



MP for Kapoche, Zambia, Hon. Charles Banda, with the mobile office designed to connect MPs to constituents as part of the Parliamentary Reform Program. *Picture by S Siyumbwa, Pact Zambia.*

## **Global Civil Society Strengthening Leader with Associates Award**

### **Quarterly Report January-March 2004**

**For Cooperative Agreement GEG-A-00-01-00005-00  
Submitted by Pact**

**“Before the workshop, I was depressed about political events and felt powerless to change things. But now I realize that my participation is important, my confidence has been regained and I feel empowered.”**

*-- A graduate student participating in CCE's Project Citizen workshop, part of the Arab Civitas program. As quoted in the Jordan Times, April 4, 2004.*

## Background

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At the heart of democracy, lies the citizenry of the state. It is their participation that makes democracy work, and it is their support that lends legitimacy to the institutions of democracy. This public needs to develop tools through which to engage government and through which to influence policy decisions that affect their lives. Under this precept, the Global Bureau's Center for Democracy and Governance of US Agency for International Development awarded the Pact Consortium with a Global Civil Society Strengthening Cooperative Agreement GEG-A-00-01-00005-00 in order to further this vision.

The Global Civil Society Strengthening Cooperative Agreement offers assistance to missions and bureaus in meeting immediate and long-term requirements for assessments, strategy formulations, activity design, and implementation related to strengthening civil society. These activities may be negotiated and awarded through either the Global Bureau or local missions. The six core activities provided by the Pact Consortium through this mechanism include:

- Establishing legal frameworks to protect and promote civil society
- Increasing citizen participation in policy processes, implementation and oversight
- Increasing institutional and financial viability of civil society organizations
- Enhancing the free flow of information
- Strengthening democratic political culture and gender equality
- Supporting activities under the Department of State's anti-sweatshop initiative.

The Pact Consortium is serving USAID with a dynamic, flexible, and complementary team of partners, each with extensive global civil society experience. Each consortium member has been identified for its expertise in one or more of the core activities of the cooperative agreement. By capitalizing on each member's technical strength, the Pact consortium ensures rapid response to program needs. Consortium members' areas of expertise are as follows:

<b>Pact, Inc.</b>	Civil Society Organization institutional and financial viability; grants management
<b>American Center for International Labor Solidarity (ACILS)</b>	Democratic and civic education; institution building; worker rights protection
<b>Center for Civic Education (CCE)</b>	Teacher training programs in civic education
<b>Center for International Private Enterprise (CIPE)</b>	Technical Assistance to indigenous business groups and think tanks
<b>International Center for Not-for-Profit Law (ICNL)</b>	Laws and legal frameworks

<b>Institute for Development Research (IDR)</b>	CSO institutional and financial viability, focusing on action research, documentation and dissemination of innovative approaches
<b>Internews Network, Inc.</b>	Media, media law and free flow of information
<b>International Republican Institute (IRI)</b>	Citizen's participation and civic education, focusing on advocacy, citizen awareness and coalition building at the national level
<b>National Democratic Institute (NDI)</b>	Citizen's participation and civic education, focusing on advocacy, citizen awareness and coalition building
<b>Research Triangle Institute (RTI)</b>	Citizen's participation, with a focus on citizen awareness, public policy formulation, and oversight at the local and municipal levels
<b>UNITE Union</b>	Anti-sweatshop programs
<b>World Education</b>	Civic Education at the local level, with a focus on the expanded participation of girls and women in civic education and civil responsibilities

In partnership with indigenous groups and individuals, the mission of the Pact Consortium is to act as a catalyst for democratic change. Local culture, history, language, organizational development and concerns are all incorporated into designing activities and programs. The Consortium seeks to foster widespread and effective public participation at all levels of government decision-making, give citizens and government an opportunity to develop mechanisms to engage, and encourage a culture of democracy that is understood and valued by each government and its citizenry.

## **Current Activities**

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All activities expected to be carried out this quarter as part of the overall management of the award were accomplished (for programmatic activities and highlights see the following sections). At the request of MEPI and USAID, Pact continued to refine and enhance its programmatic and financial reporting formats to deliver greater detail than is required by its cooperative agreement, with as little burden as possible on sub-grantees. Pact was also responsive to supplementary requests for financial information (such as accruals, obligations and budgets) during this period, and continued to take steps to simplify management (such as producing a semi-annual travel schedule for prior approval and developing a shared database of contacts for the program). In addition, a consortium meeting was held during this period so that members could share information with the newly appointed CTO, as well as each other.

Pact provided technical assistance, guidance and monitoring to many of its partners this quarter. Much of this support was through the efforts of the Democracy and Civil Society Specialist for the Middle East, who acted as a liaison and coordinator between MEPI and the sub-grantees,

ensuring that agreed protocols (such as Embassy communication) were followed and that programs were implemented according to the donor's expectations. The Specialist also traveled to Jordan, Egypt and Bahrain during this time to monitor and support programmatic activities for CCE and Internews.

While there was only one new award this quarter (ICNL's work in Iraq), a number of programs were provided with extensions and/or expansions – including the expansion of CCE's Arab Civitas program to include Saudi Arabia and Algeria, a no-cost extension for CIPE's work in Tanzania, no-cost extensions for both CCE and CRI in Indonesia, a cost extension for Internews' work in Madagascar, and an increased obligation for Idasa's work with Pact in South Africa.

The Pact Consortium continues to provide USAID G/DG, USAID missions and MEPI with a streamlined response to their programmatic needs and an impressive impact worldwide. Activities initiated by the G/DG and MEPI and other bureaus are funded through the Leader Award; mission-driven assignments are conducted through Associate Awards. A summary of activities related to the Global Civil Society Strengthening Cooperative Agreement is provided in the chart below:

### Leader Award

### Associate Awards

#### **Active Projects**

CCE: Arab Civitas (MEPI)

CCE: Civic Education Program for Malaysia

CIPE: Enhancing Corporate Governance in the Arab World (MEPI)

CRI: Creating Child-Centered Classrooms: A Collaboration between Children's Resources International, Inc. and the Al Azhar Foundation

CRI: Creating Child-Centered Schools in Indonesia – Rapid Response

CRI: Creating Child-Centered Schools in Malaysia

CRI: Creating Child Centered Schools in Morocco, Tunisia, Qatar, and Oman (MEPI)

ICNL: Creating an Enabling Environment for NGOs in Iraq

Internews Initiative for Open and Pluralistic Media in Arab-Speaking Countries (MEPI)

UNITE International Anti-Sweatshop Program in the Dominican Republic, Indonesia, Mexico, and Thailand

CCE and CRI: Civic Education Program for Indonesia

CRI: Creating Democratic Schools in Pakistan

Pact: Increased Public Debate in Zambia

Pact: Linking Actors for Regional Opportunities "LARO" Program for Technical Services for USAID/QMM Public-Private Alliance in Madagascar.

Pact: Madagascar Media Message/Ainga Program (partners: CCE and Internews)

Pact: Strengthening Civil Society Participation in Local Governance in South Africa

Pact: Tanzania Advocacy Partnership Program (partners: ICNL and CIPE)

#### **Pipeline**

CCE: Civic Education Program for Pakistan and Bangladesh

CRI: Democratic Classrooms Pilot Program in South Asia.

Internews: Afghanistan and Pakistan Information Exchange

Pact: Approaches to Civil Society Strengthening in Burma

## **Leader Award Highlights**

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### **CCE: Arab Civitas (MEPI)**

*July 2003 –April 2005*

*Description:* Arab Civitas is a regional association of Arab educators promoting the widespread implementation in ten Arab nations of elementary and secondary school civic education programs such as *Project Citizen* and *Foundations of Democracy* student-centered curricular materials developed by CCE that promote an understanding of and commitment to democratic values and principles. The project aims to increase the capacity of Arab educational leaders in partnership with the CCE to create, implement, and sustain effective civic education programs in their schools and universities through the exchange of ideas, experiences, and programs for the development of civic education among leaders in Arab countries

*Activities this Quarter:* The past quarter has been a period of growth for Arab Civitas. After meetings with local educators, Ministry of Education officials, US Embassy staff and NGOs, five additional Country Directors were identified, allowing the network to expand from its three original members (Jordan, Palestine, and Egypt) to a total of eight (including Lebanon, Tunisia, Morocco, Yemen, and Bahrain). The Arab Civitas steering committee met in January and confirmed the national directors nominated for Lebanon, Tunisia, Morocco, Yemen, and Bahrain. The steering committee then voted to replace itself with a new Board of Directors consisting of nine voting members made up of the eight national directors and the regional director.

The major activities of this quarter were clustered during the school break in January 2004. This window provided the opportunity for each of the three original partners in the Arab Civitas network to conduct regional and national training and workshops in the “Project Citizen” and “Foundations of Democracy” methodologies. These included a regional training of trainers workshop for eighteen trainers in Jordan, three workshops for over eighty teachers in Jordan, three workshops for nearly a hundred teachers in the West Bank, and six workshops for nearly two hundred teachers in Egypt. Finally, the Arabic-English language website representing Arab Civitas was launched and may be accessed at [www.arabcivitas.net](http://www.arabcivitas.net).

*Planned vs. Actual:* Nearly all activities for this quarter were carried out as planned. Of the five additional countries that were to submit proposals for civic education training, all but one submitted their plans.

### **CCE: Civic Education Program for Malaysia**

*January 2003 – April 2004*

*Description:* CCE is working with the United States Embassy in Kuala Lumpur, Malaysia, and Malaysian civic educators to encourage and improve civic education in Malaysia. Activities include study tours, showcases and a *Project Citizen* pilot program in twelve schools that promotes competent and responsible participation in state and local government. *Project Citizen* actively engages students in learning how to monitor and influence public policy and encourages civic participation among students, their parents, and members of the community.

*Activities this Quarter:* An additional teacher training for Project Citizen was conducted in Kepala Batas on Mainland Penang, which is politically significant to CCE's local partner, Universiti Sains Malaysia, since it is the home of the current prime minister, Abdullah Badawi. The funds for the training were available because of the university's willingness to contribute some of their own funds to pay for costs of the Projek Warga competition showcase held in Penang during September 2003. Teachers and principals from ten middle schools in Kepala Batas were trained. As a result of this training an estimated 600 students from these ten middle schools learned Project Citizen.

*Planned vs. Actual:* All planned activities, which principally consisted of the final training, occurred this quarter.

**CIPE: Enhancing Corporate Governance in the Arab World (MEPI)**  
*November 2003 – November 2005*

*Description:* CIPE is conducting a two-year regional business and economic modernization program using corporate governance as a focal point for reform. The initiative focuses on Egypt, Lebanon, Morocco, Jordan, and the Gulf – developing a private sector constituency for corporate governance reform and ensuring local private sector buy-in for a reform agenda. The program results will create a regional network and knowledge bank of corporate governance experience in the Middle East and North Africa, facilitate the creation of an Institute of Directors, and build greater business community awareness and support for corporate governance principles.

*Activities this Quarter:* The premier activity this quarter was the first nationwide corporate governance conference held in March in Morocco, with over 100 people in attendance. The conference was a resounding success – receiving coverage in at least four Moroccan papers and positive reaction from the participants. The presentations on topics such as international best practices in corporate governance, experiences in emerging markets, and experiences and potential in Morocco were also placed online to expand the audience beyond the actual attendees. One result of the conference was the decision of CIPE's local partner, CGEM, to commence the formation of an Institute of Directors. Meanwhile, Egypt's Institute of Directors received official recognition from the Ministry of Trade there. In addition, CIPE staff traveled to the region to provide technical assistance in Morocco, solidify partnerships in Lebanon and Jordan, and formalize the participation of Regional Advisory Board members. Finally, CIPE launched the [www.hawkama.net](http://www.hawkama.net) website and developed the first "Governance Trends Newsletter" (3,000 copies will be published next quarter) in order to disperse information throughout the region on important governance issues.

*Planned vs. Actual:* During this period, CIPE found it necessary to revise the project's timeline to tailor their activities to their partners' schedules. This included postponement of corporate governance conferences in Jordan, Lebanon and the Gulf, as well as the corporate governance journalism training in Egypt. Further, CIPE has determined that not all partners will be able to produce a blueprint for action and has instead requested conference reports that include recommendations as the deliverable following each national conference.

**CRI: Creating Child-Centered Classrooms: A Collaboration between Children's Resources International, Inc. and the Al Azhar Foundation**  
*November 2003 – October 2004*

*Description:* CRI has formed an alliance with the Al Azhar Foundation, an Indonesian Islamic educational non-government organization, to establish an early childhood teacher training institute and prepare Al Azhar teachers and administrators to replicate democratic teaching practices at Foundation schools throughout Indonesia. This is a unique partnership in that it is the first alliance in Indonesia with Islamic schools, and it has garnered funding buy-in to the leader from both the U.S. Jakarta Embassy and the Global Development Alliance.

*Activities this Quarter:* The primary activity for this quarter was the Kindergarten Training Institute. In January, two international trainers from CRI conducted a 5-day workshop on methods for creating child-centered schools for over 100 Al Azhar kindergarten and first grade teachers. This training was supported logistically by Al Azhar, which provided the training site and other in-kind contributions totaling over \$23,000. As part of its support, Al Azhar videotaped the conference so that it can be used to promote these methods in schools throughout Indonesia. CRI continued to provide technical assistance during this period, as well as planning support for the upcoming US orientation training. Finally, at the request of Al Azhar, CRI joined the Center for International Education. This newly formed partnership will allow CRI to establish an onsite office staffed by members of the Al Azhar University.

*Planned vs. Actual:* Activities planned for this quarter were carried out.

**CRI: Creating Child-Centered Schools in Indonesia – Rapid Response**  
*October 2003 – May 2004*

*Description:* Outside of the above partnership with the Al Azhar foundation, the majority of CRI's activities in Indonesia have been funded in the form of an associate award. However, as Mission funding was in a state of flux, it was decided to provide support from the leader award's rapid response funds to allow the current program to continue its work. For two years the program has been implemented in a limited number of kindergartens. To address the Ministry of Education's interest in promulgating the *Creating Democratic Schools* kindergarten program throughout Indonesia, CRI will convene a training event for provincial delegates so that they will be able replicate the program in public kindergartens in the provinces. At the end of the four month period, the *Creating Democratic Schools* program will be implemented in 96 kindergarten classrooms in 48 kindergartens, and a pair of Master Teacher Trainers in every province in Indonesia will be prepared to further replicate the methodology.

*Activities this Quarter:* CRI has implanted its Indonesia activities this quarter completely under funding from the Rapid Response mechanism, since Mission funding has run out and will not be continued. As such, after a no-cost extension to complete the few remaining activities, CRI prepared this quarter to close out the project by exploring partnerships that can help sustain the impacts of the program, working to prepare partner schools to continue implementing child-centered methods learned during the program, and completing administrative tasks necessary for

close-out. Data for the final evaluation was gathered this quarter, and preliminary results indicate an increase in family participation in the classroom, as well as in school-wide activities. The main activity this quarter was a Training of Trainers seminar for sixty provincial education officials, performed at the behest of the Ministry of National Education.

*Planned vs. Actual:* Activities planned for this quarter were carried out.

**CRI : Creating Child Centered Schools in Malaysia**  
***September 2003 – August 2004***

*Description:* CRI is establishing a democratic, child-centered educational program for preschool and early primary school-age children in Malaysia. The program introduces new teaching methodologies that are democratic in nature to teachers of very young children and draws families into the life of the school community. The objectives of the program include: increased use of democratic, child-centered methods in the education of preschool and primary school children; increased participation of families in pre- and primary school activities; increased attendance and retention rates of pre- and primary school children; increased access to education among pre- and primary school boys and girls; increased quality of preparation for teachers-in-training.

*Activities this Quarter:* CRI's activities this quarter for the Malaysia program consisted primarily of preparations for the key training in Washington, DC that will take place early next quarter. All of the logistics were taken care of, in close cooperation with the US Embassy. Preparations were also carried out for the upcoming training and school visits, and translation of materials is underway. The program's implementation plan was developed this quarter, and meetings were held with the Ministry of Education to finalize approval for the program.

*Planned vs. Actual:* No problems were encountered in the planned implementation of activities.

**CRI: Creating Child Centered Schools in Morocco, Tunisia, Qatar, Oman (MEPI)**  
***October 2003 – September 2004***

*Description:* CRI is establishing a democratic, child-centered educational program for preschool and early primary school-age children in Morocco, Tunisia, Qatar, and Oman. The program introduces new teaching methodologies that are democratic in nature to teachers of very young children and draws families into the life of the school community. The objectives of the program include: increased use of democratic, child-centered methods in the education of preschool and primary school children; increased participation of families in pre- and primary school activities; increased attendance and retention rates of pre- and primary school children; increased access to education among pre- and primary school boys and girls; increased quality of preparation for teachers-in-training.

*Activities this Quarter:* In both Oman and Qatar, the Ministries of Education have provided approval for the project to proceed and have signed on officially as partners to the program – designating multiple staff members to lead the program in each country. In Morocco and

Tunisia, CRI has identified local partners and continued discussions with the Ministries of Education. In addition, CRI conducted activities that will see fruition in the coming quarter: translation of the "Creating Child-Centered Schools" documents into Arabic and logistical and technical preparation for the orientation teacher training workshop which will take place in Washington, DC.

*Planned vs. Actual:* Many of the expected activities were carried out, but there were a few delays. The US training originally scheduled for this quarter had to be moved to next quarter due to start-date that was inconvenient to the timing of the academic year and to visa issues. This will then push the follow-up in-country trainings to the summer. In addition, while the Ministry of Education approval for Qatar and Oman was finalized, Morocco's and Tunisia's are still in process with those governments.

**ICNL: Creating an Enabling Environment for Non-Governmental Organizations in Iraq**  
*March 2004 – May 2004*

*Description:* ICNL will provide legal expertise to a working group comprised of USAID and CPA governance advisors on revising adopted Order No. 45 on Non-Governmental Organizations before the transition of governing authority on June 30, 2004.

*Activities this Quarter:* ICNL began this quarter to advise the CPA, however, the project was not actually started until the last week of the quarter, and so there are no results as of yet to report.

*Planned vs. Actual:* Due to the escalating violence on the ground, ICNL was unable to travel to the country. Instead, ICNL will use these funds for extra staff time and communications over an extended grant period, as agreed by the CPA, Pact and USAID.

**Internews: Initiative for Open and Pluralistic Media in Seven Arab-Speaking Countries (MEPI)**  
*November 2003 – November 2004*

*Description:* Internews is conducting a one-year pilot project of media capacity building and support activities in seven countries in the Middle East region: Algeria, Bahrain, Lebanon, Morocco, Saudi Arabia, Tunisia, and the United Arab Emirates (UAE). From an office in Beirut, Lebanon, Internews and its partners are implementing a set of activities tailored to the specific needs of each pilot country. Among these activities are media monitoring; training journalists in professional, business and internet skills; media law assessments; and advocacy and media law training for lawyers, parliamentarians, human rights groups and other CSOs.

*Activities this Quarter:* The main activities carried out this quarter were travel to build relationships and understanding in preparation for future activities, and initial management steps. During this period, Internews carried out a series of project launch visits in five of the seven countries (all of the project countries except UAE and Saudi Arabia). The purpose of these meetings was to introduce Internews and the "7-Country Project" to the MEPI coordinators in each of the Embassies, obtain suggestions and feedback from the coordinators, and meet with

key media players in each country. These meetings led to a better idea of the media environment in each country visited as well as the identification of potential local partners for training workshops. In addition, Internews progressed on start-up activities such as securing office space in Beirut, filling two key staff positions, orienting the new staff, initiating registration, and setting up project management systems.

*Planned vs. Actual:* Many of the activities planned for this quarter were carried out, but a number of others were delayed. The banking and accounting system for the Beirut office is dependant on the registration, which was initiated but not completed this quarter. In addition, although key staff members have been hired and initial training has begun, more staff and more training will be necessary. Finally, this quarter was to see four workshops carried out, but the Saudi Arabia workshop was cancelled due to visa issues and the others were postponed until next quarter so that Internews could have more time to consult with local partners. These delays have led Internews to produce a revised workplan and schedule for the remainder of the project.

**UNITE: International Anti-Sweatshop Program in the Dominican Republic, Indonesia, Mexico and Thailand.**

***March 2002 – May 2004***

*Description:* UNITE makes significant impact with its Anti-Sweatshop activities by training local specialists to investigate and disseminate information on International Labor Standards (ILS); documenting and drawing attention to abuses, then seeking solutions to those issues; and leveraging its collective bargaining agreements with US companies to report on and redress worker violations worldwide.

*Activities this Quarter:* This quarter saw continued documentation of labor violations by ILS Specialists, including three plants in Mexico, two in Thailand, and initial steps to investigate five plants in the Dominican Republic. In many cases, these investigations, due to follow-up actions planned for and facilitated by UNITE, have led to results and further pressure. Reports from the ILS Specialists in Mexico have led to the announcement of a US Department of Labor investigation. In Indonesia, pressure has led to the re-hire of over 100 workers fired for union organizing, and in the Dominican Republic, a major violator, Grupo M, has agreed to reforms. A great deal of activity has taken place this quarter in Thailand, where 35 workers were fired for trying to unionize against labor violations in the “Trends” sewing factory. The issue has not yet been resolved, but it has been presented to the Thai National Human Rights Commission, which has issued a preliminary ruling that the workers were fired illegally. The case was also presented in Europe and received front-page media attention there.

*Planned vs. Actual:* Though many activities were carried out as planned this quarter, there were delays in some of the planned investigations and actions in Mexico, Thailand and the Dominican Republic.

## **Associate Award Highlights**

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### **CCE and CRI: Civic Education Program for Indonesia**

*Associate Award No. 497-G-00-01-00044-00*

*September 2001 – May 2004*

*Description:* Under this associate award, Pact consortium members CRI and CCE are implementing separate but complementary programs that advance civic education in Indonesia; while CRI is targeting the kindergarten and primary level, CCE is targeting primary and secondary schools. More specifically, CRI is conducting training and adapting materials to carry out its *Step by Step* program, an educational reform program that introduces child-centered and democratic teaching methods, and supports community and family involvement. CCE is assisting the Indonesian Education Ministry designees to develop new civic education programs for Indonesia. Programmatic activities include the development of a new curriculum; training of teachers as part of CCE's *Project Citizen* pilot program; and the development of an administrative network.

*Activities this Quarter:* CCE and CRI were given extensions until next quarter to complete a small number of remaining activities under this award and will then close out the project. CCE staff sought to ensure that the impact of the program could be sustained beyond the current funding through a number of meetings with RTI, USAID, the US Embassy, an international baking corporation, and an international mining conglomerate. CCE also met with community leaders and provincial coordinators throughout the project area, who seem overwhelmingly enthusiastic to continue the program, even after the project closes. The main project activities to take place were the final showcases; CCE helped plan and/or monitored five of them this quarter. Hundreds of students participated in these impressive and dynamic fora that serve as a positive capstone to the program.

*Note:* All of CRI's activities under this award were funded this quarter by the Leader Award's Rapid Response Mechanism. As such, please see the entry "CRI: Creating Child-Centered Schools in Indonesia – Rapid Response" in the Leader Award Highlights above for more information on CRI's Indonesia activities this period.

*Planned vs. Actual:* All of the planned showcases for this period were either completed or are currently in the process of completion.

### **CRI: Creating Democratic Schools Program in Pakistan**

*Associate Award No. 391-A-00-02-00001-00*

*February 2002 – August 2005*

*Description:* CRI is implementing a democratic model for early childhood education in select preschools and primary schools in Islamabad, Pindi and Karachi, Pakistan, based on an understanding of the Government of Pakistan's basic education needs and the US Government's Planning Framework for the country. The aim of the program is to engender democratic ideals and principles within young children, their families, teachers, school administrators, and faculty

who train teachers. The teaching methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, respect differing styles and abilities of their classmates, and develop critical and independent thinking skills.

*Activities this Quarter:* A flurry of activity took place this quarter, including five major training events: a Training of Trainers Workshop for 35 educators selected to replicate the program in new schools; a Parent Involvement Training to train 90 Family Involvement Coordinators to be better able to reach out and involve families in the schools; a two-week orientation and training in Washington, DC for 10 Master Teacher Trainers and 3 selected government officials; and 2 Family Literacy Trainings that reached over a 110 literacy instructors.

In addition to the trainings, CRI's Washington office finalized the family literacy training and lessons; developed parent activities which will be carried out in CRI partner schools in Pakistan; ordered, purchased, and shipped materials for the next contingent of family literacy lessons; developed a strategy for expansion to new schools; and analyzed evaluation data. Meanwhile, the Pakistan office conducted classroom observations and technical assistance visits to classroom teachers; developed the 2004-2005 academic year plan based on training in Washington; convened cluster meeting for the Family Involvement component; hosted a celebration for International Women's Day; and organized two Open Houses to honor the progress of the parents who have attended the family literacy lessons.

*Planned vs. Actual:* All activities planned for the quarter have been completed or are underway.

**Pact: Increased Public Debate in Zambia**  
*Associate Award No. 690-A-00-01-00197-00*  
*September 2001 – September 2004*

*Description:* This project supports activities to promote public debate, with the longer-term objective of increased pluralistic dialogue and citizen influence on public policy. Targets are the Zambian media, selected Zambian membership organizations (unions and church-based NGOs), professional associations, and possibly two government departments, to enhance their capacity to promote public debate. The main instrument to achieve results is a small grants component, into which may be included capacity building (i.e., grantee capacity to conduct policy research, poll their members, analyze development issues of concern to their constituencies, develop positions, lead or conduct media campaigns, conduct sensitive public debates, organize and run seminars, etc.). Two additional activities to the project have been incorporated into the project, as well: Parliamentary Reform Phase II (PRP) and the Anti-Corruption Initiative (ACI). The PRP will see Pact facilitate the Zambian Parliament in implementing the plan for reform that it devised in Phase I, while the ACI will see Pact oversee and coordinate anti-corruption activities for that body.

*Activities this Quarter:* During this quarter, the IPD project expanded to include the PRP and ACI activities. A new staff person was hired to oversee these activities and implementation is already underway – including workshops for stakeholders to launch the projects and develop

plans and policies; as well as sponsorship of trips for government officials to attend anti-corruption conferences in Ethiopia, South Africa and Uganda.

The main thrust of the program continues to be subgrants to support increased public debate, and seven new grants were issued this quarter. Four of those grants are already providing results, including: focus group discussions as part of a media monitoring project; monthly discussions on the electoral process and the development of a draft Electoral Bill; two workshops to disseminate information on the draft Public Order Act Bill; and nine workshops to debate the draft Land Policy. Finally, all of the subgrantees attended Pact's Grant Management Workshop.

*Planned vs. Actual:* All of the activities planned for this quarter are on track.

**Pact: Linking Actors for Regional Opportunities (LARO) Program for Technical Services for USAID/QMM Public-Private Alliance**

*Associate Award No. 687-A-00-04-0002-00*

*October 2003 – October 2005*

*Description:* Pact is currently working with different local actors in the Fort Dauphin region in participatory regional planning, regional environmental information systems and communication and governance activities. USAID awarded Pact the LARO project through the Global Development Alliance to form a partnership with QIT Madagascar Minerals (QMM). Pact will help USAID to achieve the following objectives through this alliance: integrate social, economic, and environmental dimensions into a regional development framework/plan; provide the local population with a voice in the process of formulating the regional development plan; ensure the inclusion and involvement of women in the development planning process; increase communal and regional capacity to protect and manage the sustainable use of Madagascar's rich natural resources; ensure mining investment in the region of Fort Dauphin will serve as an economic engine for the region of Fort Dauphin.

*Activities this Quarter:* This quarter, Pact continued to gather data and update analysis in support of all aspects of the program. It also mobilized national, regional and local actors (from tour operators to the Vice Primature) to provide input into the Regional Development Committee's (CRD) Framework (SDR). Finally, Pact signed three subgrants of approximately \$60,000 each to support reforestation, conservation and aquaculture; activities under these subgrants are now underway.

*Planned vs. Actual:* While most planned activities were completed, there were several minor delays in this quarter: organizational development for the CRD was postponed by a month; the newly elected local officials required orientation to the program, causing additional delays; and there was a delay in the implementation of sociocultural and economic studies due to Presidential directive.

**Pact: Madagascar Media Message (M3) Ainga Program (Partners: CCE, Internews)**

*Associate Award No. 687-A-00-02-00077-00*

*May 2002 – October 2004*

*Description:* The objective of the Madagascar Media Message (M3) program is to enhance youth civic education in Madagascar through media, CSO and formal educational structures in order to contribute to more informed and responsive public participation in economic and legal issues. To enhance civic education of youth and improve civic awareness in Madagascar, Pact/M3 Ainga focuses on three interrelated components: a) Improving the civic education program in Madagascar, b) increasing the skills and knowledge of educators, including teachers, civil society organizations (CSOs) and media, and c) increasing the direct participation of youth in civic life and debate.

*Activities this Quarter:* A large number of workshops and trainings were carried out this quarter, including: in-service training for 130 teachers; a workshop to finalize the Malagasy version of “Le Quotidien du Cityoyen.,” a workshop for university officials; a proposal preparation workshop for CSOs; and a training of the core trainers in CCE’s “Foundation of Democracy” methodology. The youth Regional Civic Exhibitions, where youths present on community issues, were a large success this quarter. One site in Fianarantosa had at least 6000 participants. Community support was evidenced by the large amount of in-kind cost-share they provided at these events. Pact supported these two exhibitions by mobilizing community leaders to support them, identifying and training jury members, and providing technical assistance to the schools carrying them out. Pact also finished translating and editing the “Le Quotidien du Cityoyen,” tested the teacher monitoring tool while conducting in-class monitoring; and issued seven grants for a total of almost \$80,000.

*Planned vs. Actual:* Most of the activities planned for this quarter were carried out. However, a new government in Madagascar has meant that Pact has had to negotiate again with the new government officials. These negotiations proved fruitful, but delayed some activities like the National Pedagogical Training Institute to next quarter. Pact also experienced some delays in the finalization of curricular materials for journalists and the production of two mini-films.

**Pact: Strengthening Civil Society Participation in Local Governance in South Africa**  
*Associate Award No. 674-A-00-03-00015-00*  
*September 2003 – September 2005*

*Description:* Pact and its local partner Idasa are creating new synergies to strengthen the capacity of civil-society organizations to participate effectively in local government. This will be achieved by training CBO leaders to engage local councils effectively in development and implementation of local government policies and plans so that they meet the development needs of their communities; increasing the capacity of key local-council personnel and local civil society leaders to jointly manage the changing local government-civil society relations; and by training key CBO personnel in skills needed to qualify for government tax benefits and government grants.

*Activities this Quarter:* This was the first effective quarter of the project and, due to the lengthy preparation time built into the project, Pact’s partner Idasa was able to hit the ground running. After research and site visits, 45 CBOs were selected to participate in the program. All of these

CBOs signed MOUs agreeing to participate and were given a baseline assessment of their capacity. Idasa consulted with members of the district councils and other government officials to get buy-in into the program. This was very successful; indeed, one of the three district offices was given to the program by the district council. Finally, six workshops were conducted (two in each target district) to launch the program and train CBO leaders.

*Planned vs. Actual:* Nearly all planned activities for this quarter were carried out, save for the slight delay in the distribution of local government calendars to local CBOs. This was due to conflicts from the upcoming elections that made it difficult to arrange meetings with government officials, but the calendars will be distributed early next quarter.

**Pact: Tanzania Advocacy Partnership Program (TAPP); (Partners: ICNL, CIPE)**  
**Associate Award No. 623-A-00-01-00123-00**  
**October 2001- September 2004**

*Description:* Pact, in collaboration with CIPE and ICNL is strengthening CSO capacity to articulate and represent public interests to the Government of Tanzania on selected health, environment and private sector policy issues, while fostering an enabling environment that will support CSO-government partnership. To this end, Pact is identifying and assessing national and local CSOs and CSO networks interested in and capable of advocating policy issues, developing an indigenous cadre of master trainers and capacity builders, developing CSOs' and CSO networks' organizational and financial capacities, and equipping local organizations with the requisite skills to sustain advocacy efforts. After training, the Pact team concentrates on supporting more proactive and sustained advocacy by civil society through a combination of customized technical assistance, mentoring and grants.

