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Office of Laura Bush - Scheduling

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Folder Title:

Binder - Schedule of Mrs. Bush in Shannon, Ireland, New Delhi, India, Hyderabad, India, Islamabad, Pakistan and Washington DC, 02/28/2006 - 03/05/2006 [3]

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DOCUMENT NO.	FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
001	Briefing	Women's Empowerment Event [page 3]	1	03/03/2006	P6/b6;
002	Report	Jeannie Louise Mulford	1	N.D.	P6/b6;
003	Report	[Report]	1	02/28/2006	P1/b1;
004	Briefing	Discussions with Mrs. Gursharan Kaur of India	1	N.D.	P1/b1; P5;
005	Talking Points	Points to be Made for Discussions with Mrs. Gursharan Kaur of India	1	N.D.	P1/b1; P5;
006	Briefing	Discussions with Mrs. Sehba Musharraf of Pakistan	1	N.D.	P1/b1; P5;
007	Talking Points	Points to be Made for Discussions with Mrs. Sehba Musharraf of Pakistan	1	N.D.	P1/b1; P5;

COLLECTION TITLE:

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Binder - Schedule of Mrs. Bush in Shannon, Ireland, New Delhi, India, Hyderabad, India, Islamabad, Pakistan and Washington D

FRC ID:

4740

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

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- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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DOCUMENT NO.	FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
008	Memorandum	Your Trip to India and Pakistan - To: POTUS - From: Steve Hadley	5	02/23/2006	P1/b1; P5;
009	Report	[Report]	1	02/07/2006	P1/b1;
010	Report	[Report]	1	02/07/2006	P1/b1;
011	Report	[Report]	1	02/07/2006	P1/b1;
012	Report	[Report]	1	02/07/2006	P1/b1;
013	Report	[Report]	1	02/07/2006	P1/b1;
014	Report	[Report]	1	02/10/2006	P1/b1;

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015	Report	[Report]	1	02/09/2006	P1/b1;
016	Report	[Report]	1	02/09/2006	P1/b1;
017	Report	[Report]	1	02/15/2006	P1/b1;
018	List	Outstanding Issues	2	N.D.	P6/b6; b7c; b7e; b7f;
019	Handwritten Note	[Handwritten Note] - To: Charity	1	N.D.	b7c; b7e; b7f;

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**Women's Empowerment
Event**

WOMEN'S EMPOWERMENT EVENT
Visit to Home Science Lab
Roundtable on Women Empowerment
Friday, March 3, 2006
11:45 am – 12:40 pm
Acharya N.G. Ranga Agricultural University
Hyderabad, India

PURPOSE

To highlight the Administration's commitment to advancing democracy and women's rights, the importance of education, the empowerment of women and the advancements being made in HIV/AIDS treatment by participating in a roundtable with a cross-section of women leaders.

MESSAGE

- I'm honored to meet some of India's women leaders. Women make tremendous contributions to society, and regardless of where they live, all women should be encouraged to use their talents to improve their lives and the lives of those around them.
- Education is the foundation of a happy and healthy life. An educated child learns the skills to find work, even as the world becomes more complex. An educated child learns how to stay healthy in the face of HIV/AIDS. An educated child will have the opportunity to make a lasting contribution to his or her country.
- Education produces many social benefits, perhaps none greater than better health. The United States is working with governments and private organizations throughout the world to stop the spread of HIV/AIDS and provide treatment and care to those who are affected by the disease.
- Through the President's Emergency Plan for AIDS Relief (PEPFAR), the people of the United States support treatment for over 400,000 men, women, and children in more than 120 nations around the world. In addition, the Emergency Plan supported treatment for 2,150 people in India. Currently the USG intends to support treatment for over 21,000 people in India in the next year.
- The United States will continue to work with India, and with other countries, to help the next generation reach its full potential. Through education, health care, and growing opportunities for women, we can – working together – help every boy and girl be a part of India's success.

PRESS PLAN

Press Pool

DRESS

Pant Suit

SEQUENCE OF EVENTS

11:45 am MRS. BUSH arrives Center for Advanced Studies in Food and Nutrition, Food and Nutrition Post Graduate and Research Center and proceeds to Lab.

Met by: Professor Vijaya Khader [Vi-jay-aa Khaa-der], "Professor Khader," *Dean Faculty of Home Science, Acharya N.G., Ranga Agricultural University*
Ms. Shalini [Shaw-lynn-ee] Reddy, *PHD Student, Center of Advanced Studied in Foods and Nutrition*

Note: Ms. Reddy will present MRS. BUSH with a garland. After accepting the garland, MRS. BUSH does not need to put the garland around her neck.

Note: En route Lab, MRS. BUSH will receive a briefing on and view displays highlighting the Home Science School. Ms. Shalini Reddy will lead the tour.

11:50 am MRS. BUSH begins participation in the Home Science School Lab Demonstration.

Note: MRS. BUSH will be met by Professor Aruna [Ah-roon-aa] Katragadda [Cut-raa-ga-dda], "Professor Aruna", *Department Head, Professor of Foods and Nutrition* and Ms. Sunaganti [soon-aa-gaan-tee] Suguna [Sue-goona-aa], Ms. Suguna, *Women Entrenpreneur* upon entering the lab.

Note: Ms. Suguna will demonstrate the process of making guava cheese. She will explain how she was taught in her village by students from the Center for Advanced Studies to make the cheese. Ms. Suguna will present MRS. BUSH with a package of guava cheese at the conclusion of the experiment.

Note: Ms. Suguna speaks Telugu, the traditional language of India. Professor Aruna will provide consecutive interpretation.

12:00 pm MRS. BUSH concludes participation in the Home Science School Lab Demonstration and proceeds to Information Center.

Note: En route Information Center, MRS. BUSH will stop briefly for a briefing on a display by Home Science School (Press Coverage).

12:05 pm MRS. BUSH begins participation in Roundtable Discussion.

Note: Dr. Nalini Gangadharan will moderate Discussion.

12:40 pm MRS. BUSH concludes participation in Roundtable Discussion and proceeds to Vehicle.

Note: MRS. BUSH will participate in group photo with the approximately 15 students from the Home Science School (1 CLICK) en route Vehicle.

Note: MRS. BUSH will be presented with flowers upon departure.

EVENT CONTACT

FL Control Officer:

Brooke Spelman
Vice Consul
Consulate General
011 98 414 24 274

(b)(6)

SpelmanBP@state.gov

PARTICIPANTS

Greeters on Arrival

Professor Vijaya Khader [Vi-jay-aa Khaa-der], *Dean Faculty of Home Science, Acharya N.G. Ranga Agricultural University*
Ms. Shalini [Shaw-lynn-ee] Reddy, *PHD Student, Center of Advanced Studied in Foods and Nutrition*

Discussion Participants

Professor Vijaya Khader [Vi-jay-aa Khaa-der], *Dean Faculty of Home Science, Acharya N.G. Ranga Agricultural University*
Dr. Nalini Gangadharan [Na-lee-nee Gang-ad-ar-an], *Executive Director, Child and Progress (CAP), Hyderabad [MODERATOR]*
Dr. Ranjana Kumari [Run-jun-aa Koo-ma-ree], *Chairperson, Board of Governors, WomenPowerConnect and Director, Centre for Social Development, Delhi*
Nilofar Akhtar [Nee-lo-fur Akh-tur], *Bombay High Court, Bombay, Advocate*
Ms. Shobana Nair [Show-bha-naa Naa-yar], *Principal, Hyderabad Public School*
Ms. Renana Jhabvalah [Ray-naan-aa Jhaab-waal-aah], *SEWA, Ahmadabad and New Delhi (an NGO that has organized women in the informal sector of Ahmadabad, Gujarat)*
Dr. Suchithra Vedanth [Soo-chit-raa Vay-daant], *Program Director, Mahila Samakhya*
Ms. Shobana Kamineni [Show-bha-naa Come-e-neigh-nee], *Executive Director, Apollo Hospital Enterprises Limited*

Observers

Mrs. Jeannie Mulford, *wife of U.S. Ambassador to India*
Anita McBride, *Chief of Staff*

BACKGROUND

Transfer of Technology to Women Entrepreneur

The Faculty of Home Science develops new products and transfers the technology to rural women to enable them to become entrepreneurs and improve their livelihoods. A vast array of such technologies, have been developed and as a result many women have started their own businesses. This has increased family income and empowered women to be equal bread winners.

The increased family income has mainly helped the women to improve the quality of their children's lives.

Lab Experiment Demonstration

One entrepreneur, Suguna, who has been trained by the Faculty of Home Science will present a demonstration of the production of "Guava Cheese". This woman lives in a small village near the university and was trained in making the cheese. She now produces the Guava cheese at her home and sells them in the market. Sales are higher during the school season as children are major customers of this product. On an average she earns Rs 2000 (\$40.00) per month which is significant in the Indian context.

The entrepreneur will show all the various stages of making the Guava Cheese. An interpreter will assist in the translation. The different stages will be illustrated. The last stage are packages of Guava cheese.

Suguna said that as a result of her training and increase in income she was able to move her two older children to a better school which was also more expensive. She also has more money to buy better clothes for her children.

Women's Empowerment

Despite the fact that India is the second country in the world to have been led by a woman Prime Minister, the status of women in the country remains an issue. Gender inequalities limit social status, decision-making autonomy, access to education and jobs, security within marriage and community, and ownership of property. There are many groups in India that work to strengthen the autonomy and freedom of women and protect them from violence, both within and outside of government. The USG has worked in partnership with public and private partners to support education and vocational skills training for girls, service provision and legal aid for girls and women facing violence (including victims of trafficking), and initiatives to support women's entrepreneurship, among others.

Andhra Pradesh Agricultural University

The Andhra Pradesh Agricultural University (APAU) was established on June 12, 1964 at Hyderabad. Shri O.Pulla Reddy, I.C.S (Retired) was the first Vice-Chancellor of the University.

The University was formally inaugurated on March 20, 1965 by Late Shri Lal Bahadur Shastri, the then Honorable Prime Minister of India. Another significant milestone was the inauguration of the building program of the University by Late Smt Indira Gandhi, the then Honorable Prime Minister of India on June 23, 1966. The University was renamed as Acharya N. G. Ranga Agricultural University on November 7, 1996 in honor and memory of an outstanding Parliamentarian Acharya N.G. Ranga, who rendered remarkable selfless service for the cause of the farmers and is regarded as an outstanding educationist, kisan leader and freedom fighter.

It has earned a reputation as a leading State Agricultural University in the country serving the needs of the farmers and of the state. There are 13 colleges (6 Agricultural, 3 Veterinary, 2

Home Science, 1 Agricultural Engineering and 1 Fisheries Science), 5 Polytechnics (4 agricultural and 1 animal science)

Home Science is one of the faculties in the prestigious Acharya N.G. Ranga Agricultural University. The focus of this faculty is to empower women and girls in rural and urban households through self employment. The faculty has five departments including: Food & Nutrition, Human Development & Family Studies, Resource Management & Consumer Sciences, Apparel & Textiles, and Extension Education. The Faculty offers undergraduate, masters and doctoral degree programs in the above areas. The staff members have received national and international recognition for their work. All the disciplines of the Home Science faculty have developed various technologies suitable for women to earn supplementary income and to reduce drudgery.

Advances made in HIV/AIDS treatment

Women generally develop the disease after their husbands, from whom they contract it. Once their husband dies, they and their children are often thrown out of the house. No one wants to take them. They have little education and few vocational skills and they will in any case face discrimination in the workplace. Women with HIV have special needs and problems that NGOs and the government are beginning to focus on, but the range and depth of rights issues confronted by women generally in India is profound. All of us here are concerned with improving the equality and autonomy of women.

