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Folder Title:

Binder - The Schedule of Mrs. Bush in Shannon, Ireland, New Delhi, India, Hyderabad, India, Islamabad, Pakistan, and Washington, DC, 02/28/2006 - 03/05/2006 [2]

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DOCUMENT NO.	FORM	SUBJECT/TITLE	PAGES	DATE	RESTRICTION(S)
001	Briefing	Visit to Prayas [page 2, 6]	2	03/02/2006	P6/b6;
002	Briefing	HIV/AIDS Event [page 3-4, 11-12]	4	03/03/2006	P6/b6;
003	Briefing	Women's Empowerment Event [page 3]	1	03/03/2006	P6/b6;

COLLECTION TITLE:

Office of Laura Bush - Chief of Staff

SERIES:

McBride, Anita

FOLDER TITLE:

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

FRC ID:

7341

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 advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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NEW DELHI, INDIA

PURPOSE

To highlight a model USG-funded, comprehensive child-focused development organization helping educate, heal and care for India's underserved and vulnerable girls.

MESSAGE

- Education is vital to children. We want every boy and every girl to be educated. In too many places, girls' education is not a priority, and uneducated girls are vulnerable to being exploited.
- Education gives girls power. At Prayas, girls learn skills they can use to support themselves and their families when they get older, and educated girls are empowered to negotiate their own sexual lives.

PRESS PLAN

Arrival – Pool Press

Tour of Facility – Pool Press

Roundtable – Spray at Top, Writers Remain Behind

DRESS

Pant Suit

SEQUENCE OF EVENTS

11:35 am MRS. BUSH arrives Prayas and proceeds to Front Gate.

Met by: Amod Kanth, *Founder of Prayas and Director General of Police, Itangar, India*
Rajib K. Halder, *Executive Director of Prayas*
Seema, *Former Prayas Resident, Age 19*
Shilpa, *Prayas Resident, Age 7*

Note: MRS. BUSH will be met at gate by Amod Kanth, *Founder of Prayas*, and will walk approximately 50 feet to front door of school.

Note: There will be 30 children performing a welcome song and dance upon arrival.

Note: MRS. BUSH will be presented with flowers by Aarti (b)(6) age 16.

11:40 am MRS. BUSH begins participation in Tour.

Note: MRS. BUSH will proceed down two flights of stairs.

Note: Amod Kanth, *Founder of Prayas*, will lead Tour. During the Tour, MRS. BUSH will visit the following:

- Vocational Studies program
 - Computer Lab
 - Beauty Shop
 - Screenprinting Workshop
- Classroom

12:00 pm MRS. BUSH concludes participation in Tour and proceeds to Recreation Room.

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

Note: Nandita Baruah, *USAID India*, will moderate Informal Discussion.

12:30 pm MRS. BUSH concludes participation in Informal Discussion and proceeds to Vehicle.

Note: Upon departure, MRS. BUSH will participate in a group photo with the children of Prayas.

Note: MRS. BUSH will pause to view a brief dance performance by the children on lawn en route to Vehicle.

PARTICIPANTS

Greeters on Arrival

Amod Kanth (Aah-MODE Kah-nth), *Founder of Prayas and Director General of Police, Itangar, India*

Rajib K. Halder (Rah-JEEB Hahl-daar), *Executive Director of Prayas*

Seema, *Former Prayas Resident, Age 19*

Shilpa, *Prayas Resident, Age 7*

Aarti (b)(6) age 16, *presenter of bouquet*

Attendees

Mrs. Jeannie Mulford, *wife of U.S. Ambassador to India*

Tour Participants

MRS. BUSH

Amod Kanth (Aah-MODE Kah-nth), *Founder of Prayas and Director General of Police, Itangar, India*

Ms. Arun Grover (Arr-ROON Grow-VEHR), *Director of Juvenile Justice System Vocational Studies Program*

Ms. Kiran Sharma (KEY-rhan Shar-ma), *Computer Lab Instructor*
Mr. Kuldeep Singh (COOL-deep Sing), *Computer Lab Instructor*
Ms. Pushpa (POO-shpa), *Beauty Shop Instructor*
Mr. Anju Kumar (AHN-joo KOO-mar), *Screenprinting Instructor*

Discussion Participants:

Ms. Nandita Baruah (Nan-DEE-tah BAR-oo-AH), *Regional Anti-Trafficking and Equity Advisor, USAID India, MODERATOR*
Ms. Aparna Singh (Ah-par-nah Sing), *Manager of Shelter Home and Crisis Intervention Center, Prayas*
Ms. Deepti Sharma (Dip-tee Shar-MA), *Counselor, Prayas*
Anita, *Age 17*
Karishma (Ka-REESH-ma), *Age 12*
Sartaj (SIR-taj), *Age 12*
Komal (KO-mahl), *Age 13*
Tabbassum (Tah-BA-soom), *Age 17*

Discussion Observers:

Amod Kanth (Aah-MODE Kah-nth), *Founder of Prayas and Director General of Police, Itanagar, India*
Rajib K. Haldar (Rah-JEEB Hahl-daar), *Executive Director of Prayas*
Mr. George Duiken, *Mission Director, USAID India*

BACKGROUND

Prayas is a USG-funded, comprehensive child-focused development organization helping educate, heal and care for child sex and labor trafficking victims and street children. The organization was established in 1988 as a joint initiative of the Delhi Police, Delhi School of Social Work and a local non governmental organization (NGO).

Starting with 25 children, Prayas now caters to the needs of 50,000 neglected children in the slum areas of Delhi, and states of Gujarat (goojurät') and Bihar (bēhär'), insurgency-affected Assam and the tsunami devastated Andamans. Prayas operates a network of social service organizations including three shelters for children, 110 education centers (traditional school alternatives), 15 vocational training sites, 12 community libraries and a mobile health van.

USAID partners with Prayas to combat trafficking in persons in communities, and implement learning techniques to “bridge” out-of-school children back to formal classroom settings. It implements efforts to complement the Government of India’s “Education for All” initiative for universal primary education.

The New Delhi Shelter Home for Girls has a capacity of 60 girls, age 6-18, and is equipped with state-of-the-art facilities. Since 2002, this model home provided shelter to more than 180 girls. The girls are cared for in a nurturing environment and provided food, shelter, counseling, medical care, alternative education, vocational training, ranging from computer training to baking, and mainstreaming into traditional schools. Many girls are returned to their families in far off locales after proper counseling with their parents.

Prayas is considered a model program across the world with their comprehensive care, training and education programs and services.

FUNDING

By August 2007, USAID and State Department's Office of Combating Trafficking in Persons will have provided a total of more than \$850,000 in direct funding to Prayas over the last five fiscal years (FY03-FY07). The funding has helped provide shelter, medical care and counseling in a stable, supportive environment to help victims recover and rehabilitate. The funding has also helped rescue minors from brothels and helped mainstream vulnerable children through education and job skills training.

NOTES

- Mr. Amod Kanth, *Founder of Prayas and Director General of Police, Itanagar, India*, was recognized in the Department of State 2005 TIP report as a "Hero Acting to End Modern-Day Slavery."
- MRS. BUSH is giving crayons and kaleidoscope, journals and pens to the girls.

ATTACHMENTS

- Biographies of Greeters/Discussion Participants
- Talking Points
- Trafficking in Persons - India

BIOGRAPHIES

GREETERS

Mr. Amod Kanth, Founder of Prayas and Director General of Police, Itanagar, India

Mr. Kanth is the Director General of Police in Itanagar, Arunachal Pradesh, and has been in the Indian Police Service (IPS) for the last 31 years. Besides his police responsibilities, Amod is the General Secretary and founder of Prayas. Prayas is one of the premier NGOs working with victimized and neglected children, providing assistance to 50,000 children each year in Delhi, Bihar, Gujarat, Assam, and the Andaman and Nicobar islands. Amod has an outstanding record as a professional and proactive police officer in various fields of crime control, law and order, drugs and human trafficking, counter-terrorist operations, and has received Police Medals for Meritorious and Distinguished Service.

NOTE: Mr. Kanth, was recognized in the Department of State 2005 TIP report as a "Hero Acting to End Modern-Day Slavery."

