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May 5, 2003

Ms. Christine Wegman
Asia and Near East Bureau, USAID
ANE/ORA/O
Ronald Reagan Building Room XXXXX
1300 Pennsylvania Avenue
Washington, DC 20523-4101

Subject: Pakistan NGO Initiative: Final Report [Grant No. AEP-0516-G-00-5022-00 (Old) / AEP-G-00-95-00022 (New)]

Dear Ms. Wegman:

Enclosed please find the Final Report on the Pakistan NGO Initiative (PNI). This combined report covers substantive programming on the entire PNI program, with a particular focus on the final two years (January 1, 2001 through December 31, 2002). Final financial reporting as of March 31, 2003, as well as annual financial reporting for fiscal years 2001 and 2002, are presented as well. As these reports are cumulative, we trust the Final Report is sufficient towards meeting the reporting requirements for the PNI program.

Please note that the summary Final Report includes the following attachments:

Attachment A:	PNI Indicator Details
Attachment B:	*Training on Fundraising for Non-Profit Organizations*
Attachment C:	*PNI Overview*
Attachment D:	*Going to School*
Attachment E:	*Connected Learning*
Attachment F:	Pakistan Health Programs (Presentation)
Attachment G:	*Democratic Rights and Citizens Education Program: Assessment of Phase I Results*
Attachment H:	Financial Status Report
Attachment I:	Sectoral Interventions and Women's Empowerment Allocations
Attachment J:	Actual and Projected Monthly and Cumulative Spending
Attachment K:	Summary by Date of Actual Sub-grants and Planned Commitments
Attachment L:	Summary by Grantee of Actual Sub-grants and Planned Commitments

I'd like to draw your attention in particular to Attachment C, the *PNI Overview*. This document was prepared following communications with the USAID Mission in Pakistan and Mr. Juan Calvo, during his recent visit to Islamabad, to provide case

studies/success stories of individual PNI Pakistani partner sub-grantees. We are also currently preparing, in consultation with partners, additional success stories that focus on individuals. We would be grateful to work with your offices in providing any of the success stories in a format suitable for presentation on the USAID website. As you know, PNI has been successful in a number of programmatic areas, particularly in the strengthening of NGOs in the health and education sectors, and has laid extensive groundwork for USAID's current expansion of programming in Pakistan.

In submitting this Final Report, we would also like to note that per our understanding of the PNI Cooperative Agreement, all property purchased with USAID money under PNI is considered "exempt property" per the original PNI Agreement. Therein, in Section C. 1. e. Equipment on Page 57 of Attachment 2 (Project Description), the Agreement states:

> *It is requested that equipment to be procured under this line item be considered exempt property as defined under 22 CFR 226.2. with title to this property to be vested with the Foundation upon acquisition without further obligation on part of the Foundation to USAID or the Federal Government, as provided for under part 226.33(b) of this rule. Property procured under this grant will be maintained by the Foundation in accordance with its standard policies and procedures. It may be noted that the Foundation will utilize this equipment to support the implementation of the PNI during the period of the grant, and after the end of the grant period, will utilize this equipment to support the implementation of its program in Pakistan, whose objectives are congruent with the purposes of this initiative.*

Given the incorporation of the above into the Agreement, the Foundation has no residual non-expendable property purchased under PNI. All property purchased under PNI remains with the Foundation or with subgrantees (as equipment provided to them was part of the PNI agreement and subsequent communications), and with the exception of a vehicle purchased with USAID concurrence in 2001, all property is fully depreciated. As you know, with your approval we have transferred use of the 3 vehicles purchased under PNI to use under the Supporting Democratic Development in Pakistan (SDDP) program (Grant No. 391-G-00-02-00004-00).

We also would like to confirm that all Subgrants made under PNI have been settled.

Copies of this Final Report are also being sent to the Center for Development Information and Evaluation, Bureau for Program and Policy Coordination (PPC/CDIE/DI), and to Mr. Peter Downs on the Pakistan Desk at USAID/ANE. An additional copy of the *PNI Overview* is being provided to Mr. Juan Calvo on the Pakistan Desk. A copy of the Final Report will also be provided to the USAID Mission in Islamabad.

Finally, The Asia Foundation's FY1999, FY2000 and FY 2001 provisional indirect costs rates have been audited by the Office of the Inspector General and finalized by the Department of State. In accordance with the Foundation's regular procedures, these rates will be applied and reported in our final financial report SF-269 for this grant.

We would like to extend our appreciation and thanks to USAID for its extensive support for the Foundation's implementation of the Pakistan NGO Initiative. We look forward to comments from you and your colleagues on the Final Report. Should you require any further information, please do not hesitate to contact me.

With warmest regards.

Sincerely,

Nancy Yuan
Vice President
Director, Washington

encls.

CC: PPC/CDIE/DI
Peter Downs, Pakistan Desk Officer RRB, Room 8.10-55

Attachment A

PNI Indicator Details

PNI Indicator Details

A. Data Extrapolation Methodology

In order to estimate the life-of-project, overall results and impact of PNI in terms of the indicators established in November 2000, the Foundation determined that extrapolation of the data collected during the period January-June 2001 would provide the most accurate estimate. Data collected during this period was richest in detail. However, for the extrapolation to have relevance, a number of factors needed to be considered. A step-by-step explanation of the estimated indicator totals is presented below.

STEP 1: Summation of Data Provided by PNI Partners

25 of 31 active PNI partners responded to the Foundation's request for indicator data during January-June 2001. Individual organizations defined their understanding of the indicators in accordance with the actual circumstances of their individual programs and quantified their results. In a few cases the Foundation assigned conservative numbers to descriptive results when a partner did not appear to fully understand the need for quantification.

STEP 2: Identification of Obvious Outliers

Two respondents provided data that could be immediately identified as "outliers," but for different reasons. First, Baahn Beli quantified its results for some indicators in local terms that appeared to overstate their program's results. Second, the DRCEP coalition's results were reported on behalf of 5 sub-grant recipient partners. DRCEP was also a unique part of PNI in terms of its scope (87 active districts) and outreach (approximately 2,500 local civil society organizations and activists). As such, the results for these two respondents were expected to produce adjusted totals for the indicator reporting period.

The following detailed table summates the data as described above:

PNI Indicator Data

"-" : Not Applicable/Not Reported

Reporting Period

January-June 2001	*Indicator*														
Subgrantee Name	**A. Women's Empowerment**						**B. Achievements in Strengthening Civil Society**								
										4			5		
	1	2	3	4	5	6	1	2	3	a	b	c	a	b	6
ROZAN	72	130	4	6	1	1	1	3	1	-	-	-	6	4	13
IWWA	123	123	4	2	0	0	2	4	1	-	-	-	3	1	-
KHWENDO KOR	500	500	80	12	15	0	4	8	3	4	4	3	5	4	5
DRCEP**	50000	600	5000	5	3	0	5	15	3	1850	15	10	10	1850	200
DAMEN	400	400	80	14	5	2	2	2	1	2	4	2	3	2	2
PSWS	30	20	4	2	3	0	2	2	2	5	3	5	3	5	1
SWA	310	28	20	3	4	0	1	3	2	15	4	2	3	5	4
JWS	40	67	6	6	-	-	-	-	-	-	-	-	-	-	-
KASHF	1120	2800	672	3	-	-	1	-	-	12	2	3	-	-	-
TARAQEE TRUST	707	1043	208	0	3	-	2	1	-	41	15	20	3	10	3
SCR	-	-	-	-	-	-	5	6	3	8	5	6	-	-	3
ATKA	300	685	10	-	-	-	-	-	-	-	-	-	-	-	-
SAHE	1560	3340	105	35	4	4	13	6	2	130	26	15	11	88	5
HOPE	300	300	50	4	4	1	2	2	2	3	3	1	1	-	3
FPAP	80	20	20	10	1	1	2	1	1	75	3	2	2	75	3
MCWAP	300	600	28	2	0	0	3	4	0	5	3	-	-	-	2
NRDP	300	1758	122	6	10	1	3	5	3	17	4	5	3	7	6
FPHC	1000	1000	102	6	15	1	3	6	3	25	4	6	5	9	3
OPD	110	73	10	7	3	-	1	7	2	2	4	4	1	2	1
SIMORGH	100	6357	200	17	6	3	3	11	4	20	7	3	6	35	-
PILER (relig tolerance)	-	-	-	11	-	-	-	-	-	4	2	5	3	-	-
PIEDER	926	131	54	3	1	1	3	5	5	6	5	4	4	4	4
BES	120	120	2	6	1	0	0	0	0	1	1	1	0	0	0
IDSP	115	115	22	200	10	1	30	100	100	100	10	35	12	100	15
BAANH BELI	1400	120	43	400	91	40	3	30	30	36	5	7	2	36	20
Total	59913	20330	6846	760	180	56	91	221	168	2361	129	139	86	2237	293
Adjusted Total*	9913	19730	1846	755	86	16	86	206	165	511	114	129	76	387	73

***shaded outliers removed* **DRCEP Coaltion inclusive of 5 lead partners (SAP-PK, SUNGI, PILER, IDSP, SDPI)*

STEP 3: Extrapolation Factor

To provide an estimate of the quantitative data for the life of PNI, an "extrapolation factor" was devised using the following elements:

1. Years of PNI: 7.25
2. Reporting Period Per Year: 2 (based on the fact that indicator data was provided for the 6 month period, January-June 2001)
3. The ratio of: Average Active Grants/Active Grants Reported on for Jan-Jun 2001 = 30/24 (excluding DRCEP)
4. An indicative downward adjustment (3/5) to account for reduced activity during start-up/close-out phases of sub-grants; different interpretations of reporting among sub-grantees; potential overlap of PNI partner programs reporting on the same or related issues; and a number of short-term grants with limited scope.

The extrapolation factor, therefore, was calculated at:

(7.25 Years)*(2 Periods) *(30/24)*(3/5)=10.88.

STEP 4: Add back DRCEP

To determine estimated total figures, DRCEP figures were added to the figures determined in Step 3 above. As mentioned in Step 2, DRCEP's extensive contribution to the data could not be extrapolated. Given the factors detailed above, the final figures may be considered conservative, yet representative of the PNI results as measured by the revised indicators.

The following table illustrates the process used in reaching the final estimated totals:

Indicator	Adjusted Total, Jan-Jun 2001*	Extra-polation Factor**	Add-Back DRCEP***	Estimated Totals
Women's Empowerment				
1. Number of women exercising their individual rights	9,913	107,804	50,000	157,804
2. Increase in the number of women participating in processes	19,730	214,564	600	215,164
3. Increase in the number of women leaders	1,846	20,075	5,000	25,075
4. Number of advocacy initiatives implemented	755	8,211	5	8,216
5. Number of gender-sensitive policy changes implemented	86	935	3	938
6. Number of gender-sensitive legal framework changes influenced	16	174	-	174
Strengthening Civil Society				
1. Number of policies influenced	86	935	5	940
2. Number of issue-based reform initiatives taken up by civil society organizations	206	2,240	15	2,255
3. Number of changes influenced in the behavior of public institutions	165	1,794	3	1,797
4. Greater diversity of civil society representation in active coalitions				
a. number of partners collaborating	511	5,557	1,850	7,407
b. number of types of partners collaborating	114	1,240	15	1,255
c. number of types of issues/activities undertaken by coalition	129	1,403	10	1,413
5. Increased influence on high-risk, and at times controversial, issues				
a. number of controversial issues taken up	76	827	10	837
b. number of organizations/coalitions working with you on these issues	387	4,209	1,850	6,059
6. Number of expressions of public support for civil society's role	73	794	200	994
Extrapolation Factor*		10.88		

Sub-factors

Years of PNI	*7.25*
Reporting Period Per Year	*2.00*
Ratio: 30/24 (=average active grants/active grants reported on for Jan-Jun 2001)	*1.25*
downward adjustment for start-up/close-out of grants, varied interpretation of reporting, overlap of PNI partner programs, and short-term grants	*0.60*

B. Sample Responses by Partners to PNI Indicators

1. *Kashf Foundation* (providing microfinance):
Indicator:
Achievements in women's empowerment

1. Number of women exercising their individual rights: 40% out of 2,800 customers

Definition:

- This is based on the indicator that 40-50% of female clients utilized their loans for their own businesses.

2. *National Rural Development Program* (implementing integrated programs, including health and microfinance):
Indicator:
Achievements in women's empowerment

2. Number of women participating in processes: 1,758

Definition:

- In both the public and private sphere, women were involved as active participants in need assessment, planning, implementation and assessment processes. ... The areas of intervention include social welfare, development, income generation, business management, ORS, mother and child health, family planning, women's rights etc. through women loan groups, skill development training, and workshops and seminars.

3. *Khwendo Kor* (integrated programs including women):
Indicator:
Achievements in women's empowerment

3. Number of women leaders: 80-85

Definition:

- Women working as Presidents/General Secretaries, Treasurers of women's organizations at village level
- Women activists of the partner women organizations who contested local bodies' elections and won

4. *Rozan* (working on violence against women):
Indicator:
Achievements in women's empowerment

4. Number of advocacy initiatives implemented: 5

Definition:

- 2 seminars – one on self-esteem and one on communication skills
- White Ribbon Campaign: This campaign was held to involve men in a struggle to end violence against women. Rozan gave orientations to about 70 men who wore white ribbons to symbolize their contribution to raise awareness as well as

pledging never to commit or be silent about violence against women. (In one such orientation, one male participant shared with us that he keeps his wife locked up. After the orientation, he not only showed his willingness to come for counseling, and even let his wife out of the lock-up.)

- Participation in discussion forum on the topic of divorce organized by a popular daily newspaper.
- Research on violence against women and psychological well-being

5. *PIEDAR* (working on primary education)

Indicator:

Achievements in strengthening civil society

1. Number of policies influenced: 3

Definition:

- Influenced the government and NGO sectors' policy of providing "free" education, that is frequently low quality and unsustainable;
- Demonstrated a partnership model, where the teacher and community are the genuine owners of the school, as opposed to the patron-client relationship prevailing in many NGO school systems; and
- Demonstrated the value and feasibility of a child-centered, as opposed to a teacher or curriculum centered education system in a backward area.

6. *SAHE* (working in education)

Indicator:

Achievements in strengthening civil society

2. Number of issue based reform initiatives taken up by civil society organizations: 7

Definition:

- Anti-terrorism
- Peace
- Democracy
- Human Rights Education
- Civil Society participation in policy and planning
- Need for an integrated approach to poverty, education and health
- Governance issues at the district level with reference to education

7. *National Rural Development Foundation* (working with religious leaders for reform)

Indicator:

Achievements in strengthening civil society

2. Number of issue based reform initiatives taken up by civil society organizations: 1

Definition:

- Revision of curricula used in *Madaris* (religious schools). ...NRDF, through its PNI supported work, organized dialogue on this topic at different forums (workshops, seminars and conferences), and advocated the need for revision of the syllabi by incorporating subjects of science and linguistics to bring the *Madaris* at par with the formal educational institutions.

8. *DAMEN* (providing microfinance)
Indicator:
Achievements in strengthening civil society

3. Number of changes influenced in the behavior of public institutions: 1

Definition:

- Mobilizing the local service banks to open accounts of women borrowers to facilitate them for acquiring credit facilities from DAMEN.

9. *Interactive Resource Center* (using interactive theater as a medium of advocacy)
Indicator:
Achievements in strengthening civil society

3. Number of changes influenced in the behavior of public institutions:

Definition:

- The policy makers like Minister of Local Bodies, NRB, Election Commission of Pakistan and other government officials attended some theater performances. They not only appreciated the performances, but also made changes in their policies regarding the electoral process. Before the changes, there were problems of inappropriate behavior with the female candidates of local bodies' polls, poor arrangements to facilitate the nominees during the nomination process, rude behavior of presiding officers with the candidates, unnecessary questions put to candidates, such as asking them to recite verses from the Holy Quran by heart, as well as to pay double fees to contest elections. After revising the government policies, not only were the above problems solved, but the issue of low wages of female workers as compared to the male workers, was addressed in the Labor Ministry convention.

Attachment B

Training on Fundraising for Non-Profit Organizations

Training on

March 26-30 2002, Islamabad

Organized by

Sponsored by

The A

USAID

Support for this workshop and publication has been provided by The Asia Foundation as part of the Pakistan NGO Initiative with funds provided by the U.S. Agency for International Development.

Organized by
LEAD Pakistan

In Collaboration with
Venture for Fundraising

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Day One

INTRODUCTION

After welcoming the participants of the workshop, the Program Officer from The Asia Foundation, Dr Sheikh, explained that the workshop had been tailored to meet the needs of The Foundation's Pakistan NGO Initiative (PNI) partners. The workshop was a collaborative effort of LEAD-Pakistan and Venture for Fund Raising (VFR), based in Manila. She then introduced the trainers - Marianne G Quebral, Gulliver Go, and Sehr Hussain-Khaliq, and expressed the hope that this team would play a significant role in helping PNI partners become financially sustainable.

Ali Tauqeer Sheikh, National Program Director, thanked Dr Sheikh and The Asia Foundation for their support and welcomed the PNI partners to the five-day workshop. He was happy to see that Chief Executives of all participating NGOs were present for the first day of the workshop and would have a significant role to play in institutionalizing the fundraising strategies which they would learn in the course of the coming days in their respective organizations.

Mr Sheikh quoted statistics on individual giving from the 1998 Aga Khan Foundation study to highlight the potential of indigenous philanthropy. He acknowledged that most giving in Pakistan is directed towards religious causes and he stressed the need for secular development initiatives to benefit from this strong tradition of indigenous philanthropy by adopting fundraising strategies and vehicles which target individual Pakistani donors.

Mr Sheikh introduced the LEAD Pakistan and Venture for Fund Raising (VFR) teams. Venture for Fund Raising is a very successful enterprise, which has contributed significantly to the sustainability of the non-profit sector in The Philippines and across the Asia Pacific region. Ms Quebral, Executive Director of VFR and principal trainer for the workshop, besides being an experienced trainer is also a successful fundraising practitioner. Mr Sheikh noted that he had attended a VFR workshop in Manila and the training had been most useful to him and his organization. He hoped that the fundraising vehicles introduced in the next five days would be as useful to current workshop participants in making their organizations more sustainable, credible, and accountable.

Marianne G. Quebral introduced herself and her co-trainer from Venture for Fund Raising, Gulliver Go. She said that since fundraising was primarily about friend-raising, it would be most appropriate for participants to spend some time introducing themselves and their organizations to the group.

Outlining the workshop design for the next five days, Ms Quebral explained that all five days would be very busy as participants would be learning new concepts and strategies which would help them in their journey towards financial sustainability. Day One of the workshop would be particularly hectic since the trainers wanted to capitalize on the presence of NGO chief executive officers to cover as much ground as possible. The workshop would be a hands-on exercise, at the end of which each participant would have completed a fundraising plan template outlining a fundraising plan tailored to the needs and resources of his or her particular organization.

SESSION 1
WHY FUNDRAISE?

Trainer: *Marianne G. Quebral*

Objectives
- To enhance learning through information sharing
- To assist NGOs to find an appropriate mix of funding sources

What is the Difference between a For-profit and a Non-profit organization?
Applying the social exchange model:

- for-profit organizations exchange goods and services for cash or profit
- non-profit organizations offer values and services to the community but not for profit. They have to rely on a number of funding sources to create these values and services.

Sources of NGO funding can be divided into three main categories: gifts, grants, and earned income.

Individual Gifts
VFR encourages NGOs to rely on this form of giving since it is the least developed in the region and has the largest potential market. A large individual donor base increases the political legitimacy of the organization and compels it to become more transparent and accountable in its dealings.

Effective fundraising not only reduces organizational dependency but is essential for organizational survival and expansion. An Aga Khan Foundation survey shows that in 1998 Pakistanis donated almost Rs 70.5 billion, which amounted to 2.2 per cent of the country's GNP. The Rs 30 billion given in cash donations in 1998 was six times the amount of foreign grants received in the same year. Thus individual donors are a significant source of funds and must not be ignored in any fundraising strategy. NGOs need to give up their NGO jargon and learn to use simple language to communicate with the ordinary man.

Comment
A few workshop participants voiced their disagreement concerning the significance of individual donors for the cause of development. They argued that despite the large number of individual donors it is not easy for NGOs to handle donations from individuals since most of them are religiously motivated or made in response to high profile events.

Response
Ms Quebral replied that fundraising, whether it be from individual donors or institutions, is no easy task and requires consistent nurturing of the organization's relations with all stakeholders. Such consistent effort will be rewarded. For example, UNICEF Philippines, initially wholly supported by funds from UNICEF New York, was believed to be incapable of raising funds within The Philippines. Yet, as Private Sector Fundraising Officer for UNICEF Manila, Ms Quebral proved them wrong and through her team's "friend-raising" efforts, UNICEF managed to win 56,000 individual donors in The Philippines within a matter of years.

Fundraising requires patience and perseverance. It is a management exercise and NGOs have to learn to identify people who share their values and develop mutually beneficial relationships with them. NGOs need to learn to appeal to these individuals and understand their motivation for giving.

Six Primary Reasons why a Person may Donate to your organization

- They believe in your cause
- They have benefited from your organization
- They know you and have faith in you
- They will receive tax benefits
- You asked them to
- You said "thank you" last time.

Comment
Participants shared their fundraising experiences and voiced their frustration regarding bureaucratic government policies, publicity hungry donors, and the expensive high profile nature of fundraising. However, a few participants also cited more encouraging examples of organizations like the Edhi Foundation which had managed to harness indigenous philanthropy for development causes very effectively.

SESSION 2
FUNDRAISE FOR WHAT PURPOSE? VISION, MISSION, and GOALS

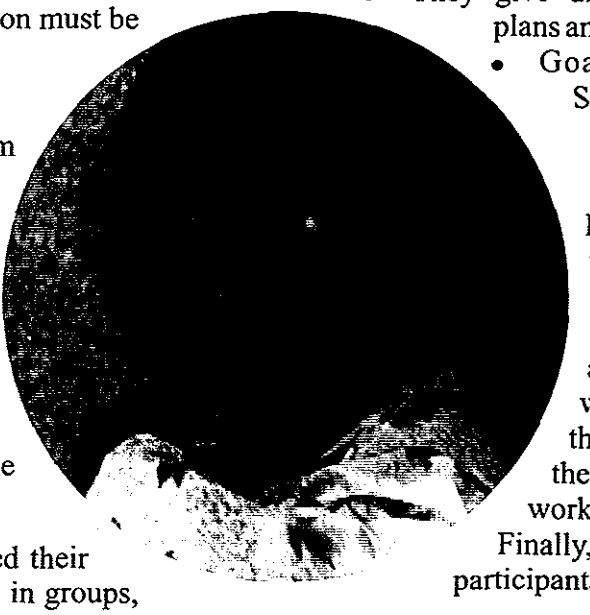
Trainer: Marianne G. Quebral

Objective

- To learn how to craft and evaluate an organization's vision, mission, and goals so that they reflect accurately the organization's work and values. An organization's fundraising plan is anchored in its vision, mission, and goals

What Makes an Effective Vision Statement?
A vision statement captures and shares the organization's dream.

- It must be strategic and inspiring.
- People must be able to understand it clearly and relate to it.
- Technical language and jargon must be avoided.
- It must be crisp.



While for technical and program support it might be useful to have a detailed document outlining organization vision, it is also necessary to develop a short, catchy slogan which people can understand and relate to. For example, Venture for Fund Raising's vision statement is simply "Teaching the Joy of Giving".

At this point, participants shared their organizations' vision statements in groups, which the group then evaluated.

Since the vision statement expresses the core value of the organization, it is unlikely to change over time. For example, The Royal Society for the Protection of Birds, a one hundred and fifteen year old UK-based organization has had the same vision statement for the last one hundred and fifteen years - "Saving Birds". The organization feels that this statement is simple and powerful enough to communicate its work and for this reason has made no changes.

Considering the enduring nature of a vision statement, it is important for organizations to invest time and effort in drafting a valuable vision statement. It took Venture for Fund Raising two days of lengthy discussion among board members, staff, and stakeholders facilitated by an independent consultant to develop its vision statement. Participants should urge their organizations to adopt a similar consultative and representative approach to vision statement development.

What is a Mission Statement and What Makes it Effective?

- While a vision statement captures the organization's vision of the future, which many organizations may share, a mission statement distinguishes an organization from all others by specifying whom it serves, what its purpose is, and how it seeks to achieve that purpose.
- It must be broad enough to allow flexibility but not so broad that it lacks focus.

At this point, participants were asked to share mission statements.

What are Organizational Goals?

- They give direction to the organization's plans and actions.
- Goals need to be SMART: Specific, Measurable, Attainable, Relevant, and Time bound.

Participants looked at three worksheets in the participant folders which would help them develop their vision, mission, and goals. They then paired up with other representatives of their organization to complete the worksheets. The results of pair work were shared with the group. Finally, the trainer herself evaluated participants' vision, mission, and goals.

Summing up the session, the trainer said that an organization's vision, mission, and goals keep it on track and provide a yardstick for measuring present performance against future plans. Since fundraising is anchored in vision, mission, and goals, these must be crafted carefully after much consideration. After the workshop, participants should go back to their organizations and review their vision, mission, and goals in the light of what they had learned. No fundraising plans should be initiated until organizers were satisfied with and convinced of the vision, mission, and goals which characterized their organization. However, once they had crafted their message, action had to follow. Vision without action is only a dream and action without vision is simply passing time. Vision with action could change the world.

SESSION 3
FUNDRAISE FROM WHOM

Trainer: *Marianne G Quebral*

Objectives

- To realize the importance of consitutency development and learn how to make a constituency map
- To be introduced to the process of prospect research

What is an Organization's Constituency?
An organization's constituency includes its staff, board members, volunteers, beneficiaries, people who share the same values, and anyone who has been involved in the organization. Take the example of an environmental organization, which aside from its board, staff, and volunteers, could also count stakeholders like scuba divers, frequent fliers, gourmet eaters, and expensive book buyers within its constituency map.

The core constituency, or those who are closest to the organization, should be its staff and board members. These should be placed at the centre of the map. If the organization has trouble soliciting funds from this inner circle, it should seriously reevaluate itself. Any organization which has not managed to convince its staff and board of the importance of its cause will not have much luck soliciting funds elsewhere. Although there will be variations among staff and board members in terms of level of individual commitment, if any organization finds most of its board or staff close to the periphery of the map, it is time to do some soul searching.

The mapping participants developed for their organizations that day would not be final. Over time, people will move from the centre to the periphery and vice versa. Therefore it will be necessary to repeat the mapping activity from time to time to track and analyze constituency changes.

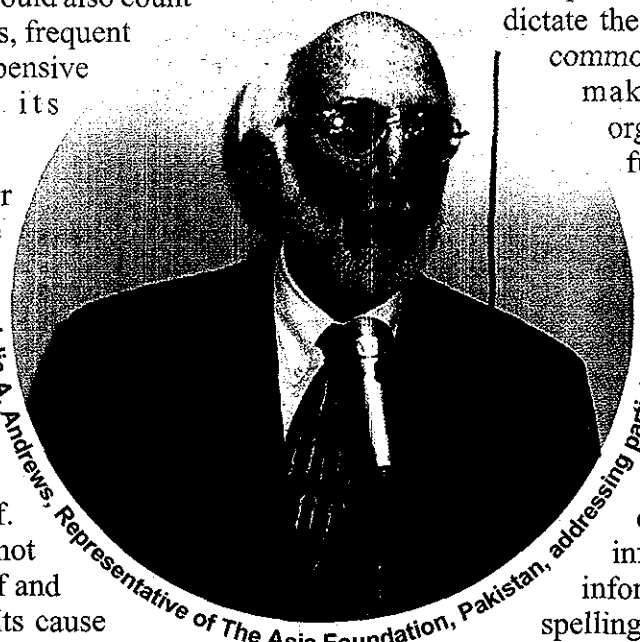
What is the difference between a Prospect and a Potential Donor?

- A prospect is someone you suspect could give to your organization.
- A potential donor is someone you expect to give.

Approaching a Prospect
To convert a prospect into a potential donor, the fundraiser needs to engage him/her in the organization's acitivities by one or a combination of the following methods: sending a newsletter, or a direct mail package, inviting him or her to a gala event, and so on.

Approaching a Potential Donor
A potential donor can be identified by three primary characteristics, or what the trainer referred to as the three Cs: Connection to the organization/cause, Capability to donate, and Concern for the organization's work.

It is important for the NGO to know the potential donor's capability to donate since that will dictate the size of the gift asked for. A common friend or reference who makes a connection to the organization could make the fundraiser's job of soliciting easier. Participants should examine a prospect's history of giving to ascertain his/her capability and areas of concern.



Julio A. Andrews, Representative of The Asia Foundation, Pakistan, addressing participants

Before a fundraiser can cultivate and convert a prospect into a potential donor, he/she needs certain information. This includes basic information such as the correct spelling of the name, age, interests, marital status, and hobbies, as well as a detailed analysis of giving habits and interests.

The organization's board should be an important resource for identifying prospects and developing an information database. Fundraising is 99 per cent preparation and 1 per cent requesting. Thus preliminary research and prospecting are the key to the success of any initiative.

It is important to research each of the three Cs. While a prospect might be capable of making a gift to an organization and even have a connection with it, if he/she doesn't share the organization's concern, then a donation is unlikely. Cultivating potential donors takes time and fundraisers should not expect fast results. It is important to set goals which are realistic and time bound.

SESSION 4
FUNDRAISING: WHO WILL DO IT?

Trainer: *Marianne G. Quebral*

Objective

- To understand the role of the board and other champions (including staff and volunteers) in the fundraising process

An effective fundraising team must include an involved board, a dynamic executive director, committed staff members, and active volunteers. The organization must have an institutional commitment to the need for fundraising and allocation of resources to it, as well as clearly outlined fundraising priorities and policies. For example, UNICEF has a clear fundraising policy of not accepting money from tobacco and alcohol companies, infant formula groups, or arms manufacturers. This policy is consistently applied across the globe. While some organizations feel that their cause is so important that the source of funds is immaterial, they are willing to accept money from any source in spite of the fact that application of such an inclusive policy could threaten credibility. Nevertheless, whatever an organization's fundraising policy might be, it must be applied consistently and subscribed to by all board members, staff, and volunteers.

What is the Role of the Board?

The board has a special role to play since it is viewed as the organization's first constituency. For this reason it is important to define and communicate the responsibilities of an effective board, especially with regard to fundraising.

- The board is responsible for the legal aspect of the organization.
- It is responsible for providing guidance, creating and maintaining the organization's vision, mission, and goals, overseeing programs, and defining policies.
- It is responsible for evaluating the performance of its members and of the organization's staff members.
- It is the interface between the organization and the community and in this capacity it is expected to raise and manage resources from the public.

Concentrating on the Role of Board, Staff, and Volunteers

The board evolves slowly over time and takes several years to mature.

Stages of growth

- the formative stage
- the intermediate stage, when the board is able to take on greater responsibility for its constituency and begin the process of self governing
- the mature stage. A mature board is one which is willing to grapple with more complex questions regarding policy review and fundraising.

What Makes an Effective Board Member?

Organizations should be careful in selecting board members and in communicating their expectations to them clearly before placing them at the helm of affairs. Qualities which an organization should look for in a board member include time, talent, treasure, and trust. At this point in the session, participants looked at a Board Profile Grid which evaluated board members for these qualities. They were told that not only should they themselves complete evaluations of members of their organizations but also encourage board members to conduct self-assessments.

What Makes an Effective Fundraiser?

- Impeccable integrity, good listening and communication skills, perseverance, and outstanding leadership qualities

Comment

Participants raised several questions regarding the difficulties they had encountered particularly with regard to engaging board members.

Reponse

The trainer said that it was each organization's responsibility to harness board members' talents and keep them at the centre of their constituency map. While many "paper boards" exist, whose members only lend their name to

their organization without making any meaningful commitment or contribution, there are many instances of mature boards whose members take on responsibility and assure the organization of the continuous availability of their services. It sometimes takes only one mature board member to inspire the rest.

Comment
Participants raised many board and staff related issues which were attitudinal and institutional problems.

Response
The trainer urged them to address these before starting to campaign for funds. Unless organizational development issues are dealt with prior to fundraising, donors may realize that there is a lack of interest among the organization's board members; this will affect fundraising chances.

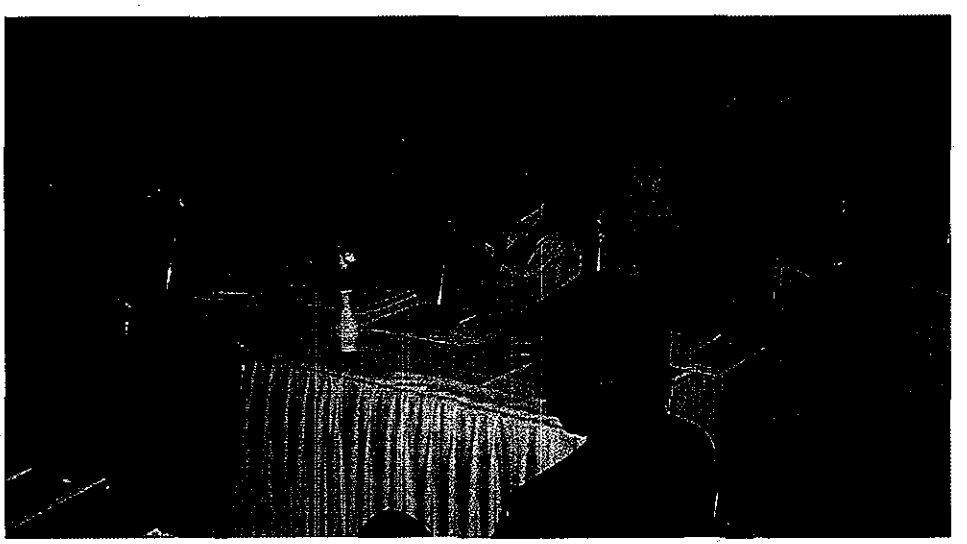
Comment
Participants debated whether external fundraising consultants should be hired to assist organization fundraising teams. While some participants felt that these consultants offered valuable technical advice, others, including the trainer, argued that fundraising must be an in-house responsibility so that the organization can maintain control over its external representation. The trainer also strongly advised against using funds raised to pay consultants, which could be construed unethical.

SESSION 5
FUNDRAISING: HOW DO YOU START?

Trainer: *Gulliver Go*

Objective
- To understand strategic choices and how to align organizational vision, mission, and goals with regard to fundraising, and planning and budgeting for fundraising

Organizations need to analyze their position in the market place, concentrate on donor sources whose interests best match their own, and design fundraising programs which supply needed satisfaction to each donor group.


Pondering how to start the fundraising process

Planning Stage:
Where Are We Now and Where Do We Want to Get to?
- Define the organization's vision/mission.
- Establish fundraising objectives.
- Analyze the fundraising history, staff resources, data systems, and productivity of each fundraising vehicle employed at the departmental level.
- Assess the organization's current constituencies.
- Identify target markets in the light of fundraising goals and objectives.
- Develop gift charts, define target segments, and identify prospects in each segment at a departmental level.

Any organization faces a number of strategic choices. These involve an increase in Growth, Involvement, Visibility, Efficiency, and Stability (GIVES).

- Growth means revenue increase at an acceptable rate.
- Involvement measures the connection between donors and organization.
- Visibility reflects public support for an organization: its image.
- Efficiency equals the lowest fundraising cost per rupee raised.
- Stability indicates sustainability in the long term.

Various fundraising vehicles can be used to achieve these five targets. Visibility, for example, can most

effectively be achieved through tv/radio, special events, and cause-related marketing. Emergency relief organizations and charities in particular value visibility as it increases public interest, raises the number of stakeholders, and results in positive public opinion and brand identification.

How Can We Get There?

- Organizations need to align their board and team, select appropriate vehicles, and cultivate donors.
- At a departmental level, they need to address staffing concerns, roles and responsibilities of team members, time lines, and vehicle selection.
- They need to evaluate public relations opportunities and tap into their volunteer pool.
- In developing an organizational fundraising plan, departments need to budget, process donations, record, report, and acknowledge donations, and establish donation systems.
- Prospect research and donor and volunteer recognition must be addressed.

Budgeting must acknowledge that costs are incurred at several stages in the fundraising process including: prospect identification/research/cultivation, new donor recruitment, donor record keeping/monitoring/recognition , and gift processing. The cost per dollar raised may vary from vehicle to vehicle. Major gifts and planned giving are one of the cheapest forms of solicitation while new donor acquisitions and special events are among the most expensive.

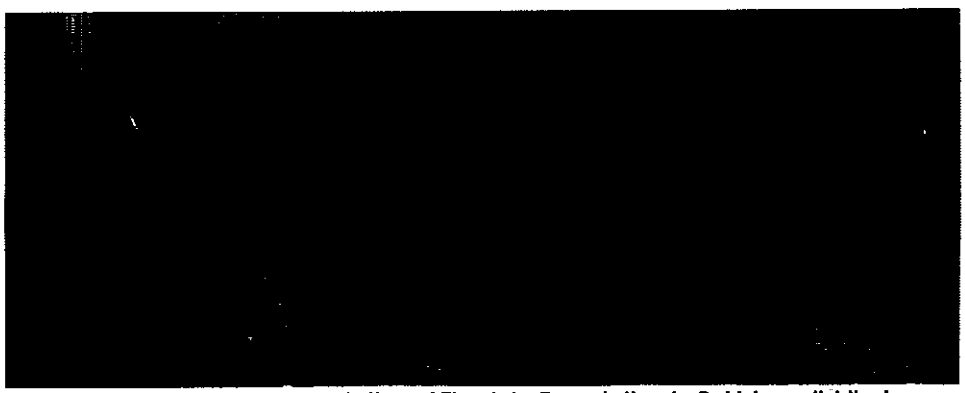
The final stage of planning entails assessing the success of the process. This can be evaluated by evaluating response rate, average size of donation, and return on investment, as well as opinion among volunteer leaders, champions, and the constituency at large.

Planning and Preparation are Central to Successful Fundraising.

Conclusion of Day 1

Session 5 marked the end of the first day of the workshop. Since the executive directors of the NPOs attending were expected to leave at the end of the day, the Representative of The Asia Foundation, Pakistan, Julio A. Andrews, addressed the group and distributed certificates amongst departing participants. Mr Andrews thanked them for participating in what he believed would be one of the last activities the Foundation would fund for present PNI partners. He was hopeful that the PNI Partners Program would be renewed so that the Foundation could continue the good work it had begun. He felt encouraged by seeing so many familiar faces and proud that partners represented the most well regarded sections of the NGO community in Pakistan. He hoped that the workshop would be useful to them in addressing issues of financial sustainability and he thanked them for their active participation.

Ali Tauqeer Sheikh joined Mr Andrews in distributing certificates among the CEOs of the NPOs present and thanked them for taking time out to attend the session.



Julio A. Andrews, Representative of The Asia Foundation in Pakistan, distributes certificates among CEOs at the end of Day One

Day Two

The day began with a review of participants' evaluations of Day 1 in which they shar important lessons they had learnt in the previous day's sessions, the activities they any aspect of the training which they had found disappointing. The response was However, there were a few complaints regarding the large number of participants, whic discouraged discussion.

In light of participants' eagerness for a more participatory session, Ms Quebral began interactive activities: The Money Game and the Constituency Mapping Activity. T previously been planned for Day 1 but because of the large number of pa been postponed.

THE MONEY GAME

The trainer instructed all participants to look i wallets and take out the smallest bill could find. The money collected was set aside money for the group which formula best fundraising appeal. Participants were di six groups. They were given fifteen minutes to prepare their appeal, after which the d have two minutes to make their appeals to the other groups. The appeal which secured the votes would win the prize money.

Lessons Learnt

- It is easier to ask for small amounts of money many people rather than for a big sum from a few.
- It is important to make a convincing argumen

CONSTITUENCY MAPPING ACTIVITY

Participants read a short fictitious case study on the Happy House Foundation, included in their workshop folders. It described the history and work of the foundation, along with its vision, mission, and goals. Participants in pre-assigned groups were then asked to develop a constituency map for the foundation. Each group prepared its map using slides and presented it on the overhead projector. The trainer critiqued the maps and facilitated discussion.

SESSION 6
FUNDRAISING: HOW DOES IT WORK?

Trainer: *Marianne G. Quebral*

Objective

- To introduce fundraising tools and concepts

Fundraising Pyramid - a tool for defining organizational constituency

- staff, board, and major donors - at the top of the pyramid
- members/clients and alumni
- general donors, former participants, and volunteers
- those people who share the interests of the organization

The pyramid represents the hierarchy of the organization's donor base with major/upgraded donors on top, followed by repeat donors, and first time donors. At the outer edge of the pyramid are potential donors and the general public. Major donors at the top account for only 10 per cent of the total. Upgraded donors typically amount to 20 per cent of the total while first time donors are the majority, representing 70 per cent. The goal of the organization should be to move donors up to higher levels on the pyramid.

In another interpretation of the pyramid, the top 10 per cent of donors, that is the major/upgraded donors, account for the largest proportion of funds raised- roughly 70 per cent. Although the number of repeat donors is significantly greater than the number of major donors, the former accounts for a lower percentage of funds raised - 20 per cent. The majority of first time donors accounts for the least percentage of funds raised - 10 per cent. This phenomenon is not limited to the non-profit world; research into for profit businesses display a similar trend. In most businesses, the major customers at the top of the pyramid might be fewer in number but they often account for the largest percentage of sales of all the groups.

Fundraising can be done in a variety of ways:

- soliciting corporate donors
- special events
- direct mail
- earned income
- religious appeal

- major gifts, capital campaign, and endowments
- Grants and project funding
- diaspora philanthropy.

Statistics from a Philippines survey show a variety of interesting correlations between methods of solicitation and rates of response:

- 39 per cent of the population received direct mail appeals: 82 per cent responded
- 18 per cent received media appeals: 3 in 5 responded
- 76 per cent were asked by a friend / relative / dependent: 98 per cent responded

Group Photograph of the participants

SESSION 7
FUNDRAISING FROM CORPORATE DONORS

Trainer: *Marianne G. Quebral*

Objective

- To focus on the importance of corporate philanthropy

Pakistan has a tremendous potential for corporate philanthropy.

The Aga Khan Foundation Survey finds that:

- 93 per cent of companies surveyed engage in some philanthropic activity.
- The range of corporate giving is between .008 per cent and 2.85 per cent of company profit before tax.
- Corporate motivation for giving ranges from altruism to brand identification and promise of tax benefits.
- 75 per cent, an overwhelming percentage of companies, give to beneficiaries directly while 33 per cent give both to beneficiaries and service providers.
- Corporate donors support causes ranging from health (37%), through education (35%), environmental protection and preservation (20%), and child welfare (16%).

Yet despite the size and potential of corporate philanthropy recorded by the survey, there is an alarming lack of institutionalization in corporate giving. Only 50 per cent of companies profiled had a formal policy on giving while only 20 per cent had written codes, and a mere 7 per cent had a staff dedicated to giving. These statistics indicate the ad hoc nature of corporate philanthropy in the country.

Fundraising Strategies

- Targeting corporations in Pakistan and abroad.
  This method applies to NPOs offering an important public service with some direct benefits to the business community. One example is the Citizens' Police Liaison Committee, a Karachi based NPO dedicated to maintaining peace and order and an investment friendly climate.
- High profile marketing and gala events such as those made popular in Pakistan by NPOs like the Layton Rehmatullah Benevolence Trust and the Kidney Centre
- Cause-related marketing as a means of soliciting corporate donations
  Some NPOs and corporations have formed partnerships to launch such programs. Some have invited field visits and included corporate representatives on NPO boards as a means of involving corporations in NPO wellbeing.

Not all corporate giving is made in response to a fundraising appeal. Examples exist of corporates setting up foundations for their own charitable purposes such as Escorts Group by Escorts Foundation. Another example is the creation of Hamdard Foundation as a *wqaf* by Hamdard Pharmaceuticals.

Challenges to Corporate Philanthropy in Pakistan

Strained relations prevail between the non-profit and for-profit sectors. This state of affairs presents a challenge to the preconceived notions held by each party and underlines the need for greater dialogue and trust. The corporate sector in Pakistan needs to adopt a more informed and professional approach to philanthropy and develop mechanisms for NPO evaluation and grant making. The non-profit sector needs to pay more attention to the needs and requirements of potential corporate donors and improve its own marketing potential and fundraising capacity.

Corporates and Non-profit Organizations stand to Benefit from Greater Collaboration.

SESSION 8
FUNDRAISING THROUGH DIRECT MAIL

Trainer: *Marianne G. Quebral*

Objective

- To focus on aspects of fundraising through direct mail

- Direct mail is an appeal for donation or a sale made through a mailing package. The benefits of adopting a direct mail approach to fundraising include the potential for advocacy and constituency building.
- A direct mail scheme entails: a communication package, a mailing list, and a system for dealing with responses. A communication package must include a letter, a response device, and a reply envelope. Optional additions are a brochure, an endorsement letter, a gift, a photograph, and a sample.
- Before finalizing the mailing list, it is important for the NPO to understand the nature of its own constituency, that is, who the existing donors are, what they are like, and how much they give. Once an organization has successfully mapped its constituency, it should draw up a list of people akin to its constituency members. Lists can be in-house through an existing database - or outsourced to a provider or broker. NPOs can swap membership lists with other organizations to increase the number of mailings.
- Direct mailing can be of three types: cold, warm, or reciprocal. Cold mailings are often sent to a large number of prospective and new donors while warm mailings are fewer in number and sent to a targeted group of repeat donors. Reciprocal mailings are those which are sent to the mailing list swapped between two NPOs.
- Direct mail packages are an effective way of receiving pledges. These are a dependable and 'projectable' form of income and provide high income at low cost. The critical success factor in securing pledges is the ability of the fundraiser to present the organization's compelling need for regular funds and a reliable flow of income. The best prospects for pledge programs are among those who give gifts which fall within the average range. Pledgers should be treated differently from other direct mail respondents; for this purpose a staff member familiar with the pledger should be assigned to personalize the contact between him/her and the organization.
- Participants should test their direct mail schemes repeatedly, regularly focusing on the role of colour, paragraph indentation, and margins to make text more reader friendly and attractive.

Dr Naseem Ashraf, Chairman, National Commission of Human Development, presiding over the launching ceremony of *Investing in Ourselves Giving and Fundraising in Pakistan, published in 2002 by the Asian Development Bank.*

Participants should collect samples of letters which have worked for other organizations and study them to gain insights into the nature of an effective appeal.

- The success of a direct mail scheme depends on the package (20%), the list used (40%), and the timing of the mailing (40%). The best time to launch a direct mail campaign is around festivals and commemorative dates, during low expenditure months, and during those months which end in "ber".
- 10 per cent is the average response rate to a mailing. Keeping in mind this rate and the size of the average donation, each NPO should ascertain the number of mailings necessary to raise the targeted amount.
- To design an effective direct mail campaign, a fundraiser can expect to work with a list broker, a creative agency, a production house, a printer, and a mailing house.

Participants should expect moderate returns and high expenditure during the donor acquisition stage, the key benefits of which would be additions to the donor database. Constant testing is necessary to achieve success through direct mail campaigns.

Small group discussion on fundraising through direct mail

SESSION 9
FUNDRAISING THROUGH EARNED INCOME

Trainer: *Marianne G. Quebral*

Objective

- To focus on introducing earned income as a means of fundraising by outlining its importance to NPO financial sustainability

While earned income fundraising is a for-profit exchange, there are a number of ways in which NPOs can adopt this mechanism to raise funds. These include sale of goods and services as well as income earning investments and endowments. NPOs often initiate earned income schemes not only to raise funds but also to raise awareness about a social problem, advertise their services, educate the community about their needs, and sometimes even to recruit volunteers.

Sale of Goods and Services

- Goods: publications, stationery, arts and crafts, clothing and accessories, food products, and raffle tickets
- Services: legal and technical services, lending programs, micro-credit schemes, artistic performances, hosting conferences and discussions, and offering an exchange or transfer of information.
- Income earning investments: time deposits, stock dividends, and the sale of shares or stock. However, before an NPO adopts any of these earned income schemes, it is important to have a business plan. This will identify the amount of capital needed for the earned income scheme, help identify customers, and target pricing strategies and competitors. It will also allow the NPO to assess its business management skills and offer a well organized and documented road map for initiating the scheme.

Components of an Effective Business Plan
Executive Summary
Table of Contents
Business Concept
Description of Industry
Description of Business Venture
Business Goals
Marketing Plan
Sales Forecast
Production Plan
Corporate Structure
Risk Assessment
Action Plan
Financial Plan
Financial Forecasts
Financing and Capitalization
References
Appendix

How to Draft a Business Plan

- It is important to consider issues of quality management, human and capital resources to hand, and drawing up a timetable.
- The Four Ps of marketing are essential: product, pricing, placement, and promotion.

In designing an earned income scheme, it is important to keep in mind the institutional culture and management capacity of the NPO.

SESSION 10
FUNDRAISING THROUGH SPECIAL EVENTS

Trainer: Marianne G. Quebral

Objective
- To focus on special events as a fundraising vehicle

What Does a Special Event Entail?
Considerations include:
- identifying the primary objective (Fundraising is not always the prime motive. Some NPOs organize special events to raise awareness about their cause and organization. Others do so to educate their community about a particular issue, and others to reward donors and volunteers.)
- knowing what is wanted from the target audience
- knowing what will be popular with the target audience
- knowing what the competition has already done
- knowing how the special event will affect the organization's image
- pricing the event correctly
- assessing human resource, capital requirements, and the need to contract professionals
- knowing whether a special event is an appropriate fundraising vehicle in the context.

Cultural performances can become gala events and help raise funds

Once the NPO has decided that organizing a special event will fulfil its fundraising or awareness raising objectives, it is time to plan. This means setting targets such as the amount of funds to be raised, people to be reached, and impact to be achieved. To plan a special event successfully, it is best to work backwards, that is, to decide what the desired output should be and then ascertain the effort, planning, and resources needed. Planning a special event is a team activity and requires active participation from both staff and volunteers.

Once the planning has been done and task timelines have been established, the first priority is finding potential sponsors. To do this, the fundraising team needs to research prospects and decide on a preferred sponsor. The choice can be guided by the organization's fundraising policies. The board has an important part to play in identifying and contacting potential sponsors and putting the fundraising team in touch with the right people.

Event sponsors can be individuals or corporations. Convincing an organization to take on the sponsor role often requires persistence and fundraisers need to be persuasive in outlining benefits. The most common and attractive sponsorship perk is the publicity which special events offer. The fundraising team needs to develop marketing tools such as brochures, newsletters, posters, advertisements, and banners, which they can use to advertise and acknowledge the contribution of sponsors.

The team also needs to establish well defined systems for monitoring the planning process by assigning responsibilities and a series of deadlines for each task. The team must coordinate its efforts and track progress through regular meetings in which team members update each other on targets achieved.

The event itself requires considerable planning. The team needs to establish target audience, guest list, event program, exhibits, and so on.

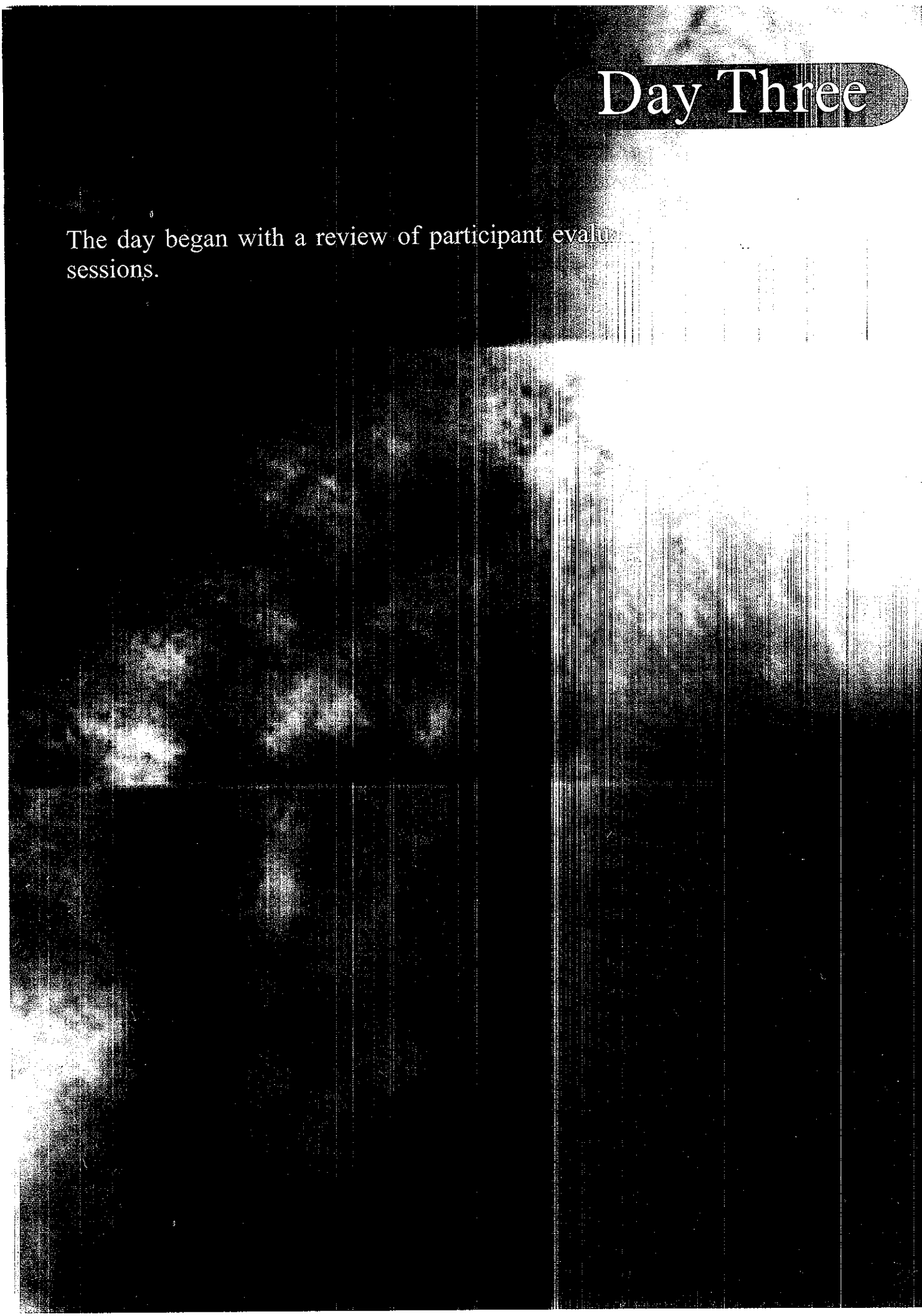
The team also has to make sure that at the event itself everything goes smoothly, that team members are attentive to the needs of guests and sponsors, and that they conduct themselves in a positive and helpful manner.

The responsibilities of the fundraising team do not end with the event. Once it is over, team members have to consolidate receipts, send thank you notes to donors, and coordinate media coverage. Finally the team needs to evaluate the event in terms of fundraising/publicity targets met, process strengths and weaknesses, areas for improvement, and the possibility/benefits of repeating the exercise in the future.

At this point, participants turned to the sample worksheet on special events included in their workshop folders. As groups, they chose one special event and completed the worksheet.

Day Three

The day began with a review of participant evalu
sessions.



SESSION 11
HARNESSING RELIGIOUS GIVING

Trainer: *Sehr Hussain Khaliq*

Objective

- To focus on the potential of giving for religious purposes: statistics and insights into motivation
- To focus on the role of Islam in encouraging philanthropy and volunteerism

The Aga Khan Foundation's *National Survey on Individual Giving* records that in 1998 aggregate giving amounted to Rs 70.5 billion while zakat receipts accounted for 46 per cent of all giving. Given the extent of religious giving in Pakistan, it is important for NPOs to understand and adopt the means to harness religious philanthropy for development purposes.

1. Zakat

Zakat, the progressive religious tax levied on all Muslims, amounts to 2.5 per cent of a person's wealth. Zakat receipts are collected for social welfare purposes clearly defined under religious law. The Quran makes several mentions of zakat, encouraging it as a means of "purifying wealth".

Because of the sensitive religious nature of zakat, NPOs need to be careful in drafting a zakat appeal. Judging from interviews with Pakistani NPOs which had managed to capture a significant share of zakat receipts, an effective zakat appeal has to be well timed (usually prior to or during the holy month of Ramadan when most Muslims pay their zakat) and has to appeal to religious sentiment by quoting religious texts or invoking religious feelings.

Another critical factor in the success of a zakat appeal is follow-up. At this point, the trainer quoted several examples of the zakat campaigns of Pakistani NPOs and displayed their appeals to illustrate these points.

2. Waqf

Waqf is the religious endowment of income-generated property regulated by Shariah (Islamic law). A *waqf* is established for the purpose of providing stipulated religious, charitable, or social services.

The main objectives of a *waqf* as a philanthropic institutions are:

- fighting poverty and unemployment
- establishing a developed state and a society possessing the necessary cultural, economic, and military power for its assurance and protection
- accomplishing a moral balance for all individuals in the community
- ensuring happiness and approval.

Other voluntary forms of religious giving include: sadqa, khairat, and fitrah. Each of these confers simultaneous blessings on the giver and the receiver.

The Aga Khan study indicates that 98 per cent of individual donors are religiously motivated. The overwhelmingly religious nature of philanthropy in Pakistan is explained by the Quranic text which discourages hoarding and confers blessings on donor and recipient alike, encouraging a sense of community and social responsibility. Aside from religious texts, parental influence and social norms and traditions play key roles in encouraging philanthropy. Other factors which influence giving are: age, household income, and education.

Religious giving in Islam is usually anonymous (as encouraged in Islam), directed to individuals rather than institutions (65 per cent of all monetary giving is directed to individuals), and favours religiously motivated causes (94 per cent of giving to institutions is directed to religious organizations).

Islam and the Spirit of Volunteerism

Islam encourages volunteerism through its emphasis on *Huquq-ul-Ibad* or the rights of men. As a result, the rate of volunteerism in Pakistan is as high as 58 per cent.

At this point, the trainer handed out five different zakat appeals which had appeared in the newspapers during the previous Ramadan, and asked participants to critique them in their groups, keeping in mind the points raised earlier about the effectiveness of zakat appeals.

After fifteen minutes of preparation, each group was expected to nominate one person to present the group critique. After each presentation, the other participants and trainers were given an opportunity to ask questions and add comments and observations.

SESSION 12
HOW IS IT DONE?
MAJOR GIFTS, CAPITAL CAMPAIGNS, AND ENDOWMENTS

Trainer: *Marianne G. Quebral*

Objective

- To focus on advanced strategies for fundraising, including major gifts, capital campaigns, and endowments, which will help NPOs achieve lasting sustainability

Although many NPOs claim to raise funds from individual donors, very few can claim over 100 donors, and none has over a 1000. It takes five to six years for an NPO to mature its database. With this in place, a gift range chart, or a "real chart" outlining a structure of major gifts, capital campaigns, and endowments can be drawn up. The location of donors on the pyramid keeps on shifting as those who become increasingly committed move to higher levels.

Networking during teatime

Tools for Fundraising for Sustainable Development

1. Major Gifts
   These are significant gifted amounts periodically repeated. Such gifts take years to mature, and usually come from donors who are satisfied with the working of the organization. They are crucial to NPO sustainability.

How Do You Identify a Major Donor?

He/She

- knows something about your organization
- is probably a regular donor
- has the resources
- views giving as an investment
- has strong values and deep beliefs
- won't seek, but will expect recognition
- tends to honour someone else
- involves their families or board in gift-making decisions

What is a Major Gift Range Chart?

At this point, participants were shown the amounts gifted by donors to different NPOs in terms of projects, with the total amounting to US $3 million.

The only appropriate way to solicit is through personal requests, which create for the donor a personalized image of the organization. Organizations need to acknowledge donors by sending them proper receipts for their donations at regular intervals. It is also essential that NPOs launch an effective follow-up for the renewal of major gifts. Organizations need to update their donors on their different activities so that they continue to donate for future programs.

There are five kinds of major gifts: challenge gifts, pattern gifts, matching gifts, memorial gifts, and birthday or anniversary gifts.

2. Endowments
   An endowment is "a fund that can provide the foundation for the future financial security of an organization". It is a principal or corpus amount maintained in a permanent fund, with interest earnings used to provide income for operational or restricted use.

3. Capital Campaigns
   A capital campaign is "a carefully organized, highly structured campaign for specific needs" targeting organization sustainability. An effective capital campaign should have a goal, rationale, theme, structure, plan, and budget targeted over a specific time duration of between two and seven years.

Capital campaigns should be started only if the NPO has the backing of its major donors, who are ready to finance the campaign. The largest gift should be enough to achieve 20 per cent of the organization's goal.

Day Four

SESSION 13
HOW IS IT DONE?
FUND RAISING THROUGH GRANTS

Trainer: *Marianne G. Quebral*

Objective

- To focus on the tools required for fundraising through grants

Grant making organizations look for signs of good governance before funding those organizations whose mission and programs complement their own. Organizations should seek funds from sources like government, and bilateral and multilateral organizations. Most funding comes from Overseas Development Agencies (ODAs), which direct funds to those NPOs whose work supports ODA projects and objectives. Organizations need to take the initiative in developing projects that satisfy these objectives.

Legitimacy, transparency, and accountability are essential to building NPOs' credibility with donors. In the long run, organizations benefit from building their image as donor "partners", rather than as "recipients" always demanding project funds. Organizations can participate in donor projects by providing technical assistance to develop strategies for joint projects and international networking of joint programs.

What are the Possible Techniques for NPO image enhancement within the donor community?

- Establishing country-driven priorities and country ownership of projects initiated
- Obtaining complete knowledge of the areas for which donors grant funds before sending a grant proposal
- Ensuring that ODA funded projects are channelled through a legal body such as government

Participants at the end of the session reviewed an effective grant proposal.