Democracy and Women's Rights

The Indian constitution provides full equality for women, but there is a poor fit between social norms and customs and the promises of the constitution. There are many government institutions and NGOs that are working to improve the status of women but there is a long way to go. Some problems (dowry female feticide) may even have grown worse with economic growth and the development of a more affluent, consumer goods-oriented society. Many of these problems are linked. Rising amounts of dowry reinforce the reluctance of families to have daughters, leading to female feticide and a falling Child Sex Ratio.

Issues faced by women include high levels of domestic and non family violence, dowry, access to education and employment, restricted mobility and decision making autonomy, female feticide and the neglect of girl children (with higher mortality for girls than boys in some states, the opposite of a normal mortality ratio because girls are stronger), lack of knowledge of rights and low access to information and legal aid, and difficulties obtaining redressal via informal dispute mechanisms at the community level or through the courts.

The Importance of Education

Girls' enrollment has been rising. The Government's universal primary education program has made a difference in access for girls. Girls' enrollment and retention are still problematic at the secondary level. There are fewer secondary schools and parents will be loathe to let a girl travel far to reach a school. Once a girl reaches puberty, her chastity and the family's honor become overriding considerations, and there may be inadequate security in less densely populated rural areas in particular.

Parents are increasingly willing to send their girls to school and for follow-on vocational training if there is a school nearby and they feel they will be safe. However, parents and in-laws are often very reluctant to permit girls to work. Girls' employment is actually low in their late teens and early 20s; it slowly rises and reaches a peak when women are in their forties. By then skills are rusty and it is late to start on a good career.

Most women who work are lower caste and are in the unorganized sector with no benefits. They can be very exploited. They have few opportunities to climb any kind of career ladder even in the skilled trades.

Ultimately education and employment (via skills training for jobs in the new economy) are among the best strategies for changing societal views and improving the situation of women. A good education can give girls the voice to demand their rights, and a decent job can (if they control their salary) provide them with independent resources and a safety net. They can over time change their status from perpetually dependent minors to independent autonomous women.

Empowerment of Women

Other strategies that have been followed to empower women include political participation (guaranteed representation in local councils and demands for the same in parliament), advocacy and legal reform (particularly the role of statutory bodies like the National Women's Commission and civil society groups like WomenPowerConnect), organization of women into self-help groups and collectives (like Mahila Samakhiya and the Self Employed Women's Association (SEWA)), provision of legal rights information and mediation and legal aid services, and gender related training for the legal sector and other government employees.

Information and services are slowly expanding. Civil society groups have been very important change agents. Still, much remains to be done to change public attitudes and social norms that restrict and diminish women's lives.

FUNDING

The Department of Home Science does not receive any U.S. G. funding. However, the University as a whole has partnered with Cornell University in a USAID sponsored program designed to stimulate India's agricultural development since 2004.

NOTES

- The names of women for the women's empowerment roundtable represent diverse sectors and issues related to women in India. All of them are pioneers in their respective fields and are considered to be role models. They also represent a cross section of Indian society and come from different religions. Many of these women have broken traditional norms in their professional and personal lives.
- No interpretation will be needed for the roundtable discussion.
- The President's Emergency Plan for AIDS Relief has targeted fifteen specific countries. These countries are the main beneficiaries of PEPFAR. The focus countries are: Botswana,

Cote d'Ivoire, Ethiopia, Guyana, Haiti, Kenya, Mozambique, Namibia, Nigeria, Rwanda, South Africa, Tanzania, Uganda, Vietnam, and Zambia.

- Though India is not one of the fifteen "focus" countries, India has the largest program outside of the focus countries and receives more US Government funds than some of the smaller focus countries. Note: There are five million people living with HIV in India.

ATTACHMENTS

- Biographies
- Background on organization for participants
- Background on PEPFAR in India

BIOGRAPHIES OF PARTICIPANTS

GREETERS

Professor Vijaya Khader [Vi-jay-aa Khaa-der], Dean Faculty of Home Science, Acharya N.G. Ranga Agricultural University
(Hindu, married to a Muslim)

Prof Vijaya Khader (Host), Dean Faculty of Home Science, Acharya N.G. Ranga Agricultural University, Hyderabad, has been actively engaged in nutrition research and teaching for over thirty three years. Prior to this, she worked as Associate Dean at College of Home Science, Bapatla from 1983 to 1994 as a First Principal and also at College of Home Science, Hyderabad from 2001 to 2002. She has fabricated two equipments namely low cost ice-cream freezer and multi-purpose fish vending & display table, received patents and licensed the same to a women entrepreneur for a period of two years, which is a very significant contribution toward women empowerment.

Ms. Shalini [Shaw-lynn-ee] Reddy, PHD Student, Center of Advanced Studied in Foods and Nutrition

Ms. Reddy is a Ph.D student. She is now in her 2nd year Ph.D. program working on a thesis on bioremediation.

HOME SCIENCE SCHOOL LAB DEMONSTRATION

Ms. Sunaganti [soon-aa-gaan-tee] Suguna [Sue-goona-aa], Ms. Suguna, Women Entrenpreneur

Ms. Suguna is an entrepreneur who has been trained by the Faculty of Home Science. She will present a demonstration of the production of "Guava Cheese". This woman lives in a small village near the university and was trained in making the cheese. She now produces the Guava cheese at her home and sells them in the market. Sales are higher during the school season as children are major customers of this product. On an average she earns Rs 2000 (\$40.00) per month which is significant in the Indian context. Suguna says that as a result of her training and increase in income she was able to move her two older children to a better school which was also more expensive. She also has more money to buy better clothes for her children.

Professor Aruna [Ah-roon-aa] Katragadda [Cut-raa-ga-dda], "Professor Aruna", Department Head, Professor of Foods and Nutrition

Dr. Aruna is currently serving as the Unit Head of the Food and Nutrition department. Her research areas are: Fruit & vegetable processing & preservations, health foods, products development & evaluation, Nutrition for vulnerable groups & community nutrition, nutrition education and therapeutic nutrition.

ROUNDTABLE DISCUSSION

Professor Vijaya Khader [Vi-jay-aa Khaa-der], *Dean Faculty of Home Science, Acharya N.G. Ranga Agricultural University**

*Biography listed above.

Dr. Nalini Gangadharan, *Executive Director, Child and Progress (CAP), Hyderabad (moderator)*
(Hindu)

Dr. Nalini Gangadharan (moderator) has worked with the USG on programs related to education, workplace skills training and job placement for girls (including in partnership with Muslim religious schools) and trafficking prevention and rescue programs. The NGO she heads, CAP (Child and Progress), operates programs for adolescents in many parts of India and in other Asian countries. Through her work, she has evolved a model for bringing young people back to school, keeping them there and in placing them in viable jobs. She has managed to attract considerable investment from the private sector and other donors to such efforts.

Dr. Ranjana Kumari [Run-jun-aa Koo-ma-ree], *Chairperson, Board of Governors, WomenPowerConnect and Director, Centre for Social Development, Delhi*
(Hindu)

Dr. Ranjana Kumari is Director of the gender-focused NGO Centre for Social Research as well as Chairperson of the Board of a relatively new umbrella advocacy group for women, WomenPowerConnect. Both organizations are based in Delhi, though the latter has members from around the country. She has worked closely with the USG on gender rights programs, anti-trafficking, and advocacy for legal and policy reform. WomenPowerConnect has been funded by USAID, and despite its newness, has made its presence felt in the national dialogue on domestic violence, women's representation in parliament and gender-based budgeting in key federal ministries.

Nilofar Akhtar [Nee-lo-fur Akh-tur], *Bombay High Court, Bombay, Advocate*
(Muslim)

Advocate Nilofar Akhtar is a practicing lawyer specialized in matrimonial laws, and a women's rights activist especially of the minority community (Muslim). Her clientele is vastly from Mumbai at the family courts, and High court. Presently Ms. Akhtar is a member of the Sub Committee of Minorities State Commission, and is also Secretary of the Family Court Bar Association, Mumbai. She is the executive member of Maharashtra Muslim Lawyer's Forum. Ms. Akhtar has been espousing the cause of marginalised women in her capacity as a legal advisor to numerous civil society organisations e.g. 'Anjuman Islam Sahara', 'Asra', 'Sakhya', 'Mahila Shakti' and 'Stree Shakti'.

Ms. Shobana Nair [Show-bha-naa Naa-var], *Principal, Hyderabad Public School*

Ms. Shobhana Nair is the Principal of the Hyderabad Public School, one of the pre-eminent public schools in the State of Andhra Pradesh. The school's commitment to academics and the

many facilities available make it one of the premier schools in Hyderabad, and also the oldest. Ms. Nair is the first woman Principal of the school. She is an academician with a Master's degree in both English and History, as well as a degree in education. During her previous tenure as the head of the Education Projects with the prestigious Aditya Birla group of schools, she was involved in faculty training programs for heads of schools. Ms. Nair has also been associated with various social service programs which involve visually impaired and mentally challenged children, terminally-ill cancer patients, rehabilitated leprosy patients and orphans.

Ms. Renana Jhabvalah [Ray-naa-aa Jhaab-waal-aah], SEWA, Ahmadabad and New Delhi (an NGO that has organized women in the informal sector of Ahmadabad, Gujarat)

Renana Jhabvala is the Senior Adviser and Board Member of the Self Employed Women's Association (SEWA), a famous NGO in Gujarat. She is one of the founder members of SEWA. SEWA is an organization of poor, self-employed women workers. It was the first organization of its kind in India and has been a path-breaking organization. Its main goals are to organize women workers so that they expand their employment opportunities, protect their rights, secure health care for themselves and their children, and improve their lives. Renana has received a Masters degree in Mathematics and Economics in Harvard and Yale Universities. She has received several distinguished awards in the field of women's empowerment, including the Government of India's prestigious Padmashri Award. She has written several papers/publications on the economic empowerment of women. She is very well-known in the field of micro-finance/enterprise.

Dr. Suchithra Vedanth [Soo-chit-raa Vay-daant], Program Director, Mahila Samakhya (Hindu)

Dr. Vedanth is the Program Director, Mahila Samakhya, Karnataka. She holds a doctorate in Sociology (topic concerned violence against women) with a fellowship from the Bureau of Police Research and Development, Government of India. Previously she has held various positions as an academician and a social researcher with institutions such Centre for American Education, Singamma Sreenivasan Foundation, Christ College, DFID and Sakshi- a violence intervention centre.

Ms. Shobana Kamineni [Show-bha-naa; Come-e-neigh-nee], Executive Director, Apollo Hospital Enterprises Limited

Ms Shobana Kamineni is the Executive Director of Apollo Hospital Enterprises Limited, and Vice Chairperson of the KEI Group, Hyderabad. She is also the immediate past Chairperson of CII (Confederation of Indian Industry) National Committee on Entrepreneurship and CII (Southern Region) Social Development Sub-Committee. She has a degree in Economics and 20 years experience in the healthcare industry. Her experience was largely in the sphere of project management wherein she established most of the group's large projects. An avid sportsperson, Ms. Kamineni has served on the recent National Games Marketing Committee. Her other interests include social development for women and reviving handicrafts and weaving in her husband's ancestral fort. She is also involved with restoration of the fort and temple. Phonetic: (Show-bha-naa/ Come-e-neigh-nee).

BACKGROUND ON ORGANIZATIONS

CAP (Child and Progress) – Dr. Nalini Gangadharan

CAP is a three+ year old NGO that is a spin-off of Dr. Reddy's Foundation, the personal foundation of Dr. Reddy (the pharmaceutical giant), based in Hyderabad but working in many parts of India. Dr. Nalini Gangadharan was the executive director of Dr. Reddy's Foundation until June 2005, when there was an amicable split over future directions. CAP went its own way and Dr. Gangadharan moved over to head it. Both the Foundation and CAP concentrate on education for the most vulnerable children. CAP got its start with an innovative model of partnership with the Hyderabad police targeting the removal of slum children from child labor and their enrollment back in school. Remedial education was provided to help these children get caught up and then they shifted to regular classes. Mother's committees were formed to monitor attendance and to seek out additional out-of-school children. As one example of success, in the rag-picking neighborhood, is that not a single child is out of school any longer. CAP is also working in Muslim-majority neighborhoods with madrasas to introduce or upgrade academic education with USAID funding. This has been an important approach especially for improving the retention of girls. Finally CAP has innovative models of working with young teens (remedial education, life skills, pre-vocational training) and older teens (remedial education, life skills and vocational training for obtaining new economy jobs). The placement rate is very high, and graduates do well in their jobs.

