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DOCUMENT NO.	FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
001	Email	BP for Pak - To: S. Maria Miller, et al. - From: Charity Wallace	1	02/26/2006	P5; P6/b6;
002	Email	Deliverable for Second Country - To: Sonya Medina, et al. - From: Charity Wallace	1	02/26/2006	P5;
003	Email	FW: Schedule - To: S. Maria Miller, et al. - From: Charity Wallace	1	02/26/2006	P5;
004	Email	Fw: Secure Fax - To: Page Austin - From: Charity Wallace	1	02/25/2006	P6/b6;
005	Email	Names for Women's Empowerment Event - Hyderabad - To: Charity Wallace - From: Brooke Spelman	1	02/27/2006	P5; P6/b6;

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006	Email	RE: Please Send... - To: Karen Giorno - From: Charity Wallace	3	02/22/2006	P5; P6/b6;
007	Email	Hyderabad FLOTUS Sites - To: Charity Wallace - From: Brooke Spelman	1	02/22/2006	P5; P6/b6;
008	Schedule	India and Pakistan	5	02/21/2006	P5;
009	Email	RE: Idea in Pakistan - To: S. Maria Miller - From: Jacob Yunker	2	02/21/2006	P5;
010	Email	Ignore the Other One, This One Is Complete: Notes from Day 1 - To: BJ Frank - From: Charity Wallace	4	02/21/2006	P5; P6/b6;

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011	Email	Ignore the Other One, This One Is Complete: Notes from Day 1 - To: Anne MacDonald, et al. - From: Charity Wallace	3	02/21/2006	P5; P6/b6;
012	Email	RE: Confirmed Sites - To: Charity Wallace - From: Beth Hogan	4	02/14/2006	P5;
013	Email	Idea in Pakistan - To: Sonya Medina, et al. - From: Jacob Yunker	2	02/15/2006	P5;
014	Email	India - One of President's 8 Countries! - To: S. Maria Miller - From: Caroline Tetschner	1	02/14/2006	P5;
015	Email	Bush Visit to India - To: Moira - From: Bonni Ohri	2	02/06/2006	P6/b6;

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Background: India/Pakistan Planning

FRC ID:

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OA Num.:

7076

NARA Num.:

6985

FOIA ID and Segment:

2014-0532-F

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Miller, S. Maria

From: Wallace, Charity N.
Sent: Saturday, February 25, 2006 9:48 AM
To: Austin, Page
Cc: Miller, S. Maria
Subject: Fw: Secure Fax

Please see below. I forwarded all that I have received.

-----Original Message-----

From: Gray, Terra (b)(6)
To: Wallace, Charity N. <Charity_N._Wallace@who.eop.gov>
Sent: Fri Feb 24 23:21:38 2006
Subject: Secure Fax

C -

FYI...we received the secure fax, however, we wanted to note that the biops of the participatns go up to page 6...it appears we are missing some pages. We also wanted to note that several of the questions forwarded by Page (our) last night...were answered (according to our Embassy Control Officer) in the original e-mail we sent two nights ago. We will dig back in to confirm, but you might want to double check the info that was sent and let us know if it just needs to be expanded. Hope you are well.....

Take care-

TG

Annex A

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
4 th Grade	2	165	6	180	8	240	585
5th Grade	4	165	6	180	8	240	585
6 th Grade	4	165	0	0	0	0	165
7 th Grade	0	0	4	165	0	0	165
8 th 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 of the training of K-3rd grade teachers—the group they are most prepared to train. These Master Teacher Trainers will attend trainings conducted by International Trainers for 4th to 8th grade teachers and will take full responsibility of training of K-8th grade 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	
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.

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

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 Training
	Trainings	No. of Participants	Trainings	No. of Participants	
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.

Activity Name: 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.



The Nancy Hanks Center
1100 Pennsylvania Avenue NW
Washington, DC 20506-0001
202/682-5400
www.arts.gov

DRAFT

For immediate release
February XX, 2006

Contact: Sally Gifford
202-682-5606

**NATIONAL ENDOWMENT FOR THE ARTS ANNOUNCES \$700,000
IN HURRICANE RELIEF GRANTS TO ARTS ORGANIZATIONS**

Awards include city and rural design and planning grants in Louisiana and Mississippi

Washington, D.C. — The National Endowment for the Arts announces \$700,000 in grants to support arts organizations in the Gulf Coast region that were affected by Hurricanes Katrina and Rita last year. These grants include \$500,000 in support to individual organizations and state and local arts agencies in Louisiana, Mississippi, Alabama, Florida, and Texas. Additionally, the NEA is funding \$200,000 for regional participation in the Mayors' Institute on City Design and Your Town, two of the country's most established city planning and design programs.

"These grants will help spur both community and economic recovery for the Gulf Coast region," said NEA Chairman Dana Gioia. "The region can't recover without the arts. We have tried to be as inclusive as possible in these grants to help rebuild the arts community."

Grants include \$157,200 in hurricane relief funds to Gulf Coast State Arts Agencies to support projects to revitalize the arts industries in affected states. An additional \$142,800 supports 14 local arts agencies in the region for projects including management infrastructural support to the Arts Council of New Orleans, and support to the Acadiana Arts Council for a year-long arts outreach program for temporary and permanent residents of the region. Another \$200,000 will go to 14 individual cultural organizations for a range of projects. These include emergency conservation projects at the New Orleans Museum of Art and Beauvoir, The Jefferson Davis Home in Biloxi, Mississippi. Other projects support musical performances relating to a month-long celebration of the performing arts in New Orleans in March.

Funds to support Mayors' Institute on City Design and Your Town projects

NEA grants totaling \$200,000 support urban and rural design and planning initiatives for affected Gulf communities. In November, the NEA provided \$50,000 for two Mayors' Institutes on City Design in Biloxi, Mississippi and New Orleans, Louisiana. These institutes gave mayors from seven Gulf Coast cities a critical opportunity to discuss strategies for rebuilding their communities with nationally renowned design and planning experts and practitioners. The Arts Endowment awarded an additional \$50,000 for follow-up sessions for these Mayors' Institutes. Since 1986, the Mayors' Institute on City Design has gathered more than 650 mayors and designers to generate ideas on better city planning.

The NEA also has awarded four grants totaling \$100,000 to organizations in Mississippi and Louisiana to host four workshop sessions of Your Town: The Citizens' Institute on Rural Design. Since 1991, the NEA has funded Your Town design workshops for more than 50 small and rural communities. The workshops teach residents and community leaders about the important role design plays in shaping the built environment, enhancing quality of life and making communities better places to live, work, play, and invest.

Additional resources

The Arts Endowment, FEMA, and Heritage Preservation have published a new booklet titled *Before and After Disasters*. An updated and expanded version of *Resources for Recovery: Post-Disaster Aid for Cultural Institutions*, it includes summary descriptions and contact information for 15 federal grant and loan programs and covers sources of federal assistance for preparedness, mitigation, and response, as well as for recovery. Sample projects in disaster planning, training, treatment research, and restoration illustrate the funding guidelines. This guide is available through the NEA publications page, <http://www.arts.gov/pub/index.php>.