SESSION 14
HOW IS IT DONE? FUND RAISING THROUGH EXPATRIATE GIVING

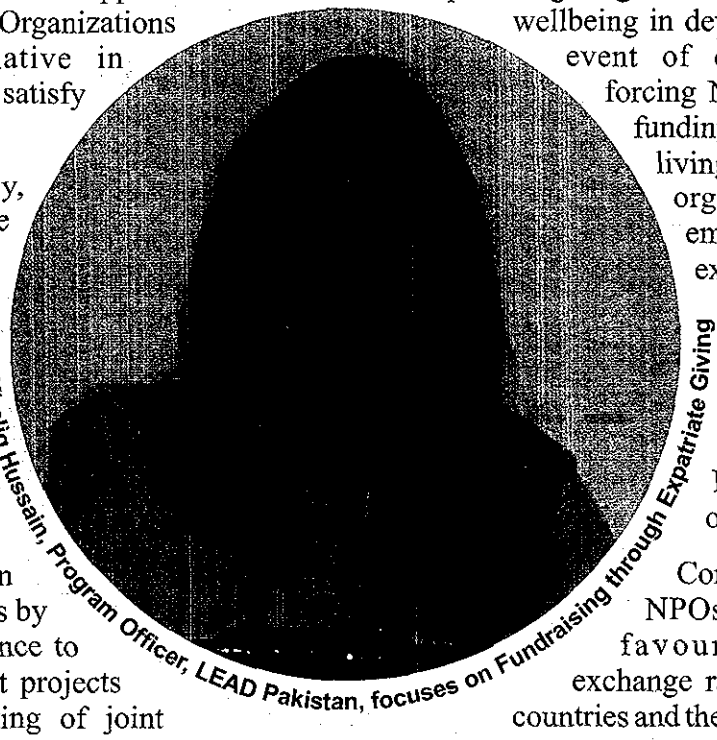
Trainer: *Sehr Hussain Khaliq*

Objective

- To highlight the significance of expatriate giving in developing countries like Pakistan
- To examine the reasons and the pattern of giving
- To identify successful fundraising strategies for expatriate support

Expatriate giving can be defined as the donation of funds by foreign donors to ensure the sustainability of an organization in the future.

Expatriate giving can contribute to organizational wellbeing in developing countries in the event of economic deterioration forcing NPOs to look abroad for funding. Statistics for Pakistanis living abroad who support organizations in Pakistan emphasize the fact that the expatriate communities of developing countries enjoy a high per capita income and are thus well placed to provide financial support to NPOs in their countries of origin.



Contributions to Pakistani NPOs are inflated by the favourable difference in exchange rates between developing countries and the developed world.

Why Do Expatriates Contribute to Organizations in their Country of Origin?

- Reasons include: cultural affinity, patriotism, organization's reputation and public relations, and parental influence.
- Favoured targets include: social welfare, education, health initiatives, and those causes which are most widely advertised outside the country.

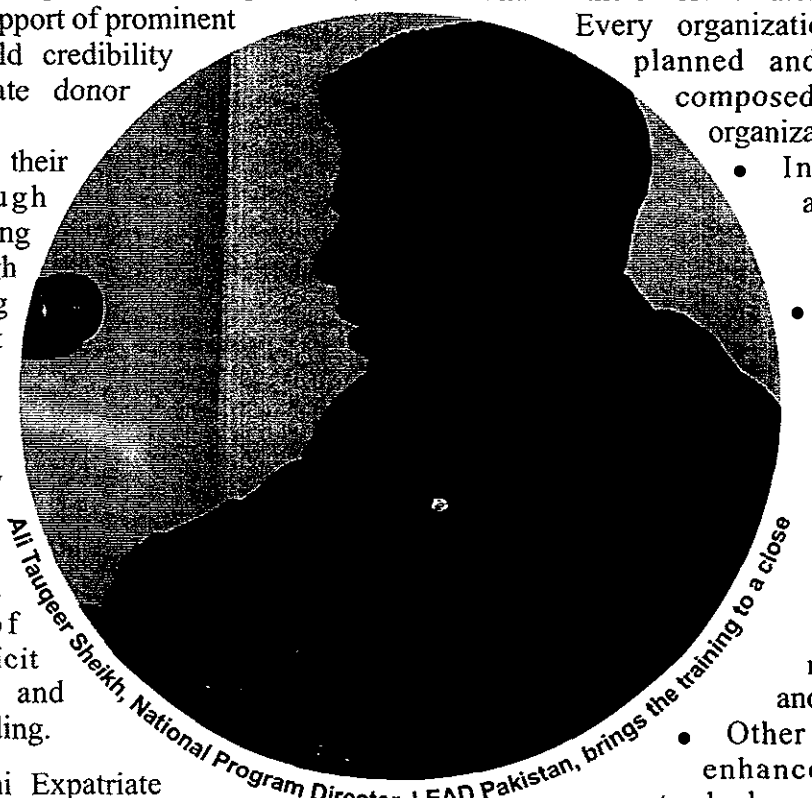
Expatriates always fund home NPOs with a sound image and therefore it is important that every organization should advertise future programs through the electronic media since this method has been proved to attract expatriate support.

Examples of NPOs which Benefit from Expatriate Support

- Layton Rehmatullah Benevolence Trust (LRBT) and the Graham Layton Trust (GLT), a sister organization, are unique in raising funds exclusively from the expatriate community
- Shaukat Khanum Memorial Cancer Hospital
- The Citizen's Foundation and the Edhi Foundation, organizations which work in the area of social welfare, education, and health

Which Fundraising Strategies Attract Expatriate Support for NPOs?

- The overall prerequisite is a respectable profile. This is achieved by establishing fundraising committees, registering as a tax exempt charity, and enlisting the support of prominent expatriates to build credibility with the expatriate donor community.
- NPOs should raise their visibility through effective fundraising events and through encouraging expatriates to visit their organizations.
- NPOs should draw donor attention to future programs by sharing complete information and using web sites and other forms of publicity to solicit online donations and request project funding.



Ali Tauqeer Sheikh, National Program Director, LEAD Pakistan, brings the training to a close

Examples of Pakistani Expatriate Organizations Working Successfully for the welfare of Pakistanis:

- Association of Pakistani Physicians in North America (APPNA)
- Development in Literacy (DIL)
- United Fund for Pakistan (UFP)

In her review of the session, Ms Khaliq stressed that the expatriate community presents an increasingly important source of funds for NPOs, who need to present themselves as credible, accountable, and accessible vehicles for the expatriate community's commitment to national development.

SESSION 15
HOW DO YOU KNOW IT WORKS? MONITORING AND EVALUATING

Trainer: *Marianne G. Quebral*

Objective

- To learn about techniques for improving fundraising efficiency
- The essential requirements are: fundraising software systems, indicators, codes, and databases to ensure effective monitoring and evaluation. A software system is required which can track organization costs and contributions

What are the Chief Indicators of Success?

Every organization requires a well planned and managed system composed of activities the organization is able to sustain.

- Income generating activities are one source of revenue production.
- Another is a donor service system which can generate major gifts. Each organization needs proper information about return on investments, average size of donation, and response from donors and solicitations.
- Other techniques which enhance fundraising are standard operational procedures (SOP), benchmarking, and establishing venues for feedback.
- An effective working system depends on effective coding of donors, advertisements, and mailing, for example: RO4-12345-AMEX or PRT-12/01/97-MB.
- An updated database is essential to provide a collection of data to support the requirements and requests for information of a specific group of users. An organizational database should work as a cost effective, accountable marketing tool. It should have the ability to target the right prospects and should be updated often to send the right message to the right person at the right time.

SESSION 16
FUNDRAISING PLAN TEMPLATE
GETTING STARTED

Trainer: Gulliver Go

The fundraising plan template comprised the various worksheets and activities which the trainer had discussed with participants in the earlier sessions.

The template was composed of ten parts.

Title Page

Vision and Situation Analysis
Vision needs to include the organization's mission and goals. Situation analysis needs to include a history of the organization's previous fundraising experience in terms of where current funding comes from, and what percentage of funds come from earned income, grants from corporations and foundations, individual donors, and so on.

It is essential for NPOs to list all resources currently available in their organization, including human and monetary resources and office systems. A SWOT Analysis is needed to highlight the organization's strengths, weaknesses, opportunities, and threats.

Mission Statement: Case for Support and Needs List
An NPO's mission statement should be effective enough to attract maximum prospects and donors. Before soliciting funds each organization should develop a sound case.

At this point, the trainer provided sample guideline questions which organizations should ask themselves before requesting donations.

Constituency Analysis and Identification
This comprises the Donor Pyramid, Constituency Circle, Gift Range Chart, and Donor Constituency Gift Goals, all techniques presented in earlier sessions.

Donor-Case Matrix
Review of the constituency segments of different programs in terms of target amount.

Fundraising Campaign Styles and Vehicles
In the course of formulating a plan, NPOs must select carefully the appropriate style of fundraising campaign (membership fund, restricted program campaign, endowment building and so on) and the appropriate vehicle (personal solicitation, proposal writing, special event, direct mail and so on).

Fundraising Campaign Plan
It must be expanded according to the following criteria:

- campaign or project purpose, status, and vehicles
- mini-case for support
- constituency segments
- performance measures, tasks, or action steps
- staff, board, and volunteer roles and responsibilities
- timeliness

Budget
The following elements are critical:

- organizational expense and revenue budget by program
- fundraising revenue budget by constituency source
- fundraising or development expense budget by fundraising campaign.

Organizational Structure, Systems, and Resources Needed to Accomplish Fundraising Goals
The trainer showed two organizational charts:

Board and Volunteers
Fundraising or Development Staff structure.

Then he listed all the systems that play a key role in plan formulation. In terms of resources, NPOs should list all their additional resources (such as additional staff, updated systems, prospect research, and so on) which they think will be needed in the course of designing a fundraising plan.

Finally, the trainer reviewed the Chart of Activities developed by participants under his guidance during the workshop.

Day Five

CONCLUSION

1. Each participant presented his/her individual organization's fundraising plan for trainer and peer group critique.

2. Participants received their final certificates from Julio A. Andrews, Representative, The Asia

Summary of Participants' Evaluations

The training was evaluated by the participants both in terms of course material and competence of resource speakers.

Course Material

- Two thirds of the participants rated the training manual and resource kit as *"very good".*
- Two thirds of the participants rated the activities as *"good".*

Resource Speakers

Q) ***Did the resource persons deliver with clarity?***

A) The participants almost unanimously declared Marianne Quebral to be *"very good"*; more than half gave Sehr Hussain-Khaliq the same rating; and almost the same number rated Gulliver Go as *"good".*

Q) ***Was he/she well prepared?***

A) All the speakers were considered very well prepared by almost all participants and received a *"very good"* rating.

Q) ***Did she/he discuss the subject thoroughly?***

A) Ms Quebral was judged to have full command of her subject and was unanimously rated as *"very good".* More than half the participants rated Ms Khaliq and Mr Go as *"very good"* too.

Q) ***Did he/she answer the questions effectively and completely?***

A) Almost all the participants rated Ms Quebral's ability to answer questions to the satisfaction of the participants as *"very good".* Ms Khaliq and Mr Go were rated as "good" by more than half the participants.

Attachment C

PNI Overview

EDUCATION

Girl students at a rural school run by a PNI funded NGO.

The Asia Foundation's education program under PNI was targeted towards girls' primary education. The emphasis was on developing innovative alternatives in delivering primary education by increasing access, and improving quality and sustainability of education. TAF worked with both NGOs and CBOs to implement activities such as female teacher training, curriculum development, research, policy dialogues, community mobilization, material development, and formation of PTAs (Parent Teacher Associations). As a result of these activities, 700 schools were supported, 840 education groups were formed, and 1,540 teachers were trained. In all 56,000 students benefited from PNI supported programs. There were 217,000 individual beneficiaries.

Complementing its work on the ground, the Foundation provided critical research-based policy advice to the government for education reform. TAF's education specialist was a member of the government's National Advisory Board on education reform, thus enabling direct input at the policy level. TAF's policy inputs emanated from a wide range of in-depth research studies, carried out in collaboration with its partners to better understand the failings of Pakistan's education system. Other channels were also used to influence policy. For instance, TAF sponsored a policy dialogue in collaboration with one of its PNI partners, the Sustainable Development Policy Institute (SDPI), to present research on basic education (carried out with SDPI). The workshop and publication documenting its proceedings were designed to share the research findings with key federal and provincial policy makers, and to suggest policy initiatives for improving Pakistan's opportunities to advance basic education. With separate USAID funding, another workshop was organized by TAF in June 2002 in collaboration with the Education Development Center and the government, on the use of Information and Communications Technology (ICT) to improve basic education and literacy.

The Foundation actively supported innovative public-private partnerships for cross-sector sharing and learning among teachers and administrators. For example, in collaboration with Faran Education Society, TAF held a two-day workshop on public-private partnerships. The workshop provided a forum for NGO partners and private sector education providers to share their perspectives with government education officials who sought models of effective partnerships. At the end of this workshop, the participants issued a "declaration" to be used as a tool for follow-up action. The declaration recommended that the control of the federal government on education should be decentralized with a view to increasing partnerships with the provincial government, NGOs/CBOs, and the private sector, and that local school management committees should be formed with the participation of all major stakeholders, including the private sector.

The following four profiles of NGOs which received the Foundation's support under PNI's education program demonstrate the wide range of projects and activities carried out in the education sector.

Pakistan NGO Initiative

An Overview

The Asia Foundation

April 2003

PNI Overview

April 2003

The Asia Foundation

Funding for the Pakistan NGO Initiative has been provided by
the US Agency for International Development

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PART I: INTRODUCTION

In September 1995 the US Agency for International Development (USAID) provided a grant of $5 million to The Asia Foundation (TAF) for the Pakistan NGO Initiative (PNI) Program. Over a period of three years, PNI sought to strengthen Pakistan's nongovernmental organizational capacity to work with local communities to access and deliver improved social services, particularly in maternal health, child survival and family planning, girls' education, and microfinance.

These objectives were formulated within the context of Pakistan's pervasive poverty, and the need for meaningful participation and commitment to take social sector development forward. While the multiple causes of poverty were seen as the largest development problem in Pakistan, the lack of meaningful participation in economic, political, and social life by a vast majority of Pakistanis, particularly women, was considered the greatest impediment to poverty reduction and social sector development. These are the issues PNI addressed.

The overarching strategic goals of PNI were women's empowerment and strengthening civil society. Sub themes of the program were: leadership, advocacy, economic opportunities, and basic rights and security. PNI programs initially focused on education, reproductive health, microfinance and women's rights. Democracy was added as an additional sector in 1999.

PNI received a three-year extension after a favorable mid-term evaluation in late 1997, and an additional award of $5.9 million was provided to TAF to continue the project till March 2002. A further no-cost extension was provided through December 2002. The Aga Khan Foundation (AKF) also received a PNI award and extension. The two phases of PNI have at times been referred to as PNI-I and II.

Under the PNI program TAF made 173 grants to 79 non-government organizations (NGOs) and community-based organizations (CBOs) throughout Pakistan.

Two evaluations of PNI were undertaken, both conducted by private consultants. The first was a mid-term evaluation which began in late 1997 and lasted almost 6 months. It was designed to assess the impact of PNI at three different levels. A programmatic evaluation assessed whether PNI's overall program design and priorities matched local aspirations, and the needs and opportunities for social development in Pakistan. Another program-level evaluation assessed PNI's impact in relation to its overarching goal of women's empowerment. The third component was at the activity and/or organizational level in which the impact of PNI was evaluated through an assessment of the activities of partner NGOs funded under PNI. Individual case studies of selected partner NGOs were also written up as a part of this component of the evaluation.

The activity level evaluation estimated that at mid-term, PNI-sponsored programs had directly benefited 48,647 people, of which 62.7% were women. It also provided 17,086 days of training to 3,054 people, and supported conference and seminar participation for 2,837 persons. In the education sector, over 1,000 teachers and over 9,000 students benefited directly from PNI and 54,000 students benefited indirectly. Total indirect beneficiaries (identified in each program to be family members, students, readers, or other identifiable community members) of PNI at mid-term was 571,120 and the total catchment population of PNI supported programs was over 9 million.

The second evaluation was carried out in November 2000. It consisted of a two-day workshop that brought together selected NGO partners to refine PNI's strategic directions and develop consensus on indicators to measure achievements in the areas of women's empowerment and civil society strengthening. A review report and a management report were produced, and indicators were developed to monitor and measure impact. Perhaps the following observation, made in the review report best describes the nature of the PNI program: "PNI has been an extraordinarily evolutionary program. A continuous process of reflection and refinement has enabled the program to adapt in response to experience gained, lessons learned, and changes in the local environment."

This report provides overall information and data on the Pakistan NGO Initiative Program. Detailed write-ups are provided on selected PNI partners in each sector, which implemented successful and noteworthy programs. The write-ups give a brief description of the NGO, the scope of PNI support and its impact.

The Asia Foundation
Pakistan NGO Initiative (PNI) – At a Glance

September 1995 to December 2002 – $10.99 million

PURPOSE To strengthen NGO capacity to work with local communities to access and deliver improved social services with a focus on community participation and women's empowerment.

Strategic Objectives	Program Themes
Women's Empowerment	*Leadership*
Civil Society Strengthening	*Advocacy*
	Economic Opportunities
	Basic Rights and Security

PNI Subgrants & Foundation Managed Program Activities (FMPAs)

Primary Sector	Partner NGOs Receiving Grants	No. of Grants & FMPAs
Education	26	41
[redacted]		
Other*	27	53
Total	**94**	**173**

**Women's empowerment and civil society strengthening*

EDUCATION

Areas of Focus
- Girls primary education
- Access, quality and sustainability of education
- Policy reform

Outputs
- 700 schools supported
- 56,000 students – 60% girls
- 840 education groups formed
- 1,540 teachers trained
- 217,000 individual beneficiaries

Major Results
Provided research-based policy advice to the government for education reforms, and supported innovative public-private partnerships for cross-sector sharing and learning among teachers and administrators

Children attending a PNI-funded community school

Areas of Focus

- Maternal/Child Health; Safe Motherhood
- Adolescent Reproductive Health

Outputs

- 37 health organizations received TAF technical assistance
- 4 provincial health networks established
- National *Pakistan Safe Motherhood Alliance* established
- 122,750 IEC materials developed, distributed and in-use
- 12,453 persons trained – 75% women
- 1,338,200 direct beneficiaries

Major Results

- Developed replicable intervention models now being used by government and INGOs/NGOs; provided key policy advice to government

Lady health workers' training program

Areas of Focus

- Microfinance for poverty reduction
- Women's economic empowerment and participation
- Policy reforms

Outputs

- 1,081 skill training programs
- 8,715 loans disbursed to direct beneficiaries
- 52,290 indirect beneficiaries

Major Results

- Established the Pakistan Microfinance Network (PMN) – the NGO sector's leading advocacy voice for microfinance (co-funded by AKF/CIDA) and key advisor to government/ADB national microfinance strategy

Microfinance entrepreneur in rural Punjab

Areas of Focus

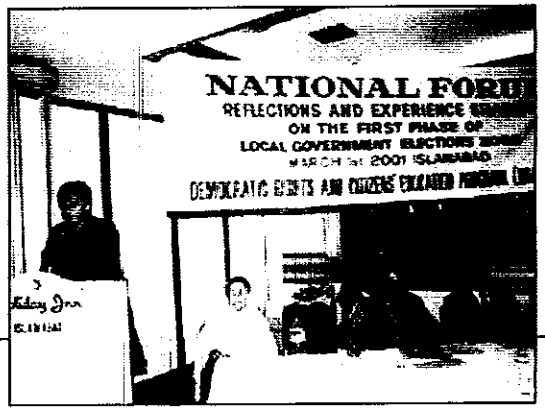
- Mobilization of public opinion and involvement
- Voter education
- Building civil society alliances for democratic reform

Outputs

- Nationwide *Democratic Rights and Citizens Empowerment Program* (DRCEP) network initiated, comprised of 2,500 civil society organizations
- 45 *Peoples' Assemblies* on devolution with 15,000 participants – 30% women
- 150 public forums on electoral participation with 100,000 participants – 30% women
- 195 trainings on democratic governance for 6,000 civil society leaders; 15 interactive theatre groups formed/trained
- 1 million voter education posters and 100,000 booklets on civic participation produced and distributed

Major Results

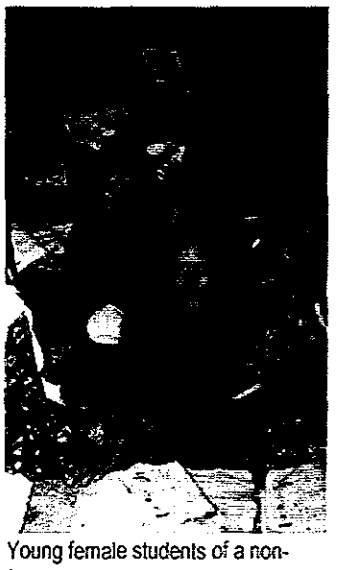
- Over 10 million citizens reached through DRCEP initiatives to advance democratic rights and responsibilities



National forum on democracy

Society for the Advancement of Education (SAHE)

Founded by a group of academics at the Punjab University in 1982 to improve the quality of higher education, the Society for the Advancement of Education (SAHE) began working at the primary level from 1990. It has trained more than 330 teachers from government, non-government and non-formal primary schools; developed course materials on gender, environment, and population; and produced a manual, and trained NGO workers, community leaders, and teachers on motivating and mobilizing communities in support of primary education. SAHE maintains linkages with more than 50 NGOs in all four provinces, and its materials are being used in more than 200 non-formal primary schools. Since 1994, SAHE has been working intensively with about 200 schools in Punjab, providing teacher training and support to test strategies for improving the quality of primary education in Pakistan.



Young female students of a non-formal primary school in a rural area.

Program Activity & Period of Funding

- Training of teachers in innovative curriculum development: November 1, 1999 to December 31, 2001
- Improving basic and primary non-formal education in Pakistan: January 1, 1997 to September 30, 1998
- Workshop on female literacy: January 27 to February 4, 1997
- National conference on non-formal primary education: August 8 - 9,1997

Scope of Support

Under PNI, support was extended to SAHE for improving the quality of education through the development of training modules, materials, and assessment tools. As part of their national program, education materials were developed and tested in collaboration with select NGOs from the Punjab. Linkages were also developed with select NGOs in Sindh, Balochistan and NWFP to establish a national network of trainers. Funding was provided to conduct training-of-trainers workshops in these provinces, for teachers of non-formal basic and primary schools as well as CBO and NGO personnel.

Under the grant SAHE trained 36 community level primary school teachers. Social mobilizers were also trained to encourage community participation in education. An additional 25 teachers were trained in teaching methodologies while 81 were trained in human rights, gender rights and child rights. Based on their local experiences, these groups developed training materials on human rights and child rights. SAHE has also developed training materials on teaching methodologies, community participation in education, and assessment tools. Audio, video and print materials for teaching English at the primary level were also developed and tested. To keep track of the activities of all private initiatives in the NGO sector SAHE published a directory of educational NGOs and CBOs in Pakistan. In August 1997 SAHE arranged a conference, with PNI funding, on Perspectives on Teacher Education. The conference brought together over 300 NGOs, CBOs and government partners to discuss Pakistan's place and role in the non-formal education movement.

SAHE has introduced a new approach to imparting quality education. Emphasizing the role of the teacher as the focal point for achieving a qualitative improvement in education, training modules are developed keeping in mind the local reality, which is unique in the case of Pakistan. TAF has created linkages between SAHE and another TAF partner organization, Baanhn Beli, for training and development of modules. BB has thus become part of the network and a partner in SAHE's work. SAHE is collaborating with Ali Institute of Education to set up training and resource centers in all four provinces of Pakistan.

Impact

PNI funding to SAHE has not only strengthened the organization but helped them extend their services to respond to demands generated by NGOs and the public sector for improvement in the quality of education. PNI's grant to SAHE has had both direct and indirect impact on the NGO's outreach and training activities. The support was multi-faceted, thus helping to strengthen the overall activities of the organization. SAHE is perceived as an innovator in the field of teacher training, sending out its own staff to train teachers and activists in their local environments. There is great demand for SAHE's services from hundreds of NGOs/CBOs and government schools but human resource constraints have meant that only a limited number are able to benefit from SAHE's assistance.

With the help of PNI funding, SAHE has evolved into a national-level institution. The NGO now provides policy advice on education to the Government and several other organizations. PNI support specifically enabled SAHE to strengthen community-based education programs using a holistic approach, develop locally relevant supplementary education materials, expand the number of schools under its management, and link its advocacy work for promoting quality education with similar initiatives in the region.

> "The Foundation gave us institutional support for a long-term training program. It was a flexible grant and they helped us develop an overall strategy. Our quantum of work increased....TAF was very responsive to our needs throughout."
> *- Dr. Fareeha Zafar, Director SAHE*

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Faran Education Society (FES)

Boys during a break at a government primary school.

Faran Education Society was set up in 1978 by a group of teachers in the migrant camps of Orangi, a sprawling urban slum area in Karachi, to educate the youth of the area on a self-help basis. FES today comprises three core schools that serve as the testing ground for improvement of education in Orangi. The core schools are linked to a network of 100 other schools in the locality which are managed by a separate body, the Orangi Educational Development Center (OEDC). FES has collaborative relations with 800 schools in Orangi including private commercial schools, private non-profit schools, and community schools.

Program Activity & Period of Funding

- Teacher training program: January 1, 1997 to December 30, 1998
- Workshop on public-private partnership: November 1 - 30, 2000

Scope of Support

Under PNI, support was provided to institutionalize and establish Faran Academy. The Academy aims to improve the quality of education by providing professional development and skills enhancement opportunities to teachers. The two main areas supported were:

1) institutional support for FES and the Academy:
   a) administrative management;
   b) financial management;
   c) sustainability;
   d) impact assessment;
2) program activities of the Academy:
   e) curriculum development;
   f) teacher training;
   g) Teacher's Club and Resource Center.

With TAF support, FES set up the Faran Academy whose goal is to improve the quality of education through teacher training. The program of the Academy focuses on the professional development of teachers by providing them with training in participatory learning methodologies, supported by appropriate teachers' workbooks. The Academy also printed 16 teachers' guides and workbooks in Math and Science, and gave partial support to 350 teachers to obtain additional qualifications; 756 teachers, both male and female, were admitted to Allama Iqbal Open University training courses; an additional 72 female and 18 male teachers were enrolled in training programs at The British Council

A Teachers' Club was set up (with a membership of 146) and a Resource Center with books and journals to assist teachers in their work. This club provides an excellent forum for teachers to hold group discussions. FES also mobilized teachers in two focus areas i.e., teacher training and curriculum development. 15 workshops were held for English, Math and General Science. There is a lot of enthusiasm among the staff, especially FES teachers, for institutionalizing teacher training locally in order to decrease dependence on external organizations.

Also with PNI support, a workshop was organized to discuss three major issues: government school management, sustainability of non-formal education schools, and public-private partnerships in which 44 representatives from government, NGOs, private schools, the business community, and educationists participated. At the end of this two-day workshop, participants issued a "declaration" which is to be used as a tool for follow-up action. The declaration stated that "to increase the sustainability and quality of education, the control of the federal government should be decentralized with a view to increasing partnership with the provincial government, NGOs/CBOs, and the private sector." The declaration also suggested that local school management committees should be formed with the participation of all major stakeholders, including the private sector.

Impact

The impact is seen at three levels: 1) FES as an organization; 2) the teachers of the core group; and 3) the teachers of participating schools.

FES as an organization has developed its capacity to train teachers and is negotiating with Hamdard University to open a local branch for teacher training. TAF support has been critical in enabling FES to grow into an effective organization catering to over 120,000 students in 800 partner schools in Orangi, including private commercial schools, private non-profit schools; and community schools. These schools address the educational needs of a population with minimal access to public sector schools. As a result, FES schools have helped raise the level of literacy in Orangi Township to 70% (literacy figures in Pakistan are 35 % for men and 16% for women). FES's impressive track record has led to requests for its support in replicating the Society's dynamic new approach to education in other communities around Karachi.

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Pakistan Institute for Environment Development Action Research (PIEDAR)

Created in 1992, Pakistan Institute for Environment Development Action Research (PIEDAR) was initially envisioned as a small, indigenous, independent organization for action research in environment through local communities, with the ultimate objective of influencing policy and programs through groundwork research. In 1995 work was initiated in the education sector as part of an action research project. The main objective behind the program was to generate, test, and promote innovative, effective and practically implementable programs for sustainable development through community management of common property. Under the program PIEDAR set up 20 community based schools in collaboration with Bunyad Literacy Community Council (BLCC). PIEDAR's focus is on encouraging village based women teachers, with substantial help from qualified supervisory staff, to run their own private schools.

PIEDAR Promoting girls' primary education at a rural primary school

Program Activity & Period of Funding

- Girls' Rural Primary Education Development Program:
  January 1, 1997 to December 31, 1998
- Advocating rural girls' education through action research:
  January 1, 1999 to June 30, 2002

Scope of Support

When PIEDAR's funding from UNICEF through BLCC was discontinued, PNI rescued the initiative to ensure the continuity of a valuable and sustainable model of education through local investment. Over the course of five-and-a-half years, TAF supported PIEDAR in running 40 primary home schools for rural children in Khanewal (in Punjab). While PIEDAR took the initiative to form these schools, TAF supported their program and operational costs. The schools had to meet three basic criteria: they had to be teacher owned, they had to have local participation, and they had to charge a fee. The specific focus of the support was to 1) develop, test and demonstrate a community supported, private enterprise model of rural girls' primary education, as practical, feasible, cost-effective, and sustainable; 2) demonstrate that with modest external resources a system for providing quality primary education in a rural district can be initiated and nurtured to maturity by an NGO.

Impact

PIEDAR has successfully established, and is running, 40 primary schools for girls with a peak enrollment of 1,300 students, 80% of whom are girls. Concepts like gender, human rights, and environment have been incorporated into their curricula. With TAF support, over 400 girls have completed five years of primary education to date at these schools. Moreover, the PIEDAR schools are sustainable. New schools have been built with one-third funds contributed by PIEDAR and two-thirds costs raised by the teachers, parents, and the communities. PIEDAR has held numerous teacher

trainings with the help of linkages created by the Foundation. The NGO plays an advocacy role in the local communities encouraging female education and the self-financing of schools. It is a challenging task requiring constant support for the initiative from teachers, who are activists for their respective communities.

Learning indicators have shown a sharp rise in the level of student accomplishments. The learner-coordinator pays monitoring visits to the schools throughout the month, and at the end of the month meets the entire faculty.

For the community, these community-based schools staffed by a community teacher who is perceived as a social organizer are a relief. The arrangement works to the advantage of both teachers and students. But it is mainly the girls who benefit, now having the option of an education where no such opportunity existed. An added impact has been the women's groups or mothers' groups that have been formed in some of the communities. By the end of the program these groups are often registered as women's CBOs.

On the whole, this pilot project has inspired CBOs and NGOs working in other areas, at times leading to replication of the program. It has been a very useful experiment in a context where such an idea had not been tested before. The program has demonstrated that building the capacity of local community teachers is the key to establishing and sustaining local primary schools for girls. Furthermore, the program has broken the myths that communities are not willing to pay for quality education, and that illiterate mothers do not value education for girls.

> "We have had a good relationship of balance with the Asia Foundation. Their system of support is progressive and keeps the needs of the partner in mind, while also ensuring that we stick to our targets."
> *- Syed Ayub Qutub, Director, PIEDAR*

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Bright Education Society (BES)

In 1994, three enthusiastic and committed teenagers were recruited by the Orangi Pilot Project (OPP) to help conduct a survey of their locality. Their findings were grim. Faced with a discouraging scenario, they rallied together under OPP guidance, and helped mobilize the community while participating in laying sanitation lines in the streets of their area. But the trio realized that without access to education there was little hope for the community, so they joined hands to establish Bright Education Society. These three young entrepreneurs received training from OPP's Research and Training Institute as part of the latter's Education Entrepreneurs Program, supported by TAF.

Program Activity & Period of Funding

- Grant to OPP-RTI for Education Entrepreneurs Program:
  January 1, 1997 to December 30, 1998
- Grant to BES for Education Entrepreneurs Program:
  July 1, 2000 to June 30, 2001

Scope of Support

BES received support under PNI support to OPP-RTI's Education Entrepreneurs Program from January 1, 1997 to December 30, 1998. At a later stage, TAF made a separate grant to BES. TAF provided salaries of the principal and teachers, as well as training in accounting, which enabled BES to set up the Naunehal Academy, a formal school. The Foundation also provided support for a monitoring and evaluation coordinator for the teachers' training program. In order to make the school a viable initiative, a nominal fee was charged and books were lent through a book bank at an affordable annual rate.

Impact

Today the Academy has a student enrollment of 250 and a staff of 12 teachers, of whom 5 are female. Since 1997 BES has established 6 home-based schools for girls in the informal education sector. These home-based schools have been especially welcomed by the families of children who work for a living, because of their flexible timings. BES has expanded its initial mandate beyond the prime focus of education to address issues such as preventive and public health, sanitation, and micro-credit. BES is a testament to the success of social mobilization when members of a community pull together (with a little support from outside) to effect social change and improve their own conditions.

> "Without the initial support of TAF, Bright Education Society might not have survived despite our best efforts and intentions."
> ***—Abdul Waheed, Director BES***

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HEALTH

PNI supported health sector NGOs with a prime focus on women's empowerment and capacity building. A total of 37 health organizations received TAF technical assistance and 33 grants with a primary focus on health were made. Training was provided to 12,453 persons, of which 75% were women. The program had 1,338,200 direct beneficiaries and over 9 million persons benefited indirectly. The objectives of the program were: to remove social and cultural barriers and practices that prevent access of women and the poor to health services; to build capacity to test strategies that address the health needs of communities. These objectives have been achieved through community participation and mobilization, by providing training to community health workers, through health education, and by learning from national and regional exposure visits.

A support group for pregnant and lactating women

The Foundation has been instrumental in developing replicable health intervention models that are now being used by the government and NGOs. The critical factor in all TAF-supported collaboration has been the emphasis on participatory methodologies for community mobilization, and for delivery of services. Health education focused on promotion and prevention strategies, including the use of mass media for the dissemination and promotion of health messages concerning family planning and reproductive health. 122,750 information, education and communication (IEC) materials were developed and distributed. With the assistance of PNI's Cooperating Partners (CPs) support was also provided to NGOs for capacity building and to promote breastfeeding, maternal and child health, and infant nutrition activities. The Foundation also supported formative research for the development of health curriculums and for the development of a 'reproductive health network' bringing together NGOs, and public and private sector professionals to share experiences on reproductive health.

Support group for husbands and/or fathers of pregnant/lactating women

Although the PNI program has not provided direct support to family planning NGOs, support to health sector NGOs has addressed family planning as part of the maternal and child health, and health education programs.

Out of 37 organizations supported by PNI in the health sector, three have been chosen for profiling here for the exceptional improvements in the delivery of health services (FPHC), the innovative nature of projects (FPAP), and for successful life-saving interventions (HOPE).

PNI Health Program: A Statistical Overview

Grants in Health			23
Organizations given Grants and/or Technical Assistance			37
A. IEC materials developed, printed and distributed			122,750
IEC package on maternal and child health (MCH) and nutrition *developed, printed and distributed in collaboration* with four provincial NGOs			
Coverage per NGO	500 households (hh)		
Coverage of 4 NGOs	2,000 hh		
Direct beneficiaries (men & women)		**4,000**	
Indirect beneficiaries (2,000x 7 per hh)			14,000
MCH package illustrations adapted for use in WHO funded Family Project in 5 districts			
LHWs involved	2,000		
Outreach (200 households per LHWx2,000)			
Direct beneficiaries		**400,000**	
Indirect beneficiaries (400,000x 7 per hh)			2,800,000
Anemia counseling cards adapted for use by National Program on Family Planning & Primary Healthcare in 13 districts			
LHWs involved	4,500		
Outreach (200hh per LHWx4,500)			
Direct beneficiaries		**900,000**	
Indirect beneficiaries (900,000x7 per hh)			6,300,000
Anemia counseling *cards adapted for use by Anemia &* Women's Health Project in Operation Research Study in 2 districts			
LHWs involved	6		
Outreach (200hh per LHWx6)			
Direct beneficiaries		**1,200**	
Indirect beneficiaries (1,200x7 per hh)			8,400
Emergency Obstetric Care intervention in Khuzdar			
Coverage	15,000hh		
Direct beneficiaries		**15,000**	
Indirect beneficiaries (15,000 x7 per hh)			105,000
Emergency Obstetric Care intervention in *Karachi*			
Coverage	1,500hh		
Direct beneficiaries		**15,000**	
Indirect beneficiaries (15,000x7 per hh)			105,000
Direct Beneficiaries		**1,335,200**	
Indirect Beneficiaries:			9,332,400

B. Training

a.	Persons trained	12,760
b.	Support Groups conducted	
	Fathers:	392
	Mothers:	550
	Support Group Participants-female	4,254
	Support Group Participants-male	3,531
c.	Adolescent Reproductive Health Sessions-girls	1,490
	Adolescent Reproductive Health sessions-boys	1,425
	Adolescent Peers trained	900

Health Oriented Preventive Education (HOPE)

Health Oriented Preventive Education (HOPE) is a Karachi-based NGO working on establishing sustainable community organizations to address issues like primary health care services, literacy programs, income-generation activities, community mobilization and motivation, environmental sanitation, and promotion of health and hygiene practices. HOPE operates in the urban slum areas and the semi-urban and rural environs around Karachi and Thatta districts.

Program Activity & Period of Funding

- Improving women's access to emergency obstetric care: March 1, 2001 to July 30, 2002

Scope of Support

Under PNI, technical and institutional support was provided to HOPE for improving access to emergency obstetric care in Sindh through replication and testing of the interventions developed under the Foundation's Balochistan Safe Motherhood Initiative (BSMI) in Khuzdar. The interventions included: baseline survey of reproductive health conditions, local factors that influence them, and existing healthcare providers; baseline study in intervention and control sites; pre-testing of basic BSMI IEC materials modified to suit the local socio-cultural environment in intervention locations; training of community-based health workers, traditional birth attendants, facility-based providers, and IEC facilitators on the use of IEC materials. These interventions were designed to improve reproductive health status, with a special focus on reducing deaths among women who experience complications during pregnancy and childbirth. Master trainers from HOPE were trained to manage support groups which carried out the interventions. BSMI project personnel provided technical assistance in all the trainings and helped train HOPE core staff. A Project Steering Committee was formed comprising representatives from HOPE, the Foundation, TAF's BSMI project, UNICEF, Pakistan National Forum on Women's Health, and Community Health Sciences department AKU.

Impact

The grant for replication of the Foundation's BSMI model on safe motherhood was used to adapt and pre-test a new set of IEC materials that could be used all over Sindh province. HOPE was able to distribute these materials to over 14,000 men and women, covering a total population of 42,000. Communities in semi-urban and rural settings around Karachi and Thatta had access to obstetric care at all times, especially during obstetric emergencies, thus minimizing risks. Trainings provided to local traditional birth attendants helped upgrade their skills and increased their self-esteem by providing due recognition from the communities. The training itself helped TBAs in early recognition of complications, enabling early referral to a health facility which saved the lives of mother and unborn child. The program enabled HOPE to form 19 village unit committees and train 204 persons. Sensitization of transporters helped train 110 drivers in initial and refresher courses. Similarly, about 140 TBAs and 53 lady health workers were trained through 16 basic and 14 refresher trainings.

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Family Planning Association of Pakistan (FPAP)

Family Planning Association of Pakistan is affiliated with the International Planned Parenthood Federation (IPPF), and has pioneered the promotion of family planning in Pakistan. FPAP mobilized the government to initiate the national program on family and population planning in 1954. As a national organization with a network of 14 Focus Area Programs (FAPs) spread all over Pakistan, including the Northern Areas and Azad Jammu & Kashmir, FPAP collaborates with more than 600 NGOs and CBOs. FPAP programs focus primarily on reproductive health for women and adolescents with emphasis on family planning, particularly in the context of Islam. Women's empowerment and poverty alleviation are core concerns in FPAP programs.

Program Activity & Period of Funding

- Research on reproductive health and information needs of young adults; development and pre-testing of training and information materials: January 1, 1997 to September 30, 2000
- Improving access to reproductive health services and information on sexual and reproductive health issues: April 1, 2001 to September 30, 2002

Scope of Support

Institutional and financial support was provided to FPAP under PNI to develop and test a countrywide program on sexual and reproductive health information for adolescent boys and girls. Join in Educating Adolescents and Teenagers (JEAT) involved male youth, underage girls, and *nikah* registrars (the clerics that solemnize marriage) in providing sexual, reproductive health, family planning, STD, and AIDS information to young adults through a series of workshops in all 14 FAP areas. Prior to the implementation of the program FPAP carried out a review of available literature and programs addressing adolescents; conducted a baseline study of knowledge, attitudes and practices (KAP) of adolescents; developed biological and reproductive health primers; developed and pre-tested the training manual; trained master trainers on sexual and reproductive health counseling; trained community-based workers in counseling adolescents; educated adolescents through primers and training workshops; identified and trained adolescent peers from similar age groups; and held a workshop for sharing experiences to redefine and finalize the training module and primers.

Impact

The grant for JEAT was a sequel to an earlier grant for sexual and reproductive health (SRH) information to adolescents and youth. It helped FPAP train 11 male and 14 female counselors; conduct 112 workshops for male and female adolescents attended by 1,425 males between the ages 14-25 and 1,490 females between 14-19 years; train 141 *nikah* registrars; and form 900 peer educators. The program successfully infused positive values and attitudes towards sexuality; prepared youth to make rational, responsible decisions related to SRH; broke myths and misconceptions among adolescents on an array of issues; and prevented reliance on inappropriate healthcare advice and the resultant emotional and physical traumas.

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Frontier Primary Health Care (FPHC)

Study tour of PNI health NGOs to Comprehensive Rural Health Project in Jamkhed, India.

Frontier Primary Health Care has evolved as a Pakistani NGO from the Austrian Relief Committee's Primary Health Care Program (ARC/PHC) for Afghan refugees active in the 1980s. FPHC was registered in 1995 and operates from Mardan in the North West Frontier Province. The NGO employs about 105 people serving a target population of 98,000 of which about 30,000 are Afghan refugees. FPHC's activities have evolved from initial diagnostic and curative services to a more comprehensive primary healthcare system. It covers a range of services i.e., maternal and child health, immunization and infectious disease control, health education, basic literacy and sanitation.

Program Activity & Period of Funding

- Capacity building in primary healthcare and human resource development: October 1, 1996 to September 9, 1998
- Establishment of a medicine bank: October 1, 1997 to September 30, 1998
- Implementing IEC interventions on maternal and child health, and nutrition: April 1, 1999 to June 30, 2002

Scope of Support

Technical and financial support provided to Frontier Primary Health Care under PNI was used to strengthen its health education program, to fund participatory training, and develop and implement a village health program. Under the first component of support, FPHC collaborated with the Foundation, MotherCare and other NGOs in the development of health education materials. Under the second component, Participatory Reflection and Action training was provided to FPHC and a local CBO, Wardegah Development Society (WDS), to carry out a participatory appraisal of the villages of Wardegah to assess and identify health needs of the community. The third component was based on the outcome of the participatory appraisal: to develop and implement a village health program addressing health issues identified in the planning process. The purpose was to facilitate the involvement of communities, especially women, in planning and designing a village health program.

After the completion of activities under PNI-I, it was recognized jointly by TAF and FPHC that participatory planning is a new initiative and requires time to be understood, accepted, and effectively used to bring about bottom-up decision making in communities. Therefore, TAF made a second grant to FPHC to consolidate its program in implementing the village-based primary healthcare activities through community mobilization, organization, and participatory training. Support was also provided to form women's and men's groups at the village level. These built on and enhanced FPHC's capacity to implement support

group methodologies, and individual and group counseling methodologies on breastfeeding, maternal and child health, infant nutrition, and promotion of family planning.

Impact

Under PNI-I, the participatory training process, and subsequently its application, enhanced the skills of FPHC and WDS staff, and helped raise general awareness on health issues. However, the impact was minimal as participation was low and the process could not effectively mobilize the community. The health education component was far more successful as FPHC staff was able to form women's support groups in the villages, providing lactating and pregnant women a forum to address issues related to maternal and child health, and nutrition.

Under PNI-II, with more time and resources, the program flourished and had a much greater impact. The effect of the program can be gauged from the changes in the percentages of the provision of primary healthcare services.

	1996	2002
Pregnant women receiving ante-natal care	18%	82.6%
Deliveries supervised by trained personnel	11.6	56%
%age of women receiving post-natal care	NK	100%
%age of low birth weight	25%	6.6%
TT coverage in pregnant women	13%	77.3%
EPI coverage in >1-year-olds	21%	86.2%

The overall support to FPHC and WDS resulted in building their capacity to promote and deliver primary healthcare services with the involvement of the communities. FPHC successfully formed 31 female and 20 male support groups in all 6 of their project areas. The support groups comprised of pregnant and lactating mothers and their husbands, of which 310 were females and 200 males. A total of 64 Community Health Workers (CHWs) were trained (33 female; 31 male); ante-natal services were provided to 4,122 pregnant women; 2,520 TT doses were provided to women of child-bearing age. A community initiative to weigh newborns conducted in 1996 all 6 areas revealed that 25% of children had low birth weight. When the process was repeated in 2002, the figure had reduced to 6.6%. Out-patient flow at the Wardegah health center was 30,921 of which 80% were women and children. Health education sessions were an integral part of the program. Carried out both at the health center for out-patients and at the community level, the sessions imparted health education to 2,130 persons.

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MICROFINANCE

Microcredit helped this young woman take up embroidery to earn a living.

The Asia Foundation's microfinance program under PNI was mainly targeted towards women's empowerment and capacity building of microfinance intermediaries. TAF's organizational mix of 14 partner NGOs and CBOs of varying capacities offered both rural and urban microfinance services mostly to women. Many of these organizations practice participatory approaches to microfinance, offering skills and income generation training, and emphasizing leadership skills and capacity building. Through TAF training and revolving credit, women have formed groups, taken collective action and gained esteem in their immediate environs. Several TAF partners have even combined credit programs with education and/or health services. Thus, PNI's microfinance component also addressed issues in women's reproductive health and education of the girl child. The Foundation made 25 grants with a primary focus on microfinance, which enabled 8,715 loans to be disbursed directly and 52,290 people to benefit indirectly.

TAF funding for the Micro Finance Group (MFG) is a major achievement in this sector. TAF provided pioneering support for setting up MFG, and motivated the Aga Khan Foundation (AKF) to support the MFG (with funding from Canadian International Development Agency-CIDA). PNI funding also complemented AKF support by providing assistance in establishing the MFG website that disseminates information on microfinance to an Asian audience. It is noteworthy that TAF introduced the first 10 members that form its core group.

The MFG has evolved into a credible network, now known as the Pakistan Microfinance Network (PMN), with an independent secretariat. It is now in a position to provide input to the government in matters of policy and regulation. The government and the Asian Development Bank have come to recognize the PMN as a critical and central player in the microfinance sector.

PNI funds were also utilized for a policy dialogue on "Microfinance in Economic Development and Poverty Alleviation" in collaboration with the MFG, held in Islamabad in February 2000. The dialogue brought together government officials, practitioners and bankers. The Finance Minister and Governor of the State Bank of Pakistan were also present. Suggestions emanating from the dialogue were adopted by the government in setting up the Microfinance Bank, now known as Khushali Bank.

The four organizations, out of TAF's 14 microfinance partners, profiled in this section illustrate how women's empowerment was achieved through PNI-supported microfinance schemes.

Development Action for Mobilization & Emancipation (DAMEN)

Credit provided to this enterprising woman enabled her to open her own shop, a rarity in Pakistan.

DAMEN was founded in May 1992 to involve individuals and communities in the development process. It stands out amongst other NGOs in the area for motivating women to organize their resources and take collective action for the empowerment of the disadvantaged. DAMEN focuses on credit to women entrepreneurs but its beneficiaries include both men and women. Working in rural/peri-urban areas of Shahpur and Chung around Lahore, the Punjab metropolis, the major emphasis of DAMEN is micro-enterprise development and training, provision of credit facilities to underprivileged women, establishing home schools, and delivering basic training for Human Resource Development.

Program Activity & Period of Funding

- Women entrepreneurship credit & training: October 1, 1996 to September 30, 1998
- Building leadership skills in rural/semi-urban women: July 1, 1999 to June 30, 2001

Scope of Funding

PNI support was provided to DAMEN for capacity building and institutional strengthening, building leadership skills, capital for revolving credit, and training in 5 rural/semi-urban villages. For capacity building, TAF provided funding for two staff members from DAMEN who visited three in-country credit programs [reported in a separate partner profile: Kashf Foundation] and the Grameen Bank in Bangladesh. One rationale of DAMEN's credit program is to contribute to social development through economic activities. Technical assistance by TAF was provided to computerize DAMEN's financial management systems.

Impact

Since the inception of this grant, DAMEN has made tremendous achievements in loan recovery and in encouraging advocacy by borrowers. Leadership training skills were given to disadvantaged rural women. Borrowers were encouraged to form groups of four women entrepreneurs each that could be mobilized to address the social issues of their community. A Foundation sponsored exposure trip to Grameen Bank in Bangladesh has been instrumental in the implementation of an adapted credit model for women in DAMEN's project areas. Staff training on reporting resulted in good documentation of the loan projects.

TAF's support to DAMEN and its project area came at a time when it was urgently needed. DAMEN was also able to get much larger complementary funding from other sources. DAMEN has extended loans to 160 women borrowers, and with additional funding from Pakistan Poverty Alleviation Fund, the number of borrowers jumped to 256. Recovery rate of loans is 100%. PNI funding to DAMEN further helped them identify 80 women group leaders, who were in turn able to

work with the community to empower them economically and socially at both the individual and community levels.

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Farzana Sagheer's experience is an example of empowerment through access to credit. Farzana used the first loan she received to raise a calf. When she had repaid the amount, a second loan enabled her to lease a guava orchard. She used the third loan to set up an organization called Mashal-e-Rah, with 40 female members. They run two home schools and an industrial home.

Kashf Foundation (KF)

A woman feeding goats she purchased through a credit scheme.

Kashf Foundation was set up in 1995, and in a very short period of time it has grown into an outstanding organization in microfinance in Pakistan. Kashf (meaning 'miracle' or 'revelation') started with a credit program for 15 women which has grown to well over 15,000 customers. It now has 16 branches in Lahore and Sheikhupura in the Punjab. Kashf has a 100% repayment rate. A recent assessment of the program documented that a majority of borrowers were able to increase their income and that 76% clients reported an increase in savings. Kashf's economic empowerment program for women is all about sustained access to small loans and microfinance deposit services to its customers. Furthermore, continued access to loans has ensured that Kashf clients are more sophisticated than their peers who did not receive loans to expand their businesses, and are more innovative in introducing new product lines. Other benefits documented for Kashf clients include: improved nutrition for the family, increased ability to attain healthcare and send their children to school, and improved ability to meet unforeseen problems, which, for families with no savings, can be disastrous.

Program Activity & Period of Funding

- Feasibility study for a women's handicrafts design center: June 13, 1996 to September 15, 1996
- Participation in the micro-credit summit: January 30 to February 08,1997
- Workshop on participatory approaches in income generation and credit: August 18 to October 30,1997
- Micro-credit program for women: October 1, 1997 to September 30, 2001

Scope of Support

The Foundation has had a long-standing relationship with Kashf, starting with the Foundation's support for a micro-credit program for women and later for urban microfinance services for women. TAF provided KF with start-up micro credit revolving funds under which new women's groups were formed and small loans were provided. Women's group leaders also participated in a leadership skills development program. KF also received financial and technical support from TAF in three other areas: (1) workshop on participatory approaches conducted by TAF staff. A total of 15 NGOs and 22 participants benefited from this training program; (2) TAF sponsored KF staff participation in the Micro Credit Summit in Washington; and (3) KF, with TAF funding, undertook a feasibility study that explored the commercial prospects of a handicraft center (Dastkaari Program) for four traditional products with the objective of raising the social status of women by enhancing technical

and business management skills. KF later received large complementing funds from the British Development Fund, AKF and the World Bank's Poverty Alleviation Fund for scaling up its activities.

Impact

Under the Dastkaari Program supported by TAF, which was set up in 1998 to provide fair wage employment opportunities to the poorest of poor women, workstations were set up with 10 women each producing gift boxes, frames, beaded bowls, and tablemats. The program focused on improving workstations and delivering product development training workshops in two villages.

With TAF funding, approximately 560 women's groups were formed, 5,896 borrowers received loans, a majority of which were women, and 112 leaders were identified. Kashf has been a key player in forming the Pakistan Microfinance Network. At the national level, major inputs provided by KF led to the promulgation of the Micro Finance Ordinance of Pakistan 2001. PNI's initial funding support gave Kashf the boost which later attracted major donors like the Asian Development Bank and World Bank. Kashf has now developed into an exemplary microfinance organization, often cited as a model for achieving women's empowerment through microfinance.

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Taraqee Trust (TRQ)

Credit funds helped this woman purchase a sewing machine.

Taraqee Trust was established as an NGO in 1994 with the aim of improving the quality of life in the low-income, semi-urban areas of Balochistan. Taraqee's initial focus was on male involvement in community development and low-cost sanitation, with support from the Dutch government. During implementation of this program Taraqee realized the need to reach out to women. This resulted in a significant shift in the programmatic focus of their activities toward the empowerment of marginalized women by identifying economic opportunities for them. Taraqee obtained funds under CIDA's Canada Fund for Local Initiatives, to initiate a micro-credit program in the town of Hazara near Quetta.

Program Activity & Period of Funding

- Group-based micro credit for women: April 1, 1991 to September 31, 2001
- NGO relief efforts for the Turbat flood victims: March 20, 1998 to April 30, 1998
- Participatory approaches in income generation & credit: August 18 to 23,1997
- Group-based micro-credit for women: July 1, 1997 to September 30, 1998

Scope of Support

With PNI funds, TAF supported Taraqee's group-based credit program for women in peri-urban areas of Quetta. TAF also covered the institutional costs, including the cost of rent and utilities of the building and staff salaries. This partial funding from TAF allowed Taraqee to test the extent to which the Grameen Bank model for providing credit to women can be replicated in the semi-urban areas of Balochistan. A commercially competitive mark-up structure enabled Taraqee to partially cover its recurring and administrative costs. Provision was also made under TAF funding for training, orientation and technical assistance to support linkages with other NGOs, increase exposure of Taraqee's staff, and improve its overall financial management. Under a separate PNI grant, TAF provided one-time support to Taraqee to enable NGOs to respond to the urgent needs of flood victims in Turbat, Balochistan.

Impact

In Balochistan, the least developed and most conservative province of Pakistan, economic opportunities for women are exceptionally scarce. With PNI funds, 738 loans were disbursed by Taraqee, mostly to women. Over 200 active women leaders undertook self-help initiatives within their communities. Institutional support by TAF made it possible for Taraqee to obtain capital funds from Grameen Bank and Australian Aid's revolving credit loans to scale up their credit program.

With TAF facilitation, new strategies were introduced to increase the number of women borrowers, encouraging them to learn non-traditional skills as well as make use of the opportunity to address

social issues like domestic violence, family planning etc. Public-private partnership enabled Taraqee's borrowers to access government facilities and technology to improve their livestock assets. Utilizing the training component of PNI funds, Taraqee's in-house monitoring and evaluation skills were strengthened by participation in a training program conducted by the National Rural Support Program and a workshop on participatory approaches to income generation and credit activities.

A TAF-funded meeting at the Taraqee office attended by the Minister of Food and Agriculture resulted in a public-private partnership, leading to the formation of the "Relief Forum - Balochistan" to address the immediate needs of the floods victims of Turbat. Together they developed and implemented strategies for medium- and long-term relief activities. TAF introduced Taraqee to the Pakistan Micro-Finance Network, and today Taraqee is an active member of the Network.

Sughra Begum lost her mud house and meager belongings in the floods of 1995. Her first loan bought her a goat with two lambs. Since then, Sughra's family has built a mudroom and installed a latrine. They no longer live in the kitchen. She remembers with anguish the times of financial difficulty, but now says with a grin, "I have Taraqee as my partner-in-need, bad times and good!"

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Sindh Agricultural & Forestry Workers Coordinating Organization (SAFWCO)

Sindh Agricultural & Forestry Workers Coordinating Organization (SAFWCO) was established as an NGO in 1986 at Shahdadpur, District Sanghar, in interior Sindh. It focuses on poverty alleviation through social mobilization, advocacy, human resource development, natural resource management, credit and savings schemes, and health & sanitation programs. SAFWCO started its activities in one village and later expanded to 65 villages. SAFWCO coordinates its activities with 22 registered organizations. SAFWCO's advocacy role in the construction of a dam in the project area has transformed flood-damaged villages. Theirs is a clear example of self-help, collective action, courage, and commitment. Another example of their advocacy work is convincing cotton factory owners to adopt local safety measures to save workers from the hazards of cotton dust in their lungs.

A credit recipient attending to customers in her shop.

Program Activity & Period of Funding

- Microfinance services and leadership skills to rural women in interior Sindh: February 1, 1999 to December 30, 2000

Scope of Support

TAF provided a modest start-up revolving fund to provide microfinance services and leadership skills training to rural women in five villages around Hyderabad. The success of the TAF supported program made it possible for SAFWCO to obtain funds under the CIDA Local Initiatives Fund, and the Pakistan Poverty Alleviation Fund to scale up its activities and increase its micro-credit capital loans.

Impact

TAF introduced SAFWCO to the Pakistan Microfinance Network, and as a member of the Network, it participated in meetings with the Finance Minister to discuss the government's proposal of setting up a Micro Credit Bank.

SAFWCO's Credit and Enterprise Development program supported by TAF is a vital part of its overall integrated community development program. Over a period of two years, 776 households around Shahdadpur have been mobilized towards savings. Their village saving scheme was incorporated into a revolving fund and loan-servicing scheme. This has now become a sustainable means of providing credit for home enterprises. The success rate in loan recovery is 100% and over 1,500 persons have directly benefited from the program. With TAF facilitation, SAFWCO produced a simple document in Sindhi on credit policy and loan applications prior to launching the credit program. The document helped to identify potential female leaders who in turn increased the number of women borrowers from 65 to 107.

SAFWCO encouraged women to voice their needs during entrepreneurial skill development trainings for both men and women. This two-pronged approach to gender sensitization had the effect of maximizing impact and simultaneously minimizing risks. This paved the way for increasing women's access to, and control over, resources.

Reshma, an active member of the women's organization of village Ahsan Talpur, wanted to build her own house. Her experience in running a grocery shop helped Reshma secure a loan with which she not only opened her own shop but also bought a goat. As a mutual decision, her husband agreed to pay for all construction materials while Reshma was to purchase bricks. She repaid her loan from savings from the shop, while her husband collected other materials for the house with his savings. Reshma's dream of her own home has materialized and she is now a happy, confident and proud home-owner.

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DEMOCRACY

Under PNI, the Foundation supported the formation of a nationwide civil society coalition, Democratic Rights and Citizens Empowerment Program (DRCEP) which reached over 10 million citizens. The objective of this advocacy initiative was to build demand for democratic politics and governance by informed citizen action. The major areas of focus were mobilization of public opinion and involvement, voter education, and building civil society alliances for democratic reform. This coalition comprised more than 2,500 civil society organizations from all over Pakistan. It included community-based organizations at district and union council levels and other membership-based civil society groups such as trade unions, bar councils, farmers' groups, teachers' associations, human rights groups, and professional associations. The coalition was coordinated by six leading civil society organizations: SAP-Pk (South Asia Partnership-Pakistan), IDSP (Institute for Development Studies and Practice), PILER (Pakistan Institute for Labor, Education and Research), Sungi Development Foundation, SDPI (Sustainable Development Policy Institute), and IRC (Interactive Resource Center).

DRCEP focused on public mobilization through six integrated activities that cut across district, provincial and national boundaries: political analysis; research; public forums for debate; innovative communication methodologies, including interactive theater; activists' capacity building; and information dissemination to voters. DRCEP deepened civil society networking for democratic reform and established widespread, citizen-led advocacy for lasting democratic rule. During 2000-2002, 150 public forums were held on electoral participation with 100,000 participants (30% women), and 195 trainings on democratic governance were organized for 6,000 civil society leaders.

A collage of posters developed for public mobilization under DRCEP.

DRCEP built directly on a democracy initiative supported by the Foundation from 1999 to 2000 for a period of 18 months, called Peoples' Assemblies on Devolution of Power (PADP). Through this program 45 Peoples' Assemblies on devolution were organized nationwide, with 15,000 participants, 30% of whom were women. The program provided critically important channels for activists to offer recommendations for the military government's local government devolution plan.

Utilizing the network and momentum built up through the above initiatives, TAF is now implementing a US$2.6 million program on Supporting Democratic Development in Pakistan

(SDDP), also funded by USAID. The objective of this two-year program is to establish conditions for more effective democratic governance in Pakistan. SDDP consists of four inter-related components: (a) enabling meaningful citizen participation in October 2002 elections; (b) broadening civil society coalitions for democratic governance reform, (c) strengthening independent political analysis within civil society, and (d) legislative training and information.

Interactive Resource Center (IRC)

An interactive theater performance at a district forum.

Interactive Resource Center was formed in December 2000 by Mohammed Waseem, to employ interactive theatre techniques for development and human rights advancement of marginalized communities in Pakistan. The organization aims to create awareness and mobilize marginalized communities on wider national issues while also strengthening the performing arts/multimedia as an important training and capacity building tool. Since its inception, IRC has formed a network of 50 theater activist groups who have performed in more than 87 districts of Pakistan. The organization has also organized a Theatre of the Oppressed Festival, which tackled controversial issues such as Islamic laws and Islam in the educational curriculum. Ten theater groups from all over Pakistan performed at this festival. In a field that is just beginning to define itself, IRC has emerged as the pioneer of non-commercial interactive theater in Pakistan.

Program Activity & Period of Funding

Promoting public mobilization and citizen's education in the run-up to local government elections (DRCEP): December 1, 2000 to June 30, 2002

Scope of Funding

TAF support to IRC was an important component of the Foundation's Democratic Rights and Citizen's Empowerment Program (DRCEP), which was aimed at enhancing the understanding of democracy and the practice of democratic traditions. Popular theater was used as a powerful and and entertaining way of reaching out to citizens. To this end, the Foundation provided support to IRC to provide training in popular theater to approximately 150 trainees. The trainees were drawn from local level organizations across Pakistan. These trainees performed over 100 theater performances (one per district) on different themes selected by DRCEP. The main objectives of the theater component of DRCEP were: i) to promote more meaningful communication and dialogue; ii) demystify complex issues through theater; and iii) promote democratic principles of tolerance of dissent. IRC provided technical and management support to the performances. IRC also prepared a 15-minute documentary on the diverse activities of DRCEP, such as TV talk shows, TV commercials, public forums, roundtables and Election Day monitoring.