These programs are done in close cooperation with the private sector and sometimes government. They are being started all over India and now elsewhere in Asia. USAID has provided funding for these programs under its education alliance, QUEST.

Centre for Social Research and WomenPowerConnect – Dr. Ranjana Kumari

The Centre for Social Research, headed by Dr. Ranjana Kumari, is one of India's leading women's institutions working in the field of social action since 1983. CSR was founded by a group of concerned social scientists dedicated to promoting the empowerment of women. CSR aims to empower women and provide them with the resources to be self-reliant individuals. It works at the grassroots, regional and international levels to raise women's awareness of their rights, build inroads into decision-making institutions from local councils to Parliament and to eliminate violence against women. CSR runs legal aid and counseling centers for women in Delhi and the state of Uttar Pradesh. It has a very active advocacy agenda. It does research on women's issues and does gender training (for example, for police). It has been active in working against trafficking and more recently sex selective abortion. It has received funding from USAID and the State Department. WomenPowerConnect (WPC) is a one-year old advocacy organization, whose creation was supported by USAID. USAID is the predominant donor though other donors such as UNIFEM, UNFPA and the Swedish development agency are now providing support. The purpose of WPC is to provide consistent, timely, professional advocacy on gender issues, targeting the parliament, national press and executive branch agencies. It is a membership organization with members from all over the country. It is beginning to form state chapters to improve advocacy at the state level. Its priority agenda items include implementation of the new domestic violence law (the passage of which it supported), implementation of gender-just budgeting in the federal budget, and higher representation for women in parliament. It is the first gender-related umbrella advocacy group in Asia. Dr. Kumari is President of the Board of Governors.

Mahila Samakhiya Karnataka – Dr. Suchitra Vedanth

Karnataka is a state of 56 million in southern India. Mahila Samakhiya is a program initiated by the Department of Education, Ministry of Human Resource Development. The Karnataka branch was registered as an independent society in 1989. Its mandate is to promote equality for women. It is one of the country's most successful organizations of women's self-help groups. Today it works with about 35,000 women in about 1300 villages in 9 of the poorest districts of Karnataka. It works largely with Untouchables, tribals and lower castes. It also works with 5000 adolescent girls to impart life skills education. The basic strategy is the building of village level collectives that are organized for income generation and the improvement of women's confidence and self-respect. MS Karnataka supports literacy for adult women, bridge course for young girls, awareness for women of health rights and legal education, participation of rural women in local governance bodies and support for demanding accountability from mainstream structures and institutions. USAID is working with MS Karnataka on creating a network of paralegals who focus on women's rights concerns (violence, property rights) as well as establishing 19 counseling/legal aid centers for women. Dr. Suchitra Vedanth heads this organization.

High Court, Bombay – Ms. Nilofar Akhtar

The Bombay High Court is an appeals court that hears appeals from all over the state of Maharashtra. India does not have federal courts, except for the Supreme Court in Delhi. Instead it has a system of state-level appeals courts and then ordinary courts. Advocates need to be accredited to appear before the High Court – this requires passage of an examination and some experience. It is prestigious to be a high court advocate and the ranks of High Court judges are generally filled from among the pool of senior advocates. Advocate Nilofar Akhtar appears before this court. She is also a member of the Bar Association of Family Court lawyers. Many states, including Maharashtra, have a separate structure of lower level family courts, where women's cases regarding matrimonial and family disputes can be heard more quickly. The Maharashtra State Minorities Commission is a state body charged with ensuring the welfare of minorities in the state and investigating grievances. Muslims would be one of the minorities the Commission is most concerned with as there have been instances of communal violence in the state.

Hyderabad Public School (HPS) – Ms. Shobana Nair

HPS was established in 1923 under the Nizam's (the local ruler's) auspices. It served boys of the aristocracy. It was reorganized and renamed as HPS in the early 1950s and opened to the general public. It is co-ed and it is an elite private school. It has a student body of about 3000 studying from first grade through twelfth.

SEWA, Self-Employed Women's Association, Ahmadabad, Gujarat – Ms. Renana Jhabwala

SEWA is a trade union registered in 1972. It is an innovative and very successful organization of poor, self-employed women workers. These are women who earn a living through their own labor or small businesses. They do not obtain regular salaried employment with welfare benefits like workers in the organized sector. They are the unprotected labor force of our country. Of the female labor force in India, more than 94% are in the unorganized sector. SEWA's main goals

are to organize women workers for full employment and self-reliance. SEWA offers a bank which permits informal sector women to obtain credit for their micro-businesses; it organized health care and provides low cost insurance instruments for its members. It provides legal aid to its members and has organized child care cooperatives. Ms. Renana Jhabwala is a member of the Board of Governors of SEWA and a senior adviser to the organization.

Background on PEPFAR in India

India has an estimated 5.134 million HIV-infected persons, second only to South Africa. There is strong support at the highest levels of the Government of India (GOI) for HIV/AIDS programs. Prime Minister Singh chairs the recently formed National AIDS Council. The GOI has announced it will provide free anti-retroviral drugs (ARVs) to 100,000 people by 2007.

India has the largest bilateral program under the President's Emergency Plan for AIDS Relief (PEPFAR), outside of the fifteen focus countries. In Fiscal Year 2005, the U.S. allocated approximately \$43 million in bilateral HIV/AIDS assistance to India, including \$26.6 million to support HIV/AIDS prevention, care and treatment programs and \$16.4 million for AIDS research involving India. For Fiscal Year 2006, the U.S. plans to increase support for bilateral HIV/AIDS prevention, care and treatment programs in India to \$29.3 million, in addition to research funding (for which the FY06 number is not yet available).

The Global Fund to Fight AIDS, Tuberculosis and Malaria, to which the U.S. is the largest donor (providing approximately one-third of its contributions to date), has approved over \$26 million in HIV grants for India, as well as \$2.6 million for HIV/TB. The U.S. private sector, such as the Gates Foundation and the Clinton Foundation, has also contributed substantial resources to fighting HIV/AIDS in India, as do many other bilateral and multilateral donors.

U.S. programs continue to support expansion of HIV/AIDS programs in the Indian workplace, through outreach to private and public sector companies, small-scale businesses, and informal sector workers. Working with the Confederation of Indian Industries and other trade and industry associations, the U.S. has reached nearly 700 companies who have committed to HIV/AIDS prevention and care programs, and is reaching out to another 700.

In Fiscal Year 2005, the Emergency Plan supported treatment for 2,150 people in India, a number expected to increase to over 21,000 in the current fiscal year. HHS/FDA continues to expedite review of ARVs for use in PEPFAR programs. To date, FDA has given approval or tentative approval for 15 generic ARVs, including 13 made by Indian pharmaceutical companies. PEPFAR supports procurement of these products in the field.

PAKISTAN



ISLAMABAD

**EDUCATION THROUGH PARTNERSHIPS – UNESCO & CRI EVENT
ROUNDTABLE & VISIT
ISLAMABAD, PAKISTAN
Saturday, March 4, 2006
9:05 am – 9:55 am
US Embassy Compound**

PURPOSE

To participate in an event highlighting UNESCO and USAID/Children's Resources International (CRI) education partnerships in Pakistan.

MESSAGE

The United States believes in education for all. We partner with UNESCO and other USAID-supported organizations to provide educational opportunities so that all children can realize their full potential.

PRESS PLAN

Roundtable: Pool at Top (Writers remain)
Visit: Press Pool

DRESS

Pant Suit

SEQUENCE OF EVENTS

9:05 am MRS. BUSH arrives Consular Section Lobby and proceeds inside.

Met by: TBD

9:10 am MRS. BUSH begins participation in Roundtable.

Note: TBD will moderate Roundtable.

9:35 am MRS. BUSH concludes participation in Roundtable and proceeds to Library.

9:40 am MRS. BUSH begins participation in Visit.

Note: MRS. BUSH will view display panels highlighting the impact of UNESCO in Pakistan.

Note: Following UNESCO display, MRS. BUSH will proceed to a CRI classroom where approximately 25 fourth graders will be participating in

lesson. The students will be seated in a circle on the floor. A chair will be available for MRS. BUSH, Master Teacher TBD, Minister of Education TBD, and Mrs. Christine Crocker.

9:55 am MRS. BUSH concludes participation in Event and proceeds to Vehicle.

EVENT CONTACT

PARTICIPANTS

Greeters on Arrival

Roundtable Participants

Lisa Chiles, *USAID Mission Director, Pakistan*

Lt. Gen. (Retired) Javed Ashraf, *Minister of Education*

Jorge Sequeira, *Director/Representative, UNESCO Islamabad*

Mehnaz Aziz, *Country Director, Children's Resources International (CRI) Pakistan*

CRI master teacher

CRI classroom teacher

Backbenchers

Mrs. Christine Crocker, *wife of US Ambassador to Pakistan*

Anita McBride

UNESCO Display

Jorge Sequeira, *Director/Representative, UNESCO Islamabad*

CRI Classroom

Mehnaz Aziz, *Country Director, Children's Resources International (CRI) Pakistan*

TBD, *Teacher*

TBD, *Master Teacher*

Lt. Gen. (Retired) Javed Ashraf, *Minister of Education*

Mrs. Christine Crocker, *wife of US Ambassador to Pakistan*

20-25 Fourth Grade Students

BACKGROUND

UNESCO

Pakistan, with a high illiteracy rate particularly among women, is one of the 34 countries to be supported by the new UNESCO's Literacy Initiative for Empowerment (LIFE) program when it is operational later this year. Currently, UNESCO and its Islamabad Office are active in both pilot projects (like Functional Literacy with Allama Iqbal Open University) and major projects in teacher education and education statistics with a \$6.5 million grant from USAID/Islamabad.

The LIFE program is UNESCO's new 10-year initiative designed to accelerate literacy efforts in countries that suffer heavily from the lack of literacy. The initiative targets 34 countries that are home to 85% of the world's illiterates. Literacy provides a solid foundation for poverty reduction and sustainable development. It empowers individuals with no access to education, so they can make informed choices, and improve the quality of their lives.

LIFE empowering the world through literacy

LIFE seeks to empower learners through country-led action, informed by evidence-based research.

The Initiative works on several fronts:

- Reinforcing the national and international commitment to literacy through advocacy and communication.
- Supporting the articulation of sustainable literacy policies.
- Strengthening national capacities for literacy programme design, management, and implementation.
- Enhancing innovative literacy initiatives and practices at the country-level.
- Conducting research and facilitating sharing of information about literacy.
- Creating partnerships between national governments, NGOs, civil society, UN agencies and donor countries and the private sector to advance the literacy agenda.
- Enhancing capacity for monitoring and evaluating of literacy programmes and initiatives.

Children's Resources International (CRI)

Children's Resources International, Pakistan (Guarantee) Limited (CRI Pakistan), aims to implement a program called "Interactive Teaching and Learning Program in Pakistan", with the aim to improve the quality of education through teacher training, faculty development and family literacy. Over a period of three years, this program will be implemented in all the schools in Islamabad district, and selected schools in Rawalpindi and Karachi districts.

