

Global Civil Society Strengthening Leader with Associates Award

Quarterly Report April - June 2004

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



“I feel very lucky today,” says 14-year-old Foibe. “I have been spared all the pain which other girls have gone through! I have heard the stories associated with cutting. I’m really happy I don’t have to go through it.” Foibe was instead initiated into adulthood through an alternative rite of passage to FGM. This is part of the efforts of Women Wake Up (WOWAP), an NGO advocating for eradication of all forms of harmful traditional practices that endanger the lives of women and children. WOWAP, a partner of Pact Tanzania, works with communities to campaign against FGM through songs, dances, video shows, public meetings and through the radio.

Background

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:

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

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

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). Pact continued to refine and enhance its programmatic and financial reporting formats and was responsive to supplementary requests for information (such as accruals, obligations and budgets) during this period.

Pact continued to provide technical assistance, guidance and monitoring to many of its partners this quarter. This included support by the Democracy and Civil Society Specialist for the Middle East through ongoing donor coordination and trips to Algeria and Lebanon to help with the start-up of activities in the CCE and Internews programs. It also included travel by Pact's Controller to Arab Civitas' Jordan office in order to assess their financial management support needs, provide technical assistance in contract/grants management, carry-out a seminar on the importance and methodology of financial documentation, and hold a discussion of allowable vs. unallowable costs.

But perhaps the most notable technical assistance activity this quarter was the commencement of Pact's support to the Arab Civitas network by its Capacity Building Services Group. These activities were kicked off with a workshop that was attended by 17 participants representing 8 Arab Civitas member countries as well as the Center for Civic Education. The first day of the workshop focused on introducing the Learning Network concept and project component; developing relationships among participants and learning about each other's organizations; understanding the potential power and value of networks for NGOs; and identifying and sharing expectations, hopes and challenges for Arab Civitas as a learning network. Day two allowed participants to gain a deeper understanding of their own and other members' organizational strengths, assets and needs and guided participants to develop a collaborative learning and capacity building agenda. On the third and final day, participants collaboratively elaborated a network partnership strategy for Arab Civitas, defining primary activity domains, actors and stakeholders, process factors, value-adding mechanisms, and impact on service coverage and quality.

This quarter was a period of transition on the grant-making front. While there were no new awards issued during this period, a number of grant-making actions were carried out (including two no-cost extensions for the ICNL Iraq award) or prepared for conclusion early in the next quarter. These included a no-cost extension of year one of Arab Civitas; extension of the Internews project along with elimination of Saudi Arabia and United Arab Emirates from their program description; a large amount of work preparing three Regional South Asia Projects for CCE, CRI and Internews; and a project with Corporación PARTICIPA entitled, "Advancement of Civil Society Participation in the Community of Democracies." While these new awards were being prepared, a number of existing awards were closed out. These consisted of the following programs: UNITE International Anti-Sweatshop Program in the Dominican Republic, Indonesia, Mexico, and Thailand; CCE: Civic Education Program for Malaysia; CRI: Creating Child-Centered Schools in Indonesia – Rapid Response; ICNL: Creating an Enabling Environment for NGOs in Iraq; and CCE and CRI: Civic Education Program for Indonesia.

The Pact Consortium continues to provide USAID G/DG, USAID missions, MEPI, and other State Department entities with a streamlined response to their programmatic needs and an impressive impact worldwide. Activities initiated by the G/DG 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)
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 Malaysia
CRI: Creating Child Centered Schools in Morocco, Tunisia, Qatar, and Oman (MEPI)
Internews Initiative for Open and Pluralistic Media in Arab-Speaking Countries (MEPI)

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 and Corporación PARTICIPA: Advancement of Civil Society Participation in the Community of Democracies - Chile

Pact: Approaches to Civil Society Strengthening in Burma

Leader Award Highlights

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: During the past quarter, the Arab Civitas network has expanded by adding Algeria as an additional member country – selecting an outstanding individual to serve as country coordinator. The network now consists of the three original members (Jordan, the West Bank, and Egypt) along with the six new members of Lebanon, Tunisia, Morocco, Yemen, Bahrain and Algeria. The major activities during this quarter involved two meetings of the new Board of Directors, which culminated in the election of the first President of the Board. A delegation from Arab Civitas also participated in the Center’s annual international congress in Budapest where they served on panels and presented their programs. Site visits were also carried out by Arab Civitas and Center staff to Algeria, Jordan, and Lebanon. In Egypt, the Taha Hussein Association for Civic Education was invited by the Ministry of Education to lead a two-day videoconference on the topic “Civic Education and the Future” that reached approximately 6400 teachers and administrators gathered in 46 videoconference centers throughout the country. In both Morocco and Lebanon, Project Citizen materials were adapted, distributed and used for Project Citizen training workshops that reached 65 teachers. In Morocco, this led to the participation of 800 students in the program. While in the West Bank, the training focused on the Foundations for Democracy methodology for 70 teachers. And finally, training workshops were conducted for 16 people from 8 participating countries at the Arab Civitas regional office in Amman by Pact on NGO capacity-building/network-strengthening and by the Center on program evaluation.

Planned vs. Actual: All activities for this quarter were carried out as planned.

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: There were few activities this quarter, as the project closed down early in the reporting period. The evaluation was finalized and delivered; two teacher roundtables were carried out in Bertam and Kepala Batas; and project was officially closed down.

Planned vs. Actual: All planned activities, which principally consisted close-out, were carried out.

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: During this quarter, CIPE launched several key activities, including a National Corporate Governance Conference in Lebanon with over 100 leaders from NGOs, business associations, media outlets and ministries; as well as the first strategy meeting of the Egyptian Institute of Directors. In addition, CIPE partners published and distributed the Moroccan corporate governance conference report, and the articles for the sixth edition of the Corporate Governance Trends Newsletter were finalized. Finally, the Regional Corporate Governance Advisory Board met to discuss strategies for advancing corporate governance concepts in the region.

Planned vs. Actual: During this period, the activities planned under the project timeline, as revised last quarter, were carried out. Indeed, an additional activity not in the original program description was begun: the national code of corporate governance for Egypt. The addition of this activity will not affect the total award amount of the two-year program. Instead, CIPE has cut costs within its activities and operations to fund the creation of the code of corporate governance for Egypt.

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: This quarter, two program partners from the Al Azhar University and Foundation joined colleagues from 4 other countries (Oman, Qatar, Morocco and Malaysia) for a 15-day orientation training in the United States. The participants learned how to create child-centered, democratic classrooms and had an opportunity to visit several schools each week in order to see the child-centered methodology put into practice in kindergarten and primary school classrooms. Immediately following the Orientation, the Al Azhar participants returned to Indonesia to share what they had learned with their colleagues. The CRI-Al Azhar team also translated *Creating Child-Centered Classrooms, 6- 7 Year Olds* and prepared for its printing and distribution next quarter.

Planned vs. Actual: Activities planned for this quarter were completed or are underway.

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: The CRI program in Indonesia, *Creating Democratic Schools*, concluded its activities in Indonesia this quarter. Over the life of the project, approximately 4320 children were the direct beneficiaries of improved teaching and learning. During the months of April and May, 2004, CRI Washington provided technical assistance and support to the Indonesian team, conducted ongoing meetings attended by Master Teacher Trainers from Bandung and Jakarta, and provided references for the Program Director and Office Manager. In addition, CRI met with a number of government and CSO actors to help ensure sustainability of the projects methodologies.

Planned vs. Actual: Activities planned for this quarter were carried out and close-out was finalized.

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 partner in Malaysia, the Ministry Of Education selected two qualified educators to fill the positions of Program Director and Master Teacher Trainer. The Malaysian team worked with CRI in April to review criteria for selection of partner schools and classrooms, and joined colleagues from 4 other countries (Oman, Qatar, Morocco and Indonesia) for a 15-day orientation training in the United States. The participants learned how to create child-centered, democratic classrooms and had an opportunity to visit several schools each week in order to see the child-centered methodology put into practice in kindergarten and primary school classrooms.

Planned vs. Actual: Most planned activities were carried out. Translation of methodologies and training modules has begun, but is not yet complete.

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: The main activities this quarter were the US training workshop for representatives from Morocco, Qatar and Oman and the translation of the "Creating Child Centered Classrooms" books for both 3-5 and 6-7 year old students into Arabic, along with the teacher-training modules. CRI staff also traveled to Oman and Qatar to meet with numerous US and country government officials to discuss and plan program implementation there. With the assistance of CRI Washington, Oman, Qatar and Morocco selected a country team composed of a director, and one or more master teacher trainer, support staff, and a literacy coordinator. And in collaboration with each country team, CRI has finalized the selection of first year CRI-MEPI schools and classrooms.

Planned vs. Actual: Most of the activities planned for this quarter have been carried out as intended; however, the program as a whole requires an adjusted timeline, in order to accommodate the academic year and the lengthy visa approval process. 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. CRI proposes instead to conduct the teacher training in the next quarter in Morocco and Tunisia and in August and September for Qatar and Oman. This plan will enable the teachers be prepared at the start of the new schools year to implement the program. Further delays have occurred due to unforeseeable bureaucratic difficulties within the various countries, including a late change in institutional authority over the program in Qatar, and the unfortunate death of the principle contact in Tunisia. Though discussions have advanced this quarter, Ministry of Education approval for the project has not yet been finalized in Morocco and Tunisia.

**ICNL: Creating an Enabling Environment for Non-Governmental Organizations in Iraq
March 2004 – June 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: This short project started at the very end of the prior quarter and concluded at the end of this period. During the course of the project, ICNL provided three formal sets of technical comments, as well as almost daily informal comments and advice, designed to ensure that the revised Order 45 would be a progressive law that reflected international best practices. In addition, ICNL provided a continuing stream of models and advice to resolve internal disputes within the CPA about the appropriate balance between legal provisions designed to address national security concerns and those designed to ensure an enabling environment for NGOs. As a result of ICNL's technical assistance, the working group was successful in producing a new draft order that, with some further revision, can serve as the basis for an Iraqi law governing NGOs that is consistent with international best practice and a model in the region.

Planned vs. Actual: Due to the escalating violence on the ground, ICNL was unable to travel to the country as originally planned. Instead, ICNL used funds for extra staff time, communications and travel to a Jordan conference over an extended grant period, as agreed by the CPA, Pact and USAID. Also, since the CPA Administrator declined to sign further orders in the waning days of the program, and instead allow the Iraqi Interim Government to legislate pending issues, the revised draft worked on by ICNL was not adopted by the CPA. However, ICNL is hopeful that Iraq will succeed in enacting a law based on the revised draft and suggested changes submitted at the end of the program.

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

November 2003 – January 2005

Description: Internews is conducting a pilot project of media capacity building and support activities in seven countries in the Middle East region: Algeria, Bahrain, Lebanon, Morocco, and Tunisia. 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: Internews conducted two journalism training workshops in professional journalism skills and international accepted standards of journalism. The first, in Manama, Bahrain had a total of 18 participants, nine men and nine women, representing six publications, the Bahrain Ministry of Information, and the Bahrain News Agency. In Rabat, Morocco, 42 print, television, radio, and internet journalists from 23 different publications and media were trained. Internews also communicated and interacted with U.S. Embassies in Algeria, Tunisia, and Bahrain; and met with key media players in each country. Such relations are critical to gaining a better understanding of particular needs and challenges of some of the countries under this grant. The quarter also saw the last of the office start-up activities in Beirut, where the office was equipped and registered under the Lebanese Ministry of Economy as a non-profit company providing media and development service. An accountant, administrative assistant, and a maintenance assistant were hired. In mid-June all Beirut staff attended a program orientation, facilitated by US staff, and received training in office and grant management policies and procedures. A bank account at the Lebanese Canadian Bank was opened.

Planned vs. Actual: The majority of planned activities for this quarter took place as planned, although journalism training workshops in Tunisia and Algeria, the submission of a performance monitoring and evaluation plan, and the media monitoring activities were delayed. These changes in schedule are reflected in the redrafted workplan submitted with a recent no-cost extension request.

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 the end of this phase of UNITE activities until a new proposal and work plan are developed. In the Dominican Republic, labor specialists continue to seek recognition of the company union and publicize violence against workers; they are calling on the International Finance Committee to become more involved. In Thailand, the ILS specialists helped workers who were fired for union activity to file complaints with the Thai Ministry of Labor alleging violations of Thai national labor law. The Ministry of Labor ruled that the factory had in fact violated the law, and began to negotiate with the company to achieve a positive remedy. In June, the company agreed to rehire the 12 union leaders with full back pay. ILS specialists in Yucatan recently conducted a workshop for 30 workers from 15 factories

on educating workers on their rights as stipulated by Mexican federal labor codes. ILS specialists also collected extensive documentation of labor violations at two twin plants in Merida. Due to the lack of response by the factory and customers, they co-filed complaints with the US Department of State and the international Organization of Economic Cooperation and Development. There were no activities in Indonesia this quarter.

Planned vs. Actual: Most activities took place as planned this quarter; however, some partners involved in Thailand did not send out their reports and/or alerts, and Grupo M continues to thwart attempts to improve workers rights in their Dominican factories.

Associate Award Highlights

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: This quarter saw the end of the no-cost extensions given to CCE and CRI to complete a small number of remaining activities under this award and then close out the project. The main project activities to take place under CCE's program were the final showcases that serve as a positive capstone to the program. Close-out activities were nearly complete ahead of schedule as of reporting time.

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: Most of the planned activities were carried out, though the quarterly report was delayed by a few days so that it could be incorporated into the final report.

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: This quarter saw the start of the academic year, accompanied by a great deal of training for teachers (some of whom received their first introduction to the program this quarter) and the completion of a number of products in development for many months (including materials for the training programs). Through two workshops in Islamabad and Karachi, CRI international trainers and local master teacher trainers prepared 2nd and 3rd grade teachers, PTA members and principals (a total of 367 participants) to use CRI methodologies in the new academic year. A total of 166 kindergarten and first grade teachers, as well as principals, were similarly trained in the child-centered methods of the program during another set of workshops. These trainings were followed-up with direct technical assistance through site visits and additional workshops, including cluster meetings for 120 teachers in 36 schools (which achieved 100% attendance despite the fact that they took place while teachers on vacation). These meetings helped teachers address implementation problems, design tools and make plans for the future. Materials produced and/or distributed this quarter include “Good Morning, We’re Glad You’re Here,” which shows teachers how to effectively adopt the morning meeting practice, educational materials for 300 classrooms, supplies for 60 schools in their next round of lessons, the “Mother’s Wisdom” book on family literacy, Urdu translations of family literacy lessons, “Creating Child-Centered Classrooms for 6-7 Year Olds,” and the facilitators guide called “Developing Your Own Way of Parenting.” In addition, a good deal of work this quarter went into gathering, tallying and reporting evaluation findings. Finally, the family involvement activity, Adopt a Plant, had an extremely successful quarter. CRI was able to deliver 1200 saplings to 50 schools and draw the wider community into an activity that integrates science, social studies and language arts with real-life experiences of participating children.

