### **7.7 Oversight of expenditures**

To maintain trust, Nour places a high value on transparent documentation and regular reporting of financial activities to donors, partners, and governing bodies.

#### **7.8 Long-term strategy**

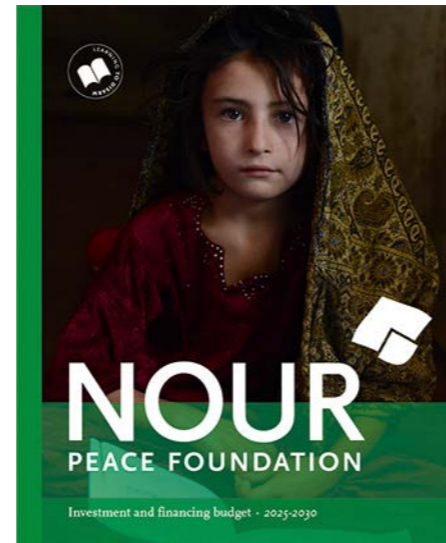
In the next five years, Nour aims for sustainable impact by expanding the network. This includes:

##### **7.8.1 Diversification of income**

Actively seeking diverse funding sources to reduce reliance.

##### **7.8.2 Partnerships**

Building long-term partnerships with donors and organizations that support education and schooling.



## 8 Investment and financing budget

Nour aims to develop an e-learning program for Afghan youth starting from grade 6 over the next five years. Due to the uncertain situation in Afghanistan, traditional education is difficult to access for this group. This lack of a continuous learning pathway significantly limits the future prospects of Afghan youth. The online education program offers them the opportunity to fully develop and progress to certified further education. In the long term, Nour aims to expand and adapt the program to European educational standards.

The investment and financing budget, which can be accessed via [www.nourpeacefoundation.org](http://www.nourpeacefoundation.org), takes into account the following key elements:

- 1 *Curriculum development and teaching materials*  
Goal: To develop a continuous learning pathway (grade 6 (preparatory year) - 12) within a digital learning environment, including tailored teaching materials.
- 2 *Technology and infrastructure*  
Goal: To develop a robust online platform for e-learning that is scalable and meets the needs of the target group.

- 3 *Admission program for the basic curriculum*  
Goal: To offer an admission program via e-learning for students who do not meet the entry requirements directly, allowing them to transition into the regular curriculum.
- 4 *Nour academy: teacher training and support*  
Goal: To offer digital guides and training programs for teachers to support their teaching in the e-learning environment.
- 5 *Marketing and awareness campaigns*  
Goal: To increase awareness of the e-learning program within the target group through targeted marketing campaigns and information dissemination.
- 6 *Monitoring and evaluation*  
Goal: To monitor and evaluate the progress and impact of the program annually, with the aim of continuously improving the content and implementation.
- 7 *Administrative and operational costs*  
Goal: To facilitate salaries for the core team and operational costs.

*Nour believes that gender equality is beneficial for everyone*



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#### 8 Facilitating target group

Goal: To ensure that students have access to the necessary resources and technology to participate in the program, regardless of their location or situation.

#### 9 Volunteer contributions

Goal: To train and support volunteers who contribute to the success of the program, with a focus on capacity building and support.

#### 10 Contingency fund

Goal: To establish a contingency fund for unforeseen expenses, ensuring that the program can flexibly address unexpected challenges.

#### 11 Total cost budget

Goal: To maintain an overview of the total funding required for the program over the next five years, including the costs per component and the necessary investments.

## 9 Risks and mitigation

In the development of an online education platform, Nour faces various challenges arising from the political, economic, and cultural conditions in Afghanistan and neighboring countries. A careful risk assessment and effective mitigation strategies are essential to ensuring the progress and impact of the project. This plan outlines the key risks and the associated strategies to mitigate them.

### 9.1 Politics and security

Risk

- Political instability and security issues may disrupt the project, especially in conflict zones and remote regions.