*Activities this Quarter:* Pact carried out a wide variety of activities this quarter. First, it began its partnership with HIV organizations in Zanzibar with a baseline OCA conducted on Zanzibar NGO Cluster (ZANGOC) and an invitation to join TAPP that was issued to ZAPHA.

Pact also continued to provide technical assistance to partners – including facilitating the formulation and development of Strategic Plans for JIMOWACO and Tabora NGO Cluster. A number of trainings were held during this period, including four Leadership training sessions for 38 TAPP partner organizations. A total number of 102 participants (65 male and 37 female) participated in the three day training courses. Pact's Media Campaign also held three trainings this period: two for 40 representatives from print and electronic media and one for NGO representatives on how to work with and handle the media.

That training utilized "Pact's Media Guide: A Handbook for Tanzanian Civil Society" which was officially launched this quarter with a print run of a 1000 copies. Meanwhile, another Pact publication, The Legislative Roadmap Manual, has been used as an education tool to mobilize community input into the PRS process and national budget dialogue. Pact's partner, Hakikazi Catalyst, has used the Roadmaps in the PRS reviews for Arusha, Myanara, Kilimanjaro and Morogoro regions and again for Mbeya, Iringa, Rukwa and Ruvuma. Hakikazi reports that the materials show the communities that input into the budget is a constitutional right and this

provides hope, confidence and empowers the citizens. Pact has also received reports that the Roadmap manuals are being used in secondary schools in Arumeru District to great success and recently were used by The Tanzanian Mineworker Development Organization in Mererani area, Simanjiro District, to educate its memberships on their constitutional rights.

Finally, as a result of the Grants Management Training that was conducted in South Africa in September 2003 and feedback from TAPP partners during the Partners Meeting held in November 2003, TAPP has a new Revised Sub-grant Manual and a new form of solicitation that were utilized for an RFA in February. This new round of sub-grants will be competitive and Pact will award up to 4 grants of approximately \$25,000 each.

Pact's partner CIPE worked with regional and district business coalitions to wind up their advocacy initiatives, including regional and district roundtables. As of the writing of this report, all of the regions have wrapped up all activities and are completing narrative and financial reports. CIPE is compiling the material from all of the narrative reports and will report fully on the advocacy campaigns in the final report.

*Planned vs. Actual:* All of the planned TAPP activities were carried out this quarter.

## **On the Horizon**

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In addition to the activities Pact and its consortium are currently implementing under the Global Civil Society Cooperative Agreement, the Consortium is working closely with USAID G/DG, MEPI and the field missions to respond to additional programmatic needs.

## **Leader Award Pipeline**

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### **CCE: Civic Education Program for Pakistan and Bangladesh**

*Description:* CCE, in partnership with leading educators in Pakistan and Bangladesh, proposes a one-year pilot program in each country to (1) implement an effective civic education program entitled Project Citizen; (2) increase the capacities of Pakistani and Bangladeshi educational leaders in partnership with CCE to create, implement, and sustain effective civic education programs in their schools, and (3) expand a network of Asian institutions and individuals committed to the implementation of civic education and the strengthening of civil society.

### **CRI: Democratic Classrooms Pilot Project in South Asia**

*Description:* CRI proposes a pilot project to 1) train elementary school teachers and begin implementation of the practice of morning meeting in 60,000 classrooms in Pakistan, India, Bangladesh, and Sri Lanka; and 2) provide training on the implementation of a child-centered early childhood program to representatives of the Ministry of Education, United States State Department and the United States Agency for International Development in Afghanistan, Bangladesh, India, Nepal and Sri Lanka.

### **Internews: Afghanistan and Pakistan Information Exchange**

*Description:* Internews proposes a one-year project to train journalists along the Afghan-Pakistan border, encompassing NWFP, Baluchistan, and neighboring provinces in Afghanistan. The project aims to promote the availability and exchange of information to populations on both sides of the border by enhancing the quality of journalism, and the quantity of news and information programs in the region. Internews will set up training centers in major urban centers in both countries, where journalists will come together for seminars and workshops, meet with other journalists and representatives from NGOs and governments. Internews will further facilitate improved journalism quality with small travel grants to allow local media to cover regionally important issues.

### **Pact: Approaches to Civil Society Strengthening in Burma**

*Description:* At the request of USAID/Bangkok, Pact proposes a one-year effort to explore entry points for civil society strengthening in Burma by supporting selected NGOs through organizational capacity building and small grants. Experimentation in support for these NGOs would inform the development of a longer term strategy for civil society strengthening in Burma.

## **Regional Awards and Rapid Response Activities**

*Description:* G/DG and MEPI funding of the leader grant prepositions resources for quick mobilization of training and technical assistance. USAID missions and bureaus can readily access resources to meet urgent requirements for assessments, strategy formulations, activity design, and implementation start-up. The coming quarter will likely see a number of as yet unidentified activities that fall into this category.

## **Appendices**

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### **Reports from:**

- A. CCE Indonesia**
- B. CCE Malaysia**
- C. CCE MEPI**
- D. CIPE MEPI**
- E. CRI Indonesia Al-Azhar**
- F. CRI Indonesia Rapid Response**
- G. CRI Malaysia**
- H. CRI MEPI**
- I. CRI Pakistan**
- J. Internews MEPI**
- K. Pact Madagascar LARO**
- L. Pact Madagascar M3 (partners: CCE and Internews)**
- M. Pact South Africa (primary subgrantee: Idasa)**
- N. Pact Tanzania (partners: ICNL and CIPE)**
- O. Pact Zambia**
- P. UNITE Dominican Republic**
- Q. UNITE Indonesia**
- R. UNITE Mexico**
- S. UNITE Thailand**

**Indonesia Civic Education Program**  
**Associate Award no. 497-G-00-01-00044-00**  
**Under Leader Award no. GEG-A-00-01-00005-00**  
**Quarterly Programmatic Report**  
**January-March 2004**  
**Submitted by Pact on behalf of**  
**The Center for Civic Education**

**Background to Award**

Difficulties in shifting funds from the State Department to USAID affected program start-up. To avoid substantial delays, the DG Center authorized Pact to advance core “rapid response” funds to the Center for Civic Education on June 25, 2001, with the understanding that the Mission would reimburse this amount once the award was completed. CCE commenced implementation shortly thereafter, modifying program activities to accommodate the changed start-date without significantly altering future program content and impact. The Mission concluded budget negotiations and the award process on August 30, 2001. Unfortunately, the events of September 11, 2001 triggered fresh changes: based on a State Department directive, CCE was asked to suspend travel to Indonesia, which in turn put a hold on field activities. Field activities were implemented in February and March 2002 as CCE Jakarta personnel were selected and a CCE field office was set up in Jakarta.

On August 30, 2001 the Center for Civic Education was awarded a Pact Associate grant as part of the Pact, Inc. Civil Society Consortium to administer the Indonesia Civic Education Program. A modification of this agreement was dated March 26, 2001 to reflect an extension of the term of the Associate grant to a total of eighteen months. The ending date of the grant was originally February 28, 2003 but three no-cost extensions for the program grant were provided: 1) until September 30, 2003, 2) through January 2004, and 3) through May 31, 2004.

**Key results of this period**

Strategic and logistical planning for sustainability:

- A final no-cost extension for the CCE Indonesia program through May 31, 2004 was awarded by USAID that allowed the remainder of program activities to be conducted.
- Rick Nuccio, Director of International Programs, Ron Morris, Program Manager, International Program and Bill Ryan, In-country Director, CCE Indonesia met with Nicole Barnes and Stuart Weston, RTI in Jakarta to discuss cooperative efforts in an effort to sustain the Kami Bangsa Indonesia Program.
- Mr. Morris and Mr. Ryan visited Bill Frej, Mission Director, Jon Lindborg, Deputy Director, Richard Hough, Director of Programming and Theresa Tuano, Education Officer, USAID at the United States Embassy, Jakarta with the same

- objective in mind. Mr. Ryan was encouraged by Theresa Tuano to meet with USAID officials in May 2004 to discuss the Mission's education plans and how the Center may fit into these plans.
- CCE Indonesia staff assisted in the planning and preparation for provincial showcases that will take place in Jakarta, West Java, Bintuni, Papua and Jayapura, Papua (province-wide).
  - William Ryan, In-country Director for CCE Indonesia visited Provincial Education Directors, Heads of Education at the Kabupaten (County) level, community and religious leaders, as well as provincial coordinators in South Sulawesi, North Sumatra, East Java, Jakarta, West Sumatra, Lampung and Central Java in order to seek their assistance in providing the manpower and facilities necessary to ensure that the Kami Bangsa Indonesia (KBI) program continues. The response of these education officials has been overwhelmingly enthusiastic and it appears that the KBI program will continue in nearly all of the provinces where instruction has taken place.
  - In addition to an ongoing relationship with BP in Papua, CCE Indonesia has been involved in ongoing negotiations with potential partners in the business world who are interested in sponsoring teacher training and school based instruction. Currently a British international banking corporation is discussing sponsoring a pilot program for *Foundations of Democracy*, a Center text series focusing on conceptual democracy, and an international mining conglomerate is considering paying for KBI training and activities in the provinces where they are active.

With respect to program management key results were:

- Showcases. CCE staff assisted with the logistics and juries for showcases in Medan, North Sumatra (24-25 January) and Makassar, South Sulawesi (14-16 February). Both showcases were successful and involved hundreds of students from top ranked schools participating in the Kami Bangsa Indonesia program.
- During the past quarter, CCE staff visited schools in six of the 15 provinces where the CCE Indonesia program is active. Visits involved interactive question and answer sessions with students and staff, discussion panels with faculty and student presentations.
- Rick Nuccio, Director of International Programs and Ron Morris, Program Manager, International Program joined Bill Ryan, In-country Director, CCE Indonesia in a visit to a middle school in Cilegon, Banten, (Western Java), a model school for Kami Bangsa Indonesia. All of us witnessed a successful student presentation of a **Project Citizen** portfolio, including a unique artistic feature for the presentation that is commonly provided by students for simulated hearings in Indonesia. Students sang the song "I can fly" as part of their presentation. It was encouraging to us that these students were obviously eager to respond to American visitors.

### **Comparison of planned and actual accomplishments for period**

Provincial competitions in all of the sixteen provinces have been or are in the process of being completed. This was the main planned activity for this period.

### **Activities planned for the coming period: April 1-May 31, 2004.**

Final program accounting for the program is underway. Final program evaluations are being completed and a final report for the program will be submitted to USAID within sixty days of the termination of the program May 31, 2004.

### **Problem factors effecting performance**

At this point no untoward circumstances have prevent the Center from conducting its program or completing this program in due order.

### **Budget**

A financial report for the period has been submitted to Pact.

### **Issues requiring immediate support/attention by USAID**

The Center maintains that there is a continuing need for civic education in Indonesia and that the Kami Bangsa Indonesia program has successfully met this need. Center staff urged the Mission to address the idea of sustainability for the Kami Bangsa Indonesia program, which has reached over 316,000 students in sixteen provinces. The Center remains willing to discuss plans to continue the program should the Mission decide that Kami Bangsa Indonesia fits into Mission goals and objectives.

**Civic Education Program for Malaysia**  
**Quarterly Programmatic Report**  
**January 1 – March 31, 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of Center for Civic Education.

## **I. Executive Summary**

A Project Citizen training in Kepala Batas on Mainland Penang was the only activity under this grant conducted during the past quarter. This activity was funded as the result of a no-cost extension through April 30, 2004.

## **II. Background**

Following three fact-finding visits to Malaysia during 2001-2002, Jack Hoar, former Director of International Programs at the Center for Civic Education recommended proposing a USAID funded pilot program training teachers in Project Citizen. The Center consulted with Karl Stoltz, PAO, United States Embassy in Kuala Lumpur, and a proposal was submitted to Pact/USAID that included funding Malaysian educator observation visits to Center program sites and activities in Indonesia and the United States and funding for a Project Citizen pilot program.

On April 7, 2003 the Center for Civic Education was awarded a Pact Associate grant as part of the Pact, Inc. Civil Society Consortium to administer the Malaysia Civic Education Program. The activity period of the award was January 8, 2003 to September 30, 2003. The funding total of this award is \$159,756. A no-cost extension through April 30, 2004 was awarded to allow an additional activity to take place. Funds for this activity were available because the Center's partner organization, Universiti Sains Malaysia partly funded an earlier activity.

## **III. Key Results this Period**

In the area of general management key results consisted of:

Strategic and logistical planning: Universiti Sains Malaysia compiled a financial report on the Projek Warga training and provided photos and a description of the showcase conducted in Penang in September 2003.

The recently completed Malaysia Project Citizen pilot program will serve as an excellent foundation for further civic education program efforts in Malaysia and Southern Thailand. Partly as a result of the accomplishments so far in Malaysia, a Center for Civic Education proposal to DRL, State Department to conduct a joint Malaysia-Thailand Project Citizen training program was approved by Congress recently and plans to implement the program were developed in concert with educators from Universiti Sains Malaysia and Prince Songkla University in Thailand at a meeting of all of the parties at Univesiti Sains Malaysia March 23, 2004. Plans formulated at the meeting included writing a general timeline for Malaysia and Thailand programs and setting a date for an international "Working Meeting on Active Citizenship," with Project Citizen as a focal point, to be conducted December 11-13, 2004 at a hotel in Pinang. This is an event long sought by Karl Stoltz, Political Affairs Officer at the U.S. Embassy, Kuala Lumpur.

With respect to program management, key results were:

An additional teacher training for Project Citizen was conducted in Kepala Batas on Mainland Penang, politically significant to Universiti Sains Malaysia since it is the home of the current prime minister, Abdullah Badawi by virtue of funds authorized under a no-cost extension granted for the period January – May 31, 2004. The funds for the training were available because of the university's willingness to contribute some of their own funds to pay for costs of the Projek Warga competition showcase held in Penang during September 2003. Teachers and principals from ten middle schools in Kepala Batas were trained. As a result of this training an estimated 600 students from these ten middle schools learned Project Citizen. A report of the success of these training and teaching activities and a financial report including the costs of the training and teaching activities in Kepala Batas, will be available at the completion of the learning process. The final program report will include all activities conducted and costs incurred during the present grant.

#### **IV. Comparison of Planned and Actual Accomplishments**

Plans to conduct the extra training in Kepala Batas on Mainland Penang were realized as a result of the no-cost extension provided for this purpose. The final written evaluation of the Projek Warga program, completed by the Malaysian evaluator, and a final Center report of the program, including budget information will be transmitted to USAID within sixty days of the April 30, 2004 termination of the program.

#### **V. Activities Planned for Next Quarter**

There will be no more activities conducted under this grant.

#### **VI. Success Stories/Lessons Learned**

The Center's strategy for this grant, and in fact for all of our international grants, was and is to leverage grant monies we obtain from donors in order to encourage sources of funding within a particular country, in this case Malaysia, to assume the burden of financing needed civic education efforts. The Project Citizen training in Kepala Batas was possible because Universiti Sains Malaysia provided its own funding for much of the Project Citizen showcase competition in Penang, September 1-3, 2003, an event that was planned as a grant activity. In addition to this training the Universiti has planned, using its own funding, another training to be conducted in Parit Buntar, a Southern-most district of Perak State. This training was organized by the MCI, the District Education Department, the District Office and District Municipal Council. Therefore, the areas's policy and decision-making authorities were all involved from the very beginning and have been observing Project Citizen training and teaching activities first hand. The Center believes that the successes of the Project Citizen program will become evident to those in authority as the program attains more notoriety..

# Arab Civitas Quarterly Programmatic Report

January – March 2004

Under Leader Award No: GEG-A-00-01-00005-00

Submitted by Pact on behalf of the Center for Civic Education

The total amount expensed under this sub-award is **\$477,335**. The financial data provided herein is for purposes of estimation only and shall not be construed as an official financial report. This figure accurately represents amounts reported to Pact for the period ending March 31, 2004.

## **I. Executive Summary**

The past quarter has been a period of growth for Arab Civitas. The network expanded from its three original members of Jordan, Palestine, and Egypt, to include the five new members of Lebanon, Tunisia, Morocco, Yemen, and Bahrain. The major activities of this quarter were clustered during the school break in January 2004. This window provided the opportunity for each of the three original partners in the Arab Civitas network to conduct regional and national training and workshops. Also during this quarter, the Arab Civitas steering committee met in January and confirmed national directors nominated for Lebanon, Tunisia, Morocco, Yemen, and Bahrain. The steering committee voted to replace itself with a new Board of Directors consisting of nine voting members consisting of the eight national directors and the regional director. Finally, the Arabic-English language website representing Arab Civitas was launched and may be accessed at [www.arabcivitas.net](http://www.arabcivitas.net).

## **II. Background**

The funding of this sub grant from Pact, Inc. of \$743,407 has enabled the Center, in close partnership with educators, Ministry of Education officials and NGO leaders in the Arab Middle East, to establish a new and vibrant NGO focused on civic education. The Arab Civitas network is currently implementing civic education programs in classrooms at elementary and secondary levels in eight Arab countries (Jordan, Palestine, Egypt, Lebanon, Tunisia, Morocco, Yemen, and Bahrain) and is preparing pilot projects in two additional countries. These programs focus on developing among students an understanding of the fundamental values, principles, and institutions of constitutional democracy; fostering a reasoned commitment to those values and principles; and developing the knowledge, skills, and attitudes required for competent and responsible participation in democratic self-government.

Curricular materials developed by the Center, which have been translated into Arabic, pilot tested in Jordanian classrooms, and approved by the Jordanian Ministry of Education, are being used in all school districts of Jordan. These materials have been adapted and are being used in Palestine and Egypt. Local adaptations are underway in Lebanon, Tunisia, Morocco, Yemen, and Bahrain.

The program year for this sub grant is July 31, 2003, to July 31, 2004.

## **III. Key Results this Period**

**New Deputy Director and Regional Office Staff:** In January, the Arab Civitas office placed advertisements in newspapers and at universities for three staff positions: director of the Jordan program, administrative assistant, and part-time accountant. Numerous well-qualified and competitive candidates applied. All candidates who met the qualifications for the positions were interviewed and rated by the Arab Civitas regional director, Muna Darwish, and Jay Taylor, Center staff member. Well-qualified and highly motivated individuals were selected for the three positions. With the addition of the new national director specifically for the Jordan program, Ms. Darwish will focus more

attention on regional activities in the eight membership countries and on site visits to Arab countries with an interest in joining Arab Civitas.

**Expansion of the Arab Civitas Network:** Five new countries have joined the original members of the Arab Civitas network during this quarter. The membership in Arab Civitas now consists of eight countries: the original three countries (Jordan, the Palestine National Authority, and Egypt) plus five new countries (Lebanon, Tunisia, Morocco, Yemen, and Bahrain.)

Muna Darwish and Jay Taylor visited Lebanon, Tunisia, Morocco, Yemen, and Bahrain to follow-up on interest from these five countries in beginning civic education programs. In the five countries, productive meetings were held with local educators, Ministry of Education officials, U.S. Embassy counterparts, and with NGOs. National directors for each country were identified, discussed with U.S. Embassy staff, and approved by the Arab Civitas steering committee. The backgrounds and professional positions of the national directors are diverse but all share a deep commitment to developing civic education programs in their countries.

**Regional Workshops in Amman:** The regional office in Amman conducted a four-day training of trainers workshop on **Project Citizen** for 18 participants representing Palestine, Lebanon, Morocco, Yemen, Bahrain, Egypt, and Jordan January 21-24, 2004. The participants, already familiar with the Arab Civitas network and the curricular materials used, returned to their home countries ready to conduct **Project Citizen** training for local groups of teachers and administrators.

**Translations:** The regional office has completed the translation and adaptation of **Project Citizen** and the “Education for Democracy” materials into Arabic. These translations will be locally adapted by each of the eight member countries. The Arabic language book programs in Cairo and Amman, as well as the American Consulate in Jerusalem, have provided support for these translations. Translations of **Project Citizen** are in use in Jordan, Palestine and Egypt. Translations of Foundations of Democracy materials were available for the series of workshops in Egypt, Palestine and Jordan in January 2004. The Arabic language book program at the U.S. Embassy in Jordan has accepted the translations of Foundations of Democracy and is in the process of receiving competitive bids from local publishers. Approximately 2,000 copies of each of the 12 titles will be published by the end of June 2004. National coordinators on Morocco, Lebanon, Yemen and Bahrain are adapting **Project Citizen** and **Foundations of Democracy** materials for local use.

**Website:** In February 2004, the new website for Arab Civitas went on-line. The website, which is in Arabic and English, will enhance the sharing of information throughout the Arab Civitas network and to interested contacts in the Arab world and beyond. The site is: [www.arabcivitas.net](http://www.arabcivitas.net).

**Highlights from the Palestine National Authority:** The Center’s partner in the Palestine National Authority, the Teacher Creativity Center (TCC), trained 26 teachers in

a **Foundations of Democracy** workshop January 11-14, 2004. The participants came from six different school districts in the West Bank and from independent, government, and UNRWA schools. The TCC anticipates that these teachers will introduce the **Foundations of Democracy** materials to approximately 1,040 students.

In January, the TCC also conducted two one-week “Education for Democracy” seminars for more than 60 teachers drawn from throughout the West Bank. This group of teachers is now introducing the content of the workshops to groups of 20 teachers at their schools with the goal of bringing the program to over 12,000 students in Palestine.

A daylong awareness session was held January 3, 2004 to introduce 25 general education administrators from the Ministry of Education to the Arab Civitas network. The following day, the participants traveled to a conference in Jordan on “School Management from the Human Rights Perspectives” where their program included a briefing by Ms. Muna Darwish on civic education programs for schools.

**Highlights from Egypt:** The Center’s partner in Egypt, the Taha Hussein Association for Civic Education (THACE), successfully navigated the complex world of Egyptian bureaucracy and, in December 2003, received official approval to operate as an NGO. THACE is the first NGO in Egypt focused on civic education. With government approval in hand, THACE has leased an office with meeting space in the Giza neighborhood of Cairo, near the University of Cairo.

THACE conducted **Project Citizen** training for 105 middle school teachers, school administrators, NGO youth program coordinators, and parents during a workshop held in Giza January 22-26. THACE also conducted a January 23-26, 2004 workshop on **Foundations of Democracy** for 27 kindergarten teachers from small communities located in Giza, the outskirts of Cairo and Galyobia. Each of these teachers has approximately 40 students in their classrooms, yielding a total of 1080 students likely to be impacted by this workshop. In addition, THACE staff members have conducted **Project Citizen** training in Dokki, Heliopolis, Giza, and Minya for middle school teachers who supervise civic education clubs. To date, 60 teachers have been trained. Collectively, these teachers are working with 1,800 young Egyptians who participate in local civic education clubs.

**Highlights from Jordan:** The Jordanian Center for Civic Education Studies in Amman is the national headquarters for Arab Civitas Jordan, as well as the Arab Civitas regional office. The Center conducted **Foundations of Democracy** training for 32 Jordanian teachers from independent schools January 17-20, 2004. The teachers represented 11 schools and have the potential of introducing the **Foundations** curriculum to over 1,300 students in their classrooms. Also in January, the Center conducted two separate weeklong training workshops on **Project Citizen** for 30 public school teachers and 20 independent schoolteachers. These 49 teachers have the capacity to introduce **Project Citizen** to approximately 1,800 students in their classrooms.

**Steering Committee/Board of Directors Activities:** The Arab Civitas steering committee met in Cairo on January 25, 2004. The steering committee, which consisted of the Arab Civitas national director and the national coordinators from Palestine and Egypt, reached two significant decisions at this meeting. First, the committee voted to approve candidates recommended by the regional director as Arab Civitas national directors in Lebanon, Tunisia, Morocco, Yemen, and Bahrain. Second, the steering committee voted that a Board of Directors, with the new Board comprised of the eight Arab Civitas national directors plus the regional director of Arab Civitas, would succeed them. The first meeting of the new Board of Directors will be held in conjunction with the Center’s annual international seminar in Budapest in May 2004.

#### **IV. Comparison of Planned and Actual Accomplishments for Third Quarter:**

1. Implementation of **Project Citizen** in school-based clubs in 4 regions of Egypt: Completed (an ongoing activity)
2. Conduct “Education for Democracy” seminars in Palestine: Completed
3. Five additional countries submit proposals for civic education training: Four of five countries (Lebanon, Morocco, Yemen, and Bahrain) have submitted their plans and will begin training: Completed (an ongoing activity)
4. Continue implementation of **Foundations** in Egyptian, Palestinian and Jordanian schools: Completed (an on-going activity)
5. Egyptian awareness and training sessions for NGO leaders: Completed

#### **V. Regional Activities Planned for Fourth Quarter**

1. Conduct **Project Citizen** showcases/culminating activities for Jordanian classes and Egyptian clubs. Gather reports on pilot projects: an upcoming activity.
2. Continue workshops for teachers in 5 additional Arab states. Prepare reports on results. Data collection continues: an upcoming activity.
3. Gather results of pilot programs in Jordan, Egypt and Palestine: an upcoming activity
4. Palestinian teachers conduct pilot programs as follow-up to “Education for Democracy” seminar. Two-day seminar to report on results and progress in lessons: an upcoming activity.
5. Evaluation seminar conducted for two representatives from each of the 8 participating Arab countries, the Center for Civic Education and independent contractors. Final reports in Arabic and English: an upcoming activity.

**Site Visits:** During the next quarter, Center and Arab Civitas staff plan to visit Algeria and Saudi Arabia to follow-up on interest in these two countries in introducing civic education materials. These visits are being coordinated with the Public Affairs staffs in both countries. The visit to Algeria is scheduled for May 4-10, 2004. The visit to Saudi Arabia, depending on the political environment and recommendations of the U.S. Embassy, may take place in early July 2004.

**Civitas International Leaders Seminar in Budapest, Hungary:** The Center's annual international seminar for civic education leaders will be held in Budapest, May 27-June 1, 2004. With special funding from USAID, the eight national directors and the regional director of Arab Civitas will participate in the seminar. Two leaders each from the education communities in Algeria and Saudi Arabia are also invited to participate in the Center's annual seminar.

**Arab Civitas Board of Directors Meeting:** The nine individuals who comprise the new Arab Civitas Board of Directors will convene their first meeting on May 26, 2004 before the start of the Civitas International Leaders Seminar in Budapest, Hungary.

**Evaluation and Capacity Building Workshop:** At the end of June 2004, two three-day workshops on evaluation and on capacity building will be conducted by the Center and by the Center and Pact, Inc., respectively.

- **Evaluation Workshop:** The Center will conduct a three-day workshop June 20-22, 2004 at the Arab Civitas regional office in Amman, Jordan. Each of the eight national directors, plus one additional person from their office or civic education network, will participate. The workshop will focus on the strategies, procedures, and requirements of the Arab Civitas evaluation and data collection process.
- **Capacity Building Workshop:** The Center and Pact will work together to organize two workshops for the Arab Civitas national directors to strengthen the institutional and leadership capacities of the network. The first workshop will be on institutional capacities and will be held June 16-18 in Amman, Jordan immediately before the evaluation workshop. The workshop on NGO leadership will be conducted in Amman in August or September 2004.

## **VI. Success Stories/Lessons Learned**

**Success Stories:** The civic education programs offered through Arab Civitas are being well received in each of the eight member countries. Institutions in the host countries are proposing new and creative ways to use civic education programs. For example, the University of Jordan, the landmark institution of higher education in Jordan with more than 25,000 students, requires all students to complete 42 hours of community service as a graduation requirement. The University's Community Services Office was briefed by Center and Arab Civitas staff and as a result will begin to use **Project Citizen** to better focus students' plans and activities. The Jordan *Times* covered a three-day workshop

conducted for the University's Community Services Office by the Jordan office of Arab Civitas. More than 25 student trainers participated in the workshop. One graduate student was quoted as follows in the *Jordan Times* April 4, 2004 article on the workshop: "Before the workshop, I was depressed about political events and felt powerless to change things. But now I realize that my participation is important, my confidence has been regained and I feel empowered."

Arab Civitas as an organization has been in existence just over one year. The Center believes that the expansion of the network from three to eight countries in this brief period of time is a success story. In addition, the Center and Arab Civitas have received sufficient interest from educational leaders in Saudi Arabia and Algeria to feel that there is the potential to introduce civic education programs in these two countries through Arab Civitas.

**Lessons Learned:** In Arab societies one finds varying degrees of resistance to ideas from the West. This sensitivity is acute in the field of education. During our meetings with the education communities of Arab Civitas countries, concerns have surfaced about introducing teaching materials designed in the United States. These concerns have been mitigated when we have described the Arab character and personality of the Arab Civitas network. Teachers, officials and community leaders are reassured to understand that participating in Arab Civitas will allow them access to ideas, practices and resources in other Arab countries, in other regions of the world and, if they wish, from State programs in the U.S.

Similarly, when Arab educators and Ministry officials have asked us about the Center for Civic Education, we have found it helpful to stress that the Center is a network comprised programs within each congressional district in the U.S. and over 60 overseas programs. For many, the word "center" suggests a dominant and centralized organization. Our counterparts in Arab Civitas countries appreciate the image of the Center for Civic Education as a highly decentralized organization providing considerable autonomy to its local partners in the U.S. and overseas.



**Enhancing Corporate Governance in the Arab World  
Quarterly Report  
January 1, 2004 to March 31, 2004**

Under Award no. GEG-A-00-01-00005-00  
Submitted by Pact on behalf of:  
The Center for International Private Enterprise

As indicated in the corresponding quarterly financial report, the total amount expensed under this sub-award is **\$28,477**. These figures accurately represent amounts reported to Pact for the period ending 3/31/04.

## **I. Executive Summary**

In November 2003, the Center for International Private Enterprise (CIPE), an affiliate of the US Chamber of Commerce and a core institute of the National Endowment for Democracy, launched a two-year regional business and economic modernization program with the Middle East Partnership Initiative using corporate governance as a focal point for private sector and institutional reform.

This quarter, CIPE has:

- Formalized the private sector Corporate Governance Regional Advisory Board by expanding the Board's responsibilities and inducting board members into the group
- Conducted corporate governance coalition meetings in Lebanon and Jordan in preparation for upcoming national conferences on corporate governance
- Hosted the first National Corporate Governance Conference in Morocco
- Developed the agenda for the first Egyptian Institute of Directors Strategy Meeting
- Posted the Arabic interface of the [www.hawkama.net](http://www.hawkama.net) website online
- Sent the first edition of Corporate Governance Trends Newsletter to be published and distributed by the CIPE Egypt office
- Expanded the journalist corporate governance curriculum and selection database for participants in the economic journalist training program on corporate governance

During this quarter, CIPE launched several of the MEPI sponsored activities, including a National Corporate Governance Conference in Morocco. CIPE has coordinated with its network partners and has adapted the MEPI-CIPE project timeline to fit the scheduling demands of its partners in the Middle East and North Africa. In addition, CIPE has continued to work closely with the World Bank's Global Corporate Governance Forum, which played a key role in the Moroccan conference on Corporate Governance and will play a key role in the upcoming corporate governance conference in Lebanon in June, as well as in the Egyptian Institute of Directors Strategy Meeting in April. During this quarter, CIPE also deepened of coordination with State department representatives abroad and in Washington, DC.

## **II. Background**

The "Enhancing Corporate Governance in the Arab World" project engages the private sectors in Egypt, Jordan, Lebanon, Morocco, and the Gulf to improve the corporate governance environment in their countries. Corporate governance ultimately depends on public-private sector cooperation to create a competitive market system within a law-based democratic society. Adoption of sound corporate governance principles creates safeguards against corruption and mismanagement while promoting transparency in economic life and fighting institutional resistance to reform. Corporate governance addresses the issue of modernization of the Arab world by looking at

economic and business structures that would enhance the private sector's competitiveness, make the region more conducive for foreign direct investment, and better integrate the region into the global marketplace. CIPE will be working with grantees in Lebanon, Morocco, Jordan, Egypt, and the Gulf to bring international best practices on corporate governance to the region, to foster country and regional discussions on how to build corporate governance mechanisms in the Arab world, and to support private sector-driven corporate governance initiatives. Additionally, CIPE will organize a regional economic journalist program on corporate governance and a regional best practice conference.