Planned vs. Actual: All activities planned for the quarter have been completed or are underway. CRI is postponing the administrator training until fall of 2004, since the principals have been involved in nearly every training session that CRI has held to date. Translations of CRI’s methodologies have been slow to be completed, although they are now in the final stages.

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: Technical assistance activities implemented over this period include media training and a workshop on reporting, monitoring and evaluation for the eight grantees. Said grantees conducted workshops, trainings, public debates, and media production to provide a public space to discuss and generate support for advocacy on topics as diverse as HIV/AIDS, land policy, women's rights, electoral issues and legislation. Further, the PRP Stage I component on pilot constituency offices was successfully evaluated and Pact was mandated by Parliament to begin drafting a funding proposal for 150 fixed offices, a document which is currently being formulated.

Planned vs. Actual: The reporting period saw 80% of planned IPD activities done, while approximately 50% of PRP/ACI activities planned were executed. The delay in some of the PRP/ACI activities can be explained by the intransigence of the government. Both the IPD Advisory panel and the second in the series of the Policy Analysis and Advocacy TA activities are now rescheduled to be implemented in August to give way to preparatory activities in monitoring, evaluation and reporting which will be implemented in mid July 2004.

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: The core of the Regional Development Framework (RDF) document was approved at a General Assembly on 27-28 May 2004 with the participation of 340 actors representing communities, development projects, CSOs, Government Agencies/Ministries and the private sector. Thematic workshops to solicit input and mobilize the public have been conducted to gather reactions to the fifth phase of the RDF and the organizational structure of the Regional Development Committee (RDC). After the validation of the RDF at the regional level and to better promote it, the document was presented at the national level to technical and financial partners, Ministries, and national development projects at a workshop that served as another occasion to discuss the elaboration of the regional investment strategy. In addition, a multidisciplinary diagnostic study to well define activities for implementation at the

Ambatomirongorongo conservation site has been finalized and validated. The results of this study constitute the core plan of action to be followed by the implementation team in July.

Planned vs. Actual: While most planned activities were completed, there were several minor changes/delays this quarter. Assessments to evaluate aquaculture potential at the Mandena site and Ambinanibe lagoon showed that the region does not provide a supportive environment for fish production. Also, the institutionalization and legalization of the RDC was delayed because of the advent of a new operating environment caused by the decentralization process. The government has decided to implement a regional strategy, requiring the RDC to revise its operational workplan to propose improved ways to integrate with the new regional structure.

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: Pact continued ongoing technical assistance this period, including teacher monitoring in Fianarantsoa and Antananarivo and in-service training. Program staff also continued to work on materials including the Malagasy version of “Le Quotidien du Citoyen,” the “Foundation of Democracy” booklets, and the production of mini-films. A number of trainings and events were held, including training of teachers and CSOs on the “Foundations of Democracy” methodology, regional civic events in Antananarivo, and a training for 50 CSOs in Fianar on the “For a Responsible Citizen” methodology. Of all of the events that took place this quarter, perhaps the most significant were the Internews training of radio journalists and the youth civic competition at Parliament. In partnership with Pact staff, an Internews trainer conducted a six-day workshop for nine radio journalists on the role of civic journalism in radio news. The workshop successfully used theory and practical exercises to increase both the awareness of the importance of these issues for local journalists, and to increase their skill in acting on this new awareness. Finally, Pact facilitated a civic competition before a session of Parliament, where a series of student teams (some from the very poorest areas of the country) were afforded the opportunity to present their ideas for civic improvement directly to their representatives and before the highest legislative body in the nation.

Planned vs. Actual: Many of the activities planned for this quarter were carried out. However, there have been a number of minor delays due to governmental intransigence at the Ministry (exacerbated by the recent change in government and the impending end of the project). In

addition, the finalization of the “Le Quotidien du Citoyen” and the “Foundations of Democracy” texts were not completed as planned.

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: During this quarter, Idasa facilitated 52 workshops on topics such as “Vision, Mission and Values,” “How Local Government Works,” “Promoting Public Participation in Local Government,” and “CBO Leadership Mentoring.” These workshops were a success – reaching every partner in the initiative and helping the CBOs and their municipal counterparts to learn how to engage effectively with each other; as well as helping the CBOs to reflect for the first time in a disciplined way on the reason they exist and the values that underlie their work. The CBO Leadership Mentoring orientation kicked off this major activity, which will see carefully selected mentors working closely with CBO leaders in the coming months. In addition, a contact publication was produced with information about each of the partners and was distributed to all as a way to encourage those with similar interests to contact each other and cooperate.

Planned vs. Actual: Nearly all planned activities for this quarter were carried out, save for the slight delay in the publication of a manual on public participation strategies for local government, which awaits the compilation of a few remaining pieces of information. Also, a redesign of the Idasa website is causing some delay in uploading project information to the site; and the production of the radio programs, which is well underway, has run into minor scheduling conflicts.

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 continued to provide a great deal of support and technical assistance to its partners this quarter: facilitating a baseline OCA on ZAPHA+, Pact's newest NGO partner in the program; conducting fundraising training for 38 partner organizations; providing training and guidance to five partners implementing a gender-mainstreaming program; facilitating the formulation and development of Strategic Plans for two partners; and issuing three sub-grants totaling more than \$86,000 to three TAPP partners. These partners in turn held training activities for their membership: Pact co-facilitated an advocacy program for Maasai CBO leaders in collaboration with the PINGO's Forum; IDYDC began a series of training workshops on gender mainstreaming for its field staff and volunteers; and DONET conducted a program in multisectoral approaches to HIV and AIDS for 72 peer educators from among their membership. Also, the media campaign saw a great deal of work this quarter, as Pact began training NGO representatives on how to work with and handle the media. Fifteen focus groups were completed, as well, leading to the development of a series of messages and a logo for the Shangalia (Celebrate) NGOs campaign, which are in the process of being tested with NGOs. In addition, Pact continued to update and expand its website. Two new publications developed under TAPP were made available on the Pact TZ website for downloading. The first was developed by CIPE and the TCCIA: *The Advocacy Toolkit for Business Associations: Bringing Advocacy to the Grassroots*. The second document was developed by ESRF and CIPE: *Policy Processes and Civil Society Access in the Process in Tanzania*. Finally, Pact and ICNL organized a stakeholders meeting on the NGO bill which resulted in a plan for amending the legislation in October/November.

Planned vs. Actual: Nearly all of the planned TAPP activities were carried out this quarter. However, despite Pact's best efforts, TANGO still has not been able to decide on the timing of its Re-OCA. Also, the development of the Fundraising Sourcebook turned out to be a greater challenge than expected, and the planned trips for journalists did not take place as hoped.

On the Horizon

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

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.

Pact/Corporación PARTICIPA: Advancement of Civil Society Participation in the Community of Democracies

Description: As the Community of Democracies (CD) prepares for its 2005 meeting in Santiago, Chile, its main challenge is formalizing the role of civil society members, a key obstacle in the quest to strengthen dialogue among stakeholders. The proposed project will contribute to the strengthening of the Community of Democracies through the development of a civil society counterpart, which will raise both government and non-government awareness around the need to implement prior commitments. This will be achieved through the advancement of a sustainable process of dialogue and collaboration with governments. Specifically, the project seeks to: advocate and lobby governments for the inclusion of civil society concerns and democracy proposals in the CD process; promote and strengthen regional and global civil society networks working in the CD; and disseminate CD information to a broad group of social and political actors at the regional and global levels.

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

Reports from:

- A. CCE Malaysia**
- B. CCE MEPI**
- C. CIPE MEPI**
- D. CRI Indonesia Al-Azhar**
- E. CRI Indonesia Rapid Response**
- F. CRI Malaysia**
- G. CRI MEPI**
- H. CRI Pakistan**
- I. ICNL Iraq**
- 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 Mexico**
- R. UNITE Thailand**

Malaysia Civic Education Program Final Programmatic Report

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

Submitted by Pact on behalf of the Center for Civic Education.

I. Executive Summary

The Projek Warga (Project Citizen) program in Malaysia was completed by the March 31 extension date mandated. The goals of the program have been more than met, providing a quality example for Malaysian teachers, students and parents of interactive methods to transfer educational content. Following a very successful teacher training program and consequent implementation of Projek Warga in each of the twelve middle schools involved in the program, all of the teachers and students of the twelve schools implementing the program in Penang participated successfully in the competition showcase conducted at Universiti Sains Malaysia September 1-2, 2003. Because Unversiti Sains Malaysia provided some of its own resources and funds to conduct the showcase, funds were freed up for an additional training of teachers in eleven middle schools of Sebarang Perai Utara. Twenty-two teachers and four hundred forty students participated in that program, funded by virtue of a program extension. An evaluation of the program was completed by an independent Malaysian evaluator and is attached to this report. A CD that provides a live video describing Projek Warga accompanies this report.

II. Background

Following three fact-finding visits to Malaysia during 2001-2002, Jack Hoar, former Director of International Programs, for the Center for Civic Education submitted a proposal to Pact/USAID to fund a teacher training program with the intention to assist in improving and reforming civic education in Malaysia. At the suggestion of Karl Stoltz, PAO, United States Embassy in Kuala Lumpur, the Center worked closely with Professor Syed Ahmed Hussein and the Universiti Sains Malaysia, based in Penang, to develop a four-part program to meet this objective:

- A visit by Malaysian educators to Padang, Indonesia to observe the Kami Bangsa Indonesia (Project Citizen) showcase.
- A Center funded visit by eight Malaysian educators to the United States for orientation and observation of Center programs in the field.
- A Project Citizen pilot program in Malaysia involving 12 schools.
- Evaluation of program impact.

\$159,756 was awarded to the Center to administer these activities over the period January 8 to September 30, 2003.

III. Key Results over the Life of the Project

Observation visits:

During January 2003 Malaysian educators made site visits to:

- Observe a Padang Indonesia Project Citizen regional competition
- Observe "We the People: Citizens and the Constitution" school lessons and a competition in the United States
- Talk with Washington DC educators, Pact officers, USAID officials, and a member of Congress.

Projek Warga Organized:

The Projek Warga for Schools in Penang involving 12 schools was organized by the Inisiatif Kewarganegaraan Malaysia, IKM (Malaysia Citizenship Initiative, MCI) Universiti Sains Malaysia. This was the first project of its kind initiated by IKM.

Projek Warga or Citizen Project was adapted from the original program of the Center for Civic Education. It is directed at the young especially the lower secondary school students to promote competent and responsible participation in policy-making processes at the state and local government. It actively engages students in learning how to get involved in public affairs and encourages civic participation among students, their parents, and members of the community. The project hoped to assist the young to acquire the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. The pilot Projek began in April 2003 with a meeting between the Director of the Penang State Education Department, Dato' Dawa Abdullah and the Director of IKM, Professor Dato' Syed Ahmad Hussein. The meeting was also attended by two other committee members of Projek Warga, Mrs. Norpisah Mat Isa and Dr. Rohizani Yaakob and a Senior Officer of the State Education Department, Tuan Haji Ibrahim bin Hj. Yaakub.

Based on the discussions, Projek Warga identified 14 schools in Penang Island, of which 12 of the following schools agreed to participate:

- Sekolah Menengah Penang Free.
- Sekolah Menengah Perempuan St. George
- Sekolah Menengah St. Xavier
- Sekolah Menengah Agama Al-Mashoor
- Sekolah Menengah Jenis Kebangsaan Chung Ling
- Sekolah Menengah Jenis Kebangsaan Han Chiang
- Sekolah Menengah Jenis Kebangsaan Perempuan Cina
- Sekolah Menengah Kebangsaan Sungai Ara
- Sekolah Menengah Kebangsaan Telok Kumbar
- Sekolah Menengah Kebangsaan Seri Balik Pulau
- Sekolah Menengah Kebangsaan Bukit Jambul
- Sekolah Menengah Kebangsaan Raja Tun Uda

The above schools composed of an array of profiles such as single and multi-ethnic schools, rural and urban schools, missionary schools, private and public schools, Islamic schools and co-educational and non co-educational schools.

During this phase, the schools were duly contacted, the Projek Warga Teacher and Student Guidebooks were translated and adapted for use in Malaysia and printed for distribution to the teachers attending the training program planned for May 2003, as well as to the students participating in the project.

Teacher training:

The workshop for teachers from participating schools was held from May 29 to June 1, 2003 at the Equatorial Hotel in Penang. Thirty four teachers including two principals attended the 3-day training, conducted by two trainers from the Center of Civic Education, Mr. Michael Fischer and Ms. Monique Taylor. Several observers representing Universiti Sains Malaysia, Yayasan Salam Malaysia, The Curriculum Department of the Ministry of Education, The US Embassy and The Indonesia Center for Civic Education also attended the workshop.

Dr. Lim Hong Hai, a professor of public policy from the School of Social Sciences, Universiti Sains Malaysia was invited as a guest speaker and he provided the educators with a perspective of the Malaysian public policy processes (The full program for the 3-day workshop is attached in Appendix A).

Three newspaper companies i.e. the Sun, the STAR and the New Straits Times each contributed 50 copies of their newspapers for the three day session. The newspapers were used extensively by the teachers during the training. The workshop was well publicized through news and articles that appeared in those newspapers as well as several other newspapers. Dr. Syed's related his enthusiasm regarding the training in an email account: "The Projek Warga Workshop for teachers had just ended ten minutes ago. I am very tired but I have to stop by my office to write you this mail: To tell you immediately that the workshop went beyond expectations and that Michael and Monique were brilliant, absolutely brilliant."