Mitigation

- *Collaboration with local partners*  
Nour is planning to work closely with NGOs and other organizations to quickly respond if the safety of teachers and students is at risk.
- *E-learning*  
Through the platform, students will be able to study learn remotely, allowing education to continue in unsafe areas.

- *Offices in neighboring countries*

Nour sets up offices in neighboring countries for Afghan educators in exile to ensure continuity of the project.

### 9.2 Financial

Risk

- Insufficient funding may cause delays or jeopardize the execution of critical project components such as free internet and digital learning tools.

Mitigation

- *Diversification of funding sources*  
Nour is planning to seek funding through grants, donations, and corporate partnerships to diversify risk.
- *Budget monitoring*  
The budget will be carefully managed so that timely action can be taken if financial shortages occur.
- *Negotiations with internet and technology companies*  
Nour makes agreements for sponsored internet packages and devices.

### 9.3 Technology

#### Risk

- Limited internet access in some areas could hinder access to the platform.

#### Mitigation

- *Offline accessibility*  
Lessons will be available for offline download, allowing students to continue learning without an internet connection.
- *Optimization for low bandwidth*  
The platform is optimized for use in areas with limited internet access.
- *Backup infrastructure*  
Nour will provide a robust infrastructure and technical support.

### 9.4 Language and culture

#### Risk

- Resistance to online education due to cultural sensitivities or aversion to technology.

#### Mitigation

- *Culturally sensitive curriculum*  
The curriculum will be tailored to the local culture while supporting Nour's core values.
- *Collaboration with local communities*  
Nour will work with local representatives to increase acceptance.

### 9.5 Learning content

#### Risk

- Unwanted or incorrect information can creep unnoticed into the teaching material, such as stereotypes, discrimination or enemy images.

#### Mitigation

- *External evaluations*  
An independent, expert committee evaluates the teaching material using clear criteria.

### 9.6 Teaching staff

#### Risk

- A lack of experience with online education could affect the quality of teaching.

#### Mitigation

- *Training and support*  
Providing intensive training and ongoing support for teachers.
- *Technical helpdesk*  
The helpdesk will offer assistance with technical and pedagogical issues.
- *Experienced teachers*  
Experienced teachers will play an active role in the development of the training programs.

### 9.7 Volunteers

#### Risk

- Uncertainty about volunteer availability may lead to staff shortages.

#### Mitigation

- *Volunteer recruitment strategy*  
Nour will develop a clear recruitment strategy and provides training to ensure long-term engagement.
- *Flexible volunteer models*  
Nour will leverage adaptable technologies such as mobile apps or other collaboration tools to better deploy volunteers.
- *Volunteer support*  
Volunteers will have access to the internet and necessary equipment.

### 9.8 Free internet

#### Risk

- Collaboration with internet providers may fail, or inconsistencies in internet access may occur.

#### Mitigation

- *Long-term contracts*  
Nour will enter into contracts with reliable internet providers and collaborates with multiple partners to reduce dependence.
- *Access monitoring*  
Nour will conduct regular evaluations of internet access to enable timely adjustments.

### 9.9 Technological accessibility

#### Risk

- Internet in Afghanistan is unreliable due to weak and inconsistent connections. Limited access to devices may restrict users' access to the platform in Afghanistan.

#### Mitigation

- *Low-bandwidth platform*  
The platform will be optimized for areas with limited internet access and offers offline options.
- *Use of content delivery networks (CDN)*  
Nour will use multiple server locations for enhanced reliability.
- *Free internet for students*  
Collaboration with internet providers in Afghanistan will ensure free internet access for enrolled students.

### 9.10 Monitoring and evaluation

#### Risk

- Insufficient accurate data could hinder the evaluation of the project.

#### Mitigation

- *Advanced data analysis*  
Nour uses various tools to monitor progress and platform usage.
- *Measurable goals and feedback*  
Regular online feedback from teachers, parents, and students will ensure continuous evaluation and improvement.



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· External evaluations  
Independent evaluations assess the effectiveness of the program.