For a full list of grants, visit (LINK).

About the National Endowment for the Arts

This year, the National Endowment for the Arts marks its 40th anniversary of leadership in the arts. The NEA is a public agency dedicated to supporting excellence in the arts – both new and established – bringing the arts to all Americans, and providing leadership in arts education. Established by Congress in 1965 as an independent agency of the federal government, the Arts Endowment is the largest national funder of the arts, bringing great art to all 50 states, including rural areas, inner cities, and military bases.

###

Miller, S. Maria

From: Tetschner, Caroline S [TetschnerCS@state.gov]
Sent: Friday, February 24, 2006 3:48 PM
To: Miller, S. Maria
Subject: FW: India

Maria,

FYI.. some good gouge on TIP in India from our Sr. Reports Officer who's traveled there extensively.

ct

Caroline S. Tetschner
Public Outreach and Diplomacy
U.S. Department of State
Office to Monitor and Combat Trafficking in Persons
SA-22
1800"G" Street, N.W.
Washington, D.C. 20520
ph: (202) 312-9648
fax: (202) 312-9637
<http://www.state.gov/g/tip>

-----Original Message-----

From: Taylor, Mark B (G-TIP)
Sent: Friday, February 24, 2006 3:31 PM
To: Patel, Gayatri A; Tetschner, Caroline S
Subject: FW: India

-----Original Message-----

From: Inboden, William [mailto:William_Inboden@nsc.eop.gov]
Sent: Monday, February 20, 2006 11:28 PM
To: Taylor, Mark B (G-TIP)
Cc: Geran, Jean M; Gaetan, Eleanor K
Subject: Re: India

Thanks Mark, very helpful

Sent from my BlackBerry Wireless Handheld

-----Original Message-----

From: Taylor, Mark B (G-TIP) <TaylorMB@state.gov>
To: Inboden, William <William_Inboden@nsc.eop.gov>
CC: Geran, Jean M <GeranJM@state.gov>; Gaetan, Eleanor K
<GaetanEK@state.gov>
Sent: Sun Feb 19 16:53:39 2006
Subject: India

As like-minded governments around the world join to abolish modern-day slavery in the 21st century, we encourage the Indian government to show leadership in acting against this human rights crime through more vigorous efforts to liberate the millions of Indians in bonded and forced labor and in enslaved in the commercial sex trade. The world's largest democracy should not also be known for being home to the world's largest number of slaves in the 21st century. No one is fit to be a master and no one deserves to be a slave.

Background:

* The 2005 TIP Report states: "Numerous studies show that the vast majority of females in the Indian commercial sex industry are currently victims of sexual servitude or were originally trafficked into the sex trade."

* The 2005 TIP Report further states; "India is also the home to millions of victims of forced or bonded labor."

* Existing NGO estimates of forced and bonded labor victims in India range from 10 to 40 million. The Govt of India's estimate of bonded labor victims is 280,340.

*) Existing NGO estimates of sex trafficking victims in India range from 200,000 to 1 million per year.

* HRW estimated 15 million child laborers in India in 1996; the UN Commission on Human Rights used 65 million in 2000.

* Given these orders of magnitude, India appears to have the largest population of TIP victims in the world.

Mark B. Taylor

Senior Coordinator for Reports

Office to Monitor and Combat Trafficking in Persons

U.S. Department of State

(202) 312-9643

Fax; 202-312-9639

taylormb@state.gov

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	Names for Women's Empowerment Event - Hyderabad - To: Charity Wallace - From: Brooke Spelman	1	02/27/2006	P5; P6/b6;

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COLLECTION:

Office of Laura Bush

SERIES:

Miller, Sonja Maria

FOLDER TITLE:

Background: India/Pakistan Planning

FRC ID:

4499

OA Num.:

7076

NARA Num.:

6985

FOIA ID and Segment:

2014-0532-F

RESTRICTION CODES

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	RE: Please Send... - To: Karen Giorno - From: Charity Wallace	3	02/22/2006	P5; P6/b6;

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SERIES:

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FOLDER TITLE:

Background: India/Pakistan Planning

FRC ID:

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OA Num.:

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	Hyderabad FLOTUS Sites - To: Charity Wallace - From: Brooke Spelman	1	02/22/2006	P5; P6/b6;

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Hyderabad

Seeds of Peace

Theme: Empowering Youth for Peace-Building
Date: March 3, 2006
Time: 11:45 am to 12:20 pm
Venue: Hyderabad Public School
Activity: Participation in Student Activity Led by Indian Seeds of Peace Alumni

Purpose: To provide an opportunity for FL to interact with Seeds of Peace alumni and pre-teen students whom they'll be leading in a peace-building activity.

U.S. Participants

- 1) Mrs. Jeannie Mulford, Wife of U.S. Ambassador to India
- 2) Ms. Linda Cheatham, Public Affairs Officer, Consulate General Mumbai (site officer)

Indian Participants (proposed):

- 1) Ms. Shobana Nair, Principal, Hyderabad Public School (host)
- 2) Ms. Feruzan Mehta, India Coordinator, Seeds of Peace
- 3) Mr. Shyam Kapadia, 2001 Seeds of Peace alumnus (activity co-leader)
- 4) Mr. Saranya Ghosh, 2002 Seeds of Peace alumnus (activity co-leader),
- 5) Up to 30 eleven and twelve-year-old 6th- and 7th-standard (grade) students from Hyderabad Public School

Background: Seeds of Peace is a U.S.-based nonprofit, nongovernmental organization established in 1993 by the late award-winning author and journalist John Wallach, who was inspired to create this path-breaking movement after the first attack on the World Trade Center in February of that year. In 2001, with help from the U.S. Department of State, Seeds of Peace spread its reach to encompass India and Pakistan in its program. Seeds of Peace aims at resolving conflict by means of a unique approach – creating the leaders of tomorrow and empowering youth by providing them with the skills required to advance reconciliation and coexistence. Since its inception, Seeds of Peace has been working with teenagers from the Middle East,

and though the organization still focuses on that region, it has expanded its programming to include youth from regions as diverse as the Balkans, South Asia and America. Its leadership network now encompasses over 2500 young people from over 25 countries.

Description of Event: This will be a demonstration of the kind of peace-building activities that Seeds of Peace alumni use to teach peers and younger students to question stereotypes and accept differences in others. After briefing the FL on what she is about to observe, the two Seeds of Peace alumni will teach an entertaining but enlightening activity to the assembled eleven- and twelve-year-old students. (The FL will be welcome to join in if she so chooses.) To open the activity, the two Seeds will have each of the students write a word and draw a symbol of what peace means to them. The Seeds will then lead the students in a brief discussion of the following questions:

- 1) What is peace to you?
- 2) How do you make peace, and with whom do you make peace?
- 3) Why do we need to make peace?
- 4) What do you do now, and what else can you do to make peace:
In other words, what is your commitment?

The Seeds will then lead all participants in a "silent pledge" to build peace: the participants will form a circle, put their hands into the circle, then put their hands on their hearts and end by extending their hands out from the circle to symbolize sharing peace with the wider world. (As India Seeds of Peace Coordinator Feruzan Mehta says, "it's corny, but it works.") The FL will then have an opportunity to make brief remarks (see building blocks) and will be presented with a Seeds of Peace scarf as a memento of the occasion.