Mr. Rajib Haldar, Executive Director, Prayas Institute of Juvenile Justice

Mr. Haldar has served as Executive Director of the Prayas Institute of Juvenile Justice since 1996. He has a Masters in Social Work from Delhi University's School of Social Work, where he has also served as academic faculty and researcher. Rajib has worked on child rights issues at the regional and national level, has published a number of articles and papers on the subject, and is considered an authority on child rights, human trafficking, child labor and child protection. Along with his work in New Delhi, he is also actively engaged with the rehabilitation of children affected by the tsunami in the Andaman and Nicobar Islands.

Seema, Former New Delhi Shelter Home for Girls Resident, Age 19

Seema has been with Prayas for the last three years. She has taken beauty training and other academic courses during this period. Seema was abandoned by her parents at the time of her birth because she was a girl, and was brought up in an institution before being given up for adoption. Seema's adoptive parents severely abused her, making her do all the domestic chores and treating her like a servant. Seema was finally able to escape with the help of Childline (a national helpline for children in distress), and was referred to Prayas. Prayas pursued her case, ultimately getting 100,000 Indian rupees in compensation from her adoptive parents. Seema learned block printing and how to speak English, and is currently at Prayas to meet up with old friends and the staff. Seema would like to lead an independent life and has developed the courage and confidence to do so. She is working as a peer educator to educate communities on how to prevent trafficking and how to become a strong survivor.

Shilpa, New Delhi Shelter Home for Girls Resident, Age 7, Presenter of Bouquet

Shilpa has been with Prayas for the last seven months and is attending alternative education classes so that she can enter a formal school in the coming academic year (April 2006). Shilpa had a traumatized and difficult childhood, culminating in her father murdering her mother in front of her and her siblings. Her sisters are also at this Prayas facility, while her brothers are staying in the

Prayas boys home. Regular counseling sessions have helped Shilpa deal with her trauma. She would like to be a police officer when she grows up.

Aarti (b)(6) age 16

Aarti has been staying at Prayas Bal Greh (independent living home) for last six months. She has previously lived at Prayas Home for Girls, received alternative education and dress designing course for five and half years. She is a child of commercial sex worker who wished her daughter to stay away and lead a decent childhood. She was rescued by Anti-Trafficking Network (ATN) and referred to Prayas.

Presently, she is working in a boutique and has moved to the independent living home. She earns her living and maintains her life independently. She is deaf and dumb, cheerful and caring person. She expresses herself with ease despite the disability.

INFORMAL DISCUSSION PARTICIPANTS

Ms. Nandita Baruah, Regional Anti-Trafficking and Equity Advisor, USAID India - MODERATOR

Ms. Baruah has been working with organizations dedicated to combating trafficking in persons for the last 6 years. Aside from her current work at USAID, she has also served at the South Asian Association for Regional Cooperation, the UN Development Fund for Women, the UN Development Bank, and the UN International Federation for Cultural Development. She is currently serving as an advisor to the US Embassy New Delhi on women's development issues.

Ms. Aparna Singh, Manager of Shelter Home and Crisis Intervention Center, Prayas

Ms. Singh has been working with Prayas for the last two years as Manager of the Shelter Home and Crisis Intervention Centre. She has a Masters in Psychology and has completed her post-graduate diploma in Guidance and Counseling. She is responsible for individual, group and family counseling sessions with women and children who have had difficult backgrounds, including those who have been trafficked. She monitors the day-to-day activities of the home with the help of other staff.

Ms. Deepti Sharma, Counselor, Prayas

Ms. Sharma is a professionally trained counselor with a Masters in Psychology. She has been working with Prayas for two years and has a wealth of experience in counseling children who have suffered abuse and neglect or have been trafficking victims.

Anita (b)(6) Age 17

Anita has been with Prayas for eight months, and has spent the last four months at the Prayas trafficking victims rehabilitation center. She was the victim of commercial sex trafficking, but now hopes that the victimization that she had faced should not recur again or to happen to any other woman. Anita is associated with the Prayas Rescue Team and has been cooperating with investigators in the hope that her trafficker will be arrested. Anita has grown in confidence since coming to Prayas, and works in the Prayas economic rehabilitation center (run in partnership with

Amul, India's largest dairy product manufacturing company). She is learning to use computers at the Prayas Institute of People's Education, a project of the Indian Government's Ministry of Human Resource Development that is being managed by Prayas.

Karishma, Age 12

Karishma has been with Prayas for the last six months after running away from an abusive step-mother. The Children Assistance Booth run by Prayas at the New Delhi Railway Station rescued Karishma and brought her to the facility. Karishma enrolled in alternative education classes and is taking vocational training in arts and crafts. Trauma care counseling helped Karishma deal with her emotional needs and she is now able to look forward to a new life. She would like to be a doctor when she grows up.

Sartaj, Age 12

Sartaj was a rag picker for five years before coming to Prayas, meaning she and her family supported themselves by sorting through city garbage. She is now enrolled in a formal school and has excelled in her studies. Sartaj has received a scholarship and many certificates in extracurricular activities. She would like to be a doctor when she grows up.

Komal, Age 13

Komal has been with Prayas for the last eight months and is enrolled in alternative education classes and vocational classes in arts and crafts. Her parents separated when she was young, as her father was an alcoholic and abusive of the family. Last year, Komal's mother died after a long illness. Trauma care and counseling helped her deal with negative feelings and emotional insecurity. Komal would like to be a teacher when she grows up.

Tabbassum, Age 17

Tabassum has been with Prayas for the last four years. She was abandoned by her father after her mother died. On the streets, Tabbassum was physically and sexually abused during her developing years. A local person referred her to Prayas, where she has learned many vocational skills, including screen printing, and is currently attending a beauty training course conducted by an outside institute. Tabbassum will be taking her 10th grade examinations soon through the National Open School. Even though badly traumatized, Tabbassum has great ambition and high aspirations. She is a cheerful girl but at times becomes very disturbed due to her past. She does not want any child to live an abusive life on the streets.

Talking Points for Discussion at Prayas – New Dehli, India

- Education is vital to children. We want every boy and every girl to be educated. In too many places, girls' education is not a priority, and uneducated girls are vulnerable to being exploited. But education gives girls power. At Prayas, girls receive basic education including reading and math. Girls learn skills they can use to support themselves and their families when they get older. And girls learn to love and value themselves.
- Each year, more than 600,000 people are victims of international human trafficking. Eighty percent of the victims are female. Fifty percent are children. And millions more men, women, and children are trafficked within their own countries.
- Human trafficking degrades every person who is a part of it, most especially women and girls who are sold as sex slaves. The United States is working with many countries, including India, to put a stop to this barbaric practice.
- Prayas is a development organization that helps educate, heal, and care for child victims of sex and labor trafficking, as well as children who live on the street – the children most at risk of becoming victims of trafficking. Prayas is funded by the people of the United States, and it works in partnership with the Indian government, national and state organizations, and international organizations.
- This shelter in New Dehli has provided food, medicine, education, counseling, and a place to stay for 180 girls since 2002. Many have returned home to their families. The Prayas model has helped 50,000 girls around the world.
- I look forward to speaking with some of the girls who live at Prayas and with the caring adults who have given these girls a more hopeful future.

TRAFFICKING IN PERSONS – INDIA

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 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”

- President George W. Bush, second inaugural address

BACKGROUND

India appears to have the largest population of TIP victims in the world, given the magnitude of numbers listed below:

- Existing NGO estimates of India's forced and bonded labor victims range from **10 to 40 million**.
- Existing NGO estimates of **sex trafficking victims in India** range from **200,000 to 1 million per year**.
- India is a **Tier 2 – Watch List** country in the 2005 Department of State (DOS) Trafficking In Persons (TIP) Report.
- 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.”
- Report further states; “India is also the home to **millions of victims of forced or bonded labor**.”