**9.11 Conclusion**  
This risk and mitigation plan ensures that both operational and technological challenges are addressed. Access to the education program is guaranteed for all students, regardless of their location or technical limitations.

### 10 Conclusion

In this vision and mission plan you have read that Afghanistan is in crisis on several fronts and that Nour wants to offer the Afghan community a new perspective through education and digital education. The foundation focuses on education for young people, since the current education system barely functions and alternatives do not make a constructive contribution to the development of the country. Think for example of the madrassas, where radical ideas are spread that especially girls and critical young people suffer greatly from.

An inspiring example for Nour is Sharif Fayeze. Like countless human rights activists and peace movements worldwide, he committed himself to sustainable peace. You read how Fayeze managed to breathe new life into a collapsed education system within five years at the beginning of this century as Minister of Higher Education. According to him, social justice, tolerance and economic development are essential for peace and quiet - and can only be achieved through education and training. Under his leadership, men and women were given every freedom to develop themselves, with plenty of room for personal, intellectual and academic development.

With great admiration and full of conviction, Nour follows in the footsteps of this inspiring reformer with this vision and mission plan. She strives for international cooperation and financial support. The foundation is convinced that there is hope for better times for the Afghan community, provided that this path is walked together.

Come to the field of life, where the world is green  
and the sun always shines with its golden rays.  
Let your heart dance to the rhythm of the wind,  
and feel the joy of being, that never fades.

Why would you fight, why would you hate?  
In this beautiful life, there is so much to embrace.  
Let your worries melt like dew in the morning sun,  
and let love guide you, every step of the way.

Where aggression reigns, peace cannot be found,  
only darkness that blinds the soul.  
Let us strive together for harmony and understanding,  
and fill the world with love, without any loss.

Let us cherish life, embrace every moment,  
and praise the beauty of existence in all its forms.  
For in the heart of every soul is a desire for peace,  
and it is through love that we will tread the path of joy.

*Mohamed Jalal ad-Din Balkhi Rumi, Afghan  
philosopher, poet, and Sufi mystic (1207-1273)*

*Nour aims to be an alternative; a peace  
initiative that paves the way to a  
new Afghanistan through education.*

## 11 Summary

### 11.1 Introduction

Nour was established to promote sustainable peace and progress through education and training. Inspired by the ideas of Prof. Dr. Sharif Fayez, Nour envisions a society where every individual has the opportunity to reach their full potential. In the current situation, where political instability, inequality and a refugee crisis are ravaging Afghanistan, Nour sees youth education as the key to social cohesion and economic development. Through digital education methods, Nour targets Afghan youth both at home and in the diaspora.

### 11.2 Vision and mission

Nour dreams of a peaceful Afghanistan where freedom, equality, and respect for diversity are central. The mission is to lay the foundation for a just and inclusive society through innovative educational programs, where people unite in shared values and a common future.

### 11.3 The six core values

The six core values of Nour form the foundation of the organization and the backbone of its educational programs:

- 1 *Freedom of expression*  
Promoting a safe environment for the free exchange of ideas.
- 2 *Equality*  
Striving for equal rights and opportunities for all, regardless of gender, ethnicity, religion, sexual orientation or socio-economic background.
- 3 *Solidarity*  
Connecting communities through collaboration and mutual support.
- 4 *Responsibility*  
Making ethical decisions that contribute to positive change.
- 5 *Reliability*  
Operating transparently and with integrity to gain and maintain trust.
- 6 *Integrity*  
Acting in line with the mission and values, with openness to learning and growth.

#### 11.4 Afghanistan in crisis

##### 1 Refugee crisis

About seven million Afghans are refugees in the diaspora.

##### 2 Low literacy

Due to the weak infrastructure, the majority of the Afghan population has little access to good education. This leads to low literacy and limited development opportunities.

##### 3 Lack of cohesion

A lack of community spirit between ethnic groups creates distrust and division.