### **III. Key Results This Period**

#### **Regional Advisory Board**

In February of this quarter, Program Officers Nick Nadal and Elisabeth Lord Stuart traveled to the region to solidify national-level corporate governance coalitions of CIPE partners in Lebanon and Jordan, and to develop the conference agenda in Morocco. In addition to organizing the national corporate governance coalitions Mr. Nadal and Ms. Stuart met with members of the Regional Advisory Board including Nasser Saidi, the former minister of Finance in Lebanon, Dr. Mowafak Al Yafi, Secretary General of the Arab Federation of CPA's based in Lebanon, Dr. Rachid Belkahia, President of the CGEM Ethics Commission based in Morocco. All of them have formalized their participation in the Regional Advisory Board and discussed corporate governance strategies with CIPE. CIPE has expanded the role of the Advisory Board: in addition to advising CIPE on its activities, the Board will be in direct contact with CIPE's regional partners and steer and present at the national corporate governance conferences as well as contribute to the Regional Corporate Governance Conference and Assessment.

#### **National Corporate Governance Conferences**

On March 9<sup>th</sup> of this quarter, CIPE partner Confederation Generale des Entreprises du Maroc, the most prominent business association in Morocco and the first to launch the debate on corporate governance, held a nation-wide conference on corporate governance, sponsored by this project with MEPI. The CGEM conference was the first in the series of conferences, and will be followed by national corporate governance conferences in Lebanon, Jordan and the Gulf.

Presenters included Khalid Alioua, the Minister of Superior Education, Mohamed Chraibi, the Director of the Capital Markets Association of Morocco, private sector businessmen, a representative from the World Bank's Global Corporate Governance Forum, and CIPE Executive Director John D. Sullivan. The themes of the conference presentations and discussions included:

- international examples of corporate governance implementation
- the OECD Principles in the post-Enron world
- the experience of corporate governance in emerging markets
- examination of the experience of corporate governance in Morocco- both the private and public sector

- the best way forward for the promotion of the principles and practices of good governance in Morocco

To expand the audience of the conference, CIPE has posted the presentations and agenda online at [www.cipe.org/regional/mena/index.htm](http://www.cipe.org/regional/mena/index.htm). The conference materials will also be posted on [www.hawkama.net](http://www.hawkama.net) once the French and English interfaces are online. Coverage of the CGEM MEPI conference was featured in a number of Moroccan newspapers including L'Economiste, L'Opinion, Al Bayane, and Le Matin, as well as the CGEM newsletter.

Over 100 people attended the CGEM Corporate Governance Conference. CGEM provided participants' reactions to the subject of corporate governance in its conference summary. Participants noted:

- the timeliness of the subject
- corporate governance can be utilized as a lever of growth, promoting competitiveness in the enterprise as well as making the enterprise more competitive globally
- there is an inseparable link between the public and private sector in the practice and promotion of corporate governance
- the conference provided a fruitful exchange of international corporate governance experiences as well as an analysis on the experience of Morocco
- there is a need to professionalize corporate boards in Morocco

The professionalization of board members has been initiated in Egypt through the creation of the Egyptian Institute of Directors. As a result of CGEM's recent conference on corporate governance, CGEM has entered into negotiations with the Global Corporate Governance Forum and CIPE on a proposal to create a Moroccan Institute of Directors. As the first step in that initiative, CGEM has begun translating the Global Corporate Governance Forum's Director training kit into French. The Global Corporate Governance Forum Toolkit can be viewed at [www.gcgf.org/Toolkit%20-%20Director%20Professionalism/index-toolkit\\_1.htm](http://www.gcgf.org/Toolkit%20-%20Director%20Professionalism/index-toolkit_1.htm).

CGEM is developing a publication covering the conference. The publication will include conference presentations and speeches and a set of recommendations aimed at introducing corporate governance practices throughout Morocco.

In Lebanon, CIPE's local partner the Lebanese Transparency Association is planning the National Conference on Corporate Governance for June 3, 2004. Topics for the upcoming event will include the State of Corporate Governance in Lebanon, the Link Between Transparency, Bribery and Corporate Governance, Governance in the Banking Sector, Governance in Public and Private Sector Relations, Corporate Governance in Family-Owned Firms and in Small and Medium Sized Enterprises and Corporate Governance from a Legal Perspective. The Lebanese Transparency Association will work with other CIPE partners in a coalition to present corporate governance at the conference.

## **Egyptian Institute of Directors**

In February the Egyptian Ministry of Trade officially recognized the Egyptian Institute of Directors. Also during this quarter, CIPE helped develop the agenda for the first Egyptian Institute of Directors strategy meeting in Cairo. In collaboration with the Global Corporate Governance Forum and the Egyptian Ministry of Trade, CIPE is providing technical support to the Egyptian Institute of Directors for their strategic planning meeting. Although the meeting will be funded by the World Bank directly, the Egyptians have requested for CIPE's active participation in the formation of the Institute, based on CIPE's similar experiences in Russia.

### **[www.hawkama.net](http://www.hawkama.net)**

The MEPI-sponsored website on corporate governance in MENA is now accessible at [www.hawkama.net](http://www.hawkama.net). Named for the Arabic term for corporate governance, *Hawkama ash-sharakat* the website hosts a wealth of information on corporate governance practices in the Middle East and North Africa and around the world.

The first section entitled, "About Hawkama," contains an article on the importance of corporate governance, a glossary of corporate governance terms, and a brief description of the Middle East Partnership Initiative. The second section, the bulk of the website, is comprised of articles and publications on corporate governance by CIPE experts and regional partners. Another feature of the site consists of audio lectures from conferences and seminars and links to important corporate governance resources such as OECD and Global Corporate Governance Forum.

Also on hawkama.net, CIPE is developing country-specific sections in order to make corporate governance relevant to the inhabitants of the Arab world. Each country in the Middle East and North Africa is at a different level of awareness, practice and approach of corporate governance. The country-specific sections feature the corporate governance concepts, that are of greatest importance to each country.

Next quarter, CIPE will post an electronic forum to facilitate the creation of networks among business associations throughout the region. By the end of next quarter, the English and French interfaces will be fully functional, and hawkama.net will be a trilingual corporate governance hub.

## **Corporate Governance Trends Newsletter**

The first issue in the series of eight Global Corporate Governance Trends Newsletters funded by MEPI is being published in Cairo and will reach members of CIPE's regional network in the upcoming weeks. Printed in English and Arabic, the Trends newsletter features articles on the participation of Arab businesspeople and corporate governance experts at the OECD Revision of the Corporate Governance Principles held in Paris. (In November, CIPE partnered with the World Bank's Global Corporate Governance Forum to present the recommendations from the Middle East and North Africa in the revision of the Principles). Additional articles include:

- 1) CG & Accounting- the state of corporate governance and the reforms needed in accounting practices in the region, presented by the Lebanese delegate to the Arab Federation of Certified Public Accountants, Dr. Mowafak Al Yafi
- 2) Online Debut of hawkama.net- an article featuring [www.hawkama.net](http://www.hawkama.net)
- 3) CG & Capital Markets- the relationship between listing requirements and corporate governance in regional stock markets
- 4) Highlights-short pieces on the Egyptian Institute of Directors and the debut of the GCGF toolkit for corporate boards.

Three thousand copies of the CG Trends Newsletter will be distributed through CIPE's extensive Middle East and North Africa network of reformers. Additionally, the Arabic/English publication will be posted on the [www.hawkama.net](http://www.hawkama.net) site, and the people on Hawkama's listserv will be informed of its availability.

### **Economic Journalism**

This quarter, CIPE coordinated with the Egypt office on the revision of the corporate governance curriculum for economic journalists. CIPE created a database of potential participants comprised of journalists from throughout the Arab world.

## **IV. Comparison of Planned and Actual Accomplishments**

During this quarter, CIPE reorganized its activity timeline to reflect regional developments and to tailor its activities to the regional partners' schedules. The updated timeline is attached to this report. The national corporate governance conferences in Jordan, Lebanon and the Gulf were postponed. The Lebanon conference was postponed to June in order to coincide with the World Bank's Regional Working Group in Beirut. In response to CIPE's partners' requests, the Jordan and Gulf conferences were postponed until September. While preparations are underway for the economic journalism training on corporate governance, CIPE's Egyptian partner Al Ahram Press Institute, has requested that the training program be held in November 2004.

Following the March 9, 2004 conference in Morocco, CIPE has determined that not all participating countries are ready to provide a formal Blueprint for Action immediately following the conference. The Blueprint of Action will become a voluntary aspect of the nation-wide conferences on corporate governance. The obligatory deliverable following each conference will be a conference report including recommendations, a list of participants, speakers and content of the conference. CIPE anticipates receiving complete conference reports from each partner one month following the completion of the nation-wide conference on corporate governance.

### **CIPE Corporate Governance Activities (non-MEPI funding)**

Under separate funding, CIPE has partnered with the Global Corporate Governance Forum to organize the World Bank's Regional Working group in Beirut, the same week as the MEPI National Corporate Governance Conference in Lebanon.

**V. Activities Planned for Next Quarter**

- *Corporate Governance Trends Newsletter* will be distributed early next quarter.
- Lebanon National Corporate Governance Conference
- The English and French interfaces of the hawkama. website will be posted
- With non-MEPI separate funding, CIPE will host the first Egyptian Institute of Directors strategy session in Cairo.



## Appendix

### **CIPE-MEPI Partnership Enhancing Corporate Governance in the Arab World Project Timeline**

- ✓ September 2003 Formation of local working groups and small grants proposal development

#### 1<sup>st</sup> Quarter:

- ✓ January 2004 Website start up, and continuous update of website to close
- ✓ March 2004 National-level Corporate Governance Conference in Egypt (under separate funding)
- ✓ March 2004 National-level Corporate Governance Conference in Morocco

#### 2<sup>nd</sup> Quarter

- April 2004 CG Trends Newsletter published
- April 2004 Conference Report for Morocco completed and released
- April 2004 Convene first Egyptian Institute of Directors strategy meeting in Egypt
- June 2004 Regional Working Group meeting in Lebanon (under separate funding)
- June 2004 National-level Corporate Governance Conference in Lebanon

#### 3<sup>rd</sup> Quarter

- July 2004 Conference Report for Lebanon completed and released
- July 2004 Proposal judging, small grants awards
- July 2004 Second issue of CG Trends Newsletter published
- July 2004-September 2004 Each month CIPE will report on local grant activities

- ❑ September 2004 National-level Corporate Governance Conference in Jordan
- ❑ September 2004 National-level Corporate Governance Conference in the Gulf

#### 4<sup>th</sup> Quarter

- ❑ October 2004 Conference Report for Jordan completed and released
- ❑ October 2004 Conference Report for the Gulf completed and released
- ❑ October – December 2004 Each month CIPE will report on local grant activities
- ❑ October 2004 Third issue of CG Trends Newsletter published
- ❑ November 2004 Regional economic media program

#### 5<sup>th</sup> Quarter

- ❑ January 2005- March 2005 Each month CIPE will report on local grant activities
- ❑ January 2005 In-depth Corporate Governance Assessment covering Jordan, Lebanon, Morocco, and Gulf
- ❑ January 2005 Fourth issue of CG Trends Newsletter published

#### 6<sup>th</sup> Quarter

- ❑ April 2005- June 2005 Each month CIPE will report on local grant activities
- ❑ May 2005 Convene Egyptian Institute of Directors advisory board to develop sustainability plan for the Institute

#### 7<sup>th</sup> Quarter

- ❑ July 2005 CG Trends Newsletter Published
- ❑ August 2005 Completion of small grants program
- ❑ September 2005 evaluation CIPE will report on the findings from the small grants project

#### 8<sup>th</sup> quarter

- ❑ October 2005 Regional Corporate Governance Conference

- ❑ October 2005 Fifth issue of CG Trends Newsletter published
- ❑ November 2005 Evaluation of small grants program

#### FINAL ACTIVITIES

- ❑ December 2005 Final report
- ❑ December 2005 Sixth issue of CG Trends Newsletter published

#### Outputs

By the end of the two-year program, the Middle East and North Africa will have the following outputs:

- Conference Reports for Lebanon, Jordan, Morocco, a country in the Gulf
- A dynamic regional network of corporate governance advocates/coalitions
- 8 editions of the CG Trends Newsletter, highlighting corporate governance best practices
- Increased information flow from the region to international conferences
- An active and informed private sector and economic media that understand and advocate for corporate governance reform.
- A regional report on corporate governance trends disseminated to private sector associations, business leaders, government officials, economic media, and other international institutions.

✓ = indicates competed activity    ❑ = indicates upcoming activity

**Creating Child-Centered Classrooms:  
A Collaboration Between  
Children's Resources International, Inc.  
and the Al Azhar Foundation**

**Second Quarterly Narrative Report  
January – March 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of:  
Children's Resources International, Inc.

## I. BACKGROUND

Children's Resources International, Inc. (CRI) received the award to develop the *Creating Child-Centered Classrooms: A Collaboration between Children's Resources International, Inc. and the Al Azhar Foundation* on November 1, 2003. The Al Azhar Foundation is an Indonesian Islamic educational, non-profit, non-governmental organization in Jakarta, Indonesia. Under the award, CRI will partner with the Al Azhar Foundation to establish an early childhood teacher training institute and prepare Al Azhar teachers and administrators to replicate the teaching practice at the Foundation schools throughout Indonesia.

Among USAID's civic education activities, this collaboration will serve as the first alliance in Indonesia with Islamic schools and could set the stage for further cooperation and expansion. The early childhood teacher training institute will introduce new democratic teaching methodologies to teachers of young children, and encourage family participation in the life of the school community. CRI's practices strengthen the development of democratic values in young children through a new type of civic education, one that is inherently participatory. The teaching methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, respect differing styles and abilities of their classmates, develop critical thinking skills, and practice independent thinking.

The project has several associated activities:

- A 5-day training institute in Indonesia for 100 kindergarten teachers and administrators of the Al Azhar Foundation to learn and practice new child-centered teaching methods.
- A two-week orientation training in Washington, DC for representatives from the Al Azhar Foundation in order to learn child-centered methods.
- A technical assistance visit, several months after the training institute in Indonesia, conducted by CRI international trainers. Trainers will observe selected classrooms to view the implementation of the teaching methods and provide specifically tailored technical assistance to the teachers and administrators.

The program is suited to the Global Development Alliance precepts for several reasons. It brings new resources to address educational needs in a broad-based Islamic institution in Indonesia. All parties have agreed to the program concepts and eagerly anticipate their outcomes. Program resources are leveraged to effect large numbers of children and families. The potential for replication and expansion are promising.

The Al Azhar Foundation will support the collaboration with resources, including meeting facilities, meals and refreshments, interpreters, audio-visual equipment, training supplies, transportation, and payment for substitute teachers. Additionally, the Al Azhar

Foundation will enhance classroom libraries with new children's literature, provide additional active learning materials for classrooms, and provide ongoing technical assistance to support the professional development of the Foundation teachers.

The program targets children, families, and teachers. Parents are the first and most important educators of children. By using child-centered teaching methods, teachers learn to shift the emphasis from rote learning to construct knowledge based on the individual interests, needs, and strengths of each student.

In subsequent years, the program could expand to include introduction of the methodologies to teachers of primary school grades, to primary school principals and to early childhood faculty who train teachers of young children.

Over a 12-month period, the collaboration will accomplish the following activities:

- Conduct a training institute for Al Azhar Foundation teachers and administrators in the use of child-centered teaching at a teacher training institute.
- Increase the use of child-centered methods in the education of young.
- Increase the participation of families in kindergarten and primary school activities
- Conduct an orientation training workshop for two members of the Al Azhar Foundation in Washington, DC.
- Equip Al Azhar Kindergarten classrooms with child-centered educational materials.
- Provide technical assistance to Al Azhar Classroom teachers
- Conduct monitoring and evaluation activities

## **II. Results Achieved During this Reporting Period**

In the second quarter, work on the following tasks has been accomplished:

### **Conducted a Five-Day Kindergarten Training Institute for Al Azhar Kindergarten Teachers**

Two CRI international trainers conducted a five-day training workshop for over 100 Al Azhar kindergarten and first grade teachers. CRI worked in collaboration with the Al Azhar Foundation to adapt the training program to meet the needs and resources of the Al Azhar Foundation. CRI provided copies of *Creating Child-Centered Schools for 3-5 Year Olds*, which has been translated into Bahasa. The training was conducted January 5 – 9, 2004 in Jakarta at the Al Azhar Foundation.

The CRI trainers conducted an institute that enabled participants to learn to use effective communication skills in order to strengthen parent partnerships and involve families to a greater extent in the life of the school community. Throughout the sessions, discussions addressed strategies to adapt the new methods to the learning environment of early

childhood teachers in the Al Azhar Foundation schools. Training topics included:

- Overview and Philosophy of Child-Centered Teaching
- Building a Classroom Community
- Convening Morning Meeting
- Developmental Milestones
- Individualizing to meet the Needs of Young Children
- Designing the Learning Environment
- Communicating with Young Children
- Parent Involvement in Child-Centered Classrooms
- Thematic Teaching
- Emergent Literacy: Listening, Speaking, Reading, and Writing Skills
- Hands on Math
- Hands on Science

### **Prepared and Provided the Training site for the Al Azhar Teacher Training Institute**

The Al Azhar Foundation hosted the training event in Indonesia by supporting the collaboration with resources, including meeting facilities, meals and refreshments, interpreters, audio-visual equipment, training supplies, and transportation. In-Kind contributions also included payment of substitute teachers while staff attended the week-long training, a per diem to cover transportation to and from training for 100 teachers and principals, translation of training materials including overheads and handouts, and zerox copying. In-kind contributions for the CRI-Al Azhar Kindergarten Training Institute total more than \$23,000.

The interactive training was further supported by members of the Al Azhar University of Indonesia, the Al Azhar Education Committee, the Al Azhar Foundation, and members of the Al Azhar parent committee.

### **Created a Training Video to be used by the Al Azhar Education Committee to support on-going Training at the Kindergarten Level**

The Al Azhar Education Committee in conjunction with the Al Azhar University provided audio-visual equipment and support to produce a video tape of the training to use with Kindergarten teachers to provide ongoing training using the CRI Child-Centered methodology as well as promote the CRI child-centered methodology at Al Azhar Foundation Schools across Indonesia.

### **CRI prepares for upcoming US Orientation Training**

CRI and Al Azhar prepare for upcoming US Orientation Training scheduled for April 23 through May 07, 2004. Preparations include the selection of two qualified participants:

Ms. Hawin Churiyati, Head of Curriculum for the Al Azhar Foundation who will assume the role of Master Teacher Trainer, and

Ms. Putri Mayang Sari, MA, Faculty, Al Azhar University, who will assume the position of CRI Program Coordinator.

### **Technical Assistance to Al Azhar teachers and School Administrators**

Following the week-long kindergarten training institute, CRI provided on-going technical support to Al Azhar through e-mail, fax and telephone conversations as well as an onsite visit by a CRI staff member, April 3 – 9. The new Al Azhar Team is trained to use the Early Childhood Classroom Observation Form and begins initial preparations for a technical support visit to be conducted by two International trainers in the 3<sup>rd</sup> quarter of this grant cycle.

The Al Azhar Foundation hosted two meetings between the new CRI-Al Azhar team and CRI-Indonesia Team Master Teacher Trainers. The outgrowth of these meeting is an ongoing collaboration between four previously trained CRI Master Teacher Trainers – two from the State University of Jakarta, and two from the Indonesia Education University in Bandung – and the Al Azhar Foundation.

### **Administrative Activities**

CRI maintained frequent communication with officials of the Al Azhar Foundation during this reporting period. Ongoing communication facilitated the continuation of the collaboration between CRI and the Al Azhar Foundation, facilitated the selection of two qualified candidates to attend the two-week orientation training in Washington DC, and facilitated the establishment of CRI as a partner in the Center for International Education at the Al Azhar University. CRI issued letters of invitation to Al Azhar delegates and facilitated the VISA application process with the support of the USAID office in Jakarta, Indonesia.

### **CRI's Role in the Center for International Education at the Al Azhar University, Jakarta, Indonesia**

At the request of the Vice Rector of the Al Azhar University, Dr. Murni Djamal, CRI joined the Center for International Education. The newly formed partnership allows CRI to establish an onsite office supported and staffed by members of the University and Foundation at Al Azhar. The CRI-Al Azhar Collaboration is also supported by students at the University who provide ongoing support in the area of translation.

### **III. Comparison of Planned and Actual Accomplishments**

CRI completed the following second quarter program activities:

- CRI conducted the 5-day Kindergarten Training Institute January 5 – 9, 2004.

- CRI distributed over 100 *Creating Child-Centered Classrooms, ages 3-5*, to Al Azhar teachers, administrators and members of the University and Foundation.
- Al Azhar contributes over \$23,000 in-kind contributions.
- Al Azhar invites CRI to join the Center for International Education
- Al Azhar selects candidates to attend the two-week Orientation Training in Washington, DC scheduled for April 23 – May 07, 2004.

#### **IV. Activities Planned for the Coming Period April through June 2004**

- CRI will convene a 2-week orientation training in Washington, DC for CRI Program Coordinators and Master Teacher Trainers from 5 Countries to learn and practice new child-centered teaching methods from April 23 – May 07, 2004. The Al Azhar Foundation will send two delegates to attend the training.
- CRI in collaboration with Al Azhar will continue preparations for a technical support visit by selecting dates and sending two International Trainers to conduct the follow-up visit.
- CRI will conduct monitoring and evaluation activities.
- Al Azhar will equip classrooms with active learning materials.
- Al Azhar Program Coordinator and MTT will conduct classroom visits and provide on-going support to teachers trained in the CRI child-centered methodology.

#### **V. Problems, Delays or Other Impacts on Achievement**

The second quarter of the project cycle saw no significant challenges and continues toward achieving the full set of goals and objects.

**Pact, Inc, Civil Society Consortium  
Indonesian Civic Education Program  
Early Childhood Education Program  
Children's Resources International, Inc.  
Associate Award No, 497-GO-001-01-00044-00  
Under Leader Award No, GEG-A-00-01-00005-00  
Eighth Quarterly Performance Narrative Report  
January, February, March 2004**

## **I. BACKGROUND**

The CRI program in Indonesia, *Creating Democratic Schools*, concludes its second year of implementing the program in 96 kindergarten classrooms in two key locations—the Special Province of Jakarta and the Province of West Java. Approximately 4320 children are the direct beneficiaries of improved teaching and learning—and their families continue to have the opportunity to participate in a meaningful way in their children's education.

Twenty kindergarten classrooms are utilizing the CRI methods for the second year and 76 classrooms have instituted the program since July, 2003. Beginning in September 2003, children, teachers, parents, administrators and officials from the Department of National Education have eagerly accepted, implemented, and even replicated parts of the Children's Resources International program in non-CRI classrooms and in their schools.

## **II. KEY RESULTS THIS PERIOD**

### **Program Implementation**

The CRI methodology is currently being used in 96 kindergarten classrooms, where teachers, children, parents, and school administrators have embraced the new teaching and learning techniques. In CRI partner classrooms, the school day begins with a class Morning Meeting. This gathering creates a positive, supportive atmosphere that sets the tone for respectful learning, establishes a climate of trust, and promotes democratic exchanges within the classroom community. In CRI classrooms, children students develop critical thinking skills while learning to make choices, take responsibility for their decisions and actions, and express their ideas with clarity and creativity. Working cooperatively alongside their classmates in small and large group activities students develop values of kindness, caring, empathy, and inclusion, and come to respect the differing learning styles and abilities of their classmates.

Parents have willingly accepted the concept of parental partnerships in the education of their children. They are volunteering in the CRI classrooms and in expanding their understanding of the concepts of democratic, child-centered education. During parent meetings conducted at partner schools, requests to expand the program at the primary level were voiced by active and involved family members who have participated in the democratic, child-centered program at the kindergarten level.

At the request of the Ministry of Education, the 2004 year began with a five-day Training of Trainers for Representatives from all 30 provinces of Indonesia. Supported and assisted by the Ministry of National Education, CRI invited and hosted 2 representatives from each of the provinces. Representatives included members of the local provincial ministries of education as well as kindergarten principals. Two observers from the Ministry of National Education attended the training alongside the provincial representatives. According to the Ministry of Education, this training provided a much-needed opportunity for all 30 provinces to come together as professionals and establish working relationships with their Indonesian colleagues. The training was officially opened by Dr. H. Ch. Suprpto, Director of Kindergarten and Primary School, Ministry of National Education. Dr. Suprpto announced this is the first reported gathering and training of this nature and scale in the educational history of Indonesia.

Lead by two international experts in early childhood education, the school principals and ministry representatives actively participated in this five-day training by sharing thoughts and ideas, exploring new teaching methodologies and using quality, active learning materials. Participants worked independently and in small and large groups to create new materials to support the methodology and develop strategies for introducing child-centered practices at the provincial level. Participants explored the essential role of parents in schools and classrooms.

Participants had opportunities to practice and improve their skills as early childhood trainers, provide feedback to peers as they prepared to introduce the new child-centered methodology to colleagues in their own provinces and consider sources of funding for training at the provincial level.

The Training-of-Trainers workshop achieved two basic goals: 1) provided grounding in early childhood education with a focus on child development, developmentally appropriate practice and democratic child-centered methods, and 2) prepared participants to become trainers and advocated for this practice at the local level.

The end-of-training surveys indicate a strong, positive response to CRI's democratic, child-centered methodology and a desire for future trainings at the provincial level for kindergarten and primary school teachers, principals and administrators.

## **On-Site Technical Assistance**

During this quarter, the CRI Indonesian team prepared to close-down the CRI-Indonesia office and project. The Project Director and the Master Teacher Trainers notified partner schools and completed necessary and required administrative procedures to conclude the project.

In order to facilitate the closure of our project, CRI Washington has provided technical assistance and support to the Indonesian team on an ongoing basis. Required procedures have been followed and required records and materials have been shipped back to CRI Washington.

## **Other Program Activities**

- The CRI Master Teacher Trainers supported the Kindergarten Training Institute at the Al Azhar Foundation, January 5 – 9, 2004.
- CRI-Indonesia MTTs supported the CRI- Al Azhar Collaboration by sharing insights and offering suggestions in terms of providing on-going technical support to newly trained teachers and principals as well as organizing and facilitating focus groups.
- The CRI team produced and distributed a January bulletin informing partner schools of the termination of funding.

## **III. COMPARISON OF PLANNED AND ACTUAL ACCOMPLISHMENTS**

CRI completed the following third quarter program activities by the end of March, 2004.

- CRI Washington collaborated with the Ministry of National Education to prepare a Training of Trainers for 60 provincial representatives.
- CRI Indonesia and CRI Washington conducted the Training of Trainers seminar for 60 provincial education officials, two from each of Indonesia's 30 provinces in January 2004.
- CRI Washington conducted a Kindergarten Training Institute for 100 teachers and administrators from the Al Azhar Foundation. The funding for this project came from a USAID-GDA grant for \$50,000, a commitment from the US State Department's PAO Jakarta Office for \$25,000, and an in-kind contribution from the Al Azhar University of Indonesia for \$30,000.

- CRI Washington continued to explore a partnership with several universities in Jakarta and Bandung to support the development of preparing early childhood teachers for the practice of child-centered teaching practices.
- CRI partner schools reported an increase in family participation in the classroom as well as in school-wide activities.
- CRI-Indonesia and CRI-Washington prepared all financial and narrative reports.
- CRI is notified that the year three project will not be funded.
- CRI-Indonesia operated under a rapid response in order to close out the project, conduct program evaluations, and data collection.

#### **IV. ACTIVITIES PLANNED FOR THE COMING PERIOD APRIL THROUGH JUNE 2004**

- CRI Washington operates under a rapid response until May 31, 2004 as project work is completed.
- CRI conducts several Early Childhood Classroom Observations (ECCOs) in an effort to obtain data documenting program progress to date. Observations will be conducted in CRI partner classrooms as well as non-CRI partner classrooms.
- CRI Washington pursues future funding to continue work in Indonesia.

#### **V. PROBLEM FACTORS EFFECTING PERFORMANCE ISSUES REQUIRING SUPPORT FROM USAID**

There have been no problems that directly affected our work with the CRI classrooms and schools.

The benefactors of CRI's work in the *Creating Democratic Schools Program* have been the young Indonesian children and participating families, at schools that provide active learning opportunities and invite participatory democratic attitudes to develop in Indonesia's youngest citizenry.

**Creating Child-Centered Schools in Malaysia**

**Quarterly Programmatic Report**

January – March 2004

Under Leader Award Number GEG-A-00-01-00005-00

Submitted by Pact on behalf of:

Children's Resources International, Inc

## **I. Executive Summary**

This quarter was used to develop an implementation plan for the *Creating Child Centered Classrooms* program in Malaysia. Dr. Pam Coughlin, Executive Director of CRI met with the Ministry of Education officials in January in Kuala Lumpur. The propose of the meeting with the Ministry of Education was to finalize the decision to implement the program beginning in the new Malaysian kindergartens. The Ministry selected two representatives to attend the two-week orientation and training in Washington. Dr. Sharifah Syed Zin, Director of the Curriculum Development Center and Dr. Zaitoon bt Kakaria, Curriculum Officer for Preschool at the Curriculum Development Center will come to Washington.

## **II. Background**

*Creating Child-Centered Schools* introduces new teaching methodologies that are democratic in nature to teachers of very young children and draws families into the life of the school community. The teaching methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, respect differing styles and abilities of their classmates, develop critical thinking skills, and practice independent thinking.

By reaching children in their early years, and by working with those who most influence them, teachers and parents, the program aims to develop within the youngest members of society skills, values, and attitudes that are necessary for success in the 21<sup>st</sup> Century. The program targets four primary audiences—children, families, teachers, and faculty that train teachers (in later years). Parents are the first and most important educators of children. They participate in classroom activities and involve themselves in the governance of the school. By using child-centered teaching methods, teachers learn to shift the emphasis from rote learning to working with each student to construct knowledge based on the individual interests, needs, and strengths of each student.

An in-country team, trained by CRI, implements the program and can expand it in future years. Using the same teaching principles and adapting them for adults, the country team has the option of also implementing a family literacy program where non-literate or low literate parents learn basic literacy and math skills.

The objectives of the program include:

- Increased use of democratic, child-centered methods in the education of preschool and primary school children.
- Increased participation of families in pre- and primary school activities.
- Increased attendance and retention rates of pre- and primary school children.
- Increased access to education among pre- and primary school boys and girls.

## **III. Activities this Quarter**

CRI has worked closely with Ms. Jamari Sakkeh, Cultural Attache' and Mr. Saday Riazurrahman, Cultural Affairs Specialist at the United States Embassy. They arranged the meetings in Kuala Lumpur and have followed up every step of the way. They have facilitated the visa process and the communications with the selected participants.

CRI has transferred funds to Malaysia and arranged for airline tickets for the team. CRI has had ongoing communications with the team regarding all aspects of the Washington training. The hotel information and weather reports as well as an agenda have been sent to the team. CRI has informed our new partners that they will be picked up at the airport on arrival and taken good care of while they are in Washington. The training will be April 23 - May 8. Other countries participating in the training are: Indonesia, Morocco, Tunisia, Oman and Qatar.

CRI has been preparing for the training and the school visits.

The Malaysian team has begun the translation of the 3-5 methodology book.

#### **IV. Comparison of Planned Versus Actual Accomplishments**

There have been no problems encountered.

#### **V. Planned Activities for the Next Month**

- CRI will conduct the two week training and orientation in Washington.
- CRI and the Malaysian team will finalize a work plan
- CRI and the Malaysian team will select the International Trainers
- CRI and the Malaysian team will finalize the training dates for Malaysia
- Ongoing translation and adaptation of the CRI methodologies and training modules.

**Creating Child-Centered Schools in Morocco, Tunisia, Qatar, and Oman  
Quarterly Programmatic Report  
January – March 2004**

Under Leader Award Number GEG-A-00-01-00005-00

Submitted by Pact on behalf of:  
Children's Resources International

As indicated in the corresponding quarterly financial report, the total amount expended under this sub-award is \$ **82,191**. These figures accurately represent amounts reported to Pact for the period ending March 31, 2004.