Outline of Event:

Greeting of FL	5 minutes
Introductions and Briefing	5 minutes
Seeds-led Activity	15 minutes
FL conversation with students	5 minutes
Farewell presentations to FL	5 minutes

Attachments:

1. Biographies of participants
2. Building blocks
3. Site description

Site Officer: Linda Cheatham
Back-up: Christopher Wurst

Biographies

1. Ms. Shobana Nair, Principal, Hyderabad Public School (host) -- to be provided.
2. Ms. Feruzan Mehta, India Coordinator, Seeds of Peace, has been involved with the South Asia Seeds of Peace program since its inception in 2001. Full bio to be provided.
3. Mr. Shyam Kapadia (activity co-leader), age 19, was one of India's first participants in the Seeds of Peace program, having attended camp in Maine in 2001. He is a second-year law student at the National Academy of Legal Studies and Research University (NALSAR) in Hyderabad.
4. Mr. Saranya Ghosh (activity co-leader), also 19, is a member of the second group of Indian Seeds, having attended the Seeds of Peace camp in Maine in 2002. He is a 12-standard (grade) student at the Vikas Education Institute in Hyderabad.
5. Activity Participants will be up to 25 6th- and 7th-standard (grade) 11 and 12-year-old students of the Hyderabad Public School (exact number of participants TBD)

Site description

Hyderabad Public School (HPS) is an autonomous private secondary school for boys and girls established in 1923. The school building, located in a beautiful campus close to the center of town, once served as one of the princely ruler's residences in the era before India's independence. The school is known for its commitment to quality education and has been ranked as one of India's best secondary institutions. Education at HPS is child-oriented, focusing on developing the students' intellectual, moral, emotional, physical and aesthetic skills. HPS strives to inspire in their students an awareness of their social responsibilities, and to guide them to be assets to society, locally and globally. Since 1952, HPS has been managed by board comprised of state government officials, industrialists and educationalists. The Andhra Pradesh State Secretary of Education (the highest ranking career civil servant) serves as Chair of the board. *(This site is located about 5-10 minutes from the airport in normal traffic.)*

Building Blocks

- Thank Ms. Nair, her staff, the Board of Governors and the students of the Hyderabad Public School for hosting this event today, and commend them for their long commitment to instilling awareness of social responsibilities and a willingness to serve others.
- Commend the Seeds alumni for their leadership and the younger students for their participation and interest in learning conflict-resolution activities.
- The U.S. Government is proud to support the Seeds of Peace Program for South Asia, as we have from 2001.
- Activities such as the one in which we've just participated are wonderful ways to remind us all that we need to always try to understand and make peace with each other.
- I'm particularly impressed at the way Seeds of Peace continue to work on their peace-building skills – and to share those skills with others like you all here – long after they have returned from camp in the U.S.
- I hope that all of you will become true seeds of peace, each in your own way, and I wish you success in your future studies and happiness in your lives.

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Schedule	India and Pakistan	5	02/21/2006	P5;

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Office of Laura Bush

SERIES:

Miller, Sonja Maria

FOLDER TITLE:

Background: India/Pakistan Planning

FRC ID:

4499

OA Num.:

7076

NARA Num.:

6985

FOIA ID and Segment:

2014-0532-F

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	RE: Idea in Pakistan - To: S. Maria Miller - From: Jacob Yunker	2	02/21/2006	P5;

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SERIES:

Miller, Sonja Maria

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Background: India/Pakistan Planning

FRC ID:

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2014-0532-F

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- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- 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]

Records Not Subject to FOIA

Court Sealed - The document is withheld under a court seal and is not subject to the Freedom of Information Act.

Withdrawal Marker

The George W. Bush Library

FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	Ignore the Other One, This One Is Complete: Notes from Day 1 - To: BJ Frank - From: Charity Wallace	4	02/21/2006	P5; P6/b6;

**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
Withdrawal/Redaction Sheet at the front of the folder.**

COLLECTION:

Office of Laura Bush

SERIES:

Miller, Sonja Maria

FOLDER TITLE:

Background: India/Pakistan Planning

FRC ID:

4499

OA Num.:

7076

NARA Num.:

6985

FOIA ID and Segment:

2014-0532-F

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).

Deed of Gift Restrictions

- A. Closed by Executive Order 13526 governing access to national security information.
- B. Closed by statute or by the agency which originated the document.
- C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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Withdrawal Marker

The George W. Bush Library

FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	Ignore the Other One, This One Is Complete: Notes from Day 1 - To: Anne MacDonald, et al. - From: Charity Wallace	3	02/21/2006	P5; P6/b6;

**This marker identifies the original location of the withdrawn item listed above.
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2014-0532-F

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Records Not Subject to FOIA

Court Sealed - The document is withheld under a court seal and is not subject to the Freedom of Information Act.

*Sonya?***Austin, Page**

From: Wiesner, Hillary [H.Wiesner@unesco.org]
Sent: Monday, February 20, 2006 7:19 AM
To: Medina, Sonya E.
Cc: Austin, Page; Miller, S. Maria
Subject: UNESCO in Pakistan
Attachments: UNESCO-USAID.doc; UNESCO Grant.DOC

Hello Sonya,

Here is some background on UNESCO education work in Pakistan. I hope this may be useful background for orientation and discussion. I have not contacted anyone about this, but wanted to send you this background first. Just let us know what we can do next.

-Hillary

Hillary Wiesner
Senior Executive Officer, Office of the Director-General
UNESCO - Paris
tel: (33) 1 45 68 12 83
fax: (33) 1 45 68 55 54
email: h.wiesner@unesco.org

(1) As the articles below indicate, the Director of the UNESCO Office seems to have a special focus on literacy, as well as both access and quality/content issues -- he could be consulted on ideas or specifics regarding programs and potential events. He is:

Jorge Sequeira, Director of UNESCO's Islamabad Office
jorge.sequeira@un.org.pk

(2) Here is a summary of the \$6.5 million in USAID-funded projects currently underway. The main focus is teacher training and literacy/ed data collection. This summary was given to the US-UNESCO Education Attache about a year ago:

<<UNESCO-USAID.doc>>

(3) This is the contract with USAID, with some more specifics on the work:

<<UNESCO Grant.DOC>>

(4) Homepage of UNESCO Islamabad Office
<http://undp.un.org.pk/unesco/>

(5) Some concrete activities of UNESCO Pakistan in Education through 2005
<<http://undp.un.org.pk/unesco/unescoisbf.htm>>

2/20/2006

(6) Overall Education page of UNESCO Pakistan website:

<http://undp.un.org.pk/unesco/progareasf.htm>

(7) Location and background on the UNESCO Pakistan Office:

http://portal.unesco.org/en/ev.php-URL_ID=2246&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO Islamabad Office

The UNESCO Office in Pakistan was established in Karachi in 1958 as the "UNESCO Regional Centre for Reading Materials in South Asia". In 1969, it was renamed as the "UNESCO Regional Centre for Book Development in Asia". Its mandate included book promotion and development of infrastructures for the book publishing industries in the region. By 1972, the Center's activities covered 21 UNESCO Member States in Asia. The same year, it was also designated as the field office for UNESCO's International Copyright Information Centre. In October 1989, the office was moved to Islamabad and functioned as the "Regional Office for Book Development in Asia and the Pacific."