Implementing Projek Warga:

Upon completing the training and to implement the project in the schools, the teachers were requested to form two student groups in their respective schools. The groups comprised of students in form two (i.e. age group 13-14 years old). The number of students in each group ranged from 15 to 20, and were selected on a voluntary basis. A final total of 464 students and 32 teachers were directly involved in the project. Already at this stage also, the project had indirectly involved the participation of parents as well. The schools had to request the parents' consent for students to participate since, for most schools, the project was implemented as an extra-curricular activity outside of the normal school hours. The parents' involvement continued through the project as they were also an important source of information on community problems.

Each school was given the choice to implement the project in Bahasa Malaysia (the Malay Language) for both groups or to have one group in Bahasa Malaysia and the other in English. As a class project, the students worked together, with the assistance of teachers and volunteers, to undertake the following tasks:

- Identifying a problem: The students started their project by identifying a community problem that they think is significant. The student topics from all the groups were discussed in the two roundtable coordination meetings between the teachers and the organizing committee, to ensure that:
 - Each group was studying a different problem in the community;

- The scope of the topics was not too wide and within the grasp of the students.
- **Gathering information:** After identifying the topic, the next task was to collect information on the problem from various sources. In addition to the secondary sources, the students also had to approach and interview policy makers, government officials, professionals, community leaders, and university academics, in the process of gathering information on the problems they were studying.
- **Evaluating existing policies:** At this stage, the students studied all existing public policies developed by the government in order to minimize or solve the problem. Besides government policies, the student groups were also able to identify policies suggested by others in the community, such as community and professional associations, parent–teacher groupings and individual prominent citizens.
- **Developing group policy/policies:** Based on the strength and weaknesses of existing public and suggested policies, students then developed their own policy or policies.
- **Developing an action plan:** Finally, the students developed their action plan as to how they would persuade and convince the authorities or agencies that are directly involved in handling the problems, to accept their new policy/policies.

All of these works were displayed in a class portfolio in the form of a binder and parts of the contents were abstracted and presented in the form of presentation panels to be showcased and judged in the final phase of the project.

The Roundtable Meetings

The organizing committee and the teachers met twice (i.e. on June 20 and August 7, 2003) to coordinate the project. During these meetings, various matters were discussed and clarified, including the topics for the projects. The meetings also discussed the judging criteria and the dates for the panel showcase, which was agreed to be on September 3 and 4, 2003 at Universiti Sains Malaysia, Penang.

Besides the roundtable meetings, the organizing committee members also visited the schools when the students were carrying out their projects. Issues on the implementation of the project were clarified during these visits.

Showcasing Projek Warga:

Judging the Binders: The binders were collected from all participating schools on August 28 and 29, 2003, which involved eleven of the twelve schools. This was due to the withdrawal of Sekolah Menengah Jenis Kebangsaan Han Chiang, which was not able to participate as the date for the showcase clashed with the term examination period of the school.

Thus only twenty two binders were collected instead of twenty four. Fourteen were for the Bahasa Malaysia category and eight for the English category. 30 percent out of the total marks were allocated for the binders.

Eight judges from Universiti Sains Malaysia were appointed to judge the binders. They were:

- Professor Mohamad Jantan, Director, Center for Policy Research (Chief Judge)
- Professor Suresh Narayanan, Professor of Economics, School of Social Sciences
- Professor Lai Yew Wah, Professor of Economics, School of Social Sciences
- Professor Aminah Ayob, Dean, School of Education
- Professor Abdul Rahim Ibrahim, Dean, School of Social Sciences
- Professor Angeline Cheah, Professor of Social Works, School of Social Sciences
- Dr. P. Sundramoorthy, Lecturer in Criminology, School of Social Sciences, and
- Dr. Mohamad Reevany Bustami, Lecturer in Sociology, School of Social Sciences.

The judges met on August 30, 2003 to scrutinize and evaluate the binders.

The Panel Showcase: The Preliminaries

On September 3, 2003, the preliminary rounds of the panel showcase were held at two separate venues at Universiti Sains Malaysia. The Bahasa Malaysia category, which involved 14 student groups, was held at the Dewan Budaya. The English Category, involving eight groups was held at the Examination Hall A.

The judges for the Bahasa Malaysia category were:

- Professor Suresh Narayanan
- Professor Lai Yew Wah
- Professor Aminah Ayob, and
- Professor Abdul Rahim Ibrahim (reserve)

The judges for the English Category were:-

- Professor Angeline Cheah
- Dr. P. Sundramoorthy
- Dr. Mohamad Reevany Bustami, and
- Mr. Paul Selvaraj from Yayasan Salam Malaysia (reserve)

The Chief Judge for both categories was Professor Mohamad Jantan

Bahasa Malaysia category:

- Sekolah Menengah Kebangsaan Raja Tun Uda with their topic on Masalah Setinggalan di Kampung Sungai Nibong (The Squatters of Kampung Sungai Nibong).
- Sekolah Menengah Kebangsaan (P) St. George with their topic on Mengekalkan Kebersihan di Tempat-Tempat Awam (Maintaining Cleanliness in Public Places).
- Sekolah Menengah Jenis Kebangsaan Chung Ling with their topic on Kemalangan Kenderaan di Sekolah (Motor Vehicle Accidents in Schools).

English category:

- Sekolah Menengah Jenis Kebangsaan Perempuan Cina with their topic on The Illegal Sale of Cigarettes to Minors.
- Sekolah Menengah Kebangsaan (P) St. George with their topic on Rape Cases on the Rise.
- Sekolah Menengah Jenis Kebangsaan Chung Ling with their topic on Rubbish Alert.
- The Finals

The finals of the showcase involving the six finalists was held on September 4, 2003 at the Dewan Budaya, Universiti Sains Malaysia. Also present during the finals, were observers from the CCE, representatives from the US Embassy, representatives of civic organizations from Indonesia, Pakistan and Thailand, representatives from the Penang State Education Department, the Malaysian Ministry of Education, Teachers Training Colleges and private business agencies as well as parents and educators. The finals saw also the enthusiastic attendance of students and teachers who participated in the preliminary rounds the day before despite their not reaching the finals.

The judges for the finals were:-

- Former Ambassador, United Nations Special Envoy and Yayasan Salam Malaysia Chairman, Tan Sri Razali Ismail (Chief Judge),
- Consumer activist and Regional Representative of the United Nations Development Program Dato' Anwar Fazal,
- Prominent educationist, Y.M. Tengku Dato' Ismail Tengku Md. Jawa, and
- Professor Mohamad Jantan, Director, Center for Policy Research, Universiti Sains Malaysia.

Each student group presented their panel showcase for 16 minutes. The judges took about eight minutes to ask questions to each group. During the interlude to give the judges time to decide, a local singing group entertained the audience.

At 11.30 a.m., the following were announced recipients of the Excellent Award:

Bahasa Malaysia Category:

- Sek. Menengah Kebangsaan (P) St. George with their topic on Mengekalkan Kebersihan di Tempat-Tempat Awam (Maintaining Cleanliness in Public Places)

English Category:

- Sek. Mengengah Jenis Kebangsaan Chung Ling with their topic on Rubbish Alert

Each participating student for the finals received a RM20 book voucher. Students in the excellent award groups received an extra RM20 book vouchers; the schools they represented

received a computer and a digital camera. The remaining four schools represented in the finals received a printer and digital camera each. Of course all participating students and teachers got to keep the project guidebooks as well as the smart Projek Warga polo shirts. The prizes were sponsored by the Universiti Sains Malaysia, Motorola Malaysia Berhad, Dell Sdn. Bhd., Malaysia Citizenship Initiative and individuals.

A) Pilot Extension: Seberang Perai Utara.

Schools Participating: 11. Teachers Involved: 22. Students involved: 440.

Roundtable (Principals): February 2, 2004 (Universiti Sains Malaysia).

Training of Teachers: March 12-14, 2004 (Swiss Inn, Sungei Petani).

Roundtable (Teachers) I: June 24 2004 (Bertam); II: June 24 2004 (Kepala Batas).

Evaluation:

Throughout the project, an evaluation was carried out by a group of evaluators, headed by Professor Lim Hong Hai, a Professor of Public Policy from the School of Social Sciences. The method and evaluation process were adapted from that utilized by the Center. These were further discussed during an informal meeting with the two trainers involved in the workshop for educators, and with Ms. Suzanne Soule, Director of Research and Evaluation of the Center, who visited Universiti Sains Malaysia in August 2003.

Attached to this report are:

- The complete evaluation report on Projek Warga: Project for Schools in Penang
- The evaluation instrument administered to teachers and students of the Projek Warga pilot program from which data the evaluation report is derived.

Conclusion:

The pilot Projek Warga has been successfully implemented and received encouraging responses not only from teachers and students but also from various public and private agencies in Malaysia. The winning teams were invited by voluntary groups to make public presentations on several occasions and made a special presentation to the Minister of Education on December 9, 2003. The Projek Warga secretariat was approached by a number of agencies who expressed interest in Projek Warga.

Based on the success of the pilot project, the Inisiatif Kewarganegaraan Malaysia plans to organize Projek Warga in school districts throughout the country as its flagship activity. IKM will solicit public and private funding from within Malaysia and abroad to enable more students to benefit from the project in its ambition to spread the novel aim of creating a nation of competent, responsible and participative citizen.

IV. Comparison of Planned and Actual Accomplishments

Projek Warga teacher training and program implementation was completed as planned. All of the objectives set for the program were completed in a timely manner. An impressive Projek Warga competition showcase was conducted at Universiti Sains Malaysia with over 600 students

participating. A variety of public policy problems selected for study reflected a genuine student interest in and knowledge of local problems that the twenty-two classes selected. In addition to the program as originally planned, an additional teacher training was conducted in Seberang Perai Utara involving and additional 11 schools, 22 teachers and 440 students. The additional teacher training, conducted by virtue of a program extension, resulted in the implementation of Projek Warga in all of the 11 schools from which the 22 teachers were trained. The program extension was made possible due to the fact that Universiti Sains Malaysia contributed its own funds to defray a considerable amount of the expenses of the Projek Warga Showcase activity. The additional teacher training took place in the district of Malaysia that is the home area of the newly elected Prime Minister.

V. Success Stories/Lessons Learned

The success that the Projek Warga program has experienced appears to be helping to realize the goals of this grant program as stated in the proposal. Addressing the goal of using the activities under the grant program as a catalyst to leverage support for the Project Citizen program from the Malaysian Ministry of Education, Syed Hussein commented in October, 2003 that "I completely agree with you that P:rojek Warga has to look for other sources of funding. We are. There are close to 300 hundred school districts in Malaysia and our 5-year plan hopes to cover a substantial number of these in all the states. We have begun talking to funders, big and small. In fact projects in at least two school districts have, in principle, been secured. We have funding for follow up activities between now and March 2004 and the publicity of the serieis of activities should attract interest. We are quite confident that we will be kept busy in the next few years." In pursuit of this, Universitas Sains Malaysia officially set up the Malaysia Citizenship Initiative and provided an office for that organization with Dr. Syed Hussein as the President. With regard to the goal of addressing the need for civic education curriculum improvement by providing prominent Malaysian educators and national Education Ministry officials with examples of new ideas and methods, apparently Projek Warga has been very well received by teachers, students and the community. Though the approach to introducing Projek Warga has involved voluntary, involvment by teachers, Syed Hussein reported in a memo June 21, 2003 that, "In many of the schools, the number of student volunteers exceeded the maximum we wanted (20 per group). And more teachers want to participate too. Not to dampen their enthusiasm, we decided to allow as many in. This will certainly impact our budget especially the number of books to be distributed -- and we are getting requests from various other quarters for copies; it needs a re-print." Syed then added, "We will get some of the interested parties to sponsor some of the extra costs and we do not anticipate problems." It is clear that Projek Warga has taken off in Malaysia. Teachers and students like it, even though it was first introduced as a voluntary, extra-curricular program.

Arab Civitas
Quarterly Programmatic Report

April-June 2004

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

Submitted by Pact on behalf of the Center for Civic Education

As indicated in the corresponding quarterly financial report, the total amount expended under this sub-award to date is \$600, 416. This figure accurately represents amounts reported to Pact for the period ending 31 May 2004.

I. Executive Summary

During the past quarter, the Arab Civitas network has expanded by adding Algeria as an additional member country. The network now consists of the three original members (Jordan, the West Bank, and Egypt) along with the six new members of Lebanon, Tunisia, Morocco, Yemen, Bahrain and Algeria. The major activities during this quarter involved two meetings of the new Board of Directors, including the election of the first President of the Board; participation of a delegation from Arab Civitas in the Center's annual international congress in Budapest; adaptation and printing of student and teacher texts in member countries; site visits by Arab Civitas and Center staff to Algeria, Jordan, and Lebanon; **Project Citizen** training workshops in member countries; and training workshops conducted at the Arab Civitas regional office in Amman by Pact on NGO capacity-building/network-strengthening and by the Center on program evaluation.

II. Background

The initial funding and amendments of this sub grant from Pact, Inc. of \$838,152 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 nine Arab countries (Jordan, the West Bank, Egypt, Lebanon, Tunisia, Morocco, Yemen, Bahrain, and Algeria) and is preparing a pilot project in Saudi Arabia. These programs focus on developing among students an understanding of the fundamental values, principles, and institutions of constitutional democracy; fostering a reasoned commitment to these 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 have been translated into Arabic and adapted for use in Jordan, the West Bank, Egypt, Lebanon, Morocco, Yemen, and Bahrain. A local adaptation is underway in Algeria.

III. Key Results of this Period

Board of Directors Meetings; Participation in the Civic Education Congress in Budapest:

With supplemental funding from USAID, the new and expanded Board of Directors of Arab Civitas held its first meeting in Budapest on May 26, 2004. The funding from USAID also enabled the Board members to participate in the Center's annual International Congress on Civic Education in Budapest May 27-June 1, 2004. The Board of Directors now consists of the regional director and the nine country coordinators. Six of the nine members were present in Budapest for the May 26 meeting. The agenda included regular business, country program updates and briefings by Center officials. The Board also voted to hold the election of its first President at its upcoming meeting in Amman on June 20, 2004.

Following the Board of Directors meeting in Budapest, the Arab Civitas regional director and six Arab Civitas country coordinators participated in the Center's International Congress. The

congress was an excellent opportunity for them to meet with counterparts in civic education from over 20 states and 40 foreign countries. The coordinators from Jordan, the West Bank, Lebanon, and Morocco served on panels and made presentations on their programs. We were delighted to have U.S. Embassy representatives from the West Bank, Bahrain, Saudi Arabia, Israel, and Algeria participate in the Budapest congress.