Trafficking challenges affecting women and girls in South Asia

South Asian women and girls are susceptible to trafficking for numerous reasons:

- Gender Imbalance/Feticide: Although feticide is illegal in India, it is widespread in certain areas especially those where male children are valued over girls. As a result, in some areas, a high percentage of female fetuses are aborted. This has led to a large gender gap in parts of India that has fueled demand for trafficked girls as brides and sex slaves. Girls are lured with the promise of a job and then sold as a bride in a state without enough young women.
- Gender Discrimination: Particularly among poorer families in India, Nepal, Pakistan, Afghanistan, and Bangladesh parents will keep girls out of school and encourage them to work or assist the family. Parents and community members pressure girls to take job opportunities in other cities or states and send money home. This combination of lack of education/literacy and

pressure to provide family income make girls vulnerable to traffickers (most victims are trafficked from rural to urban areas).

- Dowry: Although paying dowry is illegal in India, it is still widespread. The high cost that parents must pay to marry off their daughters has fueled a technique used widely by some traffickers. They will go into a village and tell parents they are in love with their daughters and are financially stable enough to forego any dowry. Under this scheme, the parents marry off their daughters and the “husbands” take them to a city and sell them into a brothel.

Regional TIP information

South Asia has the largest number of trafficking victims in the world.

- Trafficking of women and girls for sexual exploitation internally and across the region is a significant problem in India, Bangladesh, Pakistan, Nepal, Sri Lanka, and Afghanistan.
- In addition, millions of men, women and children are in debt bondage in India, Pakistan, Bangladesh, Pakistan, Nepal, and Afghanistan and exploited for generations to pay off a loan or debt.
- South Asia is also a source region for hundreds of thousands of women and men who are trafficked to the Middle East for domestic servitude or labor exploitation. The insurgencies and civil conflicts in Nepal and Sri Lanka have led to thousands of children being forcibly conscripted as child soldiers.

VISIT TO MOTHER TERESA'S JEEVAN JYOTI ("LIGHT OF LIFE") HOME FOR DISABLED CHILDREN

Thursday, March 2, 2006

3:45 pm – 4:15 pm

**Mother Teresa's Jeevan Jyoti ("Light of Life") Home for Disabled Children
Jangpura B, Mathura Road 11014
New Delhi, India**

PURPOSE

To visit with homeless and disabled children living in one of Mother Teresa's homes in New Delhi.

MESSAGE

- Faith-based organizations around the world help people who live at the margins of society. President Bush recognizes the powerful work of faith-based charities.
- Mother Teresa set an example of compassion and service to others, which continues today through the work of the sisters of Jeevan Jyoti.

PRESS PLAN

Occupational Therapy Room – Pool Press
Music Room – Pool Press

DRESS

Casual

SEQUENCE OF EVENTS

3:45 pm MRS. BUSH arrives Mother Teresa's Jeevan Jyoti ("Light of Life") Home for Disabled Children and proceeds inside.

Met by: Sister Sabita, *Regional Superior for the Delhi Region, Missionaries of Charity*
Sister Teresa Paul, *Home Superior for the Jeevan Jyoti Home, Missionaries of Charity*

3:50 pm MRS. BUSH begins participation in Visit.

Note: Sister Sabita will lead Visit. During the Visit, MRS. BUSH will visit the following:

- Occupational Therapy Room where MRS. BUSH will sit with children participating in a coloring activity (Press Coverage).

- Classroom where MRS. BUSH will visit with children who are more severely disabled as they play with blocks.
- Music Room where children will sing a song for MRS. BUSH. MRS. BUSH will be presented with a flower lei created by six year old, Swati (SWA-tee) at this time (Press Coverage).

Note: Severely disabled children will be in their highchairs in the hallway during the visit.

4:15 pm MRS. BUSH concludes participation in Visit and proceeds to Vehicle.

PARTICIPANTS

Greeters on Arrival

Sister Sabita, *Regional Superior for the Delhi region*

Sister Teresa Paul, *Home Superior for the Jeevan Jyoti Home*

Attendees

Mrs. Jeannie Mulford, *wife of U.S. Ambassador to India*

BACKGROUND

Disabled children in India are sometimes "hidden" by families, and poor parents often abandon them to street life. Services for such children are severely limited. It was the mission of Mother Teresa to care for those most marginalized and forgotten in society. This home, run by the Missionaries of Charity, is dedicated to youngsters with a range of disabilities – physical and emotional. Children with moderate disabilities are even attending schools for special children; for others, the sisters provide warm, compassionate, custodial care. In this safe environment, many children blossom to reach personal if very humble milestones: standing, walking, smiling, attending school, etc. For some, meeting basic needs is an achievement. The mission is small and the sisters live very modest, hard-working lives. No U.S. Government support is provided to the orphanage.

Missionaries of Charity

Mother Teresa came to India with the Sisters of Loreto, an Irish community of nuns with missions in India, where on May 24, 1931, she took her initial vows as a nun. From 1931 to 1948 Mother Teresa taught at St. Mary's High School in Calcutta, but the suffering and poverty she glimpsed outside the convent walls made such a deep impression on her that in 1948 she received permission from her superiors to leave the convent school and devote herself to working among the poorest of the poor in the slums of Calcutta.

On October 7, 1950, Mother Teresa started her own order, "The Missionaries of Charity" whose primary task was to love and care for those persons nobody was prepared to look after. In 1965 the Society became an International Religious Family by a decree of Pope Paul VI. Today the order comprises Active and Contemplative branches of Sisters and Brothers in many countries. They provide effective help to the poorest of the poor in a number of countries in Asia, Africa,

and Latin America, and they undertake relief work in the wake of natural catastrophes such as floods, epidemics, and famine, and for refugees. The order also has houses in North America, Europe and Australia, where they take care of destitute alcoholics, homeless, and AIDS sufferers.

In all, the Missionaries of Charity run 710 homes in 130 countries spanning 5 continents. Of these, 229 homes are located in India.

Jeevan Jyoti Home for Disabled Children

The Jeevan Jyoti ("Light of Life") Home for Disabled Children is run by the Missionaries of Charity, an order founded by Mother Teresa in 1950 that cares for the helpless. This Home is dedicated to caring for youngsters with a range of disabilities, both physical and emotional. The Home was established in 1988 on land that was donated by the Lieutenant Governor of Delhi and receives donations and support from the Catholic Church as well as private entities throughout the world.

There are 82 children who reside at the Home, many since birth. Some of the children have moderate disabilities and attend schools for special children outside the Home. Others, with more severe disabilities are provided warm, compassionate, custodial care by the Sisters. In this safe environment, many children blossom to reach personal if very humble milestones: standing, walking, smiling, attending school, etc. For some, meeting these basic needs is a major achievement. The mission is small with six sisters actively involved in caring for the children and they live very modest, hard-working lives.

FUNDING

There is no U.S. Government support to the orphanage.

NOTES

- MRS. BUSH is donating 96 bags of gifts for the children, including play dough, art supplies, construction paper, crayons and sidewalk chalk.

ATTACHMENTS

- Biographies of Greeters

BIOGRAPHIES OF GREETERS

Sister Sabita (SA-BEE-TA), Regional Superior for Delhi Region, Missionaries of Charity

Sister Sabita joined the Missionaries of Charity in Calcutta (now, Kolkata) in 1972 at the age of 17. After completing three years of training she worked in South India (Madhurai) from 1975-1978, mainly caring for abandoned babies. From 1980-1981 she was assigned to Rome as a House Superior, after which she served as House Superior in the United States. She completed assignments in various cities including New York (Harlem) (1981-1982), Miami (1982-1985), Toronto (1985-1986), and again in New York (1986-1988). She was assigned as Regional Superior for the mid-west (Louisiana to Chicago) from 1988-1990. From 1991-1994 she served as the Regional Superior for Central America covering the countries of Panama, Costa Rica, Nicaragua, El Salvador, Guatemala and Honduras. In 1994 she transferred to the US, Washington DC, as a tutor for Sisters preparing for final vows. From 1996-1999, Sister Sabita served as the Regional Superior for the East Coast of Canada, including Toronto and Montreal.

From 1999-2001, Sister Sabita returned to India where she served till 2001 in the southern region. It was in 2001 that she was assigned as Regional Superior for Delhi. Her jurisdiction spans the states of Delhi, Haryana, Chandigarh, Punjab, Jammu and Kashmir. In all, she manages and supervises 15 shelter homes.