## **I. EXECUTIVE SUMMARY**

During the program's second quarter of operation, Children's Resources International staff members have been involved in the following program tasks:

- Translation of *Creating Child Centered Classrooms for 6-7 Year Olds* and *Creating Child-Centered Classrooms for 3-6 Year Olds* into Arabic
- Confirmation of participation by partner organizations with CRI in the *Creating Child Centered Schools* program
- Approval of Ministries of Education to implement the *Creating Child Centered Schools* program
- Identification of Ministry of Education designated staff in each country
- Communication with the country team to prepare for the April 2004 CRI Training Workshop in Washington, DC.
- Planned the CRI-MEPI Teacher Training Workshop agenda, logistical arrangements and events
- Prepared the quarterly financial and narrative reports
- Prepared the CRI-MEPI bi-monthly e-mail reports

This report provides a summary of the key results achieved in forming partnerships in Qatar, Oman, Tunisia, and Morocco, The US Embassies and their officers were most helpful in assisting and advising members of the CRI staff on the program's implementation.

## **II. BACKGROUND**

The Children's Resources International (CRI) completed the second quarter of implementing its *Creating Child Centered Schools* program in Morocco, Tunisia, Qatar, and Oman. The project is a democratic, child-centered educational program for kindergarten and primary school age children, their teachers and their families. It began in October 2003 as part of the US State Department's Middle East Partnership Initiative (MEPI) in collaboration with USAID. Its principal aim is to introduce new teaching methodologies that are democratic and child-centered in nature to teachers of young children and to draw families into the life of the school community. The primary objectives of the program include:

- Increased use of democratic, child-centered methods in the education of kindergarten and primary school children.
- Increased participation of families in kindergarten and primary school activities.
- Increased attendance and retention rates of kindergarten and primary school children.
- Increased access to education among kindergarten and primary school boys and girls.
- Increased quality of preparation for teachers-in-training.

The program has a five-year cycle that begins as CRI trains a national team of educators in each country on new methods of teaching kindergarten-and/or primary school children. This activity occurs in the first year of the program. In subsequent years the program

would expand in scope and participation to include replication of the kindergarten level or first grade level and introduction of the methodologies to teachers of higher grades, and introduction of the teaching concepts to early childhood faculty who train teachers of young children. The program implementation cycle is flexible enough to accommodate variations.

The initial program size will vary according to the needs and resources of the implementing country. CRI recommends a startup size of between 25-30 classrooms at a cost of approximately \$250,000 per country. Final program implementation plans for the upcoming 2004-20045 school year will be completed by May 2004.

CRI's *Creating Child Centered Schools* program introduces new active teaching and learning methods and supports community and family involvement in kindergartens and primary schools. The teaching methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, respect differing styles, and abilities of their classmates, develop critical thinking skills, and practice independent thinking.

By reaching children in their early years, and working with those who most influence the, teachers and parents, the program aims to develop within the youngest members of society skills, values, and attitudes that are necessary for success in a global society. The program targets four primary audiences: children, families, teachers, and faculty that train teachers. Parents are the first and most important educators of children. In CRI's program, they participate in classroom activities and involve themselves in the governance of the school. By using child-centered teaching methods, teachers learn to shift the emphasis from rote learning to working with each student to construct knowledge based on the individual interest, needs, and strengths of each student. CRI courses for faculty at universities and pedagogic institutions introduce these child-centered educational practices to new teachers.

### **III. KEY RESULTS THIS PERIOD**

Individual country key results for each CRI-MEPI program are listed below.

#### **Oman**

CRI's has secured an agreement of partnership with the Ministry of Education in Oman to implement the CRI-MEPI *Creating Child-Centered Schools* program in the primary schools of Oman. During the program's first year, it will be implemented in a selection first grade classrooms the beginning in September 2004. This agreement was received after CRI Washington sent a letter to the Undersecretary of Education, H.E. Dr. Mouna Al-Jardani, and Dr.Said Saleem Salim Alkitani, Director of the Office of the Minister of Education Ministry reviewing the meeting that CRI staff held with the Undersecertary in Muscat in November 2003. The letter outlined the program objectives, proposing a timetable for the program's implementation in select of primary schools in Oman and a

document reviewing each partners roles and responsibilities in the MEPI-CRI agreement. The US Embassy delivered the letter to the Ministry of Education.

CRI continues to discuss a collaboration with Dr.Samira bint Mohammed Moosa, Assistant to the Vice President for Humanities Colleges, Sultan Qaboos University and founder of the new Early Childhood Teacher Training Program and the Early Childhood Lab School at the University. The collaboration would include the use of CRI's methodologies and materials in the universities teacher training courses and implementation of CRI's teaching practices at the Early Childhood Lab School. Dr. Samira will attend the training in Washington.

The US Embassy's Public Affairs Officer, Tanya Anderson; and Coordinator of Special Programs, Public Affairs Section, Sarah Jackson, have been extremely helpful and supportive of the CRI initiatives.

Key results that were achieved during this quarter include:

- CRI confirmed a partnership with the Ministry of Education to implement the CRI-MEPI *Creating Child-Centered Schools* program in the primary schools of Oman.
- During the program's first year, it will be implemented in a selection of first grade classrooms in 8-10 schools beginning in September 2004.
- The Ministry of Education designated three staff members to lead the CRI-MEPI program: Mrs. Janet Mohammed Al-Lamki, Mr. Hamood Kalfan A'Nasri, and Mr. Mubarek Al-Salami.
- CRI extended a letter of invitation to the country team for the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI sent the required documentation to process the US visa applications for the Oman participants to the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI transferred the needed funds for travel to the CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI is in frequent contact with the staff at the Ministry of Education and with representatives of the US Embassy, to facilitate the implementation of the CRI-MEPI program.
- At the suggestion of the Public Affairs Officer Tanya Anderson CRI invited Dr. Dr.Samira bint Mohammed Moosa, Assistant to the Vice President for Humanities Colleges, Sultan Qaboos University and founder of the new Early Childhood Teacher Training Program and the Early Childhood Lab School at the University to attend the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.

CRI anticipates sending two international early childhood experts to conduct a five-day teacher training workshop in Muscat in the summer of 2004 in preparation for inaugurating the CRI-MEPI *Creating Child-Centered Schools* program in the primary schools of Oman.

## **Qatar**

CRI received approval to implement the CRI-MEPI *Creating Child-Centered Schools* program from the Ministry of Education in Qatar. During the program's first year, it will be implemented in the newly formed government kindergarten classrooms beginning in September 2004.

This agreement was received after CRI Washington sent a letter to the Secretary of Education reviewing the meeting that CRI staff held with the Secretary in Doha in November 2003. The letter outlined the program objectives, proposing a timetable for the program's implementation in select of schools in Qatar and a document reviewing each partners' roles and responsibilities in the MEPI-CRI agreement. The US Embassy delivered the letter to the Ministry of Education.

The US Embassy Counselor for Public Affairs Patricia Kabra and Cultural Affairs Assistant Mohamed Ahmed have been most helpful in assisting the arrangement of the CRI-MEPI agreement with the Ministry of Education

Key results that were achieved during this quarter include:

- CRI has established a partnership with the Ministry of Education in Qatar to implement the CRI-MEPI *Creating Child-Centered Schools* program in the newly created government kindergartens classrooms of Qatar.
- In the first year of the program's implementation, it will be operational in government schools.
- The Ministry of Education designated two staff members to lead the CRI-MEPI program: Mrs. Gomasha Al-Kaabi, Head of Preschool Education and Mrs. Badryia Al-Kuwari, Master Teacher Trainer.
- CRI extended a letter of invitation to the country team for the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI sent the required documentation to process the US visa applications for the Qatar participants to the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI arranged for airline tickets to the CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI is in frequent contact with the staff at the Ministry of Education and with representatives of the US Embassy, to facilitate the implementation of the CRI-MEPI program.

CRI plans to conduct a five-day teacher training workshop in Doha in the summer of 2004, for the implementing kindergarten teachers, principals and officials of the Ministry of Education. The will be lead by two CRI international consultants in the filed of early childhood education. CRI is in discussion with the Ministry of Education to continue implementation of the program in the government primary schools of Qatar.

## Morocco

Following the October 2003 visit of CRI staff members to Rabat to begin start up activities for the CRI-MEPI *Creating Child Centered Schools* program, CRI has been in frequent contact with the proposed partner and the US Embassy to facilitate the arrangement of an operational agreement. The US Embassy staff has been gracious and willingly to help provided access to the representatives. Terry White, the acting Public Affairs Counselor and the Cultural Affairs Specialist, Dominique Benbrahim, have been useful in reaching Dr. Boualleme, an Academie Director (similar to a district school director), who proved to be an ideal contact. The Embassy is processing the visas that will enable the Academic Regionale d'education Kenitra to become our partner organization in Morocco. Morocco has decentralized its educational system into 16 academies/districts.

Key results that were achieved during this quarter include:

- The Academie Director, serving the area of Kenitre, agreed to be a partner and implement CRI's program in the government school. The US Embassy staff was delighted with the decision as it introduced US-funded programs into a new geographic area of the country. The Kenitre area, in past times home to a US base, is 45 minutes from Rabat and includes rural and urban settings.
- CRI Washington followed-up the initial Morocco visit by sending the proposed partner a document, which was customized to meet the goals and objects of the Morocco program, "CRI Partner Responsibilities," for their review and acceptance. A copy of the generic version of the document is found as an attachment to this report.
- CRI agreed to begin implementation of the CRI-MEPI *Creating Child-Centered Schools* program in the kindergarten and first grade classrooms of the Academic Regionale d'education in Kenitra.
- CRI extended a letter of invitation to the proposed partner for the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI sent the required documentation to process the US visa applications for the Morocco participants to the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI is in frequent contact with the staff at the Ministry of Education and with representatives of the US Embassy, to facilitate the final agreement of the partnership and the implementation of the CRI-MEPI program beginning in school year of September 2004.

CRI foresees sending two international early childhood experts to conduct a five-day teacher training workshop in Morocco in the Summer of 2004 in preparation for inaugurating the CRI-MEPI *Creating Child-Centered Schools* program in the primary schools of Morocco.

## **Tunisia**

The CRI program received a warm and positive reception by the US Embassy and the local education community in Tunisia. The PAO, Philip Breeden; the Cultural Affairs Second Secretary, Allison Lee; and the Cultural Affairs Specialist, Khaled Souissi, have been supportive of CRI's efforts to establish the CRI-MEPI *Creating Child-Centered Schools* program. CRI is currently awaiting the final approvals from the Ministry of Education to begin the implementation plan with our two proposed partner organizations: the Ministry of Education and the NGO, Organisation Tunisienne Pour L'education et La Famille.

Key results that were achieved during this quarter include:

- CRI Washington followed-up the initial Tunisia visit by sending the proposed partners a document, which was customized to meet the goals and objects of the Tunisian program, "CRI Partner Responsibilities," for their review and acceptance. A copy of the generic version of the document is found on page 10 of this report.
- The Center National d'Innovation Pedagogic et de Recherches en Education, a division of the Ministry of Education and the NGO, Organisation Tunisienne Pour L'education et La Famille are currently reviewing the agreement. CRI anticipates completing the local partnership agreements in the next quarter.
- CRI anticipated receiving final approval from our partner the Ministry of Education in Tunisia to implement the CRI-MEPI *Creating Child-Centered Schools* program in a selection of first grade classrooms in Tunisia.
- In the first year of the program's implementation, it will be operational in 25 schools.
- CRI extended a letter of invitation to the proposed country team for the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI sent the required documentation to process the US visa applications for the proposed participants to the April 2004 CRI-MEPI Teacher Training Workshop in Washington, DC.
- CRI is in frequent contact with the staff at the Ministry of Education and with representatives of the US Embassy, to facilitate the implementation of the CRI-MEPI program.

CRI plans to send two CRI international early childhood experts to conduct a five-day teacher training workshop in Tunisia in the Summer of 2004 in preparation for inaugurating the CRI-MEPI *Creating Child-Centered Schools* program in the primary schools of Tunisia.

### **Additional Key Results**

In addition to the key results listed above, CRI completed several important activities during the second quarter of the CRI-MEPI award. Key results that were achieved during this quarter include:

- CRI wrote and submitted a bi-monthly e-mail report for January-February 2004, outlining activities undertaken as part of the CRI-MEPI *Creating Child Centered Schools* program.
- CRI is translating of *Creating Child-Centered Classrooms for 6-7 Year-Olds* and *Creating Child Centered Classrooms 3-6 Year olds* into Arabic. With the help of Pact, CRI identified a translator in Jordan to translate our methodologies into Arabic. We agreed on a timeline in order to have two methodologies available by the time the orientation training takes place in April. Additionally, we identified a native Arabic-speaking educator who would review the translated methodologies and make revisions where necessary.
- CRI developed a plan for the CRI-MEPI orientation teacher training workshop in Washington, DC. The training dates are set for April 23-May 8, 2004. CRI signed a contract with the Holiday Inn, Georgetown for sleeping and meeting rooms during this period. A preliminary agenda has been developed and is attached to this report. CRI has contacted schools for participants to visit during training, arranged for educational consultants to present workshops, and planned special events. CRI has sent letters of invitation to the participants and an information overview of the orientation and training. The overview is attached to this report, as well as a list of participants.
- CRI President Pam Coughlin and Vice President Julie Empson attended two meetings with MEPI officials at the US State Department to review and discuss the CRI-MEPI *Creating Child Centered Schools* program.

### Progress Toward Meeting Program Goals and Targets

Below is the Performance Monitoring Plan submitted with CRI's proposal. Next to the proposed targets are current projections after meetings with each of the partner organizations.

#### Outcome: Increased use of child-centered methods in the education of children

Performance Indicator	Proposed Target	Current Target
Number of new teachers and administrators trained	• 160-210	• 255
Number of classrooms implementing new practice	• 110-140	• 171
Percent of change among classrooms regarding child-centered teaching practice	• 90%	• same
Percent of children in classrooms		

using child-centered methods	• 90%	
Percent of classrooms with active learning materials	• 90%	• same

**Outcome: Increased participation of families in school activities**

Performance Indicator	Proposed Target	Current Target
Frequency of participation by families in class/school activities	• Once weekly	• same
Percent of parents participating in class or school activities	• 60%	• same

**Outcome: Increased attendance and retention rates of pre- and primary school children**

Performance Indicator	Proposed Target	Current Target
Percent increase in attendance of children	• 30%	• same
Percent increase in retention	• 10-15%	• same

**Outcome: Increased literacy among parents in target schools**

Performance Indicator	Proposed Target	Current Target
Percent of parents attend lessons	• 60%	• same
Percent of parents with gains in math and literacy	• 85-90%	• same

**IV. COMPARISON OF PLANNED AND ACTUAL ACCOMPLISHMENTS**

CRI reported a change in the timeline for the scope of work under the CRI-MEPI Award. Although there are no expected changes in the scope of work, there will be changes in the timing of activities. The program was funded with a start date of October 1, 2003 (considerably later than CRI had planned when the proposal was written in February 2003). In order to accommodate the academic year, we have had to revise the schedule of activities that appears in the proposal. We have further been advised by Embassy personnel to allow two months for visa clearance, thus moving the training in the US (originally planned for the 3<sup>rd</sup>-4<sup>th</sup> month) to the 5<sup>th</sup>-6<sup>th</sup> month (March or April). The teacher training that was proposed to take place within a month or two of the US training

now falls at the end of the academic year. What we propose instead is to conduct the teacher training at the end of summer in Morocco and Tunisia and in June for Qatar and Oman. This plan will enable the teachers be prepared at the start of the new schools year to implement the program. The program will begin implementation in schools in September 2004.

CRI completed the following first quarter activities by the end of March 2004:

- CRI formally finalized partnership agreements between CRI and our local partners in Qatar and Oman.
- CRI expects confirmation of the partnership agreements between CRI and our local partners in Morocco and Tunisia.
- With the assistance of CRI Washington, each partner organization selected a country team composed of a director, and one or more master teacher trainer, support staff, and a literacy coordinator (if this initiative is selected).
- Establish a program office in CRI-MEPI in Oman and Qatar.
- CRI secured approval from the Ministry of Education to finalize the government's approval of the CRI child-centered methodology in Oman and Qatar.
- CRI expects approval from the Ministry of Education or other coordinating government agencies to finalize the government's approval of the CRI child-centered methodology in Morocco and Tunisia.
- CRI has completed initial planning and arrangements for the CRI orientation teacher training of the country teams in Washington, D.C. from April 23-May 8, 2004.
- Translation and adaptation of the first CRI methodology book *Creating Child Centered Classrooms for 6-7 Year Olds* into classic Arabic is nearing completion
- Work continues on the translation and adaptation of the second CRI methodology book *Creating Child Centered Classrooms 3-5 Year Olds* and the Family Literacy Lessons into classical Arabic.
- CRI is in frequent contact with the US Embassy representatives and our proposed local partners in Morocco, Tunisia, Qatar, and Oman, to facilitate the implementation of the CRI-MEPI program.
- CRI submitted a bi-monthly email reports on the CRI-MEPI Creating Child-Centered Schools in Morocco, Tunisia, Qatar, and Oman program.
- CRI has prepared and submitted all financial and narrative reports.

**V. ACTIVITIES PLANNED FOR THE COMING PERIOD:  
APRIL THROUGH JUNE 2004**

The activities planned for the next quarter are listed below:

- CRI will complete planning and host the CRI orientation teacher training of the country teams in Washington, D.C. from April 23-May 8, 2004.
- CRI will complete the translation of the CRI methodology book *Creating Child Centered Classrooms for 6-7 Year Olds* into classic Arabic.
- CRI will complete the translation of the CRI methodology book *Creating Child Centered Classrooms for 3-5 Year Olds* into classic Arabic.
- CRI will print the methodologies.
- In collaboration with each country team CRI will finalize the selection of first year CRI-MEPI schools and classrooms.
- CRI with the assistance of the local CRI-MEPI teams will host five-day teacher training workshops that train kindergarten and/or first grade teachers and principals. The country teams will be linked with at least two CRI international consultants who will provide the workshop training and ongoing technical assistance.

*Creating Democratic Schools Program – Pakistan*

**Eighth Quarterly Narrative Report**

**January-March 2004**

**Under Leader Award No. GEG-A-01-00005-00  
Associate Award Number: 391-A-00-02-00001-00**

**Submitted by Pact on behalf of:**

**Children’s Resources International, Inc.**

## I. Executive Summary

Key activities during the quarter include five training events conducted by staff members in Pakistan and Washington, DC:

- **Training of Trainers Workshop.** International trainers in Pakistan conducted this seven-day event. It was designed to expand the capacity of CRI staff and other selected educators to replicate the program in new schools. Approximately 35 participants attended the training.
- **Parent Involvement training.** A three-day training session was conducted by international trainers in Pakistan to intensify the involvement of families in CRI partner schools by training Family Involvement Coordinators at each school. Approximately 90 participants attended the event.
- **Orientation and training.** A two-week event, designed for CRI's ten Master Teacher Trainers and three selected government officials, was conducted by CRI staff in Washington
- **Family Literacy Training.** CRI-PK staff in Pakistan conducted two training events. One hundred ten literacy instructors attended the two sessions.

Despite the fact that training events consumed most of the energy of both Washington and Pakistan staffs, the Washington office also finalized the family literacy training and lessons; developed parent activities which will be carried out in CRI partner schools in Pakistan; ordered, purchased, and shipped materials for the next contingent of family literacy lessons; developed a strategy for expansion to new schools; and analyzed evaluation data.

The Pakistan staff conducted classroom observations and technical assistance visits to classroom teachers, developed the 2004-2005 academic year plan based on training in Washington, convened cluster meeting for the Family Involvement component, hosted a celebration for International Women's Day, and organized two Open Houses to honor the progress of the parents who have attended the family literacy lessons.

Evaluation, administrative, and reporting activities were also conducted during the quarter.

## II. Background

The aim of the *Creating Democratic Schools, Pakistan* program is to engender democratic ideals and principles within young children, their families, teachers, school administrators, and faculty who train teachers. The teaching methods encourage children to make choices, take responsibility for their decisions, express their ideas with creativity, respect differing styles and abilities of their classmates, and develop critical and independent thinking skills. CRI will implement these teaching methods in kindergartens and elementary schools in Islamabad, Rawalpindi, and Karachi and introduce a Family Literacy Program to build math and literacy skills of family members, particularly mothers.

Program objectives include:

- Increased use of child-centered methods in the education of preschool and primary school children.
- Increased participation of families in pre- and primary school activities.
- Increased attendance and retention rates of pre- and primary school children.
- Increased literacy among parents of pre- and primary school children.
- Increased quality of preparation for teachers-in-training.

### **III. Key Results This Period**

#### **A. Kindergarten and Primary School Initiative**

- **Training for Teachers and Principals**

The Pakistani academic year begins in April. Both the Washington and Pakistan offices of CRI are preparing for the training of kindergarten through third grade teachers in early April in Pakistan.

Preparations include the translation of third grade training modules, ordering supplies, identifying new schools and classrooms, and making the logistical arrangements for the events. Due to the large number of participants, the Pakistan team will provide the kindergarten and first grade training; three international trainers will provide the training for second and third grade teachers. Two weeks of training will convene in Islamabad and two weeks of training will take place in Karachi.

- **Ongoing Technical Assistance to Classroom Teachers**

The fourth and final round of Islamabad and Karachi classroom observation and technical assistance visits were completed for all the partner CRI schools during this quarter. The focus for this round were to:

- Introduce and reinforce the concept of class libraries including books provided by CRI and small books made by children themselves.
- Introduce parent inventory form—a document that gathers information about family participation in each classroom and details the assistance provided by them. The form is posted in each classroom.
- Ensure that third-term activities are being implemented in classrooms.
- Introduce the teacher task sheet, a document, which goes in the teacher’s personal record depicting her accomplishments and goals to work toward based on observations of the Master Teacher Trainers.

Technical assistance in Karachi schools also took place in the month of February. The teachers needed assistance in using active teaching methods with the new learning materials. Master Teacher Trainers assisted them in overcoming this difficulty. Together they developed the many ideas to integrate the CRI methodology with the syllabus. The task of designing material based activities was given to the teachers, which they did very

effectively. A teacher exchange visit helped teachers who needed to observe practice in the classroom setting.

- **Training and Orientation in USA**

A principal objective of CRI's work is to prepare a team of Pakistani nationals to independently assume full program operations. To prepare for these activities, CRI planned a two-week training and orientation session in Washington to take place February 20-March 6 for Master Teacher Trainers and representatives from various levels of the Ministry of Education.

CRI DC staff set up observation visits at 10 DC-area schools with exemplary practice, presented 20 workshops, made logistical arrangements, purchased supplies. The workshops, which provided both information and opportunities to practice the methods, included sessions on democratic teaching methods, teaching of reading and writing, hands on science, active math, communicating with children, family involvement, observation and assessment, administrative issues, and data gathering information. The team in Pakistan obtained visas for participants. An agenda is attached to the report.

The orientation not only provided a better understanding of child-centered practice, it provided an understanding of the American experience that was new to all but one of the participants.

- **Training of Trainers**

As the program expands, CRI's Master Teacher Trainers in Pakistan will replicate the training that international trainers now conduct. To assist them in this role, CRI convened a two-week training-of-trainers workshop for Master Teacher Trainers and exemplary teachers and administrators, as well as representatives from Provincial Institutes of Teacher Education (PITES) in all four provinces. The workshop achieved two goals: 1) provide a grounding in early childhood education with focus on child development, developmentally appropriate practice, and child-centered methods, and 2) preparation for becoming trainers.

The seven-day comprehensive training took place January 22-30, 2004 in Islamabad. Thirty-five participants attended it. Dignitaries attending the closing ceremony included Nancy Powell, US Ambassador to Pakistan, Lisa Childs, USAID Mission Director, Federal Secretary of Education, Shafqat Ezdi Shah, Secretary of Education for Sind, Ghulam Ali Pash, and Nazim Rawalpindi District Raja Tariq Kiyani.

- **Family Involvement Workshop**

The three-day training workshop was conducted during 19th-21st January 2004 for the head teachers and principals of all the 78 CRI partner schools in Rawalpindi and Islamabad. The purpose of this workshop was to demonstrate to principals and deputy heads how to involve families in their schools. Two international trainers conducted the

training. Head teachers were specially selected as they hold the key role in implementing any strategy in their schools. Another positive factor was the participation of deputy heads and vice principals in the same training.

- **Morning Meeting Publication**

Because Morning Meeting is such a powerful teaching strategy for laying the groundwork for independent thinking and democratic attitudes and behaviors of many types, CRI is developing a short publication to help Pakistani teachers effectively adopt the practice. During the past quarter, CRI Washington has developed a draft manuscript, which will continue to be refined and adapted for the Pakistan context over the coming months.

## **B. Family and Community Involvement**

### **1. Family Literacy Program**

**Training.** Two Family Literacy Training sessions were conducted during March. A three-day training was held to introduce 52 literacy instructors at 26 schools to the second lessons 51-100. An agenda is attached.

A five-day workshop for Family Literacy Instructors was held from March 22-29 with 58 participants from 20 new CRI partner schools. CRI's Family Literacy program now operates in 60 partner schools and serves 1200 parents.

**International Women's Day.** CRI organized a celebration honoring International Women's Day on March 8th March. Federal Minister for Education Ms. Zobaida Jalal was the Guest of Honor at the function. CRI celebrated the day with its partner teachers, principals, mothers, and other organizations involved in the betterment of women's role in the Pakistani society. CRI designed variety of activities. Stalls were set up where women's work done during the Family Literacy session was on display.

Federal Minister for Education Ms. Zobaida Jalal speaking on the occasion reiterated her support to the importance of women empowerment as a keystone for any meaningful sustainable development strategy and appreciated CRI efforts to bring together communities and celebrating their achievements. "I am pleased to see a large gathering of women and especially women from far off areas at International Women's Day" "CRI started its ECE program and family literacy program at a very opportune time. It is very important for women to be literate and they feel encouraged to learn how to do house accounts and daily home running. Children and mothers have an opportunity to learn through activity based learning thanks to CRI". CRI Pakistan Country Director Ms. Mehnaz Akber Aziz said that the CRI has been successful in cutting across class and brought women from all backgrounds on one platform. We have 1,200 mothers who have learned to read and write in one year. "Today we rejoice in their success and would continue working in this ideal collaboration".

**Family Literacy Open Houses.** Two Open Houses were held in Rawalpindi on February 14 and in Islamabad on February 17. More than 400 people attended

Mothers in their best clothes took time from their household chores to proudly show to visitors what they had learned during the literacy sessions. They displayed books, illustrations, and learning materials that they had made during Family Literacy sessions in more than 20 colorful stalls. Parents and teachers shared with the visitors their experiences about how Family Literacy classes have helped in increasing their confidence, literacy levels, and ways to help their children attain their educational goals.

Partner schools arranged tableaux and skits and other interesting events on themes the children have been studying related to science and social Studies. Parents, children and teachers worked together breaking the past myths that school and home are two different entities and that parents cannot come to the classrooms.

**Distribution of Books and Cameras for Family Literacy Classes.** Books from Oxford University press on literature, geography, general knowledge were distributed to establish family literacy libraries in each of family literacy schools. Also locally printed folktales books, single science experiment books, and easy readers were distributed. Next month family literacy schools will establish libraries for the parents.

**Expanding on Areas for Mother's Wisdom Book.** The family literacy instructors handed in the final list of articles on Mother's Wisdom on topics such as health, sanitation, beauty, and civic responsibilities.

## **2. Family Participation Activities**

CRI Washington developed activities to promote increased family participation in partner schools. The activities were showcased at the training session for Family Coordinators in January.

## **3. Parenting Support Sessions**

CRI is developing a parenting publication for use by the Pakistani team. It will be completed by the end of the summer.

## **C. Translations**

The adaptation and translation of the *Creating Child-Centered Classrooms for 6-7 Year Olds* methodology is completed and the *Creating Child-Centered Classrooms for 8-10 Year Olds* is nearly ready.

#### **D. Performance Monitoring and Evaluation**

Much end-of-the-year data has been collected during the quarter, however it is not tallied in time to report in the quarterly report. CRI will amend the report adding information to the Performance Monitoring Report, as it becomes available.

Data collected are the following: parent surveys, teacher surveys, administrator surveys, attendance data, training evaluations, technical assistance forms, Family Literacy inventories, and attendance records.

#### **E. Other Activities**

With the anticipated growth of the Family Literacy program, CRI added staff to the family literacy component. Likewise, the added emphasis on family involvement directed CRI to hire a coordinator of this effort also.

Upon return from the orientation training in Washington, CRI Pakistan staff finalized a calendar of events for the 2004-2005 academic year, adding into it coordinated themes for family involvement and classroom focus.

Staff in Washington and Pakistan attended grant-related meetings. In Pakistan, CRI staff attended the quarterly partners meeting. In Washington, CRI staff attended a periodic partners meeting at Pact. CRI staff had the pleasure of attending the investiture of Lisa Chiles as USAID Mission Director. CRI provided input in response to a memo from the USAID Education Director in Pakistan regarding a quarterly teacher index that USAID is developing.

CRI's president conducted an oversight visit to Pakistan and met with the USAID Education Director to discuss several issues related to the program. At the conclusion of the meeting, Sarah Wright gave CRI permission to expand the program within the geographic areas where CRI now operates, causing us to amend plans for upcoming training to include new schools and classrooms in April.

Quarterly narrative and financial reports were produced on time.

#### **IV. Comparison of Planned and Actual Accomplishments for Period**

The Workplan submitted for Year 2 of the Creating Democratic Schools Program Pakistan is presented below. All activities scheduled for completion during the January-December quarter have been completed.

<b>Year 2 Program Activities</b>	<b>Timeline</b>	<b>Status</b>
<b>Preschool and Primary School Initiative</b> <ul style="list-style-type: none"><li>• Training/Orientation in DC</li><li>• Train new kindergarten/1<sup>st</sup> grade teachers</li></ul>	February-March October, April	Completed Oct. completed

<ul style="list-style-type: none"> <li>in Pakistan</li> <li>Train new 2<sup>nd</sup> grade teachers in Pakistan</li> <li>Train new 3<sup>rd</sup> grade teachers in Pakistan</li> <li>Equip new classrooms with active learning materials</li> <li>Provide ongoing technical assistance</li> <li>Convene Core Early Childhood Group</li> <li>Develop Morning Meeting publication</li> </ul>	October, April April September, March  September-June Quarterly October-February	Oct. completed  Completed  Ongoing Ongoing Ongoing
<b>Early Childhood Faculty Seminars</b> <ul style="list-style-type: none"> <li>Select teacher training institutions</li> <li>Provide seminar introducing 2 courses</li> </ul>	January-March Summer	Completed
<b>Training Institutes for Principals and Administrators</b> <ul style="list-style-type: none"> <li>Finalize training modules</li> <li>Finalize Creating Democratic Schools Guide</li> <li>Convene Institutes for Principals and Administrators</li> </ul>	January-May January-May May-June	Ongoing Ongoing
<b>Family Involvement</b> <ul style="list-style-type: none"> <li>Designate Family Coordinators</li> <li>Develop Family Participation Activities</li> <li>Conduct Family Participation Activities</li> <li>Conduct Family Coordinator training</li> <li>Train new instructors</li> <li>Develop Family Literacy training modules</li> <li>Conduct family literacy lessons</li> </ul>	December October-February January-June January September, Jan. October-January September-June	Completed Completed Ongoing Completed Completed Completed Ongoing
<b>Training-of-Trainers</b> <ul style="list-style-type: none"> <li>Select participants for the workshops</li> <li>Conduct training-of-trainers workshop</li> </ul>	December January	Completed Completed
<ul style="list-style-type: none"> <li><b>Cost Benefit Analysis</b></li> </ul>	ongoing	Ongoing
<b>Translations</b> <ul style="list-style-type: none"> <li><i>Creating Democratic Schools</i></li> <li>2 courses for early childhood faculty</li> <li>Training modules and guide for principals</li> <li>3rd grade training modules</li> <li>Training-of-Trainer Modules</li> <li>50 family literacy lessons</li> <li>Morning Meeting book</li> <li>Parenting Manual and training sessions</li> <li>Education in the Culture of Democracy: Early Childhood Practice</li> </ul>	April-May March-May April-May January-April December-June completed February-August July-September July-August	Ongoing  Completed Completed Completed

All activities planned for the quarter have been completed or are underway. Our staff in Pakistan and in DC are considering postponing the administrator training until fall 2004, since the principals have been involved in every training session that CRI has held to date, with the exception of the Training of Trainers, and several principals did attend that session. Translations of our methodologies have been slow to be completed, although they are now at the publishing house and will be available in Xerox form for the April training, if they are not published at that time.