The "Interactive Teaching and Learning Program in Pakistan" is a direct result of another USAID funded project called "Creating Democratic Schools (CDS)", which is being implemented in Pakistan since February 7, 2002. The CDS project is being implemented under a leader-associate award where Pact, Inc. is the leader and Children's Resources International Washington (CRI Washington). The teaching methodology being used under the project has been developed by CRI Washington. The CDS aimed at establishing interactive teaching and learning methods and improving family involvement and literacy in the districts of: Islamabad,

Rawalpindi and Karachi. Against a target of 100 schools, the CDS program is now running in 118 schools. In these schools, 1,109 teachers have been trained from kindergarten to grade 4, and more than 20,000 children have benefited. Several district governments in the country have requested this program in their districts.

The Federal Directorate of Education in Islamabad has been especially keen in introducing an interactive teaching methodology in all the schools under its jurisdiction and has specifically requested CRI Pakistan to do so. The program has made a significant impact in the schools where interactive teaching methodology has been introduced. As a result of this success and a specific objective of the CDS project i.e. "Establish an independent NGO," the program team in Pakistan have registered themselves as an independent Pakistani NGO called "Children's Resources International, Pakistan (Guarantee) Limited", so that it can be a teacher training resource in the area of early childhood education and inter-active teaching methodologies in the years to come. A principle of USAID is to strengthen local institutions, transfer technical skills and promote appropriate policies, and the emergence of Children's Resources International, Pakistan (Guarantee) Limited (CRI Pakistan) is an excellent example for this purpose.

CRI Pakistan has the permission of CRI Washington to use the CRI methodology in the "Interactive Teaching and Learning Program." It will also procure the services of experts in teacher training and materials development from CRI Washington.

NOTES

ATTACHMENTS

- Biographies
- Background on UNESCO Efforts In Pakistan
- Background on Children's Resources International, Pakistan

BIOGRAPHIES

GREETERS

Lisa Chiles, *USAID Mission Director, Pakistan*

Since January 2004, Lisa Chiles has served as USAID Mission Director in Pakistan. She is directing the Pakistan program of approximately \$348 million a year, which concentrates on improving the quality of education, increasing health care services, building democratic governance, and increasing rural incomes and creating employment. In a country with the ongoing War on Terrorism and the importance of US relations with Pakistan, Pakistan clearly sees the USG as an important ally in development. She is directing/overseeing the Pakistan mission in the relief/reconstruction efforts of more than \$300 million of humanitarian assistance to Pakistan nation to aid in the recovery from the devastating earthquake which occurred on October 8, 2005.

Recently nominated as career minister in the Senior Foreign Service, Ms. Chiles has served for twenty-six years with USAID in five other overseas posts (regional legal officer in Indonesia, Sri Lanka and Philippines, Deputy Mission Director in Bangladesh, and Mission Director in Sri Lanka and Cambodia) and in the General Counsel's office in Washington, DC. Ms. Chiles served from 1976 to 1979 as a Trial Attorney for the Department of Justice.

Ms. Chiles in 1972 received a B.A. from Salem College, North Carolina in French, 1975 received her J.D. from Emory University, Georgia and in 1976 her L.L.M. from Vrije University, Brussels.

She is married to Austin Pulle and has two children.

PARTICIPANTS

BACKGROUND ON UNESCO EFFORTS IN PAKISTAN

Strengthening Teacher Education in Pakistan

Implementing Partner: UNESCO

Approximate Funding level: \$3.5 million

Length of Activity: 3 years

Objectives: The principal objective of the project is to develop a strategic framework for teacher education in Pakistan. A key element of this activity will be to move away from the traditional notion of teacher education to broaden the concept of teacher professional development. In addition, the project will align pre-service and in-service training with the school curriculum and the learning needs of the students. It is expected that UNESCO will provide the technical expertise in this area to the MoE.

Principal Results

- Capacity building of ‘Training Wing’ of MoE strengthened to develop standards and policies for teacher education at the national level.
- To develop strategies for improving the status of teachers and teaching profession.
- Teacher education and training aligned with what is taught in schools

RATIONALE:

The Ministry of Education implemented teacher education program in Pakistan is unable to respond adequately to the quality demands of the school systems. The system is burdened by many constraints that range from policy level weaknesses to budgetary constraints. Some of the main issues affecting the primary teacher education programs are:

- Gaps between policy and practice
- Low level of educational qualifications for primary teachers (10 years of schooling and one year PTC course). Weak subject knowledge of teachers is linked with low level of educational qualification at the entry level. Many community school also accept teachers who have completed only 8th grade
- Low standards of existing teacher education programs in the government sector
- Link between theory and practice of teaching missing in teacher preparation programs. Teaching practice in PTC courses needs to be planned more effectively.
- Few opportunities and incentives for teachers’ to continue professional development. Promotion of teachers linked to number of years served rather than professional capability.
- Lack of follow-up support to teachers after in-service and pre-service trainings
- Budgetary constraints do not allow the provincial and district governments to plan for regular in-service training of teachers.

- Lack of finances also impact availability of learning aids, supplementary teaching material and reference material in the training institutes
- Lack of proper research in teacher education and use of research for program development

Several programs by various donors are providing teacher training in different provinces but at times these programs do not have any coordination with each other and end up duplicating efforts. It is expected that the standardization will also help in streamlining efforts by various donors to improve teacher education.

BACKGROUND ON CHILDREN'S RESOURCES INTERNATIONAL, PAKISTAN

Program Description

Interactive Teaching and Learning Program in Pakistan Children's Resources International, Pakistan (Guarantee) Limited.

INTRODUCTION

Children's Resources International, Pakistan (Guarantee) Limited (CRI Pakistan), aims to implement a program called "Interactive Teaching and Learning Program in Pakistan", with the aim to improve the quality of education through teacher training, faculty development and family literacy. Over a period of three years, this program will be implemented in all the schools in Islamabad district, and selected schools in Rawalpindi and Karachi districts.

The "Interactive Teaching and Learning Program in Pakistan" is a direct result of another USAID funded project called "Creating Democratic Schools (CDS)", which is being implemented in Pakistan since February 7, 2002. The CDS project is being implemented under a leader-associate award where Pact. Inc. is the leader and Children's Resources International Washington (CRI Washington). The teaching methodology being used under the project has been developed by CRI Washington. The CDS aimed at establishing interactive teaching and learning methods and improving family involvement and literacy in the districts of: Islamabad, Rawalpindi and Karachi. Against a target of 100 schools, the CDS program is now running in 118 schools. In these schools, 1,109 teachers have been trained from kindergarten to grade 4, and more than 20,000 children have benefited. Several district governments in the country have requested this program in their districts.

The Federal Directorate of Education in Islamabad has been especially keen in introducing an interactive teaching methodology in all the schools under its jurisdiction and has specifically requested CRI Pakistan to do so. The program has made a significant impact in the schools where interactive teaching methodology has been introduced. As a result of this success and a specific objective of the CDS project i.e. "Establish an independent NGO", the program team in Pakistan have registered themselves as an independent Pakistani NGO called "Children's Resources International, Pakistan (Guarantee) Limited", so that it can be a teacher training resource in the area of early childhood education and inter-active teaching methodologies in the years to come. A principle of USAID is to strengthen local institutions, transfer technical skills and promote appropriate policies, and the emergence of Children's Resources International, Pakistan (Guarantee) Limited (CRI Pakistan) is an excellent example for this purpose.

CRI Pakistan has the permission of CRI Washington to use the CRI methodology in the "Interactive Teaching and Learning Program". It will also procure the services of experts in teacher training and materials development from CRI Washington.

PROJECT OBJECTIVES

The project aims at:

- Expanding interactive teaching and learning methodology to all the schools run by the Federal Directorate of Education in the Islamabad capital territory;
- Extending interactive teaching and learning methodology from fourth through eight grades in targeted schools;
- Supporting family literacy program for parents of children in the targeted schools;
- Faculty development in targeted universities.

TARGET SCHOOLS

Schools that will benefit from the proposed project fall into two categories: (1) Schools benefiting from the Creating Democratic Schools project (118 in Islamabad, Karachi and Rawalpindi); and, (2) 281 new schools under the Federal Directorate of Education.

DURATION

3 years

USAID FUNDING

7.8 million

PROJECT ACTIVITIES

Teacher Training and Classroom Support: The proposed project will train a total of 3,283 teachers in interactive teaching and learning methodologies. A breakdown of the number of teachers trained over three years, according to the type of training is given in the table below. All of these teachers are full-time employees of the Government of Pakistan:

Type Training	Year 1		Year 2		Year 3		Total
	Trainings	Teachers	Trainings	Teachers	Trainings	Teachers	
TOT	1	20	1	65	0	0	85
Kindergarten	4	105	4	106	0	0	211
1st Grade	10	282	6	168	0	0	450
2nd Grade	8	244	6	180	0	0	424
3rd Grade	0	0	6	168	10	280	448

4th Grade	2	165	6	180	8	240	585
5th Grade	4	165	6	180	8	240	585
6th Grade	4	165	0	0	0	0	165
7th Grade	0	0	4	165	0	0	165
8th Grade	0	0	0	0	4	165	165
TOTAL	33	1,146	39	1,212	30	925	3,283

In addition to the teacher training, there will be regular follow-up in the classrooms with the help of master teacher trainers. These trainers will monitor the quality of the teaching and also provide corrective guidance to the teachers.

The teaching methodology will be acquired from Children's Resources International, Washington.

Rolling out the training in the proposed fashion accomplishes several desirable outcomes. It allows CRI to adapt the 5th to 8th grade training modules to the socio-cultural context of Pakistan in the year 2005 and 2006. It also allows CRI's Master Teacher Trainers in Pakistan to assume all the training of K-3rd grade teachers—the group are most prepared to train. These Master Teacher Trainers will attend trainings conducted by International Trainers for 4th to 8th grade teachers will take full responsibility of training of K-8th teachers in the third year. It also permits the establishment and nurturing of an FDE-level team by participating as "Trainers & Evaluation Officers (Mentors)" thus contributing to the transformation in teaching and learning in their district. They will assume responsibility for providing technical assistance to teachers. As stated previously, this work will be totally undertaken and melded with Federal Directorate of Education and educators at that level. CRI plans to train 85 mentors by conducting two five-day TOT workshops during the three years period.

Distribution of Non-CRI K-2nd Grade Classrooms		of they and grade
Kindergarten	211	
1 st Grade	450	
2 nd Grade	424	
Total	1085	

Families and Community Involvement

CRI Pakistan believes that engaging families and communities in education is essential to achieve high-performing schools and successful students. When families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families. For these reasons, increasing family involvement in the education of their children is an important goal for schools, particularly those serving low-

income and other students at risk of failure. In CRI partner schools, families are encouraged to participate in school and classroom activities.

Family Literacy: The Family Literacy component for illiterate parents of pre-school and primary school children served by the program underpins basic democratic concepts through a two generational approach to learning to read. This is further reinforced by local-level initiatives for parents and educators focused on networking, education policy meetings, preparation and distribution of quarterly newsletters, and the establishment of parent/community resource centers that include family support programs.

The family literacy program will continue to work with the parents and grandparents. The Family Literacy Program currently being run in 80 partner schools will expand to 110 new schools in Islamabad providing literacy learning opportunities to more than 2,000 parents and siblings in existing centers and more than 3,500 in new centers during the next three years. The table below depicts the program implementation pattern for all three years.

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Total</i>
<i>Learners of existing Centers:</i>				
<i>Lessons 1-50:</i>	772	540	800	2,112
<i>Lessons 51-100</i>	396	772	540	
<i>New Centers:</i>				
<i>Lessons 1-50:</i>	400	1,200	2,200	3,800
<i>Lessons 51-100</i>		400	1,200	

More than 300 teachers, heads and supervisors will be trained as Family Literacy Trainers. At the end of the courses, the participants will be given a "how to" kit to start Early Childhood Education (ECE) centers in their communities. Almost 25% parents, who have actively participated in the Family Literacy Sessions and interested to start ECE centers in their area, will be provided these kits.