Impact

The aim of DRCEP was to build the demand for improved governance by strengthening the democratization process in Pakistan. Although it is difficult to assess the extent to which this broader objective was achieved, the program facilitated public debate and analysis on democracy and democratic institutions at both local and national levels. The use of interactive theater proved to be a highly effective means of communication, by reaching out to the masses and encouraging debate and dialogue in public forums. The performances enhanced the effectiveness of public

debate and mobilization around three key themes: a) outcome of the 2000/2001 local bodies' elections vis-à-vis its impact on the lives of voters; b) democratization process; c) equal citizenship. In addition to the 150 trainees in popular theater, and the 15 interactive theater groups that were formed, the program benefited 53,000 spectators of the theater performances. A documentary has been produced by IRC titled Evolution and Impact of DRCEP, which documents the success of this initiative. This documentary, although part of DRCEP's current phase of programming, was funded under SDDP (Sustaining Democratic Development in Pakistan). The documentary is on democratization, the emergence of NGOs as an effective force in civil society, the formation of the DRCEP coalition, its diverse activities, and finally, its impact.

The script of the interactive theater performance in Jhang revolves around a woman contesting the local bodies' elections. She works in a factory, and is encouraged by her co-workers to contest elections for a labor seat. At first she refuses, citing her meager financial resources and the interference it would cause with her job. Her co-workers convince her to the contrary. She contests and wins the elections. After her victory, she attends a union council meeting and is ignored by the Nazim who pays more attention to councilors belonging to the elite class and political families. When he asks for suggestions for development schemes, the protagonist suggests forming labor unions in her factory. The owner of the factory, also a counselor, threatens to fire her. As the family breadwinner, her job is more important than labor solidarity. She decides to withdraw her suggestion. At this point, the audience was asked whether it agreed with her decision, or not. Most people answered "no" and several male and female audience members came on-stage to present their own solutions.

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South Asia Partnership Pakistan (SAP-Pk)

The audience for an interactive theater performance at a public forum.

Established in 1987 as part of a consortium of South Asian and Canadian NGOs, South Asia Partnership (SAP-Pk) supports and facilitates community based organizations (CBOs) to achieve self-reliant, sustainable and participatory development in their organizations and communities. SAP-Pk's Resource Development Program has trained more than 300 community leaders from over 200 CBOs, representing all four provinces of Pakistan. These trainees have been instrumental in the formation of provincial NGO/CBO councils. Through program partnerships between Pakistani CBOs and Canadian NGOs, it has supported more than 100 community-based projects and programs and fostered collaboration among NGOs and CBOs in Pakistan.

Program Activity & Period of Funding

- Development support communications program: March 1, 1996 to August 30, 1998
- Democratic Rights and Citizens' Education Program (DRCEP): January 10, 2000 to February 29, 2002

Scope of Support

TAF supported SAP-Pk with PNI funding to implement its Development Support Communications Program (DSCP). The DSCP provides space for debate to overcome debilitating structural constraints such as inequitable laws, market vulnerability, authoritative political and bureaucratic systems, poor linkage with like-minded organizations, and inadequate information on 'macro' issues. The DSCP addresses these issues by: (1) actively encouraging and strengthening emerging local-level NGO/CBO coalitions; (2) initiating dialogue on macro national-level issues involving NGOs, CBOs, government policy makers and other civil society members; and (3) developing research papers on governance, transparency and accountability.

1. With TAF support *Provincial Development Dialogues* were held in 1996-97 in the four provinces among CBOs, NGOs and various civil society members. They examined, under the particular province's development context, the role of multiple public and private sector actors for effective coordination.

2. In 1996 *Inter-Provincial Dialogues* sponsored by TAF brought together CBOs from Balochistan and Punjab to engage in a detailed analysis of the state structures and civil society actors in the development process.

3. TAF-sponsored the national and regional *Partnership & Communications Exchange Program (PACE)*, a networking forum where development professionals, national resource

persons and community activists discuss common development challenges. PACE also provides structured training to activists on communication skills. In 1996 PACE brought together 24 representatives from 14 organizations to discuss the history of land distribution, the green revolution, cash cropping, biotechnology, the National Drainage Program, and livestock and forestry management.

4. In addition to research covering issues like militarization, organic farming and human rights, TAF-sponsored DSCP has a prolific publications component. It publishes case studies on partner CBOs, issue-specific illustrated handbooks, provincial handbooks, posters, development dialogue and PACE reports, Quarterly and Annual Reports and SAP-Pk publicity documentation.

5. SAP-PK was the central secretariat evaluating the first and the second phases of the *Democratic Rights and Citizen's Education Program (DRCEP)* made possible with PNI funding. The first phase enhanced the understanding of democracy and the practice of democratic traditions with a six-member coalition. TAF support to SAP-Pk was in the form of funding for personnel, travel, development dialogues, partnership and communication exchanges, research and consultancy, publications, and administration. An important part of TAF support under this program was helping DRCEP partners carry out Interactive Theater Workshops and performances as a way to educate the public on the electoral process and related issues. Pakistan is largely an oral society and interactive theater allows people to debate the government's devolution plan in a way that gives depth to the process. With TAF funding, over an eight-day period, 30 performers were trained in how to conduct interactive theater workshops.

Impact

While the impact of DSCP is difficult to monitor given the conceptual nature of the debate it focuses on, it is pertinent to record that in the general absence of substantive dialogue in Pakistan amongst and between various interest groups, the provision of a popular forum for discussion and debate is in itself a significant impact. Furthermore, this forum provides space to reflect on macro issues normally not part of development discourses among local and national NGOs.

Under DRCEP, SAP-Pk focused on education, especially for women as voters and candidates. The impact is visible as most of these women were later elected as councilors, Naib-Nazims or Nazims. During the local government elections, SAP-Pk teams also made observations to the Election Commission, which benefited women candidates whose papers had been rejected on flimsy grounds. Additional grassroots activities educated peasants, workers and minorities on voter registration, participation, etc.

This TAF-supported program drew into its fold 2,500 civil society organizations and reached more than 5,000,000 citizens all over Pakistan through 200 district level orientation workshops on democracy. It held 95 public forums at district and provincial levels, with interactive theater spread over 87 Districts reaching out to more than 10,000,000 citizens including farmers, businesspersons, media etc. In keeping with TAF's insistence on gender equity, about 40% of persons reached were women. The impact of the program was evident in increased number of voters who elected new and dynamic members to the national and provincial assemblies, including many women.

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Map showing DRCEP outreach in Pakistan

OTHER PROGRAMS

Minister for Education Zubaida Jalal (center) and other presenters at the launching ceremony of a book on violence against women by Islamabad Women's Welfare Agency (IWWA).

In addition to PNI programs that focused on one primary sector, the Foundation implemented some integrated programs that combined interventions in several sectors. Also, while women's empowerment and civil society strengthening were overarching goals of PNI, there were some programs that were designed specifically to address these objectives. The women's empowerment program included activities aimed at raising women's as well as public awareness of women's basic rights. For instance, support was provided to Aurat Foundation for the socio-economic and political empowerment of women. This was either done directly by Aurat Foundation or through institutional strengthening of NGOs and CBOs by Aurat Foundation. TAF support to Aurat Foundation covered several areas, including improving access of rural women to health information and financial management training.

TAF's support to Islamabad Women's Welfare Agency (IWWA) was aimed at reducing violence against women through legal aid and counseling of victims of violence, and through a media campaign. TAF also supported another NGO, Rozan, to provide psychological counseling to female violence victims.

Two other noteworthy grants, which are unusual in their scope of support, are those to Institute of Development Studies and Practice (IDSP) and National Rural Development Foundation (NRDF). The latter collected and built upon the local/religious wisdom of the *Ulema* (religious leaders) in some districts of the conservative North West Frontier Province (NWFP). The purpose was to sensitize the *Ulema* on the rights of women, children and issues pertaining to family welfare, environmental rehabilitation, peace and tolerance, and to utilize their strengths as effective communicators for enhanced and effective community participation in these activities. A TAF grant supported the establishment of IDSP as an educational and training institute in Balochistan, aimed at providing broad theoretical and practical expertise in development to women and men from modest backgrounds. The setting up of such an institution was presented to TAF as an amorphous concept, and with technical assistance from TAF and initial core funding, the concept materialized into concrete reality. TAF played a key role in helping to establish IDSP as a reputable and credible educational and advocacy institution in Pakistan's most underdeveloped province.

Integrated programs were also implemented through Sungi, Khwendo Kor, NRDF, Baanhn Beli, and other NGOs, some of which are described here in greater detail.

National Research & Development Foundation (NRDF)

NRDF is an NGO involved in participatory development in the North West Frontier Province (NWFP). Although the NGO has been working since 1988 it was formally registered in 1994. Since then NRDF has been working with *Ulema* (religious scholars), mosques, and *madaris* (religious schools) as effective local level institutions. It has successfully tested the concept that involving and enabling religious leaders to better understand the positive aspects of Islam and promote the tenets of Islam democratically facilitates their position for promoting community participation on women's rights and reproductive health issues.

TAF's PNI program aimed at improving social services for the marginalized

Program Activity & Period of Funding

- For rights of women and children on issues pertaining to family planning, health, environmental rehabilitation and development: June 1, 1999 to September 30, 2000
- Capacity building of local communities & religious institutions in NWFP:
  July 1, 2001 to September 30, 2002

Scope of Support

Under PNI institutional support was provided to NRDF for their *Ulema and Development* project, aimed at collecting and building upon the local/religious wisdom of the *Ulema* (religious leaders) belonging to Peshawar, Swabi and Mansehra districts of NWFP. The purpose was to sensitize the *Ulema* about the rights of women, children and issues pertaining to family welfare, environmental rehabilitation, peace and tolerance, and utilize their strengths as effective communicators for enhanced and effective community participation in these activities. Support also included: activation of a core group of *Ulema*; survey of *madaris* (religious schools); review and recommendation for *madaris* syllabi; documentation of *khutabats* (sermons) on topics defined above; plan of action of *madaris* for girls. An integral component of the grant was a study tour of The Asia Foundation's Indonesia program on Islam and Democracy. Three members of NRDF, including one woman member, visited Indonesia to participate in an international conference on Islam as well as to study the Foundation's Indonesia program, and met with various NGOs and government officials.

Impact

The grant to NRDF was to build the capacity of staff, and to collect and build upon the local/religious wisdom of *Ulema* to sensitize them on the rights of women/children, on peace, tolerance, and environmental rehabilitation. A key outcome of the study visit of the Foundation's Indonesia program was the ability of the participants to differentiate between culture and religion. As a result of the support, a core group of 300 *Ulema* have been formed in the four districts; 933 male *Ulema* members have undergone various levels of capacity building processes and about 211 female *Ulema* have been trained. In addition, NRDF conducted a series of one-day Peace and Tolerance workshops in the aftermath of growing intolerance and support for the Taliban, subsequent to the US bombing in Afghanistan. These meetings helped generate debate on the level of intolerance and provided a platform for taking a more moderate approach. NRDF also provided redirection to the core group of *Ulema* to promote harmony and tolerance

against the backdrop of an increasingly hostile and violent environment towards NGOs. Other outcomes included: up-gradation of 120 Friday sermons (*khutbats*) on a range of topics, of which 104 were finalized; changes in syllabi of *madaris*; developing a plan for female *madaris*, and *Aaimah* (plural of Imam, a person who leads prayers in a mosque and performs other responsibilities) training. TAF assisted NRDF in soliciting and securing funds from the Rockefeller Foundation under The Philanthropy Workshop for continuation of activities initiated under this PNI grant.

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Sungi Development Foundation (Sungi)

Child labor is the subject of this street theater performance at Sungi's Kissan Mela (Farmers' Festival).

Established in 1989, Sungi Development Foundation advocates a distinctive approach to development: combining assistance for meeting local-level development needs with advocacy and mobilization. Through this inductive/deductive process of learning and action, Sungi's activities are at the cutting edge of development work in Pakistan. Sungi works in about 100 villages in the Hazara Division of the North West Frontier Province through partnerships with about 150 village-based organizations comprising women and men. The program's sectoral focus areas are sustainable livelihoods, small enterprise development, natural resource management, and health and sanitation. The sectoral programs are supported by social mobilization, advocacy, human resource development and productive infrastructure investment. Equity and gender sensitization are major goals of Sungi.

Program Activity & Period of Funding

- Democratic Rights and Citizen's Education Program:
  October 1, 2000 to September 30, 2001
- Institutional support for participation and social mobilization:
  April 1, 1996 to September 30, 1998
- Workshops on participatory approaches (Auto-diagnosis):
  April 15, 1996 to April 30, 1997
- Financial management training: October 25 to November 5, 1995

Scope of Support

TAF support with PNI funding was provided to Sungi in two areas: (1) internal organizational strengthening and (2) institutionalization of participation and social mobilization processes. Under the first component, Sungi was supported to undertake a process of reflection and restructuring of its approach and program in 1996. TAF assistance also covered improvement of Sungi's financial and administrative functions, including financial management training. This component included financial and technical assistance for team building and gender analysis.

Under the second component TAF support was provided through the following:

(1) salaries for personnel, operating and capital costs;
(2) block grant for advocacy and social mobilization initiatives;
(3) funds for establishing revolving credit and implementing PVI schemes; and
(4) non-monetary technical assistance for training. Also included was support for Sungi staff's

participation in a series of workshops on the application of participatory methodologies to health and gender issues.

Impact

PNI funding provided Sungi with an opportunity to develop an improved program strategy enhancing its ability to reach the more marginalized segments of society. Outputs include four PVI schemes benefiting 3,000 people and credit amounting to Rs685,000 disbursed to about 113 recipients. TAF assistance also helped it to streamline its management structure which resulted in (1) greater operational effectiveness for program implementation, and (2) creation of a second tier of management staff to share leadership responsibilities for program development and implementation. TAF supported the creation of a Research, Monitoring and Evaluation unit that was instrumental in enhancing the learning culture in Sungi.

Sungi's experience in participatory processes is extensive. PNI assistance by TAF contributed to mainstreaming these processes in Sungi's planning, implementation and monitoring mechanisms. This was possible by designing and implementing a village level planning process in which communities analyze and decide their own development needs and formulate a plan of action to meet them. These processes also enhanced mutual accountability between Sungi and its community partners as it entails documented agreements on their roles, responsibilities and commitments. The process of participatory planning resulted in formulating a development plan and also encouraged a culture of collective research and analysis for problem identification and solution. A stronger partnership between Sungi and their partners is also an indicated impact of these processes. There has been interest in these processes from other organizations like Khwendo Kor (another PNI partner) and IUCN-Pakistan, who want to emulate Sungi's pioneering approach.

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Khwendo Kor (KK)

Established in 1993, Khwendo Kor has emerged as one of the more effective NGOs in NWFP, with a program focused on the practical and strategic needs of women and children in the province. KK has a head office in Peshawar and two district offices in Malakand and Karak, which are in remote areas of the Frontier. It has established over 100 schools in its areas of work, as well as in Dir. Over 3,000 students have been directly impacted by their non-formal education initiatives. In addition to primary schooling for girls, KK runs adult literacy programs. These include health education, traditional birth attendant training, and basic literacy. As part of their micro-enterprise program, KK trains women in skills and management techniques before helping them establish fruitful exchanges with banks and microfinance institutions.

A woman preparing *shokar*, a local mazri product used for keeping bread, for sale in Karak. She prepares 9 *shokar* daily and sells each for Rs. 25.

Program Activity & Period of Funding

- Workshops on participatory approaches: April 15, 1996 to April 30, 1997
- Integrated education program: July 1, 1996 to December 31, 1997
- Integrated women's development program: September 1, 1997 to December 30, 1998
- Integrated social sector development program: July 1, 1999 to September 30, 2001

Scope of Support

Under PNI support was provided to KK for institutional strengthening, improving their financial systems, and enhancing staff strength. Technical support was also provided on participatory approaches and village development planning processes. This was followed by support for the implementation of a basic education program. The program was carried out in collaboration with another organization – SPO (Strengthening Participatory Organization). A strategic planning exercise by KK in 1997 led them to decide to sharpen their programmatic focus on women and children. Thus, an integrated women's development program (titled *Khajwand* - Pushto for "better life") was designed, which built upon KK's program strengths in social mobilization with entry points of non-formal education, primary healthcare and micro-credit. The program was scaled up from eight to 20 villages in the second phase. The lessons from the first phase helped to shape the final design of the second phase of the *Khajwand* program.

Impact

KK promptly and effectively applied skills for participatory processes acquired through TAF training which were used to create a framework for putting together village development plans. With TAF support, KK's financial systems were strengthened and their institutional capacity was enhanced.

Access to female education was provided in 85 villages where it was limited or non-existent. Another tangible output of the education project was that 246 female children completed primary school. On the qualitative side, certain changes in behavior and roles of men and women in society, especially in relation to education for women, were observed in the target villages. The most significant change in the entire

project area was the increased involvement of women in decision-making processes related to the school. This was made possible due to the creation of the VEC (Village Education Committee), which also provided opportunities for a greater number of men to be involved in decision-making. Another important impact was the growing acceptance and enthusiasm for female education. The impact of PNI on gender was most visible in teachers (such as increased mobility). However, a general acceptance of female education was visible across the board.

> "The Asia Foundation helped us to further clarify our role. They have been willing to share their experience with us, as well as giving us technical assistance. They have allowed us to grow and have always tried to understand our particular needs and constraints."
> ***-Mariam Bibi, Executive Director, Khwendo Kor***

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Narowal Rural Development Program (NRDP)

Quarterly evaluation workshop of micro-finance recipients of NRDP.

Narowal Rural Development Program is a community-based organization established in 1992 (registered in 1995) by a group of volunteers. They formed an 8-member committee which prepared an agenda, and this became the basis of development activities in Narowal. NRDP serves 9 villages around Satuwal, a village 20 minutes from Narowal city. Initially, NRDP undertook small projects through its own and community resources. The CBO later received funding from the World Bank through the National Trust for Population Welfare (NATPOW) and established a health center to provide health and hygiene education, and family planning services. NRDP's primary focus is on the progress and rights of rural women through initiatives in mother and child health, community education programs, micro-credit, skill development and social advocacy, women's rights and empowerment programs.

Program Activity & Period of Funding:

- Community-based micro-credit program for rural women:
  September 1, 1998 to December 31, 1998
- Capacity building through testing an integrated community development model:
  April 1, 1999 to March 31, 2002

Scope of Support

Under PNI, institutional and programmatic support was provided to NRDP for (i) building institutional capacity to design and implement a savings and credit program, and contributing to social development through credit; (ii) addressing social issues by organizing women; and (iii) integrating health as a component of the credit program. The program focused on micro credit with an integrated women's empowerment program addressing social development, education, health, and human rights issues. NRDP does more than just provide money and increase women's income; it provides a support scheme and access to skills and knowledge that the poor and uneducated rural women have never experienced.

Impact

NRDP works in an area where only 7% boys attend school and girls' education is not seen as useful. NRDP's interventions have had a positive impact on the community. For instance, a 19-member committee of the credit program mobilized the community to build a school for both boys and girls in the vicinity. Today 71 students are enrolled in the school (38 boys and 33 girls). The school is also used for meetings to discuss other issues such as the establishment of a sewerage system. A health center has been instrumental in preventing child marriages and reducing domestic violence through social pressure exerted by the committee. This model demonstrates how an economic intervention has impacted on the overall social development of the village.

Training is an important aspect of the credit program. At the end of 2002, approximately 1,752 members benefited from the skill development training workshops. Through these workshops, women who were direct beneficiaries of the credit program learnt how to improve their businesses and experiment with new strategies. The PNI credit program has directly benefited 85 women, and indirectly improved the economic condition of 680 individuals. NRDP is successfully implementing a socio-economic empowerment program for disadvantaged rural women, which has become an effective lending model for self-employment and social mobilization.

Razia Bibi took a loan from NRDF's credit program to rear goats which quadrupled her income. With the confidence gained from participating in the credit program, and with skills training and encouragement from her loan group, Razia campaigned and was elected as a councillor in the local bodies elections for the Union Council. Since then, she has set an example of how women can play an effective role in politics and can influence decisions impacting women in their communities. Razia hopes to establish a health clinic for women in her area.

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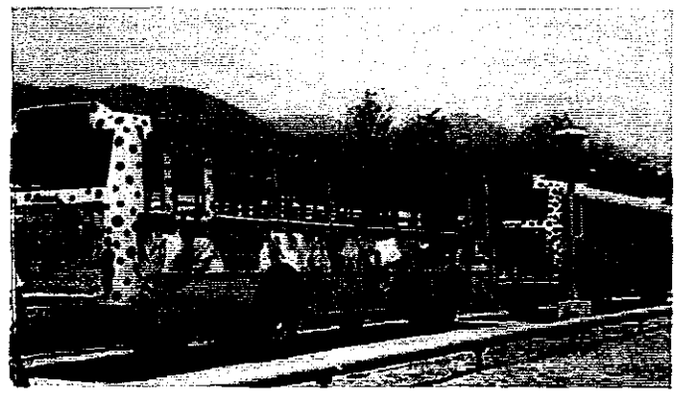
Islamabad Women's Welfare Agency (IWWA)

IWWA was formed in 1991 by an enterprising young woman, who set up a help center for women in her own home. It is one of the few organizations in Pakistan that focuses on sexual abuse and domestic violence against women. Because of cultural constraints and the complex dynamics surrounding violence against women, particularly sexual abuse, not many organizations are willing to tackle such issues. With initial core support from TAF (with PNI funds), an independent office was set up, which has evolved into an organization known for its active support to female victims of violence and its advocacy role in gender-based violence.



The eye-catching bus cartoon that boldly tackled the sensitive issue of sexual harassment.

Program Activity & Period of Funding

- For legal aid counseling, psychological counseling, para-legal training and development of counseling material for female victims of violence:
  March 1, 1999 to February 28, 2002

Scope of Support

The Foundation supported IWWA in providing access to legal and psychological counseling and legal aid to women victims of violence, development of counseling materials, para-legal training, and raising awareness amongst women of their basic and legal rights. TAF also supported IWWA to set up the first hotline (helpline) in Pakistan for female victims of abuse.

In an effort to expand IWWA's work to have greater impact at the policy level, a media campaign and other awareness raising activities were added during the second phase of PNI support. The media campaign was aimed at increasing awareness on VAW (violence against women) issues and to influence the behavior of public institutions and of the public in general towards women. The campaign included two radio programs per month (a total of 20 programs) on VAW and women's rights, a quarterly newsletter, reports and articles in newspapers, meetings with journalists, press conferences, and meetings with government officials, policy makers and intellectuals. A novel and creative feature of the media campaign was the launching of a public bus with colorful cartoon messages on sexual harassment and women's rights. The bus has a drawing of a man staring at women with the caption: "Don't stare at women: it is a form of sexual harassment." Another drawing depicts a boy in various stages of his life, with a caption saying: "a gender-sensitive boy grows up to be a gender-sensitive man."

Impact

Initial support from TAF enabled IWWA to attract funding from several major international donors. It is significant that in the second phase, the grant was co-funded by the Netherlands Embassy (at 50% each). IWWA's contribution to combat violence against women increased steadily through its legal aid project,

psychological counseling and helpline service. IWWA developed a referral system for victims of violence and their families, including reporting and follow-up of violence cases, and consultations with a lawyer. Through the helpline, IWWA provided crisis counseling to victims of violence and gave them medico-legal information. According to the grant agreement, IWWA was projected to provide legal and psychological help to 40 victims of violence in the first year. They surpassed their target and handled 38 cases in the first quarter alone and another 40 in the second quarter. The average number of cases handled per year has been 150. During the last year of the grant, the direct and indirect beneficiaries of the legal aid project were 1,500 and 140 women benefited from the helpline.

IWWA has also contributed towards creating awareness of women's rights by conducting paralegal training workshops for community workers, NGO staff and volunteers on the basics of women's legal rights and the methods of legal recourse when those rights have been violated. Four trainings were conducted per year, with about 15-20 persons in each training. The trained volunteers were able to act as resource persons and paralegal advisors in their communities. The paralegal trainings were later expanded to include lady health visitors (LHVs). The LHVs not only have direct contact with women in far-flung areas, they are also well-respected in the rural areas and their advice is taken seriously. LHVs often come across cases of domestic violence, rape and incest. By training LHVs about women's rights, IWWA was able to reach out to rural women and train them on how to recognize and report such cases.

IWWA has developed counseling material in the form of booklets containing information about issues such as sexual harassment, laws protecting women, rights under marriage, depression, and where and how to obtain help from the police, hospitals, and from government and non-government sources. IWWA also published a book in Urdu language called *Tashaddud* (violence), which was launched at a ceremony attended by over 300 persons. At the book launch, the Minister for Education and Women's Development congratulated IWWA for publishing "such a remarkable informative book" dealing with the legal aspects of domestic and sexual violence.

The bus with the colorful cartoons was widely acclaimed as a novel idea with direct outreach to the public. The idea was found to be so appealing that it was taken up by several other donors, including the US Embassy, which funded an additional three buses with messages on the environment and education. Colorful stickers were also produced replicating the cartoons on the buses, which were displayed on cars and at public places.

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Survivors' Empowerment Retold

"I was married eight years ago to a man who was a gambler and did not do any work. "He used to beat me, and abuse me. When my daughter was born, he raised a hue and cry and blamed me for giving birth to a female child. I compromised with him, but then it all got too much when one day he opened fire on me." This was the moving and candid testimony of a woman who changed from being a victim of violence to a survivor. She related her story at an IWWA book launching ceremony attended by the Minister for Women and Development, Special Education, and Social Welfare, journalists, women and male human rights activists.

Not knowing what to do and feeling desolate, a friend told her about the IWWA hotline. She called IWWA in desperation and found counselors ready to help her and her daughter. She was given legal advice by IWWA and received counseling to help build her self-esteem and understand power relationships. Part of this counseling included sessions on how to decrease fear of male violence as part of everyday life. Some of the sessions also included coping mechanisms and learning daily assertive strategies on dealing with male-female interaction. As a survivor, she said she now continually encourages other women to take pride in their daughters and to seek independence from a spouse and his family if he is a man of violence. "No matter how much society says that a woman should remain with her husband, a woman has a right to live," she declared courageously.

That she was able to tell her story to 300 strangers, males among them, is a powerful statement of the benefit of PNI support to strengthening IWWA's service delivery. IWWA now sees this kind of sharing of experiences as a sign of the growing importance of promoting collective anger against the control that men exercise over women's lives. They hope that through advocacy and effective service delivery the everyday fears of Pakistani women will be systemically addressed by government, social institutions, the family, and by men.

Institute for Development Studies and Practice (IDSP)

Certificates being distributed to graduates at IDSP.

IDSP was set up as an educational and training institute in Balochistan with support from the Asia Foundation under PNI. The establishment of this institution was presented to TAF as an amorphous concept by Dr. Qurat-ul-Ain Bakhteari, a pioneer in the education sector in Balochistan, who has worked in that province for over 20 years. With technical assistance from TAF and initial core funding, the concept materialized into concrete reality. IDSP's objective is to increase the number of women and men from modest backgrounds with broad theoretical and practical expertise in development. The institute organizes courses on community development for students from all over Pakistan and supports action research and advocacy projects in remote geographical areas on issues ranging from poverty and governance to development and morality. IDSP has obtained permission from the Directorate of Colleges, Balochistan, to function as a Community Development College, which will enable the Institute to remain decentralized and close to the communities.

Program Activity & Period of Funding

- Institutional support for establishment of IDSP: October 1, 1997 to December 30, 2000
- Capacity-building for community development: January 1, 2001 to December 31, 2001

Scope of Support

The Foundation provided core funding to IDSP and continued to provide institutional and programmatic support for over four years. In the second phase of funding the Foundation supported IDSP to expand its work in development training courses for development activists and to expand its research and advocacy activities. Support was also provided to establish IDSP as the first community college in Balochistan, registered with the Directorate of Colleges, Balochistan, to provide affordable academic credentials to development activists. IDSP moved from offering short courses to offering a year-long diploma course, including subjects such as gender, poverty alleviation, social anthropology, health, education, and community mobilization. IDSP's faculty was strengthened through participation in trainings, research and seminars. IDSP also established a Training Center for Information Technology for learners from far-flung areas by providing residential facilities. TAF played a key role in helping to establish IDSP and to ensure its growth into a reputable and credible educational and advocacy institution in Balochistan, Pakistan's most underdeveloped province.

Impact

IDSP has been actively contributing to the development of the human resource base in the province by providing education in a wide range of subjects related to Pakistan's development, and thus increasing the number of women and men with broad theoretical and practical expertise in development. Between 30 and 40 students graduate each year from IDSP, many of whom have formed their own community-based development organizations. It is also increasing the number of women, as workers and leaders, from the community tackling issues of community development.

IDSP has become a key player in Balochistan's civil society through social mobilization, advocacy and awareness-raising initiatives, and an active promoter of democratic traditions. It has established good linkages with the provincial government by involving it as a partner in IDSP activities and including it in training courses, seminars and workshops. Through its partnerships and linkages with NGOs, CBOs and government, it has encouraged civil society to take up controversial issues, such as opening up the debate in Balochistan on devolution. The Institute has generated many public dialogues, consultative workshops, seminars, focused group discussions, and community theater on issues such as governance, globalization, poverty, food security, morality, education, and empowerment of the marginalized.

IDSP participated actively in organizing the Peoples' Assemblies in Balochistan as part of TAF's program of obtaining feedback on the government's Devolution Plan. It has been the provincial focal point for TAF's Democratic Rights and Citizens' Education Program (DRCEP), as well as for a DFID-funded nationwide project on Participatory Poverty Assessment.

An important accomplishment of IDSP is that while it started off with complete dependence on TAF (PNI) funds, it has, with guidance from TAF, been able to generate a wider funding base and since January 2001 is no longer dependent on donors. It raises its own funds to run the Institute. This was essentially an investment by PNI on leadership development, which has paid rich dividends.

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Aurat Foundation (AF)

Group work at a meeting on health education.

Aurat Foundation (AF) was established in 1986 as an information and advisory service for women. It strives to develop and disseminate comprehensible, accurate and functional information to assist women's active participation in, and contribution to, socio-economic and political processes. It is also involved in supporting the institutional strengthening of NGOs and CBOs, mainly through training, information sharing and advocacy. AF has a network of 2,000 Information Network Centers (INCs) in 80 districts, which enables the NGO to extend its outreach all over the country. It focuses primarily on the information needs of women from low-income households, as they are the ones least likely to have access to information. It has also set up Citizen Action Committees (CACs) in 60 districts, which are engaged in advocacy and information dissemination on social and political issues.

Scope of Support

Support was provided to Aurat Foundation under PNI for the overall objective of socio-economic and political empowerment of women either directly by AF or through institutional strengthening of NGOs and CBOs. TAF support to AF covered several areas, such as improving access of rural women to health information, and violence against women. However, the most significant program was the Financial Management Training Program (FMTP), which is described below.

Program Activity & Period of Funding

- Financial management information and training, and Money Talks (financial information to women): October 1, 1996 to July 31, 2001
- Improving rural women's access to health and family planning information : March 1, 1996 to November 30, 1996
- Establishment of a documentation and research center in AF, Quetta: September 29, 1996 to September 30, 1997
- Television production on *Karo Kari* (honor killing) and violence against women: October 1, 1997 to March 31, 1998

The program consisted of two parts: FMTP and Money Talks. Under the FMTP Aurat Foundation held a series of workshops on financial management procedures for staff and volunteers from NGOs and CBOs for a total of 372 participants. AF also organized Training of Trainers (ToT) workshops of 3-5 days, in which 18 persons were trained as trainers to conduct follow-up workshops as local-level resource persons. Additionally, AF prepared a comprehensive training manual on financial management for NGOS and CBOs to help them improve their record keeping and maintain proper accounts. The FMTP workshop participants represented 212 organizations working in 70 districts of Pakistan. The program spanned a period of six years. In the third and final phase, six three-day project formulation workshops were added, covering all the four provinces.

The Money Talks program was targeted mainly at women. It aimed to enhance women's capacity in various aspects of financial management, income enhancement, and related matters like accessing financial institutions. Under this program AF conducted research on the benefits offered by various financial institutions and developed materials based on their research. A total of 23 publications were produced on such topics as the government's Benevolent Fund and Self-Employment Scheme. The materials also gave up-to-date information on financial opportunities. AF disseminated this information through its information network centers, seminars organized specifically for the purpose, and a series of modular economic information and skills training programs for NGO and CBO participants. A series of 12 workshops were held, three in each province. Of the 109 participants in the MT workshops, 97 received certificates. They represented 64 organizations covering 34 districts of Pakistan.

Under the support to Aurat Foundation for "Improving access to rural women on health information", the Foundation provided institutional and program support to AF for a pilot effort to test the effectiveness of radio, in conjunction with structured listening and discussion groups, in conveying health messages and modifying the health behaviors and health-related choices of rural women. This program was co-funded by USAID under PNI (for the NGO component) and from William and Flora Hewlett Foundation (for the Government's component with the Population Welfare Department, Punjab) through a grant to The Asia Foundation. Specifically, the grant enabled AF to develop a radio drama series of 26 episodes covering themes in reproductive and primary health; conduct a baseline survey covering 200 villages in 33 districts of Punjab; train 200 community workers to set up Radio Network Centers (RNCs) in the respective villages; distribute 200 cassette players; develop 27 posters to facilitate discussions on themes broadcast through the 26 episodes; broadcast programs from Rawalpindi, Lahore and Multan radio stations to reach the entire population of Punjab (more than 60 million).

Impact

Money Talks was aimed at the empowerment of grassroots women with information and skills on finance and related matters to give them more control over their lives. The program played an important role in facilitating financial independence and financial empowerment among these women. They were taught basic skills, such as how to obtain a national identity card, how to open a bank account, access widows' pensions, and how to access government social welfare grants, how to protect their economic rights in marriage, secure land titles, and obtain formal sector credit. All program targets were met or surpassed. For instance, a total of 40 information dissemination meetings had been planned during the project period, but 52 were finally held. These enhanced the outreach of the information disseminated. A report prepared by AF to evaluate the MT program and its overall impact, provides an assessment of the MT training on participants and their communities, and the problems faced in conducting the MT program.

The FMTP workshops covered all four provinces and included participants from organizations located in the remotest areas. The workshops were in great demand from the NGOS and CBOs. Through these workshops they learnt how to improve their effectiveness and efficiency in maintaining accounts and increase financial accountability and transparency. Moreover, through a series of training of trainers workshops in financial management, AF has built up a pool of trainers and resource persons who will continue to provide training and technical assistance to other organizations.

Participants of the project formulation workshops included NGO/CBO managers, members of AF's CACs, and women councilors. There were 7-10 women councilors in each workshop. The workshops were designed to increase the capacity of organizations to design, implement and monitor projects. Many of the women elected in the local bodies elections have entered politics for the first time, and have no idea about

how to access funds or design projects. They were included in the training to enhance their skills to generate funds from government and other sources for development projects, particularly for projects focusing on women. The councilors found them to be extremely useful and asked that more such workshops be organized.

The project on "improving access to rural women on health information" was an innovative program and a pilot effort on testing the effectiveness of using radio as a means of disseminating information and services at the local level. Although the radio program had a very large outreach, broadcast from three radio stations, thrice a week in Punjabi covering the entire provincial population of 60+ million, the project focused on establishing radio network centers in 200 of the villages that it could monitor and support. The Answering Service established to provide feedback, information and referral services received 100 reporting forms and letters per week. Among the queries made to the answering services, almost 50% were about health while the rest were on credit, education, agriculture, poultry, employment, and legal information. The RNCs established in each village gathered, on an average, 20 women at the time of the broadcast. Additionally, the coordinators recorded the broadcast using the cassette players, which was later used by other women in group gatherings to listen to the program. Thus the program provided information to about 4,000 women directly and to about 6,000 women every week through replays after each broadcast. As a result, the project enabled AF to repackage and disseminate health information to rural women on a very large scale. The effect of the program was that women were discouraged from harmful traditional practices through accurate information provided by the broadcast and the accompanying health information posters. However, due to ineffective baseline data collection and monitoring, it was not possible to make an appropriate assessment of the impact of the program.

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Democratic Commission for Human Development (DCHD)

Women attending one of the People's Assemblies on Devolution of Power under DRCEP.

The Democratic Commission for Human Development (DCHD) promotes awareness and activism on human rights through education and networking. Its focus and strategy sets it apart from most NGOs in Pakistan. Formed in 1994, it runs a human rights education program for CBO representatives, both women and men. The program constitutes a series of seven bimonthly three-day sessions, over a 14-month period. It covers different aspects of human rights including gender discrimination and women's rights, children's rights, social discrimination, religious tolerance, and development rights. The program is designed to draw on the experience of participants so that they are able to relate to it and do not treat the issue as esoteric or overly theoretical. Another distinctive strength of DCHD is the network of partnerships it develops in rural communities. This invigorates local level dialogue and action on human rights issues. By June 1997 the DCHD National Human Rights Network comprised 150 community-based rural and semi-urban organizations.

Program Activity & Period of Funding

- Awareness raising for human development institutional support to enable them to empower communities to identify and address their own social sector needs:
  January 30, 1999 to March 30, 2002
- Procurement of computer equipment: January 10, 1997 to September 30, 2000
- Institutional support for DCHD for awareness raising and social mobilization:
  July 1, 1996 to September 30, 1998

Scope of Support

TAF support under PNI has contributed to DCHD's gradual evolution into a strong organization. TAF institutional and program assistance enabled DCHD in retaining its competent and committed team, and to run its Human Rights Program in Sindh and NWFP. During 1996-98, about 60 persons from over 50 rural organizations participated in the human rights program. Documentation and publication are just a few of DCHD's strengths. During the grant period it has issued several newsletters and printed reports of the modules used in its human rights program. It was also a partner in a wider NGO coalition to facilitate a dialogue with political parties on a joint electorate system which was part of the government's devolution policy. Based on the impressive work of DCHD during this period, PNI funding was extended by TAF up to March 2002 to enable them to publish case studies giving details about the impact of their work. The Swiss NGO Program (SNPO) provided complementary program funding.

Impact

DCHD's work is redefining the development discourse by making the case that human development and human rights are two sides of the same coin. Through its human rights education program supported by TAF, it raises sensitive human rights issues, including women's rights, in rural areas in Pakistan. One poignant example of the impact of such training was reflected by a DCHD graduate in rural NWFP, who

said: *"It was after participating in the program that I realized that my behavior discriminated against women, children and minorities".* By selecting participants from rural development organizations and creating networks among them, DCHD not only strengthens its grassroots outreach, but also introduces new actors in the field of human rights, which has traditionally been dominated by urban professionals.

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> "It was after participating in the program that I realized that my behavior discriminated against women, children and minorities".
> ***—DCHD graduate in rural NWFP***

List of PNI Partners

Organization	Acronym
Agency for Women's Animation and Rural Development	AWARD
Agha Khan Rural Support Program (Pakistan Microfinance Group)	AKRSP
Agha Khan University	AKU
Alfalah Development Organization Trust	ADOT
Alif Laila	ALIF
Alliance for Quality Education	AQE
Anjuman Ittehad Naujawanan-e-Nawalane Lyari	ATKA
Anjuman-e- Behboode Khawateen	ABK
Anjuman-e-Tarakee Khawateen o Atfal	ATKA
APPNA SEHAT	AS
Aurat Foundation	AF
AWAZ	AWAZ
Baanh Beli	BB
Balochistan Rural Support Program	BRSP
Bedari	BEDARI
Bhit Shah Declaration Coordinating Council	BSDCC
Book Group	BG
Bright Education Society	BES
Democratic Commission for Human Development	DCHD
Development Action for Mobilization & Emancipation of Women	DAMEN
Family Planning Association of Pakistan	FPAP
Faran Education Society	FES
Frontier Primary Health Care	FPHC
Frontier Resource Centre	FRC
Health and Nutrition Development Society	HANDS
Health and Rural Development Balochistan	HARD
Health Oriented Preventive Education	HOPE
Institute of Development Studies and Practise	IDSP
Interactive Resource Centre	IRC
Islamabad Women's Welfare Agency	IWWA
Jinnah Welfare Society	JWS
Kashf Foundation	KF
Khwendo Kor	KK
Kubar Welfare Association	KWA
Lawyers for Human Rights & Legal Aid	LHRA
Lyari Community Development Program	LCDP
Mahec Helping Council for Community Development	Mahec
Marri Environmental Development Agency	MEDA
MASHAL	MASHAL
Maternity and Child Welfare Association of Pakistan	MCWAP
Ms. Shaista K	CSC
Narowal Rural Development Program	NRDP

List of PNI Partners

Organization	Acronym
National Research and Development Foundation	NRDF
National Rural Support Program	NRSP
Naunihal Development Organization	NDO
Naz Old Boys Welfare Association (NOWA)	NOWA
Nirali Kitabain	NK
Orangi Pilot Project	OPP
Organization for Participatory Development	OPD
Pak Lok Sujag	PLS
Pak Social Welfare Society	PSWS
Pakistan Community Development Program	PAK-CDP
Pakistan Institute of Environment Develop. Action Research	PIEDAR
Pakistan Institute of Labour Education and Research	PILER
Pattan Development Organization	PDO
ROZAN	ROZAN
Shehbaz Welfare Association	SWA
Shirkat Gah	SG
Simorgh	SIMORGH
Sindh Agricultural & Forestry Workers Coordinating Orgnanization	SAFWCO
Sindh NGO Federation	SNF
SINDNET	SINDNET
Society for Advancement of Education	SAHE
Society for Citizens Rights	SCR
South Asia Partnership-Pakistan	SAP-PK
Strengthening Participatory Organization	SPO
SUNGI Development Foundation	SDF
Sustainable Development Policy Institute	SDPI
Syndicate for Enabling Human Resource for Empowerment	SEHR
Taraqee Trust	TT
Teachers' Resource Center	TRC
Tehrik-e-Niswan	TN
Thardeep Rural Development Program	TRDP
Voluntary Organization & Institute for Community Education	VOICE
Women Educational & Environmental Network	WEEN
Women's Awareness for Networking & Development	WAND
Working Women Organization	WWO
Youth Social Welfare Association	YSWA

Geographic Coverage of PNI Partners

PNI Partner	Main Office	Implementation Area
Aga Khan Rural Support Program	Islamabad	National
Agency for Women's Animation and Rural Development	Faisalabad (Punjab)	Punjab
Alfalah Development Organization Trust	Rawalpindi (Punjab)	Rawalpindi
Alif Laila Book Bus Society	Islamabad	National
Alliance for Quality Education	Islamabad	Punjab
Anjuman Ittehad Naujawanan-e-Nawalane Lyari	Karachi (Sindh)	Karachi
Anjuman-e-Behbood-e-Khawateen	Dir (NWFP)	Dir
Anjuman-e-Taraqi-e-Khawateen-o-Atfal	Quetta (Balochistan)	Quetta
APPNA Sehat	Islamabad	Punjab
Aurat Publication & Information Service Foundation	Lahore (Punjab)	National
Awaz Foundation	Lahore (Punjab)	Punjab
Baanhn Beli	Karachi (Sindh)	Tharparkar (Sindh)
Balochistan Rural Support Programme	Quetta (Balochistan)	Balochistan
Bedari	Islamabad	National
Bhit Shah Declaration Coordinating Council	Hyderabad (Sindh)	National
Bright Education Society	Karachi (Sindh)	Sindh
Community Support Concern	Lahore (Punjab)	Punjab
Democratic Commission for Human Development	Lahore (Punjab)	NWFP & Sindh
Development Action for Mobilization and Emancipation of Women	Lahore (Punjab)	Lahore
Family Planning Association of Pakistan	Lahore (Punjab)	National
Faran Education Society	Karachi (Sindh)	Sindh
Frontier Primary Health Care	Mardan (NWFP)	Mardan
Frontier Resource Centre	Peshawar (NWFP)	NWFP
Hawwa Associates	Lahore (Punjab)	Lahore
Health and Nutrition Development Society	Karachi (Sindh)	Sindh
Health and Rural Development	Khuzdar (Balochistan)	Balochistan
Health Oriented Preventive Education	Karachi (Sindh)	Sindh
Institute of Development Studies and Practise	Quetta (Balochistan)	Balochistan & National
Interactive Resource Center	Lahore (Punjab)	National
Islamabad Women's Welfare Agency	Islamabad	Punjab
Jinnah Welfare Society	Gujranwala (Punjab)	Gujranwala
Kashf Foundation	Lahore (Punjab)	Punjab
Khwendo Kor Women & Children Development Program	Peshawar (NWFP)	NWFP
Kubar Welfare Association	Khairpur (Sindh)	Khairpur
Lawyers for Human Rights & Legal Aid	Karachi (Sindh)	National
Lyari Community Development Project	Karachi (Sindh)	Karachi
Mami Environmental Development Agency	Kohlu (Balochistan)	Kohlu (Balochistan)
Mashal	Islamabad	National
Maternal and Child Welfare Association of Pakistan	Lahore (Punjab)	National
Mehak Helping Council for Community Development	Quetta (Balochistan)	Balochistan
Narowal Rural Development Project	Narowal (Punjab)	Narowal
National Research and Development Foundation	Peshawar (NWFP)	NWFP
National Rural Support Program	Islamabad	National
Naunihal Development Organization	Gilgit (NWFP)	Northern Areas
Naz Old Boys Welfare Association	Khairpur (Sindh)	Khairpur

Geographic Coverage of PNI Partners

PNI Partner	Main Office	Implementation Area
Nirali Kitaben Trust	Lahore (Punjab)	Punjab
Orangi Pilot Project	Karachi (Sindh)	Sindh
Organization for Participatory Development	Gujranwala (Punjab)	Gujranwala
Pak Social Welfare Society	Hyderabad (Sindh)	Hyderabad
Pakistan Community Development Program	Peshawar (NWFP)	NWFP
Pakistan Institute of Environment Development Action Research	Islamabad	Khanewal-Punjab
Pakistan Institute of Labour Education and Research	Karachi (Sindh)	Sindh/National
Pattan Development Organization	Islamabad	Punjab
Punjab Lok Sujag	Lahore (Punjab)	National
Rozan	Islamabad	National
Shahbaz Welfare Association	Nawabshah (Sindh)	Nawabshah
Shirkat Gah	Lahore (Punjab)	National
SIMORGH	Lahore (Punjab)	National
Sindh Agricultural & Forestry Workers Coordinating Orgnanization	Sanghar (Sindh)	Sindh
Sindh NGO Federation	Hyderabad (Sindh)	Sindh/National
Society for Advancement of Education	Lahore (Punjab)	National
Society for Citizen's Rights	Islamabad	National
South Asia Partnership - Pakistan	Lahore (Punjab)	National
Strengthening Participatory Organization	Islamabad	National
Sungi Development Foundation	Abbottabad (NWFP)	NWFP & National
Support Institution Development Network for Sindh	Islamabad	National
Sustainable Development Policy Institute	Islamabad	National
Syndicate for Enabling Human Resource for Empowerment	Quetta (Balochistan)	Balochistan
Taraqee Trust	Quetta (Balochistan)	Balochistan
Teachers' Resource Center	Karachi (Sindh)	Karachi
Tehrik-e-Niswan	Karachi (Sindh)	National
Thardeep Rural Development Program	Mithi (Sindh)	Tharparkar (Sindh)
The Book Group	Karachi (Sindh)	Karachi
Voluntary Organization & Institute for Community Education	Karachi (Sindh)	National
Women Educational & Environmental Network	Abbottabad (NWFP)	Abbottabad
Women's Awareness for Networking & Development	Sahiwal (Punjab)	Punjab
Working Women Organization	Lahore (Punjab)	National
Youth Social Welfare Association	Khairpur (Sindh)	Khairpur

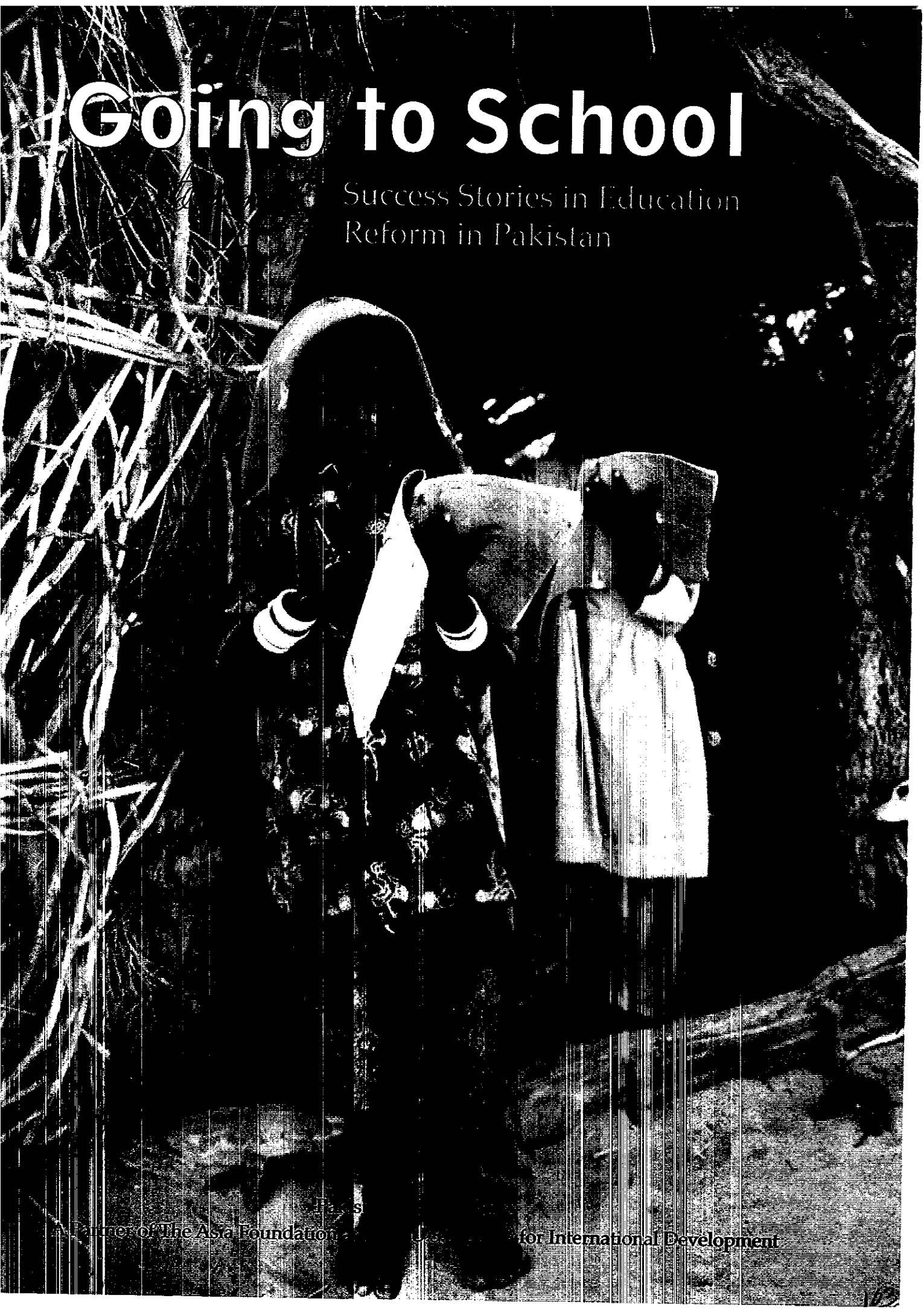
Selection of PNI Reports & Publications

Attachment D

Going to School

Going to School

Success Stories in Education Reform in Pakistan



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The Asia Foundation

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Introduction

The past decade has seen a revolution in the education sector in Pakistan. At the onset of the 1990s, communities resisted girls education, but by the end of the decade Pakistan had witnessed an explosion of demand-driven, non-state private schools all over the country. When The Asia Foundation (TAF), started the Pakistan NGO Initiative (PNI) Program (PNI) in 1995 with funding from the United States Agency for International Development (USAID), education was still not the priority of most communities. It was a time when a failed state system was held responsible for low literacy levels and the absence of quality in public schools. It was also a decade of acceptance of such problems as teacher absenteeism, "ghost schools," and lack of political will.

In an environment riddled with challenges, TAF initiated its Education Program. The Education Program under PNI focused on making inroads into marginalized and backward communities through committed non-governmental organizations (NGOs). TAF kept its focus on primary education, particularly for girls, and the issues of quality, access, replicability, policy dialogue, and impact.

For the first three years of the program, numerous obstacles were encountered at every turn. When the girls would not come to school due to their workload at home or when it was too hot to sit outside in the sun, the task of cultivating reform seemed endless. It was an even greater challenge to get the parents and other family members involved. As one grandfather in Tharparker explained, "The sun is the same and the soil is the same for us, so why should we do something different like getting our girls educated?." Over time, communities became used to and comfortable with our programs. Requests came from even very

conservative areas, such as Southern Punjab, to let boys sit in girls' schools supported by TAF.

Through our Pakistan NGO partners we were provided with a network of linkages to the grassroots to understand more completely and respond to the actual problems of the education sector. Building on this knowledge the Foundation supported an extensive research study on the political economy of education, which provided a key avenue to engage with the public sector. Our experience and understanding were welcomed and TAF became a resource for developing the National Plan of Action on Education, compiled by the Federal Ministry of Education. In the sixth year of PNI, TAF has become a resource for developing public-private partnerships and building the capacity of local education managers.

But it is not The Asia Foundation, rather the commitment of our PNI partners, whose work you will read about in this compilation of success stories, that has made a difference in opening doors for Pakistan's education reforms. The partnerships and the networks formed under PNI have contributed and will continue to contribute for a prosperous future of Pakistan.

We hope you enjoy *Going to School* and welcome your feedback and suggestions.

Mehnaz Akber Aziz
Education Specialist
The Asia Foundation
April 2002

Alfalah Development Organization

Dhok Hassu Teacher's Resource Center

The Asia Foundation, in cooperation with the Alfalah Development Organization, is supporting the establishment of the Teacher's Resource Center in the Dhok Hassu residential district of Rawalpindi in February 2002. A community of tightly-built houses and a dense population, Dhok Hassu faces a severe deprivation of quality educational institutions for its children. TAF and Alfalah agreed on this cooperative program as a key pilot project for public-private partnership in education reform. Based on the project's quick progress, the community-led Resource Center now serves as a model program for similar planned projects in surrounding areas.

US Ambassador Wendy Chamberlin inaugurating Teacher's Resource Center, Dhok Hassu

The TAF/Alfalah partnership allows for coordination between the public and private education sectors and empowers the participating schools to engage with local government leaders. Teachers affiliated with both government and non-government schools are able to join a unique, integrated training program to broaden their skills. The training curricula helps build education values, and introduces concepts such as equality and gender in education; social-educational leadership development; school management, organization and growth; and making the transition to higher education

Twenty teachers from 10 private schools and 10 teachers from adjoining government schools are currently receiving ongoing training. Information and training kits are also available to the general community for those who are considering careers in teaching. In addition, the Resource Center aids education providers in assessing

and improving their performances. Locally elected Union Council Members are encouraged to receive information on the details and achievements of the teacher-training program and its constituents. To ensure continued growth and assessment of the program, monthly meetings of selected school representatives are held at the Resource Center.

With this new project, TAF and Alfalah hope to achieve coordination among government and non-government schools in Dhok Hassu, to raise education standards, to provide clean and friendly school environments, and to strengthen school management. The communities involved have reported improvements in several areas since the onset of the TAF/Alfalah initiative, including introduction of a broader range of teaching materials and methods available to teachers. Ultimately, the project hopes to create an environment in which the schools, locally elected officials, and the education officers of the government would be capable of sustaining the improved school conditions after the completion of the partnership project. Plans to create 11 additional Resource Centers in neighboring areas are underway, with a goal of wide-scale replication over the long-term.

US Ambassador
meeting with lady councillors

Alif Laila Book Bus Society

A Children's Lending Library

"It is essential for children to have a relationship with books. Books help young minds to form opinions, develop ideas, and learn about a larger world." It was with this attitude that Basarat Kazmi formed the Alif Laila Book Bus Society nearly a quarter of a century ago. It is a testament to her single-minded determination and commitment that Alif Laila remains a strong and active resource center for children.

The Society began in 1978 when Basarat formed a children's lending library in an engineless double-decker bus stationed at the edge of a park in Gulberg, Lahore. The bus was converted into a library, with numerous bookshelves and comfortable seating. The walls were painted with bright murals, and through the day, sun streams through the windows. As most children of underprivileged backgrounds don't have buying power, a lending library seemed a workable solution, and a way in which to expand their horizons and expose them to ideas they would not normally have had access to.

Basarat Kazmi had witnessed the dismal state of governmental schooling, which she describes as "Dickensian." She describes their methodologies as didactic, and states that they employ archaic principles

such as rote learning, and the punishment cane. Because government schools have little or no extra-curricular activities, she approached various principals of schools in the vicinity to send their pupils and encourage them to become members of the society.

In a two-pronged partnership, with the Pakistan NGO Initiative lending institutional strengthening and programmatic support, Alif Laila successfully administered eight individual hobby clubs from a separate resource center. Numerous children from government schools were given access, some for the first time, to instruction in computers, electronics, mechanics, photography, arts, crafts, aero-modelling, and carpentry. Children from six different girls' schools had the opportunity of visiting the resource center weekly for an hour at a time. "One hour might not seem like a long enough time, but it opens doors and shows these children things they haven't seen before," says an instructor. Even many private schools today don't offer such a rich array of extracurricular activities.

> *"Since childhood I have wanted to do away with the disparity between the haves and the have-nots of this country. I have always felt that one must try to create a better tomorrow for our country's children. My idea was to involve underprivileged children. Local government schools are appalling and my heart goes out to these children. I wanted to create an impact on their lives. I wanted to offer them something better, something to have hope for."*
> - Basarat Kazmi, Alif Laila Book Bus Society

Last year alone there were 19,000 recorded visits to the Alif Laila Book Bus Society. The Government of the Punjab has verified that Alif Laila records a higher membership than the Punjab Public Library.

"We had a very satisfying relationship with TAF funding the running of the hobby clubs, says Basarat. Under the guidance of TAF, Alif Laila published policy papers on resource centers, fund raising, universal education, and wrote a strategic plan for their future. Through publications, kits and crafts, Alif Laila can look forward to a future that is self-sustaining. "With periodic help, Alif Laila has sustained itself as a serious organization."

Today the Alif Laila Book Bus Society has grown considerably. They host extensive activities like puppet shows and sporting events in the adjacent park. They have a building in the park that is a reference library equipped with audio visual equipment, as well as a vast video library of educational and nature documentaries. Alif Laila owns a bus

that ferries the children back and forth from school to the resource center or library. In addition, Alif Laila has run non-formal schools in Lahore's squatter colonies. "We believe that all the children in Pakistan deserve the best that we can give them." Although she has no formal training, Basarat Kazmi has developed a deep understanding of education. This knowledge coupled with an unflagging commitment to the cause of education has made Alif Laila endure. "Alif Laila is like a religion for me," she says.

Alif Laila has a vibrant publications department where they create books and activity-based learning aids for teachers and students. "Much of the national curriculum is outdated. Often the teachers themselves do not understand concepts. We have produced books and kits on mathematics and science. Through our materials we hope to go where Alif Laila cannot physically go."

As a new initiative, Alif Laila approached five government schools with unutilized classrooms. They have now established bright, interactive, child-friendly preschool classes within these government schools. It is a model they hope to replicate, just as they hope to replicate the Alif Laila Book Bus and resource center through all the provinces of Pakistan.

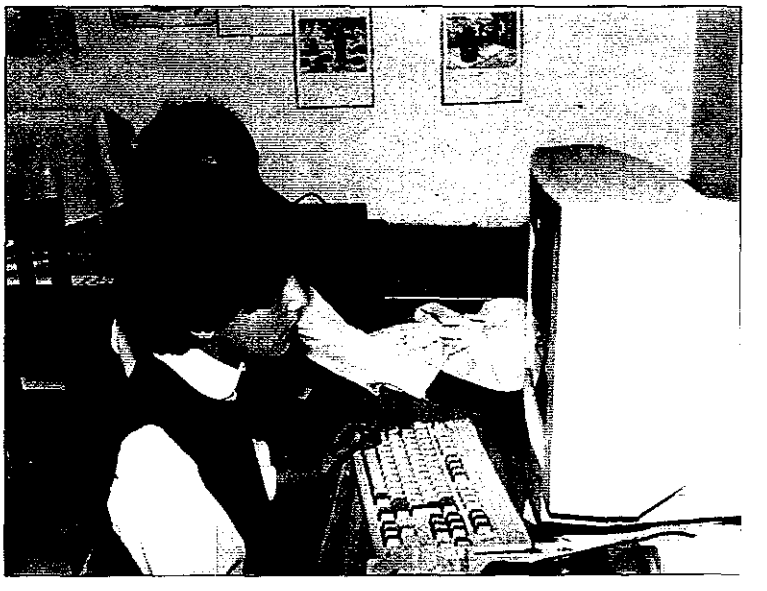
"Only in a happy place can children grow well and make their education worthwhile."

Alliance for Quality Education Program

Growth through Cooperation in the Education of Pakistan's Youth

With the approach of "growth through cooperation" in the education of Pakistan's youth, TAF is collaborating with Alliance for Quality Education under the Pakistan NGO Initiative (PNI) to provide the best schooling possible to the poorest of the population in. A network of three groups was established in February 2002 to ensure standardization and opportunity for experience-sharing for participating schools from the public and private sectors.

Due to the Government's failure to supply quality education to the people of Pakistan, multiple education providers now exist and as many as 30% of students attend private schools. While the schools provide an alternative, they remain external to school standardization processes needed for quality education. Furthermore, linkage with training institutions remains weak for the majority of private schools. In response, the Alliance program was brokered to strengthen the capacity of private institutions and to assist in public-private partnerships as well. The members include constituent schools from the Kashmir Education Trust Project, the Sufi Foundation Project, the Mianwali Education Trust Project, and AGAHI (a CIDA Funded Project).



Quality enhancement

In addition to TAF support to the reform of curriculum planning, teacher and student evaluation, student testing, teacher training, and coordination with external organizations, the Alliance employs

a coordinator to oversee and administer the process. The schools vary in student numbers and are increasingly incorporating larger

Agahi school teachers at completion of a course

female percentages into their populations. For example, the Mianwali Project's school (Tameer-e-Millat Secondary High School) houses 29 teachers and 420 students; estimates claim the school is likely to have 700 students and will need over forty teachers by 2005. The need for collaboration towards the elevation of standards in schools is imperative as student populations in private schools increase in Pakistan, as the TAF/Alliance project is demonstrating a path for enhancing quality across the wide spectrum of Pakistani schools.