##### 4 Gender inequality and oppression of women

The current regime teaches and legitimizes the idea that women are subordinate to men. Religious schools (madrassahs) are often the only option for girls, but they propagate fundamentalist, anti-Western values that suppress Hanafist principles.

##### 5 Radicalization through education

Madrassahs teach conservative Deobandist and Salafist ideology that deviates from the moderate Hanafi tradition. As a result, a new generation is growing up with radicalized views.

##### 6 Loss of cultural heritage and national identity

Decades of conflict have caused irreparable damage to heritage and community spirit. Without action, not only knowledge loss is at risk, but also the disappearance of a part of the soul of the nation.

##### 7 Young people in the diaspora

Especially in Iran and Pakistan, there is a vulnerable group of young people who do not have access to education and have to perform child labor to survive. Upon returning to Afghanistan, these young people often end up in the aforementioned radical schools.

#### 11.5 The importance of education and training

##### 1 Education as the key to recovery

Nour sees high-quality education as the way to a peaceful and just Afghanistan in which every individual can develop to his or her full potential.

##### 2 Alternative education

E-learning is a promising method to provide education to girls and boys in remote, unsafe regions.

##### 3 Unity and inclusion

Education promotes ethnic solidarity, gender equality and progression to higher education.

##### 4 Focus on literacy and skills

Nour works on a better connection to the labor market through modern, digital learning methods.

##### 5 Supporting the diaspora

Digital programs offer opportunities to refugee children in Iran, Pakistan and other countries.

##### 6 Preserving culture and identity

Educational programs in Dari, Pashtu and English can keep historical and cultural narratives alive and contribute to strengthening a collective identity. At the same time, it is a way to make young people – inside and outside Afghanistan – resilient to radicalization.

##### 7 Collaboration with AUAF

Nour develops educational programs that are in line with international standards and American University of Afghanistan curricula.

##### 8 Dialogue and theological openness

Nour stimulates mutual understanding between religious movements through education and fights against exclusion.

#### 11.6 Strategy

Nour aims to become an impactful organization in education and training over the next five years, with a

strong focus on digital and accessible learning solutions. The focus is on supporting Afghan youth in both the homeland and the diaspora through various innovative educational programs.

The strategy of Nour encompasses three phases:

##### 1 Building and positioning

Obtaining support from international partners, developing a secure digital learning environment, and strengthening financial stability. Special attention will be given to gender equality and fostering collaboration between different ethnic and religious groups.

##### 2 Support for the region and the diaspora

Facilitate digital education for young people in Afghanistan. In addition, offer educational programs to young people who may return to Afghanistan in the future. Think of Afghan refugees in Iran and Pakistan.

##### 3 Transnational connections

Promoting cooperation among Afghans worldwide and preserving historical and cultural heritage. The goal is to establish educational initiatives that foster unity and understanding.

### 11.5 Execution

Nour utilizes the own e-learning platform, allowing students, even in remote areas, to access education. This platform provides a modern, accessible interface and support for both teachers and students. Through digital training programs for teachers, online courses for students, and integration with existing programs such as those from the American University of Afghanistan, Nour creates a continuous learning path that aligns with international standards.

### 11.6 Financial planning

To achieve its goals, Nour focuses on a sustainable financial structure. The main sources of funding are grants, donations, and crowdfunding. The financial team ensures transparency and responsible use of resources. Through diversification of income sources and strategic partnerships, Nour is building a stable future.

### 11.7 Impact and future

Nour believes that education is more than just the transmission of knowledge; it is a tool for empowerment and social change. By investing in literacy, gender equality and the preservation of cultural heritage, Nour aims to combat radicalisation and offer Afghans worldwide a new perspective. The ultimate goal is to build a resilient community where everyone has the

opportunity to contribute to a peaceful and prosperous Afghanistan.

### 11.8 Conclusion

In this plan, Nour appeals for financial support and collaboration, with the goal of working together towards a better future for the Afghan community. A future where education is not only seen as a right but also as a source of hope, harmony, and strength.

# NOUR

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