UNESCO Islamabad Office has broadened its scope of work in the fields of education, social and human sciences and culture within the context of the global programs of UNESCO. The team of UNESCO Islamabad Office is headed by the Director, who is assisted by Program Specialists and National Program Officers. UNESCO Islamabad Office also serves as the UNESCO Publications Centre [unesco%20publication%20centre.htm](http://unesco.org/publication/centre.htm) in Pakistan, where the Organization's publications may be viewed and purchased.

<http://undp.un.org.pk/unesco/unescoisbf.htm>

(8) This article indicates that in 2004 there was an initiative to form permanent Parliamentarians Group on Literacy in Pakistan. It would likely be possible to bring Parliamentarians and others together again on this topic, whether or not the formal Group is functioning:

UN Pakistan Weekly Newsletter No. 37/2004 (14 September 2004)

published by the UN Information Centre (UNIC) in Islamabad on behalf of all Agencies of the United Nations System in Pakistan:

A WIDE RANGE OF ACTIVITIES MARKED OBSERVANCE OF LITERACY DAY IN PAKISTAN

The United Nations Educational, Scientific and Cultural Organization (UNESCO) organized a wide range of ceremonies to mark the International Literacy Day (ILD) aimed at creating awareness among masses about literacy and to seek help of the government and civil society in attaining the objectives set at the World Education Forum held in Dakar, Senegal, in 2000. The UNESCO Pakistan Office arranged media orientation session, civil society forum, literacy exhibitions, puppet shows and essay/speech contests in collaboration with the Ministry of Education, the National Commission for Human Development (NCHD), the World Food Programme (WFP), the Pakistan National Council of Arts (PNCA), UNICEF, NGOs and literacy departments.

On 3 September a media orientation session was organized for journalists from electronic and print media who were briefed on the United Nations efforts so far in Pakistan for achieving the literacy targets. The country representatives of UNESCO, Mr. Jorge Sequeira, and UNICEF, Dr. Maurice Robson briefed a gathering of media specialists, followed by a documentary presentation and

subsequent question-answer session. During a discussion on the topic of 'Consultation on Media Strategy for Basic Education and Adult Literacy', a proposal to form a group of media was discussed to help the UN agencies in promoting education and creating awareness among people in this regard.

A civil society forum was organized on 6 September, which attracted representatives from across the sections such as the politicians, media persons, civil society members, educationists and NGO activists. The forum was organized in collaboration with the National Commission on Human Development (NCHD). The Federal Minister for Education, Lt. Gen. (Retd) Javed Ashraf Qazi was the chief guest.

Literacy exhibitions were held at the sidelines of the forum where the literature about the importance of literacy, was displayed. Walks, exhibitions and puppet shows were also organized in collaboration with government departments and cultural organizations to commemorate International Literacy Day. In this connection, a mega function was held at the National Library Auditorium where a large number of school children presented literacy anthems and puppet show. The Federal Minister for Education, Javed Ashraf Qazi, UN Resident Coordinator, Mr. Onder Yucer, were present on the occasion. The UNESCO Representative in Pakistan, Mr. Jorge Sequeira read out a message from the Director-General of UNESCO.

UNESCO also organized a round table of parliamentarians on literacy, where it was decided to forum a parliamentarian forum on literacy. The Parliamentarians Forum was chaired by Senator Razina Alam Khan, Chairperson, Senate Committee on Education, Science and Technological Research. Director UNESCO Mr. Jorge Sequeira welcomed the parliamentarians and highlighted the objectives of International Literacy Day. Senator Razina Alam made a comprehensive presentation on status literacy in Pakistan and challenges to be met. Parliamentarians S. M. Zafar, Ms. Nighat Agha, Ms. Raheela Qazi, and Ms. Maimoona Hashmi participated in the discussion and emphasized the need of enhancing allocations for education.. An important outcome of this roundtable was the consensus to form a permanent Parliamentarian's Group on Literacy.

(9) Another article on UNESCO Islamabad and Literacy:

PAKISTAN: Nationwide literacy campaign vital - UNESCO

ISLAMABAD, 10 Sep 2004 (IRIN) - Pakistan needs to launch a robust national social movement in order to achieve the Education For All (EFA) target of 86 percent adult literacy by 2015, according to an official of the UN Educational, Scientific and Cultural Organisation (UNESCO). "This is an immense task but it is feasible if we work in a focused way. The social sector, especially education, has not received in the past the necessary attention it deserved. Now it's time to accelerate efforts for the promotion of literacy [and to put them] on a war footing," Jorge Sequeira, UNESCO representative to Pakistan, told IRIN in the capital, Islamabad. The overall adult literacy rate in Pakistan is currently estimated at 54 percent. (article continues at:

http://www.irinnews.org/report.asp?ReportID=43111&SelectRegion=Central_Asia&SelectCountry=PAKISTAN

(10) A 2005 article:

Thursday, November 10, 2005

Education conference concludes: 'Curriculum should reflect liberal values' ISLAMABAD: A two-day conference, 'Education as Basis for Freedom and Democracy' concluded on Wednesday. The conference stressed the need for drastic changes in school curricula, inculcating liberal values of peace, tolerance and pluralism. The conference called upon the government to make secondary school compulsory and fulfil its commitment of "education for all".

http://www.dailytimes.com.pk/default.asp?page=2005%5C11%5C10%5Cstory_10-11-2005_pg7_53

(11) Pakistan is one of the E9 large population countries, and these countries just met in Mexico last week at a Ministerial meeting organized by UNESCO:

Opening of the Sixth E-9 Ministerial Review Meeting in Monterrey, Mexico

16-02-2006 - On 14 February, the Sixth E-9 Ministerial Review Meeting being held over two days in Monterrey, Mexico, was opened by Mr Vincente Fox Quesada, President of Mexico, and Mr Koïchiro Matsuura, Director-General of UNESCO.

http://portal.unesco.org/en/ev.php-URL_ID=31764&URL_DO=DO_TOPIC&URL_SECTION=201.html

(12) I should mention that UNESCO has another good friend in Pakistan, who is a great reference point and would be able to organize something. She is well known to the US Delegation and visited Washington about 3 years ago for some UNESCO-related discussions. She's very positive and articulate, a real consensus-builder, has held various positions in the Musharraf government as well as before:

Dr. Attiya Inayatullah

Member, National Assembly and Former Federal Minister for Women Development, Special Education, Social Welfare and Population Welfare has an MA Degree in International Relations and Sociology from Boston University, USA, a PhD in Sociology and Anthropology and a diploma in Population Dynamics and Economic Development from the University of Sussex, U.K. She served as Federal Minister for Women Development, Social Welfare, Special education and Population Welfare in the Government of Pakistan (1999- 2002) and as the elected Chairperson of UNESCO (1993-1995). She has received the United Nations Ceres Award, Human Rights Gold Medal by Human Rights Society of Pakistan (1994) and the Jean Harris Global Award by Rotary International (1999).