Sister Teresa Paul, Home Superior for the Jeevan Jyoti Home, Missionaries of Charity

Sister Teresa Paul joined the Missionaries of Charity in 1976 in Madras for her initial three-year training. From 1979-1980 she served in Calcutta (now Kolkata), caring for babies at the Children's Home. She served in the north-eastern state of Tripura from 1980 to 1983 and then went back to Kolkata for her final year of preparation and study. She transferred to the north-eastern state of Meghalaya where she served for two years from 1984-1986. From 1986-1990 Sister Teresa worked in Phirozpur, Punjab and from 1990-1992, in Jalandhar, also in Punjab. During this entire period, she primarily cared for babies and small children.

She was made House Superior in 1992 through an assignment to Jammu, three years after which she went to Kashmir where she served until 1998. Sister Teresa Paul came to Delhi for the first time in 1999 and worked for a year and then returned to Punjab for another three years, from 2000-2003. From 2004-2005, Sister Teresa supervised another home in Delhi, and was assigned to the Light of Life Home for Disabled Children in May of 2005 as House Superior.

HYDERABAD

PAKISTAN



ISLAMABAD

Hyderabad



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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 woman 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.





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.



HIV/AIDS EVENT
Agricultural University Briefing
Freedom Foundation Event
Friday, March 3, 2006
10:35 am – 11:35 am
Acharya N.G. Ranga Agricultural University
Hyderabad, India

PURPOSE

To highlight the Administration's commitment to HIV/AIDS by visiting a prevention and treatment facility funded by the President's Emergency Plan for AIDS Relief (PEPFAR).

MESSAGE

- 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 2005, the United States provided \$43 million in HIV/AIDS assistance to India. This funding supports prevention, care and treatment programs for people affected by HIV/AIDS, as well as research to help one day end the disease. Last year the Emergency Plan supported treatment for 2,150 people in India, and we expect to help more than 21,000 people in India this year.
- The United States will continue to work with India, and with other countries, to help overcome the stigma of HIV/AIDS and give hope to people living with the disease.

PRESS PLAN

Pool Press – Performance
Pool Press – Visit with Children
Pool at Top (Writers Remain) – Informal Discussion

DRESS

Pant Suit

SEQUENCE OF EVENTS

10:35 am MRS. BUSH arrives Acharya N.G. Ranga Agriculture University Auditorium and proceeds to Rabing Hall.

Met by: Professor M.R. Naidu [Nie-doo], *Dean of Student Affairs, Acharya N.G. Ranga Agricultural University*
 Ms. Dabbiru [Dab-ee-roo] Swathi [Swa-tee] "Dabbiru," *Student and National Service Scheme (NSS) Leader*

Dr. I.V. Subba Rao, IAS, *Principal Secretary, Health, Medical and Family Welfare Department, Government of Andhra Pradesh*

Note: Professor M.R. Naidu will present MRS. BUSH with flowers on arrival.

Note: On arrival MRS. BUSH will be greeted by Freedom Foundation child participants. The seven child participants will sing a welcome song, *We Shall Overcome*, to MRS. BUSH.

Note: MRS. BUSH will take a photo with children at the conclusion of the song (ONE CLICK).

Note: In the center of the Atrium there is a kollam, a mosaic made of seeds, which is a welcome decoration traditional in the Indian culture.

Traditionally, a kollam is drawn at the door of a house to attract Lakshmi, the Hindu goddess of wealth to bring wealth and happiness to a home and also to welcome guests.

10:40 am MRS. BUSH begins participation in Viewing of Performance.

Note: MRS. BUSH will proceed into Rabing Hall where approximately 20 Acharya N.G. Ranga Agricultural University and NSS Community participant students will be seated. MRS. BUSH will be seated with the students to watch a performance by the Nrityanjali [Nat-on-ja-lee] Academy.

Note: MRS. BUSH will take a photo with the Nrityanjali Academy performers (ONE CLICK). The performers will give her a drum.

Note: MRS. BUSH will take a group photo with the NSS Community students and Professor Naidu at this time (ONE CLICK).

10:50 am MRS. BUSH concludes participation in performance and proceeds to Chancellor's Room.

Note: On arrival to the Chancellor's Room, MRS. BUSH will be greeted by Dr. Ashok [Ash-ook] Rau [Raa-o] (goes by Dr. Ashok), *Executive Director, Freedom Foundation*, and Ms. Kathleen Kay, *Executive Director, Family Health International, India Office*. Dr. Ashok and Ms. Kathleen Kay will quickly brief MRS. BUSH on Freedom Foundation programs.

10:55 am MRS. BUSH begins participation in Freedom Foundation Event and Visit with Children.

Note: There will be 17 children (ages of 9-12 years old) seated on colorful mats on the floor. The children will participate in an activity related to HIV/AIDS (please see notes section for more information). The activity will

be moderated by Dr. Troy Cunningham, *Manager, Projects, Freedom Foundation.*

Note: There will be Whisper Interpretation during the Activity.

Note: MRS. BUSH will take a photo (ONE CLICK) with the children at conclusion of activity.

Note: MRS. BUSH will be presented with a shawl and a framed picture (drawn by one of the child participants). A child will put the shawl on MRS. BUSH. It is customary for MRS. BUSH to take the shawl off just after it is given to her.

11:05 am MRS. BUSH concludes participation in Visit with Children and proceeds to Discussion.

11:10 am MRS. BUSH begins participation in Discussion with Women.

Note: There will be 4-6 HIV/AIDS Women who will visit with the counselor and MRS. BUSH. The women will tell their stories, guided by the counselor, Chandana Marripally [Chun-da-naa Mar-ee-polly].

Note: There will be Consecutive Interpretation during the Discussion.

Note: MRS. BUSH will take a photo (ONE CLICK) with the women at this time.

Note: The women will present MRS. BUSH with a bed cover and pillow cases at this time.

11:35 am MRS. BUSH concludes participation in Discussion with Women and proceeds to Vehicle.

EVENT CONTACT

FL Control Officer:
Brooke Spelman
Vice Consul
Consulate General
011 98 414 24 274

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SpelmanBP@state.gov

PARTICIPANTS

Greeters on Arrival

Professor M.R. Naidu [Nie-doo], *Dean of Student Affairs, Acharya N.G. Ranga Agricultural University*

Ms. Dabbiru [Dab-ee-roo] Swathi [Swa-tee] "Dabbiru," *Student and National Service Scheme (NSS) Leader*

Dr. I.V. Subba Rao, IAS, *Principal Secretary, Health, Medical and Family Welfare Department, Government of Andhra Pradesh*

Visit with Children

MRS. BUSH

Dr. Ashok [Ash-ook] Rau [Raa-o] (goes by Dr. Ashok), *Executive Director, Freedom Foundation*

Ms. Kathleen Kay, *Executive Director, Family Health International, India Office*

Mr. Srinivas Rao, *Field Supervisor, USAID*

Approximately 17 children ranging in age of 9-12 years old.

Informal Discussion

MRS. BUSH

Ms. M. Chandana, *Project Manger, Freedom Foundation – MODERATOR*

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

Ms. K. Damayanthi [Day-man-thee], *Chief Project Director for Anghra Pradesh, State AIDS Control Society*

Note: MRS. BUSH should refer to the women using their 'fake' names.

Discussion Observers

Mrs. Jeannie Mulford, *wife of U.S. Ambassador to India*

Anita McBride, *Chief of Staff*

Ms. Kathleen Kay, *Executive Director, Family Health International, India Office*

BACKGROUND

Freedom Foundation

India has the second largest number of HIV infected people in the world. USAID has taken the lead on developing and strengthening programs for orphans and vulnerable children. USAID played a leading role in introducing the issue of support for orphans and vulnerable children in the newly designed phase 3 of the National AIDS Control Program.

Freedom Foundation is an Indian NGO which has been working in HIV since 1995. USAID has been supporting Freedom Foundation via Family Health International since 2004 to provide prevention, care and support services to the HIV affected children and their families in the slums of Hyderabad. Presently they are catering to 100 children affected/infected by HIV/AIDS and over 400 other vulnerable children.

Freedom Foundation has also received a grant from the Global Fund to Fight AIDS, Tuberculosis and Malaria (GFATM) in Round Two for Antiretrovirals (ARVs) for people living with HIV/AIDS. The services are now being extended to more sights like the District Guntur Hospital. The USG is the largest donor to the GFATM.