CRI will further assist the mothers groups to become formalized as Citizen Community Boards (CCBs). These Citizen Community Boards will be registered with the district registration authority to start ECE centers as prescribed in the devolution plan (Local Government Ordinance, 2001). According to section 119(2) these CCBs can get a grant of 80% of an approved development scheme from the local government of its area. The Citizen Community Boards will be trained by a Pakistani organization "Devolution Trust for Community Empowerment", that specializes in strengthening the capacity of community based organizations.

Faculty Development/Higher Education

Among the underlying causes of the deterioration of public education in Pakistan are the poor preparation of teachers and the absence of a modern learner-centered teaching methodology. The system of training teachers can be enhanced by targeting interventions on a selected set of

CRI's Basic Education Faculty Courses

- Learning through Play
- Child-Centered Curriculum
- School and Family Partnerships
- Individualized Teaching in Early Childhood Education
- The Study of Children through Observation
- Student Teaching Practicum

teacher training institutions which have the potential of influencing a large number of schools, classrooms, and children. The objective of our approach is to build capacity within faculty of teacher training institutions to deliver consistent, high quality pre-service teacher training that results in learner-centered practice in the classroom.

CRI Washington has developed seven early childhood courses used at more than 300 international institutions of higher education that train teachers. The course syllabi are complete; they include objectives, content, texts, and supplementary readings. The training emphasizes the latest theory and research related to the course topic, interactive methods used to convey the course information to students, and practical ideas for how to incorporate the new content and interactive teaching methods into teacher preparation courses.

During the last year (2004-2005), CRI Pakistan has successfully organized two International Training Workshops for Faculty on Early Childhood Education in collaboration with the Allama Iqbal Open University and the Higher Education Commission of the Government of Pakistan. More than 95 faculty members from 40 universities, all across Pakistan and Azad Kashmir, participated in these Training Workshops. Three ready-to-teach courses on Early Childhood Education were introduced. These courses have been initiated as part of a syllabus for Master Level Courses in Education in some Universities. Four more courses will be introduced to complete a full degree in ECE. US faculty will present the courses at five-day seminars, with the assistance of CRI Pakistan staff. These trainings will be held during the first and second year of the program. On completion of training of all seven courses, efforts will be made to get these courses formally endorsed by the Higher Education Commission for all of Pakistan as formal course work. We anticipate this will occur as CRI has worked closely with the Higher Education Commission and other entities of the Government of Pakistan. Formalization of the Curricula with the Higher Education Commission will be undertaken in the third year of the grant. Proposed training program for faculty is given below:

Faculty Trainings

Activity	2005-2006		2006-2007		Total No. of Trainin g
	Traini ngs	No. of Particip ants	Traini ngs	No. of Particip ants	
Training of Existing Faculty Partners	1	95	1	95	2

Orientation Training in USA

In order to build capacity of a team of Master Teacher Trainers who can continue the methodology after USAID funds diminish, CRI proposes to train a larger contingent of Master Teacher Trainers in the USA. CRI Pakistan proposes three orientation trainings for its program staff during the project period. These trainings will be held at CRI Washington in year one and at Harvard-BU-Teachers College at Columbia during the second and third year of the program.

Members of CRI's team will participate in these training each year. The team will also visit schools in USA.

Assessment Systems

CRI Pakistan will work in coordination with the Federal Directorate of Education to improve (on the children's) individual student examination system from grade one through grade five. We envision this to incorporate many dimensions of student's social and academic achievements which are influenced by the inter-active methodology.

This modification to the assessment system will also help teachers to improve their teaching practices and set instructional goals. Once this task is completed in the FDE, it will enable the FDE to maintain a systemic, easily interpretable history of student's assessments and it can easily be replicated in other district schools by the government of Pakistan.

**UNESCO EQ-related activities
A Progress Update**

ER Sector	Agency	Programme Title (on-going)	Location	Planned Budget	Received Contribution	Key Achievements/ Implementation Arrangements
Education	UNESCO	Rapid response and Assessment of the Impact of the Earthquake on the Education System in NWFP	Abbottabad Mansehra Battagram Kohistan Shangla	\$ 20,000	\$ 20,000	Report on Rapid Assessment Survey prepared.
Education	UNESCO	Rapid re-orientation and training of teachers in earthquake affected districts	Mansehra, Battagram, Abbottabad, Balakot Garhihabib-ullah	\$ 71,500	\$ 71,500	• Experts' meeting on development of Course Outlines/Contents for Counseling & Orientation of Teachers in EQ Areas. • Development of Manual for the Training of Master Trainers. • Pilot TOT workshop held. 22 participants, 15 from NWFP and 7 from AJK attended. • 2 TOT workshops. (60-70 master trainers to be trained) (on-going). • 10 Teachers Training workshops (250-300 teachers to be trained) (on-going)
Education	UNESCO	Development, production and dissemination of a booklet on earthquake safety and disaster management to the education institutions of NWFP Province	NWFP	\$ 5574	\$ 5574	First Draft of the Booklet on Earthquake safety and disaster management is ready (on-going).
Education	UNESCO	Post-earthquake rehabilitation of education system in affected areas of NWFP (Opening of 2 Camp Schools)	Bissian (Balakot)	\$ 10,000	\$ 10,000	220 boy & 135 girl students enrolled in the two camp schools (on-going)
Education	UNESCO	Psychosocial training of teachers in earthquake affected areas of AJK	Muzaffarabad	\$ 25,000	\$ 25,000	• 2 TOT workshops (50-60 master trainers to be trained) (on-going) • 2 Pilot Teachers Training Workshops (50-60 teachers to be trained) (on-going)
Education	UNESCO	Rehabilitation and reconstruction of education system in earthquake affected areas of NWFP and AJK	Muzaffarabad Rawalakot, Bagh Mansehra Battagram	\$ 33,440	\$ 33,440	• Establishment of 6 CLCs (on-going) • Partial Support (teacher salary) to 34 Literacy Centres in camps in Mansehra (on-going) • Training of 360 literacy teachers in Trauma healing and post-EQ rehabilitation/disaster management (on-going) • Provision of supplementary materials to literacy centres & CLCs on life-skills and disaster management (on-going) • Support for District EFA Units (on-going)

Press

The New York Times

January 21, 2006 Saturday

HEADLINE: Heeding Pakistani Protest, U.N. Blocks Talk by Rape Victim

BYLINE: By WARREN HOGE

Mukhtar Mai, the Pakistani woman whose defiant response to being gang-raped by order of a tribal court brought her worldwide attention, was denied a chance to speak at the United Nations on Friday after Pakistan protested that it was the same day the country's prime minister was visiting.

Ms. Mai had long been scheduled to make an appearance called "An Interview With Mukhtar Mai: The Bravest Woman on Earth" in the United Nations television studios, sponsored by the office for nongovernmental organizations, the Virtue Foundation and the Asian-American Network Against Abuse of Human Rights.

But on Thursday night the organizers were informed that the program would have to be postponed because of Pakistan's objections.

Ms. Mai is leaving New York on Saturday so the effect was to cancel her appearance.

Asked at a news conference why Pakistan had taken the action, the prime minister, Shaukat Aziz, said: "I have no idea. You have informed me and so have some other people as I was walking in. I don't know how the place functions."

The Pakistani Mission did not return calls seeking comment.

In 2002, a village council sentenced Ms. Mai to be gang-raped for the supposed misconduct of her brother. Pakistani women in such circumstances often commit suicide, but Ms. Mai instead successfully challenged her rapists in court. She gave the compensation money she received to schools in her remote district.

On a previous visit to New York in November, Ms. Mai, also known as Mukhtaran Bibi, was hailed in a video tribute by **Laura Bush** at a Lincoln Center banquet as a person who "proves that one woman really can change the world."

Mr. Aziz is scheduled to see President Bush in Washington next week.

This was not the first time that Pakistan's government had interfered in Ms. Mai's travels. President Pervez Musharraf blocked her from taking a trip to the United States in June and then relented last fall when Glamour magazine honored her as its "Woman of the Year."

Asked why the United Nations bowed to the Pakistani protest, Shashi Tharoor, the under secretary general for communications, said he could not comment on this specific case. But, he said: "As a general principle, indeed there are written instructions guiding the holding of any event on United Nations premises in which we are obliged to take into account views formally expressed by member states. This is a building and an organization that belongs to the member

states."

Recounting the 11th-hour nature of the decision, Joseph Salim, the executive director of the Virtue Foundation, a New York-based human rights charity, said, "Yesterday, as we were going about a walk-through, getting our ID badges, they suddenly told us that because this event was considered by the Pakistan government as embarrassing to them, they were going to block it."

An e-mail message from Meena Sur of the United Nations Department of Economic and Social Affairs at 7:49 p.m. on Thursday informed the organizers that the event had to be postponed until sometime after Jan. 24.

Neither she nor Michele Fedoroff, the deputy head of the section, who had conveyed the same message in a telephone call, responded to messages seeking explanation.

In an interview, Ms. Mai said: "I feel disappointed. I was not going to say anything bad about Pakistan. I was just going to talk about my work and what people are doing."

The New York Times

January 22, 2006 Sunday

SECTION: Section 4; Column 1; Editorial Desk; Pg. 17

LENGTH: 706 words

HEADLINE: Slavery in Our Time

BYLINE: By NICHOLAS D. KRISTOF

DATELINE: CALCUTTA

Historians will look back in puzzlement at the way our 21st century world tolerates the slavery of more than a million children in brothels around the world.

India alone may have half a million children in its brothels, more than any other country in the world. Visit the brothel district in almost any city in India, and you can meet 14-year-old girls who have been kidnapped off the street, or drugged, or offered jobs as maids, and then sold into a world that they often escape only by dying of **AIDS**.

When I've written about "sex slavery" in the past, from Cambodia, I've sensed that readers assume the term is hyperbole. See if you still think so after hearing the story of Geeta Ghosh (video of Geeta is at www.nytimes.com/kristof).

Geeta grew up in a village in rural India and attended only two months of school; like many of the girls who are trafficked, she is illiterate. Her own family abused her, but at age 11 she found refuge with her best friend's aunt.

For a year, "Auntie" looked after Geeta with a warmth that she had never found at home. Then one day when Geeta was 12 -- but still physically a little girl, well short of puberty -- the aunt took her to a beauty parlor. "You look a bit ugly, so why not try to look prettier?" Auntie suggested.

Then the aunt locked her in a soundproof room in a brothel with an Arab man who bought her virginity. "I was very terrified to see this huge man in front of me," Geeta remembers, adding, "I cried a lot and fell to his feet, pleading."

"He pulled off my dress, and the rapes went on for a month like that. He made me sleep naked beside him, and he drank a lot, and he hurt me so much."

After that, the brothel owner peddled Geeta daily for five years -- and only after eight months as a prostitute did she mature enough to get her first period. The brothel owner kept her confined in the brothel for the first three years, beating her with sticks and threatening her with a knife to warn what would happen if Geeta tried to escape.

"There was a big drain in the house for sewage," Geeta remembers. "The madam said, 'If you ever try to run away, we'll chop you up and throw the pieces down this drain.'"

After three years, Geeta was allowed on the street in front of the brothel. But although police

officers sometimes walked by, she says that running to them would have been pointless -- the madam paid them good bribes, so they would simply have returned her to the brothel.

One taxi driver regularly visited Geeta, and gradually they became close. "It may not have been love, but he was sympathetic," she says. Finally, he helped her escape from the brothel, and now they are married and have four children.

In the five years in which Geeta was imprisoned in the brothel, she never was given any money. Every single rupee she earned went to her owner.

I visited the one-room hovel where Geeta and her family now live in a Calcutta slum. The home is the size of a walk-in American closet, mostly taken up by a bed raised up on bricks. Three of the children sleep on the bed, and the parents and the youngest child sleep underneath it. The slum is squalid, and a nearby sewage canal sometimes floods their home -- but Geeta is happy, because she is free.