Science class at Pearl Valley School, Rawlakot

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Baahnh Beli

Integrated Programs for the Marginalized

Tharparkar, a vast desert in the interior of Sindh, is possibly one of the most remote, backward, and undeveloped regions in the country. A modern day anachronism, it is a place where time has stood still for centuries, where no roads, airlines or trains have accessed this frontier of Pakistan. Arid and agriculturally barren, the indigenous people eke out a meager subsistence, barely surviving from season to season but unable to better their living standards.

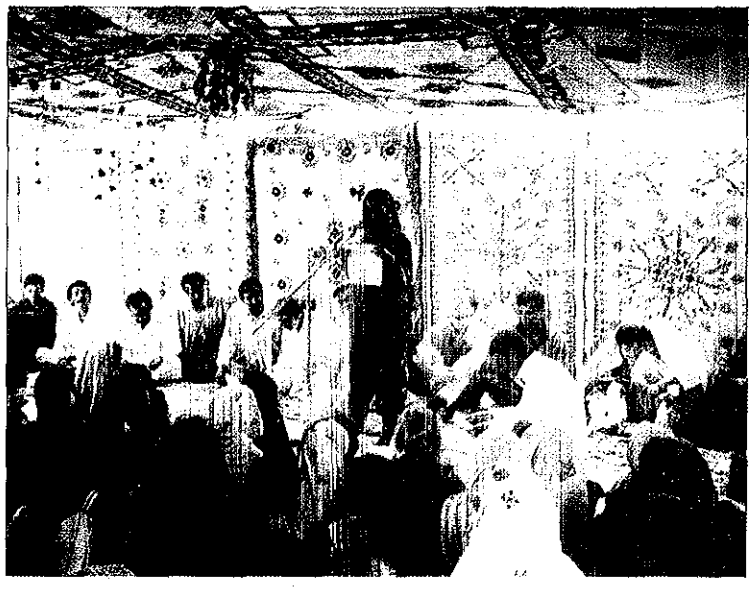
A core group of concerned urban-based professionals and social activists, led by Javed Jabbar, formed during the severe drought of 1985. Their initial mandate was merely to give the people of Tharparkar a voice in the media, and to alert the rest of the country to the drought and imminent starvation facing the locals. "Tharparkar desert was beyond the mainstream of development consciousness. It was a very neglected part of the country," says Javed Jabbar. Initially the group of concerned citizens would meet to discuss the immediate needs of the people of Tharparkar and try to arrange relief. They had no donors or project support, but would work together to raise funds for minor projects such as repairing wells. The meetings were informal but highly interactive, and a great learning experience for what was to follow later.

A non-formal School in Tharparker

Baahnh Beli, the pioneering NGO in Tharparkar desert was formally registered in 1987. Baahnh Beli is a Seraiki language phrase meaning "to hold hands in

friendship." The locals of Tharparkar were asked to choose a name to ensure a sense of community participation and ownership in the future projects conducted by Baahnh Beli. Once Baahnh Beli was registered, the need to formalize their approach arose. Baahnh Beli decided to focus on the sectors of female education, health, micro credit, livestock maintenance, and efficient irrigation. Among their other initiatives, dozens of girls' schools have been set up through some of the most remote areas of Tharparkar: for some, these have been the first operational girls' schools ever. Jabbar says, "There was a need for a new kind of organization: a rural-urban bridge of friendship and cooperation. Huge distances had to be bridged in terms of geography, ethnicity, income levels, language, and infrastructure. In the larger political environment there was an attempt to polarize rural and urban Sindh, and we wanted to put into play a binding and healing process. "

> *"Our relationship with The Asia Foundation began during the Pakistan NGO Initiative in early 1997. TAF visited Baahnh Beli and asked us to evolve a formal project for girls' schools as part of the Pakistan NGO initiative. TAF took the initiative of contacting us. They took an understanding view of our needs and became very constructive collaborators in the process. TAF has enabled us to start institutionalizing what we had done up until then on an informal and spontaneous basis."*
>
> - Javed Jabbar, Baahnh Beli



Participatory development had not yet gained currency, but the evolution of Baahnh Beli and its approach has been entirely derived from field experience, with the concept of female education as its pivot. There has always been a high degree of village participation in all of Baahnh Beli's projects.

Through their relationship with TAF, Baahnh Beli developed a partnership with fellow educational NGO, SAHE. Using indigenous and locally relevant material and symbols, SAHE developed a special curriculum in the local language for non-formal primary education in

Tharparkar. Although education was given the top-most priority, there were concerns over how the initial

30 schools would fare during times of adversity. Despite famine and drought, there are now 39 schools. Not only was this an increase in the number of schools, but two of the schools were upgraded from primary to secondary.

The Sindh Department of Education has now formally recognized Baahn Beli's non-formal girls' schools. As such, students of Baahnh Beli schools are permitted to take government-certified exams, and they can look forward to higher education.

There is a thirst for education as the plains of Tharparkar are not only arid and hostile, but also subject to unpredictable events such as earthquakes, climatic hazards, and financial problems. If attempts at education can be successful there, other educational initiatives elsewhere have every reason to also be successful.

Going to School

The Book Group

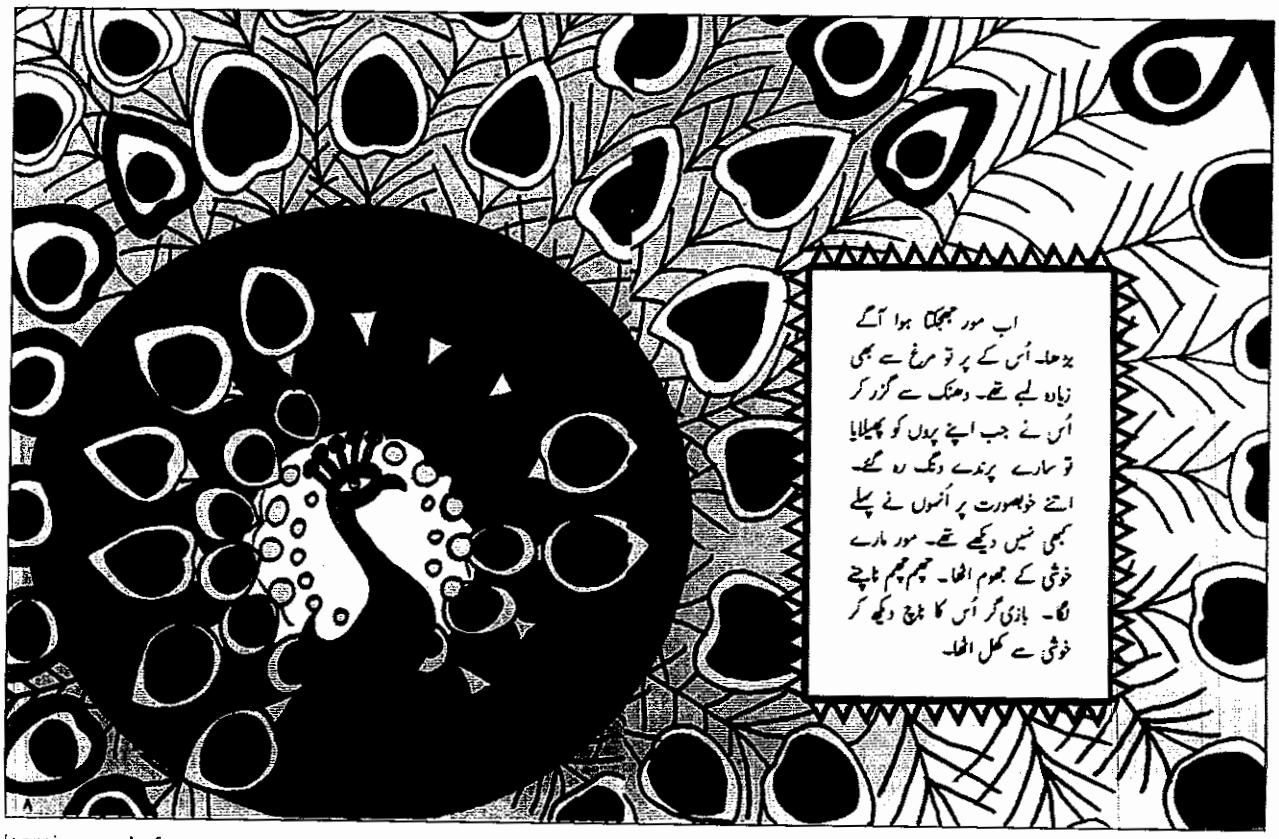
Striving to Reform Pakistan's Education System

The Book Group (BG) brings together a group of concerned educationists striving to reform Pakistan's education system. BG is committed to producing high quality texts, developing curriculum alternatives and supplementary teaching material, and improving the skills of teachers. Drawing on the lessons learned in practical approach to reform, BG further provides concrete inputs into the policy making process.

Formed in October 1988, BG began working in a select number of schools to redefine the objectives of education, restructuring the curricula to meet these objectives, developing alternative textbooks, and make teaching more innovative and child-centered. To date, BG has developed and printed 52 supplementary alternative textbooks used in 37 participating schools. In addition, an integrated curriculum for classes I and II (in English) has been developed in collaboration with 11 of these schools. BG took over the management of one government school in 1995, a successful pilot program exemplifying public-private cooperation. In association with 18 other schools in Karachi, BG has initiated the establishment of an independent Examination Board as well.

As part of their ongoing efforts, BG has collaborated with TAF to develop two alternative textbooks with accompanying teacher's guides, and

initiated training and development programs initially involving six low-income schools in Karachi. These books and guides aim to make education relevant and functional by drawing directly on the culture and environment of the learners and the communities they live in. The materials help advance creative learning skills, develop vocabularies, and enhance confidence among children as to express themselves and ask questions.



learning made fun

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Bright Education Society

The Naunehal Academy

Since 1996 the Bright Education Society (BES) has been a thriving and integral part of Islamia Colony,

before... starting up on roof-top

Qasbah, on the hilly fringes of Orangi town, an urban slum with over 1.5 million people and a surprising literacy rate of 70%. Run by three enthusiastic and committed young men, BES has expanded its initial mandate to extend beyond the prime focus of education, and now BES also addresses such core issues as preventive and public health, sanitation, and micro credit.

BES is a testament to the successes of social mobilization when members of a community pull together to effect social change and uplift their own conditions and environment. With The Asia Foundation's initial and continued support, Waheed Khan, Faqeer Mohammed and Syed Latif have created a sustainable and growing enterprise for change and development within their community.

In 1994, these three teenaged residents of Islamia Colony were recruited by Orangi Pilot Project (OPP) to help conduct a survey of their area, and their findings were grim. Sanitation and literacy were identified as the direst problems in certain pockets of Islamia Colony. The local government had provided little or no provision for civic facilities, and the literacy rate was found to be a dismal 2% among this poor and disenfranchised migrant community, predominantly from the North West Frontier Province (NWFP). Propelled into taking action

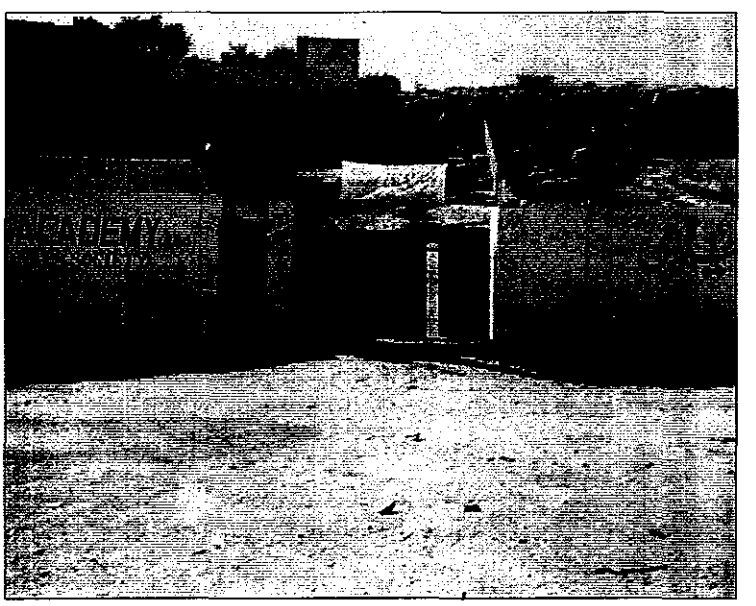
by OPP, the three rallied together, and under OPP guidance and training, helped to mobilize the community while participating in laying sanitation lines in the streets of Islamia Colony. Having completed this task efficiently, each decided independently to work in the field of education since there existed only one functional government primary school serving a population of 80,000 residents. They recognized that without access to education, there was little hope for residents of Islamia Colony to break the cycle of poverty.

> *"Initially there was a very poor female enrollment rate. We went to the community elders urging them to send their daughters to school, but it wasn't until we enrolled our own sisters and nieces, and hired a female teacher, that others started to feel encouraged and followed suit. As an incentive we also offered the girl students free books."*
>
> -Waheed Khan, BES

Waheed obtained a grant of Rs.1,300 to establish a home school on his own premises, while Faqeer and Latif started a coaching centre. Unfortunately, both of these initiatives faced difficulty in the first year. For example, neither took tuition fees from their students, which rendered them unsustainable.

Having learned valuable lessons through experience, the three friends joined hands a year later, in 1995, and established a new platform under the banner of the Bright Education Society. Through the Pakistan NGO Initiative's support of the Educational Entrepreneurs Program, BES was formally registered in 1996. "TAF provided the teachers' salaries. They gave us direction and on the job training of accounting and structure planning. Without their initial support, Bright Education Society might not have survived despite our best efforts and intentions," says Waheed.

The combined efforts of Waheed, Faqeer and Latif led to the opening of the Naunehal Academy, a formal school. In addition, the group held a series of meetings within the community to establish a sense of ownership. Through these meetings it was decided that the



...after, a full institution

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Naunehal Academy would have to charge a nominal fee with the goals of being a viable initiative. In addition, they also established "a book bank" that would lend books to the students at an affordable annual rate.

Despite opposition from the conservative elements in their community, they were able to raise the level of female enrollment considerably.

The Naunehal Academy has grown dramatically since its early

days. The school had to change premises five times before the Sindh Katchi Abadi Authority (SKAA) allocated them land for a school. The local landlords embroiled them in a lengthy land dispute, which was finally settled in their favor. Room by room the school has grown and it now boasts 8 rooms around a sunny courtyard. Today the Academy has a student enrollment of 250. Including Waheed, Faqeer and Latif, there are twelve teachers, five of whom are female. The teachers' education levels range from Intermediate graduates to Masters graduates. Waheed, Faqeer, and Latif work voluntarily and save their salaries in a common pool which is used as funding for school improvements. With funds raised from other partners including Citibank, Old Kinnaid Student's Association, and Academy for Education Development, BES has recently purchased a computer for the Academy and has included a computer-training course.

Since 1997, BES has established six home-based schools for girls in the informal education sector. These home-based schools have been especially welcomed by the families of children who work for a living, because of their flexible timetables. Brimming with ideas for the future, Waheed, Faqeer, and Latif exchange ideas about English language coaching Centres, computer schools, and the Naunehal Academy 2, which is currently being built in Clifton's *katchi abadi* or slum area.

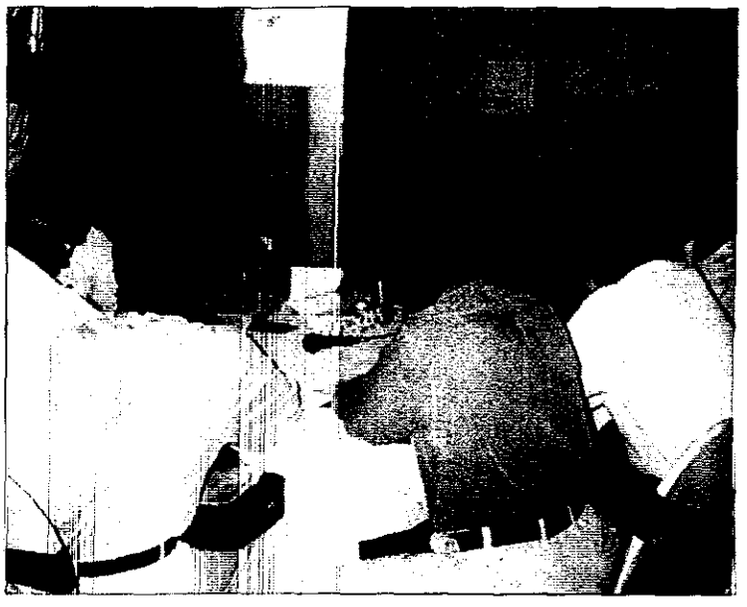
Waheed, Faqeer, and Latif are now in their early twenties. Although experience has tempered and taught them practical realities, they retain the optimism and vigour of youth, and the light of idealism remains undimmed in their minds.

Faran Education Society

A Model School System Synonymous with Success

The Faran Education Society has become a model school system synonymous with success. Mention FES in any educational forum nationwide and its endeavours are applauded. With a network of over 800 partner schools, educating over 120,000 students today, FES has grown in quantum leaps since its inception.

Although FES was formally registered in 1978, the seeds of the initiative were planted in 1975. With the help of a group of motivated and dedicated teachers, Reaz Ahmed, a mathematician, spearheaded an active community mobilization campaign and formed a community based organization as well as created his first pilot school. Reaz Ahmed belongs to a community of Bihari migrants who came to Pakistan in 1971. Despite extreme hardships, the community focused on educating their offspring. Their schools adopted the slogan "Charity negates development. Education leads to development." It was with this firm principle in mind that Reaz designed a self-sustaining, fee-taking school, depending on the strengths of the community, and without turning to donors for support.



Education workshop under TAF Funding

Donor support was nowhere in sight for the first few years. "We wanted to be self- sustaining, and we realized that most donors have an agenda of their own. They also have a habit of putting too many objectives into a little budget. We didn't want to work with those pressures," says Reaz. However, having established its credentials,

the Faran Education Society developed an agreeable and productive relationship with The Asia Foundation under the Pakistan NGO Initiative.

Orangi, a sprawling urban slum, the largest in Asia, inhabited by well over one and a half million poor and disenfranchised migrants, is possibly the seat of the most deprived sector of society. Unfortunately, in its early days Reaz Ahmed's pilot school was beset by one disaster after another. They were initially evicted from rented premises, their school building was damaged in a storm, and finally the building was subject to a deliberate arson attack and burned down. It is a testament to Reaz Ahmed's relentless commitment that despite all these disasters, the school never stopped functioning. Teachers would have to improvise by taking lessons in the open air or under hastily erected tents. Twenty-five years later the Faran School still operates today.

> *"TAF were frequent visitors of our program, even before funding began. During their PNI program they gave us management funding and kept us afloat. Without their support we certainly would not have been able to grow as effectively as we have. In fact, without their support, Faran Education Society may have collapsed."*
>
> -Reaz Ahmed, FES

Maths Books workshop

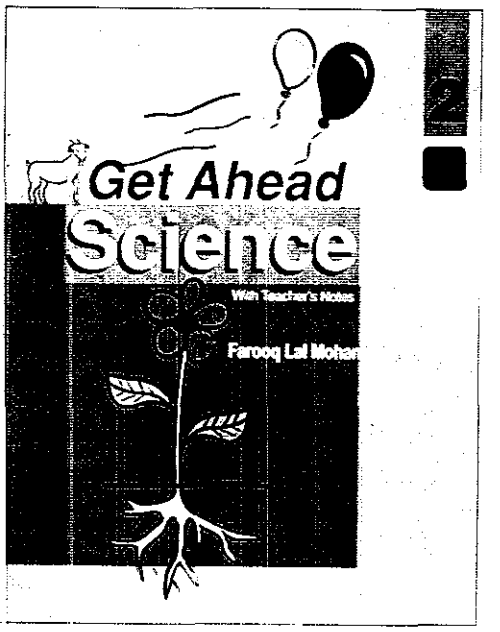
Reaz Ahmed recognized the fact that for so many people, their children's education was the only ray of hope in their lives: "So many families were desperate to educate their children. They would sacrifice a meal, but not their children's education. We could not let them down."

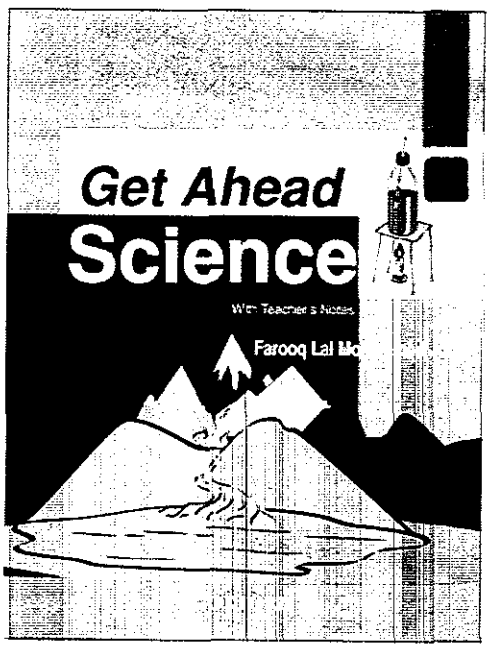
Today, Faran Education Society's 800 partner schools with over 120,000 students in the private, public, and non-formal sectors, have access to FES libraries and computer laboratories.

As well as management funding, TAF has given directional guidance to FES and urged them to look into other earning avenues for self-sufficiency. FES has expanded its mandate to include teacher training, curriculum development,

and publications. FES staff has developed eight science books, and the Oxford University Press is publishing six mathematics textbooks for sale and general distribution. In keeping with the growing demands of the times, FES today runs an Institute of Computer Sciences for both adult learners and school-going children.

Almost in defiance of these huge battles that the Faran Education Society has had to fight, Orangi today has a literacy rate of over 70%. In the cluster area within which FES has its schools, the literacy rate is as high as 90%. Compared to the official national literacy rate, the success stories of educational initiatives in Orangi are models worth marveling over and learning from.





Books developed by TAF support

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Khwendo Kor

Bridging the Gap

Khwendo Kor's mission targets women and children's development through education, health, and micro-finance. For Mariam Bibi, the pioneering spirit behind Khwendo Kor, these are not merely ideals, and she is familiar with each of these three subjects well as they have affected her own life in a direct sense. While she has battled against severe odds to make a place for herself in an extremely conservative society, Mariam Bibi strives to improve the quality of life for countless other women and children within the contexts of both family and society.

> *"When I began, I was not so clear about my agenda. I soon realized that women were asking for education and healthcare. Until these fundamental needs were met, the environment did not matter to them. What stoves they cooked on or what fuel they used meant nothing. We had not been working according to their needs; we had been imposing our own ideas."*
>
> - Mariam Bibi, Khwendo Kor

Khwendo Kor means "sisters' home" in Pushto, the primary language of NWFP. Established initially as an environmental NGO in 1993, Mariam Bibi changed focus to women and children after some preliminary fieldwork. This insight led to the realization that the requirements of the community would be paramount. Without the cornerstone of education and basic healthcare, other important development issues could not be tackled. As part of the Pakistan NGO Initiative, a partnership between The Asia Foundation and Khwendo Kor developed to support Khwendo Kor's three goals: women's development, education and micro finance. In Bibi's own words, "The Asia Foundation has been sensitive

to our needs and are very supportive partners."

Khwendo Kor's partnership with The Asia Foundation began in 1996. They had established thirty schools in Malakand and another thirty in Karak when their funding from another donor agency came to an abrupt end due to policy changes.

> *"The Asia Foundation helped us to further clarify our role. They have been willing to share their experience with us, as well as giving us technical guidance. They have allowed us to grow and have always tried to understand of our particular needs and constraints."*
>
> -Mariam Bibi, Khwendo Kor

With renewed conviction about its role and with the on-going support of their partner TAF, Khwendo Kor works in remote areas of the Frontier, and as of now has established over 100 schools in the four districts of Dir, Malakand, Karak and Peshawar. Over 3000 students have been directly impacted by their non-formal educational initiatives. As well as primary schooling for girls, Khwendo Kor runs adult literacy programs. These include health education, traditional birth attendant training, and basic literacy. As a part of their micro-enterprise program, Khwendo Kor trains women in skills and management techniques before helping them establish fruitful linkages with banks and micro-finance institutes

In the districts within which Khwendo Kor works, preventive healthcare has also been provided for mothers and children, and assistance with linkages to government-sponsored basic health units and district health officers are also available should the need for curative measures arise. Khwendo Kor does not shy from intervention within communities on issues of advocacy and awareness raising, and instead poses questions and facilitates the community to reach feasible and sustainable solutions to their own problems. Khwendo Kor is involved in advocacy work at all levels, and is an active member of various national forums. Providing technical

Community school in a government-defunct building

assistance and expanding management have been critical and integral in the partnership between TAF and Khwendo Kor.

After The Asia Foundation's evaluation of Khwendo Kor's work, they partnered again to initiate the Khujwand Project. Meaning "better life," Khujwand was designed as an integrated project combining education, capacity building for women, preventive health care and micro-finance. Khujwand 1 and 2 have been successful and continuous programs with The Asia Foundation.

> *"Our vision is clear. Empowerment of women has to be sensitive and contextual. We have to build a gradual rapport and trust within the community. We want to reach our objectives without causing an imbalance in the communities we work within."*
>
> *"Khwendo Kor has been able to prove that if communities are mobilized properly and parents are involved in the educational process of their children, then educational initiatives for girls can be successful, even in the most remote and conservative areas."*
>
> - Mariam Bibi, Khwendo Kor

Mariam Bibi has received numerous awards for her work, most notably the United Nations Award for Women's Development. The Government of Pakistan has awarded her the prestigious *Sitara Imtiaz*. However, rather than reveling in her glory, Bibi is self-effacing but strong and dynamic, and focuses her energies on Khwendo Kor and the role she plays steering its course.

Kubar Welfare Association and Youth Social Welfare Association

Replicating and Scaling CBO's experiences

The Asia Foundation supported CBOs, the Kubar Welfare Association (KWA) and the Youth Social Welfare Association (YSWA) to implement a pilot project to pre-test two community-based schools in rural communities in Khairpur Sindh. Kubar Welfare Association (KWA) and Youth Social Welfare Association ran the two schools in rural communities of Khairpur Sindh. Sadiqa Salahuddun, then Director of The NGO Resource Centre facilitated the link of the CBOs to the Foundation.

The KWA was established in 1989 in the *Makran Khan Kubar* village when a few members of the Kubar youth decided to improve the living conditions of their community. Because there were no girls' schools in the village and a male teacher, who did not belong to Kubar, headed the only female school in a nearby village, very few girls were being educated. Recognizing this to be an obstacle in the process of development, the KWA decided to address the issue, and proceeded to name 1995 as the *Year of Female Education*. The NGO Resource Centre (NGORC) provided training in basic teaching and school management skills to 5 selected teachers for this project.

Bringing change through teacher training

YSWA was created in 1993 to improve the basic amenities in the Makran Khan Kubar. When asked why the need for such an organization was felt, one of the senior members of YSWA narrated an incident that described how, without a formal forum, it had

"There was a flaw at some level of the electricity supply system of the village, and in spite of repeated complaints, nothing was done about it. Eventually, after nine months without electricity, we [members of the YSWA] *went directly to the* khulli kutchehri [open court] of *an influential government official, who instructed one of his staff to have the electricity supply renewed with 24 hours. The flaw was obviously so minimal that his orders were carried out. We realized then that it was only when we exerted ourselves as a group, and not while we had been making personal endeavors, that we were taken seriously."*

- Sadiqa Salahuddun, NGO Resource Centre

become impossible to maintain even basic amenities.

Although there is a public girls school including the middle school level present in the village, levels of female literacy there remained low. Girls' attendance was low because the school was not centrally located, next to a busy highway and adjacent to the boys' school. The girls' teachers came irregularly, were often changed, and were disinterested in their pupils' development. Recognizing 1995 as the year of female education, YSWA launched a non-formal schooling plan, which began with the identification and motivation of two local young women as school teachers, followed by a door-to-door campaign to motivate families into sending their daughters to school. The school began functioning in August 1995 with a total of 98 students, divided into two classes.

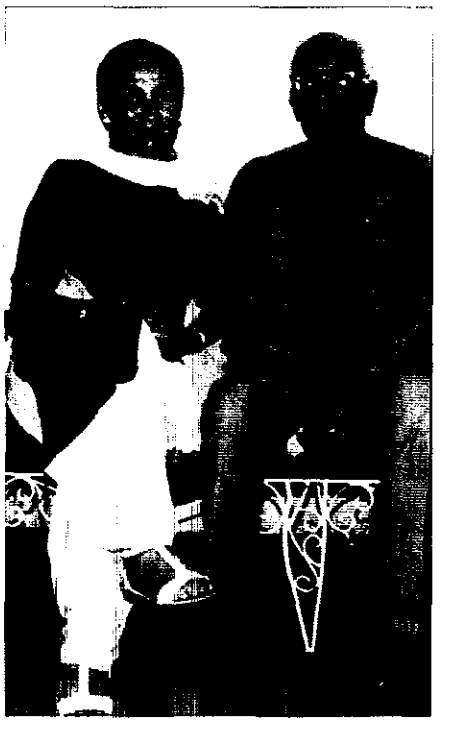
Both CBOs in May 1996 received a grant from TAF towards the support of the girls' primary school. This experiment was scaled up under the World Bank- funded national Social Action Program by establishing 60 CBO run schools, which a local group called Naz Old Boys Welfare Association (NOWA) maintained. When the funding stopped in 1998, these schools were taken over by Development in Literacy (DIL) group , an expatriate Pakistani group in California. To this day the project is alive and running, serving as a model project for others to come.

Orangi Pilot Project

Supporting Entrepreneurial Models

Orangi is one of the largest urban slums in the Asian continent, with a population of over 1.5 million people and 700 schools. With an ever-burgeoning population of poor, disenfranchised migrants, education is critical to break the slum's vicious cycle of poverty. In 1980, the renowned social scientist Dr. Akhtar Hameed Khan established the Orangi Pilot Project (OPP). Working primarily in the fields of health, sanitation and education, OPP developed a Research and Training Institute (RTI) to assist grassroots NGOs and Community-Based Organizations (CBOs) with their work. OPP operates on the principle of funding development while providing valuable social and technical guidance to encourage the mobilization of local resources and the practice of co-operative action at the local community level.

The objective of the collaborative initiative between The Asia Foundation and OPP RTI is the provision of quality non-formal education to people who have limited or no access to the formal education system. Through this initiative, support has been extended to small yet functional and established non-formal private initiatives that need encouragement to grow. Educated youth of the area have been persuaded to create one-room, one-teacher schools in their own homes. As an initiative in educational entrepreneurship, the OPP/TAF partnership gives schools start-up grants, monitors their progress, and reduces the proportion of funding so the schools strengthen themselves over time. OPP/TAF supports slow, incremental growth, monitors the direction in which these schools are heading, and encourages community independence with self-sustainability being the end goal. Of



A project guided by the late Dr. Akhter Hameed Khan

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the 67 schools initially supported, 42 have survived and are flourishing.

OPP meets monthly with each of these small schools to share knowledge and facilitate an osmosis of ideas. Anwar Rashid, Director of OPP says: "There has always been a need for a forum for small level schools, both for the sharing of methods as well as for encouragement. TAF supported these initiatives during their critical start-up phase. This is when schools and the teachers running them are at their most vulnerable and in need of recognition, acceptance and confidence building. People need a token of recognition; it's a fact of human engineering."

"The way this project has been funded creates an environment which allows people to build faith in themselves and tap their inner resources. They solve their own problems. We are really only there to support them through the start up phase, monitor them, and give technical assistance or advice on direction. This program has the necessary dynamics and ingredients for healthy development."

-Anwar Rashid, OPP

English-medium entrepreneurial schools

Each start-up grant is enough to make some physical improvements to the schoolroom, such as basic furniture, a blackboard, or fans. However, not all the assistance required by schools is financial. In addition to material goods, OPP also gives much-required teacher training for the educated youth that commit their time to improve the lives of children in their communities. Credit must go to these young people for choosing to work towards the greater good.

By encouraging young educational entrepreneurs, OPP and TAF have developed a two-pronged approach. They not only work towards educating the youth of tomorrow, they also encourage and assist today's youth to develop a worthwhile and meaningful livelihood. In turn, these young people build on their pride and self-reliance, and the change impacts their communities as a whole.

Pakistan Institute for Environment Development Action Research

Step by Step to Sustainable Schools

No single aspect of development can be viewed entirely in isolation. Any given field of development may intersect, overlap, and impact other seemingly unrelated fields, and can be reached through a multitude of different avenues. PIEDAR's involvement in education is a successful example of this.

PIEDAR is essentially an environmental NGO established in 1992 as an offspring of Pakistan's National Conservation Strategy. Led by Syed Ayub Qutub, a core group of policy makers joined together in order to put into practice, at the grassroots level, the nation's environmental agenda. "Making policies was one thing. Demonstrable implementation was quite another," says Ayub.

PIEDAR has representation in three provinces of Pakistan. It is involved in reversing environmental degradation through the conservation of lakes, training guides for eco-tourism, controlling the risk of pathogens by building sewers in densely populated urban slums, and teaching communities to manage their irrigation systems in the most productive and sustainable way. 6,000 students of Urdu medium schools in the Punjab have had instruction on environmental management added to their syllabus.

Due to a successful long-term partnership with The Asia Foundation, which began in January 1997, PIEDAR has also run 40

primary home schools for rural children. These schools have 1,300 students, 80% of whom are female.

Although the initiative to form these schools was taken by PIEDAR, TAF now supports their program and operational costs. "We have had a good relationship of balance with The Asia Foundation. Their system of support is progressive and keeps the needs of the partner in mind, while also ensuring that we stick to our targets," says Ayub.

> *"We make sure that the teachers throw away their punishment cane, and break the habit of rote learning."*
>
> -Syed Ayub Qutb, PEIDAR

Believing in local autonomy and enterprise, these PIEDAR/TAF schools charge a nominal fee from their students. The schools are teacher-owned and supported by the local community. In order to ensure quality education, learning coordinators visit each school regularly and demonstrate the newest and most improved standards of primary education.

breaking myths...

Through this experience PIEDAR and TAF are trying to establish a workable and successful model for primary schooling for rural girls, probably the most neglected sector of society. A heavily documented quarterly report is produced as an action research initiative "to grade the investments, results, possibilities and impossibilities of these schools," Ayub says.

How did PIEDAR get involved in primary education for rural girls? Much of PIEDAR's environmental involvement is at the grassroots level in rural areas. A couple of years after they had established themselves in various localities, the women of one area in Khanewal felt confident

enough to approach them. The women complained about feeling marginalized and requested for help to set up a home school for their girls. Beginning modestly, PIEDAR bought a blackboard and promised a monthly stipend to one such home school run by a young girl who had passed her matriculation. Through this experience, they then began asking about schooling for girls in all the areas that they worked in. "Although there were buildings for

schools in many areas, we noticed that most were non-functional. Teachers would just not attend." Within two years PIEDAR was running 20 such home schools for girls, with an astonishingly positive enrollment rate. Encouraged by this, Ayub claims, "If we can train village girls to deliver quality education, then even the poorest parents will send their daughters and pay a nominal fee."

With TAF support, today over 400 girls have passed the 5th Grade at these schools. Time will only tell what the impact and far reaching effects of education will have on this first generation of rural girls to have access to basic education. Ayub says, "PIEDAR entered a partnership with the Pakistan NGO Initiative because we and TAF both believed in institution building. These schools must be teacher owned, have local participation for a sense of community ownership, and must charge a fee. Neither we nor TAF agree to the idea of schools run as charity shops." Although it is a struggle to establish schools as independent, Ayub is confident that most of the larger schools will be financially self-sustaining after another few years. The smaller schools will certainly need support until they reach a certain level allowing self-sufficiency to be possible.

Ayub is optimistic in his philosophy about PIEDAR's involvement in education. Although it is not a field of expertise for him, he recognizes the contribution these PIEDAR/TAF schools have made to their local communities. "Primary schooling is the most basic and fundamental need in education. Extensive world development literature supports the idea that the value added of primary education is far greater than any subsequent education. It's like the first glass of water that quenches severe thirst.

Relevant learning

After that first glass, each sip is fundamentally less important. Without that first glass, there is nothing."

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Society for the Advancement of Education

Developing Skills, Starting with Teachers

The SAHE-developed model of curriculum and teacher training encourages critical questioning, activity-based learning, playful creativity, and inquiry. "More than anything else we wish to instill curiosity, imagination and a love of learning in our students," says Dr. Fareeha Zafar, a pioneer and founding member of SAHE. Unlike traditional teaching methodologies that encourage rote learning, SAHE primarily develops reading, writing, and numerical skills in its non-formal primary based educational curriculum.

Using Flash cards

SAHE, the Society for the Advancement of Education, was founded by a group of volunteers and academics at the Punjab University in 1982. "We were concerned about the gaps in education. There seemed to be no concern with the world perspective on current themes, so we ran courses for older students on issues such as colonialism, identity, and nationalism. However, we soon realized that we needed to direct our focus towards the mainstream: the Urdu medium deprived." Material in Urdu was hard to come by, so often it had to be developed or translated, and there was an added gender dimension that came into play, as parents did not allow their daughters to attend evening classes.

By the late 1980s, the founders of SAHE began to realize that in order to have far-reaching effects, the base of primary education had to be strengthened, especially for communities in rural and low-income areas. For these communities an English language-based curriculum offered a promise of upward mobility. During the past decade SAHE has had the diverse experience of working on curriculum development and teacher training for government, NGO, non-formal,

and private schools, as well as their own community-based schools. SAHE began strictly as a voluntary organization. By the mid-1990s they had to employ a core staff to continue and make the projects viable. Thus began SAHE's relationship with The Asia Foundation. "During the PNI initiative in early 1997 The Asia Foundation gave us institutional support for a long-term training program. It was a flexible grant and they helped us develop an overall strategy. Our quantum of work increased, and through TAF we formed a partnership with Baahnh Beli to develop locally relevant material for them in Sindhi language. We also worked towards forming a directory of networked educational NGOs. TAF was very responsive to our needs throughout."

Later in PNI, SAHE organized a conference on non-formal education. 300 representatives of NGOs and CBOs attended this conference. With the findings SAHE further focussed on developing an education watch program to identify innovative initiatives, the development of human rights and gender instructional material, and the training of teachers. "As we drew in more resources we were able to experiment, innovate, expand, and grow as an institution. TAF supported our training of teachers, community workers and managers of educational programs." Through SAHE'S relationship with TAF, strong links have been formed with other educational NGOs such as Naz Old Boys Welfare Association (NOWA) and Baahnh Beli.

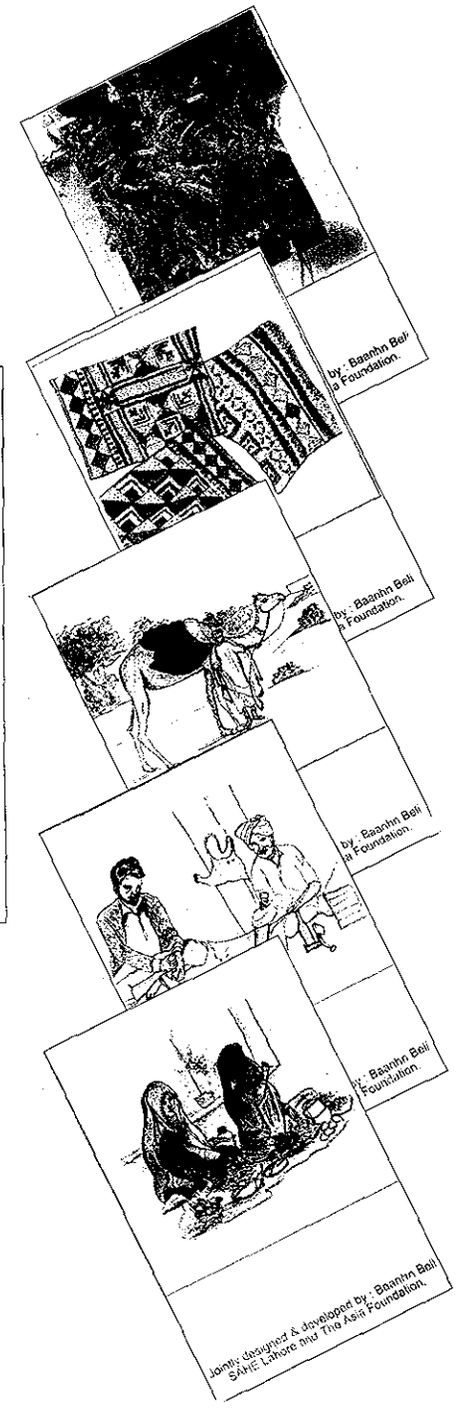
Running 40 schools for over a thousand students in eight districts of the Punjab, the typical SAHE classroom in a rural setting has colorful illustrations on the walls, posters on human rights education, gender issues, and the environment. Along with government prescribed textbooks, SAHE has developed innovative supplementary educational kits for each level in various subjects. The teaching is child-centered and activity-based, while the teachers are trained by SAHE for four days every alternate month. The program and students' results are regularly monitored and evaluated. Using multi-grade teaching methodologies, one teacher is able to take her students from grade 1 through to grade 5.

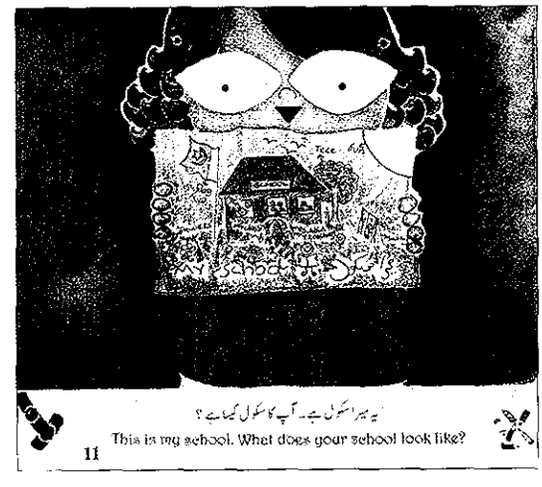
By motivating and mobilizing mothers in the community, SAHE has been able to increase enrollment in the schools considerably. Initially the communities were very conservative and there was a level of resistance to women's involvement when SAHE attempted to mobilize mothers to send their children, especially daughters, to these schools. However, after trust had been established, these women became active participants in the

whole educational process. Often daughters would go home and share their newly acquired knowledge with their mothers. This has led to a general feeling of women's empowerment and an improvement in their status within the communities where SAHE has schools.

> *"We have always believed in community participation. Sustainability is not merely a financial issue. Human resources and systems have to be sustained as well. In order to make these schools sustainable in the future, there has to be a sense of community ownership. With this aim in mind, each school has a village education committee responsible for collecting a token fee from each of the students monthly."*
>
> -Dr. Fareeha Zafar, SAHE

Curriculum development and teacher training are essential building blocks in any nation's educational strategy. The role of SAHE's broad-based primary educational curriculum is manifold. SAHE hopes to impart literacy, to instill a healthy curiosity, to give tools to ensure opportunities for a better quality of life, and finally to influence a moral value system pertaining to human rights, gender equality, health, and a respect for the environment. "To be effective, we had to translate these ideas into tangible teaching methods in a fun, activity based way."





Strengthening Participatory Organizations

Communities Take Charge

The mission of SPO is clearly defined in their name: Strengthening Participatory Organizations. Their aim as an NGO is to strengthen both rural and urban community based organizations (CBOs) to assist the poorer and disadvantaged sections of the communities to achieve their own goals by using a participatory approach to sustainable development.

Since the needs of development in Pakistan are manifold, SPO aims to assist community participation and encourage local grassroots organizations to understand their needs and facilitate communities to act on these findings. SPO does not target any particular sector of development, but instead supports various different CBOs to achieve their aims, through training and capacity building. Whichever route they may take, the ultimate aim of each of these CBOs is to help Pakistan sustainably develop into a strong and vibrant nation.

Although SPO was formally established as an NGO in 1994, their history goes back to 1987. Ali Akbar, their Chief Executive, has been with SPO since its inception, aiding and steering its growth. "We have been able to establish a strong regional presence," he says. With offices and representation in the cities and remote reaches of all four provinces, SPO today operates a training and capacity building service that interacts closely with over 760 CBOs. Of the 760 CBOs about a third are female organizations. In terms of sheer scale SPO is a unique organization. It is a testament to their commitment and success that so many community based organizations have chosen to partner

with SPO.

The multi-pronged and continuing relationship between The Asia Foundation and SPO began shortly after its formal inception in early 1994. "TAF provided strategic support for a women's empowerment program that we ran. Male organizations in the Frontier [NWFP]did not actively involve women, so this was a pilot project for establishing parallel female organizations."

> *"Our work is not sectorally focused. Our ultimate aim is capacity building, but we try to understand the communities' own needs, rather than foist our own pre-conceived ideas upon them. By involving the communities in a participatory approach, we feel that we can achieve much more."*
>
> - Ali Akbar, SPO

Another area of support was non-formal education. "Since we had had a productive and good working relationship with The Asia Foundation, we turned to them for help when we needed funding to reactivate thirty community schools in Noshera. Our original donors UNICEF pulled out of the program mid-stream due to some of their own internal policy changes. Had TAF not stepped in and provided bridge financing at that crucial time, the entire program may have collapsed."

By extending the original 18-month program to two years, TAF successfully funded a project that directly impacted the lives of over one thousand male and female primary school students. Had these primary schools not been reactivated, none of these children would have had access to any form of education.

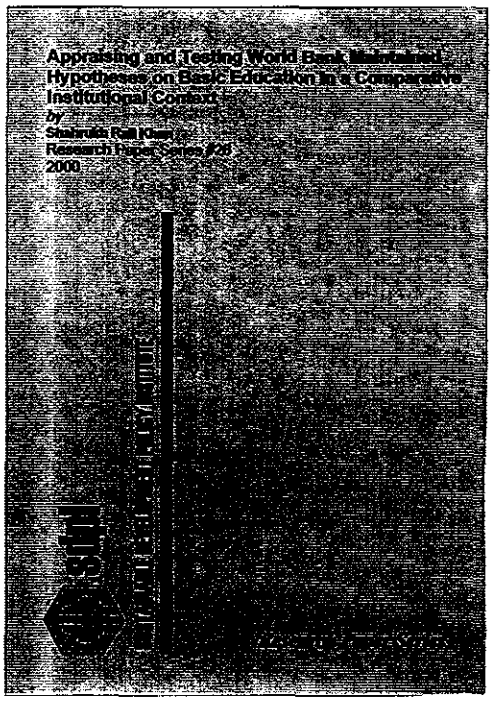
TAF stepped in a third time to support an integrated female non-formal literacy program in Turbat, Balochistan. Women and girls would come together to learn basic literacy, acquire skills, and understand how to approach micro-credit organizations with feasible initiatives. "TAF have been close and valuable friends to SPO. We feel that whenever we have a problem or concerns, we can knock at their door. It is a vibrant and positive relationship, despite the financial and programmatic constraints."

The Sustainable Development Policy Institute

Policy Reforms Based on Grassroots Experiences

The Sustainable Development Policy Institute (SDPI) is an independent public interest think-tank and a nexus for advocacy. Shahrukh Rafi Khan, Executive Director of SDPI says of their mission, "We have a vision to catalyze the transition towards sustainable human development. This can broadly be defined as the enhancement of peace, social justice, and well-being within and across generations." The focus of SDPI is the implementation of Pakistan's National Conservation Strategy (NCS). SDPI was formed in 1992 as a result of a two-year design process with the NCS, but has since broadened its mandate with a focus on vulnerable sectors of society.

The Asia Foundation under PNI has shared a common vision with SDPI on uplifting conditions for the underprivileged through universalizing basic education. Impressed by the quality of research material produced by SDPI, TAF engaged SDPI and the London School of Economics (LSE) in a tripartite project partnership to study the state of universal basic education in Pakistan. TAF helped SDPI to forge a link between local researchers and expatriates interested in basic education. "This helped us to focus on basic education issues with a different approach." This partnership has resulted in eight working papers and two major reports highlighting areas of governmental failure and positive suggestions for the future. The SDPI/LSE researchers studied public interventions and private responses in comparative educational institutions from the NGO, private, non-formal, and government sectors. The studies specifically analyzed the political, economic, and social forces



that constrain the delivery of basic, universal education in Pakistan.

SDPI/TAF have also joined hands organizing a policy workshop for education implementers, highlighting their perspective in a "digestible manner" says Shahrukh Rafi Khan. "We focus at working on various different levels: writing articles; policy work, empirical research, and report writing. These accumulated findings will all be published in a book format. Aiming at a wider public discourse, this tripartite relationship between TAF/SDPI/LSE aims at assisting the decisions of policy makers to be based on research evidence and analysis."

> *"We look at investments in people, especially the vulnerable sectors of society. Education, health, water, gender, environment, land degradation, deforestation, and mass migrations into overcrowded urban centers are all issues that affect the most vulnerable: that is the socially excluded; poor and females. The poor need to have incentives and develop tools to protect themselves."*
>
> - Shahrukh Rafi Khan, SDPI

TAF and SDPI both have an interest in strengthening democracy and studying governance issues. TAF joined hands with SDPI/LSE as research partners. When the National Reconstruction Bureau (NRB) began drawing up a framework for the devolution of power to the grassroots level, with TAF funding, SDPI/LSE wrote an in-depth policy paper on the subject, outlining some of the fundamental prerequisites. The study outlined land reform for catalyzing different leadership in a fundamental sense. It advised the use of local knowledge for local action: the devolving of power, and empowering the

Universalizing Basic Education

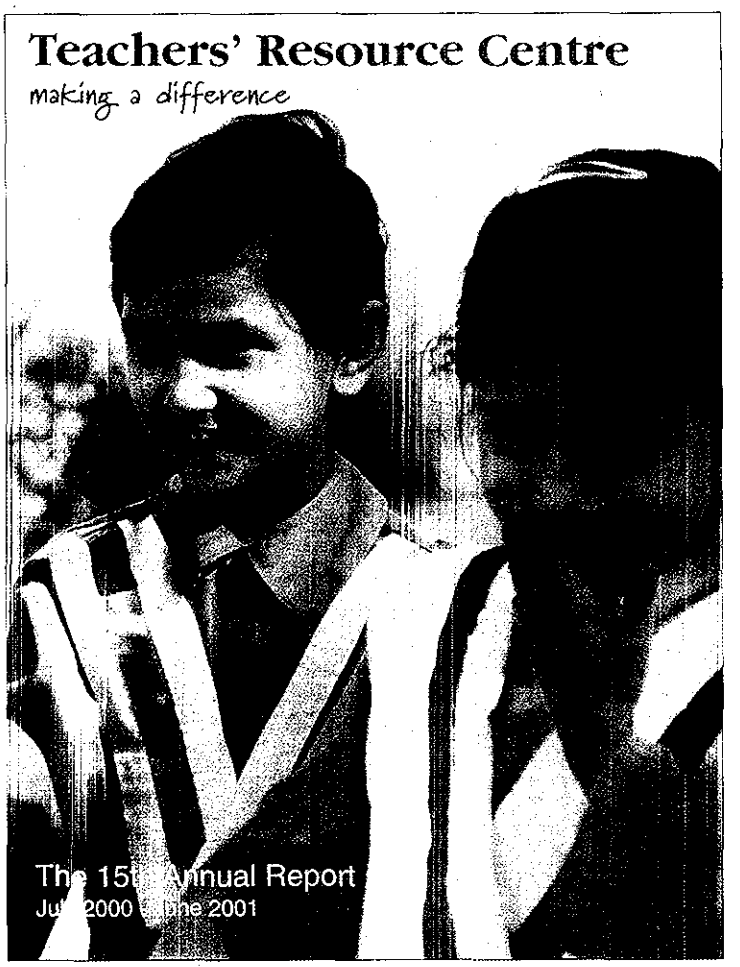
grassroots with the responsibilities of accountability and authority. "We tried to help the NRB frame the rules of business. Although they drew on our model regarding some of the conceptual issues, we were disappointed in their inability to enforce many of the vital suggestions because of their own political constraints," says Shahrukh Rafi Khan.

Through a healthy academia, through research and study, through discourse and debate, a nation can evolve strategies for growth and improvement. Learning from past mistakes and planning strategically for the future requires conscious reflection and an empirical understanding of the key issues involved: economics, development, and governance, among others.

Teacher's Resource Centre

Initiating Change through Professional Development

In 1986 a group of Karachi based private school teachers formed the Teacher's Resource Centre (TRC). "We wanted to bridge the gap



between underprivileged and affluent schools by sharing resources, information, and expertise. We were tired of laying blame and wanted to make a positive contribution in our own way," says Mahenaz Mahmud, senior programme manager.

Seema Malik, founding member and director of TRC ran the first workshop in her own home. Their initial vision was to work within public sector schools, and they ran a program called "Initiating Change through Professional Development." Even though their focus remains on improving the conditions in underprivileged government schools, TRC still partners with private schools. These are osmotic partnerships with a two-way flow of information, practice, and methodology. The prime focus of TRC is teacher training.

In addition, tools and methods are not forcibly foisted upon teachers. TRC wants them to choose to implement these new tools and methods because they recognize them to be more progress-inducing and efficient.

Supported by The Asia

Foundation, the best communicators among these teachers are given further training on leadership. Through an Outreach and Impact Assessment report on Leaders Training, it has been discovered that these newly empowered leader/teachers can in turn impact dozens of other teachers when they articulate messages and share the tools that they have learned. After these intensive workshops, teachers have commented on the changes in their students and in the classroom environment. They say that the students are more motivated and inspired, are more curious and responsive, and more eager and less inhibited. The classroom becomes a friendlier place, being more interactive and dynamic in nature. As a follow up to the workshops, TRC publishes a quarterly newsletter in Urdu and English to keep teachers motivated, involved, and abreast of new developments and methodologies.

"We as a nation should not keep on blaming teachers. They are just products of the same cycle of failure. They need to be given an alternative, a show of support, and shown direction. When they come to TRC workshops they begin to feel good about themselves. They feel valued and recognize that they have a vital role. They learn new methods and talk about education in an inspiring and uplifting way. For some of them, it is the first time that they feel a sense of professional fraternity with other teachers. These workshops are empowering. We show the teachers that they have a voice, and that their opinions matter. It is only when they feel positive about themselves, that they can impart a positive influence on the children they teach."

-Seema Malik, TRC

TRC works with the government on a policy level to "tentatively develop a national curriculum guideline. We want to work within the constraints and produce an active learning syllabus." Early childhood education at a pre-primary level has been recognized as absolutely critical to the development of a child. To aid the educational process in these *kachi* classes, TRC has developed the *Pehla Taleemi Basta*, (First Educational Kit) a ready-made kit for primary teachers. The bag is equipped with pockets containing relevant course material, and has been a success with the 41 urban schools that have partnered with TRC, as well as non-partner schools.

With the expansion of their vision, visibility, and programs, TRC saw the need to assess their capacity to meet new demands. "By the mid 1990s TRC needed to start looking at building its own internal systems, and a key element of this was fundraising. The Asia Foundation

has been an immense support to us in this endeavor. Normally, we at TRC have had to seek partnerships with potential donors. Unusually The Asia Foundation approached us. They visited us and wanted to find out what work we do."

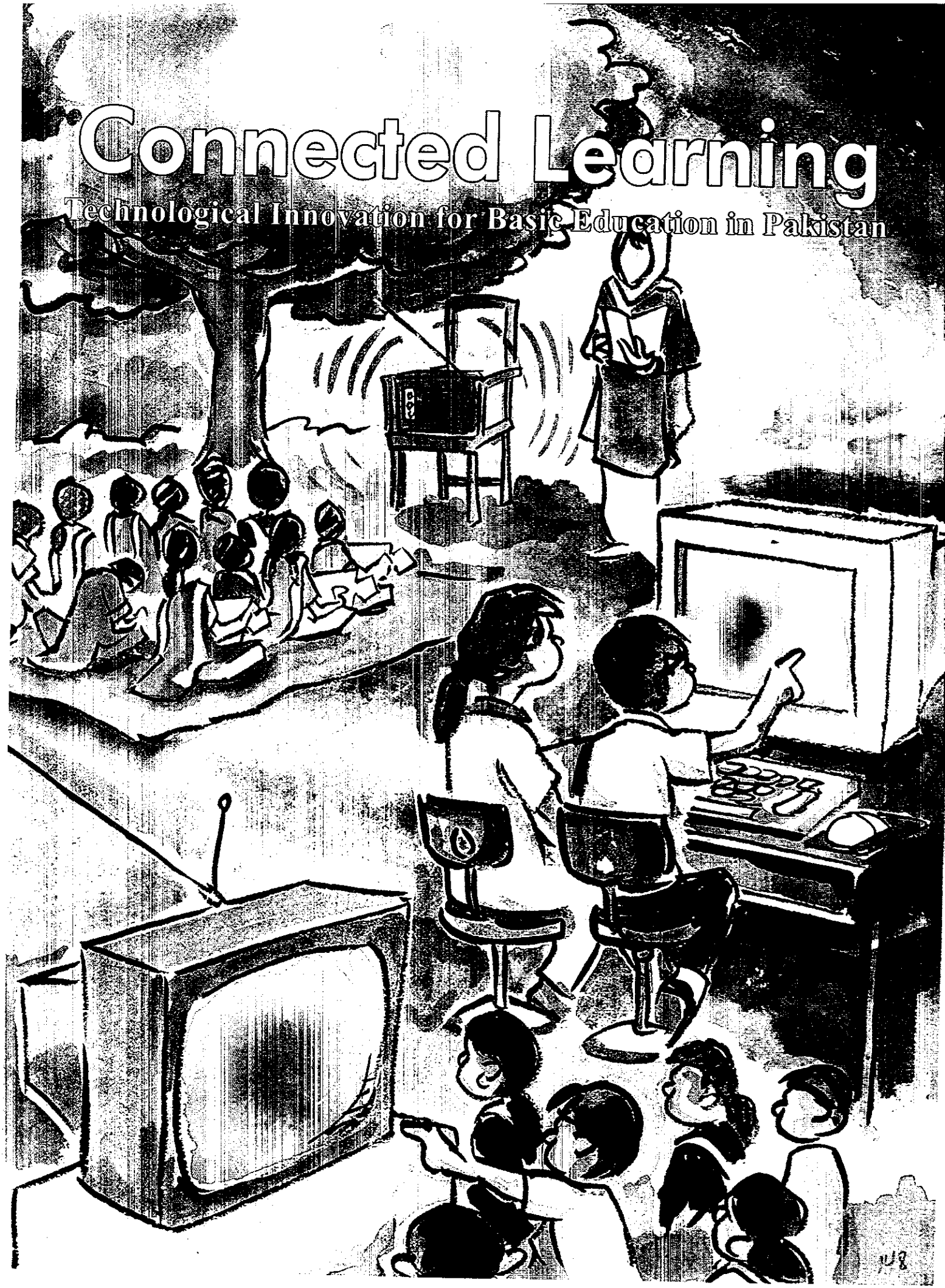
Through these meetings, a partnership was formed and TRC put together a proposal. TAF wanted to look into the areas of impact assessment, monitoring, and evaluation to build up TRC systems and establish a positive future direction. "TAF has been very positive and responsive to our needs. They have never tried to push their own agenda." Seema Malik says "TAF had the vision to support TRC at a time of growth and expansion. The consultancies for monitoring and evaluation supported by TAF have been most useful. TRC has moved forward in great strides as a result. Several in-house accountability procedures for meeting targets and sustaining systems are in place." It has been a mutually beneficial partnership: one that has been a learning curve and an agent for growth.

Attachment E

Connected Learning

Connected Learning

Technological Innovation for Basic Education in Pakistan



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Building Bridges Between Research and Practice

THE ASIA FOUNDATION

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Exploring Options for Using Technology to Support Basic Education in Pakistan

WORKSHOP REPORT

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WORKSHOP FACILITATORS

The Ministry of Education Government of Pakistan under the leadership of Ms. Zobaida Jalal and her team is a revitalized and dynamic public institution. With a vision of quality education enabling all citizens to reach their maximum potential; produce responsible, enlightened citizens; and integrate Pakistan into the global framework of human centered economic development. The Ministry is supportive of all educational initiatives and programes that will help it to meet its national and international commitments in providing basic education to all men, women and children.

Building Bridges Between Research and Practice

Education Development Center (EDC) is an international non-profit organization committed to promoting education, public health, and sustainable development around the world. Founded in 1958, EDC manages more than 350 projects in 40 countries. EDC has been at the forefront of efforts to make effective use of educational technology, both in the U.S. and in developing countries. It can be reached at www.edc.org

THE ASIA FOUNDATION

The Asia Foundation is a nonprofit, nongovernmental grantmaking organization committed to the development of a peaceful, prosperous, and open Asia-Pacific region. The Foundation supports programs in Asia that help improve governance and law, economic reform and development, women's participation, and international relations. The Foundation gives priority to strengthening leadership and the capacity of local organizations, as well as improving public policy. Foundation grants are given for education and training, technical assistance, exchanges, policy research, and educational materials. Founded in 1954, The Asia Foundation is headquartered in San Francisco, has 15 offices in Asia, and an office in Washington, D.C.

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Foreword

MINISTRY OF EDUCATION

The Government of Pakistan welcomes the beginning of a new era of friendship and cooperation with the United States of America in the field of education and technology. The United States Agency for International Development has in the past, extended valuable support to Pakistan for promoting education. A hallmark of all its programs has been making education accessible especially for girls in disadvantaged regions. Education empowers people to improve their quality of life and the rapid changes taking place in the world today require continuous acquisition of information and skills. The economic future for developing nations lies in their ability and capacity to use and transform knowledge through new technologies for their own requirements.

Pakistan has achieved minor success in improving literacy through radio instruction and other distance learning options. Failure to sustain programs over long periods is a major reason for low levels of literacy and education. With the market determining the use of air and viewing time, instruction for basic education will require subsidy and support for a long time.

Technology in its various dimensions has a vital role to play in the process of reaching out to the millions of illiterate and deprived citizens. The Education Sector Reforms agenda of the government rests on building partnerships and finding new strategies to ensure that the dream of education for all is transformed into reality. Experiments and pilot projects in literacy and basic education tested in Pakistan and other countries should become part of mainstream educational programs. The use of technology in support of basic education and teacher training through distance learning and other options needs to be explored so that government is enabled to meet its national and international commitments.

ZOBAIDA JALAL
Federal Minister for Education

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The United States Agency for International Development (USAID) is pleased to have the opportunity to collaborate again with the Government of Pakistan (GOP) and the country's provincial and district governments to help improve the quality, relevance, efficiency and management of education, particularly for children of primary school age. Education and the quality of education are viewed by many Pakistanis and international organizations as the most important single area for development and strengthening in the country. USAID welcomes collaboration with the GOP and Pakistani people as they implement sweeping, historic devolution and decentralization programs. The GOP and Federal Ministry of Education have eloquently stated that improving educational quality, relevance and access will help moderate fertility rates and enhance family health, augment agricultural productivity and environmental management, promote amelioration of differences, and generally prepare citizens for modern life and work.