UNESCO Islamabad

Brief for USA Education Attache

Presentation

This note describes planned cooperation between USAID and UNESCO Offices in Islamabad, Pakistan, in the key area of Education.

The planned cooperation will take the form of a grant from USAID to UNESCO Islamabad for two education projects to be implemented jointly with the Federal Ministry and Provincial Departments of Education, in line with the National Devolution Plan.

The amount of the grant is USD 6,5m divided in two tranches i.e. USD 5m to be disbursed in 2005 and USD 1,5m in 2006.

Intervention I – Teacher Education Framework

The education system in Pakistan is and remains in dire need of assistance. Amongst a multitude of issues to be addressed, the situation, status and conditions affecting the teaching profession are a major challenge.

The National Education Policy (1998-2010) highlights many concerns including the absence of a coherent policy framework for teacher education, outdated and heavily theoretical pre-service teacher education programmes, sporadic in-service teacher training, lack of qualified and experienced teacher educators, and a lack of fit between teacher education and the curriculum taught in schools.

As for the number of teachers and teacher training institutions, Pakistan has a teaching force, at elementary and secondary levels, estimated at 633,204; hundreds of teacher training institutions in the public sector, including 210 elementary teacher training colleges; and a number of teacher education schools in the private sector.

There are indications that there are surplus trained teachers in some provinces. There is also evidence of efforts to improve teacher education in recent years. Unfortunately, the majority of teacher educators and teacher training institutions are frequently out-of-touch with the realities of schools and classroom experiences. The absence of a coherent national strategic

framework for teacher education has rendered most of these individual and fragmented inputs/initiatives ineffective.

In the light of the above the intervention "Strengthening teacher education through a strategic framework for policy dialogue, professional development and national standards for teacher certification and accreditation" has been formulated by UNESCO Islamabad.

The proposed project aims to overhaul the teacher education system, with the understanding that it is better to rebuild teacher education and professional development system rather than investing in fragmented individual inputs. The intervention is in line with UNESCO's programme priorities and strategic objectives.

Moreover, as the UN agency for education, UNESCO has a wide repertoire of expertise in teacher education and is well-placed to help transform teacher policy and teacher education through the use of international normative instruments.

The expected results will include: a strategic framework for teacher education and standards for teacher certification and accreditation; improved status of teachers and the teaching profession; and the fostering of public-private partnerships in teacher education.

The planned duration of this project is 3 years starting in 2005. The project budget is USD 3m. A full-fledged proposal can be shared if necessary.

Discussions and negotiations between USAID, UNESCO and the Federal Ministry of Education started in late 2004 and were successfully concluded on 2 June 2005.

Intervention II – National Education Census

On 22 January 2005, the Minister of Education convened a donors' meeting in Islamabad, during which he outlined his priorities and presented the new structure of the Ministry of Education. The Minister had recently returned from the Global EFA Forum in Brazil where he had met UNESCO's DG and other officials, and recognized the poor reliability and accuracy of Pakistan's education statistics.

At the donors' meeting of January, the Minister voiced his concerns on this subject and requested UNESCO's technical assistance to conduct a full-fledged education census, which includes public and private schools, NGO-supported schools, Medharis (religious-based education schools) at all levels of the basic education system. UNESCO's assistance is in line with UNESCO's mandate and role in the collection, processing and analysis of global education statistics.

Subsequent to that request, a series of meetings and negotiations took place

between USAID, Senior Ministry officials and UNESCO with a view to supporting technical and financially this major operation.

The Federal Ministry of Education drafted a project proposal that UNESCO circulated amongst the donors' group and partners, requesting amendments and refinements. Once this was done, UNESCO has been ensuring that relevant comments and suggestions are incorporated into the preparation process in order to generate accurate and internationally acceptable education information and indicators.

The conduct of the education census represents a watershed in education development of Pakistan. Currently, no accurate education statistics for planning and investment purposes are available. This hampers both donor coordination and target-setting, and especially, Government's planning capacity, budgeting and overall education progress.

The census will provide a unique opportunity to shed light on this key area and will also advocate for educational transformation, once reliable education statistics become available.

The proposed census is due to start in July 2005. USAID is contributing USD 3m through UNESCO for this project; there is also a cost-sharing component (USD 1.5m) by the Government of Pakistan. A project proposal is in-hand and ready to be shared at any time.

UNESCO
Islamabad
Pakistan

Subject: Award of USAID Grant Agreement 391-A-00-05- -00

Dear Mr.:

Pursuant to the authority contained in the Foreign Assistance Act of 1961, as amended, the U.S. Agency for International Development (USAID) hereby awards to the UNESCO (hereinafter referred to as "UNESCO, "grantee" or the "Recipient") this grant agreement, in support of the : PROGRAM NAME.

This award is made to the Recipient on condition that the funds will be administered in accordance with the terms and conditions as set forth in Attachment A (the Schedule), Attachment B (the Program Description), and Attachment C (the Standard Provisions), all of which have been agreed to by your organization.

Please return a signed copy of the cover letter to USAID/Pakistan to acknowledge receipt of the award and to confirm there are no objections to its terms.

In a separate letter, I will provide names and contact information of USAID personnel currently holding the positions mentioned in this grant.

Sincerely yours,

Acknowledged:

Victoria Ghent
Agreement Officer
USAID/Pakistan

Representative
UNESCO
Islamabad, Pakistan

Attachments:

- A. Schedule
- B. Program Description
- C. Standard Provisions

SECTION A - SCHEDULE

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A.2 PERIOD OF AGREEMENT	A-1
A.3 AMOUNT OF AWARD AND PAYMENT	A-1
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A.6 TITLE TO PROPERTY	A-2
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A.8 COST SHARING	A-2
A.9 SPECIAL PROVISIONS	A-2
A.10 TERRORIST FINANCING CLAUSE (MAY 2003)	A-3

SCHEDULE

A.1 PURPOSE OF AGREEMENT

The purpose of this Agreement is to provide support for the UNESCO _____ program described in Attachment B to this Agreement entitled "Program Description."

A.2 PERIOD OF AGREEMENT

1. The effective date of this Agreement is June 6, 2005. The estimated completion date of this Agreement is May 31, 2008.

2. Funds obligated hereunder are available for program expenditures for the estimated period to .

A.3 AMOUNT OF AWARD AND PAYMENT

1. The total estimated amount of this Award for the period shown in A.2.1 above is \$3,500,000.

2. USAID hereby obligates the amount of for program expenditures during the period set forth in A.2.2 above and as shown in the Budget below. The recipient will be given written notice by the Agreement Officer if additional funds will be added. USAID is not obligated to reimburse the recipient for the expenditure of amounts in excess of the total obligated amount.

3. Payment shall be made to the Recipient via its letter of credit and in accordance with the provision 10 "Payment" in Attachment C. LOC Number:

4. Additional funds up to the total amount of the grant shown in A.3.1 above may be obligated by USAID subject to the availability of funds, satisfactory progress of the project, and continued relevance to USAID programs.