During the three weeks between Board meetings, Dr. Kamal Mougheeth from Egypt and Mr. Elarbi Imad from Morocco campaigned to be elected as the first President of the Arab Civitas Board of Directors. As the election approached, the nine voting members present in Amman were consumed by the prospect of voting for the first time in their lives in a real election. At the meeting on June 20, Mr. Elarbi Imad was elected by secret ballots in a 5-4 vote. Emotions remained high after the election.

Site Visit to Algeria and Selection of the Country Coordinator for Algeria:

Muna Darwish, Regional Director of Arab Civitas and Jay Taylor, the Center's Program Manager for Arab Civitas, visited Algiers, Algeria May 5-10, 2005. This visit was coordinated with PAO Elizabeth Colton, beginning with consultations with Ms. Colton in Washington, D.C. in March 2005. The visit was facilitated by a meeting with Ambassador Idriss Jazairy, Algeria's representative to the U.S. Ambassador Jazairy wrote to senior officials in Algeria to express his support for our visit and for Algeria's participation in Arab Civitas.

The program in Algeria included visits to two independent schools, three press roundtables, meetings with human rights NGOs and a meeting with Mr. Samir Boubekour, Director of Cooperation, Ministry of Education. Two Arabic and one French language newspapers ran reasonably accurate articles on the Arab Civitas network. The visit to Algeria culminated in the selection of an outstanding individual to serve as the country coordinator for Algeria. Dr. Khaoula Taleb-Ibrahimi is a Professor in the Department of Languages and Director of Linguistic Research at the University of Algiers. Her nomination was approved at the May 26 meeting of the Arab Civitas Board of Directors.

Workshops on Capacity-Building and Program Evaluation:

Pact and the Center worked together to request supplemental funding for two workshops organized by Pact on NGO capacity building for key members of the Arab Civitas network. The first workshop by Pact was staged at the Arab Civitas regional office in Amman June 16-18, 2004. It was immediately followed by a three-day workshop organized by the Center on program evaluation. Sixteen people from eight Arab Civitas countries, including eight of the nine country coordinators, participated in the Pact and Center workshops. Some of the participants were very new to Arab Civitas while others were "veterans" with up to a year of experience. The Pact and Center workshops were useful in promoting communication across the network, in building solidarity of purpose and in highlighting the need for a sustained emphasis on the managerial and financial capacities of the network. The supplemental funding will enable Pact to organize a second workshop a similar group of participants on the topic of NGO leadership in September or October 2004.

Highlights of Program Activities in Selected Countries:

The civic education programs in Jordan, Egypt, the West Bank, Lebanon, Yemen, and Morocco have been active during the reporting period. Trainers have been trained in Project Citizen in each of these countries. There have been other significant developments as well. In Jordan, there is a new and productive linkage between the Jordanian Center for Civic Education Studies and the University of Jordan's Community Service Office. The University of Jordan has a student population of about 29,000. Every student in every department is required to complete 42 hours of community service through the Community Service Office as a requirement for graduation. The Community Service Office decided to use **Project Citizen** to better focus students' community activities. In March 2004, the Jordan Center for Civic Education Studies trained 28 university students in **Project Citizen**. At a ceremony on May 11, 2004 the President of the University of Jordan, the Dean of Students, and the Regional Director of Arab Civitas addressed the 28 graduates and presented them with certificates. The ceremony drew an audience of over 80 friends, family, and faculty members.

In Egypt, the Taha Hussein Association for Civic Education was invited by the Ministry of Education to lead a two-day videoconference May 3-4, 2004 on the topic "Civic Education and the Future." Through the Ministry of Education's video network, approximately 6400 teachers and administrators gathered in 46 videoconference centers throughout Egypt to share in these presentations.

In Morocco, the country coordinator has adapted and printed 3000 copies of the **Project Citizen** students' book and 100 copies of the teachers' guide. Subsequently, 25 junior high school social studies teachers have been trained. More than 800 students worked on **Project Citizen** portfolios and culminating activities were held in May 2004. Two Arabic and one French language newspapers with a total circulation of 360,000 readers carried a press release about Project Citizen activities in Morocco. The country coordinator for Morocco was selected to participate in the Center's annual National Academy. This four-week seminar is being held July 3-31, 2004 at Loyola Marymount University. Funded by the National Endowment for the Humanities, the seminar allows foreign and American participants to engage in an intense study of political theory and values and the principles of American constitutional democracy.

The Arab Civitas program in Lebanon has also produced an adapted version of **Project Citizen** students' and teachers' materials. Through the cooperation of the Union of Anglophone Schools, 40 Lebanese teachers participated in a **Project Citizen** training workshop April 24-28, 2004. On April 23, the national director of Arab Civitas in Lebanon briefed 20 teachers associated with the Union of Democratic Women on civic education programs. The Arab Civitas program in Lebanon has the support of the Counseling and Guidance Department (responsible for "life skills") at the Ministry of Education. The Department has agreed to the training of 40 middle school teachers in **Project Citizen** beginning in September 2004. The program in Lebanon is also supported by the Union of Anglophone Schools. In cooperation with the Union, the Lebanon program trained 40 teachers in **Project Citizen** April 24-28, 2004. Finally, as a result of a site visit by Arab Civitas and Center staff in July 2004, the Arab Civitas program in Lebanon will begin to work with the National Training Center for Catholic Schools in Lebanon. The Training Center works with 12,800 teachers from 345 schools throughout Lebanon. Over 200,000

students, representing 58 religious groups, attend Catholic schools in Lebanon. The Training Center will organize four consecutive daylong workshops to train 30 teachers and administrators in **Project Citizen** beginning in October 2004.

The focus of the Teacher Creativity Center in Ramallah, West Bank has been on **Foundations for Democracy** for primary school children and a special program on Education for Democracy for teachers. Training workshops were conducted for approximately 70 teachers on these topics in January. Many of the participants in the January programs reassembled in Ramallah June 4-5, 2004 to share their experiences in integrating new information on civic education in their classrooms.

Changes in the Regional Office of Arab Civitas:

Over the past seven months, Arab Civitas has expanded from three to nine countries. This expansion to additional countries, coupled with new program opportunities in Jordan, placed exceptional demands on the regional director for Arab Civitas. We requested and received additional support in our current grant for a country coordinator for the Jordan program. A very well-qualified individual with teaching and administrative skills and a strong commitment to civic education prevailed in competition for this position and began to work in the Arab Civitas office full-time beginning July 5, 2003. This addition to the staff will allow the regional director to focus more time and energy on the management and development of programs in the nine member countries.

The financial responsibilities of the regional office in Amman have also increased dramatically. The regional office is responsible for organizing financial systems in the nine member countries and for submitting consolidated financial reports and cash projections. In eight of the nine countries of Arab Civitas, individuals or newly created NGOs coordinate the program. The present staff of the regional office lacks the experience and training to manage these responsibilities. Accordingly, the Center is requesting support to recruit a professional financial manager for Arab Civitas. The financial manager will be located in the Amman regional office and will be responsible for financial operations throughout the network.

IV. Comparison of Planned and Actual Accomplishments

1. Conduct **Project Citizen** showcases and culminating activities for Jordanian classes and Egyptian clubs: completed. Gather reports on pilot projects: an ongoing activity.
2. Continue workshops for teachers in five additional Arab states: completed in four of five states. Prepare reports on results, data collection continues: an ongoing activity.
3. Gather results of pilot programs in Jordan, the West Bank and Egypt: completed, results are being translated, edited and consolidated.
4. West Bank teachers conduct pilot programs as follow-up to Education for Democracy seminar. Two-day seminar to report on results and progress in lessons: completed; report is being edited.

5. Evaluation seminar conducted for two representatives from each of the eight participating Arab countries, the Center for Civic Education and independent evaluators: completed; final reports are being translated and consolidated.

V. Activities Planned for Next Quarter

During the next quarter, the Regional Director of Arab Civitas will travel to Algeria and Bahrain to consult with the country coordinators and to conduct **Project Citizen** training workshops. Both workshops will be conducted in coordination with the Public Affairs staff. The workshop in Algeria will be a low-profile event involving 6-9 teachers and principals from independent schools. The workshop in Bahrain will be larger with about 30 teachers from 10 Ministry schools expected to participate.

The country coordinators for the relatively new programs in Yemen, Bahrain, Lebanon, Morocco and Algeria have completed their local adaptations of **Project Citizen** materials. They will begin to print copies for use in their programs. The coordinator in Bahrain has also a local adaptation of **Foundations of Democracy** materials and these too will be printed.

There will be changes in the administration of the program in Tunisia during the next quarter. We expect that the Arab Institute for Human Rights will become more involved in the implementation of the program in Tunisia. The Public Affairs staff in Tunis is closely involved in developing the new strategy with us.

Since travel to Saudi Arabia becoming more difficult, we are working with the Public Affairs staff in Riyadh to redesign our approach to starting civic education programs there. During the next quarter, we expect to design a visit by a delegation of Saudi educators to the U.S. to introduce them to the theories and practice of civic education.

VI. Success Stories/Lessons Learned

Success Stories: As previously reported, staff from the Center and the Jordanian Center for Civic Education Studies met with the new leadership at the University of Jordan in December 2003. These discussions were productive and led to the connection between the JCCES and the University's Center for Community Service. This connection has great potential as a way to introduce civic education to college students and to provide more focus to the University's innovative community service program. With funding for Arab Civitas and the program in Jordan being relatively limited, the Center and JCCES applied to the National Endowment for Democracy for a grant to support the use of **Project Citizen** training within the University's Community Service Program. We are delighted to report that in June 2004 the Endowment approved a grant of \$26,400 that will enable the JCCES to extend its work with the University. The Community Service Office has the potential of involving up to 1,000 students in **Project Citizen** activities each year. This approach to involving college students in practical uses of civic education programs may have applications in other Arab Civitas countries.

For the past eight years, the Center for Civic Education, with support from the U.S. Department of Education, has organized an international conference for civic educators. This year's conference was held in Budapest and recent conferences have been held in Mexico City, Prague and Moscow. At the conference in Budapest, the Center leadership announced that next year's conference will be held in Amman, Jordan. The dates are June 2-7, 2005. This decision underscores the relevance of the new Arab Civitas network in Middle East and in the world of civic education. Officials at the highest levels of the Kingdom of Jordan are delighted by the Center's decision and are ready to help ensure that the conference is a rousing success.

Lessons Learned: Arab Civitas has expanded at a rapid rate over the past seven months. The number of participating countries has increased from three to nine. In eight of the participating countries, individuals coordinate the programs. In these eight countries, the coordinators are in the process of establishing small NGOs to facilitate their work. The only previously established NGO in the Arab Civitas network is the Teacher Creativity Center in the West Bank. Country coordinators from eight of nine Arab Civitas countries participated in the Pact and Center workshops in Amman in June. All are ready and willing to learn how to manage their programs. The workshops highlighted the importance of developing managerial as well as programmatic expertise across the Arab Civitas network.



Enhancing Corporate Governance in the Arab World

April-June 2004

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

Submitted by Pact on behalf of Center for International Private Enterprise.

The total amount expended under this sub-award to date is \$75,294.21. These figures accurately represent amounts reported to Pact for the period ending June 30, 2004.

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:

- Hosted the first National Corporate Governance Conference in Lebanon
- Hosted a meeting of the private sector Corporate Governance Regional Corporate Governance Advisory Board in Lebanon
- Published and distributed the Morocco Corporate Governance Conference report
- Drafted the sixth edition of the Corporate Governance Trends Newsletter (2nd edition under MEPI funding)
- Hosted the first Egyptian Institute of Directors Strategy Meeting in Cairo
- Produced the first foreign language translation of the revised OECD corporate governance principles (released in May 2004) by translating the whole document into Arabic
- Amended the CIPE-MEPI agreement to include the creation of a national corporate governance code for Egypt

During this quarter, CIPE launched several of the MEPI sponsored activities, including a National Corporate Governance Conference in Lebanon and the first strategy meeting of the Egyptian Institute of Directors. CIPE has continued to work closely with the World Bank's Global Corporate Governance Forum, which played a key role in the Moroccan and Lebanese conferences on Corporate Governance and in the Egyptian Institute of Directors Strategy Meeting in April, and will play a key role in the upcoming corporate governance conferences in Jordan and Bahrain. During this quarter, CIPE partners published and distributed the Moroccan corporate governance conference report, and the articles for the sixth edition of the Corporate Governance Trends Newsletter were finalized. Additionally, in agreement with PACT, USAID and MEPI, CIPE amended the scope of work of its contract with MEPI to include drafting a national corporate governance code for Egypt.

II. Background

The "Enhancing Corporate Governance in the Arab World" project engages the private sectors in Egypt, Jordan, Lebanon, Morocco, and Bahrain 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

National Corporate Governance Conference in Lebanon

The National Conference on Corporate Governance in Lebanon was held on June 3, 2004 in Beirut. Local collaboration ensured a timely effort between a number of Lebanese NGOs, business associations, media outlets, ministries, and civil society opinion leaders, and over 100 participants attended the event. Participating and presenting groups included Lebanon's Economic and Social Council, Association of Lebanese Industrialists, Lebanese Economic Forum, Lebanese Businessmen Association, Beirut Traders' Association, Lebanese Banking Association, Arab American University, Lebanese Federation of Chambers of Commerce, Industry and Agriculture, Lebanese Ministry of Economy, the OECD, and Price Waterhouse Cooper.

In addition to discussing recent corporate governance initiatives in Lebanon, and the specific challenges of applying corporate governance to family firms and small to medium sized enterprises, the presenters introduced the results of the Lebanese Transparency Association's survey on corruption and corporate governance in Lebanon, and debuted the Lebanese Corporate Governance Task Force's Corporate Governance Action Plan. The Lebanese Corporate Governance Task Force, founded in November 2002, is composed of prominent representatives from the Lebanese private and public sectors, as well as from civil society. The Task Force aims at assessing the current status and practice of public and corporate governance principles in Lebanon to provide recommendations on how to implement higher business standards and better governance practices at the financial market's level (for publicly listed companies), the private level (small and medium enterprises and family owned enterprises) and the public level (state owned enterprises). The agenda from the National Corporate Governance Conference in Lebanon follows.