USAID personnel have consulted with many governmental entities and officials in Pakistan, as well as with non-governmental organizations, and examined our own past successes and shortcomings with educational programming to arrive at our present plans for education in Pakistan. USAID's main objective is to help improve basic education through qualitative reforms and increased participation. We are pleased to support, in varying degrees and to the limit of our resources, five of the seven thrust areas of the GOP's far-reaching, comprehensive Education Sector Reforms (ESR). Included in this is helping to instill inquiry, critical thinking skills, questioning, alternative teaching methodologies and reflection into the primary school and teacher training curricula.

Technology is not the goal or final destination of learning, but it can provide valuable means pedagogically and administratively. This workshop brought together over 50 participants, approximately two-thirds of them women, representing the federal and provincial ministries of education, education-related NGOs and others. I acknowledge here the indispensable strategic, technical and logistical support from the Education Development Center and The Asia Foundation to plan and carry out this workshop.

Exhibiting genuine interest and enthusiasm, workshop participants examined how technologies could support ESR plans for basic education, and provided practitioners with hands-on experience in using interactive programming techniques. Interactive radio instruction was chosen as the demonstration methodology in part because it introduces various components of instructional design and educational technology, can bridge distances physically and between girl-boy and rural-urban learning levels, boosts learning, brings fun and excitement to classrooms, and is relatively inexpensive.

Millions of children, adults and out-of-school youth in Pakistan can directly benefit from effective formal and non-formal educational programs and appropriate technologies.

JOHN R. SWALLOW, PH.D.
Team Leader Education, Democracy &
Governance, Labor and Gender
Bureau for Asia and the Near East, USAID

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Iqra Read

In the Name of Allah, the Most Beneficent, the Most Merciful

Read in the Name of your Lord, Who has created
Has created man from a clot.
Read! And your Lord is the Most Generous,
Who has taught by the pen
Has taught man that which he knew not.
Nay! Verily, man does transgress all bounds,
Because he considers himself self-sufficient.

Holy Quran
(Surah: Al-'Alaq)

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Presentation by Roots Montessori & High School Girls

WE DARE TO DREAM

We are the voices of the future generation
painting now the picture of tomorrow
we commit ourselves to build a better world
a world of peace and unity in diversity.

Cause we dare to dream tomorrow, today
and we hold the future in our hands
imagining a world free of fear
free of hate, war and disunity.

We are the voice for the future generation
shouting loud our joyous aspirations
let our voices be heard by many
for we believe that in our hands the
future can be free.

Cause we dare to build tomorrow, today
and we hold the future in our hands
imagining a world free of fear
free of hate, war and disunity.

We dream of a sustainable future
an education accessible to all
a government responsive to the people
a stable family, raised from poverty
a culture respected, enhanced morality.

....and we dare to dream

(This song was presented by the Global Vision Students of 11 countries including Roots, Pakistan at the World Conference at Brisbane, Australia expressing the dreams and hope of the youth around the world.)

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CHAPTER ONE
Initiating Dialogue

Perceptions, hopes and dreams marked the beginning of the workshop as an appropriate rendering of the Quranic injunction on the value of literacy and the written word followed by a musical presentation of the world as young schoolgirls would like it to be. The workshop was designed to assist Government of Pakistan officials, national and provincial and other stakeholders to identify strategic options involving the use of educational technology to support their plans for the Education Sector Reforms program by sharing experience of interactive programming techniques that have been developed through USAID-assisted projects involving radio and other technologies.

Context and Purpose

Mr. Julio A. Andrews, Representative,
The Asia Foundation in Pakistan

Mr. Andrews welcomed the Federal Secretary of Education, Mr. Tariq Farook, other guests and participants and introduced Mr. William Monroe who had just arrived in Pakistan as Deputy Chief of Mission of the United States Embassy.

He touched on the significance of the workshop as the first USAID supported in-country training program since the United States government re-established a USAID program in Pakistan. Although USAID has not had a resident program in Pakistan since 1992, USAID funds have supported the Pakistan NGO Initiative (PNI) a highly successful civil society capacity building program working in the areas of health, education and micro finance, administered by The Asia Foundation and the Aga Khan Foundation since 1995.

The workshop was an opportunity for a group of international specialists to share their experience and information on the use of technology to support basic education, with a highly qualified cross section of participants from the government and private education institutions representing primary, secondary and higher education as well as media organizations. The significance of the workshop was even greater as it had initially been planned last year and was cancelled at the last minute due to the events following September 11. He thanked the many people who worked on the first workshop and this workshop especially Ms. Mehnaz Akber Aziz who had been a key contributor to The Asia Foundation's Pakistan NGO Initiative for facilitating the workshop.

The specific purpose of the workshop was:

- To develop an understanding of technology options for Pakistan, including radio, TV, computers, and others;
- To demonstrate how pedagogy is introduced through technology by using interactive radio instruction as a means for improving educational quality and access for 5-7 year olds; and,
- To provide hands-on experience designing a technology-assisted basic education program.

U.S. Commitment to Basic Education in Pakistan

Mr. William Monroe, Deputy Chief of Mission, U.S. Embassy, Islamabad

Mr. Monroe underscored the critical role of basic education in determining the quality and social infrastructure of any nation. The U.S. Government believed that there was no better investment a government can make in the future of its people than in education. Basic education was a critical challenge for the Government of Pakistan which the U.S. Government was committed to helping it meet. Sustainable economic growth and development were possible only when the general population is literate and provided with the opportunity and the skills to learn. It required financial resources and the dedication, imagination and commitment of trained professionals from both the public and private sectors and hard work and partnership of teachers, parents and students. The United States Government had decided to work in partnership with the Ministry of Education to improve and increase the opportunities for basic education in Pakistan. Mr. Monroe extended support to the Federal Education Minister Jalal and her staff for the Education Sector Reform program and praised their commitment to revitalizing the education system of Pakistan.

In the aftermath of September 11, Pakistan joined the war on terrorism, a courageous decision by President Musharraf that enabled the U.S. Government to revitalize its bilateral relationship and seize this opportunity to demonstrate its commitment to helping the people of Pakistan realize a brighter future. Committed to building a strong partnership, USAID will start with programs in democracy, health and education.

As President Bush announced when President Musharraf visited Washington in February, the U.S. Government will provide multi-year funding of $100 million in support of the Pakistani Government's Education Sector Reform program. USAID's efforts will initially focus on:

- Teacher, school administrator and district official training in pedagogy and school management.
- Functional literacy for adults and the development of sound education policies and reforms.
- Support activities which build local community and parental support for quality education.

Experience in the U.S., as well as the developing world, has shown that technology is most beneficial in education when its use is conceived as part of a larger effort to reform the educational system. Technology by itself does not provide a magic solution to the challenges of providing quality education. As Pakistan works to improve it basic education system, it must not overlook appropriate technologies like print and radio. Using what is already at hand more skillfully and in creative combinations can have important benefits for better quality and access to basic education. Newer technologies also have their place, particularly as they enable a country like Pakistan to be part of regional and international networks that explore promising changes in education and the use of technologies. This workshop was the beginning of the USAID education program in Pakistan.

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A New Era of Friendship and Cooperation

Mr. Tariq Farook, Federal Education Secretary, Islamic Republic of Pakistan

Mr. Tariq Farook welcomed the team from the Education Development Center in Washington and the local participants on behalf of the Federal Minister of Education Ms. Zobaida Jalal who was unable to participate for reasons of ill health. He stated that using technology for education in Pakistan indicated the beginning of a new era of friendship and cooperation between Pakistan and the U.S.A. The Government of Pakistan was alive to the importance of ICT and mass communication and had taken steps to providing access at all levels.

- Over 3 million internet users in Pakistan with internet access to more than 700 cities
- 100 Internet Service providers
- Dual fiber-optic backbone for high speed connectivity
- Virtual University
- Allama Iqbal Open University alone has 3 million registered students using different modes of ICT

A cornerstone of the Education Sector Reforms was building public-private partnerships. The private sector had pledged full support to the government and in turn the government had developed a comprehensive incentives package for private sector initiatives in education. The National Education Policy 1998-2010 and the Education Sector Reforms were directed towards modernizing education in Pakistan and popularizing the use of computers and Internet among children and teachers. The potential for use of all technologies including Interactive Radio Instruction (IRI) should be explored to ensure outreach and quality of basic education in Pakistan.

CHAPTER TWO
Setting the Framework

The key presentations to elaborate the agenda for the workshop were made by specialists from the Education Development Center in Washington, U.S.A.

Building out from Appropriate Technologies for Basic Education

Mr. Stephen Anzalone, Education Development Center, Washington

The rationale behind bringing together development and civil society partners and resource persons was to address two fundamental questions - Why basic education? And, why use technology in basic education at all? The first question can be answered by looking at the span of basic education from early childhood to secondary education inclusive of conventional and non-formal education and literacy programs and teacher education as a necessary adjunct. Appropriate technologies in these areas are those that are practical and effective for increasing access to, or improving the quality of, basic education...for the many rather than the few, and those that play a leading role in the teaching/learning process.

These include:

- Radio and audio
- Television and video
- Printed materials

.....and especially strategies for design of programs and strategies for use.

A discussion on technology can focus on five themes including how the technology is used rather than the scale of the technology; the growing convergence of technologies is making the "high tech" vs. "low tech" distinction increasingly artificial; making use of multiple technologies and exploiting the respective advantages of each for effective learning; and planning their use so that they are pulling toward the same educational goals; and finally, recognizing that the effective use of technology to assist basic education comes about not with the hardware that is used but rather with the way that learning experiences are designed.

Technology can improve both the access and quality sides in education in terms of outreach and opportunities on the one hand and improving effectives and enriching the learning process on the other. Technology also helps standardize and make learning easier. Connecting access and quality through a radio and audio is a low cost option with a wide and powerful outreach. Interactive radio instruction has also tested positively with a variety of audiences, sometimes with evidence of girls and women benefiting more than other groups. On the other hand, instructional television has been less successful to date. However, video, especially in combination with

television, holds greater promise. The supporting role of printed materials is critical in all applications.

International experience shows that appropriate technology has proved to be a welcome visitor to the classroom and other centers for basic education, it is evolving and "upward links" to newer ICT's merit greater exploration. The question before the participants is its future role in Pakistan. Can it serve educational reform goals?

Linking the Use of Newer Information Technologies to the Goals of Education Reform

Mr. Robert Spielvogel, Education Development Center, Washington

Global trends in education reform indicate that the newer information technologies result in higher standards, success for all students, redefinition of outcomes, and deployment of technology. Changes due to New Information and Communications Technologies (NICTs), as expected, lead to greater access to information, diverse uses of knowledge and expanded labor markets.

However, does technology improve education and how can it improve education? Again uses of ICT in education reflect changes in student learning opportunities, teacher professional development and improved educational administration. Rapid changes in ICT uses in education are taking place as a richer networked environment, and a more sophisticated definition of interactivity in terms of the programming and the pedagogy. Increasingly, strategies will be shifting from the use of multi-media to the use of multiple media. These changes require different ways of creating, accessing and using information. An effective leadership for developing a vision for ICT in education should:

- Tie the use of technology to the overall education plan.
- Stress the communication functions of technology.
- Build an infrastructure that supports data-based discussion and decision making at all levels.
- Focus on literacy as the overarching goal.

Turning vision into reality needs planning for outcomes if and when technology implementation lives up to its potential.

Sharing Views

A lively discussion followed the two presentations. Participants raised the issue of an appropriate cultural context when transferring technology to ensure access especially to women. The need to define quality was expressed as being critical for uniformity and for ensuring that the rich-poor gap does not increase. Unlike other countries such as Honduras, Nicaragua, Dominican Republic, and Zambia, radio has not enjoyed the same success when used for school-based teaching in Pakistan. Alternatively, distance learning programs developed by the Allama Iqbal Open University (AIOU) have been duplicated in E9 countries and Africa.

Recommendations

It was felt that the introduction of new technologies and programs should be based on evaluation of tried experiments, prioritization of needs, and provision of all components of a program for sustainability.

CHAPTER THREE

Dialogue On Use Of Technology To Support Education Sector Reform in Pakistan

Panel discussions

The major thrusts of the Education Sector Reform program selected for intensive discussions address the concerns of access and quality in basic education. The challenge for the Government is to meet the ESR targets and international goals stated in the Dakar Declaration. How can ICT assist the Government in achieving its ambitious plan?

ESR targets for each sub-sector from 2001-2004:

- Literacy: 47 to 60%
- Gross Enrolment Rate: 89 to 100%
- Net Enrolment Rate: 65 to 75%
- Middle School Enrolment: 47.5 to 55%
- Secondary School Enrolment: 29.5 to 40%
- Higher Education: 2.6 to 5%

Panel One

Primary Education:

The Real Challenge!

Facilitator: *Mr. Stephen Anzalone,* Education Development Center
Mr. Sarfraz Ahmed Syed, Joint Secretary, Ministry of Education
Mr. Najamuddin Mangrio, Advisor Education for All Wing, Ministry of Education
Dr. Fareeha Zafar, Director, Society for the Advancement of Education
Ms. Shahida Jafri, Chief Executive, Baluchistan Rural Support Program

The Road Ahead

Sarfraz Ahmed Syed, Najamuddin Mangrio

Representatives of the Ministry of Education introduced the Education Sector Reforms highlighting the new direction of programs and initiatives in literacy, the rehabilitation of primary and elementary education and in building public-private partnerships for education. Specific interventions for promoting Information Communication Technologies were also underlined.

New Initiatives in Literacy include:

- Pakistan Literacy Commission restructured and mainstreamed into EFA Wing.
- National Commission on Human Development to undertake NFBE and Literacy initially in 13 districts & then nationally.
- Provincial initiatives launched for women: 2000 UJALA centers in Punjab, & Women Literacy Empowerment Program in Sindh.

Steps for Rehabilitating Elementary Education include:

- Compulsory Primary Education Ordinance finalized in Sindh, Punjab, NWFP and ICT: Phased implementation from April 2002.
- Draft National Plan of Action for EFA prepared to be finalized with districts covering ECE, Primary, Literacy & Technical education in Secondary schools & institutions.
- National & Provincial Education For All Units established.
- Rehabilitation of existing school facilities underway in Pakistan physical and human (50% girls/disadvantaged).
- Capacity building of District and Provincial Governments.
- Launching of Early Childhood Education in government schools.
- Innovative approaches to curb absenteeism in all Provinces.

Building Public-Private Partnerships by:

- Restructuring Education Foundations.
- Initiatives in Public sector institutions.
- Upgrading public sector institutions to second shift in Punjab and NWFP (over 5000 institutions upgraded from primary to middle, middle to secondary and higher secondary and above).
- Formal MoUs: Rent free, Utilities to be paid by private parties, Ceiling on fee levels.
- Adopt-a-School Program.

Specific IT initiatives include:

- IT education in public secondary schools.
- Establishing modern management systems in 41 universities.
- Increased research capacity in science and technology.

Using ICT for Access and Quality

Fareeha Zafar, Shahida Jafri

Most non-governmental organizations in Pakistan are working for literacy and primary/elementary education. Primary education is also a major component of the government's Education Sector Reforms program. Improving access and quality at the primary level necessitated using all options including technology for reaching international standards and goals. Key areas where technological interventions are needed include:

- Reconciling different databases such as EMIS, PIHS, PRSP benchmarks etc.
- Developing a reliable database for dependable benchmarks, targets and projections for children of all age groups and participation rates in all education delivery systems in the country (public, private, NGO, non-formal, madrassa).
- Tracking enrolments to ensure retention and completion at the primary level.
- Improving quality of learning through better assessment systems, recording, teacher training and assessing teacher performance.
- Institution and area based management at the level of schools, school clusters, union councils, tehsils and districts.
- Effective partnerships for sharing resources between government, NGOs and private sector

- ensuring government's responsibility and financial commitment towards making primary education universal.

There is need for caution as conditions are not similar in all parts of Pakistan. In many areas/regions basic survival issues have to be addressed for the quality of education to improve. Baluchistan province can be cited as a prime example of education coming first and technology second.

Sharing Views

Participants suggested that technology could be used to collect and synthesize data and for sharing information. Devolution requires decentralization of data processing systems and making functional the EFA forums set up by the Government. Mr. Stephen Anzalone summarized the presentations by stating that ICT helps provide data for education management from which all stakeholders can benefit. Sensitivity to provincial differences in acceptance of technology was necessary to develop an envelop of technological options with special technologies tailored to the needs of different areas. The Government of Pakistan was already familiar with IRI and what was needed was sharing the international experience in interactive use of the radio.

Recommendations

The success of ICT in teacher education and in creating linkages among educators was an area which Pakistan could benefit from. Yet another communication technology on which discussion was needed was instructional television although few countries had used it for school education.

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Panel Two

Teacher Education and Curriculum: A Right to Quality!

Facilitator: *Mr. Robert Spielvogel,* Education Development Center
Dr. Mohammad Saleem, Deputy Education Advisor, Ministry of Education
Dr. Haroona Jatoi, Joint Education Advisor Curriculum, Ministry of Education
Ms. Rana Sarfaraz Alam, Associate Professor, Federal College of Education
Dr. Parviez Hoodbhoy, Professor, Quaid-i-Azam University

Defining Parameters

Mohammad Saleem, Haroona Jatoi, Rana Sarfaraz Alam

A major achievement of the Government for improving quality was developing a new Curriculum after a gap of sixteen years. New areas such as environment, health, and human rights have been identified for inclusion and there is a defined focus on Early Childhood Education. Deregulation of textbooks has enabled private publishers to enter the field for quality production. The science and technology section of the Ministry of Education is piloting some video textbooks, and computers and technical subjects are becoming part of teacher education programs. Mathematics, science and computers have been introduced in Madrassas to bring them into the mainstream. At the secondary level, technical subjects are being introduced to increase the relevance of education. These changes are to be supported by a National Evaluation and Testing System.

Under the Education Sector Reforms, teacher education programs are being upgraded by extending the duration of the programs and inclusion of new courses for which technological resources will be required.

Revolutionizing Science Education

Parviez Hoodbhoy

A well thought out and extremely doable proposal for a revolutionary new approach to science teaching in Pakistani schools using curriculum-based video textbooks and an accompanying new system of examinations was presented by Dr. Parviez Hoodbhoy. With very few good teachers of physics, chemistry, biology, and mathematics in schools and no prospect of attracting more in the foreseeable future; lack of crucial laboratory equipment and skills to demonstrate key scientific principles, and robbing science of its dynamic nature; excitement and beauty the production of video text-books seemed to be the only solution to Pakistan's decline in science and technology.

- A video textbook can cover the entire curriculum for each science subject using the best available means of presentation and highest quality of information.
- The video format makes possible:
  - Access to specialist teachers, including

practising scientists, with the proven ability to communicate new ideas.

- Filmed demonstrations of scientific principles in the laboratory and real world settings.
- Extensive computer-animation, cartoons, and special effects to provoke wonder and curiosity in students.
- The video textbook and a companion paper book containing the same topics, with further examples and questions, can be adequate preparation for examinations in that subject.

Using Video Textbooks: Who, Where, And How?

- Video textbooks can be designed for collective use in school, and independent study by students at home.
- Chapters from video textbooks could be both publicly broadcast by PTV and played on a video cassette player.
- About 70% of urban households in Pakistan, and 30% of rural, have access to television, a smaller fraction have VCPs, and can make use of video textbooks.
- Each subject (physics, chemistry, biology, mathematics) may require about 40 hours of video time [about 13 VHS video cassettes].
- The initial target group could be all 9th and 10th class students studying science subjects.

Costing the Innovation:

Fixed Cost: Rs.556 million

Annual Recurring Cost: Rs.44 million

Cost over 5 years: Rs.600 million

Expected number of beneficiaries: 10 million

Cost per beneficiary: Rs.60

Sharing Views

Inability of the Allama Iqbal Open University to respond with effective programs for distance learning was an issue raised by a number of participants. The demands of the newer generation for better visual communication and danger of computer education replacing the sciences could be met by creating teams of resource persons, experts and professionals and by setting up systems, strategies and structures for selection and dissemination of educational programs. Mr. Robert Spielvogel shared the example of the 'Schools around the world project' using innovative techniques for teachers to examine their own performance at pre-service and in-service levels for teaching science and mathematics.

Panel Three

Nonformal Education And Literacy Scaling Up

Facilitator: *Ms. Cecilia Crespo,* Education Development Center
Mr. Laeeq Ahmad, Consultant National Reconstruction Bureau
Dr. Tahira Shamim, Deputy Director Literacy Cell
Mr. Fawad Usman, Director, Sudhaar
Dr. Mohammad Saleem, Assistant Education Advisor, Ministry of Education
Dr. Baela Jamil, Coordinator, Idara Taleem-o-Aagahi

A Tale of Experiments & Pilots

Laeeq Ahmad

Pakistan has experimented with a number of isolated pilot projects using television and radio technologies. In the 1970s literacy lessons beamed through Pakistan television from Lahore. The lead NGO for this program was the Adult Basic Education Society, 156 literacy lessons were recorded in Australia and Vincent David the anchorperson, became a household name. Despite its success, the program was aired intermittently.

In the eighties programs for middle schools such as the Radio School Broadcast ran for many years. The problem of developing a national timetable led to decentralization of the program with responsibility going to eight regional stations. Middle school teachers were the resource persons and programs were recorded on cassettes. Some radio sets were supplied to schools but the program was not institutionalized and ended in two years.

Yet another effort was the recording of textbooks for Islamiyat on 12 audio- cassettes, used more in UK than in Pakistan. Another effort was to explain diagrams in Economics and Physics textbooks on videos.

Mainstream educational institutions have yet to accept technology as an integral part of the learning process. None of the programs developed so far have been interactive with the result that private institutions are producing their own audios and videos.

Limited Outreach of NFE & Literacy Programs

Tahira Shamim, Fawad Usman

The main objective of the government's Non-formal Education Program has been to provide basic education facilities to out of school children and youth and to address the needs of those children who have no access to the formal education for achieving universal primary education. The program has a special focus on girls and women and the current enrolment is 185,391 females out of a total of 264,845. Community mobilization has been ensured by engaging 190 NGOs for the management and supervision of the 7567 Non-formal Basic Education

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schools. The success of the program is evident from the low cost of the NFBE school (Rs.15,000 compared to Rs.600,000 the average cost of a government school). But the reality is that:

- About 40 million children are in the 5-14 age group in Pakistan and of these more than 20 million are out of school.
- NFE system is accessing only 2 million children in the 5-14 age group or 5% of all children in this age group and about 10% of out of school children including working children.
- Literacy centers all over the country only have provision for 1 million learners.
- Parents view NFE centers as temporary, their preference is for government schools.
- Quality of NFE is questionable.
- Mainstreaming of NFBE children into government requires a lot of effort.
- Government NFBE costs less, but NGOs NFBE is less economical.

Planned Coverage by Government:

- *104 districts, 124 centers each, 30 learners per* center: 386,880 learners per year.
- In 13 years from 2002 to 2015, total learners 5.03 million.
- Currently there are 40 million literates out of 88 million (45%).
- Pakistan is committed to raising the literacy figure to at least 60 million as per the Dakar Declaration.

Clearly new strategies are required to increase the outreach of the program if there is any serious notion of meeting our international commitments.

Issues in Literacy for linking with technology:

- Improved service delivery.
- Supportive government agencies.
- Continuation of literacy centers.
- Planning for continuing learning of neo-literates.
- Creating vocational training alternatives.

Issues in NFE for linking with technology:

- Getting NFE systems to meet the minimum basic standards.
- Creating linkages between NFE systems and formal government schools.
- Improving the quality of NFE teachers.

District Ranking of Literacy (UNESCO & GoP Reports)

Ranking	*%Age*	*Punjab*	*Sindh*	*NWFP*	*Baluchistan*	*Pakistan*
Very Low	< 30%	3	6	9	22	40
Low	30 45%	18	9	13	3	43
High	45 60%	9	3	2	-	14
Very High	> 60%	4	3	-	-	7

Is there an NICT Strategy?

Mohammad Saleem, Baela Jamil

The panelists raised the issue of the need for targets for ICT. For example, would the new technologies target NEMIS, teachers, students, managers, or learners? The possibility to sequence the interventions to achieve quality. There was need for:

- Technical Resources and Know-how.

- Financial Resources and Investment.
- Exchange of research skills and professional/instructional materials.
- Media Links: information dissemination and 'positive' images.
- Promoting IT in Basic Education.
- Implementing Best Practices in Public Private Partnerships and Quality such as the Sajanagar Public Trust which had developed software for student profiles; and the Adopt-a-School program where teachers were developing lesson plans on computers.

Sharing Views

The discussion focused on where do we go from here? Ms. Cecilia Crespo gave several examples, such as the AJARI project in Bolivia and how Interactive Radio Instruction technology has been used there especially for Early Childhood Education and the successful use of mobile units in Sri Lanka. In Pakistan videos and radio listening groups focusing on women's concerns have been successful in the local language for remote areas as reported by Baanhn Beli.

Recommendations

Private radio and television channels are needed to create a facilitating environment for the use of NICT in Pakistan.

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Panel Four
Public-Private Sector Partnerships Reaching Out!

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In the last three decades private sector education delivery systems have emerged as a preferred option for the majority above the poverty line. The range of private school options defies the notion of private as synonymous with quality, but the general perception is that where English is stated to be the medium of instruction quality must also be present. Recent data on private schooling indicates that about 36,000 institutions are providing education to six million children. In addition, a number of teacher training institutions have been established in the private and NGO sectors. The private sector has also made its mark in the production and publishing of textbooks.

Panelists were of the view that the Government of Pakistan, cognizant of its international commitments and obligations and recognizing that it does not have the resources and capacity to fulfill all the tasks, has begun to create multiple spaces for multiple partners to meet EFA targets addressing Universal Primary Education, Literacy, Life Skills and Early Childhood Education. It is involving other players and exploring a collaborative effort through National, Provincial and District EFA. Forums/Units of consultative and coordination bodies representing, the government, civil society, private schools, deeni madaris, media, support organizations and communities have been created.

The EFA Forums/Units have potential for linkages with technology as their functions include:

- Data Collection and Research.
- Developing EFA Plans.
- Overseeing plan implementation.
- Monitoring and Evaluation of EFA activities/programs.
- Resource mobilization.
- Coordination.

Access to latest Government policies and plans has been made available on websites and practitioners having the option to send in information on their activities for inclusion through email.

Government is reaching out to the private sector through:

- Special programs such as the Adopt-a-School

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- and community-public partnership for school upgradation in the afternoon shift programs by Civil Society Organizations, Air Force & Navy.
- Introduction of IT courses in schools/colleges through private sector with capped fees.
- Involvement of private sector in the management of underutilized public sector institutions.
- Provision of incentive package including 50% tax relief to teachers, mangers and support staff, custom duties exemption on import of education materials, provision of land free or on concessional rates, provision of concessional financing for establishing rural schools.
- Provision of grants and soft loans through restructure Education Foundations.

Mr. Robert Spielvogel referred to a new type of involvement of technological companies in education including provision of equipment and adoption of programs. For example, companies such as INTEL have developed a curriculum adopted by 28 countries. CISCO has produced a two-year technology based curriculum program at the secondary level delivered through networking academics. There is investment in education reform with software partnerships for new software.

Sharing Views

Participants were critical of the project approach adopted by Government in the past which was a major cause of quality initiatives not being sustained. Two areas of concern emerged during the discussions, one relating to which technological options have the greater potential to meet the demand for access and equity, better quality and choices in a situation of resource constraint and increasing poverty; and, secondly on the need to build on and expand successful experiments.

Recommendations

It was recommended that linkages be created between ministries such as Education, Science and Technology for supporting internships and mentoring programs.

CHAPTER FOUR
Use of Technology to Support Education Sector Reform in Pakistan: It Can Work!

Society for Advancement of Education
SAHE : Doing and learning

Najiba Ali

Started in 1982 by a group of concerned citizens and educationists, SAHE is one of the first NGOs to raise the issue of quality education as a basic right of all Pakistani children. Improving the quality of education for the mainstream children in Government schools, for the disadvantaged children (especially girls), the disadvantaged, working children and those living in remote communities and ensuring their access to quality education. Today the organization has programs for:

- Teacher Education and training that is center, school and organization based for government, NGOs and private schools and teachers using multiple technologies.
- Multi-sensory approach to education and training teachers to adopt new methodologies, providing the technical and material support whenever required and using technology where possible (E-mail Groups - International & National have been set up).
- Setting up District-based Teacher Education Centers and Language Access Centers and providing materials to assist teachers in improving their own language skills in the absence of a proper language instructor for guidance.
- Establishing Community Based Schools currently 80 (One school= One teacher one class) in District Pakpattan, targeting the poorest of the poor, with preference to girls between the age of 5-10 years in rural areas.
- Gender, Rights, Governance and Social Development education for educators.
- Research, advocacy and networking through the Education Watch program, including assessing the impact of 'Sesame Street' a TV program for ECE (Urdu Version).
- Publications in Urdu, English and regional languages to support all programs and subject based material development (audio cassettes for Language, videos for Science and Language, documentation of local environment).
- Using Participatory Rapid Appraisal (PRA).
- (PRA) Baahn Beli in Tharparkar District, Sindh province with NGO, teachers, students and local community participation and for Social Studies Pack in District Pakpattan.

English Language Pack to provide teachers with audio-video material to supplement the Punjab textbook board books. Specifically designed to

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provide teachers with textual and non-textual material for effective language teaching. The teachers' response has been very encouraging:

"The Audio material is useful as I do not have to wait for the trainers to tell me the correct pronunciations of English words."

"I play it for my students to listen to and copy the way it is read in the tapes."

"The video gives me ideas to teach."

"There are role plays and picture stories that I can show my students when we visit the TEC."

Effective use of technology in non-formal schools is hampered by lack of accessibility of modern amenities, distances between schools and the Teacher Resource Centers and mobility of A/V equipment to remote areas.

The Himmat Society : Challenging entrenched attitudes!

Simi Raheal

Motivated by the premise that positive change can be achieved a group of dedicated professionals came together to form the Himmat Society in 1986 based in Lahore. It is an effective catalyst towards creating greater public awareness about issues relating to education, health, print and electronic media, literature and human rights.

- Portrayal of Women in Media in collaboration with Pakistan Television, the only public electronic broadcast media in Pakistan and UNDP targeted at writers, producers, TV journalists, print media journalists, educators, cameramen and camerawomen, anchors, compares, engineers, designers, animators, NGOs and senior media managers.
- Improving production and teaching skills of the PTV professionals through trainings at the national and international level and with the PTV training academy.
- A one-hour daily special transmission for women, titled "Khwateen Time", officially inaugurated on March 8, 1999 on International Women's Day, a first of its kind in South Asia.
- A quarterly newsletter Images in Urdu and English.
- Building bridges between civil society and the media through Media Watch Program and creating small partnerships.
- Contributing to awareness and non-formal education through print and audio visual aids including production of videos and audio cassettes and documentaries.

Pakistan Radio : Is anyone listening?

Najib Ahmed

The coverage of Radio Pakistan extends to almost the entire country through 24 broadcasting stations located in each province, the northern areas and in Azad Jammu & Kashmir. It broadcasts in 9 languages. The outreach of F.M 101 is through 8 stations (Karachi, Lahore, Islamabad, Faisalabad) while F.M 100, a private sector initiative broadcasts through 3 stations (Karachi, Lahore, Islamabad).

Radio used to be a very effective medium when there was no TV and few newspapers. However, since the seventies it has worked effectively in the areas of population control and health. Since 1979 Radio Pakistan has reflected and produced a particular mindset, giving maximum time to religious programs. The style of broadcasting changed in 1987, with live informal presentations

without any change in the outlook. A new religious channel was started in 1998. The news and current affairs channel of Radio Pakistan give more airtime to promoting Government policies while projection of citizens views is limited. State monopoly and government control of radio and television are cited as two of the biggest obstacles to the development of a democratic culture in Pakistan. (The Global City by Javed Jabbar) This is incomprehensible given the low literacy levels.

For the last 40 years equipment used at Radio Pakistan for post production has not been changed, replaced or upgraded forcing producers to compromise on their creativity. On the other hand, private sector is using the most modern digital equipment. Although no independent, comprehensive and credible survey of mass media audience has ever been conducted in Pakistan, programs on health, agriculture, livestock management and music are popular. Private sector productions using Radio Pakistan only as an airing station have proved to be very successful in reaching out the target listeners and attracting them.

USAID-supported English Teaching Radio Programs from 1992 to 1995 for 2nd 3rd and 4th grade English Teaching. It was undertaken with the joint collaboration of Radio Pakistan and Primary Education Directorate of NWFP and Baluchistan. There is need to explore the reasons for the poor success of the initiative.

Allama Iqbal Open University : So what's new?

Lubna Saif

Among its many outreach programs, the AIOU also experimented with a Functional Education for Rural Areas Action Research project during the mid 1990s. The AIOU wanted to test instructional materials and develop an outreach and supervision system, which could be, linked to existing development agencies. An action-oriented combination of audio cassettes, flip charts and illustrated handouts that could be adapted to different regions and language groups and enabling the target audience to relate new information to their circumstances was developed. The materials were designed to be used by group leaders who performed critical pedagogical and leadership functions with the aid of specialized designed unit guides. The courses tested addressed issues concerning the family, women's rights, and health, including first-aid, population and agriculture. Some local extension workers from government line departments were also invited to the experimental sessions for a hands-on demonstration of what was possible in rural areas.

Adult Basic Education Society : Digging in and staying there!

Edwin Samson

ABES goes a long way back to when it first began with adult literacy programs in the early seventies. Until 1993, the organization in collaboration with Pakistan Television Corporation presented literacy programs at the national level from which thousands of people had benefited. 25,000 teachers received literacy training and 200 community viewing centers were set up.

Since 1992, ABES is focusing on primary education and has established a Teacher Empowerment Centre in Rawalpindi. Its motto is 'Education is a right, quality education a necessity'. Its programs

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include:

- Training master trainers and teachers of National and Provincial Rural Support Programmes, Government schools, and NGOs.
- Teacher Training Packages and Materials including Multigrade Teaching Manual with a set of 29 charts, package on training of school management committees and village education committees, package for training of head teachers.
- Set of English phonics with audio cassette, flash cards and booklets for teaching.
- Joyful teaching kit for interactive activity-based learning classrooms.
- Resource handbook on child friendly schools quality education with a set of 12 cards, workshop facilitators manual and 10 videos on model lesson of classroom teaching/ learning situations.
- Assist in setting up decentralized resource centers around school clusters.
- Setting up non-formal community primary schools.

For both literacy and primary education, ABES has utilized different technologies to expand its outreach throughout the country.

National Education Foundation Islamabad : How far can it go?

Afzal Haque

In implementing educational programs, the Federal brief extends to the Islamabad Capital Territory, the Tribal Areas and the Northern Areas. Set up as an autonomous body in 1994 with endowment of Rs.100 million, the NEF provides access to education through mobilizing communities with institutional capacity building of NGOs/CECs, teacher training programs and setting up resource centers.

The Community School Rural Support Program:

- Number of schools - 200.
- Out of school group of 60 girls (4-9 age group), enrolment - 17,000.
- Formation of CECs - 400 members trained.
- Provision of 2-3 rooms exclusively for the school for 5 years.
- Local teachers mostly female 800, all trained.
- Tri-Partite arrangement (i) NEF: technical and financial assistance (ii) NGO: as facilitator, and (iii) CECs: school charge, management leading to ownership.
- Integrated approach with micro-credit linked with girls' enrolment, elimination of child labor, food package from CRS and participatory monitoring.
- Sustainability - increased savings of the schools (> Rs.100,000 over 4 years), matching grants, assistance for school buildings.

Success factors:

- Over Rs.6 million disbursed annually through 21 NGOs.
- About 20% annual increase in enrolment.
- Dropout between 5-10%.
- 80% success rate in primary exam.
- Sub-regional NEF offices in FATA, FANA and AJK to facilitate.
- Establishment of four Resource Centers.

Constraints:

- Insufficient income from limited Endowment Fund of Rs.104 million.
- NEF is not allowed to mobilize resources by

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- alternate investments/IGAs.
- Few NGO partners in rural areas.
- NEF has to follow rules of the Federal Government.
- Failure of program in urban slums.

The program could benefit from innovative technologies in expanding outreach and improving quality of delivery relating to pedagogical and management aspects of the model.

Serendip Productions : Celebrating diversity digitally!

Huma Baig

One needs a great deal of courage to be part of the dynamic Serendip group. Started by a husband and wife team, Huma believes that "We need to celebrate diversity, respect differences of opinion and open our minds to why each nation is different". So how are education and technology related? Through films, documentaries, CDs and the written word projecting the work of philanthropic organizations, NGOs, nationally and for the international market Serendip Productions knows no bounds. Issues taken up by the organization promote development themes such as mother and child health, HIV/AIDS, child labor, gender issues, racial and economic discrimination, overseas Pakistanis, minorities and ethnic groups, the environment, and education. Equally emphasized is the cultural heritage of Pakistan its land and people for all audiences. For example, animated cartoon films for children provide opportunities for learning with everyday local images such as a tractor, a local rickshaw and the hand painted Pakistani truck.

Television has immense possibilities and Pakistan needs to invest in it. Serendip is now looking at setting up a television channel exclusively for development NGOs as a caring - sharing route to progress. NGOs and practitioners have the potential to emerge as program content designers. But who will pay for it? Do NGOs have the funds? So while technology has immense possibilities, getting the money for professional work is less easy.

Sharing Views

Participants were concerned about the outreach of Government radio channels as compared to BBC and Radio India and the scope for NGOs in getting private licenses for local radio channels. The issue of collaboration between state media and private/NGO sector remains contentious making the role of partnerships critical. Technology was already being used for producing teaching-learning materials but continuity of work suffers as funding is usually for projects with limited duration. The Government's stress on computers and other equipment must come with teacher/trainer and electricity for them to work, and where there is no electricity, there is a role for community radios.

Recommendations

It was generally agreed that mechanism should be developed to ensure recognition of partnerships as an essential element especially where sophisticated technology could be translated into concrete effective actions.

CHAPTER FIVE
Using Interactive Programming Techniques to Develop Materials for Basic Education : Successful Interventions!

Early Childhood the Formative Years

Ms. Cecilia Crespo, Education Development Center

Educating young children is an effective strategy for ensuring their participation at the primary level. For reaching the pre-school age group, imaginative communication tools with maximum outreach are essential. One such success story is the application of radio specifically using interactive programming techniques piloted in Latin America and African countries.

Based on her experience with the AJARI/EDC project in Bolivia, Ms. Crespo introduced Interactive Radio Instruction as a communication technology. The difference between IRI and traditional radio education programs is that it is based on sound pedagogical principles, with a strong emphasis on cognitive learning. Students are actively engaged in responding to or working with the radio teacher. The role of the teacher in IRI is that of a facilitator who is usually a young mother with only a few years of schooling. Programs can also be designed for situations where there are no teachers. The target age group is small children but can vary according to the needs of the program and country requirements. IRI can be based on the national curriculum and thus have a direct relationship with the existing educational system. Some 20 IRI projects around the world have successfully taught a range of subjects including mathematics, language, literacy, health, environment and early child development and are cost effective when used to assist with an identified educational need. Equipment required includes radio receivers for the student group together with a radio station with a good signal.

To make IRI work it was essential to:

- make appropriate use of radio.
    - Creative and critical thinking
- have sound pedagogical principals:
    - Active learning
    - Curriculum design
    - Distributed learning
    - Formative evaluation
    - Interactivity
    - Modeling and structured learning

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- Research and pacing
- Positive role models
- Reinforcement

- develop an appropriate radio format suited to audience and subject.
- set up solid and well-structured delivery systems.

The session revolved around the following objectives:

- To share the Bolivian IRI early childhood experience and lessons learned.
- To discuss about the importance of using radio in an appropriate role.
- To discuss about IRI principals and how they are applied in an IRI script.
- To present the video "When learning is Play" that shows how the production of an IRI series follows steps that are closely linked and interrelated to one another.
- To do a practical hands on exercise for IRI radio character development.

The Bolivian IRI early childhood experience and lessons learned (AJARI/EDC)

AJARI/EDC is an integrated Early Childhood Education program that uses Interactive Radio Instruction (IRI) with children, educators and parents in Bolivia.

Objectives

- To train educators in early childhood development.
- To stimulate the integrated development of children under six years of age.

Target population

- Peri-urban and rural educators, children under six years of age, and parents.

Key elements of the IRI early childhood educational package

- It is based on educational principals of active participation.
- It is directed at two audiences at the same time (children and their educators).
- It was developed after several cycles of formative evaluation.
- A multidisciplinary team developed it.
- The package becomes permanent educational material.
- The programs can be used on cassette and broadcast over the radio as well.

Lessons learned

- The importance of dedicating time and energy to the master plan (curriculum).
- The importance of keeping in mind that all the elements of the IRI process are linked and interrelated.
- The importance of group work in order to produce better IRI programs.
- The importance of keeping an open mind and ear when it comes to producing scripts.
- The importance of testing the programs (formative evaluation).

Applying the IRI experience

Interactive sessions with participants responding enthusiastically indicated possibilities for using

the information in different ways. Creating culturally appropriate role models, using local sounds and characters to make education fun was something new for the participants especially the government schoolteachers. The possibility of using radio as a school-based technology was effectively communicated. Moreover, since everything has to be recorded before it is broadcast, audiocassettes would be available for use in areas where there was no radio coverage and would be available beyond the life of a project/program.

Sharing Views

Discussion revolved around the benefits of IRI and making the best use of time available. Experience showed that television was best for motivation and not imparting literacy.

Recommendations

The participants felt that radio was one technology, which should be, explored more for education.

CHAPTER SIX
Interconnectivity For Progress

Governments, people and programs interacting and connecting were the message at the conclusion of the workshop.

Defining for Ourselves

Participants

Facilitated by Mr. Stephen Anzalone, the session highlighted ways of working together, strengthening each other and adding up expertise and resources. The challenge of teaching, need for information sharing and educating children of all ages starting with early childhood were raised as critical issues. Making programs including software programs Pakistan specific and addressing the interests of not just the elite, changing internet cafes into teaching institutions and playing centers, and finding points of access so that there is "something worth bringing to the client." Not forgetting the potential of radio to target districts, rural areas and children of all age groups in view of the new technologies so that all technology was used to achieve the goals of basic education as defined by the Government in its Education Sector Reforms agenda.

Making Connections

Mr. Stephen Anzalone, Education Development Center

The workshop demonstrated that technology has an important role to play as part of the Government's ESR program. It stressed the importance of aligning the use of technology with educational goals and not treating technology as an end in itself. It looked at four of the main thrusts of ESR primary, nonformal education and literacy, teacher training, and public/private sector partnerships and found that the use of technology could bring benefits in each of these areas.

The experience of many countries in how they use technology to support education had been noted and participants recognized that there is much to learn from the experience of other countries. The significance of interactivity as an important aspect in the use of technology and in effective education, which can be achieved in different ways, depending on the audience and the technology, was effectively communicated.

The workshop also re-discovered that Pakistan has had a long tradition of using technology in education and much to draw upon for the future as well as to share with other countries. Even applications that did not prove to be successful have generated important capacity and insights to draw upon. And, it provided an opportunity for the Government and NGOs to become better

acquainted with each other's work in education generally and with technology in particular. Public private sector dialogue and partnerships need to be strengthened. Without the combined resources and expertise of both, applications of technology in education are likely to be unsustainable.

Strategy

The need for a long-term strategy for the use of technology in education was recognized. Such a strategy should be driven by educational concerns and developed by educators in consultation with technology specialists. The strategy should involve systematic dialogue at the district and community level.

Conceived as an opportunity for the Government, NGOs of Pakistan and USAID to being reacquainted in the area of education after a period of many years. The workshop has provided concrete beginning for the process of mutual understanding and sharing that needs to continue in the future.

To Conclude

Mr. Sarfraz Ahmed Syed, Joint Secretary, Ministry of Education, Government of Pakistan

Mr. Sarfraz Ahmed reiterated the pervasive and persuasive role of mass communication media such as radio, television, computers, and in particular the internet in the dissemination of knowledge and their unlimited potential for distance education. Means and expertise were required to reach out to the millions of children and young men and women who cannot afford books to utilize and disseminate information. This requires appropriate technology, adequate resources, staff development and effective management and implementation. Information technologies could enable institutions to come out of their present isolation and resource shortage. The advent of Information Superhighway had created new paths for learning and education and the challenge for educators was to develop need based learning programs.

The Ministry of Education looked forward to further cooperation and collaboration from USAID, EDC, and The Asia Foundation in assisting it to move ahead in the area of basic education with the introduction of new technologies.

We hope this partnership will go a long way!

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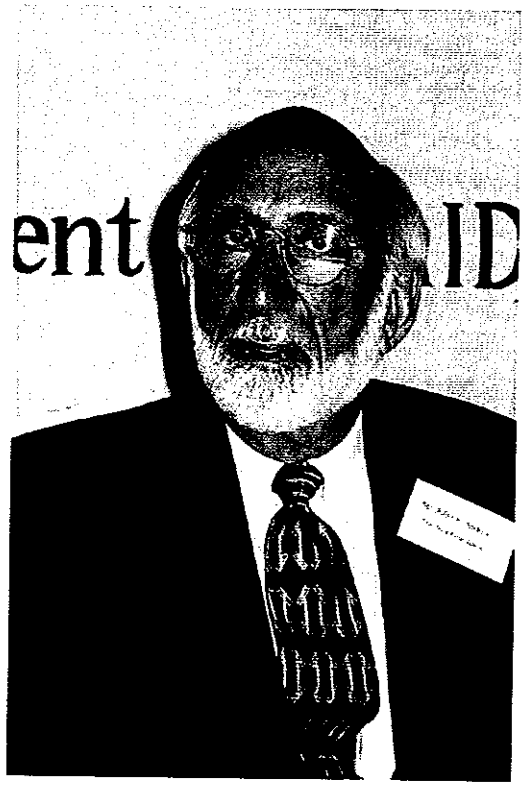
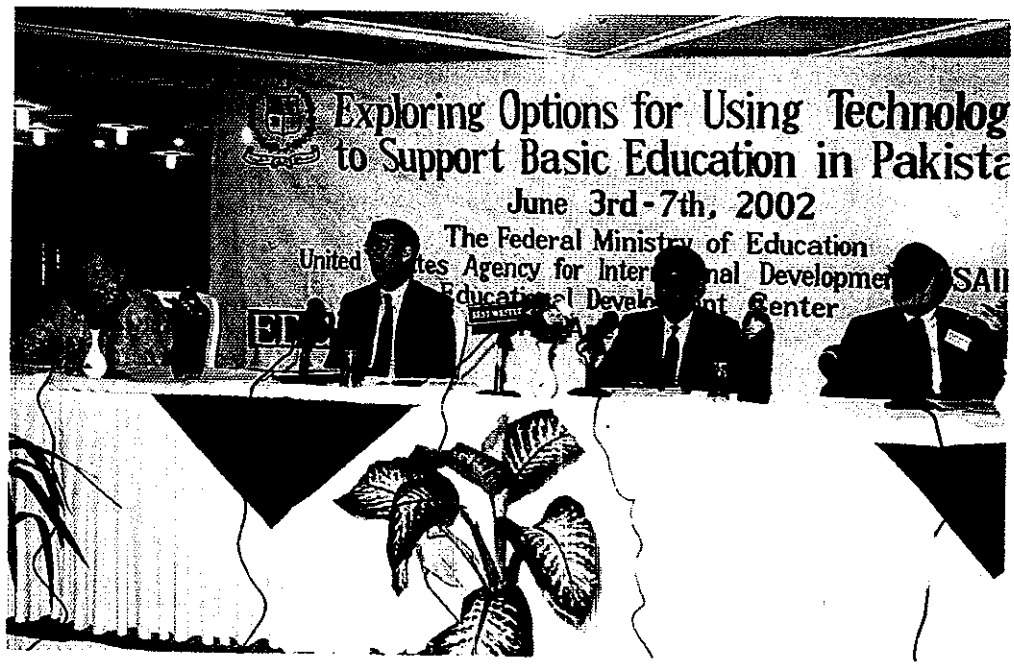
Mr. Tariq Farook,
Secretary, Ministry of Education

Mr. William Monroe,
Deputy Chief of Mission, U.S. Embassy

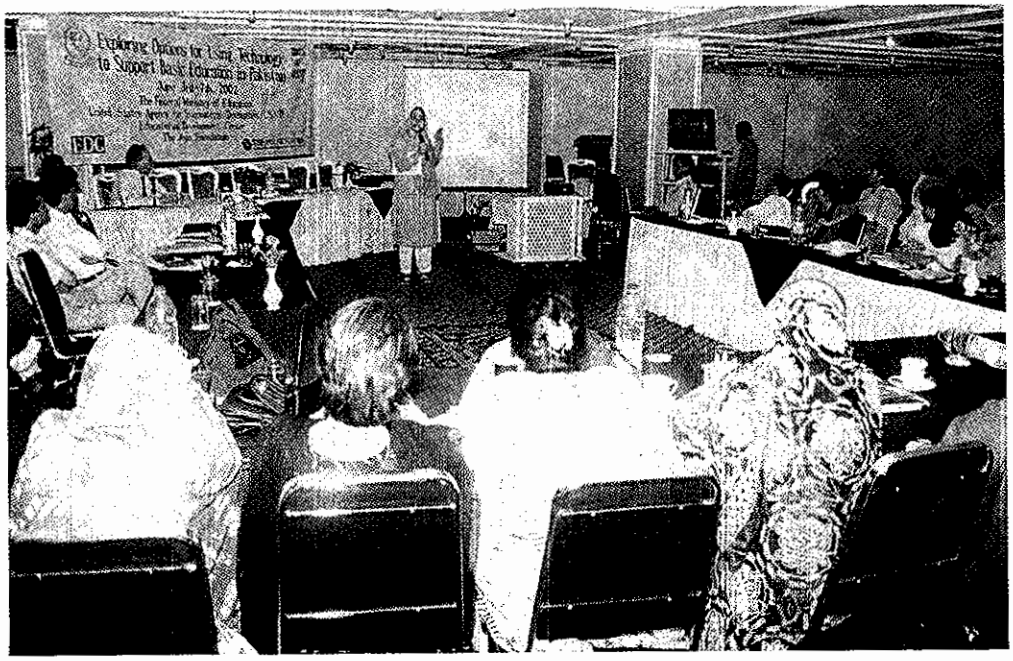
Student reciting the Holy Quran,
Roots Montessori & School System



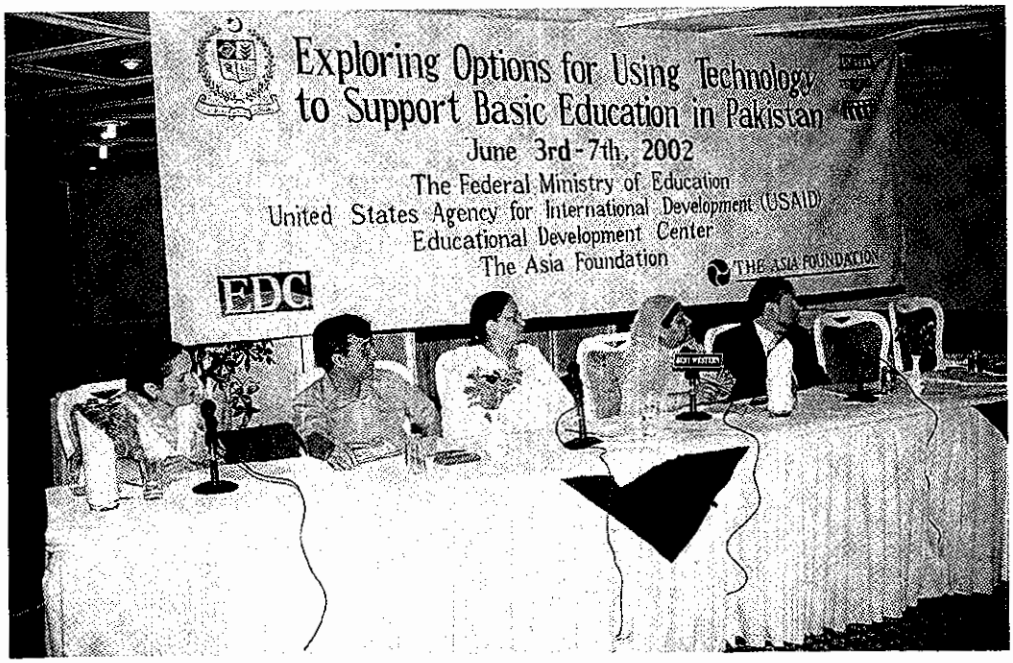
Mr. Julio A. Andrews,
Representative, The Asia Foundation



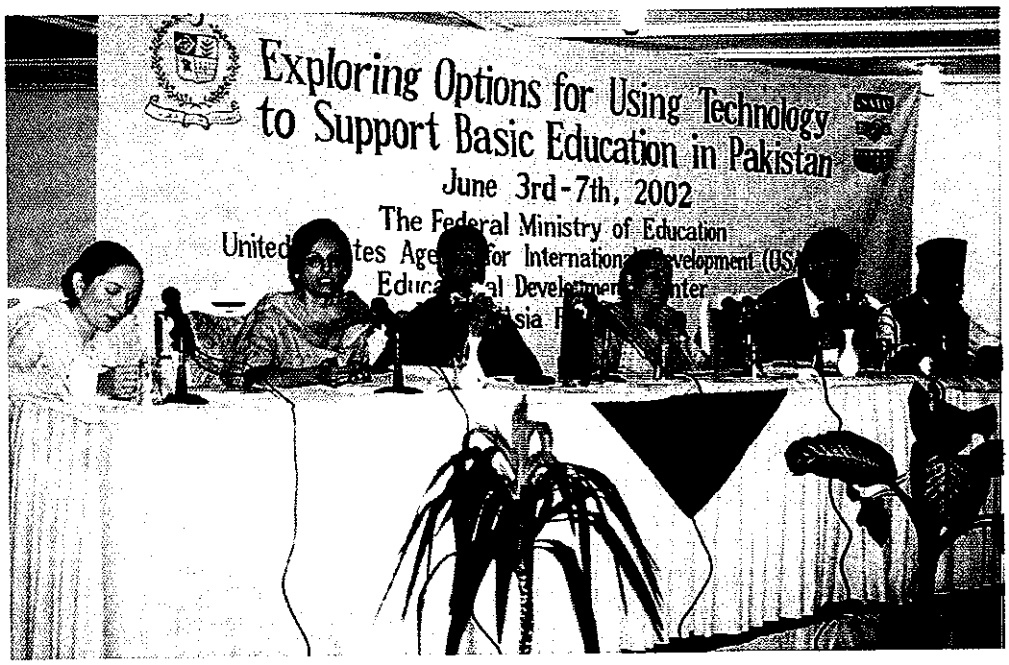
Inaugural Session: Mehnaz Akber Aziz, William Monroe, Tariq Farook,
Julio A.Andrews



Case study Public Sector Partnership: Huma Beg,
Serendip Production



Panel on Teacher Education & Curriculum: Mehnaz Akber Aziz; Parviez Hoodbhoy, Professor, Quaid-i-Azam University; Haroona Jatoi, Advisor Curriculum, Ministry of Education; Rana Sarfraz Alam, Associate Professor, Federal College of Education; Robert Spielvogel, EDC



Panel on Primary Education: Mehnaz Akber Aziz; Fareeha Zafar, Society for the Advancement of Higher Education (SAHE); Sarfraz Ahmed Syed, Joint Secretary, Ministry of Education; Shahida Jafri, Executive Director Baluchistan Rural Support Program; Stephan Anzalone, EDC; Najmuddin Mangrio, Advisor Education For All, Ministry of Education.

Group Photo of Participants with
Stephen Anzalone, EDC

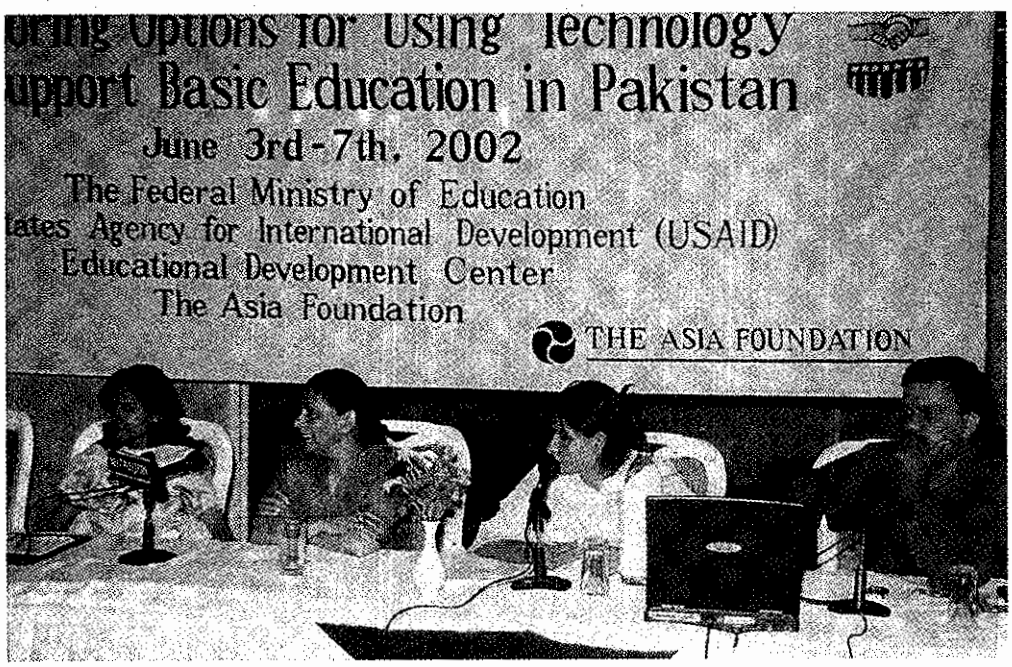
Panel on Primary Education: Mehnaz Akber Aziz,
Fareeha Zafar, Sarfraz Ahmed Syed.

Panel on Linking The Use of Newer Information Technologies:
Mehnaz Akber Aziz;Sarfraz Ahmed Syed; Robert Spielvogel.

Participants of the Workshop

View of the Audience

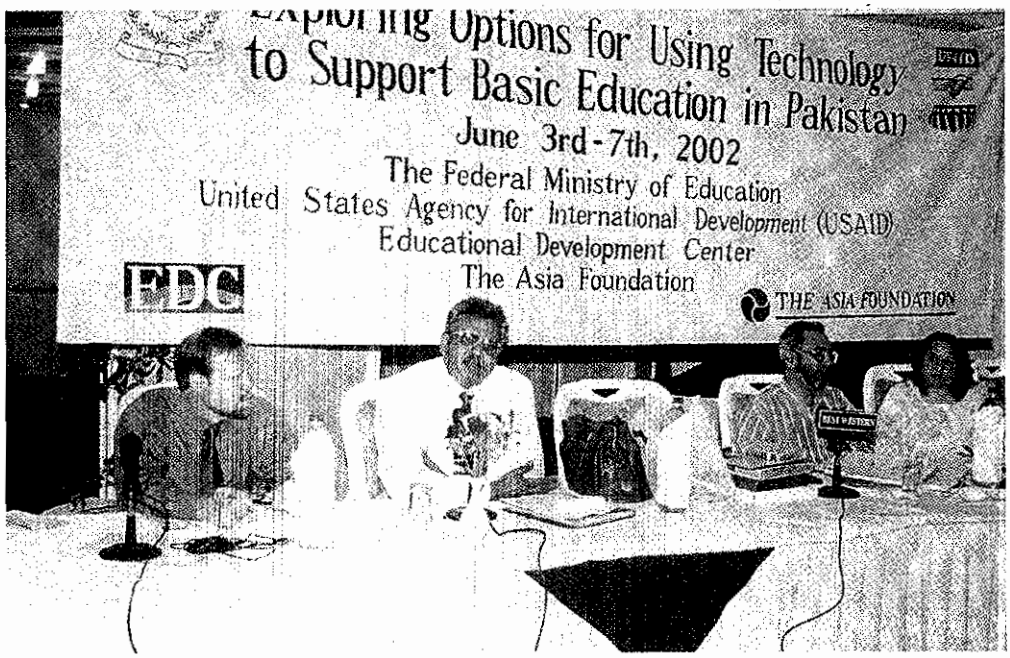
Panel on Public Private Partnership: Sarfraz Ahmed Syed, Robert Spielvogel



Panel on Dialogue on Use of Technology To Support Education: Case Study on Non-formal Education & Literacy: Nabeela Ali, SAHE: Simi Raheal, Himmat Society; Aneela Qamar, Khwendo Kor; Najib Ahmed, Radio Pakistan.