Song performed by children

WE SHALL OVERCOME
WE SHALL OVERCOME
WE SHALL OVERCOME ONE DAY
O DEEP IN MY HEART, I DO BELIEVE,
WE SHALL OVERCOME ONE DAY.

National Service Scheme (NSS)

The National Service Scheme (NSS) is a student youth service program that aims to arouse the social consciousness of the youth of India. NSS volunteers attempt to establish meaningful linkages between campus and community, college and villages, knowledge and action. Over the years, NSS has made a significant contribution in the field of literacy, disaster management, health and family welfare and environment. Special campaigns were launched on AIDS awareness, social evils and creating visible impact on the development process of the country. NSS launched a sensitization campaign on AIDS awareness popularly known as 'Universities Talk AIDS' (UTA) in collaboration with the Ministry of Health & Family Welfare in 174 universities all over the country.

NSS was introduced in Acharya Ranga Agricultural University so that the students could work for the well-being of the rural masses. The University has a total of 4000 NSS volunteers and 23 villages have been adopted by them around the State of Andhra Pradesh. NSS volunteers work in wide variety of areas including tree plantation, technology transfer, animal health, awareness programs, water conservation, skill oriented training program, blood donation, health programs and environmental education.

A wide variety of awareness programs are organized by the NSS volunteers. One focus of these awareness programs is HIV/AIDS. NSS volunteers are provided training on HIV/AIDS prevention issues and they in turn educate villagers about HIV/AIDS and other health issues. Spread of HIV/AIDS has had a huge impact on agricultural productivity and the agricultural economy in the rural areas. NSS volunteers, faculty members, villagers, youth, women, self-help groups in the villages participate in rallies with placards and posters to depict the importance of learning about the spread and prevention methods of AIDS. The volunteers have also participated in door to door campaigns to educate villagers about the issue. Through their HIV/AIDS awareness activities, the NSS volunteers have reached over 20,000 villagers.

Nrityanjali [Nat-on-ja-lee] Academy

The Nrityanjali Academy, founded by Mr. P. Narsing Rao, is a socio-cultural voluntary organization based in Andhra Pradesh. It was established in 1989 to educate people and communities about various issues like HIV/AIDS, environment and self-help groups. The group uses traditional communication methods to impart these educational messages, such as street theatre, dramas, folk theatre, songs, dance dramas, leather puppets and so on. They work with

various types of audiences, including villagers, slum dwellers, college and university students and the general public. The work they do also helps protect the dying folk and tribal art forms of Andhra Pradesh.

The organization uses various kinds of strategies to reach different sections of population in the society. Students, for instance, are approached with a strategy of promoting Abstinence. In the slum population the focus was most on A - Abstinence, B- Be faithful and the third category of High risk population was approached with all three components of ABC (Abstinence, Be faithful and Correct and consistent usage of condom). The organization is used by various national and international donor agencies including USAID to promote AIDS awareness programs in their selected target areas.

Important facts:

- Since 1994, the group has performed around 5000 street theatre shows on HIV/AIDS and sexually transmitted diseases (STDs) and condom usage in the State.
- They have performed about 450 street theatre shows on different issues such as drug abuse, alcoholism, environment protection, consumer awareness, adult education, etc.
- The group has produced a tele-film on tuberculosis and short films on other subjects including on female condoms.

Successful projects that the group has implemented include:

- Target intervention on STDs/HIV/AIDS and condom promotion with migrated populations.
- Community Based Care and Support Project for Children affected with AIDS (*Supported with USAID/FHI funding, implemented through the Catholic Relief Services-United States Catholic Conference*).

Script/Lyrics of the Nrityanjali Troupe's performance

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 auto-driver 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 woman is dancing and they watch. A friend comes to them and gives them counselling 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 learned about from the self help group with the Nrityanjali 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.

Activity with Children

Children will be sitting on the floor with sheets and drawings of educational activities of the 'Relationship Module', a teacher/moderator will be present. The drawings will show an inner circle portraying the child and several outer circles depicting the support group such as mother, father, siblings, and friends. The inner circle will be connected to the outer circle through lines and the number of lines connecting will depict the strength of bonding and support.

Discussion with Women

The women will share the problems faced by them in the community and they will share their experiences. These issues would include the stigma and discrimination that they have experienced, their economic hardships and the lack of access to HIV/AIDS treatment. They will also describe how the Freedom Foundation has helped them address these issues.

FUNDING

President's Emergency Plan for AIDS Relief (PEPFAR)

The President's Emergency Program for AIDS Relief (PEPFAR) is a \$15 billion initiative announced by President Bush in 2003 to expand HIV/AIDS activities. PEPFAR covered all the HIV/AIDS activities of the USG but it has focus countries that receive special emphasis. India is a priority country and has \$30 million under PEPFAR for HIV/AIDS programs. USG organizations that are implementing PEPFAR programs in India include USAID, CDC, and DOD.

Global Fund for AIDS, Tuberculosis, and Malaria

The Global Fund was established to increase worldwide funding to HIV/AIDS, Tuberculosis, and malaria. The funding comes from governments and the private sector. The U.S. is the largest contributor with 33% of the funding. All the US funding to the Fund comes from the

PEPFAR program. The U.S. government is also involved in coordination and technical assistance at the country level to Global Fund grantees. Freedom Foundation is one such organization and has received two rounds of funding from the Global Fund.

- U.S. Government / PEPFAR funding commitment to Freedom Foundation since beginning of the project December 2003 - \$91,000
- USG FY-06 funding to Freedom Foundation – \$44,000.
- Global Fund for AIDS, TB and Malaria (GFATM) committed \$5 million to Freedom Foundation for the State of Andhra Pradesh over the next 5 years.

The mothers and children are directly impacted by the PEPFAR funds in the following ways:

- Capacity building of project staff
- Identifying and training of community volunteers to provide accurate information on HIV/AIDS prevention, care and support.
- Sensitizing and advocacy with community stakeholders such as mahila (women) mandali leaders, youth groups and local leaders with messages on prevention, care and support including stigma and discrimination.
- Providing recreation services for all the children in the community to come together to reduce stigma and discrimination of OVC.
- Mobilizing communities for foster care - to encourage the extended families, relatives and communities to come forward to provide foster care for orphans and extend support in providing care to these children.
- Developing support groups of persons living with HIV/AIDS (PLHA), support their medical needs, inviting positive speakers to address the group, and training forum members to use home care kits.
- Providing medical care and counseling, through clinics and home based care.
- Nutrition education on low cost nutritional foods.
- Peer education, training basic communication skills, disseminating HIV/AIDS, care and support messages using BCC materials
- Life skills education to both infected and affected children.

NOTES

- Dr. Sasikalla, *Program Manager, Family Health International*, will provide simultaneous interpretation during the visit.
- 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.

- The children in the activity portion of the visit have been asked by a counselor to draw a picture of their “support network” as all of these children have suffered a loss due to HIV/AIDS (in fact, most are orphans). The counselor will use the children’s pictures to take them through an exercise highlighting the support network these children have while also incorporating HIV/AIDS education in their lives.

ATTACHMENTS

- Biographies
- Background on PEPFAR in India

BIOGRAPHIES OF PARTICIPANTS

GREETERS

Professor M.R. Naidu [Nie-doo], Dean of Student Affairs, Acharya N.G. Ranga Agricultural University

Dr. Naidu is the Dean of Student Affairs of Acharya N.G. Ranga Agricultural University since 2005. He is also the University Program Coordinator of the National Service Scheme (NSS) programs. His area of specialization is Agricultural Economics. He has 78 research articles to his credit that have been published in national and international journals. He is the recipient of the prestigious national awards for his contribution in the field of agricultural economics. As an administrator, Professor Naidu has initiated many welfare activities in the University. He has made a significant contribution to research in his capacity a Principal Scientist at the Regional Agricultural Research Station, Anakapalle, Andhra Pradesh.

Ms. Dabbiru [Dab-ee-roo] Swathi [Swa-tee] "Dabbiru," Student and National Service Scheme (NSS) Leader

Ms. Swathi is in the final year of her undergraduate degree in the horticultural department at Ranga Agricultural University. She has applied for an agri-business management course in the National Institute of Agricultural Extension Management, Hyderabad. She has participated in two AIDS awareness campaigns, one in 2002 and another in 2005. At the national level she received the Best Participant Award for the Youth Parliament competition conducted by the Ministry of Parliamentary Affairs. At the University level she received four awards for her participation in extempo debate, mono acting and quizzing.