June 3, 2004: Corporate Governance: A Focus on Lebanon

8:30-9:00am

Registration

9:00-10:30am

Session 1: Streamlining Efforts for Corporate Governance in Lebanon

Introduction - *Me. Mohammad Mattar, Chairman of the Lebanese Transparency Association*

Keynote Speech- *Mr. Marwan Hamadeh, Minister of Economy and Trade, Lebanon*

The Role of Chambers in Promoting Corporate Governance- **Mr. Adnan Kassar**,
*Chairman, Federation of Chambers of Commerce, Industry and Agriculture in
Lebanon*

Proposed Action Plan for Corporate Governance in Lebanon- **Mr. Gerard Zovighian**,
Task Force on Corporate Governance in Lebanon

10:30-11:00am **Coffee Break**

11:00am-12:30pm **Session 2: A Survey of the Corporate Sector in Lebanon**

Chair: Dr. John Sullivan, *Executive Director, Center for International Private Enterprise*
Survey results and analysis- **Mr. Sami Atallah**, *Columbia University*
Corporate governance from economic and financial perspectives (based on survey)-
Dr. Nasser Saidi, *Chairman, Task Force on Corporate Governance in Lebanon*
Corporate governance from a legal perspective (based on survey)- **Ms. Chadia Meouchi**
and Ms. Nada Abou Samra, *Board members, LTA*
Discussant: **Mr. Ramzi El-Hafez**, *Director, InfoPro Center for Economic Information*

12:30-2:30pm **Luncheon**

2:30-4:00pm **Session 3: Priorities for Corporate Governance in Lebanon**

Chair: Mr. Daniel Blume, *Principal Administrator Corporate Affairs*
division, Organization for Economic Cooperation and Development
Corporate Governance in the Banking Sector in Lebanon- **Dr. Assem Safieddine**,
Associate Professor, AUB, School of Business
International Auditing Standards in Lebanon- **Mr. Camille Sifri**, *PriceWaterCoopers,*
Lebanon
Corporate Governance in Small and Medium Enterprises (SMEs)- **Mr. Armand Phares**,
Chairman, Lebanese Businessmen Association (RDCL)
Corporate Governance in Family Owned Enterprises (FOEs)- **Dr. Josianne Fahed Sreih**,
Director, Family and Entrepreneurial Business, LAU
Discussants: **Ms. Carla Saadeh**, *Secretary General, International Chamber of*
Commerce, Lebanon

4:00-5:00pm **Session 4: Concluding Session, Roundtable Discussion: The
Implementation of Corporate Governance in Lebanon**

Chair: Dr. Omar Razzaz, *Country Manager, World Bank, Lebanon*
Panelists: **Mr. Fady Abboud**, *Association of Lebanese Industrialists,*
Mr. Wajih el-Bizri, *Lebanese Economic Forum,*
Mr. Armand Fares, *Lebanese Businessmen Association,*
Mr. Nadim Assi, *Beirut Traders' Association,*
Mr. Fady Saab, *American Lebanese Chamber of Commerce*

CIPE has posted the conference presentations at www.cipe.org/regional/mena/mepi.htm.
CIPE partners from Jordan and the Gulf attended the National Corporate Governance Conference
in Lebanon in preparation for their own national conferences scheduled for later this year.

Regional Corporate Governance Advisory Board

Following the National Corporate Governance Conference in Beirut, members of the
Corporate Governance Regional Advisory Board met to discuss a strategy for advancing
corporate governance concepts in the region. Advisory Board members including Nasser Saidi,

the former Minister of Finance in Lebanon, Dr. Mowafak Al Yafi, Secretary General of the Arab Federation of CPA, Jalil Tarif, CEO of Amman Stock Exchange, Jamal Fakhro, Chairman of the Bahrain Accounting Association, Maged Shawky, Executive Director of the Egyptian Institute of Directors, and Ambassador John Bohn, CIPE Chairman and former head of Moody's Investor Service.

Morocco Corporate Governance Publication

CIPE's partner the Confederation Generale des Entreprises du Maroc (CGEM) edited the presentations from the MEPI-funded March 9th, 2004 National Conference on Corporate Governance in Morocco, and through the input of the CGEM Commission on Ethics and Good Governance, published a booklet on corporate governance entitled "La Gouvernance d'Entreprise: Levier de Croissance" (Corporate Governance, Lever of Growth). The publication includes all of the presentations at the conference. Three hundred copies of the publication were distributed throughout Morocco.

Corporate Governance Trends Newsletter

During this quarter, CIPE began drafting the sixth edition of the Corporate Governance Trends Newsletter, the second edition under MEPI funding. The newsletter is bilingual (Arabic and English) and features articles on the Lebanese Code of Business ethics, the efforts of the Bahrain Monetary Agency to introduce the debate on corporate governance into the Gulf states, and good governance in Arab banks. The newsletter will be translated this week, and CIPE anticipates distributing the final newsletter on schedule late this month through its extensive regional network of reformers.

Egyptian Institute of Directors Strategy Meeting

CIPE participated in the launch of the Egyptian Institute of Directors (EIOD) on April 19, 2004. Presenters included prominent Egyptian private sector leaders, international corporate governance experts and H.E. Boutros-Ghali, Minister of Foreign trade. The meeting focused on developing a strategy for the introduction of the Egyptian Institute of Directors into the Egyptian private sector, by providing a cadre of professional and certified board members. CIPE is preparing a special section of our website to feature presentations on the EIOD. The EIOD agenda follows.

April 19, 2004: : Egyptian Institute of Directors Strategy Meeting

| | |
|--------------------------|--|
| 9:00 – 9:45 am- | Welcoming remarks: Mr. Abdel Hamid Ibrahim, Chairman of Capital Market Authority, Vice Chairman, Egyptian Institute of Directors |
| | Opening address: H.E. Boutros-Ghali, Minister of Foreign Trade |
| 9:30 – 10:00 am- | Seminar objectives: Marie-Laurence Guy, Global Corporate Governance Forum |
| 10:00 – 10:30 am- | Coffee Break |
| 10:30 – 12:00 am- | Session 1: Preparing the business plan and getting started: Mr. Mohamed Farid Khamis, Chairman of Oriental Weavers and Board Member of Egyptian EioD and Chris Pierce, Institute of Directors, United Kingdom |
| | General presentation: Chris Pierce, Institute of Directors, United Kingdom |

| | |
|-------------------------|---|
| | <p>Issues faced in developing a business plan: the Malaysian case: Khairi Isa, Malaysian Institute of Corporate Governance</p> <p>Lessons learned from Thailand and the Philippines: Ian Dunlop, Advisor and former CEO, Australian Institute of Company Directors</p> <p>Discussion and Application to the Egyptian case: Q & A</p> <p>Summary of discussions</p> |
| 12:00 – 12:15 pm | Coffee Break |
| 12:15 – 2:00 pm- | <p>Session 2: Curriculum development and accreditation Chairman: Eng. Mohamed Nosseir, Chairman of Vodaphone-Egypt, and Board Member of the Egyptian Institute of Directors</p> <p>A step by step approach to developing a curriculum: Chris Pierce, IOD UK</p> <p>Key issues and lessons learned from Thailand and Philippines: Ian Dunlop, Advisor and former CEO, Australian Institute of Company Directors</p> <p>Evaluation and Accreditation: the UK model: Kerrie Waring, Institute of Directors, United Kingdom</p> <p>Evaluation and accreditation: the Malaysian case: Khairi Isa, Malaysian Institute of Corporate Governance</p> <p>Discussion and application to the Egyptian case: Q & A</p> <p>Summary of discussions</p> |
| 2:00 – 3:00 pm | Lunch Break |
| 3:00 – 4:30 pm- | <p>Session 3: Developing a membership base, data gathering, networking: Mr. Nassef Sawiras, Managing Director of Orascom Construction Industries, and Board Member of the Egyptian Institute of Directors (tentative)</p> <p>General presentation: Kerrie Waring, Institute of Directors, United Kingdom</p> <p>Membership strategies: Example from Malaysia: Khairi Isa, Malaysian Institute of Corporate Governance</p> <p>Membership strategies: Example from the United Kingdom: Chris Pierce, Institute of Directors, United Kingdom</p> <p>Discussion and application to the Egyptian case: Q & A</p> <p>Summary of discussions</p> |
| 4:30 – 5:15 pm- | <p>Closing Session: Dr. Samiha Fawzy, Deputy Director of the Egyptian Center for Economic Studies, and Board Member of Egyptian IoD</p> <p>Next steps in building the Egyptian Institute of Directors: Alexander Berg, World Bank Group</p> <p>Seminar evaluation</p> |

Egyptian Code of Corporate Governance

During this quarter, MEPI approved CIPE's request to add the creation of a national code of corporate governance for Egypt to the planned activities under the CIPE-MEPI grant. CIPE developed this activity in response to demands from private sector reformers and Boutros-Ghali, Minister of Foreign Trade, to create a national code based on the Egyptian experience with corporate governance. CIPE has launched the five-step code process, which includes:

- 1) A review of existing laws and regulations pertaining to corporate governance in Egypt (corporate refers not only to listed corporations but also larger sized family firms). This report will identify barriers to good corporate governance and legal and regulatory issues. The report will also make specific recommendations for reform.
- 2) A draft code of corporate governance that will be based on the principles articulated by the Organization for Economic Cooperation and Development (OECD) in an Egyptian context. This code will draw upon similar efforts that have been done in other emerging markets.
- 3) A report on feedback and interviews with key business associations (Including associations of small and medium sized firms) and key business leaders. The interviews will also include firms on the Cairo and Alexandria Stock Exchange (CASE) and the board members of the new Egyptian Institute of Directors.
- 4) A guidance document on how firms can implement the code. This step is essential since the concepts of transparency, disclosure, rules for auditing, reporting of material issues are new to many firms in the region.
- 5) A final code of corporate governance which will only be accepted as final when approved by the Egyptian Institute of Directors and CIPE.

Egyptian corporate governance experts in coordination with CIPE Cairo's office staff have launched the above effort in collaboration with the Egyptian Institute of Directors.

IV. Comparison of Planned and Actual Accomplishments

During this quarter, CIPE added one activity to its overall plan of work under the two-year CIPE-MEPI contract, the national code of corporate governance for Egypt. Local experts in Egypt have begun work on the code, through the detailed process which is described above. The addition of this activity will not affect the total award amount of the two-year program. Instead, CIPE has cut costs within its activities and operations to fund the creation of the code of corporate governance for Egypt.

The Lebanon National Corporate Governance Conference was held, as scheduled, on June 3, 2004. The Regional Corporate Governance Advisory meeting was also held, as scheduled, in June 2004. The Moroccan conference report, covering the national corporate governance conference held on March 9, 2004 was published and distributed in June as scheduled.

CIPE has not posted the English and French interface of the hawkama.net corporate governance website. Instead, CIPE has developed an online hub for MEPI corporate governance information generated at the national corporate governance conferences in French and English at www.cipe.org/regional/mena/mepi.htm. This page also includes a summary of the CIPE-MEPI initiative and a link to the main MEPI page and to the Arabic hawkama.net site.

V. Activities Planned for Next Quarter

- Conference report for Lebanon completed and released
- Launch the small grants project
- National level corporate governance conference to be held in Bahrain
- National level corporate governance conference to be held in Jordan
- Finalize review of existing laws and regulations pertaining to corporate governance in Egypt as step one of the corporate governance code for Egypt

VI. Success Stories/Lessons Learned

The OECD and the World Bank linked their efforts to the CIPE-MEPI initiative and held their Second Regional Forum on Corporate Governance in Beirut on June 4 and 5th directly following the CIPE-MEPI Lebanon National Corporate Governance Conference. At the symposium, the World Bank, the Global Corporate Governance and the OECD pledged their continuing partnership with and support of corporate governance initiatives in the Middle East and North Africa. CIPE has expanded its collaboration with the OECD, World Bank and the Global Corporate Governance Forum and will continue to collaborate on a technical level for the upcoming CIPE-MEPI activities.

MEPI and PACT's rapid response to the demand from private sector reformers and the Egyptian Minister of Foreign Trade to draft a national code of corporate governance has paved the way for CIPE to include this important activity in its scope of work under the MEPI initiative. Local initiative and reform efforts from private sector organizations in the Middle East and North Africa has fueled much of CIPE's work in the Middle East and North Africa. The approval of the Egyptian corporate governance code was especially timely because it followed the launch of the Egyptian Institute of Directors and will build on its role as the first corporate governance focused institution in Egypt.

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

**Third Quarterly Narrative Report
April, May, June 2004**

**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 two 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. The Al Azhar Schools are currently divided into several clusters. Each cluster consists of 4 - 5 schools that are located close to one another. Clusters are set up to support ongoing teacher training that is accessible to large numbers of teachers, ongoing technical assistance at the classroom level and effective resource management.

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. ACTIVITIES DURING THE THIRD QUARTER

In the third quarter, work on the following tasks have been accomplished:

- **Conduct an orientation training workshop for two members of the Al Azhar Foundation in Washington, DC.**

CRI and Al Azhar prepared for the US Orientation Training held April 23 through May 07, 2004. Two qualified participants from Al Azhar attended the 15 day training:

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

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

The two participants joined colleagues from 4 other countries (Oman, Qatar, Morocco and Malaysia) for a 15 day orientation training. International and local experts facilitated the participatory workshops that covered the following topics:

- Overview and Philosophy of the Creating Democratic, Child-Centered Classrooms Program
- Communicating with Young Children
- Building Classroom Communities
- Learning Through Play
- Individualizing Teaching
- Developmentally Appropriate Art
- Block Play
- Hands-on Math
- Hands-on Science
- Emergent Literacy
- Thematic Teaching
- Observing and Assessing Young Children
- Family Involvement

Participants also had an opportunity to visit several schools each week in order to see the child-centered methodology put into practice in Kindergarten and primary school classrooms.

- **Increase the use of child-centered methods in the education of young.**

Immediately following the Orientation, the Al Azhar participants returned to Indonesia to report on their training. The Project Director, Program Director and the Master Teacher Trainer held several meetings to share their insights and answer questions regarding the democratic, child-centered practices. Individual meetings were held for the following groups:

- Members of the Al Azhar Education Committee
- Members of the Al Azhar University
- Members of the Al Azhar Foundation
- University Lecturers
- Al Azhar kindergarten principals, cluster 1 schools
- University Students

On June 25, 2004, Hawin Churiyati, Master Teacher Trainer, organized and conducted a meeting for kindergarten teachers, in cluster 1 schools. Many of the teachers in Cluster I participated in the January Training Institute, while many teachers were unfamiliar with many aspects of child-centered practices. During the meeting, teachers reviewed current child-centered practices and voiced the need to include new techniques to improve the quality of these practices in their classrooms. New ideas were generated, suggestions for implementation of techniques were made and teachers decided to formalize plans to implement a range of practices in the upcoming school year for kindergarten and primary age children.