Accounting and Appropriation Data (for USAID use):

MAARD No:	391-0003-3-40030
SO:	391-0003
Approp:	724/81021
BPC:	HDVA-04-23391-KG13
ECN:	E040051
RCN:	I040446
Amount:	3,500,000

A.4 BUDGET

The following is the Agreement Budget, including local cost financing items, if authorized. Revisions to this budget shall be made in accordance with Revision of Grant Budget.

A.5 REPORTING AND EVALUATION

1. Annual workplans, semi-annual performance reports, and a final report will be submitted to the cognizant technical office representatives: Ms. Umbreen Arif, USAID/Pakistan/Education, (cognizant technical officer), uarif@usaid.gov.

The semi-annual performance reports will summarize activities of the covered period and progress towards program objectives and indicators; any problems or unresolved issues and the planned measures to address them will be included. The final report will provide an overall summary of the program and the degree to which program objectives were met, including presentation and discussion of indicators. The Program Description includes additional information on project reporting.

The grantee will also submit a copy of the final report to the Bureau for Program and Policy Coordination, Development Experience Clearinghouse (PPC/DEI) via e-mail to docsuubmit@dec.cdle.org. E-mail is the preferred means, but the report may submitted via either mail or fax:

Development Experience Clearinghouse
8403 Coleville Road, Suite 210
Silver Spring, MD 20910, USA;
Fax (301) 588-7787

2. The final report will include financial information in keeping with the "Audit and Records (UN Grants)" general provision.
3. During the life of the project, UNESCO will also provide USAID/Pakistan with accruals on quarterly basis to assist USAID in its financial planning.
4. The title page of all reports forwarded to USAID must include a descriptive title, the author's name, grant number, the project number and title, the grantee's name, the name of the USAID office, and the publication or issuance date of the report.

1. Financial Reporting

The Recipient shall submit an original and copies . Financial Reports shall be in keeping with General Provision "Accounting ,Audit, and Records".

Recipients shall list each country included in the program and the total amount expended for each country under the award for the reporting period in the "Remarks" block on the "Financial Status Report" SF-269 or SF-269A, or on a separate sheet of paper with the "Request for Advance or Reimbursement" SF-270.

A.6 TITLE TO PROPERTY

Property Title will be vested with the Recipient. Upon completion of the project activities, the Recipient will dispose of the property in consultation with USAID Agreement Officer.

A.7 AUTHORIZED GEOGRAPHIC CODE

The authorized geographic code for procurement of goods and services under this award is 000.

A.8 COST SHARING

The Recipient agrees to expend an amount not less than of the total activity costs.

A.9 SPECIAL PROVISIONS

1. USAID Involvement. The UNESCO will permit USAID/Pakistan to be substantially involved in certain programmatic areas which are described below. The cognizant technical officer (CTO) will represent USAID/Pakistan for this purpose.

- a. USAID approval of the recipient's annual implementation (work) plan and schedule.
- b. USAID approval of key personnel. For the purpose of this cooperative agreement, will be considered key personnel.
- c. USAID approval of the recipient's monitoring and evaluation plan.

2. Audit and Records. The grantee confirms that the grant account will be audited applying established procedures under appropriate provisions of the financial rules and regulations of the United Nations.

A.10 TERRORIST FINANCING CLAUSE (MAY 2003)

Consistent with numerous United Nations Security Council resolutions, including S/RES/1269(1999), S/RES/1368(2001), and S/RES/1373(2001), both USAID and the Recipient are firmly committed to the international fight against terrorism, and in particular, against the financing of terrorism. It is the policy of USAID to seek to ensure that none of its funds are used, directly or indirectly, to provide support to individuals to entities associated with terrorism. In accordance with this policy, the recipient undertakes to use reasonable efforts to ensure that none of the USAID funds provided under this grant agreement are used to provide support to individuals or entities associated with terrorism.

SECTION B - PROGRAM DESCRIPTION

UNESCO-Education Census and Teacher Education Grant

A. Introduction:

The education system in Pakistan faces a number of challenges. Two critical areas of concern that need urgent attention are teacher education professional status and valid education data for planning purposes. USAID is working with various partners to provide in service teacher training. USAID has identified the gaps associated with this and has felt that there is a dire need of a cohesive strategy in implementing education among the teachers of Pakistan.

Another important problem related to development of Education is the lack of valid data about school children and teachers. The ministry of Education also realizes this and is undertaking a National School Census that will provide the Government, donors and other international partners with valid and up-to-date data on the education situation of Pakistan.

USAID will provide a grant to UNESCO for implementation of both these activities in close coordination with the Ministry of Education. The National Education Census will be implemented by the MoE and UNESCO is expected to play a coordinating and technical assistance role. The teacher education activity will be implemented by UNESCO gain in close coordination with the related government agencies at the national, provincial and district level.

B. Background:

The principal objectives of the project are to develop a strategic framework for teacher education in Pakistan and support the Ministry of Education in conducting a National Education Census.

For teacher education the goal is to completely overhaul the teacher education system in terms of policy, organization, content, methodology, accreditation and delivery at the school level. A key element of this will be to move away from the traditional notion of teacher training to the broader concept of teacher professional development. This requires a transformation of the policies and processes that support the teachers' professional development. The purpose is to align teacher education with the school curriculum and the learning needs of the students. In this regard, USAID/ Pakistan has received a proposal from UNESCO for developing a strategic framework for teacher education in Pakistan through a three year project costing \$3 Million.

In addition to this activity UNESCO is providing technical support to the Ministry of Education (MoE), Pakistan for School Census. The total cost of the school census is approximately \$4.5 million. The Ministry of Education has requested USAID to provide \$3 million to support this activity. USAID will support the MoE through UNESCO for this activity.

C. Statement of Work:

The core services to be provided under this expansion will be assistance to the Ministry of Education for implementation of Education census and the development of a teacher education framework. The grantee is expected to perform the following main tasks:

- i. Enhance the quality and relevance of initial teacher education with emphasis placed on courses and experiences that address general pedagogical knowledge, subject-matter knowledge,

- pedagogical content-knowledge, and supervised practicum, using constructivist approach.
- ii. Align teacher professional development (with school curriculum and actual classroom experiences.
 - iii. Put in place appropriate and sustainable incentives to reward excellence of teachers and schools.
 - iv. Create/strengthen effective and sustainable partnerships and networks – teacher networks, school networks, public-private partnerships - that support and underpin teachers' professional development.
 - v. Identify and consider scaling up proven innovations and best practices in teacher education.
 - vi. Develop strategies for improving the status of teachers and teaching profession.
 - vii. Identify and operationally select strategic sites for professional growth at federal, provincial, district and school levels.
 - viii. Support the MoE to conduct a National Education census and analyze data collected
 - ix. Support the Ministry of Education to develop a comprehensive education data bank for all stakeholders.

Details of both activities are attached as annex A and B

E. Program Implementation

Details of both activities are attached as annex A and B

F. Reports and Deliverables:

The Contractor shall submit the following reports and deliverables to the USAID/Islamabad CTO or his/her designee. Regardless of the effective date of this Task Order, all reporting will be done on a calendar year basis.