Dr. I.V. Subba Rao, IAS, Principal Secretary, Health, Medical and Family Welfare Department, Government of Andhra Pradesh

An Indian Administrative Service (IAS) Officer, Dr. Rao entered into this service in 1980. He is currently serving as the Principal Secretary in the Government of Andhra Pradesh taking care of the health, medical and family welfare department. He is a specialist in education for the last fifteen years. He has a Ph.D. from the University of Pennsylvania in the field of education. His interest is to increase the access of education especially for the girl child and to improve the quality of education standards in education. He has been serving in the health care department for the last one and a half year. He is also the president of the Andhra Pradesh State AIDS Control Society (APSACS).

FREEDOM FOUNDATION

Dr. Ashok K. Rau, Chief Executive Officer and Executive Trustee, Freedom Foundation

Dr. Ashok K. Rau is the Chief Executive Officer and Executive Trustee of Freedom Foundation since 1993. Dr Ashok has a Doctorate and Masters degree in Psychology and has received training from University of California. He is the member of various national and international technical resource groups including the Technical Resource Group on HIV/AIDS. Dr Ashok

received the first Commonwealth Global Award in October 2001 for HIV/AIDS Comprehensive Care.

Ms. Kathleen Kay, Executive Director, Family Health International, India Office

Ms. Kay is Country Director of Family Health International in India. She has been working on HIV/AIDS policy and management since 1984 at the national, regional and global levels and has worked closely with Dr. Jonathan Mann in the past. She leads the USAID-funded IMPACT project, which funds activities on HIV/AIDS prevention and care, including projects for children affected by AIDS.

VISIT WITH CHILDREN

Dr. Troy Cunningham, Medical Doctor and Manager of Projects, Freedom Foundation

Dr Troy Cunningham is a medical doctor with specialized training in HIV medicine and is the Manager of Projects with Freedom Foundation since 2001. He presently manages the 50 bed Care & Support center and is the Project Manager for USAID/FHI supported project on orphans and vulnerable children.

Mr. N.Ch. Srinivas Rao [Sri-ni-vas Rao], Field Supervisor, USAID

Mr. Srinivas Rao has master's degree in social work and has worked with NGOs on social mobilization and anti-trafficking activities. Presently, he is the field supervisor at the USAID/FHI supported project on orphans and vulnerable children. He works on mobilizing the communities and provides HIV/AIDS prevention education to the children and the communities.

DISCUSSION WITH MOTHERS

Ms. M. Chandana, Project Manger, Freedom Foundation – MODERATOR

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

Ms. K. Damayanthi [Day-man-thee], Chief Project Director for Anghra Pradesh, State AIDS Control Society

Ms. M. Chandana, Project Manger, Freedom Foundation – MODERATOR

Ms. Chandana has a master's degree in social work and has worked with Catholic Relief Services on a care and support project for HIV/AIDS infected and affected people. She was involved in counseling of people living with HIV/AIDS, their families and developing support groups. Presently she is working as Project Manager in Freedom Foundation where she is managing the USAID/FHI supported project on orphan and vulnerable children working in 40 slums of Hyderabad. Ms. Chandana will be the moderator for the women's activity.

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Ms. K. Damayanthi [Day-man-thee], Chief Project Director for Anghra Pradesh, State AIDS Control Society

Ms. Damayanthi is the Project Director of the Andhra Pradesh HIV/ AIDS program for 4 years. Ms. Damayanthi is the nodal officer for the implementation of HIV/AIDS program in Andhra Pradesh State. As a coordinating officer with various donors, she interacts with the US Government officials on the USG-GOI programs. The donors are Gates Foundation, UNICEF, DFID, and CDC. She was former Special Officer for the Gates Foundation funded Immunization project. After successful launch of the project, she was moved as PD, APSACS.

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.

**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] Kattragadda [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 Entrepreneur

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-yar], 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

*Check if
Karl Tobias
wants to
Add program
on
women
empowerment
Gender
justice*

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

*specific as
education
program for
a blind child*

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

*probe & threatened
US to funding
to global equality
Programs*

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.

**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: Brigadier General (Ret.) Maqsood-ul-Haysan [Mook-sod ul Haysan], *Director General, Federal Directorate of Education*
Mr. Thomas "Tom" Crehan, *Education Officer, USAID/Pakistan*
Miss Savera Hayat [Sa-ver-a High-it], *Program Management Specialist (Education), USAID/Pakistan*

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

Note: Lisa Chiles, USAID Mission Director, Pakistan 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 20 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 and Minister of Education Ashraf.

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

PARTICIPANTS

Greeters on Arrival

Brigadier General (Ret.) Maqsood-Ul-Haysan [Mook-sod ul Hay-san], *Director General, Federal Directorate of Education*

Mr. Thomas "Tom" Crehan, *Education Officer, USAID/Pakistan*

Miss Savera Hayat [Sa-ver-a High-it], *Program Management Specialist (Education), USAID/Pakistan*

Roundtable Participants

Ms. Lisa Chiles, *USAID Mission Director, Pakistan* **[MODERATOR]**

Mr. Jorge Sequeira, *Director/Representative, UNESCO Islamabad*

Mrs. Mehnaz Aziz [Ma-naz A-zeez], *Chief Executive, Children's Resources International (CRI) Pakistan*

Ms. Fakhira Najib [Fak-ir-ah Na-jib], *CRI Master Teacher Trainer*

Ms. Tahira Fazil [Ta-hi-ra Fah-zil], *CRI Classroom Teacher*

Backbenchers

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

Anita McBride, *Chief of Staff, Office of the First Lady*

Mark Thornburg, *Note taker*

UNESCO Display

Jorge Sequeira, *Director/Representative, UNESCO Islamabad*

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

Anita McBride, *Chief of Staff, Office of the First Lady*

CRI Classroom

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

Lieutenant General Javed Ashraf [Jaa-vad Ash-raf], *Minister of Education, Pakistan*

Ms. Tahira Fazil [Ta-hi-ra Fah-zil], *CRI Classroom Teacher*

Asim Mansha, *age 11*

Rafia Saleem, *age 10*

20 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

- MRS. BUSH will announce that 20,000 books have been purchased by USAID/Pakistan to be used in classrooms and libraries for the schools being built in the Federally Administered Tribal Areas [Fata].
- USAID is building 65 schools in the FATA. Construction has started on 52 of those schools.
- There are two children who are a part of the class are from the earthquake affected areas. Their schools were destroyed and families moved to Islamabad.
- USAID is working closely with the Government of Pakistan to select school to rebuild. In March, USAID will start construction on a middle school in the city of Balakot, one of the cities most affected by the earthquake. By October 2006, construction will begin on 60 schools – 40 primary and middle schools and 20 high schools. USAID is not only supporting the building of schools, but also the training of teachers who will work in them. Construction will also begin this year on health care facilities including a secondary hospital, four rural

health centers and 20 basic health units. To support these institutions, USAID plans to increase the capacity of healthcare professionals and healthcare systems in the affected areas.

ATTACHMENTS

- Biographies
- Background on UNESCO Efforts In Pakistan
- Background on Children's Resources International, Pakistan
- UNESCO EQ-related activities- A Progress Update
- The Education Sector Reform Assistance (ESRA) program

BIOGRAPHIES

GREETERS

Brigadier General (Ret.) Maqsood-Ul-Haysan [Mook-sod ul Hay-san], *Director General, Federal Directorate of Education*

Mr. Thomas "Tom" Crehan, *Education Officer, USAID/Pakistan*

Miss Savera Hayat [Sa-ver-a High-it], *Program Management Specialist (Education), USAID/Pakistan*

Brig (Retd.) Maqsood Ul Hassan, Director General, Federal Directorate of Education

Brig. (Retd) Maqsood Ul Hassan was commissioned in Pakistan Army in 1965 in the Corps of Infantry, Punjab Regiment. During his long Military career spanning over 34 years he held numerous appointments. He was Director Military Training at General Headquarters, Rawalpindi from 1989 to 1991. In his capacity as Director Military Training he was responsible for oversight of all training institutions of the Pakistan Army and served as an international protocol liaison.