In an effort to increase the use of democratic, child-centered practices at the primary level, the CRI-Al Azhar team translated *Creating Child-Centered Classrooms, 6- 7 Year Olds*. The team is in the process of obtaining estimates for printing and anticipates using the first grade methodology in the upcoming school year.

- **Increase the participation of families in kindergarten and primary school activities**

During the June 25 Cluster Meeting, teachers discussed ways to improve communication with parents as well as increase the level of family involvement in the schools. A question and answer session was held related to sharing information about progress with parents during teacher/parent conferences. Teachers will continue to discuss ways to involve parents in meaningful ways and prepare a list of ideas for the upcoming school year.

- **Equip Al Azhar Kindergarten classrooms with child-centered educational materials.**

During the orientation training, team members were instructed on the use of active learning materials at the kindergarten and primary levels. Individual

workshops provided teams with opportunities to explore using the materials as well as plan learning center activities around a range of readily available, inexpensive and teacher/parent-made materials and games.

Each team received sample sets of Mathematics manipulatives such as cuisinaire rods, pattern blocks and sorting materials. They also received resource books (Yardsticks, The Block Book, Helping Young Children Develop Through Play and Developmentally Appropriate Practice), and assorted catalogs, to build their resource libraries and prepare for upcoming trainings, visits to partner classrooms and technical assistance visits with kindergarten teachers.

Participants also received specifications for making individual sets of wooden classroom building blocks as well as color-coded pattern blocks. Addresses were provided for ordering materials for partner classrooms.

In-Country, two main areas of concentrations this quarter were the Mathematics Center and the Literature Center. Teachers in the cluster schools were divided into two groups to begin preparations for the Activity Centers. Each group worked collaboratively to plan and discuss the possibility of implementation, challenges, materials, necessary adjustments and suggestions for school administrators. The following suggestions were made to the Al Azhar school administrators:

- To create reading and writing centers, a classroom library and a book-making center in kindergarten classrooms.
 - To increase the quantity of books purchased for each classroom
 - To add materials such as pillows, mats, book racks, low tables and a variety of paper for use in the literacy centers.
 - To eradicate the use of work sheets for homework (lembar kerja).
 - Add more concrete learning materials to classrooms.
 - Provide a variety of mathematics games.
 - Integrate mathematics across the content areas.
 - Establish a mathematics Activity Center with active learning materials.
 - To evaluate new practices early in September 2004 to allow for adjustments early in the school year.
-
- **Provide technical assistance to Al Azhar Classroom teachers**

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 was trained to use the Early Childhood Classroom

Observation Form and began initial preparations for a technical support visit to be conducted in the 4th quarter of this grant cycle.

The Al Azhar Foundation hosted a meeting between the CRI-Al Azhar team and CRI-Indonesia Team Master Teacher Trainers. The goal for these meetings continues to be 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 University during this reporting period. Ongoing communication facilitated the continuation of the collaboration between CRI and the Al Azhar University, facilitated the participation of two qualified candidates to attend the two-week orientation training in Washington DC, and facilitated the ongoing meetings at the Foundation, University and Cluster level. The CRI - Al Azhar team sent a letter of thanks to USAID for their support in obtaining VISAs for the April training. A letter of invitation was also extended to USAID so members of the team could see the positive impact of the program on their children, teachers and families.

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

CRI continues to participate in the Center for International Education on the campus of the Al Azhar University. CRI - Al Azhar team members attended meetings.

III. PLANNED AND ACTUAL ACTIVITIES

CRI completed the following program 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
- Translated the first grade methodology, *Creating Child-Centered Classrooms, 6 – 7 Year Olds*.
- Conduct monitoring and evaluation activities
- Increase the use of child-centered methods in the education of young.

- Increase the participation of families in kindergarten and primary school activities
- Conducted Cluster Meeting for 5 schools
- Conducted a principal meeting
- MTT conducted classroom visits in kindergarten and primary schools.

IV. ACTIVITIES PLANNED FOR THE FOURTH QUARTER

- Increase the use of child-centered methods in the education of young.
- Increase the participation of families in kindergarten and primary school activities
- Equip Al Azhar Kindergarten classrooms with child-centered educational materials.
- Provide technical assistance to Al Azhar Classroom teachers
- Conduct monitoring and evaluation activities
- Prepare for a technical support visit by selecting dates and sending two International Trainers.
- MTT will conduct classroom visits and provide on-going support to teachers trained in the CRI child-centered methodology.
- Conduct an evaluation of practices in early Sept 2004 to determine effectiveness and consider adjustments in child-centered practices.
- Al-Azhar MTT will conduct a kindergarten training for teachers in Palembang.
- Begin plans to conduct workshops for teachers who are currently implementing democratic, child-centered practices in their classrooms to facilitate an exchange of ideas and techniques among classrooms.
- Print *Creating Child-Centered Classrooms, 6 - 7 Year Olds*.

V. PROBLEMS ENCOUNTERED AND ACTION TAKEN

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

**Indonesian Civic Education Program – Rapid Response
Early Childhood Education Program
Children’s Resources International, Inc.
Final/Quarterly Performance Narrative Report
April and May 2004**

I. SUMMARY

The CRI program in Indonesia, *Creating Democratic Schools*, concluded its activities in Indonesia 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 were the direct beneficiaries of improved teaching and learning.

CRI partner classrooms have utilized the CRI’s methodology for over two years. Teachers, parents, administrators, and officials at the Department of National Education have eagerly implemented the Children’s Resources International program in non-CRI classrooms and in their schools. Parents and families continue to participate in meaningful ways in their children’s education.

II. KEY RESULTS THIS PERIOD

Program Implementation

CRI’s methodology continues to be used in partner kindergarten classrooms, where teachers, children, parents, and school administrators have embraced the new teaching and learning techniques.

Parents have willingly accepted the concept of parental partnerships in the education of their children. They continue to volunteer in the CRI partner classrooms and expand their understanding of the concepts of democratic, child-centered education. During parent meetings conducted at partner schools, and at recent meetings with CRI, MTTs, parents who continue to be active and involved family members who have participated in the democratic, child-centered program at the kindergarten level, have made known their requests to expand the program at the primary level.

At the request of the Ministry of Education, the 2004-year began with a five-day Training of Trainers workshop 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. 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 a 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 indicated 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. CRI continues to explore opportunities for future collaborations with the Ministry of National Education as well as local, provincial Ministries of Education.

CRI Washington continues to explore a partnership with several universities in Jakarta and Bandung to support the development and implementation of courses to be used in the preparation of early childhood teachers in the practice of child-centered teaching methods.

CRI Washington is eager to explore all opportunities to support child-centered practices in early childhood education in Indonesia. CRI is prepared to offer extensive training for teachers, principals and administrators at the kindergarten, primary, University and Ministry levels. CRI's trainings would continue to encourage active participation from parents in the education of their children. CRI is also eager to explore avenues leading to a wide expansion of their existing program beyond the Jakarta and Bandung areas in order to provide opportunities for participation by educators in all 33 provinces. Expansion would include both government and private kindergartens and primary schools as desired by the Ministry of National Education as well as the USAID office of Education.

On-Site Technical Assistance

During the months of April and May, 2004, CRI Washington provided technical assistance and support to the Indonesian team, conducted ongoing meetings attended by Master Teacher Trainers from Bandung and Jakarta, and provided references for the Program Director and Office Manager. Required procedures have been followed and required records and materials have been filed.

Other Program Activities

- CRI Washington met with our 4 CRI-Indonesia MTTs in April to explore future partnerships with the State University of Jakarta and the Indonesian Education University in Bandung.
- Staff from CRI-Washington, CRI-Indonesia and CRI-AI Azhar met at the Al Azhar University in Jakarta to discuss the current program status, review program goals and objectives, and share insights regarding program administration. During this meeting, participants explored opportunities for future work in Indonesia. Discussions included continued collaborations between current partners, expanding the program to the primary and University level, scaling up the project to meet current and future needs of Indonesian children, teachers and families at the local and provincial levels.
- CRI Washington met with the Ministry of National Education to explore future opportunities to partner and expand into the primary level. Discussions focused on past work, including successes in the following areas:
 - building democratic child-centered classroom and school communities
 - supporting effective teacher/child and teacher/parent communication skills
 - expanding and supporting concept development in the areas of mathematics, literacy and science using a hands-on approach to learning which includes the exploration of active learning materials
 - encouraging parent participation in the school and classroom communities
 - impacting the lives of approximately 4320 kindergarten children and their families and over 200 educators in a low cost, 2-year pilot program.

- expanding programs rapidly, in countries such as Pakistan, to meet the needs of children, families and educators.
- Staff from CRI-Washington and CRI-Al Azhar met with USAID officials to update the team on program status, share current project work, goals, and objectives with our Al Azhar partner.

III. COMPARISON OF PLANNED AND ACTUAL ACCOMPLISHMENTS

- CRI Washington met with the Ministry of National Education to review feedback from the Training of Trainers for the 60 provincial representatives.
- CRI Washington met with the Ministry of National Education to identify current and future educational needs at the primary level and explore future possibilities for partnership.
- CRI Washington met with CRI-Indonesia MTTs 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 conducted several Early Childhood Classroom Observations (ECCOs) in an effort to obtain data documenting program progress. Observations were conducted in CRI partner classrooms as well as non-CRI partner classrooms.
- CRI partner schools reported a strong desire to continue to work with CRI-Washington in the event that future funding is made available. CRI-partner school will continue to use the child-centered methodologies introduced by CRI and will continue to encourage parent participation in their classroom and schools.
- CRI-Indonesia and CRI-Washington prepared all financial and narrative reports.
- 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

All project work is complete.

V. PROBLEM FACTORS EFFECTING PERFORMANCE ISSUES REQUIRING SUPPORT FROM USAID

There have been no problems.

Cc: Gary Hansen
Joan Larcom
Theresa Tuano

Gartini Isa
Jill Gulliksen
William Frej

Creating Child-Centered Schools in Malaysia

**Fourth Quarterly Report
April, May, June 2004**

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

I. 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 21st 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.

A. Program Objectives

- 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.

The program in Malaysia has a five-year developmental cycle that permits an in-country team of educators to practice for one year before expansion and introduction of new program initiatives.

B. Project Work Plan

| | |
|---|--|
| January - | Ministry Approval –The CRI child-centered program is presented to the Ministry of Education or other representative Government agency for approval. |
| January-February | Core Team Selection –A team composed of a director, one or more master teacher trainers, and support staff. |
| October-April | Adapting the Methodology – CRI adapts and translates written methodologies and training modules to meet the educational needs and the culture of Malaysia. |
| April-May | Orientation in the USA –The country team receives a comprehensive two-week orientation and training by CRI in the United States. |
| July-August | Teacher Training –With help from the newly trained country team, CRI trains the preschool or first grade teachers, or both. The country team is linked with at least two international trainers who provide on-going training and assistance. |
| September-on | Classroom Implementation –Teachers begin using the methods in their classrooms. Parents are invited to participate in school activities. |
| September-on | Ongoing Assistance to Teachers –The country team and CRI’s international experts provide ongoing support to classroom teachers, bimonthly. |
| July-on | Program Evaluation –Information is gathered from structured classroom observations, surveys, and interviews to determine program performance. |
| 2nd-5th Year | Program Expansion –The program expands vertically and horizontally. The program includes increased numbers of kindergarten/1st grade classrooms, while expanding in successive years to 2 nd -4 th grades. In the later years, institutions of higher education utilize CRI child-centered courses to train teachers. |

The activities for this grant closely follow the activities of the MEPI grant. The Malaysian team trained in Washington, DC, April 23 - May 07, 2004, along with the teams from Morocco, Tunisia, Qatar and Oman. In addition, the team from the Al Azhar University in Indonesia participated in this training.

CRI believes that by having a mix of early childhood professionals from many countries brings an interesting dynamic to the training. The participants learn from each other and understand how the educational system is operating in other Muslim countries.

C. **First Year Program Activities**

CRI will provide funding and resources for the activities below:

Activities for the US Team:

- Select partner organization.
- Meet with representatives of the Ministry of Education.
- Observe a cross-section of schools.
- Translate CRI Methodologies and Training Modules into Malaysian:
- Provide partner with criteria for selecting Director and Master Teacher Trainer and criteria on selecting schools and classrooms.
- Provide 2-week training and orientation in Washington, DC for Director and Master Teacher Trainer.
- Provide one-week training in country for teachers, principals, and members of the team on democratic, child-centered methodology.
- Provide one trip to country to observe classrooms and provide technical assistance to teacher.
- Develop strategy to evaluate performance, and analyze, and report findings.

Activities for the Malaysian Team:

- Appoint the country team composed of a Director, and Master Teacher Trainer.
- Director and Master Teacher Trainer participate in training and orientation in Washington, DC.
- Provide office for the team including telephone, duplication, e-mail, and other office support.
- Develop a methodology for selecting schools and kindergartens or first grade classrooms, or both, with assistance from CRI.
- Print teaching methodologies.
- Make arrangements for training of teachers in country.
- Implement the new methods in the selected classrooms and schools.
- Director and Master Teacher Trainer visit classrooms at least bi-monthly and provide assistance to classroom teachers

- Collect evaluation data

II. ACTIVITIES DURING THIS QUARTER

During the fourth quarter, work on the following has been accomplished:

- **Provide partner with criteria for selecting Director and Master Teacher Trainer and criteria on selecting schools and classrooms.**

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 facilitated the visa process and the communications with the selected participants.

CRI's partner in Malaysia is the Ministry Of Education. Kathom Musa, from the Ministry, has selected two qualified educators, Zakaria Zaitoon Bin and Nor Norbe Binti, to fill the positions of Program Director and Master teacher Trainer.

The Malaysian team worked with CRI in April 2004 to review criteria for selection of partner schools and classrooms. The team is working through the M.O.E. to make final decisions. They will begin project work at the Kindergarten level.

- **Provide 2-week training and orientation in Washington, DC for Director and Master Teacher Trainer.**

CRI and Malaysia prepared for the US Orientation Training held April 23 through May 07, 2004. Two representatives from the Ministry of Education attended the 15-day training:

Zakaria Zaitoon Bin, Curriculum Development Center, Curriculum Officer for Preschool.