Panel on Building Appropriate Technologies for Basic Education:
Mr. Stephen Anzalone, Education Development Center, Washington

Participants from Baanhn Beli; District Education Officers,
Jhelum and Abbottabad



Case Study Teacher Education & Curriculum: Robert Spielvogel; Edward Samson, Adult Basic Education Society; Lubna Saif Allama Iqbal Open University

Participants of the Workshop

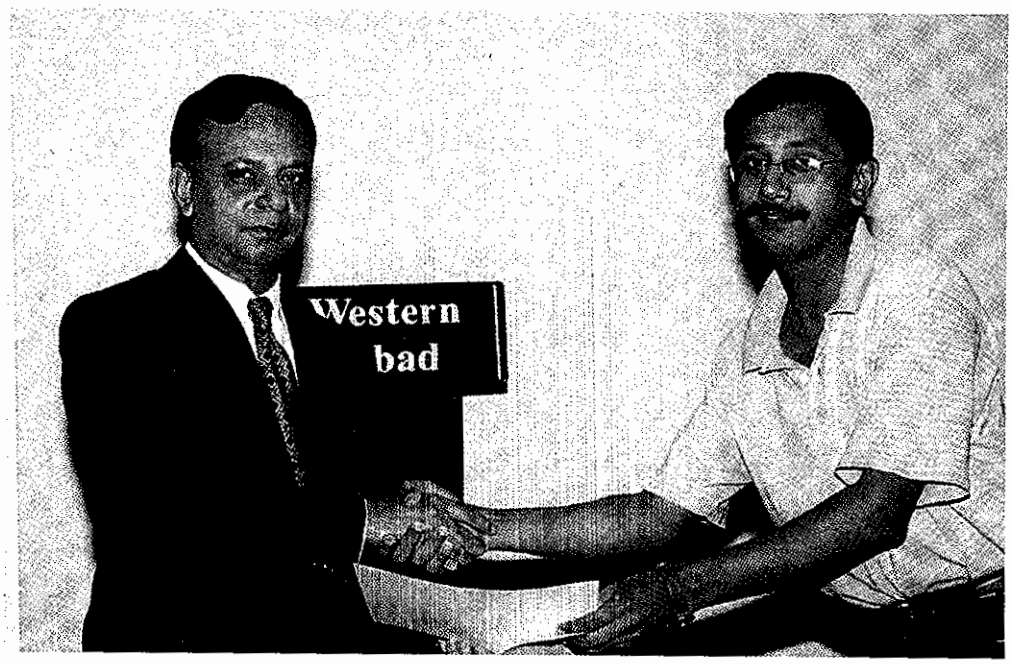
Case Study Public Private Partnership: Afzal Haque, National Education Foundation, Stephen Anzalone

Session on Using Interactive Programing Technologies to Develop Materials for Basic Education: Cecilia Crespo, Education Development Center, Bolivia

Participants Sharing Views

Dialogue on use of Technology to support Education:
Sector Reforms in Pakistan

Session on Interconnectivity for Progreas



Award of Certificates: Sarfraz Ahmed Syed, Joint Secretary
Ministry of Education
Malick Shahbaz Ahmed Tahir, SUDHAAR

Award of Certificates: Sarfraz Ahmed Syed, Joint Secretary
Ministry of Education
Aneela Qamar, Acting Director, Khwendo kor

Abbreviations/Acronyms

ABES	Adult Basic Education Society
AIOU	Allama Iqbal Open University
AJK	Azad Jammu and Kashmir
BBC	British Broadcasting Corporation
CD	Compact Disc
CEC	Community Education Centre
ECE	Early Childhood Education
EDC	Education Development Center
EFA	Education for All
EMIS	Education Management Information System
ESR	Education Sector Reforms
FANA	Federally Administered Northern Areas
FATA	Federally Administered Tribal Areas
GOP	Government of Pakistan
ICT	Information Communication Technology
IRI	Interactive Radio Instruction
IT	Information Technology
MOU	Memorandum of Understanding
NEF	National Education Foundation
NFBE	Non-formal Basic Education
NFE	Non-formal Education
NGO	Non-Government Organization
NICT	New Information Communication Technology
NWFP	North West Frontier Province
PIHS	Pakistan Integrated Household Survey
PNI	Pakistan NGO Initiative
PRSP	Poverty Reduction Strategy Paper
SAHE	Society for the Advancement of Education
PTV	Pakistan Television
TEC	Teacher Education Center
TV	Television
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
USAID	United States Agency for International Development
VCP	Video Cassette Projector
VHS	Video System

Attachment F

Pakistan Health Programs (Presentation)

The Asia Foundation

Pakistan Health Programs

"I think I am pregnant again. Let's see who dies this time – me or my child..."

A rural woman in Khuzdar, Balochistan, January 1998

Health Scenario in Pakistan

Population (millions)	140
Total fertility rate (TFR)	5.4
Maternal mortality ratio (MMR)	300 – 700
Modern contraceptives use rate	17.8%
Perinatal mortality rate (PMR)	50 – 60

Major Health Issues in Pakistan

- High maternal and perinatal mortality
- Rapid rate of population growth, low rates of contraceptive use and high unmet need of family planning
- Poor accessibility of obstetric care
- Poor quality and low utilization of health and family planning services

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TAF's Health Program

- Maternal and child health and nutrition USAID
- Male involvement in family planning
- Community-based safe motherhood interventions (BSMI) USAID
- Anemia in pregnancy and lactation
- Adolescent reproductive health USAID

Maternal and Child Health and Nutrition Program

- Goal
  - Build NGO capacity to increase awareness, change behavior and improve RH services
- Activities
  - IEC to women through support groups and counseling
  - Training of community-based workers

USAID

Maternal and Child Health and Nutrition Program

- Lessons Learned
  - Support groups are excellent for a for women to share and learn through experiences
  - Inter-NGO linkages strengthened for mutual learning

Attachment F

USAID

Maternal and Child Health and Nutrition Program

- Outcomes
  - IEC material developed, tested & in-use
  - Training manual developed, tested & in-use
  - LHWs program have incorporated TAF's IEC material and training module
  - UNICEF & WFP funded Anemia project has emanated from the MCH program
  - TAF trained LHWs, LHW Supervisors & LHW trainers in counseling and support groups

Attachment F

USAID

Family Counseling Card

Maternal and Child Health and Nutrition Program

USAID

Male Involvement in Family Planning

- Goal
  - Strengthen NGO capacity to increase men's involvement in family planning
- Activities
  - Training of community-based workers in couple counseling to promote inter-spousal communication
  - Training in the use of counseling cards and information booklet

Male Involvement in Family Planning

- Lessons Learned
  - Initial contact with men is crucial for successful implementation of family planning program
  - Contacting husband initially leads to better inter-spousal communication resulting in selection, adoption and practice of child spacing methods
  - Program should focus couples with 1-2 children
  - Quality of care needs strengthening

Male Involvement in Family Planning

- Outcomes
  - IEC material developed and pre-tested
  - Child spacing information booklet developed, pre-tested, and ready to use
  - NGO workers trained in counseling and use of materials

Counseling card for couples

Male Involvement in Family Planning Program

Anemia and Women's Health

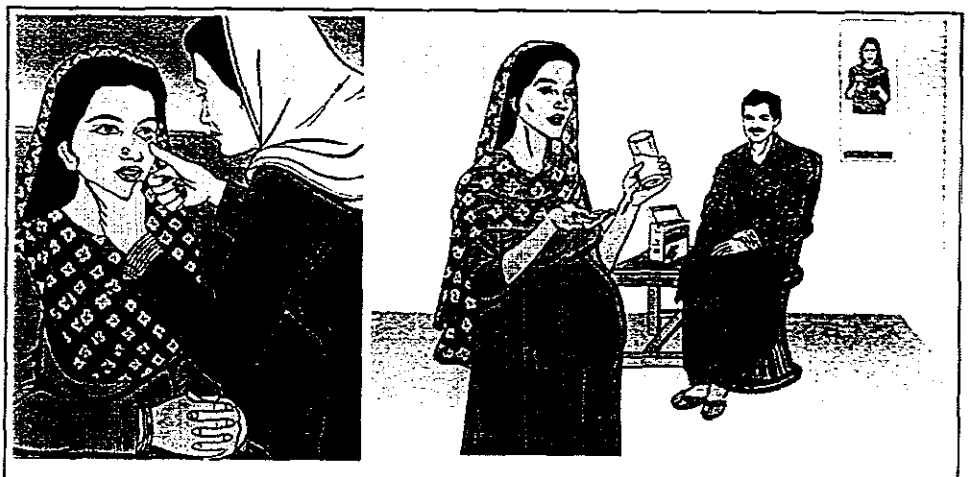
- Goal
  - Reduce nutritional anemia among pregnant and lactating women
- Activities
  - Training of LHWs in counseling skills
  - Development of IEC materials for women and men
  - Building partnership among government health workers and NGOs

Anemia and Women's Health

- Lessons Learned
  - The program dispels previous myth of non collaboration between NGOs and Government
  - For successful implementation full commitment from Government is essential

Anemia and Women's Health

- Outcomes
  - Training manual developed and tested
  - Baseline survey at 2 intervention site Districts
  - 50 District master trainers and LHW supervisors trained
  - 24 Provincial master trainers trained
  - National Program to expand training on Anemia counseling to 48 Districts



Counseling Cards for Iron Deficiency Anemia

Anemia and Women's Health Program

Adolescent Health Program

- Goal
  - Provide sexual and reproductive health information to adolescent boys and girls
- Activities
  - Training of community-based workers in counseling adolescents
  - Educating adolescents through primers and training workshops

USAID

Adolescent Health Program

- Lessons Learned
  - Addressing myths and misconceptions helps in internalization of concepts
  - Developing peer educators assists adolescents in follow-up
  - Strengthening of back-up support services

Attachment F

USAID
The US Agency for International Development

Adolescent Health Program

- Outcomes
  - Socio-cultural sensitive primers on biological and sexual health developed
  - Base line data on knowledge, attitude, and practice completed
  - 28 Master trainers trained in sexual and reproductive health counseling
  - Training module developed
  - Use of module and primers underway at the national level

Attachment F

USAID
The US Agency for International Development

Balochistan Safe Motherhood Initiative

- Goal
  - Develop and test community-based interventions to reduce maternal morbidity and mortality
- Activities
  - IEC to men and women
  - Training of *Dais*, LHWs and health personnel
  - Training of local transporters
  - Setting up wireless telecom systems

USAID

BSMI's Training Programs

- Safe motherhood orientation workshops
- "Safe Delivery" training for *Dais*
- RH skills training for facility-based health workers
- The "RSR" training for *Dais*
- Neonatal special care training

BSMI: Transport and Telecom

- Training of drivers in transporting obstetric emergencies
- Wireless telecom systems to link *Dais* with health facilities and transporters
- Improvements in the EmOC at the District Hospital

Male booklet for BSMI

Blind Faith: An icebreaking game used in *Dais* training programs

Balochistan Safe Motherhood Initiative

- Replication
  - Peri-Urban Sindh
  - Khuzdar Control Sites
  - Other PNI Health Partners

USAID
The US Agency for International Development

TAF's Comparative Advantage in PK Health Programs

- Comprehensive IEC materials (booklets, audiocassettes and counseling cards) tailored for Pakistan
- Proven training methods and manuals
- Network of 55 Pakistani partner NGOs, academia & private sector health organizations
- Experience of working with government, communities and health workers
- Expert in grantmaking and capacity building of NGOs

THE ASIA FOUNDATION

March 2003

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Attachment G

Democratic Rights and Citizens Education Program: Assessment of Phase I Results

DEMOCRATIC RIGHTS AND CITIZENS' EDUCATION PROGRAM

ASSESSMENT OF PHASE I RESULTS

(October 2000 – September 2001)

DRAFT REPORT

by

Omar Asghar Khan

Socio-Economic & Business Consultants

3rd Floor ATS Center

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Blue Area, Islamabad

February 5, 2002

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Context

The Democratic Rights and Citizens' Education Program (DRCEP) is a response to Pakistan's particular political context. Understanding DRCEP and its impact thus necessitates an understanding of that context, particularly the relations between state and civil society. The principle achievement of DRCEP is arguably the involvement of civil society in democratization and electoral politics and, more importantly, in creating space in the electoral arena for marginalized and disadvantaged groups. To understand this better, the key features of Pakistan's political context relevant to DRCEP may be reviewed briefly. These features also comprise the "filter" through which this assessment has been viewed:

- **The condition of democracy in Pakistan**: Pakistan is marked by social, economic and cultural heterogeneity and immense diversity. In the search for national unity, the state has, for over fifty years, been in search for transcending and homogenizing symbols. Ideological failure to do so, however, has led to manipulation of society by the post-colonial state and, where that has failed, to the threat or use of force. As a consequence, the state machinery is over-extended, typically so for a post-colonial nation. The state has been authoritarian and has held political governments hostage to its own interests. By contrast, political governments in the country have been typically weak, fragile and intermittent; they have notably failed to deliver on the basic social needs of the majority of the population. In such a situation, "democracy" has been more in form than in substance. While 'nominal democracy' (elected government functionaries) may be said to have existed for about half of the country's history, 'functional democracy' (transparency, public accountability, people's participation in decision-making, social justice) has largely remained absent throughout.

- **The nature of Pakistani politics**: The condition of democracy is a function partly of the state's authoritarian methods to impose unity, and partly of the peculiar nature of Pakistani politics. Perhaps as a result of state intervention, electoral politics since Independence has been dominated by a minority elite within the country, primarily consisting of landed power, religious elite, and small commercial and industrial groups. The interests of this small elite are similarly confined, excluding the vast majority of the country's population from decision-making. The absence of an organized, vibrant and vocal middle class of entrepreneurs and salariats has further restricted any benefits from filtering down to the rest of the population. Social exclusion of the many is thus a feature of Pakistani politics, electorally and in policy-making. Political parties, in protecting the interests of the elite, have failed to deliver on the basic social needs of the many and have excluded them from social services, human and political rights. Established political groups have tended not to provide a platform to the dispossessed majority, neither protecting nor promoting their interests. Fifty-five years of this process have led inevitably to public discontent with political parties and even the democratic process.

- **State and civil society: partners or competitors?** There is a lack of organized support aimed at the promotion of rights and interests of the dispossessed in the country. Globally, this space is being filled by civil society (in a wide variety of forms) and by the private sector (in some countries). There is a marked international trend of the state shrinking nationally, increasingly restricting itself to national regulation and compliance with global policies. In Pakistan, however, as in many recent post-colonial states, this trend is not so visible. While

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service provision, charity or welfare-oriented civil society is tolerated – in some cases even encouraged – the space for policy advocacy is still restricted[1]. The military government since 1999 has tended to promote more tolerance of advocacy by civil society, particularly as political parties are failing to present the views and interests of the country's majority. The tension still exists, however, as civil society demands greater share in state power. Social movements, focusing on rights-based activism still have little space to advocate and influence. At the same time, civil society's own capacity to create space and utilize it effectively is questionable, leading to legitimacy concerns.

- **Evolution of rights-based advocacy by civil society**: Civil society's contention for power is a feature of its evolution and construction in Pakistan. The Indian subcontinent has a long tradition of *charity and welfare organizations* (religious and humanitarian); since the 1980s these have proliferated considerably in response to the deprivation of so many people. *"Development"* work by NGOs is relatively new, mushrooming with the influx of foreign funding during the Soviet invasion of Afghanistan; typically these organizations are based on community development and self-help models. Beyond the mid-1980s, a still newer phenomenon is evident: *advocacy NGOs* that base their work on social mobilization and a rights-based perspective. The failure of top-down centralized development planning and implementation was critical to the growth of this type of organization. Furthermore, advocacy NGOs (also referred to as Public Interest Organizations: PIOs) were a direct response to the political repression and human rights violations by the military regime of General Zia-ul-Haq. However, they remained essentially restricted to development policy formulation, adoption and implementation until 1988. The political upheavals of the 1990s resulted in political instability as well as in poor implementation of, and low priority to, development policy. This forced many PIOs to realize the importance of the political process and democratization to development, and brought to the fore the need to engage constructively in this process. The step towards grassroots democracy initiated by the military government of General Pervez Musharraf offered the first chance to do so.

- **The People's Assemblies – a foundation stone**: Broad-based civil society engagement in politics and the democratization of society began with the People's Assemblies process on devolution of power. A network of civic organizations emerged across the country to draw public input into the Local Government Plan and advocate for devolution of power and participation of women and marginalized groups in the devolution process. It would be fair to say that the People's Assemblies marked a transformation of civil society from charity, community development or development advocacy to political engagement. In participating actively, civil society laid claim to political space in decision-making, and drew legitimacy from its direct contact with the grassroots.

[1] State repression of civil society organizations and the media's response to building the Kalabagh dam in 1998 is a case in point. Similarly, public interest organizations protesting the nuclear tests of 1997 were severely criticized (and in some cases harassed) by state agencies.

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The need for civil society engagement in electoral politics and democratization can thus be understood in light of these features. DRCEP fulfilled this function, basing itself largely (conceptually and practically) on the experiences of the People's Assemblies and envisioning large-scale involvement of marginalized and disadvantaged groups in all aspects of electoral politics. The need to revitalize and facilitate public involvement in the democratic process were clear drivers of the program.

The results of the local body elections are still a little unclear, particularly as regards the success of "genuine" workers and peasants on reserved seats, and as regards the pro-poor, democratic orientation of those elected. Moreover, it is not clear to what extent are those elected on seats reserved for women, workers and peasants, or even the general councilors or Nazims at various levels able to address the concerns of the marginalized. One primary concern throughout the elections, focused on by the program, was the need to facilitate "new entrants" into the political arena, essentially to give democracy a better chance.

Most analyses of the local elections results are hopeful in this respect. It is generally estimated, including by DRCEP partners, that at least 50% of successful candidates at the local level are "new", having little or no affiliations with established political parties or traditional power brokers. This number is perceived to be higher at the union council level and lower at the district level. DRCEP partners are certain of the positive contribution that the program made to this result; PILER, for example, estimates that DRCEP contributed to having genuine workers elected on about 50% of reserved seats. All the partners agree that women's participation and success in the elections was significantly due to DRCEP's input, particularly in parts of NWFP and Balochistan. There is also a general perception that the trend of "truly representative" representatives will continue to increase in the future and that programs such as DRCEP can help to strengthen this trend, provided future governments continue to support effective devolution of power to the local level and bring about electoral and agrarian reforms.

These results and expectations, along with the above-mentioned features, are important parts of the context for assessing DRCEP's impact and identifying future directions.

2. Program Description[2]

2.1 *Program Outline*

The DRCEP program was launched in October 2000, a month and a half after the government officially announced the final Local Government Plan and a phased schedule of local body elections. The stated **goals** of DRCEP were:

1. To promote political education among people to exercise their democratic rights for increasing people's participation in the political structure and election process.
2. To promote the concept of good governance through a process of democratic and electoral education of citizens, especially disadvantaged groups, women, minorities, labor and peasants.
3. To revive the confidence of people on the political and electoral processes through collective civil society actions.

The program aimed to achieve these goals by working for the following **objectives**:

1. Build the capacity of a core group of social and political activists to undertake democratic education of Pakistani citizens in general and voters in particular.
2. Create a group of politically sensitive and motivated people active in local, provincial and national level political processes.
3. Public sensitization and voters' education on the devolution plan at the national level.
4. Enhance awareness among citizens/voters/candidates on basic local government functions, and its significance and role in the country.
5. Create constructive and positive civic engagements among people, interest groups, political forces and civil society organizations.
6. Create a new body of knowledge on local government functions, practices and political representation.

2.2 *Methodology*

The program was expected to be national in scope, working in Balochistan, NWFP, Sindh, Punjab and Islamabad. After establishing a set of principles, core values and strategic criteria of the program, DRCEP identified the following **program strategies** to complete the objectives:

- ✓ *Public education and mobilization*: educating voters on their electoral and democratic rights, building a conceptual background on the significance, nature and role of local government systems and structures, and facilitating people to play an effective role in electoral and post-election monitoring;
- ✓ *Support in the electoral process*: facilitating candidates and voters from all walks of life to complete their registration, filing and voting process without political, social, religious, gender or other prejudice, and establishing citizen monitoring groups;
- ✓ *Training of candidates*: enhancing candidates' understanding of the political significance, history, imperatives, roles and nature of local government, as well as the requisites of a

[2] Taken largely from the Program Proposal of DRCEP, October 2000.

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democratic order in elected bodies (especially targeted at those candidates contesting local body elections on seats reserved for peasants, workers, women and minorities);

- ✓ *Networking and advocacy*: trigger and optimally use the coalitions and networks developed by NGOs and CBOs to achieve program objectives;
- ✓ *Research and dialogues among stakeholders*: developing, printing and disseminating issue-based material, based on analysis and research; *and*
- ✓ *Documentation*: conducting action research by documenting the process and key features of the local body elections, developing case studies and monitoring impacts along the way.

The program identified women, minorities, small farmers, laborers, youth and citizens in general as the primary stakeholders in the process, and political and social activists, civil society organizations, NGOs and CBOs, networks and coalitions, academicians, political groups, and the media as secondary stakeholders.

It is important to mention that the DRCEP was situated firmly within the larger framework of democratization of society. With the government's decision to devolve power to the local level and hold local body elections, the DRCEP partners saw this as an opportunity to influence the devolution process. The program therefore focused exclusively on local government elections. It was seen by most partners as, and to a great extent turned out to be, a positive follow-up on the previous program of People's Assemblies on the Devolution of Power. The strategic framework of DRCEP, thus, was democratization of society, concentrating on local body elections.

Another clear strategic focus, implicit in the objectives, was to contribute to the capacity building of civil society, so as to enable them to participate actively in decentralization of state and society. The program expected this new type of capacity to be built "along the way" of the program, although no specific capacity building steps of civil society partners were identified.

The program was expected to last until the local body elections were complete and local government was in place in August 2001. In the event, the program continued until September, 2001. The institutional arrangement was a key feature of the program. The Asia Foundation entered into a close partnership with a **national core** of six organizations:

1. *South Asia Partnership-Pakistan* (SAP-PK): Central Secretariat and Coordinator, Punjab;
2. *Institute of Development Studies, Pakistan* (IDSP): Coordinator, Balochistan;
3. *Sungi Development Foundation* (SUNGI): Coordinator, NWFP, Federally Administered Tribal Areas and Federally Administered Northern Areas;
4. *Pakistan Institute of Labor Education and Research* (PILER): Coordinator, Sindh;
5. *Sustainable Development Policy Institute* (SDPI): Coordinator, Research;
6. *Interactive Resource Center* (IRC): Coordinator, Interactive Theater.

The partners were chosen through a consultative process, and were all actively involved in the People's Assemblies earlier, except for IRC. The core group all gave similar reasons for joining the new program:

- DRCEP is a logical progression from the People's Assemblies on devolution. Outreach had been built up through the earlier process which could be used.
- DRCEP would supplement existing social mobilization work.

- On-going engagement in democratization issues, either directly (as in the case of IDSP and SAP-PK) or through networks and coalitions (as in the case of PILER, SUNGI and SDPI).
- There is a clear need for civil society platform to engage in the political arena to democratize state and society.

In turn, each provincial coordinator was expected to establish a provincial steering committee to steer work at the local level. Apart from the six-member national core team, DRCEP managed to involve 50 organizations at the provincial level and a total of 2,500 civil society organizations at the district and sub-district level. A number of the local organizations in DRCEP had also been engaged in the People's Assemblies process earlier. The local partners worked closely with the provincial coordinators to conduct activities, including material dissemination, public forums, candidate and voter support, formation of district focal groups, candidate training, public engagement through interactive theater and stakeholder debates and dialogues. The program design relied principally on effective communications through a number of innovative channels.

2.3 Achievements

Activity	Balochistan	NWFP / FATA / FANA	Sindh	Punjab	Total
Local civil society organizations involved	400	400	500	1,200	2500
District focal groups formed	14	12	13	34	73
Training sessions for district activists	42	29	39	70	180
Public forums held	52	23	38	60	173
Number of artists trained in interactive theater	69	58	20	143	290
Number of interactive theater performances	9	11	22	38	80
Number of forums for debates between voters and candidates	42	27	39	24	132
Number of people approached directly or indirectly through individual contact	3600	2500	2700	6200	15000
Number of posters and pamphlets distributed	224,000	276,000	294,000	356,000	115,0000

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3. Program Outcomes

DRCEP's impact was positive, arguably more so than the People's Assemblies, although it relied heavily on the mobilization of the earlier program. The program's positive outcomes may be classified into three broad categories, while some gaps can also be identified.

3.1 Capacity building of civil society

The most striking feature of DRCEP was its contribution to the enhancement of civil society capacity to move from a charity or service delivery orientation to advocacy work and, even more, to participate directly in the political process. Previously, such engagement, where it existed, was essentially ad-hoc and not systematic. The People's Assemblies essentially opened up a new avenue of advocacy for civil society, particularly for local CBOs and NGOs, but the DRCEP capitalized on this and built capacity. The program's approach did not involve direct capacity building measures, but rather built capacity of civil society by engaging actively in the program.

Three areas of capacity building can be readily identified:

i. By working from well-researched materials and disseminating them interactively, DRCEP contributed to *enhancing civil society's collective understanding of democratization*, political processes and civic space for advocacy. On the one hand, civil society's involvement in the process introduced concepts like marginalization and exclusion, participation and transparency into the political discourse. On the other hand, and equally importantly, such engagement led to civil society's own conceptual development, especially so at the local level. Many of the issues in the materials, particularly those related to the significance, function and nature of local government and those related to people's rights in democratization added to the working knowledge of many organizations.

> During an assessment meeting in Peshawar, local partners outlined their criteria for substantive democracy, listing participation, justice, absence of religious prejudice, freedom of speech and other such concepts. They all agreed that this understanding was developed largely as a consequence of participating in DRCEP.

> "We got involved in debates on broader questions of democratization, not just in the devolution process."
>
> *- IDSP, Quetta*

The program also managed to improve the organizations' understanding of how democratization issues linked up with peace, empowerment and social uplift – issues that they were concerned with in isolation earlier.

Furthermore, while producing the materials and disseminating them interactively, for example through theater, the organizations learned from the public, candidates and voters alike, of "ground realities" related to democratization.

> "Democratization is not a part of our CBO's constitution, but decentralization and devolution of power for better delivery of services *is* a part of our work."
>
> *- SUNGI partner organization in NWFP*

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This capacity building is difficult to estimate quantitatively and, importantly, varies considerably over the range of DRCEP partner organizations. Some organizations, particularly those who were already engaged in advocacy work themselves, benefited considerably in this regard from their engagement in DRCEP. Others did not benefit as directly or to the same extent, largely because of the entirely new nature of work for them. However, even such organizations were exposed to issues of devolution, electoral processes and larger issues of democratization. The existing capacities of participating organizations, individual and institutional, decided how much they benefited from DRCEP involvement.

ii. DRCEP's contribution to *enhanced civil society capacity for advocacy*, particularly among service-oriented CBOs in districts is clearly evident. The program facilitated a new dimension to be opened up to local organizations, many of whom were previously unfamiliar with advocacy work of the type being undertaken by national organizations. A number of local organizations stated their intention of engaging in further advocacy work related to their immediate development agenda. More than simply helping the growing trend of advocacy, the active involvement of organizations in advocacy work strengthened capacity. Many organizations came to work with unfamiliar tools for communication (such as interactive theater or public forums) that can be employed in other advocacy activities too.

iii. Critically, civil society organizations at all levels established *new coalitions beyond traditional partner CBOs*. This is most striking at the provincial and national levels, where the core team of NGOs began to reach out beyond their typical circle for political participation. In particular, the engagement with political parties and trade unions was largely new for most of the organizations and for their local partners. Although this outreach built on the earlier engagement in DRCEP, it went beyond merely participation in large meetings and into dialogue and debates. In some cases, provincial organizations and local partners have continued on their own the associations formed through DRCEP networks.

3.2 Output-related

The impact of the actual activities themselves was also largely positive, particularly considering the fact that this was the first time many of these organizations had engaged in such large-scale advocacy and political work. As a direct result of the program's interventions, the following impacts may be identified:

1. **Public education:**
   a) Establishment of *district focal groups* had mixed success. While groups were established in almost all districts, some were more functional than others, depending on the local conditions, the image and effort of the district partners and other factors. In the cases where they were active, district focal groups acted as participatory forums to decide on day-to-day interventions as well as on strategic directions for the program. In a few cases, these groups have also sustained activities beyond the end of the program, indicating their importance as multi-sector platforms for democratization.

b) The *dissemination of material* managed to raise public awareness of voters, candidates, government and other stakeholders. The impact of dissemination is of course not estimable quantitatively, but the partners received very positive feedback in their program areas. In many cases people requested additional materials, and there was also a demand from government officials. As indicated in the program design, however, most of this information was targeted at marginalized groups.

c) *Interactive theater* was established as a tool for two-way communication during DRCEP. IRC itself evolved essentially through the program into a network of partner theater groups, civil society organizations, trade unions and political groups; IRC is now developing a council of partners with focal points in different regions of the country. The impact on donor and NGO advocacy organizations has been substantial, and they now consider interactive theater as an important tool for mobilization. The intervention also helped to raise partner organizations' awareness level by providing an effective channel to communicate with the public. A few of the theater activists were actually elected as councilors.

d) *Public and district forums* followed on the experience of People's Assemblies and were equally successful in bringing democratization and local government issues to the public in a participatory manner, and in building partner capacity to conduct such forums for other interventions. The quality of public forums, however, depended largely on the capacities of local organizations and hence varied in quality. The involvement of women was a marked success. However, women participation depended to a large degree on local conditions.

2. **Support in electoral process:**

a) DRCEP did manage to *facilitate voter registration*, but the cumulative impact was not measurably significant. While it is impossible to guess how many people decided to vote based on the dissemination campaign, the actual number of voters facilitated was not large. At the same time, the program could not engage with the government at a high enough level to ensure that electoral rolls were inclusive and correct, or that the registration process was accessible to all sections of society.

b) A major success of the program was the *facilitation of candidates* in filing their papers. By clarifying and disseminating government guidelines a number of candidates, particularly from the primary stakeholder group, were supported in filing their papers.

3. **Networking and advocacy with multi-sectoral groups:**

a) Partners have been linked up with the *provincial government* through active involvement in the process. More importantly, a number of *newly elected local government* officials, from union councils to tehsils to district assemblies, are now engaged with civil society organizations at the local and provincial levels. Some newly elected officials and councilors are seeking additional support from civil society in the monitoring post-election devolution process and assisting in development activities, while even some of those who did not directly benefit from the program have approached the partner organizations for support. This linkage has the potential of developing into a working

relationship between civil society organizations and the local government in the context of advocacy and development work.

b) Networking of partners with *labor, peasant and women groups* has been significantly enhanced. These networks can be employed not only in democratization work, but also in other development-related interventions. The continuation of networks beyond the program life varies considerably from partner to partner, but some organizations have continued their networking in this field as it relates closely to their other interventions.

c) Networking with *political groups* has opened up a new door for many civil society organizations, provincial and local, and political-NGO interactions have increased considerably at all levels. Some politically motivated organizations have expanded the networks established through DRCEP, for example SAP-PK is establishing a political advisory group in Lahore and other parts of the country to support democratization and fundamental rights. The strength and extent of linkages vary widely from area to area.

d) Networking with *media* has been another positive outcome, particularly in a time where civil society has suffered from a poor image in the public. Involvement of the media has contributed to greater understanding about civil society as well as to new contacts.

4. **Candidate training:**
   a) DRCEP support directly benefited a number of candidates not only in filing their papers, but also in contacting the public through the established networks and forums. In particular, candidates contesting elections on seats reserved for workers, peasants and women were supported with information and concepts about the democratic functioning of local governments. Because of the campaign a number of "genuine" workers and peasant representatives were elected, although quantitative estimates are difficult.

   b) A number of such candidates were successful in the elections, thus placed to guide future decision-making at the local level and to enable the traditionally marginalized to participate in political processes. DRCEP organizations monitored the elections to see how many such candidates were successful. In some cases associated activists and even staff of the partner organizations have been elected.

- *IRC* associated theater activists elected to some union council seats after their performance.
- 387 existing program partners of *SUNGI* contested on 483 seats in SUNGI's working area with the help of DRCEP – 148 (31% of all seats) were successful.
- *PILER* and its partner organizations helped bring genuine workers to contest on reserved seats, many successfully. PILER estimates that 50% of those elected to worker seats nationally are genuine workers.
- A number of activists associated with *SAP-PK* and *IDSP* contested and won seats in Punjab and Balochistan, respectively.

5. **Research and dialogues:**
   a) Material production raised the capacity of civil society organizations to produce analytical, well-researched material for advocacy.

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b) SDPI's role in DRCEP was restricted to one study of the relationship between landed power and local body elections, based on two sample districts. Further research and analysis could have been helpful in developing a better understanding of the factors influencing the electoral and democratization process.

3.3 Contextual

More indirect outcomes of the program are also visible, particularly in helping to create a conducive environment for further democratization in the country in the following ways:

1. DRCEP activities contributed to an *enhanced visibility and positive image of civil society* by engaging in an issue of local and national concern. In particular, the involvement of the media at all stages (participating in the forums and interactive theater, as well as reporting on activities) helped to build a better understanding of the role of civil society in democratization. At a time when public opinion is generally unfavorable towards civil society, this was a very positive feature, especially at the local level.

> SBRC, a district partner organization of SUNGI in NWFP claims that "our organization is now recognized because of the work on devolution of power plan [People's Assemblies] and local government elections."
>
> IRC says that "NGO credibility has increased in the field because of their transformative role, visibility and innovative communications."

2. Civil society organizations also managed to generate *constructive engagement with the State* through the program. By helping to disseminate material and linking officials with the public in the electoral process, civil society organizations bridged an important gulf, especially at the local level. Partnership with elected officials in the future has the potential to build on this foundation for opening up decision-making as well. Critically, the program helped to establish the fact that civil society does have a role to play in the political arena, and it brought legitimacy to civil society involvement in political advocacy and democratization.

3. By focusing on the primary stakeholders, DRCEP has managed to introduce an element into the discourse of electoral politics: *involving the marginalized.* Social exclusion is traditionally most visible in this process in the country, but the program enabled issues such as marginalization to come to the forefront of debate. The involvement of women in public forums and support to women candidates was noticeable, especially in conservative areas such as Dir and Akora Khattak of NWFP and tribal areas of Balochistan.

> "I was able to file my nomination papers only because of the support of the program", says a woman who contested elections in NWFP.
>
> "Many taboos were broken", says IRC, "because of the involvement of women in theater and public forums."

3.4 Gaps

In hindsight, some gaps are evident in the program that may have been avoided:

1. The selection of partner organizations at the district level resulted in a mix of *very diverse capacities*. This ultimately determined the variations quite visible in implementation and final outcome. Uneven performance was visible in mobilizing people for public forums, participating in interactive theater and supporting candidates. A more careful analysis of the existing capacity of partners being chosen locally may have helped to avoid this.

2. While the hectic election schedule demanded immediate selection of available partner organizations and activities, the issue of capacity building was then not dealt with directly during the program. Many partner organizations highlighted their own weaknesses as contributing to relatively weaker implementation. In particular, there was *no orientation* for some local civil society partners to undertake work completely different from their norm. While some organizations "learned by doing", many did not, and the level of their involvement in future programs may have to be examined.

3. Some DRCEP gaps emerged purely due to the *rushed nature* of planning and implementation. The program began later than it could have, leaving tight deadlines. The result, inevitably, was a lack of comprehensive internal documentation (as stated in the initial strategic framework) and a lack of reflection for course correction. District groups, especially, had little time to reflect on their implementation of activities. In some cases, communication materials were not distributed in time or systematically, and posters were concentrated in a few locations instead of being spread out. Quite possibly, the timeline also hindered effective planning of activities or adaptation to local conditions.

4. While coalition building, especially outside traditional linkages with social activists, was a strong feature of the program, *all democratic stakeholders were not involved.* This was partly a consequence of the program design itself, which identified primary stakeholders very clearly, but did not account for other actors who have an equal stake and possibly greater influence. It was also partly because of the natural contacts that existed among partner organizations. Thus, for example, linkages were strong with political workers but weak with political leadership. Similarly, trade unions were actively engaged, but business, traders' and employers' associations (who could have been important support groups) were excluded.

5. *Apex-level coordination with similar programs* working for democratization, such as Aurat Foundation, was generally weak. While the local level organizations in different programs worked closely – sometimes with the same broader network of activists – the provincial and national coordination with other initiatives was weak. Given the common agenda of democratization of society, such programs would have been natural allies of DRCEP, within the civic sector or outside.

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6. *Research* turned out to be the weakest component of the planned interventions, along with documentation. SDPI's involvement was limited to one study, mainly on the impact of landed power on the electoral process, based on data from two districts. The study also dwelled on the "freeness" and "fairness" of the elections. The main conclusion of the study was that land reforms are a pre-requisite to successful devolution of power. However, SDPI did not engage in other issues of DRCEP, perhaps because its priorities on peace and other conceptual linkages with democratization did not match the livelihoods and other priorities of some of the local partners. SDPI is questioning its own future involvement in DRCEP, and on the nature of that involvement should it take place at all. In any event, the lack of institutional feed-back mechanisms for course corrections and conceptual analysis could help in the future development and implementation of the program.

4. Constraints

In the event, contextual constraints impacted DRCEP's outcomes more than internal gaps. These constraints consisted of factors outside the program's control. DRCEP's positive outcomes are all the more striking in light of these constraints:

1. The election schedule was announced by the government very close to its actual start. The schedule itself was very rushed, not allowing much time for preparation by civil society to engage in this new arena. The deadlines of election dates required hectic coordination among and by provincial coordinators.

2. The nature of civil society itself was a constraining factor, with many organizations declining to participate so actively in electoral politics. As a sector, there is no doubt that civil society was conceptually and practically unprepared to deal with such a massive undertaking – it remains to be seen whether DRCEP has started a trend or not, although the need for it is quite clear. Much of the sector's own suspicions faded after the non-partisan nature of activities was visible, but only after a while. Two fundamental misconceptions that took local partners some time to dispel from their activist contacts were that: a) the program supported a "military government"; and that b) they were supporting particular parties. This was quite evident in Balcohistan where political affiliations of some activists led to criticism from various groups in the province.

3. The tension between state and civil society nationally, although not as marked in the previous government, was certainly present. Civil society's engagement in a political arena was looked upon by suspicion by some state officials. Again, it was only after DRCEP activities involved officials at various levels that tension was reduced.

4. The tension between the political leadership in Islamabad (and the provincial capitals) and the bureaucracy at all levels was almost tangible. The latter remained to a large extent dubious of devolution as a concept, in some cases hindering a process that is bound to take away some of their power locally. DRCEP was caught up in this tension, as in some areas the organizations were seen as supporting the "center" in shrinking bureaucratic power.

5. The local context in some cases is simply not conducive to such mass-level mobilization activities in the political arena. In parts of Balochistan and NWFP, especially, the involvement of women in electoral politics is a major hurdle. Also, in Balochistan, mountainous NWFP and rural Southern Punjab, geographically dispersed communities make large-scale mobilization difficult. In other cases, such as in many parts of rural Sindh, landed elite exercise considerable social control, making activities aimed at empowerment difficult. Some local constraints, particularly the physical ones, may have been dealt with given time; others simply emphasize the diverse nature of the country and that different levels of interventions are needed in different areas.

5. Future Perspectives: Issues and Recommendations

A future-oriented perspective was maintained throughout the assessment, particularly in light of the possibility of another phase of DRCEP. Also, given that People's Assemblies and DRCEP have marked the beginning of systematic engagement of civil society in democratization, such a perspective might prove useful to other programs of a similar nature.

The broad, guiding question in this regard is: how should civil society optimally engage in the democratization of society at large[3]? DRCEP's first phase focused on local government elections was one part of the wider democratization agenda. Subsequent phases and other programs may engage in national elections as well as undertaking campaigns aimed at democratizing power structures with a view to giving more access to the marginalized to resources and decision-making institutions. One related concern voiced by virtually all partners (provincial and local) regards the limitations of 'project-type' interventions and the national imperatives of the democratization agenda.

Within this framework, an over-arching recommendation is greater emphasis on planning, particularly in adapting to local conditions. In addition, four categories of critical issues may be identified for optimum engagement in the democratization. These are presented below, along with recommendations for addressing them:

1. **Outreach of civil society**: Civil society has managed to generate considerable linkages and networks outside their traditional sphere in the course of DRCEP. These need to be strengthened and broadened for further impact in the following dimensions:

   a) Institutional engagement with *political parties and groups* has been a new feature during DRCEP, considerably more than the People's Assemblies that reached out to some political individuals at the local level. However, a consistent concern expressed by *all* provincial and district partners was the need to improve on this engagement, particularly in following up on DRCEP interventions. This engagement is needed for two purposes: a) to encourage democratization of society by encouraging political parties to democratize, and b)to enable political parties to engage in democratization once the reins of government pass back into political hands.

   SAP-PK staff stressed on the need to engage political leadership on issues such as discriminatory laws that deter democracy while their partners emphasized the need to remain engaged with those candidates they had successfully facilitated locally. SUNGI staff highlighted the need to strengthen engagement with political parties to bring democratization onto their permanent agenda, particularly from the perspective of disadvantaged groups. IDSP staff and partners focused on the need to engage the workers of political parties at all levels, not just the leadership. IRC claims to have benefited considerably in its outreach with political parties, but also stressed the need for more

[3] The prior question of "whether to engage or not" is presumed answered; DRCEP's positive experience and national needs both support the argument for engagement, through further phases of DRCEP or other programs.

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interaction. PILER credited DRCEP with helping to broaden its on-going development of political pressure groups.

RECOMMENDATION: Subsequent phases and other programs must devise a considered strategy to engage political parties (at all levels). The nature of engagement will, necessarily, vary from party to party and area to area, but the aim should be to make all major political groups partners in the agenda for democratization.

Linkages formed with local councilors and government officials need to be strengthened to maintain credibility at the local level. Elected councilors must be engaged in subsequent phases to identify their needs and facilitate them, such as through information dissemination and training.

b) Coordination with *similar civil society programs* was weak during DRCEP, at least at the apex level, although local workers of different programs did cooperate in some cases. This may well have been due to a lack of time. The cumulative impact may have increased if resources and tactics were shared.

RECOMMENDATION: A catalogue of democratization programs needs to be drawn up, and potential areas of partnership identified. Coordination with such programs, particularly those in civil society, is needed at the apex and local levels. Partnerships need to be developed with other social and peace movements who also work on democratization, so that the civic sector as a whole can engage.

c) Linkages with *other sectors* (outside the primary stakeholder group identified) were generally weak during DRCEP, primarily because the program had a specific focus on mobilizing the marginalized. Thus, while lawyers, doctors, teachers, and businessmen were involved individually in some activities (primarily public forums), there was little institutional engagement. Given the broad context of democratization of society, these groups are important stakeholders, and also form an integral part of the "associational revolution" that is at the heart of civil society. Furthermore, the democratization agenda must include *all* actors within society, not only the primary stakeholders identified, if the hope is to start a "snowball effect".

RECOMMENDATION: All stakeholders in the democratization of society must be identified and engaged. In particular, business associations, bar councils, academic institutions and social clubs / groups must be involved pro-actively. Again, the nature of these linkages will vary considerably. Involvement in focal groups may be one means.

2. **Capacity of civil society**: All of the provincial and local partners were unanimous in their opinion that their institutional and individual capacities were limited for this scale and nature of undertaking. Capacity building is a basic issue for civil society to enter this new arena:

a) *DRCEP's institutional capacity for research* was limited, partly due to the divergent priorities of the core group. However, analysis of progress for course correction, and a

sound conceptual foundation are both important elements for future phases or programs. The capacity for research needs to be consciously developed and applied.

b) *Local partners' capacities* were critical determinants of the impact the program had in different areas. This issue is all the more important considering the fact that DRCEP-type interventions are marking a transformation of civil society into new arenas. Tools employed in DRCEP, like public forums, interactive theater, door-to-door information dissemination, and mass communications are all crucial to democratization, but are new to most civil society partners. At the same time, each partner organization is engaged in a breadth of issues related to welfare, development and advocacy. Typically there is little institutional capacity to handle new political work along with their existing development agenda, especially with complex reporting requirements.

   RECOMMENDATION: Partners need to be identified very carefully based on a rough assessment of their individual and institutional capacities for this type of work. At the same time, an initial phase of orientation training and on-going institutionalized reflection will also help to build local capacities.

PRINCIPLE RECOMMENDATION: A resource center may be established to support civil society in engaging in the democratization agenda (suggested by SUNGI partners in NWFP). Resource centers such as NGO Resource Center, Frontier Resource Center, and Indus Resource Center have proven effective for capacity building in development work, but are probably not suited for political interventions. A similar concept may be applied to establish a resource center (or centers) that cater to the analysis, research, information and training needs of civil society. The existing core group of six partner NGOs and others may be considered for this.

3. **Institutional sustainability:** Again, all partners were insistent that civil society engagement in politics (in elections or otherwise) needs to be sustained for democratization. It is quite clear that project-style time-bound interventions alone will have little cumulative effect. The limited follow-up by partners after DRCEP support ended supports this view. Some partners are continuing to strengthen linkages and support the post-local body elections devolution process, but these initiatives are generally unsystematic, isolated and diverse. Three important aspects of this issue may be identified:

   a) *Ownership by civil society* as a sector of political engagement is important as DRCEP partners alone are too limited in number to have much impact. Once the novelty of this intervention wears off publicly, the impact will have to come from scale. At the same time, opposition from other civil society, political and state actors needs to be dealt with to reduce friction.

RECOMMENDATION: Engage with a whole range of civic partners to explain the concept, need and scope of civil society engagement in democratization. Workshops, seminars and meetings can be organized to this end, along with other communication tactics. However, care should be taken to nurture sustainable local conditions of civil society actors so that the democratization process is strengthened.

b) *Ownership by the donor community* is another critical feature. Many DRCEP partner organizations have numerous and varied demands on them by their donors, not all of whom understand or sympathize with political engagement. Subsequent phases of DRCEP and other programs are thus in danger of working in isolation from "mainstream" development initiatives, some times perhaps even in conflict with these.

RECOMMENDATION: The Asia Foundation needs to take a lead in becoming a *partner* of civil society in democratization by engaging with other donors to communicate the concept, need and significance of DRCEP-style political interventions. Importantly, this engagement should be individual as well as institutional, with an aim to according the agenda of functional democratization high priority in development assistance.

c) *Financial sustainability* of interventions is the third critical aspect. It is uncertain how effectively civil society could implement another DRCEP-type program were The Asia Foundation to pull out immediately. On the one hand this issue is endemic to civil society in general and NGOs in particular. On the other hand, this particular form of intervention requires special care because of the previous issue mentioned: there are already few donor institutions willing to financially support such initiatives. Civil society needs to spread its support and decrease dependence – this would, quite possibly, also increase ownership within civil society.

RECOMMENDATION: Committed civil society organizations need to begin advocating themselves with donors for the need for political engagement. The aim should be to spread out financial support, thus leaving space for setting the agenda internally. At the same time, non-traditional sources of financial support may be sought, such as from sections of the private sector committed to democratization. This strategy relies on the recognition that civil society has to form new alliances if it wishes to enter a new, political arena, focusing on democratization of state and society.

4. **Civic will**: There is no doubting the fact that 'civic entrepreneurship' has been a key feature of the past decade, globally and nationally, to improve the lot of the dispossessed. The rise of civil society banks on civic will (as opposed to political will and market will, both of which have failed to deliver to the country's majority). One of the criticisms often levied against civil society is that the sector finds it difficult to sustain this will in the face of changing imperatives, global agendas and public whim. Having ventured into a new, exciting arena there is all the chance of civil society, through programs such as DRCEP, to have yet another major impact on the country's development, perhaps much more than before. What this will need, though is to maintain the momentum developed during DRCEP.

RECOMMENDATION: ***SUSTAIN THE COMMITMENT !***

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Attachment H

Financial Status Report (FY01, FY02 & March FY03)

Pakistan NGO Initiative
Grant No. AEP-0516-G-00-5022-00

FINANCIAL STATUS REPORT
AS OF September 30, 2001

ATTACHMENT "H"

Grantee: The Asia Foundation
Obligated Amount: US$10,990,000
Program Period:* October 1, 1995 to March 31, 2003
Time Elapsed:** 80.0%

Line Item No.	Line Item	Budget		Commitments			Total Payments		
		Amount	As % of Total	Amount	As % of Total	As % of Budget	Amount	As % of Total	As % of Budget
I	**PROGRAM COSTS**								
a:	Community & Resource Mobilization	3,785,315	34.4%	3,493,539	35.8%	92.3%	3,483,772	35.9%	92.0%
b:	NGO Coalition-Building and Advocacy	2,275,221	20.7%	1,797,642	18.4%	79.0%	1,762,945	18.2%	77.5%
c:	Technical Assistance (PNI-I)***	709,005	6.5%	709,005	7.3%	100.0%	1,211,140	12.5%	170.8%
	Subtotal	*6,769,541*	*61.6%*	*6,000,186*	*61.5%*	*88.6%*	*6,457,857*	*66.6%*	*95.4%*
II	**PROGRAM SERVICE COSTS**								
a:	Technical Assistance (PNI-II)***	700,000	6.4%	502,135	5.1%	71.7%	0.0	0.0%	0.0%
b:	Program Administration	1,383,270	12.6%	1,519,443	15.6%	109.8%	1,519,442	15.7%	109.8%
	Subtotal	*2,083,270*	*19.0%*	*2,021,578*	*20.7%*	*97.0%*	*1,519,442*	*15.7%*	*72.9%*
III	**INDIRECT COSTS****	2,137,189	19.4%	1,732,280	17.8%	81.1%	1,726,055	17.8%	80.8%
	TOTAL	**10,990,000**	**100.0%**	**9,754,044**	**100.0%**	**88.8%**	**9,703,354**	**100.0%**	**88.3%**

NOTES:

* Program period excludes the pre-award period (May 31 to September 30, 1995). It includes the extension for PNI-II pursuant to amendment 3.

** Time elapsed represents the percentage of the program period elapsed as of the report end date.

*** Under the amended budget for PNI-II technical assistance costs are budgeted as part of the Foundation's total Program Service Costs.

**** Indirect Costs are calculated as follows: "Program Costs + Program Service Costs - Unburdenable Expenditures x Indirect Cost Rate". The applicable Indirect Cost Rate for the current reporting period is 14.45%. Total unburdenable expenditures to date equals $87,796.17.

Pakistan NGO Initiative
Grant No. AEP-0516-G-00-5022-00

FINANCIAL STATUS REPORT
AS OF September 30, 2002

ATTACHMENT "II"

Grantee: The Asia Foundation
Obligated Amount: US$10,990,000
Program Period:* October 1, 1995 to March 31, 2003
Time Elapsed:** 93.4%

Line Item No.	Line Item	Budget		Commitments			Total Payments		
		Amount	As % of Total	Amount	As % of Total	As % of Budget	Amount	As % of Total	As % of Budget
I	**PROGRAM COSTS**								
a:	Community & Resource Mobilization	3,785,315	34.4%	3,716,767	33.9%	98.2%	3,745,386	34.2%	98.9%
b:	NGO Coalition-Building and Advocacy	2,275,221	20.7%	1,989,548	18.2%	87.4%	1,955,703	17.9%	86.0%
c:	Technical Assistance (PNI-I)***	709,005	6.5%	709,005	6.5%	100.0%	1,472,328	13.5%	207.7%
	Subtotal	*6,769,541*	*61.6%*	*6,415,320*	*58.6%*	*94.8%*	*7,173,417*	*65.5%*	*106.0%*
II	**PROGRAM SERVICE COSTS**								
a:	Technical Assistance (PNI-II)***	700,000	6.4%	763,323	7.0%	109.0%	0.0	0.0%	0.0%
b:	Program Administration	1,383,270	12.6%	1,895,298	17.3%	137.0%	1,895,298	17.3%	137.0%
	Subtotal	*2,083,270*	*19.0%*	*2,658,621*	*24.3%*	*127.6%*	*1,895,298*	*17.3%*	*91.0%*
III	**INDIRECT COSTS****	2,137,189	19.4%	1,876,137	17.1%	87.8%	1,875,405	17.1%	87.8%
	TOTAL	**10,990,000**	**100.0%**	**10,950,078**	**100.0%**	**99.6%**	**10,944,120**	**100.0%**	**99.6%**

NOTES:

* Program period excludes the pre-award period (May 31 to September 30, 1995). It includes the extension for PNI-II pursuant to amendment 3.

** Time elapsed represents the percentage of the program period elapsed as of the report end date.

*** Under the amended budget for PNI-II technical assistance costs are budgeted as part of the Foundation's total Program Service Costs.

**** Indirect Costs are calculated as follows: "Program Costs + Program Service Costs - Unburdenable Expenditures x Indirect Cost Rate". The applicable Indirect Cost Rate for the current reporting period is 14.00%. Total unburdenable expenditures to date equals $112,422.17.

Pakistan NGO Initiative
Grant No. AEP-0516-G-00-5022-00

FINANCIAL STATUS REPORT
AS OF March 31, 2003

ATTACHMENT "H"

Grantee: The Asia Foundation
Obligated Amount: US$10,990,000
Program Period:* October 1, 1995 to March 31, 2003
Time Elapsed:** 100.0%

Line Item No.	Line Item	Budget		Commitments			Total Payments		
		Amount	As % of Total	Amount	As % of Total	As % of Budget	Amount	As % of Total	As % of Budget
I	**PROGRAM COSTS**								
a:	Community & Resource Mobilization	3,785,315	34.4%	3,716,767	33.7%	98.2%	3,743,676	33.9%	98.9%
b:	NGO Coalition-Building and Advocacy	2,275,221	20.7%	1,977,424	17.9%	86.9%	1,956,739	17.7%	86.0%
c:	Technical Assistance (PNI-I)***	709,005	6.5%	709,005	6.4%	100.0%	1,507,797	13.7%	212.7%
	Subtotal	*6,769,541*	*61.6%*	*6,403,196*	*58.0%*	*94.6%*	*7,208,213*	*65.3%*	*106.5%*
II	**PROGRAM SERVICE COSTS**								
a:	Technical Assistance (PNI-II)***	700,000	6.4%	798,792	7.2%	114.1%	0.0	0.0%	0.0%
b:	Program Administration	1,383,270	12.6%	1,946,340	17.6%	140.7%	1,946,339	17.6%	140.7%
	Subtotal	*2,083,270*	*19.0%*	*2,745,132*	*24.9%*	*131.8%*	*1,946,339*	*17.6%*	*93.4%*
III	**INDIRECT COSTS******	2,137,189	19.4%	1,886,550	17.1%	88.3%	1,886,952	17.1%	88.3%
	TOTAL	**10,990,000**	**100.0%**	**11,034,878**	**100.0%**	**100.4%**	**11,041,504**	**100.0%**	**100.5%**

NOTES:

* Program period excludes the pre-award period (May 31 to September 30, 1995). It includes the extension for PNI-II pursuant to amendment 3.

** Time elapsed represents the percentage of the program period elapsed as of the report end date.

*** Under the amended budget for PNI-II technical assistance costs are budgeted as part of the Foundation's total Program Service Costs.

**** Indirect Costs are calculated as follows: "Program Costs + Program Service Costs - Unburdenable Expenditures x Indirect Cost Rate". The applicable Indirect Cost Rate for the current reporting period is 14.00%. Total unburdenable expenditures to date equals $112,422.17.