All around India and the world, girls are still locked up in brothels as Geeta was. Indeed, sex trafficking is one problem that appears to have become worse around the globe, as organized crime, increased mobility and the rise of markets have turned pubescent flesh into a tradable international commodity. Moreover, fear of **AIDS** has nurtured markets for virgins and younger children who customers think are less likely to have **HIV**.

The Lancet, the British medical journal, has estimated: "The number of prostituted children is thought to be increasing and could be as high as 10 million."

Of course, not all can realistically be called "slaves." There is a continuum of coercion among under-age prostitutes that runs all the way from older teenagers who choose prostitution to 10-year-olds who are kidnapped off the street and locked up in cages.

In my next column, I'll talk about what can be done to help sex trafficking victims like Geeta. It's time to emancipate them.

The New York Times

January 24, 2006

HEADLINE: Hitting Brothel Owners Where It Hurts

BYLINE: By NICHOLAS D. KRISTOF

Imagine what you would have done if you'd been in Hasina Bibi's sandals.

She was a lonely 16-year-old working in a garment factory in Bangladesh when an older employee began mothering her. They grew close, and one day the older woman gave Hasina some cakes to eat.

Two days later, Hasina emerged from a drug-induced stupor in India, sold to a brothel in faraway Gujarat. The brothel's owner beat Hasina and threatened to deform her face with acid if she tried to escape. She had to do whatever the customers wanted, with or without condoms.

But Hasina, in contrast with most girls who are trafficked into brothels, had a fourth-grade education and was literate. So although she earned no money, Hasina asked customers for tips and was able to amass a secret stash of rupees. She learned a bit of Hindi. Finally one day she jumped into a rickshaw and ran away.

It would be nice to say that she lived happily ever after, but trafficked children rarely do. Ashamed to return home, Hasina is now an independent streetwalker here in Calcutta.

So as we try to develop policies to reduce sex trafficking, there are a couple of lessons here. First, it's difficult to extricate girls from prostitution after they've been trafficked. It's far more cost-effective to focus resources on reducing the number of newly trafficked people each year -- now hundreds of thousands.

Second, educating girls is the best way to give them the tools to resist trafficking or escape brothels. In the long run, one effective way to knock down brothels is to build schools.

But that's for the long run. To have a more immediate impact, we need to reduce the economic incentives for traffickers. Here are my suggestions:

Pick our battles. Look, prostitution will always be around. But progress is possible by targeting the very worst abuses, like the brothels that imprison girls (some boys are also trafficked for sex, but not as many).

Emphasize criminal sanctions. Effective law enforcement may not rescue many individual children (those numbers are tiny), but it deters all brothel owners from forced prostitution and from pimping minors. If brothel owners see that they risk jail for imprisoning and peddling 13-year-olds, they instead employ semivoluntary 17-year-olds who claim that they are 18 (few people in poor countries have good documentation of age). In this world, that's real progress.

Focus on virginity sales. In some areas, like Southeast Asia, the business model of sex trafficking depends on selling virgins for \$500 or more apiece. That's where traffickers reap their biggest

profits. So let's encourage sting operations that arrest both buyers and sellers of virgins. Buyers are usually wealthy foreigners, often Arabs or ethnic Chinese, and a few heavily publicized arrests would help dry up sales of virgins.

Inspect brothels regularly for prisoners. Frequent inspections make the brothel owners more likely to employ willing prostitutes rather than unwilling ones. During inspections, girls should also undergo mandatory testing for diseases, including **HIV**.

Some people worry that cracking down on trafficking just drives it underground. I don't worry too much about that. The brothel business depends on being readily accessible, so driving it underground makes it less profitable and smaller. And my interviews with brothel owners suggest that many find the business only marginally more profitable than peddling pirated DVD's or smuggled cigarettes. Eat into their profits a bit more, and they'll switch businesses.

The first step is to put forced prostitution on the international agenda, just as the abolitionists put slavery there in the early 19th century. To his credit, **President Bush**, far more than his predecessors, has pushed other governments to crack down on sex trafficking. His State Department office on trafficking should get a medal.

Mr. Bush could make the issue a higher global priority by raising it in his State of the Union address and in his coming visit to India. Just imagine if he visited the New Light anti-trafficking center here in Calcutta. A local woman, Urmi Basu, used her savings and American foundation grants to build New Light, which battles trafficking, teaches English to the children of prostitutes and provides health services. (Video of Ms. Basu and a list of aid groups that do great work fighting trafficking are at www.nytimes.com/ontheground.)

Mr. Bush could do so much good by leading dignitaries and TV cameras through a red-light slum and down a fetid alley to the sewer-side offices of New Light. The entourage could then spotlight reformers like Ms. Basu, the abolitionists of the 21st century.

Newsweek

March 6, 2006

HEADLINE: Education: A Learning Curve; What's behind India's success in the global knowledge economy? One key is a boom in private schools for all.

BYLINE: By Gurcharan Das; Gurcharan Das is the author of "India Unbound" and a former CEO of Procter & Gamble India.

I recently got a call from a board member of one of the world's largest consulting companies, who invited me to speak to them about why so many Indians were succeeding in the global-knowledge economy. He mentioned innovations emerging from GE and Microsoft's R&D centers in Bangalore; advanced avionics installed by India's Air Force on Russian fighter aircraft, and sophisticated research on global capital markets outsourced by Wall Street to India. Finally, he rattled off the names of a dozen Indian leaders of multinational corporations.

I was skeptical. "Perhaps it's our large population?" I suggested. He countered with half a dozen large countries that are invisible in the knowledge economy. "Or maybe it's simply knowing English?" He asked if there was something in India's education system that might help explain its recent economic success.

The best in India do get a decent education. Aside from the famed Indian Institutes of Technology and the Indian Institutes of Management, there are about 20 other centers of excellence in science, engineering, medicine and even the liberal arts. Both students and parents are intensely dedicated. Night after night, middle-class Indian parents insist on overseeing their kids' homework--it's a rare mother who accepts a dinner invitation during exam season. By the age of 15, the young are packed off to coaching classes to prepare them for entry into the competitive colleges.

What's changing is the access to quality education below these top levels. Government-run schools are a mess: a national study by Harvard University faculty found that on any given day, one out of four teachers in state-run primary schools is absent, and of those present half are not teaching. But private schools--which can range from expensive boarding schools for the elite to low-end teaching shops in the bazaar--are proliferating. Even the poor now send their kids to private schools, which can charge as little as \$1 to \$3 a month in fees and are spreading rapidly in slums and villages across India.

NIEPA, a state-sponsored think tank, confirms that two thirds of the children in urban Maharashtra, Uttar Pradesh and Tamil Nadu--three of India's largest states--are now in private schools. According to National Sample Surveys, spending on education rose from 1.2 percent of per capita expenditure in 1983 to 4.4 percent in 2003. In urban areas it's risen even faster, from 2.1 percent to 6.3 percent.

These private schools are delivering results. Although teacher salaries tend to be two-thirds lower on average, Prof. James Tooley of the University of Newcastle found that even unrecognized schools in Hyderabad's slums delivered mean scores in mathematics that were 22 percentage points higher than public schools. A national study led by the education NGO Pratham confirmed that even in villages 16 percent of the kids are now enrolled in private

primary schools, and their reading and math scores were 10 points higher.

This upsets the Indian left, which wants to shut down these "mushrooming private schools." Bureaucrats take advantage of this prejudice and extract bribes in exchange for licenses, which average 5 percent of a school's running cost. Yet even the children of government-school teachers go to private schools.

As with so much about India's success story, Indians are thus finding solutions to their problems without waiting for the state. If China's success is due to its amazing (and state-funded) infrastructure, India's is largely the result of individual initiative. If this initiative can successfully broaden access to and raise the quality of education, India could be even better positioned for the knowledge economy than its behemoth neighbor.

The International Herald Tribune

December 12, 2005 Monday

HEADLINE: 'Sesame Street' goes local, without some old friends

BYLINE: Doreen Carvajal

When a squeezable, and bankable, star named Elmo made a belated comeback in France this year, long after his Muppet birth in the United States, doubts emerged immediately about the puppet's proper French esprit.

Was Elmo too sweet? Did the google-eyed creature with a crimson shag and the whispery voice of a 3-year-old lack sufficient Gallic irony?

Thirty-six years after the original "Sesame Street" made its debut in the United States, Elmo has left his familiar neighborhood for a fresh wave of globalization, bound for countries that are discarding dubbed American versions for local productions inhabited by denizens with names like Nac, Khokha and Kami.

The makeovers, from Bollywood to Paris and from Tokyo to South Africa, are transforming what it means to be a Muppet. And one result is new licensing income from global co-productions that are subsidizing more treats for the Cookie Monster back at the New York headquarters of Sesame Workshop, the nonprofit educational organization behind "Sesame Street."

Revenue at Sesame Workshop increased 4 percent last year, to \$96 million, primarily because of new income from international licensing.

France is the latest country to offer up its version with "5, rue Sesame," a quaint street of tall buildings and bright blue skies, flower boxes and, of course, a tidy village bakery stocked with baguettes. But certain American puppets are gone, including one that you might expect could rattle French sensibilities: "Sesame Street's" floppy-armed frontman, Kermit the Frog.

"It took us a year and a half to launch this show," said Alexandre Michelin, programming director for France 5, a state-run public television channel and co-producer with Sesame Workshop of the two-month-old show. "We had to adapt it to keep 'Sesame Street' values and ours, finding a way to make it work with French issues."

For rue Sesame, that means there is a glancing scene of a tall suburban building, laced with graffiti < a nod to suburbs around the country that were engulfed in rioting a few weeks ago. The local bakery is run by Baya, an Arabic-looking woman, although < in another reflection of French sensibilities < her origins are never mentioned.

Big Bird has also vanished, replaced by an enormous yellow character, Nac, whose trumpet nose, vivid colors and whimsical nature were tested with children and reviewed by a French psychologist. The American bird disappeared because the French co-producer wanted a unique and distinctive puppet star that could also be a mascot for their station.

Patricia Chalon, the therapist, also helped the show's creators shape other new Muppet characters like Griotte, a little girl in a wheelchair, and helped tweak messages so young viewers could better understand why a character was speaking in sign language.

The same sort of review is taking place now in India, where a co-production of a new "Sesame Street" version in Hindi is in development for a debut early next year. Miditech, a leading Indian television production company based in New Delhi, held a news conference last week to introduce new characters for the show, which will be broadcast on Turner International's cartoon network.

Big Bird was also eliminated in this version, replaced by a giant lion named Boombah, who for now speaks in Hindi but eventually will master other tongues in a country with 15 official languages, excluding English. Along this streetscape, the communal French bakery is replaced by one of the Internet cafes that are ubiquitous in Indian villages.

"If it is to work in India, the Indian kid watching it should not feel it is American or foreign," said Niret Alva, president of Miditech.

Alva noted that the American version had never made the leap beyond a niche channel in India to reach a mass audience of children estimated at more than 157 million. "Our show is made by Indians and for Indians," Alva said, "and we are looking for characters who can play this part for the next 10 to 15 years."

Miditech is a company better known for popular reality shows like "Indian Idol," and it is already laying plans to enlist stars from that show, along with Bollywood musical celebrities, to dance with the Muppets.

The new co-producers and Sesame Workshop offer many altruistic reasons for creating the shows, from spreading a message of tolerance and diversity in France, to promoting unity in India between rural and urban areas, or easing ethnic tensions in Kosovo..

But beyond those motives, there are the important side benefits of new income from licensing and merchandising, particularly from new characters with distinctive national identities.

Last year, 68 percent of Sesame Street's revenue came from income from licensing of products. Japan started its own version of "Sesame Street" last year, and Sesame's 4 percent jump in revenue last year came largely from licensing agreements in Japan.