After retirement in August 1998, he was inducted in Fauji Foundation as Principal of Fauji Foundation College for Boys at New Lalazar, Rawalpindi. In July 2000, he was appointed as Director General of the Federal Directorate of Education within the Ministry of Education. He attended a four week course related to Education Planning and Management at University of Pittsburg, USA in 2001. He also attended a four week course in Civic Education in Los Angeles, California, USAID during July 2005.

Mr. Tom Crehan, Foreign Service Officer, USAID

Tom Crehan is a Foreign Service Officer with USAID. He is the team leader for their \$68 million dollar a year education program. He has a bachelor's degree in education and a master's degree in development economics. Although this is his first overseas assignment with USAID, Tom has extensive experience working in the developing world. He is a former Peace Corps volunteer, having served in Papua New Guinea.

Ms. Savera Hayat, Program Management Specialist, USAID

Savera Hayat has been working with USAID's mission in Pakistan since 2002 as a Program Management Specialist. She is responsible for two early childhood education projects and a project that is improving the examination system in Pakistan. In addition to this, she also manages the education portfolio's budget. Prior to working for USAID, she has worked with the World Bank as an expert on community involvement in schools. She has also worked with a University and a local NGO. Her areas of interest include early childhood education, vocational/technical education and corporate social responsibility issues. Savera has been working in the development sector since 1991 and has a master's degree in Development Management from the London School of Economics and Political Science.

ROUNDTABLE PARTICIPANTS

Ms. Lisa Chiles, *USAID Mission Director, Pakistan* [MODERATOR]

Mr. Jorge Sequeira, *Director/Representative, UNESCO Islamabad*

Mrs. Mehnaz Aziz [Ma-naz A-zeez], *Chief Executive, Children's Resources International (CRI) Pakistan*

Ms. Fakhira Najib [Fak-ir-ah Na-jib], *CRI Master Teacher Trainer*

Ms. Tahira Fazil [Ta-hi-ra Fah-zil], *CRI Classroom Teacher*

Ms. 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.

Mr. Jorge Sequeira, Director/Representative, UNESCO Islamabad

Born in 1956 in Costa Rica, Mr. Jorge Sequeira holds a Masters degree in Statistics and Computer Sciences from the University of Costa Rica (1980), and a D.E.A. in applied Computer Sciences from the Université de Paris VI, France (1985).

Mr. Sequeira started his professional career as a lecturer on Applied Mathematics and Computer Science at the University of Costa Rica (1978-1981). He joined UNESCO in March 1981 as Assistant Project Manager (P-1/P-2) in the Division of Data Processing (DIT) and was promoted in 1988 to the post of Project Manager (P-3) in charge of management of information systems and computer security in the same Division. In March 1992, Mr. Sequeira was transferred to the UNESCO Regional Office in Bangkok and appointed as Programme Specialist (P-4) in

Education Management. In 1997 he became Head (P-5) of the Planning and Sector Analysis Unit in the same Office.

In September 1998, Mr. Sequeira was transferred to the position of Head of the UNESCO Cluster Office in Almaty, Kazakhstan, and Regional Education Adviser (P-5), in charge of the 'Education for All' thrust in Central Asia.

With effect from February 2002, Mr Sequeira was seconded to UNICEF Office in Myanmar (P-5) as Section Chief for Education. In this capacity, he provided technical expertise on education reform to the Government and facilitated the preparation of the National EFA Plan of Action.

Effective July 2004 Mr Sequeira was promoted as the Director/Representative of the UNESCO Office in Pakistan.

Mrs. Mehnaz Aziz, Chief Executive, Children's Resources International, (CRI) Pakistan (Guarantee) Limited.

Mehnaz Aziz is the Chief Executive of Children's Resources International, (CRI) Pakistan (Guarantee) Limited. The program focuses on basic education with ECE Foundation, family literacy and training of faculty in universities to improve on the methodologies of teaching, pedagogy and classroom environment. The program is being translated into the national policy level divisions to improve on the quality of education for marginalized children. The support of the program is provided by the USAID under its strategic agreement with the government of Pakistan.

Previously, Ms. Aziz worked for the Asia Foundation as a senior education specialist, the Federal Ministry of Education as an advisor, The World Bank as a consultant, National Rural Support Program as a social sector specialist, and UNICEF as a research associate.

She has received a Masters of Arts in *Gender and Development* from the University of Sussex in Brighton, United Kingdom; a Masters of Science in *Anthropology* from Quaid e Azam University, Islamabad, Pakistan; and a Bachelor of Arts in *Social Work, Psychology and French*, Kinnaird College for Women, Lahore, Pakistan.

Ms. Fakhira Najib, Master Teacher Trainer, CRI

Fakhira Najib has taught primary school (grades 1 to 5) for more than 10 years. She is involved in various co-curricular activities and is a founding member of CRI-Pakistan. She is a graduate of Peshawar University in Islamabad and received her Masters from Quaid e Azam University in Islamabad. She was appointed an FDE Trained Graduate Teacher (TGT) in 1992 from the Federal Public Service Commission.

Ms. Tahira Fazil, M.A., B.ED, PGD

Tahira Fazil started her working career in 1994 as an English teacher at the Islamabad College for Girls. Initially, she worked in the junior section for more than two years and taught grades 3

and 4. Later, Ms. Fazil was moved to the senior section as an English lecturer for Grades 9 and 10 and stayed there for another two and a half years. During this time, she was working on an ad hoc basis. In 2000, she was appointed on a permanent job as a Metric Trained Teacher (MTT) in FGJMS, G 9/4. She is currently teaching grade 4.

BIOGRAPHIES OF CHILD SURVIVORS OF EARTHQUAKE (IN CLASSROOM)

Asim Mansha, age 11

Asim was in his school building when the earthquake happened. He was buried under the rubble for a few hours before he was rescued. He emerged to find a world totally changed from the one he knew. His house had fallen in the earthquake, some of his family members had died.

His family relocated to Islamabad where they are now living with relatives and Asim was lucky enough to be enrolled in a CRI partner school, Federal Government Junior Model School 17. "At first Asim was shy and withdrawn" says his teacher Rukaya Begum "but the other children welcomed him and included him in their activities. I had told them to be welcoming and they really did their best to help Asim settle in."

Part of settling in involved Asim's academic background, which was weak. "In the beginning" Rukaya Begum remembers "Asim was rather weak in his studies. I used CRI methodology to help him and he is doing much better in school now." Rukaya Begum reports that today Asim is a happy child. "He talks a lot now, and my special attention has given him confidence and the ability to interact normally with his peers."

Rafia Saleem, age 10

Rafia lived in the Bagh area before the earthquake. The earthquake destroyed her house and Rafia escaped injury by being outdoors while the earthquake occurred. Her father was badly injured and eventually had to have a leg amputated because of his injury.

Rafia and her family moved to Islamabad to live with relatives and she was enrolled in CRI partner school Federal Government Junior Model School 17 on an emergency basis. "Rafia was very withdrawn when she came to our school" remembers Rukaya Begum, "But then she started participating in Morning Meeting. Morning Meeting helped her get to know her classmates and made her part of the classroom community."

The circumstances of the earthquake made it difficult for Rafia to bring her school supplies from Muzzafarabad. "We provided her with books, and we aren't charging her school fees" says Rukaya Begum "And we have told her that if there is anything she needs, she can always come to us."

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.

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 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. Thereafter, UNESCO Islamabad Office broadened its scope of work in the fields of education, social and human sciences and culture, within the context of the global programmes of UNESCO, thus promoting a wide range of collaborative national, sub-regional and regional programmes and activities. The Director of the Office was the accredited UNESCO Representative for Afghanistan and Pakistan.

The main thrust of UNESCO’s activities in Afghanistan in the early nineties was on educational development programmes as part of the overall reconstruction of the war-ravaged Afghanistan. Subsequently, UNESCO joined hands with UNHCR and UNOPS for developing materials, methods of using local resources and evaluation procedures. Despite several operational and financial constraints, UNESCO, with support from UNDP, managed to carry out the EFA 2000 Assessment in Afghanistan.