Nor Norbe Binti, Curriculum Development Center, Teacher Training Division.

The two participants joined colleagues from 4 other countries (Oman, Qatar, Morocco and Indonesia) for a 15 day orientation training. International and local experts facilitated the participatory workshops that covered the following topics:

- I. Overview and Philosophy of the Creating Democratic, Child-Centered Classrooms Program
- II. Communicating with Young Children
- III. Building Classroom Communities
- IV. Learning Through Play
- V. Individualizing Teaching
- VI. Developmentally Appropriate Art
- VII. Block Play
- VIII. Hands-on Math
- IX. Hands-on Science

- X. Emergent Literacy
- XI. Thematic Teaching
- XII. Observing and Assessing Young Children
- XIII. Family Involvement

Participants also had an opportunity to visit several schools each week in order to see the child-centered methodology put into practice in Kindergarten and primary school classrooms.

- **Translate CRI Methodologies and Training Modules into Malaysian:**

During the orientation training, team members received copies of the methodologies as well as a copy of the training modules. Work began on the translation of materials in anticipation of their use during the upcoming training. Publications include:

Creating Child-Centered Classrooms for 3-5 Year Olds

Creating Child-Centered Materials, 3 – 6 Year Olds

Kindergarten Training Modules

Once publications have been translated, the Malaysian team will arrange to have materials printed in-country.

- **Make arrangements for training of teachers in country.**

CRI will send international trainers to conduct training for the teachers who will implement the program in-country. For maximum impact, school principals and local inspectors will accompany teachers. It is important for educators at every level to support the transformation of teaching and learning that will take place and understand how it will effect children and their families. The one-week training, utilizing CRI's training modules, allows teachers to both learn and practice child-centered methods and actively work together in teams. Participants will receive the translated CRI publications and will be prepared to implement the new methodology in their classrooms. The training topics include:

- Communicating with young children
- Supporting children's learning through play
- Enhancing children's self-concept
- Creating a classroom community
- Setting goals for children and classroom planning
- Supporting early literacy and mathematics concepts
- Hands on science
- Observation and assessment
- Individualized teaching
- Partnering with families

During the orientation in Washington, the Program Coordinator and Master Teacher Trainer made the decision to begin the project at the kindergarten level. Publications and active learning materials for the kindergarten training and program were distributed to the team.

The dates of August 23 – 27 were selected for the kindergarten training. The dates reflect sensitivity to the current Malaysian school year calendar and were selected to maximize partner school participation during scheduled school breaks. CRI-Washington and CRI-Malaysia are working together to finalize logistics for the training.

III. PLANNED AND ACTUAL ACCOMPLISHMENTS

- **Appoint the country team composed of a Director, and Master Teacher Trainer.**

The M.O.E. is partnering with CRI Washington and has selected Zakaria Zaitoon Bin and Nor Norbe Binti to act as the Program Director and Master Teacher Trainer.

- **Provide 2-week training and orientation in Washington, DC for Director and Master Teacher Trainer.**

The two appointed members of the team participated in the 15-day training.

- **Translate CRI Methodologies and Training Modules into Malaysian.**

Work has begun on the translation of Creating Child-Centered Classrooms, 3 – 5 Year Olds, Creating Child-Centered Materials, 3 – 6 Year Olds, and Kindergarten Training Modules that will be used during the upcoming training.

- **Make arrangements for training of teachers in country.**

Tentative dates for training are August 23 – 27, 2004. The team anticipates approximately 60 participants at the kindergarten level.

- **CRI has reimbursed the M.O.E. for airline tickets for the team to attend the orientation training.**

- **Equip classrooms with active learning materials.**

During the orientation training, participants were instructed on the use of active learning materials at the kindergarten and primary levels. Individual workshops provided participants with opportunities to explore using the materials as well as plan learning center activities around a range of readily available, inexpensive and teacher/parent-made materials and games.

Each team received sample sets of Mathematics manipulatives such as cuisinaire rods, pattern blocks and sorting materials. They also received resource books (Yardsticks, The Block Book, Helping Young Children Develop Through Play and Developmentally Appropriate Practice), and assorted catalogs, to build their resource libraries and prepare for upcoming trainings, visits to partner classrooms and technical assistance visits with kindergarten teachers.

Participants also received specifications for making individual sets of wooden classroom building blocks as well as color-coded pattern blocks. Suppliers have been identified for ordering materials for partner classrooms.

The team has initiated contact with a local carpenter and is prepared to order a set of blocks for each new classroom.

- **Provide ongoing technical assistance.**

Technical assistance via e-mail, fax, and telephone is provided on a regular basis to help finalize arrangements for the 5-day, in-country training, to advise the team on procedures and assist the team as they prepare to equip their classrooms with active-learning materials.

- **Administrative Activities**

The Malaysian team continues to move forward in planning for the upcoming training by considering a selection of schools and classrooms for the program and conducting team meetings to review ideas, techniques and materials received during the Washington Training.

A bank account has been established for the team to draw funds.

IV. ACTIVITIES PLANNED FOR THE FIFTH QUARTER

- Provide office space for the team including telephone, duplication, e-mail, and other office support.
- Finalize the selection of partner schools and kindergarten classrooms with assistance from CRI.
- Print teaching methodologies to provide the teachers and administrators of partner schools and classrooms with a written resource. Arrangements for printing in-country will be made by the Malaysian team.
- Finalize logistical arrangements for training of teachers in-country.
- Program Director and Master Teacher Trainer will make initial visits to partner classrooms and will continue to make visits at least bi-monthly, providing assistance to classroom teachers.

- Provide one-week training in-country for teachers, principals, and team.
- CRI and the Malaysian team will select the International Trainers for the upcoming training.
- CRI and the Malaysian team will finalize the training dates for Malaysia.
- Ongoing translation and adaptation of the CRI methodologies and training modules will continue.
- Ongoing Technical Assistance to Teachers

V. PROBLEMS ENCOUNTERED AND ACTIONS TAKEN

There have been no problems encountered.

Creating Child-Centered Schools in Morocco, Tunisia, Qatar and Oman

Quarterly Programmatic Report

April-June 2004

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

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

As indicated in the corresponding quarterly financial report, the total amount expensed under this sub-award to date is \$190,805. These figures accurately represent amounts reported to Pact for the period ending May 31, 2004.

Children's Resources International, Inc
Creating Child-Centered Schools in Morocco, Tunisia, Qatar, and Oman
Under Leader Award Number GEG-A-00-01-00005-00
Quarterly Programmatic Report
April, May, and June 2004

I. EXECUTIVE SUMMARY

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

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

- Hosted a CRI-MEPI Training Workshop in Washington DC from April 23-May 8, 2004 for representatives from Morocco, Qatar, and Oman
- Developed and executed an extensive workshop agenda, school visits, logistical arrangements and cultural events for the participants during the workshop
- Secured translators for the CRI-MEPI training workshop.
- Arranged for David Mullen of the MEPI Office to meet with the training participants during a working lunch session
- Arranged for Raj Wadhvani of the MEPI Office to attend a hands-on mathematics training session with MEPI participants
- Translation of *Creating Child Centered Classrooms for 6-7 Year Olds* and *Creating Child-Centered Classrooms for 3-6 Year Olds* methodology books into Arabic
- Translation of the CRI training modules into Arabic
- Editing of methodologies and training modules in English and Arabic
- With the assistance of CRI Washington, Oman, Qatar and Morocco 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).
- In collaboration with each country team CRI has finalized the selection of first year CRI-MEPI schools and classrooms.
- Identification of a Middle Eastern supplier of the classroom active learning materials for each CRI-MEPI partner school
- Travel by CRI staff members to Oman to meet with the Ministry of Education to finalize our partnership arrangement and plan an in-country teacher and administrator training workshop in collaboration with our host country team

- Travel by CRI staff members to Qatar to discuss program implementation with the US Embassy, the Supreme Education Council, and the Rand Corporation
- Drafted a letter of explanation for the US Embassy Morocco to send to the Ministry of Education
- Discussions and the delivery of the letter of explanation from the US Embassy to the Ministry of Education in Morocco to enable the implementation of the *Creating Child Centered Schools* program in the district of Kenitre
- Communication with the US Embassy and the Ministry of Education in Tunisia to further partnership plans and training
- Met with USAID-MEPI liaison team to review program status on June 8th and 16th
- Wrote MEPI concept paper for the next year

II. BACKGROUND

The Children's Resources International (CRI) completed the third quarter of implementing CRI's *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 draws 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.

In an effort to implement the CRI-MEPI *Creating Child Centered Schools* program in a timely and educationally appropriate manner, the host country schools will begin using the new teaching methods in September 2004, which coincides with the opening of the 2004-2005 school year. The initial program size will vary according to the needs and resources of the implementing country.

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 has finalized a 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, will begin in September 2004 in a selection of first grade classrooms. The final arrangements were reached during a meeting with the Undersecretary for Administration and Finance of the Ministry of Education, the CRI local Ministry of Education team and CRI Washington staff members: Pam Coughlin, President and Christine Tveit,

Associate Director. The discussion focused on the program objectives, proposing a timetable for the program's implementation in a sampling of primary schools in Muscat, the budget, banking procedures, and a document reviewing each partner's roles and responsibilities in the MEPI-CRI arrangement. The US Embassy Deputy Public Affairs Officer Christopher Quade attended the finalization meeting at the Ministry of Education with the CRI staff members.

At the suggestion of the US Embassy's Public Affairs Officer Tanya Anderson, the CRI staff members met with Ambassador Baltimore to brief him on the CRI-MEPI *Creating Child-Centered Schools* program in the primary schools of Oman. Ambassador Baltimore was keenly interested in the program and the upcoming teacher-training workshop. Deputy Public Affairs Officer Christopher Quade accompanied the CRI team to the meeting.

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

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.
- The Ministry of Education designated three staff members to lead the CRI-MEPI program: Mrs. Janet Mohammed Al-Lamki-Project Manager, Mr. Hamood Kalfan A'Nasri, and Mr. Mubarek Al-Salami-Master Teacher Trainers.
- CRI hosted all members of the country team for the two week CRI-MEPI Teacher Training Workshop in Washington, DC. in April 23-May 8, 2004.
- During the program's first year, it will be implemented in selection first grade classrooms in 6 schools with 130 educators practicing the new methodology beginning in September 2004.
- CRI delivered a selection of translated, first grade training modules to our partners in Muscat for their review, adaptation and printing for the upcoming training workshop.
- CRI Washington placed an order for the active classroom materials for the participating CRI-MEPI schools in Muscat.
- CRI international early childhood experts will lead a training workshop in Muscat from August 28-September 1, 2004 for 130 Ministry of Education teachers, principals and administrators.

- 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 looks forward the inauguration of the CRI-MEPI *Creating Child-Centered Schools* program in the primary schools of Oman in September 2004.

Qatar

During the second quarter of the CRI-MEPI grant, CRI received approval to implement the CRI-MEPI *Creating Child-Centered Schools* program from the Ministry of Education in Qatar in the newly formed government kindergarten classrooms beginning in September 2004. However, late in the third reporting quarter, the Counselor for Public Affairs Patricia Kabra and the Cultural Affairs Assistant Mohamed Ahmed US Embassy Doha informed CRI that they had just received notice that the CRI-MEPI *Creating Child-Centered Schools* program had been re-assigned from the Ministry of Education to the Education Institute of the Supreme Council on Education (SEC). The SEC is a major component of the State of Qatar's educational reform initiative known as "Education for a New Era."

The Supreme Council on Education was established by in November 2002 to be "... the leading authority on education policy and is responsible for setting broad and comprehensive goals for the school system. It plays an integral role in the development and implementation of the education reform effort, including the work of two institutes that are directly responsible for the reform success. The Education Institute which oversees and supports the Independent Schools and the Evaluation Institute which develops and conducts testing of students, monitors student learning and evaluates school performance." (SEC Website)

The governing membership of the Supreme Education Council was drawn from Qatar's top government, business, and academics. The SEC is chaired by His Highness The Heir Apparent Sheikh Tamin bin Hamad bin Khalifa Al-Thani and is managed by the Rand Corporation.

CRI President Pam Coughlin and Associate Director Christine Tveit traveled to Qatar from June 27-30, 2004 to meet with the US Embassy officials, members of the Supreme Education Council (SEC), and the Rand Corporation. Their primary objective was to discuss the implementation plans of the CRI-MEPI program in light of the recent reassignment of the program.

The US Embassy organized a three-day schedule to facilitate the program's implementation, including several sessions with the PAO and her staff. The CRI

staff met with Howaida Nadim, Communication Director and the Teacher Training Coordinator, Eiman Al-Anari, Ph.D. of the SEC's Education Institute to discuss the CRI-MEPI *Creating Child-Centered Schools* program. Dr. Al-Anari was most interested in the program, the methodology that has been translated in Arabic, the offer of a five-day teacher-training workshop and on-going technical assistance. Cultural Affairs Assistant Mohamed Ahmed accompanied the team to the meeting.

The CRI staff members met with members of the Mosaica Education Qatar LLC, an American School Support Organization (SSO) of the Education Institute. The SSO's are contracted by the Supreme Council on Education to assist in establishing new government schools in Qatar. Mosaica will mentor four of the new Independent School of the SEC. CRI presented the CRI-MEPI *Creating Child-Centered Schools* program as a possible partner for implementing CRI's child-centered methodology in the classrooms, teacher-training and on-going classroom assistance.

Following several productive meetings with members of the Educational Institute team, the CRI staff members accompanied by Cultural Affairs Assistant Mohamed Ahmed met with three senior members of the Rand Corporation at the SEC to discuss the CRI-MEPI *Creating Child-Centered Schools* program and its possible role in the Education Institute. CRI proposed offering a teacher training workshop in Doha in September for the educators of the newly created Independent Schools of the SEC. This workshop would serve as an introduction to the use of the CRI methodology in the selected schools. The workshop would be lead by two CRI international consultants in the field of early childhood education. The training, and the on-going technical assistance, utilizing CRI's training modules, allows educators to both learn and practice child-centered methods and actively work together in teams. The participants would receive the newly translated CRI publications in Arabic and will be well prepared to begin to implement the new methodology in their classrooms.

We have secured approval from the Education Institute and the Supreme Education Council of the State of Qatar to be our partner in the CRI-MEPI *Creating Child-Centered Schools* program beginning in September 2004.