Today, "Sesame Street" appears in more than 120 countries, and about 25 of them are co-productions. France once had a more American version of "Sesame Street," in the 1970s and early 1980s, but stronger local competition pushed it off the air.

A new wave of co-productions started in the past five years, among them the Arabic Egyptian broadcast, "Alam Simsim," which is now seeking to spread to other Arabic-speaking countries with a pan-Arab version that just started appearing on Lebanese television.

The global merchandizing income is most important because it "is subsidizing the show in the U.S. and subsidizing the research that we do at the workshop," said Gary Knell, chief executive of Sesame Workshop in New York. He added, though, that "there are many countries, like Bangladesh or Kosovo, where we go in where there is no expectation of making any money on ancillary income from product sales."

Such is the case with the new Cambodian version, "Sabai Sabai Sesame" ("Happy Happy Sesame"), which is scheduled to be broadcast for the first time Tuesday, partly with funding by the U.S. government. This show is basically an American version dubbed in Khmer.

But countries with large populations and high disposable income have a commercial incentive to develop their own versions. France 5's commercial arm, France Television Distribution, for example, is developing a two-stage strategy to bring merchandise to the market in the next nine months.

Franck Cymes, a senior vice president for licensing at France Television Distribution, said his company had signed four licensees in the first months of the show's life, including with the toymaker Mattel, for a list of products that range from standard plush toys and pajamas to melamine dishware. As the show's popularity increases, he said, their ambitions would extend to licensing for healthy food lines. But fast-food chains like McDonald's are not on the list.

"They just don't go together," he said, noting that a primary message of "5, rue Sesame" is to promote healthy nutrition.

The global brand Sesame will soon have its own feature-length documentary movie, "The World According to Sesame Street." It will have its premiere at the Sundance Film Festival in January.

The filmmakers, Linda Goldstein Knowlton and Linda Hawkins Costigan, set out to explore the backstage dramas of international versions in South Africa, Bangladesh and Kosovo, where they found Muppets could be agents of social change and understanding, like Kami, an HIV-positive puppet, on "Talakani Sesame" in South Africa.

Within France, the creators of "5, rue Sesame" are studying their completed shows and considering whether some cultural values need further adjusting.

"We had the feeling that it was a little bit too sweet, too nice," said Michelin, the France 5 programming director. "We need some irony. It's very difficult to evaluate, but we have the feeling that in France we can be a little edgier."

AP

February 27, 2006

HEADLINE: India has mixed feelings about close ties with U.S. ahead of Bush visit

BYLINE: MATTHEW ROSENBERG

NEW DELHI (AP) With India and the United States struggling to work out a nuclear pact before President Bush arrives this week, India's prime minister pledged Monday not to compromise the country's security to seal the deal.

During his visit beginning Wednesday, Bush is likely to find excitement over Indian-U.S. ties mixed with ambivalence about sidling up to a nation many see as the world's bully.

The landmark nuclear pact has, for many here, come to illustrate what India stands to gain from America and what it has to lose.

Talks on the nuclear deal "are currently at a delicate stage," held up by disagreements over which of India's nuclear facilities are to be designated as civilian and which are to be considered military, Prime Minister Manmohan Singh told lawmakers Monday.

Separating India's tightly entwined civilian and military nuclear programs is key to the deal, because the United States has only agreed to recognize India as having a civilian nuclear program not as a legitimate nuclear weapons state.

"We have judged every proposal" from the U.S., Singh said. "The decision of what facilities may be identified as civilian will be made by India alone and not by anyone else."

The pact would allow the United States to provide nuclear technology and fuel desperately needed by India to fuel its booming but energy-starved economy. In return, India has pledged to separate its programs and open the civilian ones to international inspection.

The deal has faced opposition from some members of U.S. Congress, which must approve the pact. They argue it could undermine the Nuclear Nonproliferation Treaty. India has refused to sign the treaty and defied the world by openly conducting nuclear weapons tests in 1998. India and Pakistan have often staged tit-for-tat missile tests that raise regional tensions.

White House press secretary Scott McClellan said the president's approach with the pact will not only address energy needs for India, but will also address important proliferation issues.

"We've made some progress. The negotiations are ongoing," he said. "Whether it gets done during the trip or not, we will see. But we believe it will get done."

Indian opponents worry the United States is pushing to classify far too many of India's facilities as civilian, and thus subject to international safeguards. Some see it as an attempt to undermine the country's nuclear weapons program.

Among Indians, there is also "a sense of America being arrogant in its dealings surrounding the nuclear pact," said Nandan Unnikrishnan of New Delhi's Observer Research Foundation.

"India does not like to be perceived as someone who is doing something according to an external diktat," he said. "And the U.S. has been a little ham-handed in terms of trying to get India to see the world its way."

He cited U.S. Ambassador David C. Mulford's remark in January that if India did not support referring Iran to the U.N. Security Council over its nuclear program that the India-U.S. nuclear pact could "die" in Congress. The U.S. and other Western countries suspect Iran's program is geared toward making weapons.

Parties crucial to the survival of Singh's government seethed at the comment, claiming it as evidence that New Delhi was selling out to Washington for the sake of the nuclear deal.

The deal is also seen by some as Washington's attempt to balance to China's growing economic and political clout something New Delhi wants no part of.

India and China "will cooperate, they will compete, they will try to balance each other," said analyst C. Raja Mohan. "But we certainly don't want to be seen as acting as a task horse for the Americans."

A poll in India's Outlook magazine illustrates the mixed feelings of many here.

Asked if India could trust the United States in times of need, 55 percent of the 1,634 people interviewed by pollster AC Nielsen said yes. But asked whether they thought America was a bully, 72 percent said yes. No margin of error was given.

"It's a situation of a rich man and a poor man who's getting richer," said Vijay Bhagat, a shop owner in New Delhi. "We need to work with the United States, we need the money but we Indian people have to keep our self-respect."

There's little doubt that India has reaped tremendous economic benefits from its American ties. India's outsourcing industry, for example, is expected to bring in \$22 billion in revenues this fiscal year, much of that generated by business from America.

The boom has created millions of jobs, and has even given rise to luxury goods market with brands like Louis Vuitton and Rolls Royce setting up shop.

But the luxuries are for a tiny few, and the economic liberalization that has stoked the boom has also raised fears among Indians some 80 percent of whom live on less than \$2 a day that the government will soon have to remove subsidies on essentials such as cooking oil.

AP

February 27, 2006

HEADLINE: White House mum on whether Bush goes to Afghanistan during India-Pakistan trip

WASHINGTON (AP) Will President Bush go to war-rattled Afghanistan when he visits India and Pakistan this week? The White House isn't saying, but there's a lot of speculation here and in South Asia that he will. Both Vice President Dick Cheney and **Laura Bush** have visited Afghanistan.

"Even if we were going to other countries, we would announce that at an appropriate time not before," White House press secretary Scott McClellan said Monday.

Bush leaves Tuesday, first for India and then to Pakistan, which shares a border with Afghanistan.

Security tensions already are high for Bush's trip to South Asia, and a stop in Afghanistan would heighten those concerns even further because of the risk posed by al-Qaida and Taliban militants.

More than 200 U.S. personnel have died in the Afghan conflict since the United States invaded the country in late 2001.

The size of the U.S. force in Afghanistan is in flux. Defense Secretary Donald H. Rumsfeld announced in December that the number would shrink from about 19,000 at the time to about 16,000 by the summer.

Marvin Weinbaum, a former State Department analyst for Pakistan and Afghanistan, said Bush likely would confine any visit to heavily guarded Bagram Air Base north of Kabul.

"He has to go," Weinbaum said at Brookings Institution briefing on the president's trip. "He's in the neighborhood. **Laura Bush** went. Can he not go if **Laura Bush** took the chance and was more exposed actually not much more, but more exposed than the president will certainly be?"

Notes

Bios

Jeannie Louise Mulford

Born (b)(6)

Primrose, Nebraska

Bachelor of Science Degree in Speech Communication, 1972

University of Nebraska

In the past fifteen years Jeannie has served on the Board of Directors of both the Pan American Development Foundation in Washington and Decatur House on Lafayette Square pursuing her interest in projects for the poorest of the poor in developing countries, and in historic preservation in America. Jeannie also served in recent years on the committee which annually sponsors the America Heart Association's Phoenix Arizona Heart Ball, and she actively supports the Crisis Nursery and Liberty Wildlife in Arizona where her family now lives.

Since arriving in India two years ago Jeannie's highest priority has been the US Mission and morale within the US Mission Community. She is the Honorary President of the American Women's Association, which provides guidance and support to American families living in Delhi.

Jeannie is also the Honorary President of the Delhi-based Umang Charitable Society, which works for under-privileged children and has undertaken several projects in slum areas. The mobile school van idea developed by this Society for disaster hit areas has been considered as a prototype for similar use in Afghanistan.

Married October 1985 to David C Mulford.

Christine B. Crocker

Ms. Crocker is the spouse of Ambassador Ryan Crocker, currently posted to Islamabad, Pakistan. She is assigned to an Eligible Family Member position as APO Supervisor and the Director of the Kabul Support Unit at the U.S. Embassy Islamabad.

Ms. Crocker retired from the Department of State in May 2002 after 23 years with the Foreign Service. Her first assignment as a Foreign Service secretary was in Baghdad, Iraq, where she met Ambassador Crocker. Other postings included Beirut, Cairo, Kuwait, Damascus and finally Kabul, when the mission there was reopened in January 2002.

Ms. Crocker grew up in the Chicago suburb of Glen Ellyn and attended the University of Wisconsin-Oshkosh and Rider College in New Jersey. She and Ryan have been married since 1980.

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Office of Laura Bush - Scheduling

SERIES:

Wallace, Charity

FOLDER TITLE:

Binder - Schedule of Mrs. Bush in Shannon, Ireland, New Delhi, India, Hyderabad, India, Islamabad, Pakistan and Washington

FRC ID:

4740

FOIA IDs and Segments:

2014-0532-F

OA Num.:

7497

NARA Num.:

7418

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Misc.

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Briefing	Discussions with Mrs. Gursharan Kaur of India	1	N.D.	P1/b1; P5;

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Memorandum	Your Trip to India and Pakistan - To: POTUS - From: Steve Hadley	5	02/23/2006	P1/b1; P5;

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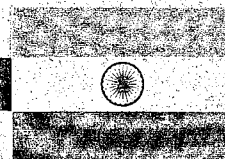
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India



People

Population:	1.08 billion (July 2005 est.)
Religions:	Hindu 80.5%; Muslim 13.4%; Christian 2.3%; Sikh 1.9%; other 1.8%; and unspecified 0.1% (2001 census)
Languages:	English (enjoys associate status but is most important language for national, political, and commercial communication); Hindi (national language and primary tongue of 30% of the people); and 14 other official languages

Government

Capital:	New Delhi
Type:	Federal republic
Chief of State:	President, elected to a five-year term by an electoral college consisting of elected members of both houses of Parliament and the legislatures of the states; currently A. P. J. Abdul KALAM, elected in 2002.
Head of government:	Prime Minister, chosen by a majority of parliamentary members in the lower house of Parliament; currently Manmohan SINGH, chosen in 2004.
Government:	Lower house of Parliament, the Lok Sabha, controlled by the Indian National Congress (INC), its coalition partners, and its Communist supporters; the Bharatiya Janata Party (BJP) leads the main opposition.
Elections:	Last presidential election in July 2002 (next to be held in July 2007); last legislative election in May 2004 (next to be held no later than May 2009).
Major political groups:	INC; BJP; dozens of national and regional political parties, including the Communist parties that support the current INC-led United Progressive Alliance coalition government.

Economy

GDP (purchasing power parity): \$3.7 trillion (2005 est.); 7.1% growth in 2005

GDP per capita (purchasing power parity): \$3,400 (2005 est.)