Following the establishment of a full-fledged UNESCO office in Kabul in 2002, UNESCO Islamabad Office ceased to exercise its mandate inside Afghanistan, although backstopping and other assistance is still being provided. The office focuses more directly on education for Afghan refugees in Pakistan.

In addition to its regular programmes, UNESCO Islamabad introduced the concept of a ‘culture of peace’ in the 1990s in Pakistan. The development and implementation of this transdisciplinary project was carried out mainly through the network of UNESCO Associated Schools Project (ASP) in Pakistan.

Since the late nineties, the activities of UNESCO Islamabad have been in line with the key priority areas outlined in the Common Country Assessment (CCA) and the United Nations

Development Assistance Framework (UNDAF) in full agreement with UNESCO's policies and strategic objectives. Efforts aimed at further strengthening cooperation among UN agencies in Pakistan intensified from 2004, with a view to making the UN interventions more coherent and their impact more focused.

In early 2004, UNESCO Islamabad initiated efforts aimed at rethinking and recasting its programme and activities, with a view to making them more strategically focused having as backdrop a results-based management approach to its work.

Education

UNESCO Islamabad's activities in education reflect the priorities outlined in the CCA/ UNDAF, the Dakar Framework of Action on Education for All (EFA), the Poverty Reduction Strategy Paper (PRSP) and UNESCO's education strategic objectives, and the MDGs.

The principal focus since the 1990s has been on EFA-related coordination, advocacy, capacity-building, building partnerships and networking, as well as improving education quality, especially for girls and women.

The education programme for the current biennium 2006-07 comprises 12 major lines of action, including five extra-budgetary projects and two cross-cutting theme projects, relating all directly to the MDGs e.g. universal primary education, gender equality and poverty education.

Social and Human Sciences (SHS)

The SHS sector made a beginning in 1996. Activities focusing on the promotion of democratic awareness and women empowerment were carried out by developing partnerships with the Government of Pakistan and progressive NGOs.

During the subsequent years, the Office continued to advance knowledge, standards and intellectual cooperation in order to facilitate social transformation where the values of justice, freedom and human dignity could be fully realized.

Culture

In consonance with UNESCO's mission, the focus of UNESCO Islamabad has been on closely interrelated strategic objectives i.e. reinforcing efforts to broaden the understanding of normative instruments in the cultural field so as to enhance compliance and attract new accessions and ratifications; protection of cultural diversity and encouragement of pluralism and dialogue between cultures and civilizations; and enhancing the linkages between them.

UNESCO Islamabad has also been providing intellectual and conceptual cooperation to implementing partners, particularly emphasizing the role of culture in the development process to meet the challenges posed by cultural diversity and globalization.

To this end, the Office assisted the Government of Pakistan in revising its cultural policy, providing a framework based on the mutually reinforced components of culture and development.

Given the cross-cutting nature of Culture, the Office is exploring possibilities for interdisciplinary actions in the coming years. Education, for instance, is now seen as a promoter of culture through art education and as part of processes of reconciliation through the teaching of interreligious dialogue at school.

Other fundamental interdependencies that have emerged are links between cultural diversity and biodiversity; between communication and culture for strengthening public service radio and television channels; and between culture and social sciences by viewing cultural practices as basic human rights.

Information and Communication

UNESCO encourages international debate on the impact of globalization upon access to information and the process of communication. Knowledge has become the principle force of social transformation.

Information and communication technologies open up new horizons for building inclusive knowledge societies through education, the exchange and sharing of knowledge, the promotion of creativity and intercultural dialogue. These pose new challenges for freedom of expression, an essential condition for sustainable development, democracy and peace.

UNESCO Islamabad has recently carried out activities within its communication and information programme, which concentrates on two main areas: a) fostering equitable access to information and knowledge for development, especially in the public domain and b) promoting freedom of expression and the development of communication

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.

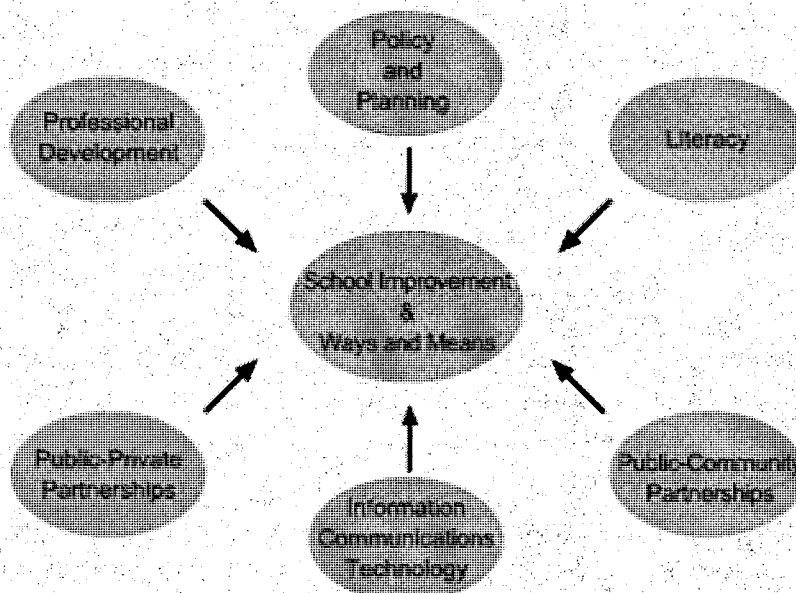
Assessment Systems

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.

The Education Sector Reform Assistance (ESRA) program

The **Education Sector Reform Assistance (ESRA)** program is a \$71.5 million initiative funded by the United States Agency for International Development (USAID) in support of the Government of Pakistan's Education Sector Reform (ESR) effort. The program will run until September 30, 2007. ESRA, a consortium of national and international partners led by RTI-International, operates across 6 technical areas (policy and planning, professional development, literacy, public-community partnerships, public-private partnerships, and information and communication technologies), 13 educational jurisdictions (9 districts, 2 provinces, the ICT, and the Federal Ministry of Education), and thousands of school-communities. Fundamentally, ESRA is about two things: school improvement and the ways and means by which key stakeholders throughout the system can continuously identify and solve their own problems regarding school improvement. As depicted in the diagram below, all the work ESRA does across the 6 technical areas is directed toward these two things.



The Education Sector Reforms (ESR), in essence, builds on the 1998-2010 Education Policy and thus is not a new Education Policy but an Action Plan for Reform. The ESR aims at the development of education sector as a whole, with a special focus on Education For All. The main features of the reform agenda are considerable increase of the national literacy rate; universal access to primary education with increased completion rates and reduced gender disparity; improved education quality through curriculum reform, teacher training, and assessment reform; expansion of early childhood care and development activities; improvement in learning achievements; and expansion of basic education skills training for youth and adults. Also among the stated ESR goals is bringing madrassa curriculum into the mainstream of "Pakistan's general education system through the inclusion of "secular" subjects such as science.

**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

*USAID Partnership
Teacher Training
discussion*

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.

JS - Headmaster for
being Hon Ambassador
visit to Pakistan is
big boost to UNESCO
"Life" program
want to improve
quality of
teaching and
teacher training institute
will have
direct impact
in the classroom
• breakthrough
activity in teaching

Mehnaz Aziz -
• many challenges in
education system
basic environment
corrupt
punishment
used
• corrupt
community
moving in
now introducing
child-centered
interactive
methodology
to arts
expanding into
400
schools
this
new
methodology
that is
popular with
students and
parents

CPI Master Teacher - writing

Mansoor Hassan - very successful program

work in school and
teacher capacity
building

interactivity is
focused on grades 1-5
"confident to students"

^{napis}
Teacher Training -

teachers learning
together - sharing
information

↳ affects

parents
teachers
children

} all feel
part of
the
mission

LB (4) teacher facing an issue in every country
respond to studies on how kids learn

(1) Important to involve parents

(2) they become advocates for the children
and the school - want to be involved in the life of the school

(3) lifelong important worldwide → Babara has been working on education for adults

• lifelong so important to improve in Pakistan ^{and kids}
UNESCO wants to replicate the CPI model
b/c it is working

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.

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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)