A. Deliverables

1. Work Plan:
2. Performance monitoring plan

B. Reports

3. Quarterly Reports
4. Annual Reports.
5. Special event/conference reports
6. Final Project Report

SECTION C - STANDARD PROVISIONS FOR PIO

C.1 ALLOWABLE COSTS (DEC 2003)	C-1
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STANDARD PROVISIONS FOR PIO

C.1 ALLOWABLE COSTS (DEC 2003)

(1) The grantee will be reimbursed for costs incurred in carrying out the purposes of this grant, which are reasonable, allocable, and allowable.

a. "Reasonable" means those costs that do not exceed those that would ordinarily be incurred by a prudent person in the conduct of normal business.

b. "Allocable" means those costs which are necessary to this grant.

c. "Allowable" means those costs which are reasonable and allocable, and which conform to any limitations set forth in this grant.

(2) The grantee is encouraged to obtain the Agreement Officer's written determination as to whether the cost will be allowable before incurring a questionable or unique cost.

C.2 REFUNDS (DEC 2003)

(1) If the grantee earns interest on Federal advances before expending the funds for program purposes, the grantee must remit the interest annually to USAID. Interest amounts up to \$250 per year may be retained by the grantee for administrative expenses.

(2) Funds obligated by USAID but not disbursed to the grantee before the grant expires or is terminated shall revert to USAID, except for such funds committed by the grantee by a legally binding transaction applicable to this grant. Any funds advanced to but not expended by the grantee before the time of expiration or termination of the grant must be refunded to USAID, except for funds committed by the grantee to a legally binding transaction applicable to this grant.

(3) If, at any time during the life of the grant, or as a result of final audit, it is determined that USAID funds provided under this grant have been expended for purposes not in accordance with the terms of this grant, the grantee must refund such amount to USAID.

C.3 REVISION OF GRANT BUDGET (DEC 2003)

(1) The approved grant budget is the financial expression of the grantee's program as approved during the grant award process.

(2) The grantee must immediately request approval from the Agreement Officer when there is reason to believe that within the next 30 calendar days a revision of the approved grant budget will be necessary for any of the following reasons:

a. To change the scope or the objectives of the program or to add any new activity.

b. To revise the funding allocated among program objectives by more than 10 percent of the total budget amount unless the schedule states otherwise.

c. Additional funding is needed.

d. The grantee expects the amount of USAID authorized funds to exceed its needs by more than \$5,000 or five percent of the USAID award, whichever is greater.

(3) Except as required by other provisions of this grant specifically stated to be an exception from this provision, the Government will not be obligated to reimburse the grantee for costs incurred in excess of the total amount obligated under the grant. The grantee will not be obligated to continue performance under the grant (including actions under the "Termination Procedures" provision) or otherwise to incur costs in excess of the amount obligated under the grant, unless and until the Agreement Officer notifies the grantee in writing that such obligated amount has been increased and has specified the new grant total amount.

C.4 TERMINATION PROCEDURES (DEC 2003)

This agreement may be terminated by either party, in whole or in part, at any time with 30 days written notice of termination. Upon receiving a termination notice from the Agreement Officer, the grantee must take immediate action to cease all expenditures financed by this grant and to cancel all unliquidated obligations if possible. The grantee may not enter into any additional obligations under this grant after receiving the notice of termination, other than those reasonably necessary to effect the close out of this grant. Except as provided below, no further reimbursement will be made after the effective date of termination. Within 30 days of the effective date of termination, the grantee must repay to the Government all unexpended USAID funds that are not otherwise obligated by a legally binding transaction applicable to this grant. If the funds paid by the Government to the grantee before the effective date of termination are not sufficient to cover the grantee's obligations under a legally binding transaction, the grantee may submit a written claim for such amount to the Government within 90 days after the effective date of termination. The Agreement Officer will determine the amount(s) to be paid by the Government to the grantee under such claim in accordance with the "Allowable Costs" provision of this grant.

C.5 INVESTMENT PROMOTION (DEC 2003)

(1) Except as specifically set forth in the grant or otherwise authorized by USAID in writing, no funds or other support provided by this grant may be used for any activity that involves investment promotion in a foreign country.

(2) In the event the grantee is requested or wishes to provide assistance in the above area or requires clarification for USAID as to whether the activity would be consistent with the limitation set forth above, the grantee must notify the Agreement Officer and provide a detailed description of the proposed activity. The grantee must not proceed with the activity until advised by USAID that it may do so.

(3) The grantee must ensure that its employees and any sub-recipients or contractors providing investment promotion services under this grant are made aware of the restrictions set forth in this clause and must include this clause in all contracts and other sub-agreements.

C.6 NONLIABILITY (JULY 1988)

USAID does not assume liability for any third party claims for damages arising out of this grant.

C.7 AMENDMENT (JULY 1988)

The grant may be amended upon mutual consent of the parties by formal modifications to the basic grant document or by means of an exchange of letters between the grant officer and an appropriate official of the grantee.

C.8 NOTICES (DEC 2003)

Any notice given by USAID or the grantee will be sufficient only if in writing and delivered in person, mailed, or transmitted electronically by e-mail or fax, as follows:

To the USAID Agreement Officer, at the address specified in the grant.

To grantee, at grantee's address shown in the grant or to such other address designated within the grant.

Notices will be effective when delivered in accordance with this provision, or on the effective date of the notice, whichever is later.

C.9 AUDIT AND RECORDS (STANDARD) (DEC 2003)

The grantee is required to maintain books, records, documents, and other evidence in accordance with the grantee's usual accounting procedures to sufficiently substantiate charges to the grant. The grantee confirms that this program will be subject to an independent audit in accordance with the Grantee's usual auditing procedures, and agrees to furnish copies of these audit reports to USAID along with such other related information as may be reasonably requested by USAID with respect to questions arising from the audit report.

C.10 PAYMENT (LETTER OF CREDIT) (DEC 2003)

a. Payment under this grant will be by means of a Letter of Credit (LOC) in accordance with the terms and conditions of the LOC and any instructions issued by the USAID Bureau for Management, Office of Financial Management, Cash Management and Payment Division (M/FM/CMP).

b. As long as the LOC is in effect, the terms and conditions of the LOC and any instructions issued by M/FM/CMP constitute the payment conditions of this grant superseding and taking precedence over any other clause of this grant concerning payment.

c. The grantee should have written procedures that minimize the time elapsing between the transfer of funds and disbursement by the recipient. The grantee must exercise prudent management of Federal funds by drawing only those funds which are required for current use. The timing and the amount of the drawdown must be as close as is administratively feasible to the actual disbursements by the grantee for direct program or activity costs and the proportionate share of any allowable indirect costs.

d. If the LOC is revoked, payment may be made on a cost-reimbursement basis, in accordance with paragraph (f) of this clause.

e. Revocation of the LOC is at the discretion of M/FM/CMP after consultation with the Agreement Officer. Notification to the recipient of revocation must be in writing and must specify the reasons for such action.

f. If the LOC is revoked, the grantee must submit to the USAID Controller an original and 3 copies of SF 1034, "Public Voucher for Purchases and Services Other Than Personal" and SF 1034A, Continuation of SF 1034, normally once a month, but in any event no less than quarterly. Each voucher shall be identified by the grant number and shall state the total costs for which reimbursement is being requested.