## **V. Activities Planned for the Coming Period**

- Complete development of Morning Meeting book
- Conduct training for classroom teachers in Pakistan
- Continue development of training and materials for administrators
- Provide ongoing technical assistance
- Continue to convene family literacy lessons
- Conduct family participation activities
- Continue tabulation, analysis, and reporting of evaluation data
- Complete translation of Creating Child-Centered Classrooms for 6-7 Year Olds
- Continue translation of Creating Child-Centered Classrooms for 8-10 Year Olds
- Prepare for Early Childhood Faculty Seminars
- Finalize Parenting materials

**An Initiative for Open and Pluralistic Media in Seven Arabic-Speaking Countries**

**Quarterly Programmatic Report**

**January 1 - March 31, 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of Internews.

As indicated in the corresponding quarterly financial report, the total amount expensed under this sub-award is **\$45,783**. These figures accurately represent amounts reported to Pact for the period ending 2/29/2004.

## **I. Executive Summary**

During the second quarter of the "Initiative for Open and Pluralistic Media in Seven Arabic-Speaking Countries," Internews accomplished the following activities:

- Prepared for the first journalism training workshop in Rabat, Morocco in which 42 print, television, radio, and internet journalists from 23 different publications and media were trained in professional journalism skills and internationally accepted standards of journalism. Approximately 50% of trainees were women. The workshop took place in April.
- Prepared for journalism training workshops to be held in Tunis, Tunisia for May 10 - 14, and Bahrain for May 22-26.
- Communicated and interacted with U.S. Embassies in Algeria, Tunisia, Morocco, Lebanon, and Bahrain; and met with key media players in each country.
- Identified new local partners including: the Tunisian Journalists' Association, the Arab Institute for Human Rights, the Moroccan Ministry of Human Rights, the Rabat School of Journalism, "Al-Hayat" and "Annahar" newspapers in Lebanon, and the Bahraini Journalists' Association.
- Secured office space in Beirut, Lebanon; filled two key staff positions of Project Director and Training Coordinator; and progressed on other start-up activities.
- Developed a revised work plan and schedule.

The results of these activities include:

- Training of 42 Moroccan journalists in internationally accepted standards of journalism.
- Establishment of key relations in the region.
- A more defined project plan and a local team that is prepared for project implementation.

## **II. Background**

Reform of the mass media is a necessary component in the development of Middle Eastern society. The strengthening of civil society in any region requires pluralistic media open to the outside world. The success of satellite television and regional media provide important opportunities for media reform in the Middle East.

Through this Initiative for Open and Pluralistic Media, Internews has launched a one-year, sub-regional and country specific, pilot project of media capacity building and support activities in seven different but representative countries in the region: Algeria, Bahrain, Lebanon, Morocco,

Saudi Arabia, Tunisia, and the United Arab Emirates (UAE). From an office in Beirut, Lebanon, Internews and its partners are implementing a set of programs tailored to the specific needs of each pilot country. Project activities encompass three main components:

1. Enhancement of Professional, Business and Internet Skills through the training of journalists and media managers in internationally accepted standards of journalism, the business of the news business, and Internet skills.
2. Promotion of an Enabling Legal Environment supportive of journalists and conducive to pluralistic and diverse media through media law assessments conducted in each of the seven countries and the training of lawyers in Bahrain, Lebanon, and Morocco to serve as advocates for media law reform.
3. Evaluation of Media Environment through the regular monitoring of newspapers, magazines, and other media in each country.

### **III. Key Results this Period**

#### **Training**

One key result of this period was the preparation for the training of 42 Moroccan print, television, radio, and internet journalists in professional journalism skills and international accepted standards of journalism. This training workshop actually took place at the start of the quarter following this report, from April 5 - 8, 2004 in Rabat, Morocco in partnership with the Arab Program for Human Rights Activists (APHRA) and under the auspices of the Moroccan Ministry of Human Rights. Fourteen of the trainees represented different cities outside of Rabat, and 23 Moroccan publications and other media were represented. The trainees came from more than a dozen different pro-government, critical and anti-government media outlets as well as French and Arabic-language media. The participants, mostly news reporters or journalists who cover human rights issues, had between 1 and 6 years of experience. There were also some journalism students from High Institute for Journalism. The following is a list of media al-Akhbar al-Maghribiya

- Bayan al-Youm
- Moroccan News Agency
- Al-Asr
- Al-Sahifa
- Al-Islah wa al-Tanmiya
- Al-Itihad al-Ishtiraky
- Mashahed
- Al-Sabah
- Al-Assema
- Al-Yassar al-Mowahad
- Manbar Bany Milal
- Afaq al-Ganoub
- Islam online.net
- Al-Baydawwy

- Al-Mostaqbal
- Al-Khalij al-Imaratiya
- Al-Syasa al-Gadida
- Al-Ahdath al-Maghribya
- Al-Khadraa al-Gadida
- Al-Mon'atif
- Reuters
- La gazette du marzo
- High Institute for Media and Communication

The training was conducted and designed by three trainers representing different backgrounds and expertise. Mr. Daniel Boylan is one of Internews' top American trainers who has conducted journalism training workshops in the Caucasus and other parts of the world (his resume is attached). Mr. Boylan focused his sessions on professional ethics. He used an American article that was translated into Arabic as an example of the importance of gathering thorough information from various sources for news stories. He also conducted a session on how China dealt with SARS through the press to illustrate global media trends.

Dr. Abdel Wahab Al-Rami, a Moroccan professor from the High Institute for Journalism is a highly-regarded Moroccan journalism expert with Master's and Doctorate degrees from France. Dr. Al-Rami conducted introductory workshop sessions on different types of articles and how writing styles vary from one type to another. His sessions focused on investigative reporting and he worked closely with trainees in an interactive session to draft and re-draft articles.

Finally, Mr. Hazem Mounir, is an Egyptian senior journalist for "Al-Hayat" newspaper. Mr. Mounir, conducted a round table discussion and hands-on workshop on media campaigns. These three trainers ensured local, regional, and international perspectives were presented at the workshop.

The training curriculum was designed to address gaps and weaknesses in the Moroccan media, as identified through discussions with U.S. embassy staff, teaching staff at the Moroccan Academy for Media Studies, and members of the Journalists' Syndicate. The media industry in Morocco is expanding faster than journalists can be trained by the current institutions. The industry is also changing as new technology makes an impact and as the political system liberalizes. Moroccan journalists lack many of the basic skills that are taken for granted elsewhere in the world as many of them were never trained as journalists. Most senior journalists and editors developed their skills during a period that was politically more restrictive than the current situation. They have therefore become accustomed to severe censorship. Where that censorship is not applied by the state they feel it necessary to apply it themselves. Alternatively, having felt the stranglehold of state censorship ease, many feel that they are free to write and publish anything they wish. This has resulted in some very irresponsible articles being published.

What is therefore needed as a matter of urgency is a program of training that helps journalists develop basic internationally recognized professional skills while instilling a sense of professional responsibility and ethical conduct. This combination of teaching skills training and responsible and ethical behavior is a program that Internews believes will be shown to be a

necessary first step in journalism training in much of the region. Countries such as Lebanon may not be in as great a need of such a program as Morocco, Tunisia or Bahrain.

The following topics were covered by the training curriculum in Morocco:

What is news?

1. Reporting the news.
2. Contextualizing the news when reporting a story.
3. Checking sources and confirming a news report.
4. Placing a news story within a newspaper.
5. Practical workshop on collecting, correctly sourcing and reporting the news.

Articles, Feature & Personal Columns

1. Understanding the difference between a news item and an article or feature.
2. The difference between analysis, criticism and personal opinion.
3. The role of language and style in distinguishing articles, features and columns.
4. Practical workshop on writing an article: when is it appropriate to write an article and when to write a feature or a personal opinion column?

International Standards and Conventions

1. What constitutes international standards of good journalism?
2. What are the international conventions on freedom of expression?
3. What does freedom of the press mean: with freedom comes responsibility.
4. The basis of good journalism is responsible reporting.

Overall trainee feedback was positive. According to one trainee, Monia Hoggieb from "Al-Sahraa al-Maghribiya" newspaper, "I can say that in my view, this training has helped all the journalists who attended to develop their skills and has certainly achieved its declared goals and targets. The focus on professionalism and responsible journalism was particularly important." According to a second trainee, Hesham al-Mesawy a free-lance journalist, "This training has been extremely constructive and very positive especially when you consider that there are very few, if any, of its kind available to us professional journalists in Morocco. I really hope that there are many more Internews trainings in this country and that I will be invited to attend them." Finally, the trainers were also well received. A third trainee, al-Ahmed Abdullah from "Al-Islah wa al-Tanmiya" said, "We were very pleased with all the trainers. They were able to make us rethink how we do our job and they raised questions while deepening our understanding. The skills we learned in this workshop will help us cover stories better and more accurately than we did before."

The only criticism of the training was with regards to the time it took to interpret from English to Arabic and vice versa for the American trainer. Many trainees thought that this was a waste of time that could have been better used for additional sessions. In the future, Internews plans to rely on Arabic or French-speaking American journalists to the maximum extent possible.

## Relationship Building

A second key result of this period was the establishment of key relations in the region that helped Internews obtain a better understanding of the particular needs and challenges of some of the countries under this grant. Starting in mid-March and continuing to the beginning of May, Internews has scheduled and initiated a round of project launch visits in five of the seven countries (with the exception of the United Arab Emirates (UAE) as per Mr. David Mulenex's request to hold off on UAE until further notice, and Saudi Arabia initially because of difficulty in obtaining visas and later because of the recent travel warning on the country). The purpose of these meetings was to introduce Internews and the "7-Country Project" to the MEPI coordinators in each of the embassies, obtain suggestions and feedback from the coordinators, and meet with key media players in each country. This interaction with the Embassies has proven to be productive and positive. As part of these visits, many of the Embassy officials scheduled appointments for the Internews team with other important local media and governmental contacts. These meetings led to a better idea of the media environment in each country visited as well as the identification of potential local partners for training workshops.

A summary of each visit follows:

a) Algeria (March 15, March 17, and March 25) – Internews has had three meetings with Elizabeth Colton of the U.S. Embassy in Algeria while she was in D.C. Ms. Colton is very interested in developing a project which would include a professional exchange element that would bring Algerian journalists to the U.S. to experience the role of media in America. Internews explained that such a component is not part of the “7-Country Project” but would consider adding such an element to future projects in Algeria. We also discussed the various elements of the “7-Country Project” that would take place in Algeria. Ms. Colton indicated that there was no need for a media law assessment in Algeria as several of these assessments already exist and she could provide us with this information. However, she added that there is a need for training of media lawyers. We explained that there is a component for the training of media lawyers in Bahrain, Lebanon, and Morocco as part of this project, but not for Algeria. Ms. Colton said that the management, Internet, and basic journalism skills training workshops would be useful for Algerian journalists, although she would like these trainings to include both print and broadcast journalists. She also mentioned that Internet training might be difficult in Algeria due to the lack of internet access and internet cafes. Additionally, she would like us to use French-speaking American journalists for our training workshops. Finally, Ms. Colton also provided an overview of possible partners including the newspapers of "Al Akhbar" and "Al Watan" and Algerian Radio. She mentioned that there were no Algerian Journalists' Associations. Internews' Vice President for Development and Policy Anthony Garrett and Project Director Ziad Majed are scheduled to meet with Ms. Colton in Algeria May 3 - 6.

b) Tunisia (March 21 – 24) – Anthony Garrett and Karim Alrawi, Internews' Regional Director for Middle East and North Africa, spent several days in Tunis, in which they spent many hours briefing and obtaining feedback from the MEPI coordinators at the Embassy: Ms. Stephanie Syptak, Ms. Mejda Chergui, Mr. Phillip Breeden, Ms. Kristi Hogan as well as other Embassy officials including the Ambassador. Ms. Syptak and Ms. Chergui provided a very detailed analysis of the entire media landscape in Tunisia as well as names and phone numbers of key

contacts. Ms. Syptak also arranged for Anthony and Karim to meet with various key media contacts in Tunis such as Mr. Oussama Romdhani, the External Director for the Tunisian External Communication Agency; the Tunisian Journalist Association; and the Arab Institute for Human Rights.

In Tunisia, the Internews team was introduced to the situation facing media and journalists, which is deteriorating rapidly. Tunisia will likely be the more challenging country in which Internews will work under this grant.

Internews is currently planning to hold a journalism training workshop in Tunis from May 10 - 14. The curriculum will be designed to address some of the shortcomings in Tunisian media as illustrated by the Internews team's visit with Embassy officials and other key Tunisian contacts. Such shortcomings included: the lack of local news, self-censorship and government pressure, news reporting that relies heavily or almost exclusively on government press releases, and the relative youth of Tunisian journalists. The curriculum would thus include sessions on the newsworthiness of and how to cover local news, the difference between governmental public relations and investigative reporting, and basic skills training. Internews has already identified a French and Arabic-speaking American journalist, Ms. Lauri Neff to conduct this workshop, possibly in partnership with a local trainer. Ms. Neff has worked as a Correspondent for National Public Radio in both Cairo and Jerusalem. She has also worked for Voice of America and a variety of other media. Her resume is also attached. Internews is currently working on securing a local partner organization and selecting potential trainees.

c) Morocco (March 24 – 27) – Anthony and Karim began a working relationship with MEPI team leader Ms. Monique Quesada and were educated about the concerns of the MEPI coordinators in Morocco (Ms. Quesada, Mr. Terry White, Ms. Cindy Kierscht, and Mr. Tahar Berrada). Training specifics were reviewed carefully, including the list of trainees for the training workshop in Rabat, Morocco who represented a number of different publications. Ms. Quesada mentioned that one of the trainees is a “rising star.” Internews added an American trainer, as well as using a local and regional trainer. While in Rabat, Anthony and Karim also met with Mr. Abdel Hafid Boussif, the Conseille en Communication for the Ministry of Human Rights; and Ms. Latifa Akherbach, the Director of the ISIC (Rabat School of Journalism) as per Ms. Quesada’s suggestion.

Through meetings in Morocco, the Internews team learned that the media scene in Morocco has changed dramatically over the past few years, as ownership of newspapers has opened up and new titles are opening on a regular basis. New owners are often businesspeople, as opposed to newspeople, so there is a gap in understanding regarding the unique nature of newspaper business. The new newspapers are also desperate for qualified journalists. These factors contribute to a dramatic increase in the need for training on basic skills for new journalists.

The first training in Morocco took place soon after these meetings from April 5 - 8. Forty-two print, television, radio, and internet journalists from 23 different publications and media were trained in professional journalism skills and international accepted standards of journalism.

d) Lebanon (March 27 – 31, April 16) – Following Morocco, Anthony and Karim then went on to Beirut where they met with Mr. Rob Sanders and Ms. Elizabeth Wharton who had excellent program suggestions and arranged a meeting with the Minister of Information who they said was key to the success of this program. The Minister of Information is very interested in working with Internews, particularly in the area of Internet and telecommunications, which Internews has a great deal of experience in through our dot.gov and Global Internet Policy Initiative (GIPI) projects. Anthony and Karim also met with USAID Mission Director Raouf Yusef who also made some specific suggestions regarding important local connections that need to be made. Also, on April 16, Jeanne Bourgault, Internews' Vice President for Programs and Karim met with Mr. Sanders once again to review the revised project work plan, specifically activities planned for Lebanon.

In addition, Internews has developed a solid relationship with "Al Hayat" newspaper in Lebanon. "Al-Hayat" newspaper is the most highly regarded of the Arabic language regional newspapers. It is published out of London and Beirut. It is part of the "LBC-Al Hayat" corporation that is currently training the Iraqi Media Network with a US government grant. Internews has negotiated an informal agreement with "Al-Hayat" newspaper to supply trainers, where deemed appropriate, to co-train with American trainers in both journalism and in business management. An agreement in principle was arrived at after Karim's latest trip to Beirut where discussions were held with "Al-Hayat's" Managing Director Raja el Rassi.

Internews also concluded an agreement with "Annahar" newspaper, Lebanon's leading daily, to use their new training facilities in central Beirut. A training NGO was formed by "Annahar" staff to facilitate partnership with Internews on training. The new NGO is headed up by Ms Roula Mikhael, a senior journalist at "Annahar." It is envisaged that this new NGO will be Internews' main training partner in Lebanon.

e) Bahrain (April 19 – 22) – Jeanne Bourgault and Karim Alrawi are currently in Bahrain meeting with Ms. Aleta Wenger and other officials at the U.S. Embassy and many other Bahraini contacts including: the Assistant Undersecretary for Foreign Media, Shaikh Khalifa bin Abdulla Al-Khalifa; the President of Bahraini Journalists' Association and Editor and Chief of "Al-Ayam," Mr. Essa Al-Shayji; mass media and print journalism faculty at the University of Bahrain; and other Bahraini journalists.

Many key findings and activities have resulted from this visit so far. First, Bahrain is relatively open to private media, and this openness is contributing to increasing numbers of newspapers. The key dailies are: "Al Wasat," a relatively new and moderate newspaper; "Al Ayam," a pro-government paper with an English-language edition called the "Bahrain Tribune;" "Akhbar al-Khaleej," a more radical, anti-American newspaper with a sister English language edition, the "Gulf Daily News." A new independent, conservative daily newspaper is scheduled to open within the next few weeks. Bahrain has seen a doubling of news outlets (from 4-8) in the past few years, which has created a real demand for new, qualified journalists.

Second, training has been approved by the Ministry of Information and will be sponsored by the Bahraini Journalists' Association. This organization is not highly regarded by many journalists, because it represents journalists, editors and owners. A new organization, the Journalists' Union,

was created in 2002 as an improved alternative to the Association. Once the new organization was established, the existing Association reached out to unite the two organizations. Journalists are feeling optimistic that they will find a compromise between the two groups in the near future.

Third, the journalism training workshops will target 2-3 journalists from all media outlets, including the Bahrain News Agency and the University of Bahrain Journalism School. The target will be journalists who cover local news. A priority will be made to target relatively young and energetic journalists. The management training workshop will work closely with all newspaper outlets in the country.

Fourth, media law expertise is particularly important right now as there are two versions of amendments to the repressive press law of 2002 currently being considered by the Bahraini legislature. It is not likely that the legislature will be able to focus on these amendments until late summer/early fall, given a series of crises facing government ministers. Also important are the ICT laws, since the Internet will demonopolize this summer.

Finally, the following training needs were identified: 1) basic professionalism, including responsibility, codes of ethics, multiple sourcing, etc.; 2) the biggest problem are the unspoken topics that journalists know they should "not" cover, including criticism of government and religious conflict; 3) journalists are not creative enough and are not prepared to cover the democratic transitions underway in Bahrain, including coverage of the new Parliament; 4) they need to better understand differences between reporting and opinion columns; 5) journalists and editors both need to learn how to use research and documentation to expand coverage beyond traditional topics.

A journalism skills training workshop is being planned for Bahrain for May 22 - 26.

f) Saudi Arabia – Initially, plans to visit Saudi Arabia were postponed due to difficulties in obtaining visas. More recently, the visit has been delayed because of a travel warning on the country and the subsequent evacuation of many embassy staff. Internews intends to submit a No-Cost Extension request by the end of this month with the recommendation that the Saudi component of this project be eliminated so as to cover costs associated with the use of American or international trainers as opposed to local trainers in the journalism workshops.

g) United Arab Emirates (UAE) – As per Mr. David Mulenex's request for Internews to hold-off on work in the UAE until further notice, no visit has been confirmed with the U.S. Embassy in Abu Dhabi. In the No-Cost Extension request that will be submitted at the end of April, Internews will recommend the elimination of the UAE component of this project so as to cover costs associated with the use of American or international trainers as opposed to local trainers in the journalism workshops.

## **Management**

A final key result of this period has been the development of a better-defined project plan and a local team that is prepared for project implementation. During this period, Internews has progressed on project start-up activities. Internews has identified and secured office space in

Beirut, near the American University of Beirut. Equipment and furniture for the office have been procured. Two key staff positions have been filled. Mr. Ziad Majed, whose resume is attached, has been hired as the Project Director as of March 15; and a Training Coordinator has also been hired as of March 1. In April, the staff received an orientation to Internews and the project, and project management systems were developed.

In addition, a revised, detailed work plan and project timeline have been created. This work plan is attached. Please note that this work plan is based on a three-month no-cost extension for which we intend to submit a request by the end of April. Such an extension would extend the project through February 6, 2004. This extension will also recommend the elimination of the United Arab Emirates (UAE) and Saudi Arabia from this project. Such cuts would be necessary to cover the costs associated with the use of American trainers which was not accounted for in the original budget. The original proposal planned on the use of local trainers for the journalism workshops. At the request of embassies, Internews will be using more American and international trainers for the journalism training workshops.

#### **IV. Comparison of Planned and Actual Accomplishments**

In the first quarterly report covering the period of November 18 - December 31, 2003, Internews anticipated that the following activities would have been achieved in the second quarter:

- Office space in Beirut will be leased;
- Local staff will be hired and trained;
- Registration of the Beirut office will be initiated;
- A bank account and accounting system for the Beirut office will be set up;
- Other office start-up activities as per the start-up work plan will be completed; and
- Four training workshops will be conducted.

During this second quarter, office space in Beirut has been leased and key staff members have been hired. The staff has received an initial orientation but an official Internews regional training for staff in the Middle East and South Asia is scheduled for the second week of June. Field staff will be trained in project finance and administration by Internews Headquarters staff so as to transfer responsibility for these tasks from the Washington, DC office to the field offices. It is expected that the Beirut staff will attend this training. Support staff will be hired before the June training.

Registration of the Beirut office has been initiated. Internews has been in close communication with a local lawyer and is currently preparing the paperwork for registration. A bank account cannot be opened in Internews' name until the Beirut office is registered and so thus far we have been reimbursing staff for expenses or providing advances to cover projects costs. A project management system was established in April, along with a revised work plan.

With regards to the training workshops, at the time the First Quarterly Report was written, Internews was planning training workshops in Morocco, Tunisia, Bahrain, and Saudi Arabia. The training in Saudi Arabia was cancelled due to difficulties in obtaining visas and travel restrictions. The remaining workshops were postponed pending consultation with local partners which enabled us to better tailor the program. On April 5, the first training workshop under this

grant took place in Rabat, Morocco. A second training workshop is being planned in Tunisia for May 10 - 14, and a third is being planned in Bahrain for May 22- 26. A comprehensive training schedule is included as part of the attached work plan.

## **V. Activities Planned for Next Quarter**

During the course of this coming quarter (April 1 - June 30), it is anticipated that the following activities will have been achieved:

- Journalism training workshops in Bahrain, Tunisia, Algeria, and Morocco;
- Introductory project launch visit to Bahrain;
- A visit to Algeria will take place as a follow-up to US-based briefings with Ms. Elizabeth Colton and planning visit;
- A Performance Monitoring and Evaluation plan will be submitted;
- A media monitor will be hired and local partner organizations for media monitoring identified;
- Remaining support staff will be hired (an Accountant and Administrative Assistant);
- Beirut staff will be trained on project administration and finance;
- A Beirut office bank account will be opened; and
- A budget modification and no-cost extension request will be submitted to MEPI (Internews will also request eliminating UAE and Saudi Arabia from the project).

## **VI. Success Stories/Lessons Learned**

There were a number of lessons learned from the training in Morocco. Many of the journalists expressed an interest in and desire for future training workshops that emphasize professional ethics and comparative regional journalism. Many of the trainees also expressed interest in a comparative study of regional codes of ethics. One of trainers, Mr. Dan Boylan, also made the observation that trainees expressed interest in financial reporting. Whereas the trainees from Rabat were interested in the impact of Morocco's trade agreement with the United States, the trainees from rural areas were more interested in basic economic concerns from places where "Dirhams are spent on bread - not newspapers." He also noted that the disparity highlights major differences between the print media, which addresses the blossoming urban elite, versus the electronic media's appeal to the half of Morocco where farming still dominates. Internews expects to learn a great deal more about the needs of journalists in each country after each initial in-country workshop where there is ample time to interact with journalists representing various media as well as to observe the interaction amongst the journalists.

Another lesson learned from the Morocco training was that the mix of local, regional and international trainers worked very well. This combination presented the trainees with different experiences and perspectives and contributed to more lively and interactive discussions. However, the use of American or international trainers, which U.S. Embassy coordinators indicated was a preference, was not part of the original proposal. The agreement proposal and budget were based on the use of local trainers, and thus training costs are higher than expected. International trainers generally require a higher rate of payment, international travel costs, and sometimes translation and interpretation costs (in some cases interpreters require the same rate of payment as trainers). These new costs will be included in the budget modification and No-Cost Extension request that Internews intends to submit by the end of the month.



# L A R O

## LINKING ACTORS FOR REGIONAL OPPORTUNITIES

### **SECOND QUARTERLY PROGRAMMATIC REPORT**

January – March 2004

Associate Award No. 687-A-00-04-0002-00

Under Leader Award No. GEG-A-00-01-00005-00

April 2004



## LIST OF ACRONYMS

<b>BM :</b>	Banque Mondiale
<b>CBOs :</b>	Community – Based Organizations
<b>CBNRM :</b>	Community Based Natural for Resources Management
<b>CCD :</b>	Communal Development Committees
<b>CIREF:</b>	Circonscription Forestière
<b>CRD :</b>	Comité Régional de Développement (Regional Development Committee)
<b>CSOs :</b>	Civil Society Organizations
<b>DGC :</b>	Développement et Gestion des Connaissances
<b>DGEF :</b>	Direction Générale des Eaux et Forêts
<b>EU :</b>	European Union
<b>FAFAFI :</b>	<i>Fanentanana Fambolena sy Fiompiana</i>
<b>FTU :</b>	Fort Dauphin
<b>GDA :</b>	Global Development Alliance
<b>GOM :</b>	Government of Madagascar
<b>IHSM :</b>	Institut Halieutique et des Sciences Marines
<b>LWA :</b>	Leader with Associates Award
<b>MBG :</b>	Missouri Botanical Garden
<b>MEEF :</b>	Ministère de l'Environnement et des Eaux et Forêts
<b>MIRAY :</b>	Consortium WWF-CI-PACT/Program for Ecoregion-Based Conservation and Development
<b>NEAP :</b>	National Environmental Action Plan
<b>NGOs :</b>	Non Governmental Organizations
<b>NRM :</b>	Natural Resource Management
<b>NRMP :</b>	Natural Resource Management Project
<b>NWLF :</b>	National Landowners Wildlife Forum
<b>OCA :</b>	Organizational Capacity Assessment
<b>PAE :</b>	Plan d'Action Environnementale (Environmental Action Plan)
<b>PAIGEP :</b>	Programme d'Appui aux Initiatives de Gestion Economique et Planification
<b>PCD :</b>	Plan Communal de Développement (Communal Development Plan)
<b>PHBM :</b>	Projet de la Haute Bassin de Mandrare
<b>PPA :</b>	Public-Private Partnerships
<b>PST :</b>	Projet Sectoriel de Transport
<b>QMM :</b>	Qit Minerals Madagascar
<b>RFA :</b>	Request for Approval
<b>SAVEM :</b>	Sustainable Approach for Viable Environment Management
<b>SDR :</b>	Schéma de Développement Régional (Regional Development Framework)
<b>SEIA :</b>	Social and Environmental Impact Assessment
<b>UNPD :</b>	United Nations Program for Development
<b>USAID:</b>	U.S Agency for International Development
<b>WCS :</b>	Wildlife Conservation Society
<b>WWF:</b>	World Wide Fund for Nature

## **I EXECUTIVE SUMMARY**

The second trimester of LARO was characterized by intensified mobilization of national, regional and local actors involved in the process of elaborating the Regional Development Framework (SDR) and CRD initiatives. At the national level, the Vice Primature and other principal funding agents (the World Bank and the European Union) responded favorably regarding the advancement of the region and the activation of development strategies. Anosy is targeted as a priority zone for the implementation of the Integrated Growth Pole Project (IG2P). At the regional level, mobilization primarily concerned technicians from different sectors, particularly tourism and fishing within the private sector. At the local level, efforts concentrated on the sensitization and the integration of new community leaders elected in November 2003.

The elaboration of the urban development plan required integrating the urban vision of IG2P through AGETIPA which is in charge of realizing the Municipal Priority Investment Plan (PIPM) and the Direction of Territorial Management laws. Reflection on the construction of the port and other infrastructural projects continued and has yet to be integrated into the urban development plan.

This second trimester also marked the start of realizing planned conservation and development activities. Regarding reforestation, the two regional partners (FAFAFI, CIREEF) have already hired personnel and are already operational, nursery grounds have been prepared and certain materials and equipment have already been acquired. Environmental education and community mobilization in the Ambatorongorongo conservation zone was started by the LARO Team (Pact, CIREEF, FAFAFI). The aquaculture program was officially started in March 2004.

## **II BACKGROUND**

The CRD finished validating the fourth phase of the Regional Development Framework (RDF) with a sketch of the mission definition of roles during their General Assembly of December 2003. The technical preparation of the fifth phase is the next and final step for the RDF. In addition to technical work (updating information, analysis and reports) which will be done by a technical team (regional, national and international consultants), this stage requires a large mobilization effort in order to integrate actors at all levels: national (government, funding groups, large projects/programs), regional (economic operators, State technical services, projects, OSC), communal/local (mayors, communal advisors).

The methodology for the elaboration of the present urban development plan was defined via a provisory legal framework, dating from 1998, which allows the urban commune to pilot and validate its own plan. With the integration of the Direction of Territorial Management (DTM) and the Vice Primature of the Economic Programs, however, the legal framework was modified to

conform to the old code dating from 1961. Revising the work plan for the elaboration of the urban plan would have proved necessary in any case, because the Vice Primature, via the DTM, must validate and present the urban development plan to the community. The technical plan must be ready for the beginning of July 2004 in order to pass through the different phases of validation necessitated by the new legal framework. The goal is to have the plan fully legalized by December 2004.

### **III Key results this period**

#### **III.1 Result 1. Civil Society and Regional Actors Integrate Social, Economic and Environmental Dimensions into a Regional Development Framework**

- ✳ **Institutional Regional Planning Framework in place.**
- ✳ **Technical capacities in the Anosy region for regional planning are improved.**
- ✳ **The Anosy region has a Regional Development Framework (SDR) owned by regional stakeholders.**
- ✳ **The Government of Madagascar and key donor agencies adhere to the Anosy Regional Development Framework.**

- **Information updates and analysis undertaken for the finalization of the technical SDR (phase 5) document**

Regarding the phase 4 document, the SDR team (Pact technicians, CRD with the help of a Dobbin, Inc. consultant) is in the process of updating information in order to refine analysis of the 7 development poles and the 3 social poles. The phase 5 document will differ in terms of:

- (i) spatial mapping and strategic zoning of the region, development poles, investment and institutional plans
- (ii) describing action plans for the first five years (Priority Actions)

- **Institutional position of the CRD clarified and organizational structure plan finalized**

Beginning with the preliminary reflections on the mission and role of the CRD during the December 2003 General Assembly, an approach for defining the institutional positions and organizational structure of the CRD was elaborated. The three goals of this approach are:

- (i) reflect the base with a core composed of 15 members for the sub-prefectures of Anosy and Amboasary-Sud, partners from the national level (Ministry of the Interior, Secretary of State and Decentralization, Vice Primature charged with territorial management), and exchange with other structures (CRD Mangoro, CRD Menabe)
- (ii) open the results to discussion/debate with the regional technicians Committee

- (iii) targeted communication and mobilization of actors at the regional and communal/local levels

Accordingly, the Anosy CRD will develop as a regional federation composed by two independent platforms within the two sub-prefectures of Amboasary and Fort Dauphin. Members of the Administrative Council of the Anosy CRD will come from the two sub-prefectures' platforms' Administrative Councils. Drafts of the statutes for these three structures (sub-prefecture platforms for Fort Dauphin and Amboasary, and the regional federation of the two platforms) were drawn up and are currently being discussed and validated.