Unemployment: 9% (2005 est.)

Trade:

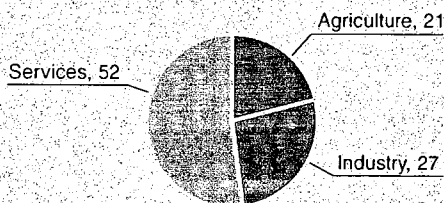
Exports: \$79.4 billion (FY 2004/05); to the United States: \$13.3 billion—gems and jewelry; cotton ready-made garments; metals manufactures; unfinished and semifinished iron and steel; drugs, pharmaceuticals, and fine chemicals.

Top partners: European Union, United States, United Arab Emirates, China

Imports: \$107.3 billion (FY 2004/05); from the United States: \$6.3 billion—electronic goods; non-electrical machinery; organic chemicals; transport equipment; professional instruments and optical goods; pearls, precious and semi-precious stones.

Top partners: European Union, China, United States, United Arab Emirates

GDP Composition, by Sector (FY 2004/05 est.) Percent

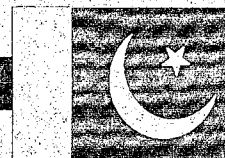


Sources: CIA's *The World Factbook 2005* and Center for Monitoring Indian Economy's *Foreign Trade and Balance of Payments, July 2005*

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NESA/OIA 405507AI 2-06

Pakistan



People

Population: 162.4 million (July 2005 est.)

Religions: Muslim 97% (Sunni 77%, Shia 20%); Christian, Hindu, and other 3%

Languages: Punjabi 48%; Sindhi 12%; Siraiki (a Punjabi variant) 10%; Pashtu 8%; Urdu (official) 8%; Balochi 3%; Hindko 2%; Brahui 1%; English (official and lingua franca of Pakistani elite and most government ministries); Burushaski, and other 8%

Government

Capital: Islamabad

Type: Federal republic

Chief of State: President, elected by the National Assembly and the provincial assemblies; in a referendum held on 30 April 2002, Pervez MUSHARRAF's presidency was extended by five more years.

Head of government: Prime Minister, elected by the National Assembly; currently Shaukat AZIZ who was elected in August 2004.

Government: Bicameral Parliament or Majlis-e-Shoora consists of the Senate (members indirectly elected by provincial assemblies to serve six-year terms) and the National Assembly (most members elected by popular vote to serve five-year terms).

Elections: Last Senate election held 24 and 27 February 2003 (next to be held in March 2006); last National Assembly election held 10 October 2002 (next to be held by October 2007).

Major political groups: Pakistan Muslim League (PML); Muttahida Majlis-e-Amal Pakistan (MMA); Pakistan Muslim League, Nawaz Sharif faction (PML/N); Pakistan People's Party Parliamentarians (PPPP).

Economy

GDP (purchasing power parity): \$385.9 billion (2005 est.)

GDP per capita (purchasing power parity): \$2,400 (2005 est.)

Unemployment: 6.6% plus substantial underemployment (2005 est.)

Trade:

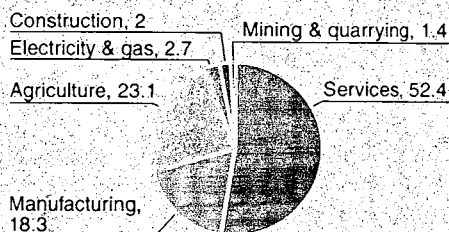
Exports: \$14.85 billion (2005 est.)

Top partners: United States, United Arab Emirates, United Kingdom, Germany, Hong Kong

Imports: \$21.26 billion (2005 est.)

Top partners: Saudi Arabia, United Arab Emirates, United States, China, Japan, Kuwait

GDP Composition, by Sector (FY 2004/05 est.) Percenta



^aBecause of rounding, the percentages may not add up to 100 percent.

Sources: CIA's *The World Factbook 2005* and Pakistani Ministry of Finance

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Office of Laura Bush - Scheduling

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FRC ID:

4740

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2014-0532-F

OA Num.:

7497

NARA Num.:

7418

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Song

How does one become infected with HIV?

We all need to know and learn to live a healthy life.

What does HIV/AIDS do?

The illness affects people - that is why we need to
strive together to fight this disease.

We need to overcome this together.

Brother, do not have sex until after marriage, and
then be faithful to your wife.

Avoid contaminated syringes and needles.

Do not use blood that has not been tested.

A HIV positive mother may transmit the infection to
her unborn child.

Porter Kumarrana and autodriver Anjanna, let us
work together in our fight to prevent HIV infection.





Skit

Abstinence

Two young male friends greet each other. They are in an excited mood and decide to go to see movies and girls nearby. They reach a corner where a women is dancing and they watch. A friend comes to them and gives them counseling in an affectionate manner. She tells them that they need to contribute to society, concentrate on their studies and avoid sex until after marriage. She tells them to share this important information with their friends.

Be Faithful

A farmer is tilling the land and his wife comes with his lunch. There is not much food and the wife says they are going through a difficult time due to the long drought - no rains, no harvest. The husband decides that he needs to go to Hyderabad, the main city, to find work. His wife warns him to be careful about HIV/AIDS which she learnt about from the self help group with the Nrityanhjali Academy. Please be careful and be faithful as other men who migrated to the city contracted HIV/AIDS and then also their wives and children were affected. Remember me and be faithful when you are away.



Outstanding
Issues:

Greeters on Arrival to Auditorium:

Dr. IV Subba Rao, *Principal Secretary, Health Medical, and Family Welfare
Department, The Government of Anghra Pradesh*

**Note: In addition to MRS. BUSH receiving flowers, Mrs. Mulford will receive
flowers as well.**

In Rabing Hall, the performers will give Mrs. Bush a small drum as a gift.

In Chancellor's Hall – the children's moderator is Mr. Shrinivasa [Shrin-vass-aa] Rao.

In Chief Guest Room, the women participating in the discussion will give MRS. BUSH a
bed cover and pillow cases they made themselves.

The additional participant in the woman's discussion is Mrs. K. Damayanthi [Day-man-
thee], *Chief Project Director for Anghra Pradesh, State AIDS Control Society*

Different names being used by women discussion participants:

MRS. BUSH

Ms. M. Chandana, – **MODERATOR**

(b)(6)		– fake name - Shashi
		– fake name - Amma
		fake name - Sujstha
		– fake name - Madhu
		] – fake name – Shabu

Please note, Mrs. Bush (and Susan) need to use the fake names.

Mrs. Bush's Interpreter is Dr. Sasikala [Sussy-kall-aa]

Mrs. Mulford's Interpreter is Ms. Usha Davalar [Oosha]

At the Home Science Center, Mrs. Mulford will also receive the garland on arrival and
flowers on departure.

During the Lab Experiment, Professor Aruna has agreed to do consecutive interpretation
during the woman entrepreneur presentation.

Staff movements:

(b)(7)c, (b)(7)e, (b)(7)f

(b)(7)c, (b)(7)e, (b)(7)f

Charity,

* Phones don't work well out here. \$

PyI: 1 writer } confirmed
8 press }

1st Event: And, forum

only (2) greeters now!

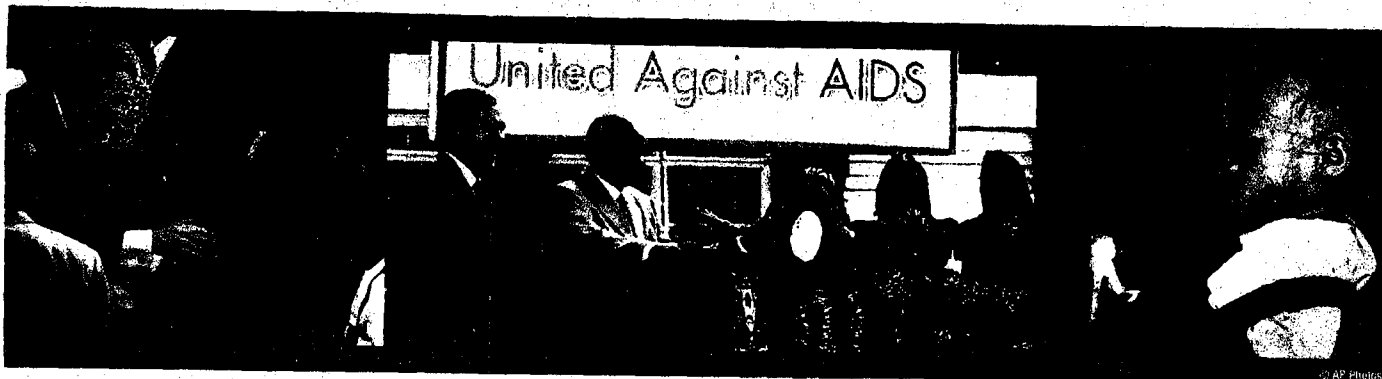
• Dr. Rao could not make it.

(b)(7)c, (b)(7)e, (b)(7)f

(b)(7)c, (b)(7)e, (b)(7)f

Thanks

KG.



The President's Emergency Plan for AIDS Relief FIVE-YEAR STRATEGY

"There are only two possible responses to suffering on this scale. We can turn our eyes away in resignation and despair, or we can take decisive, historic action to turn the tide against this disease...."

—President George W. Bush

President George W. Bush has made fighting the international HIV/AIDS pandemic a U.S. priority. The President's Emergency Plan for AIDS is the largest commitment ever by a single nation toward an international health initiative—a 5-year, \$15 billion, multifaceted approach to combating the disease in more than 120 countries around the world. The strategy places a special emphasis on 15 focus nations in Africa, the Caribbean, and Asia that represent approximately half of the world's infections.

Through the Emergency Plan for AIDS Relief, we are working with our partners in-country and supporting national strategies to promote sustainable, integrated prevention, care and treatment programs.

THE GOALS

Across the world, we will:

- Encourage bold leadership at every level to fight HIV/AIDS
- Apply best practices within our bilateral programs in concert with host governments' national HIV/AIDS strategies
- Encourage all partners to coordinate, adhere to sound management practices and harmonize monitoring and evaluation efforts



White House Photo

In the focus countries, we will:

- Support treatment for 2 million HIV-infected people
- Prevent 7 million new HIV infections
- Support care for 10 million people infected and affected by HIV/AIDS, including orphans and vulnerable children

U.S. COMMITMENT

- Focus \$9 billion in new resources in 15 of the most afflicted countries in the world
- Devote \$5 billion to ongoing bilateral programs in more than 120 countries
- Increase our pledge to the Global Fund to Fight AIDS, Tuberculosis, and Malaria by \$1 billion over 5 years
- Amplify the worldwide response to HIV/AIDS through international partners



White House Photo

The U.S. Global AIDS Coordinator, Ambassador Randall L. Tobias, was appointed by President Bush and confirmed by the Senate to coordinate and oversee the U.S. global response to HIV/AIDS. He reports directly to Secretary of State Condoleezza Rice.

U.S. LEADERSHIP

- U.S. contributions to the global AIDS emergency continue to be greater than those of all other donor governments combined
- The U.S. leads the world in its support of the Global Fund. President Bush made the Fund's founding contribution, and the U.S. has pledged almost \$2 billion through 2008—far more than any other nation. The U.S. is working with the Fund to fulfill its potential as a vehicle for other nations to dramatically increase their commitment to global HIV/AIDS, as America has done.

For the full text of the 5-year strategy of the President's Emergency Plan for AIDS Relief, visit www.state.gov/legac.

FOCUS COUNTRIES: Botswana • Cote d'Ivoire • Ethiopia • Guyana • Haiti • Kenya • Mozambique • Namibia • Nigeria • Rwanda • South Africa • Tanzania • Uganda • Vietnam • Zambia

U.S. DEPARTMENT OF STATE • BUREAU OF PUBLIC AFFAIRS

CHARITY