Attachment I

Sectoral Interventions and Women's Empowerment Allocations

Pakistan NGO Initiative
Grant No. AEP-0516-G-00-5022-00

ATTACHMENT "I"

SECTORAL INTERVENTIONS AND WOMEN'S EMPOWERMENT

(allocations as of September 30, 2001)

	TOTALS					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	4,264,724	70%	2,881,977	54%	2,787,981	53%
Indirect	1,795,812	30%	2,409,205	46%	2,458,742	47%
Totals	6,060,536		5,291,181		5,246,723	
Sectoral Allocations						
NGO Capacity Building	1,894,270	31%	2,442,501	46%	2,437,161	46%
Targeting Social Services	886,328	15%	1,117,977	21%	1,140,433	22%
Maternal and Child Health	1,575,537	26%	695,304	13%	622,632	12%
Primary Education	1,704,400	28%	1,035,399	20%	1,046,496	20%
Totals	6,060,536		5,291,181		5,246,723	

	Community and Resource Mobilization					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	2,876,839	76%	1,898,039	54%	1,819,438	52%
Indirect	908,476	24%	1,595,501	46%	1,664,340	48%
Totals	3,785,315		3,493,539		3,483,777	
Sectoral Allocations						
NGO Capacity Building	984,182	26%	1,482,036	42%	1,482,919	43%
Targetting Social Services	567,797	15%	795,696	23%	817,525	23%
Maternal and Child Health	1,097,741	29%	526,868	15%	470,334	14%
Primary Education	1,135,595	30%	688,939	20%	712,999	20%
Totals	3,785,315		3,493,539		3,483,777	

	NGO Coalition-Building and Advocacy					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	1,387,885	61%	983,938	55%	968,543	55%
Indirect	887,336	39%	813,704	45%	794,402	45%
Totals	2,275,221		1,797,642		1,762,945	
Sectoral Allocations						
NGO Capacity Building	910,088	40%	960,465	53%	954,242	54%
Targetting Social Services	318,531	14%	322,281	18%	322,908	18%
Maternal and Child Health	477,796	21%	168,436	9%	152,298	9%
Primary Education	568,805	25%	346,460	19%	333,497	19%
Totals	2,275,221		1,797,642		1,762,945	

Pakistan NGO Initiative
Grant No. AEP-0516-G-00-5022-00

ATTACHMENT "I"

SECTORAL INTERVENTIONS AND WOMEN'S EMPOWERMENT

(allocations as of September 30, 2002)

	TOTALS					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	4,264,724	70%	2,986,265	52%	2,977,389	52%
Indirect	1,795,812	30%	2,720,050	48%	2,723,699	48%
Totals	6,060,536		5,706,315		5,701,089	
Sectoral Allocations						
NGO Capacity Building	1,894,270	31%	2,753,961	48%	2,755,918	48%
Targeting Social Services	886,328	15%	1,114,936	20%	1,118,715	20%
Maternal and Child Health	1,575,537	26%	767,141	13%	755,773	13%
Primary Education	1,704,400	28%	1,070,277	19%	1,070,684	19%
Totals	6,060,536		5,706,315		5,701,089	

	Community and Resource Mobilization					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	2,876,839	76%	1,960,237	53%	1,966,648	53%
Indirect	908,476	24%	1,756,530	47%	1,778,737	47%
Totals	3,785,315		3,716,767		3,745,386	
Sectoral Allocations						
NGO Capacity Building	984,182	26%	1,699,836	46%	1,721,980	46%
Targetting Social Services	567,797	15%	792,302	21%	797,882	21%
Maternal and Child Health	1,097,741	29%	523,380	14%	523,496	14%
Primary Education	1,135,595	30%	701,249	19%	702,029	19%
Totals	3,785,315		3,716,767		3,745,386	

	NGO Coalition-Building and Advocacy					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	1,387,885	61%	1,026,028	52%	1,010,741	52%
Indirect	887,336	39%	963,520	48%	944,962	48%
Totals	2,275,221		1,989,548		1,955,703	
Sectoral Allocations						
NGO Capacity Building	910,088	40%	1,054,125	53%	1,033,938	53%
Targetting Social Services	318,531	14%	322,634	16%	320,833	16%
Maternal and Child Health	477,796	21%	243,761	12%	232,277	12%
Primary Education	568,805	25%	369,028	19%	368,655	19%
Totals	2,275,221		1,989,548		1,955,703	

Pakistan NGO Initiative
Grant No. AEP-0516-G-00-5022-00

ATTACHMENT "I"

SECTORAL INTERVENTIONS AND WOMEN'S EMPOWERMENT

(allocations as of March 31, 2003)

	TOTALS					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	4,264,724	70%	2,980,012	52%	2,977,256	52%
Indirect	1,795,812	30%	2,714,179	48%	2,723,160	48%
Totals	6,060,536		5,694,191		5,700,416	
Sectoral Allocations						
NGO Capacity Building	1,894,270	31%	2,747,537	48%	2,755,880	48%
Targeting Social Services	886,328	15%	1,112,970	20%	1,118,613	20%
Maternal and Child Health	1,575,537	26%	765,656	13%	755,719	13%
Primary Education	1,704,400	28%	1,068,028	19%	1,070,204	19%
Totals	6,060,536		5,694,191		5,700,416	

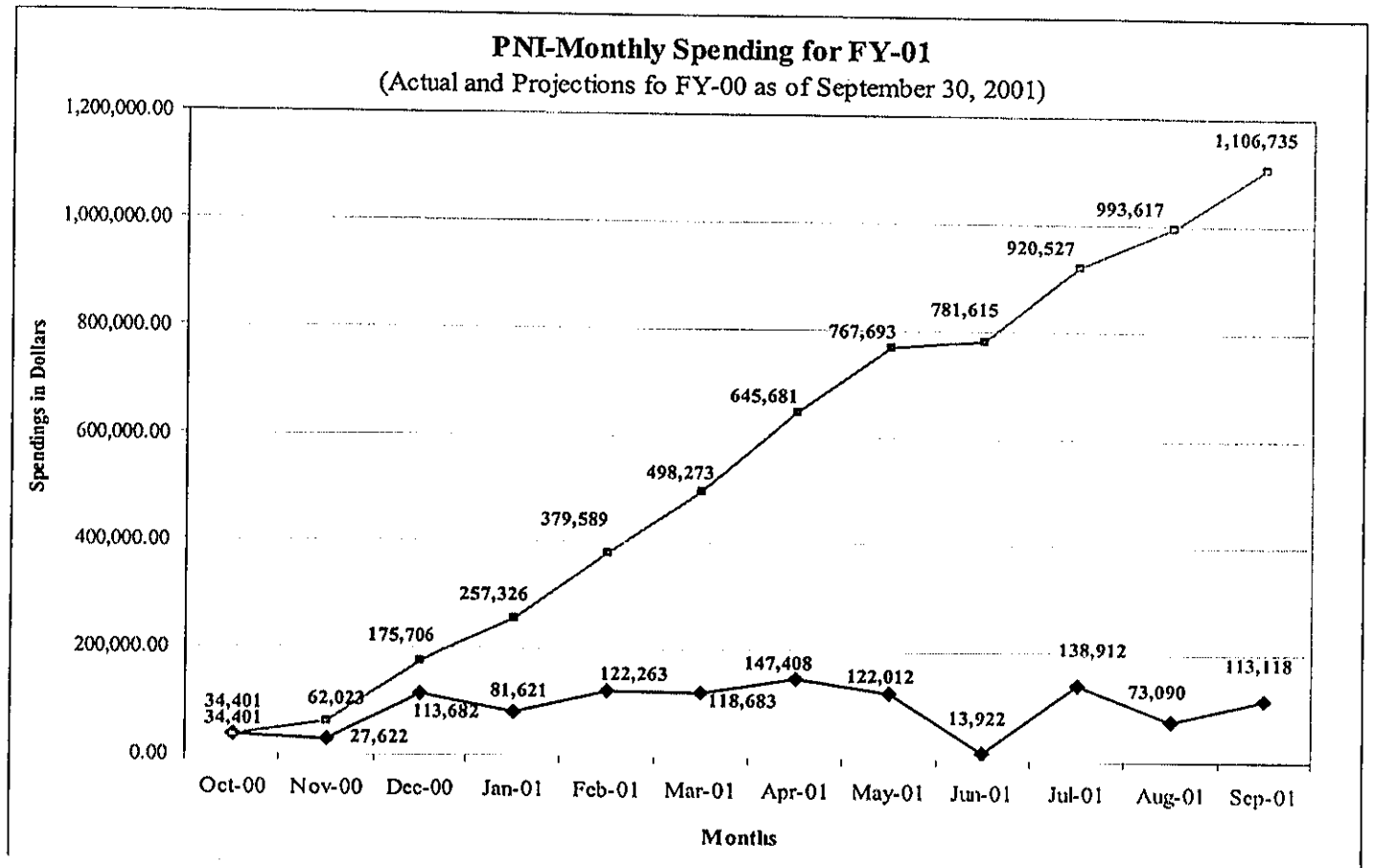
	Community and Resource Mobilization					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	2,876,839	76%	1,960,237	53%	1,965,979	53%
Indirect	908,476	24%	1,756,530	47%	1,777,697	47%
Totals	3,785,315		3,716,767		3,743,676	
Sectoral Allocations						
NGO Capacity Building	984,182	26%	1,699,836	46%	1,721,394	46%
Targetting Social Services	567,797	15%	792,302	21%	797,610	21%
Maternal and Child Health	1,097,741	29%	523,380	14%	523,318	14%
Primary Education	1,135,595	30%	701,249	19%	701,354	19%
Totals	3,785,315		3,716,767		3,743,676	

	NGO Coalition-Building and Advocacy					
	Proposed		*Committed*		*Spent*	
	(US$)	(%)	(US$)	(%)	(US$)	(%)
Women's Empowerment						
Direct	1,387,885	61%	1,019,775	52%	1,011,277	52%
Indirect	887,336	39%	957,649	48%	945,463	48%
Totals	2,275,221		1,977,424		1,956,739	
Sectoral Allocations						
NGO Capacity Building	910,088	40%	1,047,701	53%	1,034,486	53%
Targetting Social Services	318,531	14%	320,668	16%	321,003	16%
Maternal and Child Health	477,796	21%	242,276	12%	232,401	12%
Primary Education	568,805	25%	366,779	19%	368,850	19%
Totals	2,275,221		1,977,424		1,956,739	

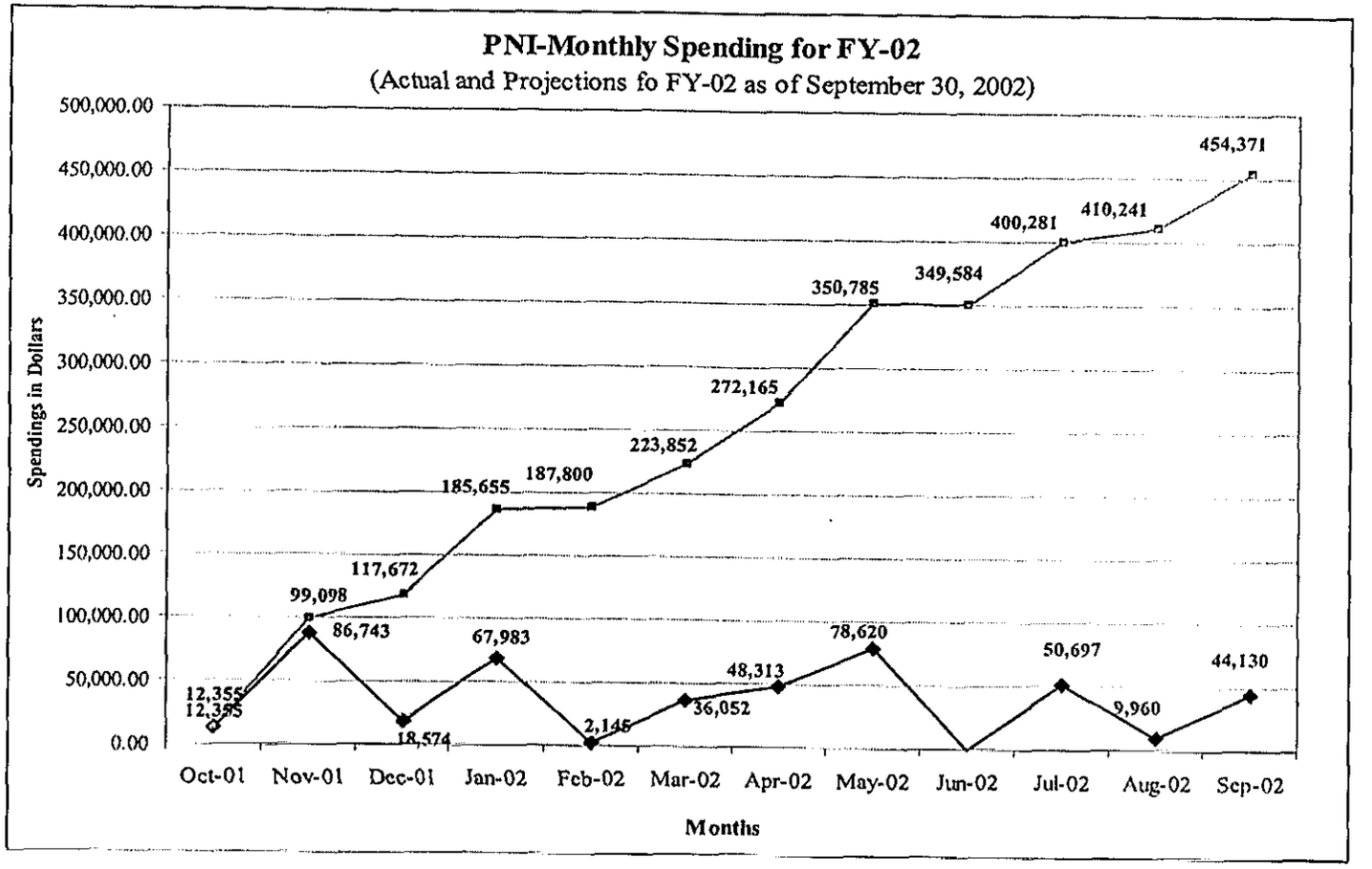
Attachment J

Actual and Projected Monthly and Cumulative Spending

FINANCIAL STATUS REPORT
AS OF September 30, 2001



FINANCIAL STATUS REPORT
AS OF September 30, 2002



Attachment K

Summary by Date of Actual Sub-grants and Planned Commitments

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of September 30, 2001)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
161	Foundation Managed Program Activity	Islamabad, Federal	Conducting a five day training workshop for PNI partner organizations on fund raising	National	9/01-3/02	$11,969
160	Tehrik - Niswan	Islamabad, Federal	Sensitizing a wide audience to the issue of gender discrimination in wages through documentaries.	National	9/01-2/02	$2,652
159	Society for Citizen's Rights	Islamabad, Federal	Building up broad based civil society coallitions that work collectively to establish democratic politics and governance in Pakistan	National	8/01-3/02	$27,713
158	South Asia Partnership - SAP-PK	Lahore, Punjab	Evaluating the first phase of DRCEP and determining its future strategic direction	National	8/01-11/01	$30,140
157	Family Planning Association of Pakistan	Lahore, Punjab	Improving access to reproductive health services and information on sexual and reproductive health issues	National	4/01-3/02	$19,769
156	Foundation Managed Program Activity	Islamabad, Federal	Evaluating NRDF's "Ulama and Development Program"	NWFP	4/01-5/01	$4,787
155	National Research and Development Foundation	Peshawar, NWFP	Capacity Building of Local Communities and Religious Institutions in NWFP	NWFP	4/01-3/02	$22,931
154	Health Oriented Preventive Education	Karachi, Sindh	Improving women's access to emergency obstetric care	Sindh	3/01-3/02	$61,353
153	Islamabad Women's Welfare Agency	Islamabad, Federal	For legal aid counseling, psychological counseling, para-legal training and launching a media campaign on violence against women	National	3/01-2/02	$19,694
152	Institute of Development Studies and Practise	Quetta, Baluchistan	Providing Education in Development	National	1/01-12/01	$51,433
151	Sustainable Development Policy Institute	Islamabad, Federal	NGO Consultation on Implementation of Devolution Plan 2000	National	1/01-2/01	$25,137
150	Pakistan Institute of Labour Education and Research	Islamabad, Federal	Promoting peace, equity and tolerance to create a strong civil society in Pakistan	National	12/00-11/01	$6,209
149	Interactive Resource Center	Islamabad, Federal	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	12/00-9/01	$46,039
148	Sustainable Development Policy Institute	Islamabad, -	Workshop on Basic Education Policy	National	12/00-1/01	$4,059
147	FMPA: Foundation Managed Program Activity	Islamabad, Federal	Documenting ALIF Conference on Education "What Way Ahead"	National	11/00-11/00	$4,674
146	Foundation Managed Program Activity	Islamabad, Federal	Supporting the travel and accomodation of non-government sector experts for a two day media workshop	National	11/00-12/00	$3,111
145	Foundation Managed Program Activity	Islamabad, Federal	Documenting support & work done in education sector under PNI	National	11/00-2/01	$2,416
144	Faran Education Society	Karachi, Sindh	Collaborative support for a Provincial Workshop on Public Private Partnership	National	11/00-11/00	$4,468

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SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of September 30, 2001)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
143	FMPA: Foundation Managed Program Activity	Islamabad, Federal	Supporting citizen's rights and education program and database upgradation	National	10/00-7/01	$9,055
142	Foundation Managed Program Activity	Islamabad, Federal	PNI Evaluation	National	10/00-1/01	$27,885
141	Sungi Development Foundation	Abbotabad, NWFP	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$28,774
140	Institute of Development Studies and Practise	Quetta, Baluchistan	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$26,158
139	South Asia Partnership- (SAP-PK)	Lahore, Punjab	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$180,660
138	Pakistan Institute of Labour Education & Research	Karachi, Sindh	Promoting public mobilization and citizen's education by using the forthcoming local government elections	Sindh	10/00-9/01	$24,103
137	Rozan	Islamabad, Federal	Promoting women's basic rights by addressing the issue of violence against women.	Islamabad	9/00-10/01	$16,903
136	Sustainable Development Policy Institute	Islamabad, Federal	SDPI: Public-Private Partnerships in the Social Sectors	Federal	9/00-3/01	$10,440
135	Sustainable Development Policy Institute	Islamabad, Federal	NGO Consultation on the Devolution Plan 2000	National	8/00-7/01	$2,930
134	Bright Education Society	Karachi, Sindh	To support incremental initiatives by the Education Entrepreneurs	Sindh	7/00-6/01	$3,687
133	SCR: Society for Citizen's Rights	Islamabad, Federal	To Facilitate Public Dialogue on Social Justice & Economic Revival	National	7/00-11/00	$1,880
132	Foundation Managed Program Activity	Islamabad, Federal	Printing and distribution of a Micro-finance report	National	3/00-9/00	$1,527
131	Anjuman-e-Taraqi-e-Khawateen-o-Atfal	Quetta, Balochistan	Establishment of an NGO health network to improve reproductive health service delivery	Balochistan	2/00-12/01	$21,372
130	Health and Nutrition Development Society	Karachi, Sindh	Establishment of an NGO health network to improve reproductive health service delivery	Sindh	2/00-12/01	$22,540
129	Maternal and Child Welfare Association of Pakistan	Lahore, Punjab	Establishment of an NGO health network to improve reproductive health service delivery	Punjab	2/00-12/01	$20,502
128	Lyari Community Development Project	Karachi, Sindh	For an in-depth study to document community development initiatives	Karachi	9/99-5/00	$21,193
127	Sindh Agricultural & Forestry Workers Coordinating Orgnanization	Hyderabad, Sindh	For a microcredit program for disadvantaged rural women to increase economic opportunities and build leadership skills	Hyderabad	7/99-12/00	$19,913
126	Shahbaz Welfare Association	Nawabshah, Sindh	For initiating a microcredit program for disadvantaged rural women	Nawabshah	7/99-6/01	$10,837
125	Naz Old Boys Welfare Association (NOWA)	Khairpur, Sindh	For improving quality education, strengthen and develop human resources	Khairpur	7/99-9/00	$14,039

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of September 30, 2001)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
124	Khwendo Kor	Karak, NWFP	For scaling up women's development program funded under PNI-I	Karak	7/99-9/01	$51,025
123	Development Action for Mobilization and Emancipation of Women	Lahore, Punjab	For providing training in leadership skills to disadvantaged women borrowers of Damen's Microcredit Program	Lahore	7/99-6/01	$18,266
122	Awaz Foundation	Lahore, Punjab	Raising awareness of social issues through innovative educational initiatives and promoting creative thinking and writing skills with children, especially girls.	Lahore	7/99-7/00	$11,922
121	Anjuman-e-Behbood-e-Khawateen	Dir, NWFP	For building institutional capacity to access microcredit and health education programs	Dir	7/99-9/00	$12,842
120	Foundation Managed Program Activity	Islamabad, Federal	For establishing a forum for partner NGOs in health to promote the process of developing an enabling environment	National	6/99-9/99	$6,067
119	National Rural Support Program	Islamabad, Federal	For participation in the Third Microcredit Summit to be held in Abidjan, Ivory Coast	Islamabad	6/99-6/99	$2,737
118	National Research and Development Foundation	Peshawer, NWFP	For rights of women and children on issues pertaining to family planning, health, environmental rehabilitation and development	Peshawer	6/99-9/00	$66,198
117	Kashf Foundation	Lahore, Punjab	For an initiative to test a microfinance program for urban poor women	Lahore	6/99-9/01	$62,099
116	Sustainable Development Policy Institute	Islamabad, Federal	For a paper on Public-Private Partnerships in the Social Sectors to be presented at the ADB Institute Workshop at Tokyo, Japan	National	6/99-6/99	$1,732
115	Foundation Managed Program Activity	Islamabad, Federal	For supporting technical assistance and training/information activities	National	6/99-9/00	$43,719
114	Aurat Foundation	Lahore, Punjab	To build the capacity of NGO and CBO Personnel in Financial Management	National	6/99-4/01	$96,203
113	Mehak Helping Council for Community Development	Quetta, Baluchistan	To advocate women leadership in family planning	Quetta	5/99-11/00	$13,920
112	Orangi Pilot Project	Karachi, Sindh	To expand and strengthen OPP's program activities	Karachi	5/99-4/00	$6,180
111	Punjab Lok Sujag	Lahore, Punjab	To support and enhance the effectiveness of NGO/CBO Advocacy on social sector development	National	4/99-12/00	$29,973
110	Syndicate for Enabling Human Resource for Empowerment	Quetta, Balochistan	For capacity building and social mobilization through participatory action research	Balochistan	4/99-3/01	$31,799
109	Frontier Primary Health Care	Mardan, NWFP	For strengthening NGO capacity in primary health care and human resource development	Mardan	4/99-9/01	$53,612
108	Pak Social Welfare Society (PSWS)	Hyderabad, Sindh	To build the capacity of PSWS through testing an integrated community development model with a special focus on microcredit for women	Hyderabad	4/99-3/01	$17,823

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of September 30, 2001)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	**Organization**	**Location of Main Office (city/province)**	**Activity (summary description of support)**	**Project Area (district, province or national)**	**Period of Support (month/year)**	**Amount (committed or planned)**
107	Jinnah Welfare Society	Gujranwala, Punjab	To build the capacity of JWS through testing an integrated community development model with a special focus on microcredit for women	Kamonki	4/99-9/01	$26,167
106	Narowal Rural Development Project	Narowal, Punjab	To build the capacity of NRDP through testing an integrated community development model	Narowal	4/99-3/01	$24,823
105	Taraqee Trust	Quetta, Balochistan	For building institutional capacity of Taraqee in managing its group-based microcredit program for women	Quetta	4/99-9/01	$103,624
104	Sungi Development Foundation	Hazara, NWFP	To strengthen advocacy and social mobilization programs	Hazara	4/99-3/02	$133,847
103	Islamabad Women's Welfare Agency	Islamabad, Federal	For legal aid counseling, psychological Counseling, para-legal training, development of counseling material for female victims of violence	National	3/99-2/01	$34,607
102	Pakistan-Community Development Program	Peshawer, NWFP	To support health rights of women and children	Peshawer	3/99-6/01	$0
101	Nirali Kitaben Trust	Lahore, Punjab	For providing technical assistance and training to PACSM to organize four training workshops on develop. Related topics for 15 small NGOs/CBOs capacity building	National	2/99-6/00	$28,217
100	Democratic Commission for Human Development	Lahore, Punjab	For providing institutional support to enable them to empower communities to identify and address their own social sector needs	National	1/99-9/01	$117,034
99	Baanhn Beli	Karachi, Sindh	To test an integrated community development model	Tharparkar	1/99-9/01	$159,179
98	Organization for Participatory Development	Gujranwala, Punjab	To test an integrated community development model	Gujranwala	1/99-9/01	$43,579
97	Society for Advancement of Education	Lahore, Punjab	For the promotion of primary non-formal education	National	1/99-9/01	$125,412
96	Working Women Organization	Lahore, Punjab	For establishing four adult literacy schools to empower disadvantaged working women to enhance their awareness and understanding of their rights	Lahore, Sheikhupura	1/99-12/00	$21,672
95	Pakistan Institute of Environment Develop. Action Research	Islamabad, Federal	To scale-up, implement and promote a model for quality primary education for rural girls in Southern Punjab	Kabirwala	1/99-9/01	$64,818
94	SIMORGH	Lahore, Punjab	To develop feminist leadership in human rights	National	1/99-9/01	$72,466
93	Institute for Development Studies and Practice	Quetta, Balochistan	To promote HRD for young male and female development activists working with NGOs/CBOs	National	1/99-12/00	$105,957
92	Frontier Resource Centre	Peshawar, NWFP	For institutional support for NGO and CBO capacity building training programs and networking	NWFP	1/99-9/01	$66,072

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No.	(A) Organization	(B) Location of Main Office (city/province)	(C) Activity (summary description of support)	(D) Project Area (district, province or national)	(E) Period of Support (month/year)	(F) Amount (committed or planned)
91	Foundation Managed Program Activity	Islamabad, Federal	For a strategic planning meeting to share results of PNI-I evaluation & develop PNI-II new initiatives with PNI partners	National	1/99-8/99	$8,935
90	Aga Khan Rural Support Program	Islamabad, Federal	For establishment of a Secretariat for Microfinance Group of Pakistan, organize 2 exchange visits, 2 workshops & seminars, & documentation & dissemination of materials	National	1/99-3/01	$42,490
89	Foundation Managed Program Activity	Islamabad, Punjab	To develop IEC materials	National	10/98-9/99	$24,312
88	Foundation Managed Program Activity	Islamabad, Punjab	For conducting a national communication strategy meeting to disseminate the findings of the formative research and share the methodology adopted	National	10/98-11/98	$9,448
87	Working Women Organization	Lahore, Punjab	For establishing four adult literacy schools for the disadvantaged working women	Lahore & Sheikhupura	10/98-12/98	$4,719
86	Foundation Managed Program Activity	Islamabad, Punjab	For printing of PNI Newsletter	National	10/98-9/00	$6,883
85	Sustainable Development Policy Institute	Islamabad, Federal	To support a workshop on coalition building	National	9/98-12/98	$3,830
84	Narowal Rural Development Project	Narowal, Punjab	For a community-based microcredit program for rural women	Narowal	9/98-12/98	$9,911
83	Pak Social Welfare Society	Hyderabad, Sindh	For a community-based microcredit program for women and men	Hyderabad	7/98-12/98	$13,152
82	Sungi Development Foundation	Abbottabad, NWFP	For preparation of a study to analyze certain human and environmental impacts of the Chotiari Reservoir Project	Sanghar, Sindh	6/98-9/98	$1,135
81	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	6/98-7/99	$522
80	Taraqee Trust	Quetta, Baluchistan	For the support of coalition building and coordinated relief efforts of NGOs for the affectees of Turbat floods	Turbat, Baluchistan	3/98-4/98	$2,272
79	Shirkat Gah	Lahore, Punjab	For designing and facilitating the second strategic planning workshop	National	3/98-3/98	$341
78	Bedari	Islamabad, Punjab	For technical assistance to design and facilitate a strategic planning workshop	Islamabad and Rawalpindi	1/98-2/98	$920
77	Lawyers for Human Rights & Legal Aid	Karachi, Sindh	For enabling 3 participants from Bangladesh, Burma, and Afghanistan to participate in a regional conference in Karachi on trafficking in women and children	Karachi	12/97-12/97	$1,446
76	Working Group for Women, Aga Khan University	Karachi, Sindh	For participation in the International Conference on Gender and Development in Asia in Hong Kong	National	11/97-11/97	$543

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	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
75	Strengthening Participatory Organization	Islamabad, Punjab	For participation in the development managers course conducted by the Asian Institute of Management in the Philippines	National	11/97-12/97	$4,854
74	Health and Nutrition Development Society	Karachi, Sindh	For participation in a study tour to the Comprehensive Rural Health Program in Jamkhed, India	Karachi, Malir, Badin	11/97-12/97	$1,427
73	Aurat Publication and Information Service Foundation	Karachi, Sindh	For a television docu-drama on karo-kari (black crime) and violence against women	National	10/97-3/99	$3,192
72	Society for the Advancement of Education	Lahore, Punjab	For program design and institutional support for the establishment of an Institute for Development Studies and Practice	National	10/97-12/98	$71,318
71	Alif Laila Book Bus Society	Lahore, Punjab	For strategic planning, policy advocacy and support for innovative approaches for improving the quality of education	National	10/97-9/98	$47,435
70	Kashf Foundation	Lahore, Punjab	For an initiative to test participatory approaches to the design and implementation of microcredit programs for women	Lahore	10/97-12/98	$28,531
69	Foundation-Managed Program Activity	Islamabad, Punjab	For a conference on best practices and key concepts in the promotion of maternal, child and reproductive health	National	10/97-11/97	$11,390
68	Teachers' Resource Center	Karachi, Sindh	For institutional support and technical assistance to establish and strengthen monitoring and evaluation systems	Sindh	9/97-9/98	$49,361
67	Khwendo Kor Women & Children Development Program	Peshawar, NWFP	For completion of a strategic planning process and the first phase of an integrated women's development program.	NWFP, Karak	9/97-12/98	$60,898
66	Foundation-Managed Program Activity	Islamabad, Punjab	For qualitiative research on maternal and child nutrition and finalization of an integrated community counselling handbook	National	9/97-12/98	$41,335
65	Foundation-Managed Program Activity	Islamabad, Punjab	For field implementation and assessment of breastfeeding counselling and support group methodology	National	9/97-9/98	$2,967
64	Mashal	Lahore, Punjab	For publication in Urdu of a collection of essays on policy issues and options for expanding access to education in Pakistan	National	9/97-2/98	$2,272
63	Society for the Advancement of Education (SAHE)	Lahore, Punjab	Partial support for a national conference on approaches and issues in non-formal primary education	National	8/97-8/97	$7,411
62	Thardeep Rural Development Program	Mithi, Sindh	For participation in a training of trainers workshop conducted by the National Rural Support Program	Tharparkar	8/97-10/97	$1,075

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	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
61	Sindh NGO Federation	Hyderabad, Sindh	For a three-day strategic planning workshop to strengthen a network of Sindh-based nongovernmental organizations	Sindh	8/97-9/97	$247
60	Baanhn Beli	Karachi, Sindh	For institutional support to professionalize senior management and strengthen program planning and financial management systems, and partial support for recurrent operating costs	Karachi, Tharparker, Nagarparker	7/97-9/98	$40,413
59	Taraqee Trust	Quetta, Baluchistan	For the institutional cost of a microcredit program for women to test the replicability of the Grameen Bank model in Baluchistan.	Quetta	7/97-9/98	$44,090
58	Foundation Managed Program Activity	Islamabad, Punjab	For a practitioners' workshop and information dissemination on participatory approaches to development	National	5/97-5/97	$2,424
57	Foundation Managed Program Activity	Karachi, Sindh	For research papers and participant costs for a National Conference on the State of Research on Women in Pakistan	National	4/97-9/99	$14,867
56	Marri Environmental Development Agency	Kohlu Agency, Baluchistan	For institutional support to establish a community-based organization in a tribal area of Baluchistan	Kohlu Agency, Baluchistan	4/97-3/98	$15,232
55	Agency for Women's Animation and Rural Development	Faisalabad, Punjab	For a community-based microcredit program for women	Gojra & Toba Tek Singh, Faisalabad	3/97-8/98	$5,414
54	Society for the Advancement of Education	Lahore, Punjab	For the development of teacher training materials, training modules, assessment tools, and conducting of teachers training and training of trainers workshops	National	1/97-12/98	$102,206
53	Pakistan Community Development Program	Peshawar, NWFP	For a program to build local capacity in health and sanitation and facilitate linkages between communities and government line departments	Peshawar and Mardan Districts	1/97-9/98	$82,842
52	Family Planning Association of Pakistan	Lahore, Punjab	For research on the reproductive health and information needs of young adults, and development and pretesting of a training and information materials	National	1/97-9/99	$20,158
51	Faran Education Society	Karachi, Sindh	For teacher training and the development of textbooks and teachers' guides	Orangi, Lyari, Malir	1/97-12/98	$58,328
50	Pakistan Institute for Environment Development Action Research	Islamabad, Punjab	For development, testing & demonstration of a community supported, private enterprise model for rural girls primary education	Punjab	1/97-12/98	$34,378
49	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States, development of a microcredit network in Pakistan, a workshop on microcredit and PRA, and a follow-up workshop	National	1/97-9/98	$9,583

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	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
48	Orangi Pilot Project-Research Training Institute	Karachi, Sindh	For assistance to education entrepreneurs to establish 20 non-formal primary schools and improve facilities for 10 such schools from underserved areas of Karachi	Karachi, Orangi	1/97-12/98	$10,983
47	Bhit Shah Declaration Coordinating Council	Hyderabad, Sindh	For the annual conference of a coalition of Sindh-based nongovernmental rural organizations	Sindh	1/97-1/98	$1,906
46	Society for Advancement of Education	Lahore, Punjab	For participation in UNESCO-sponsored Sub-Regional Training Workshop on Literacy for Girls and Women in Nepal	Punjab	1/97-2/97	$1,307
45	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	1/97-2/97	$2,917
44	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	1/97-2/97	$3,386
43	Foundation Managed Program Activity	Islamabad, Punjab	For a workshop to discuss experience to date in PNI support to NGO health programs, identify needs and prepare work plans	National	12/96-12/96	$9,149
42	Aurat Publication and Information Service Foundation	Lahore, Punjab	For an expanded program to strengthen the financial advisory and management capabilities of women and women's organizations	National	10/96-12/98	$233,073
41	Sustainable Development Policy Institute	Islamabad, Punjab	For research on the political, economic and social forces that constrain the delivery of broad-based primary education in Pakistan	National	10/96-9/98	$163,167
40	Baanhn Beli	Karachi, SIndh	For forty non-formal primary schools for girls, teacher training and curriculum development	Tharparkar	10/96-9/98	$126,414
39	Strengthening Participatory Organization	Islamabad, Punjab	For institutional support to establish a gender and development section within SPO's national center office	National	10/96-12/98	$103,407
38	APPNA Sehat	Islamabad, Punjab	For staff support, training and technical assistance on social mobilization and community participation in health	Murree, Mardan, Sahiwal, Badin	10/96-12/98	$33,093
37	Frontier Primary Health Care	Mardan, NWFP	For a pilot program on involving communities, especially women, in the design and implementation of a community health program	Wardagah Village, District Charsadda	10/96-12/98	$32,592
36	Pattan Development Organization	Islamabad, Punjab	For a senior manager to identify and prioritize women's needs and integrate gender concerns in policy and practice	Multan, Muzaffargarh, Sargodha	10/96-12/98	$34,995
35	Development Action for Mobilization & Emancipation	Lahore, Punjab	For a entrepreneurship training and credit program for women	Lahore	10/96-9/98	$31,155
34	The Book Group	Karachi, Sindh	For development and publication of two alternative textbooks and teachers guides in Urdu, and for teacher training	Karachi	10/96-9/97	$16,954

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	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
33	Foundation Managed Program Activity	Islamabad, Punjab	For training of NGO staff on the application of participatory learning strategy to the design, implementation & evaluation of NGO health programs	National	10/96-9/97	$7,398
32	Women's Awareness for Networking & Development	Sahiwal, Punjab	For a workshop on "Planning for Action" for community-based women's organizations in Sahiwal	Sahiwal	10/96-10/97	$5,006
31	Pattan Development Organization	Islamabad, Punjab	For a national conference on food security to promote collective action, advocacy, and coalition building among NGOs	National	10/96-11/96	$2,708
30	Foundation Managed Program Activity	Islamabad, Punjab	For publication of a newsletter on the Pakistan NGO Initiative	National	10/96-9/97	$1,645
29	Aurat Publication and Information Service Foundation	Quetta, Baluchistan	For a documentation and research center to also serve as the secretariat for the Baluchistan NGO Federation	Baluchistan	9/96-9/97	$8,737
28	Democratic Commission for Human Development	Lahore, Punjab	For institutional support to enable DCHD to consolidate and expand its human rights awareness and social mobilization programs	NWFP, Sindh	7/96-12/98	$78,494
27	Khwendo Kor Women & Children Development Program	Peshawar, NWFP	For a CBO capacity-building program and recurrent costs for fifty-five community primary schools for girls in NWFP	Karak, Malakand	7/96-12/97	$66,583
26	Bedari	Islamabad, Punjab	For institutional support for a crisis intervention, community outreach and awareness raising program on violence against women and women's health and empowerment	Rawalpindi	7/96-6/98	$71,919
25	Frontier Resource Centre	Peshawar, NWFP	For institutional support for NGO and CBO capacity building training programs and networking	NWFP	7/96-12/98	$52,799
24	Strengthening Participatory Organization	Peshawar, NWFP	For a CBO capacity-building program and recurrent costs for thirty community primary schools for girls in NWFP	Nowshera	7/96-9/98	$54,895
23	Naunihal Development Organization	Nagar, FANA	For institutional support to strenghthen NHWO's women's development program and promote NGO and CBO coalition building and networking in the Northern Areas	Nagar Valley, Northern Areas	7/96-9/98	$44,138
22	Foundation Managed Program Activity	Islamabad, Punjab	For a training-of-trainers workshop for community health workers on infant nutrition counseling skills and the effective use of infant nutrition IEC materials	National	7/96-7/96	$14,416
21	Community Support Concern	Lahore, Punjab	For participation in a training workshop on NGO institutional development in New Delhi, India	Lahore	7/96-8/96	$844

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	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
20	Balochistan Rural Support Programme	Quetta, Baluchistan	For technical assistance, staff training and equipment to strengthen program planning, monitoring and assessment of community-based development activities	Baluchistan	6/96-12/96	$30,246
19	Nirali Kitaben Trust	Lahore, Punjab	For a pilot program on using women community booksellers to distribute basic level reading materials in underserved communities	Punjab	6/96-12/98	$39,808
18	Hawwa Associates	Lahore, Punjab	For establishing a training program for women to promote employement for women in the formal sector and support them in establishing small business enterprises	Lahore	6/96-9/98	$39,332
17	Support Institution Development Network for Sindh	Karachi, Sindh	For participation in a workshop on NGO fundraising strategies in Islamabad	National	6/96-6/96	$1,060
16	Kashf Foundation	Lahore, Punjab	For preparation of a feasibility study and business plan for a traditional women's handicrafts design center	Lahore	6/96-9/96	$1,032
15	Voluntary Organization & Institute for Community Education	Karachi, Sindh	For the establishment of an information resource center to support the development efforts of community-based organizations in Lyari	Karachi	5/96-9/98	$24,399
14	Women Educational & Environmental Network	Abbottabad, NWFP	For staff training and community training, technical assistance on monitoring and evaluation and women's literacy programs	Abbottabad	5/96-4/97	$6,698
13	Sungi Development Foundation	Abbottabad, NWFP	For establishment of area offices, staff training, and expansion of small enterprise development program	Hariput, Abbottabad, Mansehra, Battagram	4/96-12/98	$310,964
12	Foundation Managed Program Activity	Islamabad, Punjab	For a series of workshops on the application of participatory learning strategies to the design, implementation and evaluation of NGO health programs	National	4/96-9/96	$15,297
11	Youth Social Welfare Association	Hussainabad, Sindh	For two community-based girls' primary schools	Khairpur	4/96-9/98	$4,184
10	Kubar Welfare Association	Makan Kubar, Sindh	For a community-based girls' primary school	Khairpur	4/96-9/98	$2,174
9	South Asia Partnership Pakistan	Lahore, Punjab	For preparation and publication of case studies and research papers and holding of national and provincial NGO dialogues	National	3/96-12/98	$91,557
8	Aurat Publication & Information Service Foundation	Lahore, Punjab	For establishment of 200 listening groups and radio broadcast of 26 programs on reproductive and primary health issues	Punjab	3/96-5/97	$57,663

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	(A)	(B)	(C)	(D)	(E)	(F)
No.	**Organization**	**Location of Main Office (city/province)**	**Activity (summary description of support)**	**Project Area (district, province or national)**	**Period of Support (month/year)**	**Amount (committed or planned)**
7	Foundation Managed Program Activity	Islamabad, Punjab	For a workshop on NGO/NGO collaboration for community development in Balochistan	Baluchistan	3/96-4/96	$3,204
6	Foundation Managed Program Activity	Islamabad, Punjab	For publication of a quarterly newsletter on NGO development and the Pakistan NGO Initiative	National	2/96-9/96	$870
5	Maternity & Child Welfare Association of Pakistan	Lahore, Punjab	For continued publication for one year (for issues) of MCWAP's Mother & Child Journal	National	1/96-12/96	$3,956
4	Anjuman Ittehad Naujawanan-e-Nawalane Lyari	Karachi, Sindh	For participation in the second development managers program conducted by Participatory Research in Asia in India	Karachi	1/96-3/96	$2,549
3	Organization for Participatory Development	Gujranwala, Punjab	To test an integrated community development model	Gujranwala	12/95-12/98	$75,512
2	Strengthening Participatory Organization	Islamabad, Punjab	For participation in the development managers course conducted by the Asian Institute of Management in the Philippines	National	11/95-12/95	$4,148
1	Sungi Development Foundation	Abbottabad, NWFP	For participation in a workshop on financial management for NGOs conducted by the Asian Institute of Technology and held in Sri Lanka	NWFP	10/95-11/95	$1,397
					Total of PNI Sub-Grants	**$5,291,181**

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No.	(A) Organization	(B) Location of Main Office (city/province)	(C) Activity (summary description of support)	(D) Project Area (district, province or national)	(E) Period of Support (month/year)	(F) Amount (committed or planned)
173	Health and Rural Development	Khuzdar, Balochistan	Implementing reproductive health interventions in Khuzdar	Khuzdar	10/02-12/02	$12,124
172	Foundation Managed Program Acitivity	Islamabad, Federal	Recording expenditures for TAF-PK Interns	National	5/02-12/02	$300
171	Foundation Managed Program Activity	Islamabad, Federal	Supporting the process for establishment of a reproductive health forum" Pakistan Safe Motherhood Alliance"	National	4/02-9/02	$772
170	Foundation Managed Program Acitivity	Khuzdar, Baluchistan	Implementing reproductive health interventions in Khuzdar	Khuzdar	4/02-9/02	$53,262
169	Alfalah Development Organization Trust	Rawalpindi, Punjab	Settingup a resource centre to provide coordination with the public-private sectors	National	1/02-6/02	$4,616
168	Alliance for Quality Education	Islamabad, Federal	Providing Support to Alliance for Quality Education through a Coordinator	National	1/02-12/02	$6,332
167	Foundation Managed Program Activity	Islamabad, Federal	Participation in global forum for effective legislative oversight for transparency and accountability	National	12/01-12/01	$3,807
166	Foundation Managed Program Activity	Islamabad, Federal	Participation in a workshop on advocacy capacity building	National	11/01-12/01	$5,123
165	Tehrik-e- Niswan	Islamabad, Federal	Sensitizing a wide audience to the issue of gender discrimination in wages through documentaries.	National	9/01-6/02	$4,162
164	Foundation Managed Program Activity	Islamabad, Federal	Conducting a five day training workshop for PNI partner organizations on fund raising	National	9/01-3/02	$2,408
163	Society for Citizen's Rights	Islamabad, Federal	Building up broad based civil society coallitions that work collectively to establish democratic politics and governance in Pakistan	National	8/01-6/02	$57,845
162	South Asia Partnership - SAP-PK	Lahore, Punjab	Evaluating the first phase of DRCEP and determining its future strategic direction	National	8/01-2/02	$42,926
161	Family Planning Association of Pakistan	Lahore, Punjab	Improving access to reproductive health services and information on sexual and reproductive health issues	National	4/01-9/02	$33,981
160	Foundation Managed Program Activity	Islamabad, Federal	Evaluating NRDF's "Ulama and Development Program"	NWFP	4/01-5/01	$4,787
159	National Research & Development Foundation	Peshawar, NWFP	Capacity Building of Local Communities & Religious Institutions in NWFP	NWFP	4/01-9/02	$55,036
158	Health Oriented Preventive Education	Karachi, Sindh	Improving women's access to emergency obstetric care	Sindh	3/01-7/02	$90,118
157	Islamabad Women's Welfare Agency	Islamabad, Federal	For legal aid counseling, psychological counseling, para-legal training and launching a media campaign on violence against women	National	3/01-2/02	$25,272
156	Sustainable Development Policy Institute	Islamabad, Federal	NGO Consultation on Implementation of Devolution Plan 2000	National	1/01-9/01	$25,137
155	Institute of Development Studies and Practise	Quetta, Baluchistan	Providing Education in Development	National	1/01-12/01	$67,140
154	Sustainable Development Policy Institute	Islamabad, -	Workshop on Basic Education Policy	National	12/00-1/01	$4,059
153	Pakistan Institute of Labour Education and Research	Islamabad, Federal	Promoting peace, equity and tolerance to create a strong civil society in Pakistan	National	12/00-3/02	$13,157

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	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
152	Interactive Resource Center	Islamabad, Federal	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	12/00-6/02	$91,412
151	Faran Education Society	Karachi, Sindh	Collaborative support for a Provincial Workshop on Public Private Partnership	National	11/00-11/00	$4,418
150	FMPA: Foundation Managed Program Activity	Islamabad, Federal	Documenting ALIF Conference on Education "What Way Ahead"	National	11/00-11/00	$4,674
149	Foundation Managed Program Activity	Islamabad, Federal	Supporting the travel and accomodation of non-government sector experts for a two day media workshop	National	11/00-12/00	$3,111
148	Foundation Managed Program Activity	Islamabad, Federal	Documenting support & work done in education sector under PNI	National	11/00-2/01	$2,416
147	Sungi Development Foundation	Abbotabad, NWFP	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$28,774
146	South Asia Partnership- (SAP-PK)	Lahore, Punjab	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$180,660
145	Pakistan Institute of Labour Education & Research	Karachi, Sindh	Promoting public mobilization and citizen's education by using the forthcoming local government elections	Sindh	10/00-9/01	$24,103
144	Institute of Development Studies and Practise	Quetta, Baluchistan	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$26,158
143	Foundation Managed Program Activity	Islamabad, Federal	PNI Evaluation	National	10/00-1/01	$27,885
142	FMPA: Foundation Managed Program Activity	Islamabad, Federal	Supporting citizen's rights and education program and database upgradation	National	10/00-7/01	$8,799
141	Sustainable Development Policy Institute	Islamabad, Federal	SDPI: Public-Private Partnerships in the Social Sectors	Federal	9/00-2/02	$10,440
140	Rozan	Islamabad, Federal	Promoting women's basic rights by addressing the issue of violence against women.	Islamabad	9/00-5/02	$23,670
139	Sustainable Development Policy Institute	Islamabad, Federal	NGO Consultation on the Devolution Plan 2000	National	8/00-9/01	$2,930
138	SCR: Society for Citizen's Rights	Islamabad, Federal	To Facilitate Public Dialogue on Social Justice & Economic Revival	National	7/00-11/00	$1,880
137	Bright Education Society	Karachi, Sindh	To support incremental initiatives by the Education Entrepreneurs	Sindh	7/00-6/01	$3,687
136	Foundation Managed Program Activity	Islamabad, Federal	Printing and distribution of a Micro-finance report	National	3/00-9/00	$1,527
135	Maternal and Child Welfare Association of Pakistan	Lahore, Punjab	Establishment of an NGO health network to improve reproductive health service delivery	Punjab	2/00-9/02	$27,222
134	Health and Nutrition Development Society	Karachi, Sindh	Establishment of an NGO health network to improve reproductive health service delivery	Sindh	2/00-6/02	$31,288
133	Anjuman-e-Taraqi-e-Khawateen-o-Atfal	Quetta, Balochistan	Establishment of an NGO health network to improve reproductive health service delivery	Balochistan	2/00-6/02	$30,615
132	Lyari Community Development Project	Karachi, Sindh	For an in-depth study to document community development initiatives	Karachi	9/99-5/00	$21,193
131	Khwendo Kor	Karak, NWFP	For scaling up women's development program funded under PNI-I	Karak	7/99-9/01	$61,642

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of March 31, 2003)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
130	Development Action for Mobilization & Emancipation of Women	Lahore, Punjab	For providing training in leadership skills to disadvantaged women borrowers of Damen's Microcredit Program	Lahore	7/99-6/01	$18,266
129	Shahbaz Welfare Association	Nawabshah, Sindh	For initiating a microcredit program for disadvantaged rural women	Nawabshah	7/99-6/01	$10,837
128	Anjuman-e-Behbood-e-Khawateen	Dir, NWFP	For building institutional capacity to access microcredit and health education programs	Dir	7/99-9/00	$12,842
127	Sindh Agricultural & Forestry Workers Coordinating Orgnanization	Hyderabad, Sindh	For a microcredit program for disadvantaged rural women to increase economic opportunities and build leadership skills	Hyderabad	7/99-12/00	$19,913
126	Naz Old Boys Welfare Association (NOWA)	Khairpur, Sindh	For improving quality education, strengthen and develop human resources	Khairpur	7/99-9/00	$14,039
125	Awaz Foundation	Lahore, Punjab	Raising awareness of social issues through innovative educational initiatives and promoting creative thinking and writing skills with children, especially girls.	Lahore	7/99-7/00	$11,922
124	Aurat Foundation	Lahore, Punjab	To build the capacity of NGO and CBO Personnel in Financial Management	National	6/99-4/01	$96,203
123	Sustainable Development Policy Institute	Islamabad, Federal	For a paper on Public-Private Partnerships in the Social Sectors to be presented at the ADB Institute Workshop at Tokyo, Japan	National	6/99-6/99	$1,732
122	Kashf Foundation	Lahore, Punjab	For an initiative to test a microfinance program for urban poor women	Lahore	6/99-9/01	$58,261
121	National Rural Support Program	Islamabad, Federal	For participation in the Third Microcredit Summit to be held in Abidjan, Ivory Coast	Islamabad	6/99-6/99	$2,737
120	National Research and Development Foundation	Peshawer, NWFP	For rights of women and children on issues pertaining to family planning, health, environmental rehabilitation and development	Peshawer	6/99-9/00	$66,198
119	Foundation Managed Program Activity	Islamabad, National	For establishing a forum for partner NGOs in health to promote the process of developing an enabling environment	National	6/99-9/99	$0
118	Foundation Managed Program Activity	Islamabad, National	For supporting technical assistance and training/information activities	National	6/99-9/99	$4,616
117	Foundation Managed Program Activity	Islamabad, Federal	For establishing a forum for partner NGOs in health to promote the process of developing an enabling environment	National	6/99-9/99	$6,067
116	Foundation Managed Program Activity	Islamabad, Federal	For supporting technical assistance and training/information activities	National	6/99-9/00	$43,719
115	Orangi Pilot Project	Karachi, Sindh	To expand and strengthen OPP's program activities	Karachi	5/99-4/00	$6,180
114	Mehak Helping Council for Community Development	Quetta, Baluchistan	To advocate women leadership in family planning	Quetta	5/99-11/00	$13,920
113	Sungi Development Foundation	Hazara, NWFP	To strengthen advocacy and social mobilization programs	Hazara	4/99-6/02	$164,492
112	Frontier Primary Health Care	Mardan, NWFP	For strengthening NGO capacity in primary health care and human resource development	Mardan	4/99-9/01	$61,803

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SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of March 31, 2003)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
111	Taraqee Trust	Quetta, Balochistan	For building institutional capacity of Taraqee in managing its group-based microcredit program for women	Quetta	4/99-9/01	$103,624
110	Pak Social Welfare Society (PSWS)	Hyderabad, Sindh	To build the capacity of PSWS through testing an integrated community development model with a special focus on microcredit for women	Hyderabad	4/99-9/01	$17,823
109	Narowal Rural Development Project	Narowal, Punjab	To build the capacity of NRDP through testing an integrated community development model	Narowal	4/99-3/02	$34,666
108	Syndicate for Enabling Human Resource for Empowerment	Quetta, Balochistan	For capacity building and social mobilization through participatory action research	Balochistan	4/99-3/01	$31,799
107	Jinnah Welfare Society	Gujranwala, Punjab	To build the capacity of JWS through testing an integrated community development model with a special focus on microcredit for women	Kamonki	4/99-9/01	$26,167
106	Punjab Lok Sujag	Lahore, Punjab	To support and enhance the effectiveness of NGO/CBO Advocacy on social sector development	National	4/99-12/00	$29,973
105	Pakistan-Community Development Program	Peshawer, NWFP	To support health rights of women and children	Peshawer	3/99-6/01	$0
104	Islamabad Women's Welfare Agency	Islamabad, Federal	For legal aid counseling, psychological Counseling, para-legal training, development of counseling material for female victims of violence	National	3/99-2/01	$34,607
103	Nirali Kitaben Trust	Lahore, Punjab	For providing technical assistance and training to PACSM to organize four training workshops on develop. Related topics for 15 small NGOs/CBOs capacity building	National	2/99-6/00	$28,217
102	Organization for Participatory Development	Gujranwala, Punjab	To test an integrated community development model	Gujranwala	1/99-9/00	$43,579
101	Democratic Commission for Human Development	Lahore, Punjab	For providing institutional support to enable them to empower communities to identify and address their own social sector needs	National	1/99-3/02	$125,921
100	Frontier Resource Centre	Peshawar, NWFP	For institutional support for NGO and CBO capacity building training programs and networking	NWFP	1/99-9/01	$67,602
99	Baanhn Beli	Karachi, Sindh	To test an integrated community development model	Tharparkar	1/99-9/01	$159,179
98	Society for Advancement of Education	Lahore, Punjab	For the promotion of primary non-formal education	National	1/99-12/01	$138,177
97	Pakistan Institute of Environment Develop. Action Research	Islamabad, Federal	To scale-up, implement and promote a model for quality primary education for rural girls in Southern Punjab	Kabirwala	1/99-6/02	$90,029
96	SIMORGH	Lahore, Punjab	To develop feminist leadership in human rights	National	1/99-9/01	$72,466
95	Working Women Organization	Lahore, Punjab	For establishing four adult literacy schools to empower disadvantaged working women to enhance their awareness and understanding of their rights	Lahore, Sheikhupura	1/99-12/00	$21,672
94	Aga Khan Rural Support Program	Islamabad, Federal	For establishment of a Secretariat for Microfinance Group of Pakistan, organize 2 exchange visits, 2 workshops & seminars, & documentation & dissemination of materials	National	1/99-3/01	$42,490

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of March 31, 2003)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
93	Institute for Development Studies and Practice	Quetta, Balochistan	To promote HRD for young male and female development activists working with NGOs/CBOs	National	1/99-12/00	$105,957
92	Foundation Managed Program Activity	Islamabad, Federal	For a strategic planning meeting to share results of PNI-I evaluation & develop PNI-II new initiatives with PNI partners	National	1/99-8/99	$8,935
91	Working Women Organization	Lahore, Punjab	For establishing four adult literacy schools for the disadvantaged working women	Lahore & Sheikhupura	10/98-12/98	$4,719
90	Foundation Managed Program Activity	Islamabad, Punjab	For conducting a national communication strategy meeting to disseminate the findings of the formative research and share the methodology adopted	National	10/98-11/98	$9,448
89	Foundation Managed Program Activity	Islamabad, Punjab	To develop IEC materials	National	10/98-9/99	$24,312
88	Foundation Managed Program Activity	Islamabad, Punjab	For printing of PNI Newsletter	National	10/98-9/00	$6,883
87	Sustainable Development Policy Institute	Islamabad, Federal	To support a workshop on coalition building	National	9/98-12/98	$3,830
86	Narowal Rural Development Project	Narowal, Punjab	For a community-based microcredit program for rural women	Narowal	9/98-12/98	$9,911
85	Pak Social Welfare Society	Hyderabad, Sindh	For a community-based microcredit program for women and men	Hyderabad	7/98-12/98	$13,152
84	Sungi Development Foundation	Abbottabad, NWFP	For preparation of a study to analyze certain human and environmental impacts of the Chotiari Reservoir Project	Sanghar, Sindh	6/98-9/98	$1,135
83	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	6/98-7/99	$522
82	Shirkat Gah	Lahore, Punjab	For designing and facilitating the second strategic planning workshop	National	3/98-3/98	$341
81	Taraqee Trust	Quetta, Baluchistan	For the support of coalition building and coordinated relief efforts of NGOs for the affectees of Turbat floods	Turbat, Baluchistan	3/98-4/98	$2,272
80	Bedari	Islamabad, Federal	For technical assistance to design and facilitate a strategic planning workshop	0	1/98-2/98	$0
79	Bedari	Islamabad, Punjab	For technical assistance to design and facilitate a strategic planning workshop	Islamabad and Rawalpindi	1/98-2/98	$920
78	Lawyers for Human Rights & Legal Aid	Karachi, Sindh	For enabling 3 participants from Bangladesh, Burma, and Afghanistan to participate in a regional conference in Karachi on trafficking in women and children	Karachi	12/97-12/97	$1,446
77	Strengthening Participatory Organization	Islamabad, Punjab	For participation in the development managers course conducted by the Asian Institute of Management in the Philippines	National	11/97-12/97	$4,854
76	Working Group for Women, Aga Khan University	Karachi, Sindh	For participation in the International Conference on Gender and Development in Asia in Hong Kong	National	11/97-11/97	$543
75	Health and Nutrition Development Society	Karachi, Sindh	For participation in a study tour to the Comprehensive Rural Health Program in Jamkhed, India	Karachi, Malir, Badin	11/97-12/97	$1,427
74	Aurat Publication and Information Service Foundation	Karachi, Sindh	For a television docu-drama on karo-kari (black crime) and violence against women	National	10/97-3/99	$3,192

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SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of March 31, 2003)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
73	Kashf Foundation	Lahore, Punjab	For an initiative to test participatory approaches to the design and implementation of microcredit programs for women	Lahore	10/97-12/98	$28,531
72	Society for the Advancement of Education	Lahore, Punjab	For program design and institutional support for the establishment of an Institute for Development Studies and Practice	National	10/97-12/98	$71,318
71	Alif Laila Book Bus Society	Lahore, Punjab	For strategic planning, policy advocacy and support for innovative approaches for improving the quality of education	National	10/97-9/98	$47,435
70	Foundation-Managed Program Activity	Islamabad, Punjab	For a conference on best practices and key concepts in the promotion of maternal, child and reproductive health	National	10/97-11/97	$11,390
69	Khwendo Kor Women & Children Development Program	Peshawar, NWFP	For completion of a strategic planning process and the first phase of an integrated women's development program.	NWFP, Karak	9/97-12/98	$60,898
68	Teachers' Resource Center	Karachi, Sindh	For institutional support and technical assistance to establish and strengthen monitoring and evaluation systems	Sindh	9/97-9/98	$49,067
67	Mashal	Lahore, Punjab	For publication in Urdu of a collection of essays on policy issues and options for expanding access to education in Pakistan	National	9/97-2/98	$2,272
66	Foundation-Managed Program Activity	Islamabad, Punjab	For qualitiative research on maternal and child nutrition and finalization of an integrated community counselling handbook	National	9/97-12/98	$41,335
65	Foundation-Managed Program Activity	Islamabad, Punjab	For field implementation and assessment of breastfeeding counselling and support group methodology	National	9/97-9/98	$2,967
64	Society for the Advancement of Education (SAHE)	Lahore, Punjab	Partial support for a national conference on approaches and issues in non-formal primary education	National	8/97-8/97	$7,411
63	Sindh NGO Federation	Hyderabad, Sindh	For a three-day strategic planning workshop to strengthen a network of Sindh-based nongovernmental organizations	Sindh	8/97-9/97	$247
62	Thardeep Rural Development Program	Mithi, Sindh	For participation in a training of trainers workshop conducted by the National Rural Support Program	Tharparkar	8/97-10/97	$1,075
61	Baanhn Beli	Karachi, Sindh	For institutional support to professionalize senior management and strengthen program planning and financial management systems, and partial support for recurrent operating costs	Karachi, Tharparker, Nagarparker	7/97-9/98	$40,413
60	Taraqee Trust	Quetta, Baluchistan	For the institutional cost of a microcredit program for women to test the replicability of the Grameen Bank model in Baluchistan.	Quetta	7/97-9/98	$44,090
59	Foundation Managed Program Activity	Islamabad, Punjab	For a practitioners' workshop and information dissemination on participatory approaches to development	National	5/97-5/97	$2,424
58	Marri Environmental Development Agency	Kohlu Agency, Baluchistan	For institutional support to establish a community-based organization in a tribal area of Baluchistan	Kohlu Agency, Baluchistan	4/97-3/98	$15,232

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of March 31, 2003)

No. (A)	Organization (A)	Location of Main Office (city/province) (B)	Activity (summary description of support) (C)	Project Area (district, province or national) (D)	Period of Support (month/year) (E)	Amount (committed or planned) (F)
57	Foundation Managed Program Activity	Karachi, Sindh	For research papers and participant costs for a National Conference on the State of Research on Women in Pakistan	National	4/97-9/99	$14,867
56	Agency for Women's Animation and Rural Development	Faisalabad, Punjab	For a community-based microcredit program for women	Gojra & Toba Tek Singh, Faisalabad	3/97-8/98	$5,414
55	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States, development of a microcredit network in Pakistan, a workshop on microcredit and PRA, and a follow-up workshop	National	1/97-9/98	$9,583
54	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	1/97-2/97	$3,386
53	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	1/97-2/97	$2,917
52	Society for Advancement of Education	Lahore, Punjab	For participation in UNESCO-sponsored Sub-Regional Training Workshop on Literacy for Girls and Women in Nepal	Punjab	1/97-2/97	$1,307
51	Society for the Advancement of Education	Lahore, Punjab	For the development of teacher training materials, training modules, assessment tools, and conducting of teachers training and training of trainers workshops	National	1/97-12/98	$102,206
50	Bhit Shah Declaration Coordinating Council	Hyderabad, Sindh	For the annual conference of a coalition of Sindh-based nongovernmental rural organizations	Sindh	1/97-1/98	$1,906
49	Orangi Pilot Project-Research Training Institute	Karachi, Sindh	For assistance to education entrepreneurs to establish 20 non-formal primary schools and improve facilities for 10 such schools from underserved areas of Karachi	Karachi, Orangi	1/97-12/98	$10,983
48	Pakistan Institute for Environment Development Action Research	Islamabad, Punjab	For development, testing & demonstration of a community supported, private enterprise model for rural girls primary education	Punjab	1/97-12/98	$34,378
47	Pakistan Community Development Program	Peshawar, NWFP	For a program to build local capacity in health and sanitation and facilitate linkages between communities and government line departments	Peshawar and Mardan Districts	1/97-9/98	$82,841
46	Family Planning Association of Pakistan	Lahore, Punjab	For research on the reproductive health and information needs of young adults, and development and pretesting of a training and information materials	National	1/97-9/99	$20,159
45	Faran Education Society	Karachi, Sindh	For teacher training and the development of textbooks and teachers' guides	Orangi, Lyari, Malir	1/97-12/98	$58,328
44	Foundation Managed Program Activity	Islamabad, Punjab	For a workshop to discuss experience to date in PNI support to NGO health programs, identify needs and prepare work plans	National	12/96-12/96	$9,149
43	Aurat Publication and Information Service Foundation	Lahore, Punjab	For an expanded program to strengthen the financial advisory and management capabilities of women and women's organizations	National	10/96-12/98	$233,073
42	Sustainable Development Policy Institute	Islamabad, Punjab	For research on the political, economic and social forces that constrain the delivery of broad-based primary education in Pakistan	National	10/96-9/98	$163,167

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of March 31, 2003)

No.	(A) Organization	(B) Location of Main Office (city/province)	(C) Activity (summary description of support)	(D) Project Area (district, province or national)	(E) Period of Support (month/year)	(F) Amount (committed or planned)
41	Strengthening Participatory Organization	Islamabad, Punjab	For institutional support to establish a gender and development section within SPO's national center office	National	10/96-12/98	$103,407
40	APPNA Sehat	Islamabad, Punjab	For staff support, training and technical assistance on social mobilization and community participation in health	Murree, Mardan, Sahiwal, Badin	10/96-12/98	$33,093
39	Development Action for Mobilization & Emancipation	Lahore, Punjab	For a entrepreneurship training and credit program for women	Lahore	10/96-9/98	$31,155
38	Baanhn Beli	Karachi, SIndh	For forty non-formal primary schools for girls, teacher training and curriculum development	Tharparkar	10/96-9/98	$126,414
37	The Book Group	Karachi, Sindh	For development and publication of two alternative textbooks and teachers guides in Urdu, and for teacher training	Karachi	10/96-9/97	$16,954
36	Frontier Primary Health Care	Mardan, NWFP	For a pilot program on involving communities, especially women, in the design and implementation of a community health program	Wardagah Village, District Charsadda	10/96-12/98	$32,592
35	Pattan Development Organization	Islamabad, Punjab	For a senior manager to identify and prioritize women's needs and integrate gender concerns in policy and practice	Multan, Muzaffargarh, Sargodha	10/96-12/98	$34,995
34	Pattan Development Organization	Islamabad, Punjab	For a national conference on food security to promote collective action, advocacy, and coalition building among NGOs	National	10/96-11/96	$2,708
33	Women's Awareness for Networking & Development	Sahiwal, Punjab	For a workshop on "Planning for Action" for community-based women's organizations in Sahiwal	Sahiwal	10/96-10/97	$5,006
32	Foundation Managed Program Activity	Islamabad, Punjab	For publication of a newsletter on the Pakistan NGO Initiative	National	10/96-9/97	$1,645
31	Foundation Managed Program Activity	Islamabad, Punjab	For training of NGO staff on the application of participatory learning strategy to the design, implementation & evaluation of NGO health programs	National	10/96-9/97	$7,398
30	Aurat Publication and Information Service Foundation	Quetta, Baluchistan	For a documentation and research center to also serve as the secretariat for the Baluchistan NGO Federation	Baluchistan	9/96-9/97	$8,737
29	Strengthening Participatory Organization	Peshawar, NWFP	For a CBO capacity-building program and recurrent costs for thirty community primary schools for girls in NWFP	Nowshera	7/96-9/98	$54,895
28	Strengthening Participatory Organization	Peshawar, NWFP	For staff, travel and training to support the formation of women's organizations at the community level in NWFP	Mardan	7/96-12/97	$0
27	Naunihal Development Organization	Nagar, FANA	For institutional support to strenghthen NHWO's women's development program and promote NGO and CBO coalition building and networking in the Northern Areas	Nagar Valley, Northern Areas	7/96-9/98	$44,138
26	Democratic Commission for Human Development	Lahore, Punjab	For institutional support to enable DCHD to consolidate and expand its human rights awareness and social mobilization programs	NWFP, Sindh	7/96-12/98	$78,494

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of March 31, 2003)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
25	Khwendo Kor Women & Children Development Program	Peshawar, NWFP	For a CBO capacity-building program and recurrent costs for fifty-five community primary schools for girls in NWFP	Karak, Malakand	7/96-12/97	$66,583
24	Community Support Concern	Lahore, Punjab	For participation in a training workshop on NGO institutional development in New Delhi, India	Lahore	7/96-8/96	$844
23	Frontier Resource Centre	Peshawar, NWFP	For institutional support for NGO and CBO capacity building training programs and networking	NWFP	7/96-12/98	$52,799
22	Bedari	Islamabad, Punjab	For institutional support for a crisis intervention, community outreach and awareness raising program on violence against women and women's health and empowerment	Rawalpindi	7/96-6/98	$71,919
21	Foundation Managed Program Activity	Islamabad, Punjab	For a training-of-trainers workshop for community health workers on infant nutrition counseling skills and the effective use of infant nutrition IEC materials	National	7/96-7/96	$14,416
20	Support Institution Development Network for Sindh	Karachi, Sindh	For participation in a workshop on NGO fundraising strategies in Islamabad	National	6/96-6/96	$1,060
19	Nirali Kitaben Trust	Lahore, Punjab	For a pilot program on using women community booksellers to distribute basic level reading materials in underserved communities	Punjab	6/96-12/98	$39,808
18	Hawwa Associates	Lahore, Punjab	For establishing a training program for women to promote employement for women in the formal sector and support them in establishing small business enterprises	Lahore	6/96-9/98	$39,332
17	Balochistan Rural Support Programme	Quetta, Baluchistan	For technical assistance, staff training and equipment to strengthen program planning, monitoring and assessment of community-based development activities	Baluchistan	6/96-12/96	$30,246
16	Kashf Foundation	Lahore, Punjab	For preparation of a feasibility study and business plan for a traditional women's handicrafts design center	Lahore	6/96-9/96	$1,032
15	Voluntary Organization & Institute for Community Education	Karachi, Sindh	For the establishment of an information resource center to support the development efforts of community-based organizations in Lyari	Karachi	5/96-9/98	$24,399
14	Women Educational & Environmental Network	Abbottabad, NWFP	For staff training and community training, technical assistance on monitoring and evaluation and women's literacy programs	Abbottabad	5/96-4/97	$6,698
13	Sungi Development Foundation	Abbottabad, NWFP	For establishment of area offices, staff training, and expansion of small enterprise development program	Haripur, Abbottabad, Mansehra, Battagram	4/96-12/98	$310,964
12	Youth Social Welfare Association	Hussainabad, Sindh	For two community-based girls' primary schools	Khairpur	4/96-9/98	$4,184
11	Kubar Welfare Association	Makan Kubar, Sindh	For a community-based girls' primary school	Khairpur	4/96-9/98	$2,174

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ATTACHMENT "K"

SUMMARY BY DATE OF ACTUAL GRANTS AND PLANNED COMMITMENTS
(as of March 31, 2003)