- **National, regional and communal/local actors mobilized and included in the process of drawing up the SDR and the reconstitution of the CRD**

At the national level, the SDR is primarily concerned with the Vice Primature's responsibility for leading the IG2P project with the support of the World Bank. Those in charge of this project consider Anosy as the pilot pole among the three growth poles (Anosy, Tana-Antsirabe, and Nosy Be), particularly in terms of establishing a strategic framework for development. They hoped to move some of the Anosy technicians to the other poles for exchange and sharing experiences. The DTM is ready to validate the SDR as an official document presenting the position of the State in terms of a regional development framework.

For the institutional position of the CRD, the Ministry of the Interior and the Secretary of State in charge of decentralization are in the process of developing a strategy for setting up "the Region." Both Ministries are convinced that the CRD must play an important role in the new regional context and work meetings were held to share this vision. They have asked the CRD to continue to reflect on and propose satisfactory scenarios. It should be noted that these two ministers were once members of the CRD (the current Minister of the Interior was the President of the Anosy CRD and the Minister charged with the decentralization was the principal founder of the Anosy CRD).

At the regional level, efforts focused on mobilizing the private sector, particularly tour operators and the coastal/fishing sector. 22 out of the 28 invited tourism operators helped debate the RDF, the future of the CRD, the development poles of Andohahela, Fort Dauphin, etc. For the economic operators in the fishing sector, the SDR and the "coastal zone" development pole is a base framework for improving their activities in the near future.

At the communal/local level, mobilization primarily concerned officials elected in November 2003. It was necessary to situate the newly elected within the context of the SDR and CRD, and to explain to them how issues identified within the process are linked to their interests (8 development orientations, 7 development poles, 3 social poles, economic effects, infrastructure to be put in place, etc.)

## **Result 2. The Regional Development Framework Integrates Local Development Initiatives and Plans**

**\* An Urban Plan for Fort Dauphin is elaborated and integrated into the SDR.**

- **Integration of national actors in the elaboration and readjustment of the urban development plan according to the new legal framework**

The urban development plan must have the “force of law” and be defensible against third parties. In order to ensure this, the plan must be developed with national partners within the acceptable legal framework. Following the meeting with the DTM, the elaboration process/approach was adjusted to follow the 1961 urban development code. The AGETIPA that worked on the urban aspects of the IG2P project is currently in close collaboration with the LARO/GDA team.

Meetings were held at the end of March to contextualize and coordinate activities between funding organizations (USAID, World Bank), operators (Pact, Vice Primature, AGETIPA) and beneficiaries (CRD, region, commune of Fort Dauphin). The PIPM is being finalized and integrated into the grand vision of the preliminary urban plan.

- **Finalization of baseline urban community study**

The baseline study, led by MADAJURIS Consulting, was finalized and validated. The Baseline occupational data for the urban community was collected and analyzed. Property belongs either to private owners, the State, the province or the commune. A CD containing the data and maps produced for this study is available and will serve as the basis for the next round of discussion of the CMU and enlarged CMU.

- **Urban draft plan presents principal constraints for city expansion and management vision**

Drafts of the urban plan are regularly updated based on CMU/enlarged CMU meetings and/or the availability of new data/information. The current version already displays the constraints of development in the city expansion scenarios.

### **III.2 Result 3. Conservation & Development Activities Contribute to the Protection of Biodiversity in the Context of Local and Regional Development Frameworks.**

**\* Community-based reforestation initiatives facilitated and supported.**

- ✳ **Priority biodiversity conservation zone and supporting community-based income-generating interventions initiated in the Anosy Region.**
- ✳ **Community-based sustainable management of aquatic natural resources begun.**

- **Grants for three projects finalized and accord protocols signed**

Subsidies are now finalized and Memorandum of Understanding (MOU) signed between Pact and regional organizations for reforestation and conservation zone efforts (FAFAFI, CIREEF) and aquaculture projects (IHSM). Each project has a budget of approximately \$60,000. Recruitment of personnel has already begun. For the reforestation project, preparation of the nursery site is underway (fencing, etc) and necessary materials are being purchased.

- **Working with a conservation organization to establish a new conservation zone**

Following the President of the Republic's declaration at Durban on the need to increase the amount of protected areas in Madagascar, the establishment of the conservation zone requires the involvement of targeted and specialized actors. Wildlife Conservation Society (WCS) Madagascar & WCS headquarters in New York is interested in collaborating on the Ambatorongorongo conservation zone project and will participate in the next diagnostic field mission.

- **Site visits to prepare socio-economic and environmental diagnostic**

The LARO team made their first visit to meet the communities affected by the conservation zone in order to explain the importance of the project and prepare them for a future study of the socioeconomic and environmental situation. The diagnostic study will provide a better understanding of the terrain, local problems, and help to define the best strategies for establishing the conservation zone and developing income-generating activities.

- **Artisinal aquaculture project officially launched**

A ceremony was held at the beginning of March 2004 to mark the official commencement of the aquaculture project and other IHSM projects on water pollution studies, etc.

## **IV Comparison of planned and actual accomplishments**

### **SDR and Institutional/Organizational Development of the CRD**

The processes of institutional and organizational development of the CRD have been postponed by 1.5 months. The second GA, initially planned for the end of March/beginning of April 2004 is

now scheduled for the end of May 2004. The principal reason for these processes is to ensure that the end product will be accepted and used by all actors (local, regional and national). The RDF must have the backing of the government, all national level projects, the private sector, etc. The CRD must be accepted as the representative of local and regional actors as it must have its “niche/role” within the processes of regionalization.

During this period, however, the national and regional contexts underwent great change, necessitating strategic changes and modification. For example, the majority of local elected officials that were integrated and mobilized during the last phases of the RDF have changed. The new officials need more information and mobilization. It was necessary to explain to them the different stages of clearance and elaboration of the RDF and CRD. Because many former directors of the CRD were inspired to engage in governmental service at the national, ministerial level, we were able to take advantage of these ties to emphasize the relationships between the CRD, the RDF and the central government. The advent of the IG2P project (with, for example, the need to develop a response to the accompanying component of the construction of the port), also demonstrates how coordination amongst projects has been fundamental to achieving positive results.

### **The Urban Development Plan**

The realization of the urban development plan is also behind schedule. During the period for November 2003 to January 2004, the communal elections halted all activities. In addition, with the change in the legal framework to be used in the plan (the urban development code of 1961 in place of the Ministerial Services code of 1998), it was necessary to adjust the workplan and approach to include new stages. More effort is being concentrated on coordinating IG2P urban aspects with AGETIPA and the elaboration of LARO’s urban development plan. The plan for Fort Dauphin will be integrated in the validation process of development plans for Madagascar’s 7 principal cities (6 provincial capitals, plus Antsirabe), and the calendar will be adjusted accordingly.

### **Conservation and Development Activities**

All of the conservation and development activities planned for this trimester were achieved on time, except for the diagnostic socio-cultural and economic studies planned for mid-February 2004 in the Conservation zone of Ambatorongorongo. This delay was due to the need to involve a conservation organization in the conservation zone project, as necessitated by the President’s Durban announcement. WCS is part of the national workgroup put in place by MINENVEF to address this requirement and will contribute to the Ambatorongorongo project.

## **V Activities planned for next quarter**

## **SDR and Institutional/Organizational Development of the CRD**

- **Second General Assembly May 27-28, 2004:** This GA will be held to finalize and validate the SDR for Anosy. The status of sub-prefectural CRD platforms as well as the Federation of the two platforms will be also be validated.
- **General Assemblies on the constitution of the two sub-prefecture platforms** (to be held one month after the May 2004 AG, at the latest). The General Assembly of the sub-prefecture of Amboasary will be organized by LARO and the CRD Technical Team, in partnership with the PHBM project (the Mandrare Basin Project, financed by the World Bank) which will lead the participants. The General Assembly of the sub-prefecture of Fort-Dauphin will be led by LARO and the CRD Technical Team.
- **General Assembly on the Constitution of the CRD Anosy** (Participants: Advisory members of the two sub-prefectural platform administrations). This GA will be held to install the advisory members from the sub-prefectural platform administrations within the CRD (regional federation).
- **Presentation of RDF results in Antananarivo for the national actors:** When RDF and CRD organization has reached their final phases, meetings will be held with technical and financial partners to promote the products and to begin discussion on elaborating a Regional Investment Strategy which forms the basis of the Regional Investment Program.
- **Constitution of CRD technical team (flow chart):** Once the new CRD executive bureau/directors are in place, LARO will support the establishment of a permanent technical structure at the level of the CRD (with permanent personnel).

## **URBAN PLAN**

- **Finalization of a study on urban economic and demographic evolution to accompany:**  
(i) Studies on the growth of development in Fort Dauphin over a 5, 10, and 15 year time period; (ii) Demographic projections ; (iii) provide projections on the needs for housing and open space based on occupation per home and the average surface area per home.
- **Conduct a study of civil engineering for improving urban sanitation, notably:** (i) access to potable water (ii) outlets for used water, rainwater outlets, organization of socio-collective bodies and the feasibility study for the relocation of the main market.

- **Refine the CRD vision for the commune:** During this period, a workshop will be held to refine the urban development plan for the future of Fort Dauphin, and the results will be integrated into the final urban plan.
- **“Commodo in commodo” survey and/or public consultation:** Once the draft document is finished, a “commodo in commodo” survey or a public hearing will be conducted to evaluate and assure a level of appropriation and adherence to the plan by the urban community.
- **Finalization of the final urban development plan:** After consulting the public, their remarks will be integrated into the final plan and the document will be finalized. The document will be given to the proper authorities, notably the Mayor and the the Vice Primature, who will then present it to the municipal advisor.

## **CONSERVATION AND DEVELOPMENT ACTIVITES**

### **Nurseries established for reforestation**

- Equipment purchased for the nursery
- 120,000 seeds planted
- Nursery maintenance and follow-up

### **Conservation Zone**

- Diagnostic socioeconomic and environmental studies for the development of income-generating and conservation/management strategies for the Ambatorongorongo site
- Start promoting and financing income-generating activities
- Begin managing the conservation site

### **Aquaculture**

For the Fish and Shrimp projects with the goal of commercial production, the next trimester will see:

- Identification of aquaculture sites
- Establishment of a small fish farm station
- Management of the small fish farm station
- Construction of reproduction basins for fish/shrimp

## **VI Success Stories/Lessons Learned**

The elaboration of the Regional Development Framework for Anosy is a pilot project for Madagascar. The dynamic within the region is well known by financial organizations and central governing bodies. The President of the Republic and the Vice Premier Minister repeatedly

applaud and support the progress towards development in the region. Many CRDs, notably those in Menabe and Mangoro, are following the example that has been set in Anosy. Indeed, the Vice Primature has requested the Anosy CRD to share its experience with those in other growth poles (Nosy Be, Antsirabe).

The communities in the region have been highly involved in the conception of their region's development strategy. This is a first. Furthermore, it has been noted that communes that are not defined as "Development Poles" or "Social Poles" (keeping in mind that investments will be focused in these areas) have begun to think beyond their self-interest and have come to realize that the development of certain target communes will actually benefit the whole region.

Anosy's urban planning is also more participative than those of the other 7 principal cities doing urban development planning. In effect, the CMU and the enlarged CMU are tools for facilitating community participation in each of the stages of elaboration. Through AGETIPA, the Vice Primature and other financial organizations – particularly the World Bank – accepted and validated this approach of legalizing and presenting the results along with those of the other principal cities.

The organization of the CRD was the most difficult activity, due to the conflict between the current and future positions of individuals and/or group members within the new CRD. In building the CRD, it was necessary to find people with a rational vision of development in order to create an objective working group. Furthermore, even the coming advent of regionalization (with all the attendant institutional structures) could have been either an opportunity or a threat for the CRD if it had not found its niche. The strategy now used to is to involve as many actors as possible and to promote and market the CRD's services and products so that the various actors can find what interests them most and begin to participate and invest themselves in building a viable organizational structure.

The three conservation and development activities are the greatest challenges for LARO. In anticipation the growing insufficiency of forest resources, target communes for reforestation are situated close to Fort Dauphin and can hope to benefit from their reforestation activities by selling the resultant resources in the nearby town. In addition, collaboration between civil society (FAFAFI), the State (CIREEF), the private sector (QMM) and specialized organizations (IHSM, WCS) sets a good example for environmental protection and is a model for future development initiatives

**Madagascar Media and Message (M3) Program**  
**Sixth Quarterly Programmatic Report**  
**January - March 2004**

Under Leader Award No. GEG-A-00-01-00005-00

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Submitted by Pact

## Acronyms

AIC	American Iranian Council
AEI	Africa Education Initiative
AMEP	Association of Micro Enterprise Development Practitioners
AMIN	Arabic Media Internet Network
ASF	Actions Sans Frontières
BEES	Black Entrepreneurship and Enterprise Support Program
CCE	Center for Civic Education
CEG	Collège d'Enseignement Général
CNE	Conseil National Electoral
CEDII	Centre d'Echange et de Documentation Inter-Institutionnel
CICED	Centre for Indonesian Civic Education
CFNPP	Cornell's Food and Nutrition Policy Program
COP	Chief of Party
DEGFES	Direction Générale De l'Éducation Fondamentale et de l'Enseignement Secondaire
DIRESEB	Direction de l'Enseignement de Base
DISCUSS	Democratic Initiative Through Sustainable Community Discussion
DREMC	Direction régional de l'éducation de Masse et du Civisme
EDDI	Education for Development and Democracy Initiative
ETS	Educational Testing Service
FCE	Ferroviaire Côte-Est
FFKM	Fiombonan'ny Fiangonana Kristianina eto Madagasikara
FFE	Fondation Friedrich Ebert
FNUAP	Fond des Nations Unies
GIPI	Global Internet Policy Initiative
HCC	Haute Court Constitutionnelle
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immuno-Depletion Syndrom
ICTR	International Criminal Tribunal for the 1994 genocide in Rwanda
IFE	Institute for Federal Elections
IME	Internews Middle East
IRG/PAGE	International Ressources Group/Programme d'Appui à la Gestion Environnementale
IRRI	Indonesian Rapid Response Initiative
JSI	John Snow Incorporated
KMF/CNOE	Komity Mpanaramaso ny Fifidianana/Comité National de l'Observation des Elections
LDI	Landscape Development Interventions
MBS	Malagasy Broadcasting System
NAT	National Association of TV and Radio Broadcasters
NOTICE	National Team for Indonesian Civic Education
OEMC	Office de l'éducation de Masse et du Civisme
OERI	Office of Educational Research and Improvement
OTI	Office of Transition Initiatives
PDI	Press Development Institute
PVO	Private Voluntary Organization
RESCUE	Reaching Street Children in Urban Environment
RTA	Radio Télévision Analamanga
SEFAFI	Sehatra Fanaraha-maso ny Fiainam-pirenena
SPLI	St Petersburg Law Institute
TBD	To Be Determined
TOT	Training of Trainers
UERP	Unité d'Etudes et de Recherche Pédagogiques, Ministry of Basic Education
UNICEF	United Nations for International Children and Emergency Fund
UNTAET	United Nations Transitional Authority in East Timor
WWF	World Wildlife Fund for Nature
ZADF	Zimbabwe Advocacy Development Foundation

## I. Executive Summary

This report covers the period of activity from January 1st to March 31st, 2004, presenting program highlights, achievements, upcoming activities and lessons learned.

Highlights from the current reporting period include:

- Training of new teachers in January
- Training of trainers (February) with support of CCE
- Support provided for the organization of civic events in school and out of school
- Test of the teacher monitoring tool
- Continued teacher monitoring
- Maintained close contact with the people responsible at the Ministry of Education
- Continued the translation of the civic education textbook “Le Quotidien du Citoyen.”
- Continued planning with keys partners: CCE and Internews for their support
- Negotiation with key national partners (sub grantees)

## II. Background

The Madagascar Media Message (M3 Ainga) Program was originally designed to enhance youth civic education in Madagascar through improved civic issues/messages identification and delivery through media, Civil Society Organizations (CSOs) and formal educational structures.

The initial pilot phase of the program took place over 17 months, from April 2001 until September 2003, during which efforts were made to strengthen partners’ capacity to identify civic issues, to strengthen their skills to address these issues with youth, and to integrate a pilot civic education program into 50 middle schools.

The M3 program is part of USAID’s Education Development for Democracy Institution (EDDI) program and supports the Mission’s special objective: improved environment for private initiative, by improving youth awareness of civic issues. M3 activities will ultimately contribute to the Mission’s SO4, Intermediate Result 3: better governance. This phase resulted from the request expressed by the government of Madagascar based on the successful implementation of the pilot phase. The Malagasy government has taken two steps to improve civic education in Madagascar. The first one is the creation in the Ministry of Education of the Office for Mass Education and Civics and the second is making education a national priority for Madagascar.

The M3 pilot program has improved youth civic education and has facilitated youth participation in civic life, in the Fianarantsoa region. The program has created great expectation from both teachers and youth and is considered as an “*atout*” to give a new impulse to education in general by the ministry of basic and secondary education. Furthermore, the ministry curriculum and Textbook Department (UERP) has requested Pact's support to develop a similar program for Malagasy high schools.

In order to continue the action and enhance civic education of youth and improve civic awareness in Madagascar, Pact/M3 Ainga continues in this phase to focus on three interrelated components: a) Improving the civic education program in Madagascar, b) increasing the skills and knowledge of educators, including teachers, civil society

organizations (CSOs) and the media, and c) increasing the direct participation of youth in civic life and debate. During this extension period, the project covers areas in the province of Antananarivo: the capital and surrounding and two rural areas of that province.

<p><b>R1:</b> Strengthened capacity and skills of Malagasy schools (CEG), some education institutions (UERP, CISCO), media and CSOs in message delivery</p>	<p><b>R2:</b> Encourage greater degree of direct participation of youth in civic life and debate through media and CSOs</p>	<p><b>R3:</b> Enhance youth awareness of and participation in civic life.</p>
<p>Technical and organisational capacity</p>	<p>Knowledge, information</p>	<p>Awareness and commitment</p>
<p><b>Design/develop models/prototype textbooks and teacher/educator Civic Education for CEG and CSO</b> Textbook development Teacher training CSO animators training Radio</p>	<p><b>Capacity building program:</b> Training Competition for youths Competition for media and CSOs Events and Forums Mass communication</p>	<p><b>Educate youth in school and out of school on civic issues</b> Teaching Civic clubs Competition games Special event organized by youth</p>

### III. Results and Challenges for this Quarter, and Planned Activities for Next, as Reported by Component

#### A. Improvement of the civic education program

**Strengthen capacity and skills of Malagasy schools (CEG), education institutions (UERP, CISCO), Media and CSO to deliver civic awareness messages**

#### Background

The civic education program is becoming more and more important in Madagascar. The government has designated an office for Mass Education and Civics in October 2002, directly attached to the Ministry cabinet to promote civic behavior in Madagascar. Even though their role is to address the population that is out of school, Pact M3/Ainga is working frequently with the office and its delegation in Fianarantsoa and Antananarivo.

During the pilot phase, Pact M3/Ainga supported the government's strategy to promote civic education by strengthening three divisions of the Ministry of Secondary and Basic Education: UERP, the training division and DIRESEB. As of June 2003, the Ministry decided to reconsider its structure in order to be more efficient during the implementation of the new education strategy. Teaching styles and curriculum content in both public and private school systems usually emphasized the lecture format and memorization. After a large debate, the

Ministry of Education felt the role of education should be to provide students and youth out-of-school with the knowledge and competency to face day-to-day life. The student-centered approach and community-based methodology put in place by the M3 program, with the support of the Center for Civic Education (CCE), anticipated this decision and is now completely in synergy with the government.

During the pilot phase, 130 teachers and six pedagogical counselors were trained; a cadre of 12 core trainers (including 8 from the Ministry) was put in place; 2 guides for teachers and 2 exercises books were produced.

During this quarter, support has concentrated on in-service training for the 130 trained teachers; the finalization of pedagogical materials; training of trainers; training of new teachers; and introducing CCE's Foundation of Democracy concepts to the core trainers.

#### **Activities accomplished this quarter:**

- In-service training for 130 teachers: Taxonomy of civic education objectives.
- Translation and editing of the civic education textbook "Le Quotidien du Citoyen."
- Test of the teacher monitoring tool.
- Follow-up teacher monitoring that took place in-class, during presentation of portfolios and during preparation of civic events.
- Training of ten CONSPED on civic education.
- Workshop for the finalization of the Malagasy version of "Le Quotidien du Citoyen" in January.
- One day workshop for the CEGs' directors in Antananarivo in January.
- Training of the core trainers on "Foundations of Democracy."

#### **Problem factors affecting performance and remedial measures:**

With the new government, there is a new Ministry of Education. Three ministries responsible for education (basic and secondary, universities and scientific research) were put together to form the new Ministry of Education and Scientific Research (MENRS)<sup>1</sup>. Some planned activities couldn't be carried out (such as training at the National Institute of Pedagogical Training (INFP)<sup>2</sup>) because Pact had to negotiate with the new director of fundamental education. M. Marze, the new director, is very open to the program and will organize a meeting with the person in charge of INFP in order to organize the training on civic education for the student teachers.

Pact didn't start the process of developing a national standard civic assessment this period; however former exams were analyzed with the support of CCE's consultants. The conclusion was that the exam focused on economic issues rather than civic aspects in order to measure if the children have a sense of democracy, the nation or their role as citizens. The ex-UERP team will propose new text and organize a workshop with Pact support for teachers and pedagogical counselors to see how to develop a civic assessment.

#### **Activities planned for next quarter:**

- Teacher monitoring in Fianarantsoa and Antananarivo.

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<sup>1</sup> Ministère de l'Éducation Nationale et de la Recherche Scientifique (MENRS)

<sup>2</sup> Institut National de formation Pédagogique (INFP)

- Follow-up and supervision.
- In-service training.
- Finalize the editing and print the Malagasy version of “le Quotidien du Citoyen.”
- Revision of the “Foundations of Democracy” booklet (teachers and student).
- Training of teachers and CSOs on “Foundations of Democracy.”
- Events in Tanà.

## **B. Media and CSO support**

### **Encourage greater direct participation of youth in civic life and debate through media and CSOs**

#### **Background**

This component was designed as a complement to ensure that the media and key civil society groups are also involved in the promotion of civic awareness of youth. During the extension phase, Pact will continue working with journalists and the media to ensure that information is available for youth and the population in general, to assure that youth can have access to media, and to advocate for educational program through this channel.

19 media organizations and CSOs received grants of up to \$150,483 to develop activities for youth.

During this quarter, activities were particularly focused on regional events, civic issues, and preparation of the co-regional civic exhibition at the National Assembly.

#### **Activities accomplished this quarter:**

- Most of the activities planned were achieved except the finalization of curricular material for the CSOs and journalists, and the production of two mini-films.
- Preparation and organization of regional civic exhibition (youth) in Antananarivo and Fianarantsoa: 40% of the schools felt ready to participate in the civic exhibition. Each class had to present a community issue that affected the entire population of their community, or the entire population of their school, or the entire youth population of their community. In Ambohimasoà one of the sites in the province of Fianarantsoa, at least 6000 people participated to the event.
- Match funds raised during the events included:
  - Two videos operators of a rural commune their time for a total of \$33.
  - Each commune bought mattresses for children and their parents who came from far away to attend the regional event.
  - A CSO, FOFIFA, offered their facility to host the attending authorities so that the project didn't have to pay for hotel rooms.
  - One fokotane organized a collection to support the cost of people who came unexpectedly to the event (parents, teachers, students, etc.)
- Training for CSOs: a two day DO/DI workshop was held with the support of a national consultant. This training was based on the result of the intern evaluation made last June 2003 to glean a better understanding of CSO performance, constraints and problems.

- Support of CSOs in the preparation of the grant proposals. 7 grants for a total of US \$79,318 were allocated.

**Problem factors affecting performance and remedial measures:**

The main problem is the fact that CSOs don't know how to present a proposal that will take into account their objectives in regard to their mission and how to match with M3 Ainga program. This is why Pact organized the DO/DI workshop for them and gave them close support to revise their proposals so that they could reflect their own objectives.

**Activities planned for the next quarter:**

- Preparation of the co-regional youth civic exhibition at the National Assembly.
- Training for radio journalists with the support of Internews.
- Support of CSOs in the preparation of their grant proposals.

**C. Youth are conscious of concepts underpinning a responsible citizenry**

**Enhance youth awareness of and participation in civic life**

**Background**

Since October 2003, at least 34,000 middle students<sup>3</sup> are experiencing the new teaching approach in civic education: the citizen's role and participation. The lessons-learned workshop conducted by Pact in September 2003 indicated:

- Youths are becoming more assertive and more engaged in their school work.
- Youths and adults are learning that they can use their rights as citizens to influence public policy.
- Links between the school and the committee are not only possible, but are a must to ensure that youthful voices are heard, to bring a different point of view on youth possibilities, etc.
- Through youths, adults can also learn.

Through the CSOs and in particular through the media, at least 50% of the youth population (13-25) have heard about a civic theme. 80% of the youth population (13-25) of Fianarantsoa and the city of Antananarivo can talk about some civic issues.

**Activities accomplished this quarter**

- Support of the civic education classes.
- Follow-up of sub-grant proposals.
- Support for DREMC in the creation of civic clubs and youth clubs.
- Identified and trained jury members for civic exhibitions: Pact M3 Ainga worked with the DREMC division to mobilize a number of authorities to participate as jury members. In Antananarivo, the Police Prefect, the First Counselor to the Provincial President, the External Relations Director for the National Assembly, the Deputy of

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<sup>3</sup> Now 170 schools are involved. Each school has 4 grades with a median rate of 50 students per class. Some schools may have more classes (each grade may be doubled).

Antananarivo were among those who participated in a two and a half day workshop as jury members at the school presentations and inter-school presentations. In Fianarantsoa, all mayors of the communes and the presidents of the parents' associations participated, as well.

- Mobilized leaders of the community to support classes and civic exhibitions. All students had a chance to visit some administrative services, mayors of their communes, etc.
- Civic events: two regional civic events took place. One in Fianarantsoa (in two sites) and one in Antananarivo. Nine schools were chosen to participate in a co-regional competition which will be sponsored by the Malagasy National Assembly.

### **Problem factors affecting performance and remedial measures**

Some middle school directors or teachers didn't want to use the methodology of active pedagogy in their classes for various reasons. Some were resistant to DIRESEB action (affecting the trained teachers and not replacing them), some were not sure of what they should do, but did not seek further clarification.

### **Activities planned for next quarter:**

- Follow-up and support of sub-grantees.
- Identify and train jury members for civic exhibitions in May.
- Mobilize leaders of the community to support classes and civic club activities.

## **D. Program management**

### **Create optimal conditions to implement M3 /Ainga**

Pact has kept the M3/Ainga in an operational office in Fianarantsoa since October, sharing space with another Pact program. The project core team is still in place. All formal key partners are active and giving support to the program activities.

### **Activities accomplished this quarter:**

- \$3,000 in match funds from UNICEF were acquired to support the co-regional civic event which will be held in Tana.
- Monthly meeting with USAID. During this quarter, aside from regular issues regarding program activities, two particular issues were examined:
  - a) Next steps for the program. Because of changes within the Ministry of Education, because of observations made in the field with regards to teachers, because the core trainers are not yet adequately skilled, it was felt that it was important to start looking towards the future for the M3 program. The discussion looked at whether USAID would be willing to extend the program for at least two years to achieve the stated goals and be able to do a more robust transfer of skills to the Ministry.
  - b) Funding for the participation of M3 program personal (national) in international workshops or events. Pact M3 Ainga has realized some savings on national travel and per-diem because the Ministry covered some of some costs (housing,

transport, etc.). Pact proposed to use the savings to finance (i) the participation of the Pact Education expert in the launching of Civitas Africa, a network which will facilitate the creation of links between Africans involved in civic education; (ii) the participation of the junior professional, program assistant at the Civitas leaders international workshop which will present best practices on civic education from around the world. Both workshops are supported by CCE and the US Department of Education. The Pact Madagascar Director wrote a formal letter to the Mission in Madagascar to seek their authorization.

- Discussion of workplan with the core team and training team.
- Follow-up of the program activities.
- Supervised the team.
- Held core meeting.
- Keep constant communication and held regular meetings with USAID.
- Prepared the quarterly report.

#### **Activities planned for next quarter:**

- Further discussion of workplan with the core team and training team.
- Follow-up of the program activities.
- Finalize the subgrants of partners Internews and CCE.
- Supervise the team.
- Hold core meeting.
- Keep constant communication and hold regular meetings with USAID.
- Prepare the quarterly report for April-June 2004.

## **IV. Success Stories/Lessons Learned**

**Regarding teachers:** All the difficulties with the tools came from the fact that the teachers have difficulty mastering the content of the Ministry's program. Opportunities to update the knowledge of the teachers are lacking. Indeed, for example, they have a lot of difficulties with the statistical information; they cannot visualize how to teach through research activities, through game activities etc.

**Regarding students:** they have the ability and the willingness to apply their knowledge for the development of their community if they are given the tools to do so.

**Regarding the DIRESEB:** the specific functions in terms of civic education between the two structures of the Ministry will take longer than expected. Indeed, the pedagogical strategies appear to be overlapping between the structure that is responsible for the formal and the non-formal (mass education) civic education. This leads to frustrations with some negative effects on the school program.

**Regarding the CSOs:** the CSOs need training in organizational and institutional development to re-center themselves on their mission and objectives so that they can be proactive, more engaged and can reorganize themselves. With Pact's approach, they discover how important their roles as advocates, promoters of change, and as forces for political mobilization are to the community.

# **Strengthening Civil Society Performance in Local Governance**

## **Quarterly Programmatic Report**

**January to March 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Associate Award No. 674-A-00-03-00015-00

Submitted by Pact on behalf of Idasa.

As indicated in the corresponding quarterly financial report, the total amount expended under this sub-award to date is **\$174,523**. These figures accurately represent amounts reported to Pact for the period March 31, 2004.

## **I. Executive Summary**

This quarter saw the effective start of the program. Pact and Idasa quickly ramped up the program, creating impressive results in a short span of time. During this period, the following key activities were carried out:

- Selection of 45 CBOs to participate in the program
- Signing of MOUs with selected CBOs
- Initial assessments of CBO partners' capacities
- Consultation with local government structures to elicit support
- Establishment of three district offices, including one that was established with in-kind support of the local government.
- Three introductory/launch workshops
- Three leadership workshops for the partner CBOs

## **II. Background**

The goal of the Strengthening Civil Society Participation in Local Governance Program is to create new synergies to strengthen the capacity of civil society organizations to participate effectively in local government. We will achieve this goal through the following four objectives:

1. Increase the number of CBO leaders with the skills to engage their local councils effectively in the development and implementation of local government policies and plans so that the policies and plans meet the development needs of their communities.
2. Improve CBO leaders' knowledge of how the local government works and how to influence it.
3. Increase the capacity of key local council personnel and local civil society leaders jointly to manage changing local government-civil society relations.
4. Train key CBO personnel in the skills to qualify for government tax benefits and government grants.

The project uses a four-pronged approach:

1. Skills transfer for CBOs: Occurs through a series of training workshops on a range of topics that relate to the effective functioning of the CBOs and public participation in local government. Training programs will be designed to meet the specific organizational capacity needs of the CBOs and their leadership.
2. Support services for CBOs: Ensures that CBOs put training courses into dynamic and habitual practice through three mechanisms. District Coordinators will play the primary role of re-enforcing concepts imparted through training courses. They will be backed up by intensive follow-on technical assistance from an Institutional Capacity Building tutor, and a one-on-one mentoring program for designated leaders in each selected CBO.
3. Development of linkages between CBOs and Local Government Councils: Addresses the many constraints that local councils face in engaging public participation in policy formulation and service delivery and trains CBOs on how to create partnerships for development with local councils.
4. Development and dissemination of information and learning products: Ensures the long-term sustainability of critical training interventions and the replication of capacity building modules and concepts for wider use in South Africa.