C.11 PROHABITION OF ASSISTANCE TO DRUG TRAFFICKERS (STANDARD) (DEC 2003)

The grantee must make such reasonable efforts as are necessary to ensure that no funds or other support under this agreement are diverted in support of drug trafficking.

C.12 PROHABITION OF ASSISTANCE TO DRUG TRAFFICKERS (DESIGNATED SUBRECIPIENT) (DEC 2003)

(1) The recipient agrees not to disburse, or sign documents committing the recipient to disburse, funds to a subrecipient designated by USAID ("designated subrecipient") until advised by USAID that (a) any United States Government review of the designated subrecipient and its key individuals has been completed; (b) any related certifications have been obtained; and (c) the assistance to the designated subrecipient has been approved.

(2) The recipient must insert the following clause, or its substance, in its agreement with the designated subrecipient:

"(Name of Recipient) reserves the right to terminate this agreement or take other appropriate measures if (the subrecipient) or a key individual of (the subrecipient) is found to have been convicted of a narcotic offense or to have been engaged in drug trafficking as defined in 22 CFR Part 140."

C.13 REPORTING OF FOREIGN TAXES

(a) Final and Interim Reports. The recipient must annually submit two reports: (i) an interim report by November 17; and (ii) a final report by April 16 of the next year.

(b) Contents of Report. The reports must contain: (i) Recipient name. (ii) Contact name with phone, fax and email. (iii) Agreement number(s). (iv) Amount of foreign taxes assessed by a foreign government [each foreign government must be listed separately] on commodity purchase transactions valued at \$500 or more financed with U.S. foreign assistance funds under this agreement during the prior U.S. fiscal year. NOTE: For fiscal year 2003 only, the reporting period is February 20, 2003 through September 30, 2003. (v) Only foreign taxes assessed by the foreign government in the country receiving U.S. assistance is to be reported. Foreign taxes by a third party foreign government are not to be reported. For example, if an assistance program for Lesotho involves the purchase of commodities in South Africa using foreign assistance funds, any taxes imposed by South Africa would not be reported in the report for Lesotho (or South Africa). (vi) Any reimbursements received by the Recipient during the period in (iv) regardless of when the foreign tax was assessed plus, for the interim report, any reimbursements on the taxes reported in (iv) received by the recipient through October 31 and for the final report, any reimbursements on the taxes reported in (iv) received through March 31. (vii) The final report is an updated cumulative report of the interim report. (viii) Reports are required even if the contractor/recipient did not pay any taxes during the report period. (ix) Cumulative reports may be provided if the contractor/recipient is implementing more than one program in a foreign country.

(c) Definitions. For purposes of this clause: (i) "Agreement" includes USAID direct and country contracts, grants, cooperative agreements and interagency agreements. (ii) "Commodity" means any material, article, supply, goods, or

equipment. (iii) "Foreign government" includes any foreign governmental entity. (iv) "Foreign taxes" means value-added taxes and custom duties assessed by a foreign government on a commodity. It does not include foreign sales taxes.

(d) Where. Submit the reports to: USAID/Pakistan Executive Officer, John Tincoff, with a copy to USAID/Pakistan Controller, Syed Ali. Faxed reports will be sent to USAID/Pakistan fax number +92.51.287.0310. Reports sent via email will be sent to jtincoff@usaid.gov and sali@usaid.gov.

(e) Subagreements. The recipient must include this reporting requirement in all applicable subcontracts, subgrants and other subagreements.

(f) For further information see <http://www.state.gov/m/rm/c10443.htm>.

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	RE: Confirmed Sites - To: Charity Wallace - From: Beth Hogan	4	02/14/2006	P5;

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COLLECTION:

Office of Laura Bush

SERIES:

Miller, Sonja Maria

FOLDER TITLE:

Background: India/Pakistan Planning

FRC ID:

4499

OA Num.:

7076

NARA Num.:

6985

FOIA ID and Segment:

2014-0532-F

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).

Deed of Gift Restrictions

- A. Closed by Executive Order 13526 governing access to national security information.
- B. Closed by statute or by the agency which originated the document.
- C. Closed in accordance with restrictions contained in donor's deed of gift.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
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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]

Records Not Subject to FOIA

Court Sealed - The document is withheld under a court seal and is not subject to the Freedom of Information Act.

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	Idea in Pakistan - To: Sonya Medina, et al. - From: Jacob Yunker	2	02/15/2006	P5;

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Email	India - One of President's 8 Countries! - To: S. Maria Miller - From: Caroline Tetschner	1	02/14/2006	P5;

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Miller, S. Maria

From: Bonnie Ohri [bohri@aimglobalhealth.org]
Sent: Monday, February 06, 2006 3:24 PM
To: (b)(6)
Cc: tdawson@imf.org; Tiwari, Siddharth
Subject: Bush visit to India

Dear Moira:

(b)(6)

...I was hoping to ask your advice on the following issue... Siddharth mentioned to me that you are involved with Ms. Bush's appointments/mail... when we heard that the President and Mrs. Bush were planning to visit India, we thought we might offer a suggestion for a possible site to visit -- it is a children's shelter where my daughter volunteered at this past winter.

We were hoping that you might mention this shelter to Mrs. Bush to see if she was interested in visiting it,,,please see the write up below.

My older daughter Ariana, a 10th grade student at Sidwell Friends, has been working with a children's shelter, ~~Salam Balaak Trust~~, that provides a nurturing and caring environment for homeless street children (4-14 years). The goal is to remove them from the damaging environment of the streets and steer them away from drugs, sex and violence. ~~The Trust recently won a grant from USAID to build a girls shelter outside New Delhi~~, but the shelter is largely an Indian run NGO laboring under difficult conditions. The seed money for the New Delhi shelter came from the profits from the movie Salaam Bombay which was directed by Meera Nair. The movie story is quite realistic -- the rags to riches dreams that street children harbor in the slums of Bombay.

Ariana read that President and Mrs. Bush will be visiting India in March and she wondered if she can appeal to them to visit the shelter to show their support for this effort. (Tony and Cherrie Blair also visited this shelter during their visit to India last year). She has been in touch with Anne Krueger about this same issue and Anne has spoken with the State Department.

We would appreciate your guidance on what other avenues Ariana could access to get this shelter some recognition for all the good work that it is doing in India. We would be happy to provide you with more information about the shelter.

Thank you for your time on this matter. Please call me if you have any thoughts.

2/8/2006

All the best,

Bonnie

(b)(6)

(h)

202-661-8627 (w)

2/8/2006

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FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
Briefing	Visit to Prayas	6	02/02/2006	P5;

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SERIES:

Miller, Sonja Maria

FOLDER TITLE:

Background: India/Pakistan Planning

FRC ID:

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OA Num.:

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NARA Num.:

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