	(A)	(B)	(C)	(D)	(E)	(F)
No.	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)
10	Foundation Managed Program Activity	Islamabad, Punjab	For a series of workshops on the application of participatory learning strategies to the design, implementation and evaluation of NGO health programs	National	4/96-9/96	$15,297
9	Aurat Publication & Information Service Foundation	Lahore, Punjab	For establishment of 200 listening groups and radio broadcast of 26 programs on reproductive and primary health issues	Punjab	3/96-5/97	$57,663
8	South Asia Partnership Pakistan	Lahore, Punjab	For preparation and publication of case studies and research papers and holding of national and provincial NGO dialogues	National	3/96-12/98	$91,557
7	Foundation Managed Program Activity	Islamabad, Punjab	For a workshop on NGO/NGO collaboration for community development in Balochistan	Baluchistan	3/96-4/96	$3,204
6	Foundation Managed Program Activity	Islamabad, Punjab	For publication of a quarterly newsletter on NGO development and the Pakistan NGO Initiative	National	2/96-9/96	$870
5	Anjuman Ittehad Naujawanan-e-Nawalane Lyari	Karachi, Sindh	For participation in the second development managers program conducted by Participatory Research in Asia in India	Karachi	1/96-3/96	$2,549
4	Maternity & Child Welfare Association of Pakistan	Lahore, Punjab	For continued publication for one year (for issues) of MCWAP's Mother & Child Journal	National	1/96-12/96	$3,956
3	Organization for Participatory Development	Gujranwala, Punjab	To test an integrated community development model	Gujranwala	12/95-12/98	$75,512
2	Strengthening Participatory Organization	Islamabad, Punjab	For participation in the development managers course conducted by the Asian Institute of Management in the Philippines	National	11/95-12/95	$4,148
1	Sungi Development Foundation	Abbottabad, NWFP	For participation in a workshop on financial management for NGOs conducted by the Asian Institute of Technology and held in Sri Lanka	NWFP	10/95-11/95	$1,397
					Total of PNI Sub-Grants	$5,700,416

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Attachment L

Summary by Subgrantee of Actual Sub-grants and Planned Commitments

SUMMARY BY GRANTEE OF ACTUAL GRANTS AND PLANNED COMMITMENTS

(as of September 30, 2001)

		(A)	(B)	(C)	(D)	(E)	(F)	
No. of Grantees	No. of Grants	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)	Amount (committed or planned)
1	1	Aga Khan Rural Support Program	Islamabad, Federal	For establishment of a Secretariat for Microfinance Group of Pakistan, organize 2 exchange visits, 2 workshops & seminars, & documentation & dissemination of materials	National	1/99-3/01	$42,490	$42,490
2	2	Agency for Women's Animation and Rural Development	Faisalabad, Punjab	For a community-based microcredit program for women	Gojra & Toba Tek Singh, Faisalabad	3/97-8/98	$5,414	$5,414
3	3	Alif Laila Book Bus Society	Lahore, Punjab	For strategic planning, policy advocacy and support for innovative approaches for improving the quality of education	National	10/97-9/98	$47,435	$47,435
4	4	Anjuman Ittehad Naujawanan-e-Nawalane Lyari	Karachi, Sindh	For participation in the second development managers program conducted by Participatory Research in Asia in India	Karachi	1/96-3/96	$2,549	$2,549
5	5	Anjuman-e-Behbood-e-Khawateen	Dir, NWFP	For building institutional capacity to access microcredit and health education programs	Dir	7/99-9/00	$12,842	$12,842
6	6	Anjuman-e-Taraqi-e-Khawateen-o-Atfal	Quetta, Balochistan	Establishment of an NGO health network to improve reproductive health service delivery	Balochistan	2/00-12/01	$21,372	$21,372
7	7	APPNA Sehat	Islamabad, Punjab	For staff support, training and technical assistance on social mobilization and community participation in health	Murree, Mardan, Sahiwal, Badin	10/96-12/98	$33,093	$33,093
8	8	Aurat Publication & Information Service Foundation	Lahore, Punjab	To build the capacity of NGO and CBO Personnel in Financial Management	National	6/99-4/01	$96,203	$398,868
	9	Aurat Publication & Information Service Foundation	Lahore, Punjab	For establishment of 200 listening groups and radio broadcast of 26 programs on reproductive and primary health issues	Punjab	3/96-5/97	$57,663	
	10	Aurat Publication & Information Service Foundation	Karachi, Sindh	For a television docu-drama on karo-kari (black crime) and violence against women	National	10/97-3/99	$3,192	
	11	Aurat Publication & Information Service Foundation	Lahore, Punjab	For an expanded program to strengthen the financial advisory and management capabilities of women and women's organizations	National	10/96-12/98	$233,073	
	12	Aurat Publication & Information Service Foundation	Quetta, Baluchistan	For a documentation and research center to also serve as the secretariat for the Baluchistan NGO Federation	Baluchistan	9/96-9/97	$8,737	
9	13	Awaz Foundation	Lahore, Punjab	Raising awareness of social issues through innovative educational initiatives and promoting creative thinking and writing skills with children, especially girls.	Lahore	7/99-7/00	$11,922	$11,922
10	14	Baanhn Beli	Karachi, Sindh	To test an integrated community development model	Tharparkar	1/99-9/01	$159,179	$326,006
	15	Baanhn Beli	Karachi, Sindh	For institutional support to professionalize senior management and strengthen program planning and financial management systems, and partial support for recurrent operating costs	Karachi, Tharparker, Nagarparker	7/97-9/98	$40,413	

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	16	Baanhn Beli	Karachi, SIndh	For forty non-formal primary schools for girls, teacher training and curriculum development	Tharparkar	10/96-9/98	$126,414	
11	17	Balochistan Rural Support Programme	Quetta, Baluchistan	For technical assistance, staff training and equipment to strengthen program planning, monitoring and assessment of community-based development activities	Baluchistan	6/96-12/96	$30,246	$30,246
12	18	Bedari	Islamabad, Punjab	For technical assistance to design and facilitate a strategic planning workshop	Islamabad and Rawalpindi	1/98-2/98	$920	$72,839
	19	Bedari	Islamabad, Punjab	For institutional support for a crisis intervention, community outreach and awareness raising program on violence against women and women's health and empowerment	Rawalpindi	7/96-6/98	$71,919	
13	20	Bhit Shah Declaration Coordinating Council	Hyderabad, Sindh	For the annual conference of a coalition of Sindh-based nongovernmental rural organizations	Sindh	1/97-1/98	$1,906	$1,906
14	21	Bright Education Society	Karachi, Sindh	To support incremental initiatives by the Education Entrepreneurs	Sindh	7/00-6/01	$3,687	$3,687
15	22	Community Support Concern	Lahore, Punjab	For participation in a training workshop on NGO institutional development in New Delhi, India	Lahore	7/96-8/96	$844	$844
16	23	Democratic Commission for Human Development	Lahore, Punjab	For providing institutional support to enable them to empower communities to identify and address their own social sector needs	National	1/99-9/01	$117,034	$195,528
	24	Democratic Commission for Human Development	Lahore, Punjab	For institutional support to enable DCHD to consolidate and expand its human rights awareness and social mobilization programs	NWFP, Sindh	7/96-12/98	$78,494	
17	25	Development Action for Mobilization & Emancipation	Lahore, Punjab	For a entrepreneurship training and credit program for women	Lahore	10/96-9/98	$31,155	$49,421
	26	Development Action for Mobilization & Emancipation	Lahore, Punjab	For providing training in leadership skills to disadvantaged women borrowers of Damen's Microcredit Program	Lahore	7/99-6/01	$18,266	
18	27	Family Planning Association of Pakistan	Lahore, Punjab	Improving access to reproductive health services and information on sexual and reproductive health issues	National	4/01-3/02	$19,769	$39,927
	28	Family Planning Association of Pakistan	Lahore, Punjab	For research on the reproductive health and information needs of young adults, and development and pretesting of a training and information materials	National	1/97-9/99	$20,158	
19	29	Faran Education Society	Karachi, Sindh	Collaborative support for a Provincial Workshop on Public Private Partnership	National	11/00-11/00	$4,468	$62,796
	30	Faran Education Society	Karachi, Sindh	For teacher training and the development of textbooks and teachers' guides	Orangi, Lyari, Malir	1/97-12/98	$58,328	
20	31	Foundation Managed Program Activity	Islamabad, Federal	Conducting a five day training workshop for PNI partner organizations on fund raising	National	9/01-3/02	$11,969	$289,751
	32	Foundation Managed Program Activity	Islamabad, Federal	Evaluating NRDF's "Ulama and Development Program"	NWFP	4/01-5/01	$4,787	

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	33	Foundation Managed Program Activity	Islamabad, Federal	Documenting ALIF Conference on Education "What Way Ahead"	National	11/00-11/00	$4,674	
	34	Foundation Managed Program Activity	Islamabad, Federal	Supporting citizen's rights and education program and database upgradation	National	10/00-7/01	$9,055	
	35	Foundation Managed Program Activity	Islamabad, Federal	Supporting the travel and accomodation of non-government sector experts for a two day media workshop	National	11/00-12/00	$3,111	
	36	Foundation Managed Program Activity	Islamabad, Federal	Documenting support & work done in education sector under PNI	National	11/00-2/01	$2,416	
	37	Foundation Managed Program Activity	Islamabad, Federal	Printing and distribution of a Micro-finance report	National	3/00-9/00	$1,527	
	38	Foundation Managed Program Activity	Islamabad, Federal	For establishing a forum for partner NGOs in health to promote the process of developing an enabling environment	National	6/99-9/99	$6,067	
	39	Foundation Managed Program Activity	Islamabad, Federal	For supporting technical assistance and training/information activities	National	6/99-9/00	$43,719	
	40	Foundation Managed Program Activity	Islamabad, Federal	For a strategic planning meeting to share results of PNI-I evaluation & develop PNI-II new initiatives with PNI partners	National	1/99-8/99	$8,935	
	41	Foundation Managed Program Activity	Islamabad, Punjab	For conducting a national communication strategy meeting to disseminate the findings of the formative research and share the methodology adopted	National	10/98-11/98	$9,448	
	42	Foundation Managed Program Activity	Islamabad, Punjab	To develop IEC materials	National	10/98-9/99	$24,312	
	43	Foundation Managed Program Activity	Islamabad, Punjab	For printing of PNI Newsletter	National	10/98-9/00	$6,883	
	44	Foundation Managed Program Activity	Islamabad, Punjab	For a practitioners' workshop and information dissemination on participatory approaches to development	National	5/97-5/97	$2,424	
	45	Foundation Managed Program Activity	Karachi, Sindh	For research papers and participant costs for a National Conference on the State of Research on Women in Pakistan	National	4/97-9/99	$14,867	
	46	Foundation Managed Program Activity	Islamabad, Punjab	For a workshop to discuss experience to date in PNI support to NGO health programs, identify needs and prepare work plans	National	12/96-12/96	$9,149	
	47	Foundation Managed Program Activity	Islamabad, Punjab	For publication of a newsletter on the Pakistan NGO Initiative	National	10/96-9/97	$1,645	
	48	Foundation Managed Program Activity	Islamabad, Punjab	For training of NGO staff on the application of participatory learning strategy to the design, implementation & evaluation of NGO health programs	National	10/96-9/97	$7,398	
	49	Foundation Managed Program Activity	Islamabad, Punjab	For a training-of-trainers workshop for community health workers on infant nutrition counseling skills and the effective use of infant nutrition IEC materials	National	7/96-7/96	$14,416	

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	50	Foundation Managed Program Activity	Islamabad, Punjab	For a series of workshops on the application of participatory learning strategies to the design, implementation and evaluation of NGO health programs	National	4/96-9/96	$15,297	
	51	Foundation Managed Program Activity	Islamabad, Punjab	For a workshop on NGO/NGO collaboration for community development in Balochistan	Baluchistan	3/96-4/96	$3,204	
	52	Foundation Managed Program Activity	Islamabad, Punjab	For publication of a quarterly newsletter on NGO development and the Pakistan NGO Initiative	National	2/96-9/96	$870	
	53	Foundation Managed Program Activity	Islamabad, Federal	PNI Evaluation	National	10/00-1/01	$27,885	
	54	Foundation Managed Program Activity	Islamabad, Punjab	For a conference on best practices and key concepts in the promotion of maternal, child and reproductive health	National	10/97-11/97	$11,390	
	55	Foundation Managed Program Activity	Islamabad, Punjab	For qualitiative research on maternal and child nutrition and finalization of an integrated community counselling handbook	National	9/97-12/98	$41,335	
	56	Foundation Managed Program Activity	Islamabad, Punjab	For field implementation and assessment of breastfeeding counselling and support group methodology	National	9/97-9/98	$2,967	
21	57	Frontier Primary Health Care	Mardan, NWFP	For strengthening NGO capacity in primary health care and human resource development	Mardan	4/99-9/01	$53,612	$86,204
	58	Frontier Primary Health Care	Mardan, NWFP	For a pilot program on involving communities, especially women, in the design and implementation of a community health program	Wardagah Village, District Charsadda	10/96-12/98	$32,592	
22	59	Frontier Resource Centre	Peshawar, NWFP	For institutional support for NGO and CBO capacity building training programs and networking	NWFP	1/99-9/01	$66,072	$118,871
	60	Frontier Resource Centre	Peshawar, NWFP	For institutional support for NGO and CBO capacity building training programs and networking	NWFP	7/96-12/98	$52,799	
23	61	Hawwa Associates	Lahore, Punjab	For establishing a training program for women to promote employement for women in the formal sector and support them in establishing small business enterprises	Lahore	6/96-9/98	$39,332	$39,332
24	62	Health and Nutrition Development Society	Karachi, Sindh	Establishment of an NGO health network to improve reproductive health service delivery	Sindh	2/00-12/01	$22,540	$23,967
	63	Health and Nutrition Development Society	Karachi, Sindh	For participation in a study tour to the Comprehensive Rural Health Program in Jamkhed, India	Karachi, Malir, Badin	11/97-12/97	$1,427	
25	64	Health Oriented Preventive Education	Karachi, Sindh	Improving women's access to emergency obstetric care	Sindh	3/01-3/02	$61,353	$61,353
26	65	Institute of Development Studies and Practise	Quetta, Baluchistan	Providing Education in Development	National	1/01-12/01	$51,433	$183,548
	66	Institute for Development Studies and Practice	Quetta, Balochistan	To promote HRD for young male and female development activists working with NGOs/CBOs	National	1/99-12/00	$105,957	

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	67	Institute for Development Studies and Practice	Quetta, Baluchistan	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$26,158	
27	68	Interactive Resource Center	Islamabad, Federal	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	12/00-9/01	$46,039	$46,039
28	69	Islamabad Women's Welfare Agency	Islamabad, Federal	For legal aid counseling, psychological counseling, para-legal training and launching a media campaign on violence against women	National	3/01-2/02	$19,694	$54,301
	70	Islamabad Women's Welfare Agency	Islamabad, Federal	For legal aid counseling, psychological Counseling, para-legal training, development of counseling material for female victims of violence	National	3/99-2/01	$34,607	
29	71	Jinnah Welfare Society	Gujranwala, Punjab	To build the capacity of JWS through testing an integrated community development model with a special focus on microcredit for women	Kamonki	4/99-9/01	$26,167	$26,167
30	72	Kashf Foundation	Lahore, Punjab	For an initiative to test a microfinance program for urban poor women	Lahore	6/99-9/01	$62,099	$108,070
	73	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	6/98-7/99	$522	
	74	Kashf Foundation	Lahore, Punjab	For an initiative to test participatory approaches to the design and implementation of microcredit programs for women	Lahore	10/97-12/98	$28,531	
	75	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States, development of a microcredit network in Pakistan, a workshop on microcredit and PRA, and a follow-up workshop	National	1/97-9/98	$9,583	
	76	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	1/97-2/97	$2,917	
	77	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	1/97-2/97	$3,386	
	78	Kashf Foundation	Lahore, Punjab	For preparation of a feasibility study and business plan for a traditional women's handicrafts design center	Lahore	6/96-9/96	$1,032	
31	79	Khwendo Kor Women & Children Development Program	Karak, NWFP	For scaling up women's development program funded under PNI-I	Karak	7/99-9/01	$51,025	$178,506
	80	Khwendo Kor Women & Children Development Program	Peshawar, NWFP	For completion of a strategic planning process and the first phase of an integrated women's development program.	NWFP, Karak	9/97-12/98	$60,898	
	81	Khwendo Kor Women & Children Development Program	Peshawar, NWFP	For a CBO capacity-building program and recurrent costs for fifty-five community primary schools for girls in NWFP	Karak, Malakand	7/96-12/97	$66,583	
32	82	Kubar Welfare Association	Makan Kubar, Sindh	For a community-based girls' primary school	Khairpur	4/96-9/98	$2,174	$2,174

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33	83	Lawyers for Human Rights & Legal Aid	Karachi, Sindh	For enabling 3 participants from Bangladesh, Burma, and Afghanistan to participate in a regional conference in Karachi on trafficking in women and children	Karachi	12/97-12/97	$1,446	$1,446
34	84	Lyari Community Development Project	Karachi, Sindh	For an in-depth study to document community development initiatives	Karachi	9/99-5/00	$21,193	$21,193
35	85	Marri Environmental Development Agency	Kohlu Agency, Baluchistan	For institutional support to establish a community-based organization in a tribal area of Baluchistan	Kohlu Agency, Baluchistan	4/97-3/98	$15,232	$15,232
36	86	Mashal	Lahore, Punjab	For publication in Urdu of a collection of essays on policy issues and options for expanding access to education in Pakistan	National	9/97-2/98	$2,272	$2,272
37	87	Maternal and Child Welfare Association of Pakistan	Lahore, Punjab	Establishment of an NGO health network to improve reproductive health service delivery	Punjab	2/00-12/01	$20,502	$24,458
	88	Maternal and Child Welfare Association of Pakistan	Lahore, Punjab	For continued publication for one year (for issues) of MCWAP's Mother & Child Journal	National	1/96-12/96	$3,956	
38	89	Mehak Helping Council for Community Development	Quetta, Baluchistan	To advocate women leadership in family planning	Quetta	5/99-11/00	$13,920	$13,920
39	90	Narowal Rural Development Project	Narowal, Punjab	To build the capacity of NRDP through testing an integrated community development model	Narowal	4/99-3/01	$24,823	$34,734
	91	Narowal Rural Development Project	Narowal, Punjab	For a community-based microcredit program for rural women	Narowal	9/98-12/98	$9,911	
40	92	National Research and Development Foundation	Peshawar, NWFP	Capacity Building of Local Communities and Religious Institutions in NWFP	NWFP	4/01-3/02	$22,931	$89,129
	93	National Research and Development Foundation	Peshawer, NWFP	For rights of women and children on issues pertaining to family planning, health, environmental rehabilitation and development	Peshawer	6/99-9/00	$66,198	
41	94	National Rural Support Program	Islamabad, Federal	For participation in the Third Microcredit Summit to be held in Abidjan, Ivory Coast	Islamabad	6/99-6/99	$2,737	$2,737
42	95	Naunihal Development Organization	Nagar, FANA	For institutional support to strenghthen NHWO's women's development program and promote NGO and CBO coalition building and networking in the Northern Areas	Nagar Valley, Northern Areas	7/96-9/98	$44,138	$44,138
43	96	Naz Old Boys Welfare Association (NOWA)	Khairpur, Sindh	For improving quality education, strengthen and develop human resources	Khairpur	7/99-9/00	$14,039	$14,039
44	97	Nirali Kitaben Trust	Lahore, Punjab	For providing technical assistance and training to PACSM to organize four training workshops on develop. Related topics for 15 small NGOs/CBOs capacity building	National	2/99-6/00	$28,217	$68,025
	98	Nirali Kitaben Trust	Lahore, Punjab	For a pilot program on using women community booksellers to distribute basic level reading materials in underserved communities	Punjab	6/96-12/98	$39,808	
45	99	Orangi Pilot Project	Karachi, Sindh	To expand and strengthen OPP's program activities	Karachi	5/99-4/00	$6,180	$17,163

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	100	Orangi Pilot Project	Karachi, Sindh	For assistance to education entrepreneurs to establish 20 non-formal primary schools and improve facilities for 10 such schools from underserved areas of Karachi	Karachi, Orangi	1/97-12/98	$10,983	
46	101	Organization for Participatory Development	Gujranwala, Punjab	To test an integrated community development model	Gujranwala	1/99-9/01	$43,579	$119,091
	102	Organization for Participatory Development	Gujranwala, Punjab	To test an integrated community development model	Gujranwala	12/95-12/98	$75,512	
47	103	Pak Social Welfare Society	Hyderabad, Sindh	For a community-based microcredit program for women and men	Hyderabad	7/98-12/98	$13,152	$30,975
	104	Pak Social Welfare Society	Hyderabad, Sindh	To build the capacity of PSWS through testing an integrated community development model with a special focus on microcredit for women	Hyderabad	4/99-3/01	$17,823	
48	105	Pakistan Community Development Program	Peshawar, NWFP	For a program to build local capacity in health and sanitation and facilitate linkages between communities and government line departments	Peshawar and Mardan Districts	1/97-9/98	$82,842	$82,842
	106	Pakistan Community Development Program	Peshawer, NWFP	To support health rights of women and children	Peshawer	3/99-6/01	$0	
49	107	Pakistan Institute for Environment Development Action Research	Islamabad, Punjab	For development, testing & demonstration of a community supported, private enterprise model for rural girls primary education	Punjab	1/97-12/98	$34,378	$34,378
50	108	Pakistan Institute for Labour Education and Research	Islamabad, Federal	Promoting peace, equity and tolerance to create a strong civil society in Pakistan	National	12/00-11/01	$6,209	$95,130
	109	Pakistan Institute for Labour Education and Research	Islamabad, Federal	To scale-up, implement and promote a model for quality primary education for rural girls in Southern Punjab	Kabirwala	1/99-9/01	$64,818	
	110	Pakistan Institute for Labour Education and Research	Karachi, Sindh	Promoting public mobilization and citizen's education by using the forthcoming local government elections	Sindh	10/00-9/01	$24,103	
51	111	Pattan Development Organization	Islamabad, Punjab	For a senior manager to identify and prioritize women's needs and integrate gender concerns in policy and practice	Multan, Muzaffargarh, Sargodha	10/96-12/98	$34,995	$37,703
	112	Pattan Development Organization	Islamabad, Punjab	For a national conference on food security to promote collective action, advocacy, and coalition building among NGOs	National	10/96-11/96	$2,708	
52	113	Punjab Lok Sujag	Lahore, Punjab	To support and enhance the effectiveness of NGO/CBO Advocacy on social sector development	National	4/99-12/00	$29,973	$29,973
52	114	Rozan	Islamabad, Federal	Promoting women's basic rights by addressing the issue of violence against women.	Islamabad	9/00-8/01	$16,903	$16,903
54	115	Society for Citizen's Rights	Islamabad, Federal	Building up broad based civil society coallitions that work collectively to establish democratic politics and governance in Pakistan	National	8/01-3/02	$27,713	$29,593
	116	SCR: Society for Citizen's Rights	Islamabad, Federal	To Facilitate Public Dialogue on Social Justice & Economic Revival	National	7/00-11/00	$1,880	

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55	117	Shahbaz Welfare Association	Nawabshah, Sindh	For initiating a microcredit program for disadvantaged rural women	Nawabshah	7/99-6/01	$10,837	$10,837
56	118	Shirkat Gah	Lahore, Punjab	For designing and facilitating the second strategic planning workshop	National	3/98-3/98	$341	$341
57	119	SIMORGH	Lahore, Punjab	To develop feminist leadership in human rights	National	1/99-9/01	$72,466	$72,466
58	120	Sindh Agricultural & Forestry Workers Coordinating Orgnanization	Hyderabad, Sindh	For a microcredit program for disadvantaged rural women to increase economic opportunities and build leadership skills	Hyderabad	7/99-12/00	$19,913	$19,913
59	121	Sindh NGO Federation	Hyderabad, Sindh	For a three-day strategic planning workshop to strengthen a network of Sindh-based nongovernmental organizations	Sindh	8/97-9/97	$247	$247
60	122	Society for Advancement of Education	Lahore, Punjab	For the promotion of primary non-formal education	National	1/99-9/01	$125,412	$307,654
	123	Society for Advancement of Education	Lahore, Punjab	For participation in UNESCO-sponsored Sub-Regional Training Workshop on Literacy for Girls and Women in Nepal	Punjab	1/97-2/97	$1,307	
	124	Society for Advancement of Education	Lahore, Punjab	For program design and institutional support for the establishment of an Institute for Development Studies and Practice	National	10/97-12/98	$71,318	
	125	Society for Advancement of Education	Lahore, Punjab	For the development of teacher training materials, training modules, assessment tools, and conducting of teachers training and training of trainers workshops	National	1/97-12/98	$102,206	
	126	Society for Advancement of Education	Lahore, Punjab	Partial support for a national conference on approaches and issues in non-formal primary education	National	8/97-8/97	$7,411	
61	127	South Asia Partnership - SAP-PK	Lahore, Punjab	Evaluating the first phase of DRCEP and determining its future strategic direction	National	8/01-11/01	$30,140	$302,357
	128	South Asia Partnership Pakistan	Lahore, Punjab	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$180,660	
	129	South Asia Partnership Pakistan	Lahore, Punjab	For preparation and publication of case studies and research papers and holding of national and provincial NGO dialogues	National	3/96-12/98	$91,557	
62	130	Strengthening Participatory Organization	Islamabad, Punjab	For participation in the development managers course conducted by the Asian Institute of Management in the Philippines	National	11/97-12/97	$4,854	$167,304
	131	Strengthening Participatory Organization	Islamabad, Punjab	For institutional support to establish a gender and development section within SPO's national center office	National	10/96-12/98	$103,407	
	132	Strengthening Participatory Organization	Peshawar, NWFP	For a CBO capacity-building program and recurrent costs for thirty community primary schools for girls in NWFP	Nowshera	7/96-9/98	$54,895	
	133	Strengthening Participatory Organization	Islamabad, Punjab	For participation in the development managers course conducted by the Asian Institute of Management in the Philippines	National	11/95-12/95	$4,148	

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No. of Grantees	No. of Grants	(A) Organization	(B) Location of Main Office (city/province)	(C) Activity (summary description of support)	(D) Project Area (district, province or national)	(E) Period of Support (month/year)	(F) Amount (committed or planned)	Amount (committed or planned)
63	134	Sungi Development Foundation	Abbotabad, NWFP	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$28,774	$476,117
	135	Sungi Development Foundation	Hazara, NWFP	To strengthen advocacy and social mobilization programs	Hazara	4/99-9/01	$133,847	
	136	Sungi Development Foundation	Abbottabad, NWFP	For preparation of a study to analyze certain human and environmental impacts of the Chotiari Reservoir Project	Sanghar, Sindh	6/98-9/98	$1,135	
	137	Sungi Development Foundation	Abbottabad, NWFP	For establishment of area offices, staff training, and expansion of small enterprise development program	Hariput, Abbottabad, Mansehra, Battagram	4/96-12/98	$310,964	
	138	Sungi Development Foundation	Abbottabad, NWFP	For participation in a workshop on financial management for NGOs conducted by the Asian Institute of Technology and held in Sri Lanka	NWFP	10/95-11/95	$1,397	
64	139	Support Institution Development Network for Sindh	Karachi, Sindh	For participation in a workshop on NGO fundraising strategies in Islamabad	National	6/96-6/96	$1,060	$1,060
65	140	Sustainable Development Policy Institute	Islamabad, Federal	NGO Consultation on Implementation of Devolution Plan 2000	National	1/01-2/01	$25,137	$211,295
	141	Sustainable Development Policy Institute	Islamabad, -	Workshop on Basic Education Policy	National	12/00-1/01	$4,059	
	142	Sustainable Development Policy Institute	Islamabad, Federal	SDPI: Public-Private Partnerships in the Social Sectors	Federal	9/00-3/01	$10,440	
	143	Sustainable Development Policy Institute	Islamabad, Federal	NGO Consultation on the Devolution Plan 2000	National	8/00-7/01	$2,930	
	144	Sustainable Development Policy Institute	Islamabad, Federal	To support a workshop on coalition building	National	9/98-12/98	$3,830	
	145	Sustainable Development Policy Institute	Islamabad, Punjab	For research on the political, economic and social forces that constrain the delivery of broad-based primary education in Pakistan	National	10/96-9/98	$163,167	
	146	Sustainable Development Policy Institute	Islamabad, Federal	For a paper on Public-Private Partnerships in the Social Sectors to be presented at the ADB Institute Workshop at Tokyo, Japan	National	6/99-6/99	$1,732	
66	147	Syndicate for Enabling Human Resource for Empowerment	Quetta, Balochistan	For capacity building and social mobilization through participatory action research	Balochistan	4/99-3/01	$31,799	$31,799
67	148	Taraqee Trust	Quetta, Balochistan	For building institutional capacity of Taraqee in managing its group-based microcredit program for women	Quetta	4/99-9/01	$103,624	$149,986
	149	Taraqee Trust	Quetta, Baluchistan	For the support of coalition building and coordinated relief efforts of NGOs for the affectees of Turbat floods	Turbat, Baluchistan	3/98-4/98	$2,272	
	150	Taraqee Trust	Quetta, Baluchistan	For the institutional cost of a microcredit program for women to test the replicability of the Grameen Bank model in Baluchistan.	Quetta	7/97-9/98	$44,090	

SUMMARY BY GRANTEE OF ACTUAL GRANTS AND PLANNED COMMITMENTS

(as of September 30, 2001)

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68	151	Tehrik - Niswan	Islamabad, Federal	Sensitizing a wide audience to the issue of gender discrimination in wages through documentaries.	National	9/01-2/02	$2,652	$2,652
69	152	Teachers' Resource Center	Karachi, Sindh	For institutional support and technical assistance to establish and strengthen monitoring and evaluation systems	Sindh	9/97-9/98	$49,361	$49,361
70	153	Thardeep Rural Development Program	Mithi, Sindh	For participation in a training of trainers workshop conducted by the National Rural Support Program	Tharparkar	8/97-10/97	$1,075	$1,075
71	154	The Book Group	Karachi, Sindh	For development and publication of two alternative textbooks and teachers guides in Urdu, and for teacher training	Karachi	10/96-9/97	$16,954	$16,954
72	155	Voluntary Organization & Institute for Community Education	Karachi, Sindh	For the establishment of an information resource center to support the development efforts of community-based organizations in Lyari	Karachi	5/96-9/98	$24,399	$24,399
73	156	Women Educational & Environmental Network	Abbottabad, NWFP	For staff training and community training, technical assistance on monitoring and evaluation and women's literacy programs	Abbottabad	5/96-4/97	$6,698	$6,698
74	157	Women's Awareness for Networking & Development	Sahiwal, Punjab	For a workshop on "Planning for Action" for community-based women's organizations in Sahiwal	Sahiwal	10/96-10/97	$5,006	$5,006
75	158	Working Group for Women, Aga Khan University	Karachi, Sindh	For participation in the International Conference on Gender and Development in Asia in Hong Kong	National	11/97-11/97	$543	$543
76	159	Working Women Organization	Lahore, Punjab	For establishing four adult literacy schools to empower disadvantaged working women to enhance their awareness and understanding of their rights	Lahore, Sheikhupura	1/99-12/00	$21,672	$26,391
	160	Working Women Organization	Lahore, Punjab	For establishing four adult literacy schools for the disadvantaged working women	Lahore & Sheikhupura	10/98-12/98	$4,719	
77	161	Youth Social Welfare Association	Hussainabad, Sindh	For two community-based girls' primary schools	Khairpur	4/96-9/98	$4,184	$4,184
						Total of PNI Sub-Grants	**$5,291,181**	**$5,291,181**

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SUMMARY BY GRANTEE OF ACTUAL GRANTS AND PLANNED COMMITMENTS

(as of March 31, 2003)

No. of Grants	(A) Organization	(B) Location of Main Office (city/province)	(C) Activity (summary description of support)	(D) Project Area (district, province or national)	(E) Period of Support (month/year)	(F) Amount (committed or planned)	Amount (committed or planned)
1	Aga Khan Rural Support Program	Islamabad, Federal	For establishment of a Secretariat for Microfinance Group of Pakistan, organize 2 exchange visits, 2 workshops & seminars, & documentation & dissemination of materials	National	1/99-3/01	$42,490	$42,490
2	Agency for Women's Animation and Rural Development	Faisalabad, Punjab	For a community-based microcredit program for women	Gojra & Toba Tek Singh, Faisalabad	3/97-8/98	$5,414	$5,414
3	Alfalah Development Organization Trust	Rawalpindi, Punjab	Settingup a resource centre to provide coordination with the public-private sectors	National	1/02-6/02	$4,616	$4,616
4	Alif Laila Book Bus Society	Lahore, Punjab	For strategic planning, policy advocacy and support for innovative approaches for improving the quality of education	National	10/97-9/98	$47,435	$47,435
5	Alliance for Quality Education	Islamabad, Federal	Providing Support to Alliance for Quality Education through a Coordinator	National	1/02-12/02	$6,332	$6,332
6	Anjuman Ittehad Naujawanan-e-Nawalane Lyari	Karachi, Sindh	For participation in the second development managers program conducted by Participatory Research in Asia in India	Karachi	1/96-3/96	$2,549	$2,549
7	Anjuman-e-Behbood-e-Khawateen	Dir, NWFP	For building institutional capacity to access microcredit and health education programs	Dir	7/99-9/00	$12,842	$12,842
8	Anjuman-e-Taraqi-e-Khawateen-o-Atfal	Quetta, Balochistan	Establishment of an NGO health network to improve reproductive health service delivery	Balochistan	2/00-6/02	$30,615	$30,615
9	APPNA Sehat	Islamabad, Punjab	For staff support, training and technical assistance on social mobilization and community participation in health	Murree, Mardan, Sahiwal, Badin	10/96-12/98	$33,093	$33,093
10	Aurat Publication & Information Service Foundation	Lahore, Punjab	To build the capacity of NGO and CBO Personnel in Financial Management	National	6/99-4/01	$96,203	$398,868
11	Aurat Publication & Information Service Foundation	Lahore, Punjab	For establishment of 200 listening groups and radio broadcast of 26 programs on reproductive and primary health issues	Punjab	3/96-5/97	$57,663	
12	Aurat Publication and Information Service Foundation	Quetta, Baluchistan	For a documentation and research center to also serve as the secretariat for the Baluchistan NGO Federation	Baluchistan	9/96-9/97	$8,737	
13	Aurat Publication and Information Service Foundation	Lahore, Punjab	For an expanded program to strengthen the financial advisory and management capabilities of women and women's organizations	National	10/96-12/98	$233,073	
14	Aurat Publication and Information Service Foundation	Karachi, Sindh	For a television docu-drama on karo-kari (black crime) and violence against women	National	10/97-3/99	$3,192	
15	Awaz Foundation	Lahore, Punjab	Raising awareness of social issues through innovative educational initiatives and promoting creative thinking and writing skills with children, especially girls.	Lahore	7/99-7/00	$11,922	$11,922
16	Baanhn Beli	Karachi, Sindh	To test an integrated community development model	Tharparkar	1/99-9/01	$159,179	$326,006

SUMMARY BY GRANTEE OF ACTUAL GRANTS AND PLANNED COMMITMENTS

(as of March 31, 2003)

No. of Grants (A)	Organization (B)	Location of Main Office (city/province) (C)	Activity (summary description of support) (D)	Project Area (district, province or national) (E)	Period of Support (month/year) (F)	Amount (committed or planned)	Amount (committed or planned)
17	Baanhn Beli	Karachi, Sindh	For institutional support to professionalize senior management and strengthen program planning and financial management systems, and partial support for recurrent operating costs	Karachi, Tharparker, Nagarparker	7/97-9/98	$40,413	
18	Baanhn Beli	Karachi, SIndh	For forty non-formal primary schools for girls, teacher training and curriculum development	Tharparkar	10/96-9/98	$126,414	
19	Balochistan Rural Support Programme	Quetta, Baluchistan	For technical assistance, staff training and equipment to strengthen program planning, monitoring and assessment of community-based development activities	Baluchistan	6/96-12/96	$30,246	$30,246
20	Bedari	Islamabad, Punjab	For technical assistance to design and facilitate a strategic planning workshop	Islamabad and Rawalpindi	1/98-2/98	$920	$72,839
21	Bedari	Islamabad, Federal	For technical assistance to design and facilitate a strategic planning workshop	0	1/98-2/98	$0	
22	Bedari	Islamabad, Punjab	For institutional support for a crisis intervention, community outreach and awareness raising program on violence against women and women's health and empowerment	Rawalpindi	7/96-6/98	$71,919	
23	Bhit Shah Declaration Coordinating Council	Hyderabad, Sindh	For the annual conference of a coalition of Sindh-based nongovernmental rural organizations	Sindh	1/97-1/98	$1,906	$1,906
24	Bright Education Society	Karachi, Sindh	To support incremental initiatives by the Education Entrepreneurs	Sindh	7/00-6/01	$3,687	$3,687
25	Community Support Concern	Lahore, Punjab	For participation in a training workshop on NGO institutional development in New Delhi, India	Lahore	7/96-8/96	$844	$844
26	Democratic Commission for Human Development	Lahore, Punjab	For providing institutional support to enable them to empower communities to identify and address their own social sector needs	National	1/99-3/02	$125,921	$204,415
27	Democratic Commission for Human Development	Lahore, Punjab	For institutional support to enable DCHD to consolidate and expand its human rights awareness and social mobilization programs	NWFP, Sindh	7/96-12/98	$78,494	
28	Development Action for Mobilization & Emancipation	Lahore, Punjab	For a entrepreneurship training and credit program for women	Lahore	10/96-9/98	$31,155	$49,421
29	Development Action for Mobilization & Emancipation of Women	Lahore, Punjab	For providing training in leadership skills to disadvantaged women borrowers of Damen's Microcredit Program	Lahore	7/99-6/01	$18,266	
30	Family Planning Association of Pakistan	Lahore, Punjab	For research on the reproductive health and information needs of young adults, and development and pretesting of a training and information materials	National	1/97-9/99	$20,159	$54,140
31	Family Planning Association of Pakistan	Lahore, Punjab	Improving access to reproductive health services and information on sexual and reproductive health issues	National	4/01-9/02	$33,981	
32	Faran Education Society	Karachi, Sindh	For teacher training and the development of textbooks and teachers' guides	Orangi, Lyari, Malir	1/97-12/98	$58,328	$62,746

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	(A)	(B)	(C)	(D)	(E)	(F)	
No. of Grants	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)	Amount (committed or planned)
33	Faran Education Society	Karachi, Sindh	Collaborative support for a Provincial Workshop on Public Private Partnership	National	11/00-11/00	$4,418	
34	FMPA: Foundation Managed Program Activity	Islamabad, Federal	Supporting citizen's rights and education program and database upgradation	National	10/00-7/01	$8,799	$347,813
35	FMPA: Foundation Managed Program Activity	Islamabad, Federal	Documenting ALIF Conference on Education "What Way Ahead"	National	11/00-11/00	$4,674	
36	Foundation Managed Program Acitivity	Khuzdar, Baluchistan	Implementing reproductive health interventions in Khuzdar	Khuzdar	4/02-9/02	$53,262	
37	Foundation Managed Program Acitivity	Islamabad, Federal	Recording expenditures for TAF-PK Interns	National	5/02-12/02	$300	
38	Foundation Managed Program Activity	Islamabad, Federal	For a strategic planning meeting to share results of PNI-I evaluation & develop PNI-II new initiatives with PNI partners	National	1/99-8/99	$8,935	
39	Foundation Managed Program Activity	Islamabad, Punjab	For publication of a quarterly newsletter on NGO development and the Pakistan NGO Initiative	National	2/96-9/96	$870	
40	Foundation Managed Program Activity	Islamabad, Punjab	For a workshop on NGO/NGO collaboration for community development in Balochistan	Baluchistan	3/96-4/96	$3,204	
41	Foundation Managed Program Activity	Islamabad, Federal	Printing and distribution of a Micro-finance report	National	3/00-9/00	$1,527	
42	Foundation Managed Program Activity	Islamabad, Punjab	For a series of workshops on the application of participatory learning strategies to the design, implementation and evaluation of NGO health programs	National	4/96-9/96	$15,297	
43	Foundation Managed Program Activity	Karachi, Sindh	For research papers and participant costs for a National Conference on the State of Research on Women in Pakistan	National	4/97-9/99	$14,867	
44	Foundation Managed Program Activity	Islamabad, Federal	Evaluating NRDF's "Ulama and Development Program"	NWFP	4/01-5/01	$4,787	
45	Foundation Managed Program Activity	Islamabad, Federal	Supporting the process for establishment of a reproductive health forum" Pakistan Safe Motherhood Alliance"	National	4/02-9/02	$772	
46	Foundation Managed Program Activity	Islamabad, Punjab	For a practitioners' workshop and information dissemination on participatory approaches to development	National	5/97-5/97	$2,424	
47	Foundation Managed Program Activity	Islamabad, Federal	For supporting technical assistance and training/information activities	National	6/99-9/00	$43,719	
48	Foundation Managed Program Activity	Islamabad, Federal	For establishing a forum for partner NGOs in health to promote the process of developing an enabling environment	National	6/99-9/99	$6,067	
49	Foundation Managed Program Activity	Islamabad, National	For establishing a forum for partner NGOs in health to promote the process of developing an enabling environment	National	6/99-9/99	$0	
50	Foundation Managed Program Activity	Islamabad, National	For supporting technical assistance and training/information activities	National	6/99-9/99	$4,616	

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No. of Grants	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)	Amount (committed or planned)
51	Foundation Managed Program Activity	Islamabad, Punjab	For a training-of-trainers workshop for community health workers on infant nutrition counseling skills and the effective use of infant nutrition IEC materials	National	7/96-7/96	$14,416	
52	Foundation Managed Program Activity	Islamabad, Federal	Conducting a five day training workshop for PNI partner organizations on fund raising	National	9/01-3/02	$2,408	
53	Foundation Managed Program Activity	Islamabad, Punjab	For publication of a newsletter on the Pakistan NGO Initiative	National	10/96-9/97	$1,645	
54	Foundation Managed Program Activity	Islamabad, Punjab	For training of NGO staff on the application of participatory learning strategy to the design, implementation & evaluation of NGO health programs	National	10/96-9/97	$7,398	
55	Foundation Managed Program Activity	Islamabad, Punjab	For printing of PNI Newsletter	National	10/98-9/00	$6,883	
56	Foundation Managed Program Activity	Islamabad, Punjab	For conducting a national communication strategy meeting to disseminate the findings of the formative research and share the methodology adopted	National	10/98-11/98	$9,448	
57	Foundation Managed Program Activity	Islamabad, Punjab	To develop IEC materials	National	10/98-9/99	$24,312	
58	Foundation Managed Program Activity	Islamabad, Federal	PNI Evaluation	National	10/00-1/01	$27,885	
59	Foundation Managed Program Activity	Islamabad, Federal	Supporting the travel and accomodation of non-government sector experts for a two day media workshop	National	11/00-12/00	$3,111	
60	Foundation Managed Program Activity *	Islamabad, Federal	Documenting support & work done in education sector under PNI	National	11/00-2/01	$2,416	
61	Foundation Managed Program Activity	Islamabad, Federal	Participation in a workshop on advocacy capacity building	National	11/01-12/01	$5,123	
62	Foundation Managed Program Activity	Islamabad, Punjab	For a workshop to discuss experience to date in PNI support to NGO health programs, identify needs and prepare work plans	National	12/96-12/96	$9,149	
63	Foundation Managed Program Activity	Islamabad, Federal	Participation in global forum for effective legislative oversight for transparency and accountability	National	12/01-12/01	$3,807	
64	Foundation-Managed Program Activity	Islamabad, Punjab	For field implementation and assessment of breastfeeding counselling and support group methodology	National	9/97-9/98	$2,967	
65	Foundation-Managed Program Activity	Islamabad, Punjab	For qualitiative research on maternal and child nutrition and finalization of an integrated community counselling handbook	National	9/97-12/98	$41,335	
66	Foundation-Managed Program Activity	Islamabad, Punjab	For a conference on best practices and key concepts in the promotion of maternal, child and reproductive health	National	10/97-11/97	$11,390	
67	Frontier Primary Health Care	Mardan, NWFP	For strengthening NGO capacity in primary health care and human resource development	Mardan	4/99-9/01	$61,803	$94,395

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68	Frontier Primary Health Care	Mardan, NWFP	For a pilot program on involving communities, especially women, in the design and implementation of a community health program	Wardagah Village, District Charsadda	10/96-12/98	$32,592	
69	Frontier Resource Centre	Peshawar, NWFP	For institutional support for NGO and CBO capacity building training programs and networking	NWFP	1/99-9/01	$67,602	$120,401
70	Frontier Resource Centre	Peshawar, NWFP	For institutional support for NGO and CBO capacity building training programs and networking	NWFP	7/96-12/98	$52,799	
71	Hawwa Associates	Lahore, Punjab	For establishing a training program for women to promote employement for women in the formal sector and support them in establishing small business enterprises	Lahore	6/96-9/98	$39,332	$39,332
72	Health and Nutrition Development Society	Karachi, Sindh	Establishment of an NGO health network to improve reproductive health service delivery	Sindh	2/00-6/02	$31,288	$32,715
73	Health and Nutrition Development Society	Karachi, Sindh	For participation in a study tour to the Comprehensive Rural Health Program in Jamkhed, India	Karachi, Malir, Badin	11/97-12/97	$1,427	
74	Health and Rural Development	Khuzdar, Balochistan	Implementing reproductive health interventions in Khuzdar	Khuzdar	10/02-12/02	$12,124	$12,124
75	Health Oriented Preventive Education	Karachi, Sindh	Improving women's access to emergency obstetric care	Sindh	3/01-7/02	$90,118	$90,118
76	Institute for Development Studies and Practice	Quetta, Balochistan	To promote HRD for young male and female development activists working with NGOs/CBOs	National	1/99-12/00	$105,957	$199,255
77	Institute of Development Studies and Practise	Quetta, Baluchistan	Providing Education in Development	National	1/01-12/01	$67,140	
78	Institute of Development Studies and Practise	Quetta, Baluchistan	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$26,158	
79	Interactive Resource Center	Islamabad, Federal	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	12/00-6/02	$91,412	$91,412
80	Islamabad Women's Welfare Agency	Islamabad, Federal	For legal aid counseling, psychological Counseling, para-legal training, development of counseling material for female victims of violence	National	3/99-2/01	$34,607	$59,879
81	Islamabad Women's Welfare Agency	Islamabad, Federal	For legal aid counseling, psychological counseling, para-legal training and launching a media campaign on violence against women	National	3/01-2/02	$25,272	
82	Jinnah Welfare Society	Gujranwala, Punjab	To build the capacity of JWS through testing an integrated community development model with a special focus on microcredit for women	Kamonki	4/99-9/01	$26,167	$26,167
83	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	1/97-2/97	$3,386	$104,232
84	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	1/97-2/97	$2,917	

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85	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States, development of a microcredit network in Pakistan, a workshop on microcredit and PRA, and a follow-up workshop	National	1/97-9/98	$9,583	
86	Kashf Foundation	Lahore, Punjab	For preparation of a feasibility study and business plan for a traditional women's handicrafts design center	Lahore	6/96-9/96	$1,032	
87	Kashf Foundation	Lahore, Punjab	For participation in the MicroCredit Summit in the United States	National	6/98-7/99	$522	
88	Kashf Foundation	Lahore, Punjab	For an initiative to test a microfinance program for urban poor women	Lahore	6/99-9/01	$58,261	
89	Kashf Foundation	Lahore, Punjab	For an initiative to test participatory approaches to the design and implementation of microcredit programs for women	Lahore	10/97-12/98	$28,531	
90	Khwendo Kor Women & Children Development Program	Karak, NWFP	For scaling up women's development program funded under PNI-I	Karak	7/99-9/01	$61,642	$189,123
91	Khwendo Kor Women & Children Development Program	Peshawar, NWFP	For a CBO capacity-building program and recurrent costs for fifty-five community primary schools for girls in NWFP	Karak, Malakand	7/96-12/97	$66,583	
92	Khwendo Kor Women & Children Development Program	Peshawar, NWFP	For completion of a strategic planning process and the first phase of an integrated women's development program.	NWFP, Karak	9/97-12/98	$60,898	
93	Kubar Welfare Association	Makan Kubar, Sindh	For a community-based girls' primary school	Khairpur	4/96-9/98	$2,174	$2,174
94	Lawyers for Human Rights & Legal Aid	Karachi, Sindh	For enabling 3 participants from Bangladesh, Burma, and Afghanistan to participate in a regional conference in Karachi on trafficking in women and children	Karachi	12/97-12/97	$1,446	$1,446
95	Lyari Community Development Project	Karachi, Sindh	For an in-depth study to document community development initiatives	Karachi	9/99-5/00	$21,193	$21,193
96	Marri Environmental Development Agency	Kohlu Agency, Baluchistan	For institutional support to establish a community-based organization in a tribal area of Baluchistan	Kohlu Agency, Baluchistan	4/97-3/98	$15,232	$15,232
97	Mashal	Lahore, Punjab	For publication in Urdu of a collection of essays on policy issues and options for expanding access to education in Pakistan	National	9/97-2/98	$2,272	$2,272
98	Maternity & Child Welfare Association of Pakistan	Lahore, Punjab	Establishment of an NGO health network to improve reproductive health service delivery	Punjab	2/00-9/02	$27,222	$31,178
99	Maternity & Child Welfare Association of Pakistan	Lahore, Punjab	For continued publication for one year (for issues) of MCWAP's Mother & Child Journal	National	1/96-12/96	$3,956	
100	Mehak Helping Council for Community Development	Quetta, Baluchistan	To advocate women leadership in family planning	Quetta	5/99-11/00	$13,920	$13,920
101	Narowal Rural Development Project	Narowal, Punjab	To build the capacity of NRDP through testing an integrated community development model	Narowal	4/99-3/02	$34,666	$44,577
102	Narowal Rural Development Project	Narowal, Punjab	For a community-based microcredit program for rural women	Narowal	9/98-12/98	$9,911	

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No. of Grants	Organization	Location of Main Office (city/province)	Activity (summary description of support)	Project Area (district, province or national)	Period of Support (month/year)	Amount (committed or planned)	Amount (committed or planned)
103	National Research & Development Foundation	Peshawar, NWFP	Capacity Building of Local Communities & Religious Institutions in NWFP	NWFP	4/01-9/02	$55,036	$121,234
104	National Research and Development Foundation	Peshawer, NWFP	For rights of women and children on issues pertaining to family planning, health, environmental rehabilitation and development	Peshawer	6/99-9/00	$66,198	
105	National Rural Support Program	Islamabad, Federal	For participation in the Third Microcredit Summit to be held in Abidjan, Ivory Coast	Islamabad	6/99-6/99	$2,737	$2,737
106	Naunihal Development Organization	Nagar, FANA	For institutional support to strenghthen NHWO's women's development program and promote NGO and CBO coalition building and networking in the Northern Areas	Nagar Valley, Northern Areas	7/96-9/98	$44,138	$44,138
107	Naz Old Boys Welfare Association (NOWA)	Khairpur, Sindh	For improving quality education, strengthen and develop human resources	Khairpur	7/99-9/00	$14,039	$14,039
108	Nirali Kitaben Trust	Lahore, Punjab	For providing technical assistance and training to PACSM to organize four training workshops on develop. Related topics for 15 small NGOs/CBOs capacity building	National	2/99-6/00	$28,217	$68,025
109	Nirali Kitaben Trust	Lahore, Punjab	For a pilot program on using women community booksellers to distribute basic level reading materials in underserved communities	Punjab	6/96-12/98	$39,808	
110	Orangi Pilot Project	Karachi, Sindh	To expand and strengthen OPP's program activities	Karachi	5/99-4/00	$6,180	$17,163
111	Orangi Pilot Project-Research Training Institute	Karachi, Sindh	For assistance to education entrepreneurs to establish 20 non-formal primary schools and improve facilities for 10 such schools from underserved areas of Karachi	Karachi, Orangi	1/97-12/98	$10,983	
112	Organization for Participatory Development	Gujranwala, Punjab	To test an integrated community development model	Gujranwala	1/99-9/00	$43,579	$119,091
113	Organization for Participatory Development	Gujranwala, Punjab	To test an integrated community development model	Gujranwala	12/95-12/98	$75,512	
114	Pak Social Welfare Society	Hyderabad, Sindh	For a community-based microcredit program for women and men	Hyderabad	7/98-12/98	$13,152	$30,975
115	Pak Social Welfare Society (PSWS)	Hyderabad, Sindh	To build the capacity of PSWS through testing an integrated community development model with a special focus on microcredit for women	Hyderabad	4/99-9/01	$17,823	
116	Pakistan Community Development Program	Peshawar, NWFP	For a program to build local capacity in health and sanitation and facilitate linkages between communities and government line departments	Peshawar and Mardan Districts	1/97-9/98	$82,841	$82,841
117	Pakistan Institute for Environment Development Action Research	Islamabad, Punjab	For development, testing & demonstration of a community supported, private enterprise model for rural girls primary education	Punjab	1/97-12/98	$34,378	$161,667
118	Pakistan Institute of Environment Develop. Action Research	Islamabad, Federal	To scale-up, implement and promote a model for quality primary education for rural girls in Southern Punjab	Kabirwala	1/99-6/02	$90,029	

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119	Pakistan Institute of Labour Education & Research	Karachi, Sindh	Promoting public mobilization and citizen's education by using the forthcoming local government elections	Sindh	10/00-9/01	$24,103	
120	Pakistan Institute of Labour Education and Research	Islamabad, Federal	Promoting peace, equity and tolerance to create a strong civil society in Pakistan	National	12/00-3/02	$13,157	
121	Pakistan-Community Development Program	Peshawer, NWFP	To support health rights of women and children	Peshawer	3/99-6/01	$0	$0
122	Pattan Development Organization	Islamabad, Punjab	For a national conference on food security to promote collective action, advocacy, and coalition building among NGOs	National	10/96-11/96	$2,708	$37,703
123	Pattan Development Organization	Islamabad, Punjab	For a senior manager to identify and prioritize women's needs and integrate gender concerns in policy and practice	Multan, Muzaffargarh, Sargodha	10/96-12/98	$34,995	
124	Punjab Lok Sujag	Lahore, Punjab	To support and enhance the effectiveness of NGO/CBO Advocacy on social sector development	National	4/99-12/00	$29,973	$29,973
125	Rozan	Islamabad, Federal	Promoting women's basic rights by addressing the issue of violence against women.	Islamabad	9/00-5/02	$23,670	$23,670
126	SCR: Society for Citizen's Rights	Islamabad, Federal	To Facilitate Public Dialogue on Social Justice & Economic Revival	National	7/00-11/00	$1,880	$1,880
127	Shahbaz Welfare Association	Nawabshah, Sindh	For initiating a microcredit program for disadvantaged rural women	Nawabshah	7/99-6/01	$10,837	$10,837
128	Shirkat Gah	Lahore, Punjab	For designing and facilitating the second strategic planning workshop	National	3/98-3/98	$341	$341
129	SIMORGH	Lahore, Punjab	To develop feminist leadership in human rights	National	1/99-9/01	$72,466	$72,466
130	Sindh Agricultural & Forestry Workers Coordinating Orgnanization	Hyderabad, Sindh	For a microcredit program for disadvantaged rural women to increase economic opportunities and build leadership skills	Hyderabad	7/99-12/00	$19,913	$19,913
131	Sindh NGO Federation	Hyderabad, Sindh	For a three-day strategic planning workshop to strengthen a network of Sindh-based nongovernmental organizations	Sindh	8/97-9/97	$247	$247
132	Society for Advancement of Education	Lahore, Punjab	For participation in UNESCO-sponsored Sub-Regional Training Workshop on Literacy for Girls and Women in Nepal	Punjab	1/97-2/97	$1,307	$139,484
133	Society for Advancement of Education	Lahore, Punjab	For the promotion of primary non-formal education	National	1/99-12/01	$138,177	
134	Society for Citizen's Rights	Islamabad, Federal	Building up broad based civil society coallitions that work collectively to establish democratic politics and governance in Pakistan	National	8/01-6/02	$57,845	$57,845
135	Society for the Advancement of Education	Lahore, Punjab	For the development of teacher training materials, training modules, assessment tools, and conducting of teachers training and training of trainers workshops	National	1/97-12/98	$102,206	$180,935

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136	Society for the Advancement of Education	Lahore, Punjab	For program design and institutional support for the establishment of an Institute for Development Studies and Practice	National	10/97-12/98	$71,318	
137	Society for the Advancement of Education	Lahore, Punjab	Partial support for a national conference on approaches and issues in non-formal primary education	National	8/97-8/97	$7,411	
138	South Asia Partnership - SAP-PK	Lahore, Punjab	Evaluating the first phase of DRCEP and determining its future strategic direction	National	8/01-2/02	$42,926	$315,143
139	South Asia Partnership- (SAP-PK)	Lahore, Punjab	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$180,660	
140	South Asia Partnership Pakistan	Lahore, Punjab	For preparation and publication of case studies and research papers and holding of national and provincial NGO dialogues	National	3/96-12/98	$91,557	
141	Strengthening Participatory Organization	Peshawar, NWFP	For a CBO capacity-building program and recurrent costs for thirty community primary schools for girls in NWFP	Nowshera	7/96-9/98	$54,895	$167,304
142	Strengthening Participatory Organization	Peshawar, NWFP	For staff, travel and training to support the formation of women's organizations at the community level in NWFP	Mardan	7/96-12/97	$0	
143	Strengthening Participatory Organization	Islamabad, Punjab	For institutional support to establish a gender and development section within SPO's national center office	National	10/96-12/98	$103,407	
144	Strengthening Participatory Organization	Islamabad, Punjab	For participation in the development managers course conducted by the Asian Institute of Management in the Philippines	National	11/95-12/95	$4,148	
145	Strengthening Participatory Organization	Islamabad, Punjab	For participation in the development managers course conducted by the Asian Institute of Management in the Philippines	National	11/97-12/97	$4,854	
146	Sungi Development Foundation	Abbottabad, NWFP	For establishment of area offices, staff training, and expansion of small enterprise development program	Haripur, Abbottabad, Manschra, Battagram	4/96-12/98	$310,964	$506,762
147	Sungi Development Foundation	Hazara, NWFP	To strengthen advocacy and social mobilization programs	Hazara	4/99-6/02	$164,492	
148	Sungi Development Foundation	Abbottabad, NWFP	For preparation of a study to analyze certain human and environmental impacts of the Chotiari Reservoir Project	Sanghar, Sindh	6/98-9/98	$1,135	
149	Sungi Development Foundation	Abbottabad, NWFP	For participation in a workshop on financial management for NGOs conducted by the Asian Institute of Technology and held in Sri Lanka	NWFP	10/95-11/95	$1,397	
150	Sungi Development Foundation	Abbotabad, NWFP	Promoting public mobilization and citizen's education by using the forthcoming local government elections	National	10/00-9/01	$28,774	

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151	Support Institution Development Network for Sindh	Karachi, Sindh	For participation in a workshop on NGO fundraising strategies in Islamabad	National	6/96-6/96	$1,060	$1,060
152	Sustainable Development Policy Institute	Islamabad, Federal	NGO Consultation on Implementation of Devolution Plan 2000	National	1/01-9/01	$25,137	$211,295
153	Sustainable Development Policy Institute	Islamabad, Federal	NGO Consultation on the Devolution Plan 2000	National	8/00-9/01	$2,930	
154	Sustainable Development Policy Institute	Islamabad, Federal	To support a workshop on coalition building	National	9/98-12/98	$3,830	
155	Sustainable Development Policy Institute	Islamabad, Federal	SDPI: Public-Private Partnerships in the Social Sectors	Federal	9/00-2/02	$10,440	
156	Sustainable Development Policy Institute	Islamabad, Punjab	For research on the political, economic and social forces that constrain the delivery of broad-based primary education in Pakistan	National	10/96-9/98	$163,167	
157	Sustainable Development Policy Institute	Islamabad, -	Workshop on Basic Education Policy	National	12/00-1/01	$4,059	
158	Sustainable Development Policy Institute	Islamabad, Federal	For a paper on Public-Private Partnerships in the Social Sectors to be presented at the ADB Institute Workshop at Tokyo, Japan	National	6/99-6/99	$1,732	
159	Syndicate for Enabling Human Resource for Empowerment	Quetta, Balochistan	For capacity building and social mobilization through participatory action research	Balochistan	4/99-3/01	$31,799	$31,799
160	Taraqee Trust	Quetta, Baluchistan	For the support of coalition building and coordinated relief efforts of NGOs for the affectees of Turbat floods	Turbat, Baluchistan	3/98-4/98	$2,272	$149,986
161	Taraqee Trust	Quetta, Balochistan	For building institutional capacity of Taraqee in managing its group-based microcredit program for women	Quetta	4/99-9/01	$103,624	
162	Taraqee Trust	Quetta, Baluchistan	For the institutional cost of a microcredit program for women to test the replicability of the Grameen Bank model in Baluchistan.	Quetta	7/97-9/98	$44,090	
163	Teachers' Resource Center	Karachi, Sindh	For institutional support and technical assistance to establish and strengthen monitoring and evaluation systems	Sindh	9/97-9/98	$49,067	$49,067
164	Tehrik-e- Niswan	Islamabad, Federal	Sensitizing a wide audience to the issue of gender discrimination in wages through documentaries.	National	9/01-6/02	$4,162	$4,162
165	Thardeep Rural Development Program	Mithi, Sindh	For participation in a training of trainers workshop conducted by the National Rural Support Program	Tharparkar	8/97-10/97	$1,075	$1,075
166	The Book Group	Karachi, Sindh	For development and publication of two alternative textbooks and teachers guides in Urdu, and for teacher training	Karachi	10/96-9/97	$16,954	$16,954
167	Voluntary Organization & Institute for Community Education	Karachi, Sindh	For the establishment of an information resource center to support the development efforts of community-based organizations in Lyari	Karachi	5/96-9/98	$24,399	$24,399

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168	Women Educational & Environmental Network	Abbottabad, NWFP	For staff training and community training, technical assistance on monitoring and evaluation and women's literacy programs	Abbottabad	5/96-4/97	$6,698	$12,247
169	Women's Awareness for Networking & Development	Sahiwal, Punjab	For a workshop on "Planning for Action" for community-based women's organizations in Sahiwal	Sahiwal	10/96-10/97	$5,006	
170	Working Group for Women, Aga Khan University	Karachi, Sindh	For participation in the International Conference on Gender and Development in Asia in Hong Kong	National	11/97-11/97	$543	
171	Working Women Organization	Lahore, Punjab	For establishing four adult literacy schools to empower disadvantaged working women to enhance their awareness and understanding of their rights	Lahore, Sheikhupura	1/99-12/00	$21,672	$21,672
172	Working Women Organization	Lahore, Punjab	For establishing four adult literacy schools for the disadvantaged working women	Lahore & Sheikhupura	10/98-12/98	$4,719	$4,719
173	Youth Social Welfare Association	Hussainabad, Sindh	For two community-based girls' primary schools	Khairpur	4/96-9/98	$4,184	$4,184
					Total of PNI Sub-Grants	**Sub-total**	**$5,700,416**	**$5,700,416**