The project is being implemented in Ugu district in KwaZulu-Natal Province, Vhembe District in Limpopo Province and the West-Rand District in Gauteng Province. 45 CBOs (15 per District) take part in this two-year project, which effectively started on January 1<sup>st</sup>, 2004.

### **III. Key Results this Period**

#### **CBO selection**

The 45 participating CBOs were selected according to the criteria agreed with the donor. Initial desk scans of databases of provincial networks of non-profit organizations and local government databases on CBOs in their municipalities were followed up with site-visits and meetings with potential participating CBOs and consultations with local government officials and councilors. Participating CBOs are drawn from all the municipalities in the three Districts and are from multiple sectors and a significant number of the CBOs represent vulnerable groups such as women, youth and the disabled. Please see the attached list of participating CBOs.

#### **Consultations with local government structures**

District Coordinators met with members of the District Council, including the Speakers of each of the District Councils. These meetings were followed by meetings with relevant persons in the individual municipalities in each District. The aim of these meetings was to elicit local government support for and participation in the project. All three Districts support the project and have contributed to the project by making venues available for free, assisting with transport of municipalities and participating in the launches / introductory workshops. The Ugu District Council has also made an office available to the project.

#### **Establishment of district offices**

As mentioned above, a project office was opened at the premises of the Ugu District Council. In Vhembe, the project office is located at the University of Venda, while the District Coordinator for the West Rand District is based in Idasa's Kultwanong Democracy Centre, which is not far from the West Rand.

#### **Signing of MOUs**

A memorandum of understanding was signed by each of the participating CBOs. Please see the attached copy of the MOU.

#### **Needs assessment and baseline study**

District Coordinators conducted individual interviews with key players in each of the participating CBOs based on the interview schedule agreed with the donor. The purpose of these interviews was two-fold:

1. To determine what the specific capacity building needs of participating organizations are in order to ensure that the content of the different project activities meet these needs.
2. To provide base-line data against which the success of the project can be measured.

#### **Launches / Introductory workshops**

Three successful launches / introductory workshops took place on the following dates:

- Ugu - 5 February

- Vhembe - 4 March
- West Rand - 16 March

At these workshops, all participating CBOs and local governments were briefed in detail on the purpose and planned activities of the project. In each District, the District Councils played an active role in the proceedings and publicly gave their support to the project.

### **Leadership workshops**

Three leadership development workshops (one per District) of two weeks each were attended by two leaders per participating CBO. The feedback received from participants was positive and the workshops also contributed to the buy-in of organizations into the project. Please see the attached program outline of the leadership courses.

## **IV. Comparison of Planned and Actual Accomplishments**

All activities intended for the first quarter of the project were implemented as planned, save for the distribution of local government calendars to the participating CBOs. District Coordinators attempted to get the calendars of each of the Local Councils and District Councils for at least the next six months. However, due to the National and Provincial Elections scheduled on 14 April 2004, it was impossible to arrange the necessary meetings with councilors and the relevant officials who are all involved in the elections in one way or another. The District Coordinators will ensure that the calendars are collected soon after the elections and distributed to all participating CBOs, meaning that implementation of this activity will be delayed by not more than one month.

## **V. Activities Planned for Next Quarter**

- 45 CBO Vision, Mission and Strategic Planning workshops
- 3 CBO workshops on local government training workshops, focusing on how local government works, how CBOs can effectively participate in local government and potential sources of local government funding for CBOs
- 3 Councilor training workshops on public participation in Local Government. These workshops will focus on information sharing between councils and identification of new ways to promote public participation.
- On-going capacity building reinforcement and technical assistance by District Coordinators. These activities will start in earnest as CBOs will have access to the local government calendars and will have participated in a number of workshops.
- Start of CBO leadership mentoring, which will continue for the duration of the project
- Publication of a CBO contact manual / Database
- Publication of a training manual on Local Government Structures and a manual on public participation strategies for local government
- Upload printed material to the Idasa website
- Radio program produced and disseminated to community radio stations. The radio program will be on an issue related to CBO participation in local government

## **VI. Success Stories/Lessons Learned**

Due to the fact that the program effectively started this quarter, there are no substantial success stories or lessons learned to report at this time. Pact/Idasa will provide this information at the next scheduled inclusion date in the quarterly report due in October.



## **Tanzania Advocacy Partnership Program (TAPP) Quarterly Performance Report (January – March 2004)**

**Associate Award Number 623-A-00-01-00123-00  
Leader Award Number GEG-A-00-01-00005-00**

This Quarterly Report covers the period from January through March 2004. Section I of this report summarises highlights for the reporting period. Section II provides details, keyed to the Work Plan Management Elements, of performance milestone attainment and the principal Pact Tanzania activities associated with those Management Elements.

### **Section I Summary of Highlights for the Reporting Period**

#### **Administrative**

- Theo Macha started as Program Officer and will work 75% on Pact's subcontract with SUNY. Jacqueline Matoro-Kiria resigned from Pact in March and Grace Muro, the previous SUNY officer, will take over Jacqueline's responsibilities.
- Pact received approval of its workplan through September 2004

#### **Programmatic**

- A baseline OCA were conducted on Zanzibar NGO Cluster (ZANGOC) while an invitation to join TAPP was issued to ZAPHA+
- TAPP facilitated the formulation and development of Strategic Plans for JIMOWACO and Tabora NGO Cluster.
- Pact conducted Leadership training for 38 TAPP partner organizations. Pact held 4 sessions of the program during February and March. A total number of 102 participants (65 male and 37 female) participated in the three day training course.
- As part of the Media Campaign, Pact held training for Journalists on both the mainland and Zanzibar. A total of 40 representatives from print and electronic media participated in the two 3 day programs. At the end of March, Pact began training NGO representatives how to work with and handle the media.

### **Section II Detailed Report by Management Element**

#### **I. Program Administration and Management**

Objective: Pact shall establish a fully staffed and functioning office in Dar es Salaam to implement the TAPP.

**Activities Accomplished this quarter:**

- Theo Macha began work with Pact as a Program Officer in March. Theo will serve as the CSO-Parliamentary Liaison Officer under the SUNY contract but 25% of his time will be on the TAPP. Grace Muro shifted from this position to Training Officer replacing Jacqueline Matoro-Kiria, who resigned in March.
- Pact received approval of its workplan through September 2004
- Meetings with the USAID SO3 team continued to be held.

**Activities planned for next quarter:**

- Continue to develop the Pact TZ website
- Continue to meet with USAID SO3 team
- Provide USAID with a pipeline analysis through the end of the current cooperative agreement

**Management Element One: Recruiting appropriate CSOs as TAPP partners and identifying relevant issues**

- Objectives:
- a) Recruit additional civil society organizations and networks that Pact will work with throughout the TAPP.
  - b) Conduct assessments of advocacy issues affecting TAPP partners and the civil society enabling environment.

**Activities accomplished this quarter:**

- Invitation to become a TAPP partner was issued to the Zanzibar People Living with HIV/AIDS (ZAPHA+) an HIV/AIDS advocacy group and a member of ZANGOC. An OCA will take in April.

**Activities planned for next quarter:**

- Continue to interview local CSO's and International PVOs and donors in order to identify potential partners under TAPP.
- Continue to identify and document issues affecting or influenced by TAPP partners.
- Conduct an analysis of findings after the OCA reassessments to determine which organizations will continue as full TAPP partners. Some may "graduate" while others may be deemed no longer eligible for participation in the program.

**Management Element Two: Capacity Assessment of CSOs and NGO networks**

- Objectives:
- a) Establish baseline data on the new partners' organizational and advocacy capacities using the TAPP OCA tools.

- b) Provide data gathered from the reassessments of the partners using the OCA tools to contribute to attainment of SO3.1.
- c) Determine an agenda for training and technical assistance interventions based on the results of the assessments.

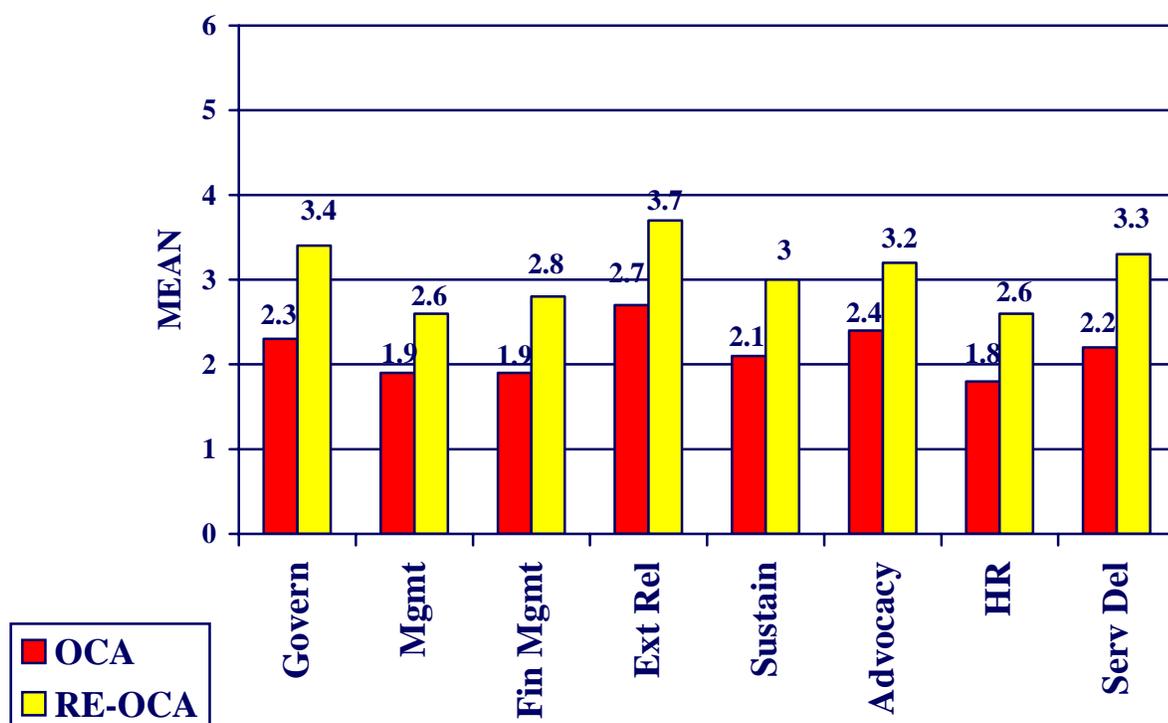
**Activities accomplished this quarter:**

Two new partners have been identified on Zanzibar namely;

1. The Zanzibar NGO Cluster (ZANGOC): This organisation was registered in 1996 and has 28 members 3 from Pemba and 25 from Unguja. The main objective of ZANGOC is to reduce the prevalence rate of HIV/AIDs by increasing awareness and education at community level.
2. The Zanzibar Association of People living with HIV/AIDS (ZAPHA+) This organisation brings together people living with HIV to advocate for their basic rights and ensure that they are provided with services for their special needs. As Anti Retroviral’s are not readily available in Zanzibar this groups takes it upon themselves to find medication for their members.

- **Organisational Capacity Reassessments (Re-OCAs):** All of the final reports were distributed to the partners. The remaining one organisation, TANGO, continued to postpone its Re-OCA due to its involvement in the PRS review process. It has requested that the Re-OCA take place in the second quarter of 2004.

The final OCA Re-assessment consolidate report was completed and submitted to USAID in January 2004. Below is a graph showing the overall results of the reassessments:



### **Activities planned for next quarter:**

- Implement the OCA baseline assessments for new TAPP partners and prepare final reports for each.
- Continue to provide follow-on assistance to any partners seeking information on the assessment results.
- Complete the OCA Reassessments and prepare final and summary report for presentation to the partner

### **Management Element Three: Publications**

- Objectives:
- a) Better inform NGOs and civil society organizations about policy and legislative formulation processes in order to design and conduct appropriate outreach and advocacy activities.
  - b) Develop training and facilitation materials to be utilized in training programs and training of trainers' activities.
  - c) Publish in print and post on the Internet stories of advocacy activities in Tanzania.

### **Activities accomplished this quarter:**

- Pact's *Media Guide: A Handbook for Tanzanian Civil Society* was officially launched on 13<sup>th</sup> February 2004 by the USAID Mission Director, Ray Kirkland. In his speech, Mr. Kirkland pointed out that the guide book is a very comprehensive and simple to use booklet that will provide Tanzanian NGOs with the tools and instructions they need to work more effectively with all types of electronic and print media. The launch also featured addresses by Gervis Moshiro, Acting Director of Maelezo and Sarah Newhall, Pact President and CEO. Newhall encouraged the NGOs to actively respond to the challenge to increase public understanding of their role and function in society. She stressed that this required having a clearly defined agenda, goals and objectives, setting measurable results targets and tracking them over time, and developing a code of conduct for ensuring a high standard of accountability and transparency among NGOs and CBOs. Sarah's speech was printed in the press and was the topic of the editorial in the *Guardian* newspaper. One thousand copies of the manuals were printed for the first edition and will be used as training and resource material.
- The *Legislative Roadmap* Manuals have been used as an education tool to mobilize community input into the PRS process and national budget dialogue. Pact's partner, Hakikazi Catalyst, has used the Roadmaps in the PRS reviews for Arusha, Myanara, Kilimanjaro and Morogoro regions and again for Mbeya, Iringa, Rukwa and Ruvuma. Hakikazi reports that the materials show the

communities that input into the budget is a constitutional right and this provides hope, confidence and empowers the citizens. Pact has received reports that the Roadmap manuals are being used in secondary schools in Arumeru District to great success and recently were used by The Tanzanian Mineworker Development Organization in Mererani area, Simanjiro District, to educate its memberships on their constitutional rights.

- The Pact Tanzania website ([www.pacttz.org](http://www.pacttz.org)) continued to grow with more stories, links, pictures and reports. The website is now used to download reports and materials, including the *Legislative Roadmap*, the *Media Guide* and revised Sub-grant manual.
- After reviewing budget balances, CIPE arranged with TCCIA Rukwa to translate into Swahili the Advocacy Tool Kit that was produced at the CIPE Lessons Learned workshop in December 2003. TCCIA Rukwa will combine the English and Swahili versions of the Tool Kit into one document. 200 copies of the document will be distributed to the regional and national TCCIA offices for distribution and copies will be made available on the pacttz and CIPE AVBAN websites.

#### **Activities planned for next quarter:**

- Continue to distribute the *Legislative Roadmap* and *Media Guide* manuals.
- Further develop the Pact Tanzania web site for posting information on advocacy and partner activities.
- Begin development of an Advocacy handbook

#### **Management Element Four: Training and mentoring of CSO & network partners**

Objective: Provide intensive training and technical assistance in the areas of general organizational development based on the expressed and assessed needs of TAPP partners.

#### Activities Completed this Quarter:

- TAPP facilitated the formulation and development of Strategic Plans for JIMOWACO and Tabora NGO Cluster.
- Pact conducted Leadership training for 38 TAPP partner organizations at the Pact training room and in Morogoro. To adequately train up to 3 leaders from each organisation, Pact held 4 sessions of the program during February and March. A total number of 102 participants (65 male and 37 female) participated in the three day training course. The training was facilitated by Consultants from TRACE with the participation of a Pact trainer.

- Pact sponsored number activities initiated and facilitated by TAPP partners. HakiKazi held a “Friends of HakiKazi” meeting in which Pact staff gave a presentation and participated in. TAMWA held a retreat for its membership to look at the advocacy work of TAMWA and set plans for the upcoming year. Maasai Women conducted a Human Rights workshop and used the Legislative Roadmap manuals as resource material on constitutional rights. This meeting was visited by the US Congressional delegation and USAID leadership.
- TAPP continues to provide useful links and information to partners including a regular e-newsletter on TAPP events and activities.
- As part of the Media Campaign, Pact held training for Journalists on both the mainland and Zanzibar. A total of 40 representatives from print and electronic media participated in the two 3 day programs. Included in each program was a site visit to NGOs and the communities they serve. Journalists prepared stories and then conducted a peer-review session to provide each other feedback. The program revealed that journalists and their editors have little understanding of non-governmental organizations and the role they play in development. There is a dearth of positive stories on NGOs and human interest stories that highlight the work of civil society organizations. A key issue that come up during these sessions was that the journalists realized how CSOs have a wealth of information and how they work to improve people’s livelihoods. As a result, in Zanzibar the journalists went back to the CSO we visited and did features resulting into some print and television media coverage on NGO activities both in Dar and Zanzibar.
- At the end of March, Pact began training CSO partners on how to work with the Media in their advocacy efforts. Using the Media Guide as text, participants in the Media Handling workshop learned how media offices are organized, how press releases and stories are prepared, how to be interviewed and other skill building sessions. Media representatives were involved in the program and assisted in role plays (using video) and provided helpful information in an open forum. The Media Handling program was well publicized and Pact has been requested to train other CSOs in working with journalists. The NGO Policy Forum has requested that Pact conduct training on radio interviewing skills for its membership.
- As a follow-on to last quarter’s Gender Mainstreaming program, Phyllis Craun-Selka worked with TARWOC, TAHEA and IDYDC on moving the individual plans forward by assisting with the establishment of task forces and conducting needs assessments.
- From 15 – 19<sup>th</sup> March 2004, Pact Tanzania hosted the WORTH training with the theme “These Women Mean Business”. WORTH is a special women’s empowerment initiative of Pact, Inc. It is modeled after a highly successful program in Nepal with the aim of enabling poor women to identify, develop and manage opportunities to improve their livelihoods, incomes and enable them to

acquire literacy and numeracy skills. The training that was facilitated by the WORTH headquarters team and attended by 32 participants from 10 different nationalities. The majority of the participants were Pact staff from around the world, but four TAPP partners (and 3 Pact Tanzania staff) also participated (MWEDO, TARWOC, IGN-K and IDYDC). The training provided a very good opportunity for different participants to share their country experiences. A highlight of the workshop was a field visit to the Intermediate Gender Network in Kisarawe where the participants practiced the methodology with 6 womens groups. This methodology could be used and adapted by the TAPP partners. Pact was putting together information for MWEDO to present to donors next quarter.

- During the period January to March 2004, CIPE requested and received a no-cost extension through April 30, 2004, to allow for the translation of the Advocacy Tool Kit into Swahili and for the regional and district coalitions to complete and report on regional and district roundtables. Therefore, this quarter marks the final quarter of the grant. During this quarter, regional and district business coalitions (LCC) wound up their advocacy initiatives, including regional and district roundtables. One regional roundtable (Mbeya) and 14 district level roundtables (out of a total of 24 completed) took place. As of the writing of this report, all of the regions have wrapped up all activities and are completing narrative and financial reports. CIPE is compiling the material from all of the narrative reports and will report fully on the advocacy campaigns in the final report – due May 15. Some highlights of advocacy campaigns already reported:
  - In Songea Urban the advocacy campaign concerned the unreliability of electricity supply. The private sector recommended that the government conduct a feasibility study to estimate the costs of improving the electrical grid. The Government responded favorably and initiated the feasibility study.
  - In Songea Rural District, the private sector coalition brought to the attention of the roads department the fact that operators of the weighbridge at Tanga Village were not following proper procedures. The road department acted swiftly to resolve the issue.
  - Mbeya TCCIA reported that with DAI PESA support, all of the business associations in the Southern Highlands Zone (Rukwa, Mbeya, and Ruvuma Regions) are organizing to conduct an advocacy campaign on - enforcement of the weights and measures act. This was the main advocacy issue for Iringa Region and the coalition is drawing heavily on the Iringa and Njombe policy position papers on that issue.
  - In Mpanda District, the business coalition also identified infrastructure as a priority issue. It stated that the current government committee charged with resolving the issue is ineffective and recommended that it be replaced by a more effective committee that includes private sector representation.

Following the roundtable, the Government formed a new infrastructure committee that includes equal public-private representation down to the village level.

- TCCIA Mbeya reported that the roundtable had a favorable outcome in that the Ministry responsible for construction equipment has agreed in principal to the transfer of decisions regarding access to the road equipment pool to a local contractors' association. In addition, the Ministry has agreed to acquire new equipment for the pool.

See Appendix 3 for the complete CIPE Quarterly Report

- Under the SUNY program, Pact facilitated or co-facilitated a number of sessions to teach CSOs about the Parliament and how they could access Parliament. Two of the four programs took place in the Pact offices and involved TAPP partners.

#### **Activities planned for next quarter:**

- Continue to work with partners on their advocacy and gender mainstreaming plans.
- Continued identification of training institutions and individual consultants.
- Conduct major training in Fund Raising, Advocacy and Management
- Provide assistance to the partners on posting information on a website.
- Conclude the CIPE activities with a final report of the various advocacy campaigns initiated in the 6 regions.

#### **Management Element Five: Contribution to SO 3.3: The enabling environment supports CSO-government partnership in government**

Objective: Actively support CSOs in the effort to reform the NGO Act of 2002 as well as assist in smooth implementation of the Act in the interim.

#### **Activities accomplished this quarter:**

- Steve Klingelhofer and Emeke IHEME visited Dar in February. Their task was to begin planning for and making contacts with Government officials as well as key members of the NGO Council. ICNL and Pact met with Marcel Katemba of the Vice President's office to plan the way forward, including the arrangement of meetings with the government and a stakeholder workshop in April.
- On March 2, seven representatives from the NGO Core Group and NGO Council met with Hon Edger Maokola-Majogo, Minister of State and Mr. Mosha, the Permanent Secretary to discuss the NGO bill. The meeting was positive and it was agreed upon that amendments to the new law are necessary (see appendix 2 for meeting minutes)
- One thing that must be noted during the meeting, the Minister stated that *after* the law is gazetted, then he would consider the amendments. During the discussion it was revealed that the rules and procedures established to implement the law have

been misplaced. The following week, when Katemba went to find the rules, he discovered that the law had in fact been gazetted with the effective date of January 1<sup>st</sup> 2004! So at this time, the law is supposed to be enforced though there are currently no procedures or structures established in which to implement the law.

**Activities planned for next quarter:**

- Fund and organize with the NGO Core Group and the VPO a stakeholders workshop to establish an agreed-upon timetable for the amendments
- Work with CSOs in organizing a response to the Law.
- Assist the Core group in the next steps after enforcement of the Act. This includes preparation of a thorough analysis of the new legislation and the undertaking of a comparative study of the act and other international legislation.

**Management Element Six:                      Sub-grant Management**

Objective:        Disburse and monitor sub-grants to TAPP partners for advocacy related activities and initiatives

**Activities accomplished this quarter:**

- Prior to the new solicitation procedures, two sub-grants were awarded under the original system:
  - Walio Katika Mampambano Ya AIDS Tanzania (WAMATA) was awarded a sub-grant of US\$8,500 to carry out a program on Popular Opinion Leaders (POL) that aims at working with bar maids and bar owners to sensitize their clients on behaviour change as a way of curbing HIV/AIDS infection in two districts of Coast Region.
  - Youth Cultural and Information Center (YCIC) was awarded a sub-grant of        to produce a feature film on the juvenile justice system and street children in Tanzania entitled *Pumua*. Pact spent March working with YCIC on refining and improving the script.
- As a result of the Grants Management Training that was conducted in South Africa in September 2003 and feedback from TAPP partners during the Partners Meeting held in November 2003, TAPP has a new Revised Sub-grant Manual (available on the website [www.pacttz.org](http://www.pacttz.org)) A new form of solicitation was also adopted and the first RFA was issued in late February. This new sub-grant is going to be competitive and for this round TAPP will award up to 4 grants of approximately \$25,000 each. For this particular solicitation, TAPP is going to fund advocacy campaigns targeted toward: 1) The establishment of new legislation; 2) Policy development or reform; or 3) an amendment of existing legislation. With this area of focus of support, TAPP anticipates that the different partners will form coalitions to address the different advocacy issues related to the

three areas. The following proposals were received and the finalists will be selected in April:

NAME	PROJECT APPLIED FOR	AMOUNT REQUESTED
YOUTH CULTURAL & INFORMATION CENTRE	Community Mobilization on Child Legislation	Tsh 24250000
Legal & Human Rights Centre (LRHC) - Lead member for a consortia with TAMWA, TAWLA, TGNP, TLS, TUCTA & WLAC	Establishment of Labour Rights Advocacy Network	Tsh 20794000
SHDEPHA+ in collaboration with WLAC	Human Rights Advocacy for establishment of new legislation to support people living with or affected by HIV/AIDS	Tsh 29798640
DOLASED	Building awareness of legislators to support an amendment of existing disability legislation and education laws in Tanzania	\$ 18,135
TAWLA	The impact of bride price on girls and women	Tsh 30651500
IGN - Kisarawe	Capacity Building on Land Acts (1999) at village level	Tsh 27650100
WIDAF	Campaign for change in the Discriminatory Law of Inheritance	Tsh 27515000
TAMWA	Review of spinsters, widows and Female Divorcees protection Act No. 4 of 1985	Tsh 23277100
Tabora NGO Cluster	Awareness and animation for human rights promotion cause by HIV/AIDS problem in Tabora Region	Tsh 23207500
Campaign for good governance [CGG]	Advocacy campaign for the establishment of policy for people with disabilities in Tanzania	Tsh 20692500
Journalist Environmental Association of Tanzania[JET]	Advocacy campaign on land acts and legislation related to land management in Tanzania	\$ 24,609
UWAWAZA	Advocacy campaign for establishment of a law that increases number of women in decision making process	Tsh 25477200

#### Activities planned for next quarter:

- Awarding of Sub-grants for activities that comply with TAPP new requirements.
- Identify and award sub-grants under the Media Campaign
- Continued promotion of sub-grant possibilities to partners.

#### Management Element Seven: Partner and stakeholder meetings

Objective: Hold regular roundtable meetings and forums of TAPP partners and USAID stakeholders to share good governance stories and advocacy lessons learned.

**Activities accomplished this quarter:**

- Pact staff members continued to attend the monthly NGO Policy Forum meetings and have taken a significant role in the implementation of the NPF Strategic Plan, which was finalized in January.
- TAPP is an active member of the Local Governance working group – one of the committees under the National Policy Forum. The Local Governance subgroup is exploring ways of expanding the use of the *Legislative Roadmaps*.
- Pact has been requested to facilitate program to gain input from HIV/AIDS organizations into the PRS process. This activity has been moved to April.
- Pact helped revive the International Interest Group (IIG) which had stopped getting together late last year and facilitated the latest meeting. The next meeting in June will take place at the Pact office.

**Activities planned for next quarter:**

- Continued participation in the NGO Policy Forum, IIG and other stakeholder groups related to advocacy and policy issues
- Hold at least one Advocacy Roundtable meeting

**Management Element Eight: Monitoring and Evaluation**

Objectives: a) Pact Tanzania will determine, measure, and report on attainment of IR 3.1 using the indicators under the TAPP OCA as defined by the PMP.  
b) Pact Tanzania and USAID will determine and report on the attainment of IR 3.3 by monitoring progression along the NGO Law Milestone scale and additional indicators related to the NGO Act.  
c) Pact will report on its performance under the direction of Program Workplans and Cooperative Agreement.

**Activities accomplished this quarter:**

**Activities accomplished this quarter:**

- To date nineteen partners have been supported in developing their strategic plan.
- Pact continues to collect and monitor the development of internal policies by partner organisations.
- Pact has continued to keep track of the developments in the NGO Council.
- Prinmat has completed their organisational Monitoring and evaluation plan based on the model presented at the Pact M&E workshop. This document will be discussed and possibly used as a model for other partners

- A meeting to discuss amendments to the new law is planned for the next quarter
- Baseline OCA for one new partner took place this quarter – ZANGOC

**Activities planned for next quarter:**

- As partners develop their various plans such as strategic, financial, advocacy, etc. these will be collected, filed and monitored.
- Continue to record and document the advocacy efforts and campaigns of the partners.
- Continued implementation of the OCA reassessments, and baseline assessments for new partners as appropriate.
- Follow-up of M&E training, i.e. continued mentoring of partners.
- Collect anecdotal data on partners, and their activities.
- Continue to monitor progress on the NGO law especially on the development of the Councils Code of conduct and regulatory framework.

**Management Element Nine: Media Campaign**

- Objectives:
- a) Further strengthen the capacity among advocacy CSOs to identify and implement solutions to obstacles they confront in establishing and sustaining an enabling environment for civil society actors;
  - b) Support advocacy CSOs in raising awareness and working to change attitudes among the stakeholders that oppose their reform efforts by informing government officials on the constructive role that advocacy CSOs can play in supporting their own policy agendas; and
  - c) Promote better relationships between CSOs and government.

**Activities accomplished this quarter:**

- A total of 15 Focus Groups took place in 6 regions—Iringa, Kilimanjaro, Dar es Salaam, Tanga, Arusha and Zanzibar between December 2003 and March 2004. These groups consisted of representatives from Youth, Farmers, Business community, NGO leaders, Local Government, Parliament, Faith leaders and Donors. The purpose of the focus group discussions was to gauge people's opinions and seek information on the state of the NGO sector in Tanzania. See Appendix 4 for the complete summary report.
- Forty Journalists from Zanzibar and the Mainland were trained to enhance their understanding and appreciation of the contributions of civil society organisations to development efforts in Tanzania with a view to improving, increasing and sustaining high level media coverage of developmental issues. The training was conducted by Jamillah Mwanjisi and Isabella Matombandzo, a journalist and Director of a Zimbabwean women's human rights organisation. Highlights of the programs were the field visits. The purpose of the visits was to build the group's field reporting skills by providing an opportunity for the journalists to interface with a CSO that is supported by Pact and to provide them an opportunity to test the workshop learning by translating it into a story writing

opportunity. This learning session resulted in the publication of various new media articles in the print and broadcast media. Participants are to be congratulated for their amazing ability to translate the workshop space into news products. The journalists conducted interviews with the leadership of the NGOs and were fortunate enough to be able to meet with and interview the CSO's beneficiaries. It was the first time for some of the journalists to have an opportunity to interview people living with HIV and AIDS. The PLWHAs explained to the journalists the reasons they stayed away from the media were mostly to do with negative portrayal and continued stigma in and through the media. Each of the participants presented her/his story to the other participants for a peer critique and clarification. In some cases factual errors had to be corrected but in most instances the concerns were again about the choices of language and terminology. Journalists said they needed some sort of guidelines on responsible and ethical reporting that they could take back to their newsrooms for continued use. Pact will continue to provide technical assistance to the journalists as needed in their reporting of CSOs.

- To assist CSOs on how to work with the Media, the first of a series of training workshops on Media Handling took place at the end of March. Jamillah Mwanjisi and Merle Rubin (A Peace Corps Volunteer Consultant) conducted the program. Besides learning the basics, participants practiced role playing interviews on camera and on tape. The three-day program concluded with a Question and Answer Session with journalists representing all media.
- In mid January, a team of 10 journalists went to Dodoma to mainly explore the success of WOWAP in their campaign against FGM. The trip resulted in several news and feature articles in Majira and the Guardian.
- 2 TV programs were aired on Channel 10 ( femina TV talk show) and Wanawake na maendeleo on TVT. These focused on FGM. One program was also aired on ITV which focuses on Single parents. All the programs were repeated at least twice.

**Activities planned for next quarter:**

- Information analyzed and program implementation plan developed
- Continue to broadcast stories on the work of NGOs in feature television and radio shows

**Pact Zambia Increased Public Debate (IPD)**  
**Quarterly Programmatic Report**  
**January - March 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Associate Award Number: 690-A-00-01-00197

Submitted by Pact.

## **I. Executive Summary**

This quarter focused on the organisation of the final phase of sub-grants under IPD. Furthermore, the Parliamentary Reform Project (PRPII) and the Anti-Corruption Initiative (ACI), both sub-projects under the IPD cooperative agreement, successfully launched their start-up plans and core, initial activities. Project frameworks and contracts for baseline assessments under PRP and ACI also were designed and agreed upon. IPD is well-positioned to carry through with planned activities to the end of the cooperative agreement, i.e. 10 September 2004.

## **II. Background**

### **United States Agency for International Development**

USAID/Zambia's Democracy and Governance SO was reviewed in February 2001. The assessment suggested that although the SO remained valid, more emphasis should be placed on "demand" driven strategies articulated in the FY2002 R4 Report. Intermediate Result (IR2) of SO4, "Increased Public Debate," lies at the core of this strategy. Previously designed activities that would have focused on work with the National Assembly to improve outreach and public debate proved to be beyond USAID's manageable interests. As such, the revised IR2 strategy focuses on (1) increased democratic participation in political processes, both election and post-election governance processes, and (2) increased participation in public debate on public policy related issues through membership organizations. Support to activities related to public debate will complement USAID's core interests within the DG SO, that is, issues related to local government and administration of justice, and cut across Mission sector themes such as HIV/AIDS and other vital development issues.

### **Pact, Inc. under Leader Award**

On 09 March 2001, Pact was awarded a USAID Global Civil Society Strengthening Leader with Associates Cooperative Agreement. Pact leads a thirteen-partner Global Civil Society Strengthening Consortium that represents extensive experience, skills, and regional reach in the field of civil society. Under the provisions of the cooperative agreement, missions may sign associate awards with the Pact Consortium to develop and implement programs in a wide array of civil society strengthening areas.

### **Pact Zambia under Associate Award**

On 11 September 2001, USAID/Zambia (through its regional contracting office in Botswana) awarded Pact a two year associate award to implement its IR2 through its Pact Zambia country office. In November of 2002, an additional program component on parliamentary reform was added, renewing USAID's role in improving parliamentary outreach and fostering bridges of communication between government and civil society for improved public debate. Year Two of IPD maintained its thematic focus on issues of national importance, i.e. constitutional reform; anti-corruption; HIV/AIDS; and building skills for improved debate, and continued to serve as a vehicle for open debate and improved interaction between government and civil society.

In August of 2003, the 2-year associate award was extended a third year through 10 September 2004. Program design will continue to include a range of sub-grants, technical assistance and

sub-grants. On 30 September of 2003, Pact Zambia added a new anti-corruption initiative to the program mix.

### **III. Key Results this Period**

#### **Increased Public Debate Sub-Grants**

Seven (7) new subgrants (rounds 4&5) were awarded to Panos, Fodep, SACCORD, Zambia Land Alliance, Zambia National Farmers Union, NAOG/Peace Zambia, and Men Make a Difference, the first four having recorded progress toward results:

1. Panos - launched their Media Monitoring Project and began focus group discussions on media content;
2. FODEP - launched draft Electoral Bill and made submissions to the Electoral Reform Technical Committee. They also have launched monthly discussions on topical issues in the electoral process with the first one being, "Financing of Political Parties: What are the issues?";
3. SACCORD - has had two (2) workshops in Lusaka and Livingstone to disseminate information on their draft Public Order Act Bill; and
4. ZLA - has had nine workshops on the Copperbelt to debate the draft land policy, at one of which traditional leaders debated land issues and made valuable contributions to a draft Land Policy.

Other sub-grant activities included:

- A Grants Management Workshop was held from 25th – 26th March 2004 at Protea, Chisamba for the sub grantees and Pact staff; and
- Pact program staff finalized TORs for Media Strategy training for selected subrecipients;

#### **Parliamentary Reform Project/Anti-Corruption Initiative (PRP/ACI)**

- Mrs. Matondo Monde Yeta, the new PRP/ACI Manager assumed office on 19th January. Honorable John Bosley, consultant on PRP assumed office on a full-time basis as Senior Advisor to both Pact Zambia and the National Assembly on 1st March 2004, with Dr. Sam Chipungu also engaged, on a part-time basis, as National Advisor to both Pact Zambia and the National Assembly;
- Consultancy on PRP/ACI: Pact has just entered into a unique partnership involving the Zambia's National Assembly, the Institute for Democratic Assistance to South Africa (IDASA), and MSI, an American-based company specializing in Monitoring and Evaluation. IDASA has been contracted to develop a baseline methodology and collect initial baseline indicators for goal level and result level indicators for the multi-donor funded Parliamentary Reform Project Stage II (PRP II) and the USAID-funded Anti-Corruption Initiative (ACI);
- In January a program workshop for Professional Assistants from Constituency Pilot offices, was held in Lusaka;
- A Round Table was held from 6-8 March for the purpose of arriving at a consensus on what should be contained in the final version of the consultants' work and reports. The consultancy had been commissioned the previous year. By the end of the reporting period, the work of the consultancy on indexing of committees and indexing of Bills had been

accepted by both parties (Pact and national Assembly) It was then up to the latter to implement the result of the work at the National Assembly. The work of the consultancy on the review of the internship Program and the review of the standing Orders and Article 81 were expected to be finalized early in April.

- The work of the consultancy on the Handbook was completed and accepted. The work of the consultancy on the National Assembly Directory and a CSO Directory was expected to be completed in the following month;

### **Stage II of the PRP Project**

- The management of this project took off with a workshop that was held from 6 -8 February. The aim was to bring together the stakeholders (Pact Zambia and the National Assembly), as well as partner Civil Society Organizations (CCJDP and TIZ), to work out and agree on an action plans and budget for implementation of PRPII and the ACI projects. The workshop's objectives were to ensure that the implementing agencies arrive at a common understanding of the work plan, budget and time plan, as well as develop appropriate actions, outputs and time plans in accordance with the approved budget. The meeting further developed a framework to show how the different baseline studies would be undertaken. In view of the operational problems encountered during the bridging phase, Pact felt that it was crucial to create synergies and team spirit among the implementing agencies;
- Terms of Reference were developed for all the identified baseline activities. IDASA, a regional organization was earmarked to carry out the work to develop goal and result level baseline indicators and undertake the baseline activity for the developed indicators. A contract with IDASA was expected to be signed early in the following month; and
- Project steering Committee Meeting: This was held on 22nd February. A start up plan which includes a results framework of illustrative activities and corresponding performance indicators and a plan for a baseline assessment were approved, together with a budget.

### **The Anti Corruption Initiative, ACI**

- In January, Pact gave a sub grant to Transparency International Zambia, which held a workshop to develop a comprehensive policy for an Anti Corruption Strategy;
- In January, Pact sponsored a trip for the Deputy Clerk of the National Assembly and one staff member to attend an Anti Corruption workshop for Members of Parliament, held in Ethiopia. A recommendation was made for a similar workshop to be organized in Zambia;
- In February, a Regional consultant, Mr. Garbis Korajian, was engaged to develop a training manual for a workshop on anti corruption for Members of Parliament. It includes inputs from the public sector, private sector, NGOs, professional bodies and individuals;
- In February, Pact sponsored a trip for the chairperson of the Public Accounts Committee at the National Assembly and one staff member to attend a conference of the Association of Accountants General held in Uganda; and
- In March, Pact sponsored a trip for a member of the Public Accounts Committee at the National Assembly and one staff member to attend the Executive Committee Meeting of SADCOPAC, held in South Africa

## **IV. Comparison of Planned and Actual Accomplishments**

All activities were carried out as planned this quarter.

## **V. Activities Planned for Next Quarter**

- Hold IPD Advisory panel meeting
- Conclude sub grant award negotiations with WILDAF
- Monitoring project progress and compliance by sub-grantees
- Attend meetings and activities of the sub-grantees
- Implement the initial activities of the technical support plan on policy analysis and advocacy
- Prepare for Capacity building workshop on Performance Monitoring and Management and Documenting and storing of data for IPD activities earmarked for the third week of June 2004
- Second (April) and Third (June) Project Steering Committee Meetings
- Constituency offices monitoring trip
- Conclusion of the bridging activities
- Consultancy to evaluate Constituency Pilot Offices
- Implementation of baseline consultancy
- Annual CSO meeting
- Follow up of baseline work earmarked to be undertaken by National Assembly
- Develop ACI work plan
- Work on ACI Sub grants
- Follow up logistical arrangements for MP workshop on anti corruption Travel to Uganda by Chairman of PAC
- Travel to SADC-PAC (including annual cost of membership)
- Baseline Studies
- APNAC Workshop
- Meetings with ACC, AGO, Election Commission, Ombudsman – to discuss gap assessment ('gap' defined as gap/barrier/impediment in legislation or regulations that impacts on agency's ability to combat corruption – i.e., things Parliament can fix)
- Meeting with the Head of Training for the Judiciary -- to discuss gap assessment
- Meeting with Tender Board to propose workshop on best practices regarding Tender process/regulations – including presentation of the Board's legislative proposals
- Budget Cycle workshop (PRP)
- Development of TOR for consultant to conduct gap assessments/write reports
- Annual Meeting attached to PRP CSO meeting – NA/Stakeholders/CSOs – e.g., PAC and Estimates/AGO, Judiciary, ACC, Omb and ZEC/TIZ et alia

**UNITE Anti-Sweatshop Activies-Domican Republic**  
**Quarterly Programmatic Report**  
**January - March 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of UNITE.

## **I. Executive Summary**

Recently, after substantiating many of the allegations our program trained International Labor Standards Specialists filed about Grupo M's anti-union practices, the International Finance Committee and Grupo M agreed upon certain remedial measures based on recommendations from Fedotrazonas and other union representatives.

In light of this progress, our ILS specialists are moving towards investigating working conditions of other Grupo M facilities in Dominican Republic, 5 facilities in all.

## **II. Background**

UNITE is coordinating with garment worker unions around the world to train an international network of global sweatshop specialists. The objective of the network is to develop more effective ways for garment worker unions to communicate among one another and to respond to worker rights abuses, including violations of the internationally recognized right to organize free trade unions.

UNITE will train and equip ten International Labor Standard Specialists. The Specialists will document conditions in selected factories and raise awareness among workers about the obligation of governments and employers to meet core labor standards and basic labor rights. They will do this through development of research, documentation of conditions, and linkage to domestic as well as international media and international organizations through dissemination of pictorial/written materials through local publications and the Internet.

UNITE will work closely with the Solidarity Center, the Free Trade Zone Workers Unions (Fedotrazonas, Fenatrazonas, Futrazonas), and CNUS (Dominican Council for Trade Union Unity) to coordinate our work. Our ILS trainees will be members of those organizations, staff of those organizations, or identified by those organizations. We will also link our project to research conducted by the Worker Rights Consortium.

## **III. Key Results this Period**

ALGI, a firm specializing in labor investigations and social compliance audits, the IFC, and members of our ILS specialists, whom are leaders in labor union in the Dominican Republic, ironed out a remedial action plan that outlined positive and progressive reforms that Grupo M has agreed to undertake. The following are highlights of this agreement:

- 1) Grupo M "must strengthen their mechanisms to monitor and enforce compliance" to international and domestic labor laws.
- 2) Grupo M will reach an amicable settlement with the two fired union members (their cases pending currently in the judicial system).
- 3) Grupo M will create a more uniform and tighter management system, regarding payroll practices and employee job performance.

4) Grupo M will address the issue of overtime hours because, at a minimum, overtime hours should be more systematically tracked than they are at present. Further comparative analysis is required to determine the difference in compensation levels between overtime pay and the Metas bonus.

#### **IV. Comparison of Planned and Actual Accomplishments**

In the previous quarterly reports' section five, "Activities Planned for Next Quarter" we said that we expect that UNITE will develop a plan to solve workers rights abuses at Grupo M, the largest garment factory in the Dominican Republic, as well as, continue to investigate and worker rights abuses at competitors of Grupo M, and other facilities.

We have been successful in greatly advancing the rules that govern the working conditions at Grupo M. However, the future will determine if there is an actualization of these advances. Our ILS specialists are involved and ready to observe and report the progress at Grupo M.

In terms of research in other factories, due to recent staff changes within Fedotrazonas, we have not been able to progress as rapidly in this area as initially planned. However, we feel very confident that we will make headway in the next quarter.

#### **V. Activities Planned for Next Quarter**

1) We plan to continue monitoring and intervening in the case of Grupo M as the remedial plan is put into action. As workers in Grupo M facilities continue to organize, UNITE will closely work with our ILS specialists to ensure that Grupo M's codes of conduct and fundamental human rights are respected, particularly the right to freedom of association.

2) We plan to monitor the dynamic situation at the garment factory, BJ&B, as the workers' union renegotiates their collective bargaining agreement. As current reports indicate, the factory managers have taken on an anti-union campaign with threats of closing their facility in Villa Altigracia.

3) We plan to receive reports from Fedotrazonas regarding working conditions in Mocarea, another factory owned by Yupoong, the company that also owns BJ&B, as well as a verification that work is not moved from one facility to the other.

4) We expect to continue to investigate and document worker rights abuses at other garment manufacturing facilities.

#### **VI. Success Stories/Lessons Learned**

January 2004 -- The International Finance Corporation (IFC) approved a loan of US \$20 million to the Dominican Republic free trade zone operator, Grupo M, with an explicit condition that the company recognizes its employee's freedom of association and collective bargaining rights. If these rights are not respected, then the company will be considered to have defaulted on the loan. The loan will help Grupo M develop a massive new free trade zone development in Ouanaminthe, Haiti, on the Dominican Republic border.

The union rights condition placed on the loan to Grupo M came about due to the information that our ILS specialists were able to unveil and the pressures that organizations like UNITE and AFL-CIO was able to place on the IFC. In addition, behindthelabel.org initiated a two-day email and fax action alert about this situation, generating over 1,100 faxes to IFC and World Bank directors. Due to public pressures in October 2003, the IFC board made the loan contingent on the finding of an investigation into the allegations about Grupo M's mistreatment of workers in the Dominican Republic.

As of February 10th, workers at the Grupo M facility at the Ouanaminthe free trade zone formed a union. They filed all the legal requirements for the registration of a labor union.

**UNITE Anti-Sweatshop Activities-Indonesia**  
**Quarterly Programmatic Report**  
**January - March 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of UNITE.

## **I. Executive Summary**

As our program in Indonesia comes to an end, we are happy to report a major success in the case of the Kahatex factory. See below.

## **II. Background**

UNITE is coordinating with garment worker unions around the world to train an international network of global sweatshop specialists. The objective of the network is to develop more effective ways for garment worker unions to communicate among one another and to respond to worker rights abuses, including violations of the internationally recognized right to organize free trade unions.

UNITE will train and equip ten International Labor Standard Specialists in Indonesia. The Specialists will document conditions in selected factories and raise awareness among workers about the obligation of governments and employers to meet core labor standards and basic labor rights. They will do this through development of research, documentation of conditions, and linkage to domestic as well as international media and international organizations through dissemination of pictorial/written materials through local publications and the Internet.

## **III. Key Results this Period**

As reported in our last quarterly report, UNITE has intervened in the case of one factory reported on by our ILS specialists. We have submitted reports both to the Limited and to Brylane, the U.S. division of French retailer PPR (Pinault Printemps Redoute). Both of these retailers produce at the Kahatex factory. We are happy to report that intervention by these two retailers has produced positive results. We understand that the Kahatex factory has promised to rehire over 100 workers who were fired for union organizing.

## **IV. Comparison of Planned and Actual Accomplishments**

In the previous quarterly reports' section five, "Activities Planned for Next Quarter" we said that we expected that UNITE would intervene in the case of Kahatex.

UNITE did intervene in the cases listed.

However, our reports from ILS specialists have stopped, due to the ending our our subgrants. We are currently considering whether or not to extend those grants to continue reporting from Indonesia.

## **V. Activities Planned for Next Quarter**

We expect to analyze our program in Indonesia and evaluate whether or not to apply for further funds in order to continue our program there.

## **I. Executive Summary**

With the closing of the Tarrant-Ajalpan plant in Mexico, it would appear that the fight is over and the owners have successfully eluded accountability for their labor malpractices. In fact, the struggle and fight is continuing in the form of dialoguing with brands to cut off all business relationships with the owners of the facility and in filing a NAO complaint to bring to light the Mexican government's complicity in creating an environment that does not protect workers.

In addition, our ILS specialists in Yucatan has successfully investigated the work conditions in two garment factories and are developing a plan to fully engage workers to solve the problems at the factory.

## **II. Background**

UNITE is coordinating with garment worker unions around the world to train an international network of global sweatshop specialists. The objective of the network is to develop more effective ways for garment worker unions to communicate among one another and to respond to worker rights abuses, including violations of the internationally recognized right to organize free trade unions.

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## **III. Key Results this Period**

### **Tarrant**

After months of threatening to close their facilities, on February 3, 2004, the Tarrant México – Ajalpan plant closed its doors and laid off the remaining 500 workers. The Pantzingo-Ajalpan plant was the last of the six Tarrant México factories to close in the Tehuacán area in the past few months, leaving a total of 5,000 workers unemployed. Inarguably the Tarrant owners closed their facilities to kill an organizing campaign.

### **Merida**

ILS specialists collected extensive documentation of labor violations at two twin plants in Merida, Mexico. They are in the process of initiating a third investigation. We are currently working out a plan to solve the identified problems at the investigated plants.

## **IV. Comparison of Planned and Actual Accomplishments**

In the previous quarterly reports' section five, "Activities Planned for Next Quarter" we expected to develop a plan to deal with the closing of the Tarrant factory in Mexico and develop a plan to solve the problems at a factory in Yucatan.

In terms of Tarrant, the development plan was cut short due to the closing of the plant. However, it was decided that the next steps would be to bring about macro-level changes, vis a vis, NAO complaint, and to make the Tarrant-Ajalpan plant battle a battle against the owner and the main company.

In terms of Yucatan, we are in the process of finalizing a subgrant with Centro de Apoyo al Trabajador en Yucatan (CAT-Y) that will help implement a more systematic approach to investigating and improving the problems at apparel factories in the Yucatan.

## **V. Activities Planned for Next Quarter**

- 1) We expect to finalize a subgrant with the Centro de Apoyo al Trabajador en Yucatan (CATY) that will help in educating and empowering garment worker leaders so they can document work conditions inside the garment industry in which they work.
- 2) We expect to continue to investigate and document worker rights abuses in Yucatan.
- 3) We expect to identify worker advocacy organizations in the border states of Mexico - U.S. and develop a plan to engage them in documenting and combating worker rights violations.
- 4) We expect to continue engaging Levi Strauss, Limited Brands and Charming Shoppes to drop all business relationships with Azteca Production International and Guez.

## **VI. Success Stories/Lessons Learned**

As part of the plan to bring greater international attention to the Tarrant case, as well as to highlight the endemic problem of lack of enforcement of workers rights by the Mexican government, Centro de Apoyo al Trabajador, our ILS specialists, filed a NAO complaint through the NAALC/NAFTA.

ILAB News Release: [02/05/2004]

The U.S. Department of Labor's National Administrative Office (NAO) today agreed to review allegations that the government of Mexico failed to enforce its law protecting the rights of workers at two garment factories located in Mexico.

"Effective enforcement of labor laws is fundamental to the labor principles to which the U.S., Canada and Mexico are committed under the North American Agreement on Labor Cooperation," said NAO Acting Director Lewis Karesh. "To this end, the Labor Department intends to conduct a thorough review."

The submission was filed under the North American Agreement on Labor Cooperation, the labor side agreement of the North American Free Trade Agreement, which is the negotiated agreement between the U.S., Canada and Mexico that deals with the enforcement of each country's labor laws and improving working conditions and living standards for workers.

In the submission designated as 2003-01, the submitters allege that the Mexican government failed to enforce its labor laws concerning freedom of association and protection of the right to organize and bargain collectively. Additional allegations involve the right to access to fair, equitable and transparent labor tribunal proceedings, minimum employment standards, including minimum wage and overtime pay, and criticism of Mexico's enforcement of occupational safety and health standards.

The submission was filed by the United Students Against Sweatshops and Centro de Apoyo al Trabajador. This is the fifteenth submission against Mexico that has been filed with the NAO under the labor side agreement — the majority of which involved issues of freedom of association. The submission was also filed with the government of Canada. The NAO has up to 180 days to review the case and issue a public report under its procedural guidelines.

**UNITE Anti-Sweatshop Activities - Mexico**  
**Quarterly Programmatic Report**  
**January - March 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of UNITE.

## **I. Executive Summary**

With the closing of the Tarrant-Ajalpan plant in Mexico, it would appear that the fight is over and the owners have successfully eluded accountability for their labor malpractices. In fact, the struggle and fight is continuing in the form of dialoguing with brands to cut off all business relationships with the owners of the facility and in filing a NAO complaint to bring to light the Mexican government's complicity in creating an environment that does not protect workers.

In addition, our ILS specialists in Yucatan has successfully investigated the work conditions in two garment factories and are developing a plan to fully engage workers to solve the problems at the factory.

## **II. Background**

UNITE is coordinating with garment worker unions around the world to train an international network of global sweatshop specialists. The objective of the network is to develop more effective ways for garment worker unions to communicate among one another and to respond to worker rights abuses, including violations of the internationally recognized right to organize free trade unions.

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## **III. Key Results this Period**

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ILS specialists collected extensive documentation of labor violations at two twin plants in Merida, Mexico. They are in the process of initiating a third investigation. We are currently working out a plan to solve the identified problems at the investigated plants.

## **IV. Comparison of Planned and Actual Accomplishments**

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In terms of Tarrant, the development plan was cut short due to the closing of the plant. However, it was decided that the next steps would be to bring about macro-level changes, vis a vis, NAO complaint, and to make the Tarrant-Ajalpan plant battle a battle against the owner and the main company.

In terms of Yucatan, we are in the process of finalizing a subgrant with Centro de Apoyo al Trabajador en Yucatan (CAT-Y) that will help implement a more systematic approach to investigating and improving the problems at apparel factories in the Yucatan.

## **V. Activities Planned for Next Quarter**

- 1) We expect to finalize a subgrant with the Centro de Apoyo al Trabajador en Yucatan (CATY) that will help in educating and empowering garment worker leaders so they can document work conditions inside the garment industry in which they work.
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- 3) We expect to identify worker advocacy organizations in the border states of Mexico - U.S. and develop a plan to engage them in documenting and combating worker rights violations.
- 4) We expect to continue engaging Levi Strauss, Limited Brands and Charming Shoppes to drop all business relationships with Azteca Production International and Guez.

## **VI. Success Stories/Lessons Learned**

As part of the plan to bring greater international attention to the Tarrant case, as well as to highlight the endemic problem of lack of enforcement of workers rights by the Mexican government, Centro de Apoyo al Trabajador, our ILS specialists, filed a NAO complaint through the NAALC/NAFTA.

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The submission was filed by the United Students Against Sweatshops and Centro de Apoyo al Trabajador. This is the fifteenth submission against Mexico that has been filed with the NAO under the labor side agreement — the majority of which involved issues of freedom of association. The submission was also filed with the government of Canada. The NAO has up to 180 days to review the case and issue a public report under its procedural guidelines.

**UNITE Anti-Sweatshop Activities-Thailand**  
**Quarterly Programmatic Report**  
**January - March 2004**

Under Leader Award No. GEG-A-00-01-00005-00

Submitted by Pact on behalf of UNITE.

## **I. Executive Summary**

UNITE's activity in the cases of two Thai factories - Trends and Ariya - with major worker rights violations continues. Our trained ILS specialists have used their skills to report to UNITE, the European Clean Clothes Campaign, the Thai National Human Rights Commission and media outlets in Europe. Currently, the worker rights violations at Trends and Ariya have not been solved. However, we have plan, developed in conjunction with our ILS specialists, to bring a resolution to these two cases.

We also have completed a subgrant with the Thai Labour Campaign. We believe that this will greatly increase our capacity to solve the problems at Trends and Ariya, and to begin reporting on new factories.

## **II. Background**

UNITE is coordinating with garment worker unions around the world to train an international network of global sweatshop specialists. The objective of the network is to develop more effective ways for garment worker unions to communicate among one another and to respond to worker rights abuses, including violations of the internationally recognized right to organize free trade unions.

UNITE will train and equip ten International Labor Standard Specialists in Thailand. The Specialists will document conditions in selected factories and raise awareness among workers about the obligation of governments and employers to meet core labor standards and basic labor rights. They will do this through development of research, documentation of conditions, and linkage to domestic as well as international media and international organizations through dissemination of pictorial/written materials through local publications and the Internet.

UNITE has signed subgrants with the Textile Workers Federation of Thailand (TWFT) and the Thai Center for Labor Rights (TLR). They provide the resources and guidance on the ground for our ILS specialists. In addition, Solidarity Center Thailand continues to provide guidance and support.

## **III. Key Results this Period**

ILS specialists from TWFT and TLR continue to focus on the cases of Trends and Ariya factories, which were reported to have serious violations of worker rights, health and safety standards, and basic employment standards in our last quarter.

Here are the basic facts received from our ILS specialists on the Trends factory:

Trends is a sewing factory in Bangkok producing for retailers such as Dillard's (Westbound label), Inditex, Courir, H&M.

Trends has 300 workers, mostly women and some as young as 16 years old, who work up to 78 hours per week sewing jeans.

Seven days a week, workers begin sewing at 8:30 in the morning and, after regular forced overtime, leave work around 10 pm.

Workers report that Trends regularly pays less than the minimum wage, (4,000 Thai Baht or \$96 per month). Workers say that Trends pays workers extremely low rates for each piece of clothing that they sew. For each step, workers are paid between 20 satang (0.004 cents) and 95 satang (0.019 cents), depending on the difficulty of the work. One worker has reported that she receives only 1500 Bt, or \$36 per month, barely more than \$1 per day. If she loses a label, she is fined \$5, more than 4 days worth of wages. Workers are paid a total of 27 cents for sewing jeans that sell for \$39 in the United States.

Many workers pay a large portion of their wages back to the factory in order to live in company housing. Small dorm rooms with a single light bulb cost 1200 baht (\$28.57) per month, plus 2000 baht (\$47.61) for the security deposit.

In November 2003, workers at Trends began the process of legally forming a union. The Trends Relations Workers Union filed their union registration document with the Thailand Ministry of Labor, listing 15 names of "founders" of the union. In January 2004, workers reported that Trends management, using a combination of security guards (called "tessakit") and local police officers (20 in all), blocked the factory exits to prevent 17 workers (including all union leaders) from leaving the factory after their shift was over. Workers reported that they were asked to sign letters of resignation. All refused to sign. Later, they were allowed to leave the factory.

On February 2, 2004, the 17 worker leaders reported for work. All of them were prevented (by 20 security guards) from entering the Trends factory. They are told that they are fired because of lack of orders and because the company was downsizing. By the end of the day a total of 35 workers, all of them union leaders, activists, and members were fired. Workers say that they believe they were fired because of their support for the union.

Our trained ILS specialists have used their skills in documenting labor rights abuses to present a case about Trends to the Thai National Human Rights Commission. The case was presented in March. The Commission, an arm of the Thai government, issued a preliminary report finding that the workers had been illegally discharged.

UNITE assisted our ILS specialists in presenting their case to the media in Europe. The case received front-page media attention in Sweden, where consumers have a history of caring about social issues.

Our ILS specialists prepared a case for the New York City Employees Retirement System which is a major shareholder of U.S. retailer Dillards, and currently has a shareholder proposal pending at Dillards. The case was presented to NYCERS.

## **IV. Comparison of Planned and Actual Accomplishments**

In the previous quarterly reports' section five, "Activities Planned for Next Quarter" we said that we expected that UNITE would intervene in our ongoing cases in Thailand, and that we would receive five ILS specialist reports.

UNITE did intervene in the cases listed. However, we only received two ILS reports, and we did not add any factories for new ILS reporting. Here are the reasons: 1. We have not completed our subgrant agreement with one of our partners on the ground, Thai Labour Campaign. This is due to staff changes at TLC, and at the Solidarity Center office in Thailand, which had been administering the process of formulating an agreement. 2. Our partners at TWFT and TLR are completely consumed with the process of documenting ongoing labor rights abuses at the two factories in question.

Another area in which we did not accomplish our plans was in the health and safety review at Ariya. We have not been able to locate an expert on the ground. See next section for our plan going forward.

## **V. Activities Planned for Next Quarter**

1. We expect to continue the UNITE intervention in the two cases currently under investigation: Trends and Ariya factories.
2. We expect that the European Clean Clothes Campaign will send out an alert to its members asking them to take action to communicate with the European retailers producing at Trends and Ariya.
3. We expect to receive a decision from the Thai National Human Rights Commission regarding the case of Trends.
4. We expect to receive ongoing reports from TLR and TWFT regarding Trends and Ariya.
5. We expect to finalize our subgrant with TLC and begin the process of investigating labor rights abuses.
6. We expect to receive a report from the New York City Employee Retirement Fund regarding our report to them on the Trends factory.
7. We expect to meet next week with a health and safety expert in Thailand who can help us follow up on the dangerous chemicals reported at the Ariya plant.

## VI. Success Stories/Lessons Learned

### Report on Labor Rights Violations at the Trends (Thailand) L.P. Garment Factory

**Factory Name: Trends (Thailand) L.P.**

**Location: Bangkok, Thailand**

#### *Fact Sheet*

- Trends is a sewing factory in Bangkok producing for retailers such as Dillard's (Westbound label), Inditex, Courir, H&M.
- Trends has 300 workers, mostly women and some as young as 16 years old, who work up to 78 hours per week sewing jeans.
- Seven days a week, workers begin sewing at 8:30 in the morning and, after regular forced over-time, leave work around 10 pm.
- Workers report that Trends regularly pays less than the minimum wage, (4,000 Thai Baht or \$96 per month). Workers say that Trends pays workers extremely low rates for each piece of clothing that they sew. For each step, workers are paid between 20 satang (0.004 cents) and 95 satang (0.019 cents), depending on the difficulty of the work. One worker has reported that she receives only 1500 Bt, or \$36 per month, barely more than \$1 per day. If she loses a label, she is fined \$5, more than 4 days worth of wages. Workers are paid a total of 27 cents for sewing jeans that sell for \$39 in the United States.
- Many workers pay a large portion of their wages back to the factory in order to live in company housing. Small dorm rooms with a single light bulb cost 1200 baht (\$28.57) per month, plus 2000 baht (\$47.61) for the security deposit.
- In November 2003, workers at Trends began the process of legally forming a union. The Trends Relations Workers Union filed their union registration document with the Thailand Ministry of Labor, listing 15 names of "founders" of the union. In January 2004, workers reported that Trends management, using a combination of security guards (called "tessakit") and local police officers (20 in all), blocked the factory exits to prevent 17 workers (including all union leaders) from leaving the factory after their shift was over. Workers reported that they were asked to sign letters of resignation. All refused to sign. Later, they were allowed to leave the factory.

On February 2, 2004, the 17 worker leaders reported for work. All of them were prevented (by 20 security guards) from entering the Trends factory. They are told that they are fired because of lack of orders and because the company was downsizing. By the end of the day a total of 35 workers, all of them union leaders, activists, and members were fired. Workers say that they believe they were fired because of their support for the union.

A worker interviewed by the Thai Center for Labor Rights describes her work sewing jeans. She is 29 years old. Per her request, her name will not be printed.

*The typical workday starts at 8:30 AM and goes until 5 PM, then starts again at 6:30 and continues until 10 or 11 PM. She has to work like this every day, although on Saturday, workers are able to leave at 8 PM. If a worker refuses to work overtime, she will be called into the personnel office and might get a warning. If she refuses over-time too frequently, she will be fired.*

*The factory is crowded with machines and jeans lying on the ground, leaving no place for the workers to walk through. The ventilation system is poor. It is hot and there is lots of dust. Workers have rashes on their legs, arms and necks. They suffer dry throats, sneezing, coughs and sinus problems. There is only one door in and out of the factory. There are three fire escape doors, but all of them are locked.*

*She wants to tell brand owners that they should be accountable for controlling the factories where they subcontract to ensure that they take care of the workers and obey the laws of the country where the factory operates.*

*Even though there is no union at the factory where she works, she feels that all factories should have unions to protect the rights of all of the workers.*

*(Interview conducted by the Thai Center for Labor Rights (TLR))*

### **Trends Label Information**

The Thai Center for Labor Rights reports that Trends produces the following labels:

**Sickonineteen:**

Spanish brand that is part of the Inditex group (Zara)

**Westbound :**

U.S. brand of department store chain Dillard's

**Dodipetto:**

Italian children's clothing brand distributed by Miniconf (s.r.l.) Confessioni Bambino

**Courir:**

French sportswear brand, part of France's Go Sport Group, a subsidiary of Rallye

**H&M**

Swedish brand, retailer Hennes & Mauritz

**Research conducted by Thai Center for Labor Rights. Report compiled by UNITE.  
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