The US Embassy Counselor for Public Affairs Patricia Kabra and Cultural Affairs Assistant Mohamed Ahmed have been most helpful in assisting and advising CRI.

Key results that were achieved during this quarter include:

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- 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 hosted Mrs. Badryia Al-Kuwari, Master Teacher Trainer, a member of the country team for the two-week CRI-MEPI Teacher Training Workshop in Washington, DC. in April 23-May 8, 2004.
- CRI staff members traveled to Qatar to further discuss implementation plans for the program.
- CRI met with members of the US Embassy, the Supreme Council on Education, the Mosaica Education Qatar LLC, and the Rand Corporation
- CRI shared a selection of CRI's methodologies and training modules, in English and Arabic, with members of the Education Institute and the Rand Corporation.
- CRI is in frequent contact with representatives of the US Embassy, the Supreme Council on Education and the Rand Corporation to facilitate the implementation of the CRI-MEPI program.

CRI will conduct a teacher and administrator training workshop in Doha for educators in September 2004. We are delighted that the CRI-MEPI *Creating Child Centered Schools* program will be an active part of the new educational reforms in the State of Qatar.

Morocco

CRI welcomed two members of the proposed Moroccan CRI-MEPI *Creating Child Centered Schools* program, Mohamed Karam and Ali Bouddouch from the government school district of Kenitre to the two-week CRI-MEPI Training Workshop in Washington, DC from April 23-May 8, 2004. The Ministry of Education in Morocco approved the travel of Mr. Karam and Mr. Bouddouch to attend the workshop in Washington, DC. The US Embassy played a vital role in the rapid processing of the required visas that enabled the Academic Regionale d'éducation Kenitra participants to be a part of the training workshop.

CRI has been in contact with our intended partner and the US Embassy to facilitate the arrangement of a final work plan. The US Embassy staff has been gracious and willingly enabled 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, the Academie Director of Kenitre and the Ministry of Education officials.

CRI provided the US Embassy Morocco with a draft letter of explanation for the Ministry of Education, noting that Embassy of the United States of America acknowledges Morocco's dedication to educational innovation and looks

forward to partnering with the Ministry of Education in enhancing the teaching and learning experiences for educators and children alike. The Embassy then delivered a version of the letter to the Ministry of Education to work toward obtaining the final collaboration, which will bring the *Creating Child-Centered Schools* program to a selection of the district government schools of Kenitre.

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, pending final approval by the Ministry of Education.
- Proposed Moroccan CRI-MEPI *Creating Child Centered Schools* program members Mohamed Karam and Ali Bouddouch from the government school district of Kenitre attended the two-week CRI-MEPI Training Workshop in Washington, DC from April 23-May 8, 2004.
- CRI agreed to begin the CRI-MEPI *Creating Child-Centered Schools* program in a selection of first grade classrooms in the Academic Regionale d'éducation in Kenitra, once permission is received from the Ministry of Education.
- CRI is in contact with the staff at the Ministry of Education and with representatives of the US Embassy, to facilitate the program implementation of the CRI-MEPI program beginning in school year of September 2004.

CRI has scheduled two international early childhood experts to conduct a teacher-training workshop in Morocco in the September 2004 in preparation for inaugurating the CRI-MEPI *Creating Child-Centered Schools* program in a selection of primary schools of Kenitre, Morocco.

Tunisia

During the last quarter, the CRI program has been in contact with the US Embassy and members of the local education community in Tunisia. After the departure of the Cultural Affairs Second Secretary Allison Lee, CRI's main contact at the US Embassy Tunisia has been the Cultural Affairs Specialist Khaled Souissi. The Embassy staff have been supportive of CRI's pending efforts to establish the CRI-MEPI *Creating Child-Centered Schools* program in Tunisia.

Unfortunately, during the third quarter of our grant, CRI's principal contact and proposed partner at the Ministry of Education died and was unable to attend the CRI-MEPI Training Workshop in Washington, DC. in April 2004.

Working with representatives of the US Embassy, CRI has been able to establish a new point of contact within the Ministry of Education and is optimistic that the program and the initial teacher training will begin in the near future. The US

Embassy was in the process of arranging a meeting with the Minister of Education when his son was involved in a serious accident resulting in his falling into a coma. The Minister of Education traveled with his son to France to obtain further medical treatment. Therefore, CRI and the US Embassy are waiting for the Minister return to Tunis so that we can meet with him to confirm participation in the CRI-MEPI *Creating Child-Centered Schools* program.

Key results that were achieved during this quarter include:

- CRI issued numerous letters of invitation to the Ministry of Education to send two participants to the CRI-MEPI Teacher Training Workshop in Washington, D.C. from April 23-May 8, 2004.
- CRI anticipates receiving agreement from our intended 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.
- The Ministry of Education will designate two staff members to lead the CRI-MEPI program.
- In the first year of the program's implementation, it will be operational in 20 primary schools.
- CRI is in 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 teacher training workshop in Tunisia in the next quarter as part of inaugurating the CRI-MEPI *Creating Child-Centered Schools* program in a selection of first grade classrooms 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 conducted the CRI-MEPI teacher-training workshop in Washington, DC. from April 23-May 8, 2004. An agenda is attached to this report.
- CRI is translated of *Creating Child-Centered Classrooms for 6-7 Year-Olds* and *Creating Child Centered Classrooms 3-6 Year Olds* methodology books into Arabic. Additionally, we retained a native Arabic-speaking educator who reviewed the translated methodologies and made revisions where necessary.
- CRI translated teacher-training modules into Arabic. We edited the teacher training modules in English and Arabic.

- CRI President Pam Coughlin and Vice President Julie Empson attended two meetings with MEPI and USAID officials on June 8th and 16th to review and discuss the CRI-MEPI *Creating Child Centered Schools* program.
- CRI wrote and submitted a bi-monthly e-mail report outlining activities undertaken as part of the CRI-MEPI *Creating Child Centered Schools* program
- CRI wrote and submitted a concept paper for the next year's proposed program to the MEPI Office.
- CRI prepared and submitted the quarterly financial and narrative reports to MEPI.
- CRI identified a Middle Eastern supplier for classroom active learning materials for the CRI-MEPI partner schools.

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 a week | • 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 |
|--|-----------------|---------|
| 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 |
|--|-----------------|---------|
| 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

Most of the activities planned for this quarter have been carried out as intended; however, the program as a whole requires an adjusted timeline. 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, CRI has had to revise the schedule of activities that appears in the proposal.

CRI has further been advised by Embassy personnel to allow two months for visa clearance, thus moving the training in the US (originally planned for the 3rd-4th month) to the 5th-6th 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. CRI proposes instead to conduct the teacher training in the next quarter in Morocco and Tunisia and in August and September for Qatar and Oman. This plan will enable the teachers to be prepared at the start of the new school year to implement the program.

Further delays have occurred due to unforeseeable bureaucratic difficulties within the various countries, including a late change in institutional authority over the program in Qatar, and the unfortunate death of the principle contact in Tunisia. As of this quarter, Ministry of Education approval for the project was not yet finalized in Morocco and Tunisia.

V. ACTIVITIES PLANNED FOR THE COMING PERIOD: JULY THROUGH SEPTEMBER 2004

The activities planned for the next quarter are listed below:

- CRI expects confirmation of the partnership arrangements between CRI and our proposed local partners in Tunisia and Morocco.
- CRI Washington 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. We will complete the workshop planning and conduct the CRI-MEPI *Creating Child Centered Schools* Workshops in Oman, Qatar, Morocco, and Tunisia during the next quarter.
- CRI and country teams will be linked with at least two CRI international consultants who will provide the workshop training and ongoing technical assistance.
- CRI will support each partner organization as they begin to offer on-going classroom assistance and support to the new CRI classrooms and teachers.
- CRI will print the methodologies, *Creating Child Centered Classrooms for 6-7 Year Olds* and *Creating Child Centered Classrooms for 3-5 Year Olds* in Arabic.
- CRI teams will equip classrooms-where needed-with educational learning materials and children's literature books, which engage children in active, explorative learning.
- Teachers and principals will begin using the CRI methods in their classrooms. Parents are invited to participate in school activities.
- CRI will begin planning for the implementation of CRI's Family Literacy program in interested countries.
- CRI will request a "no-cost extension" from the US State Department MEPI Office, through PACT.

Creating Democratic Schools Program – Pakistan

Ninth Quarterly Narrative Report

April-June 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.

Children's Resources International, Inc.
Creating Democratic Schools Program – Pakistan
Associate Cooperative Agreement Number 391-A-00-02-00001-00
Leader Award Number GEG-A-00-01-00005-00
Ninth Quarterly Narrative Report
April-June 2004

I. Executive Summary

This quarter ushered in the start of another academic year for teachers in Pakistan. CRI staffs in Washington and Pakistan provided training for these teachers. For the first time, CRI's methods were introduced to third grade teachers based on the third grade training modules that CRI developed in earlier months. Several major products that have been in development stages for many months were completed during this quarter. In summer months while schools are closed in Pakistan, the team is gearing up for the new semester by holding cluster meetings with teachers. The collection and tabulation of evaluation data also consumed a significant share of staff time. CRI worked on the following activities during the quarter:

- Two, one-week training workshops in Islamabad and Karachi for second and third grade teachers
- Two, one-week training workshops in Islamabad and Karachi kindergarten and first grade teachers
- Cluster meetings and direct technical assistance to CRI schools
- Planning for the early childhood faculty seminar
- Completion of the morning meeting book
- Completion of the parenting book, facilitators' guide and parenting sessions
- Family literacy activities
- Family involvement activities
- Translation of publications
- Gathering and tallying evaluation data
- Initial preparation of a cost benefit study
- Responses to USAID Requests for Information

Each of these activities will be reported in detail in Section III of this report. The presentation of tasks will follow their order in CRI's proposal.

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 Second and Third Grade Teachers and Principals**

CRI provided two, 5-day training workshops for second and third grade teachers at CRI partner schools in Rawalpindi/Islamabad and repeated the workshops the following week for second and third grade teachers in CRI schools in Karachi. The workshops were scheduled to prepare teachers for the new academic year, which in Pakistan begins in April. International trainers from CRI provided the sessions assisted by CRI Pakistan Master Teacher Trainers. Second and third grade sessions ran concurrently from April 5--9 in Islamabad and April 12-16 in Karachi. Agendas are included among the attachments to this report.

CRI Washington staff developed the training modules and the CRI Pakistan team translated them into Urdu, making adaptations to the Pakistan context where appropriate. The team in Pakistan made all logistical arrangements for the workshops. Principals and PTA members attended the sessions on parent participation. A total of 367 participants attended the workshops from 102 CRI partner schools (see below).

| | Schools | Participants | | | Total |
|--------------------------|---------|--------------|----------|-------------|-------|
| | | Principals | Teachers | PTA Members | |
| Islamabad/ Rawalpindi | 72 | 55 | 170 | 37 | 262 |
| | 30 | 35 | 70 | ---- | 105 |

| | | | | | |
|--------------------|------------|-----------|------------|-----------|------------|
| Karachi | | | | | |
| Grand Total | 102 | 90 | 240 | 37 | 367 |

In Karachi, the city Nazim, District Coordination Officer, Executive District Officer, and other officials from the city government attended the training and visited CRI partner schools afterward. Prompted by the visit, Hasan Ali, District Coordination Officer, asked the team to increase the number of schools participating in the program in Karachi, ensuring his support and cooperation where necessary.

- **Training for Kindergarten and First Grade Teachers and Principals**

Two concurrent 5-day training workshops were held for kindergarten and first grade teachers in Rawalpindi/Islamabad on April 19-23 and in Karachi on April 26-30. These workshops were convened at the request of the Federal Directorate of Education, District and City governments of Rawalpindi and Karachi.

The workshops gave an orientation to teachers on child-centered methods, familiarized them with the concept of democratic classrooms, provided ideas about how to make learning active using indigenous material, and emphasized the importance of family participation. Agendas of the workshops are included among the attachments. A total of 166 participants from 63 schools attended the workshops (see below).

| Area | Schools | Principals | Teachers | Total |
|--------------------|-----------|------------|------------|------------|
| Karachi | 23 | 17 | 57 | 74 |
| Islamabad & Pindi | 40 | 31 | 61 | 92 |
| Grand Total | 63 | 48 | 118 | 166 |

In Karachi, on the last day of training, Mr. Ghulam Ali Shah Pasha, Provincial Education Secretary was the guest for the closing ceremony. He was impressed by the quality of training and requested a meeting with the international trainer. The Secretary emphasized the need for quality of education at the primary level and said that primary teachers from marginalized and rural areas should also be trained.

- **Follow-up Training Workshop in Karachi**

CRI Master Teacher Trainers in Karachi provided a three days follow up workshop at the CRI Office for 10 partner schools on June 7-9 based on the needs of teachers identified through observation visits to their classrooms.

- **Ongoing Technical Assistance to Classroom Teachers**

Cluster Meetings. Summer vacation is an opportune time to concentrate on the needs of the teachers and share ideas. CRI's Master Teacher Trainers organized summer technical sessions and eight cluster meetings for 500 teachers to focus on these needs. The teacher turnout for these sessions is always 100 percent despite the summer heat and the fact teachers are on vacations. The objectives of these meetings are:

- address problems and concerns of the teachers
- plan projects for upcoming term
- design assessment and observation tools
- share ways to maintain children's portfolios

One hundred and twenty teachers from 36 schools have benefited during the quarter from three cluster meetings.

Technical Assistance. Technical assistance to CRI partner classrooms is an on-going activity. During this quarter, technical assistance was focused on the following:

- On-going classroom observation and documentation
- Setting up classroom libraries
- Initiating dramatic play corner in the classrooms
- 100 days in school

- **Morning Meeting Publication**

Morning Meeting is the teaching strategy that is used in many classrooms to lay the groundwork for independent thinking and democratic attitudes and behaviors of many types. This short publication will help Pakistani teachers effectively adopt the practice.

Good Morning, We're Glad You Are Here is the name of the Morning Meeting publication developed by CRI and adapted to the Pakistani context by the team in Pakistan. The book has been completed and sent for translation during this quarter.

The book provides a detailed description of the practice of Morning Meeting and demonstrates how this practice can be adapted to meet the developmental needs of kindergarten and primary-aged children. It includes examples, activities and outlines the roles and responsibilities of individual members of the school and classroom community.

- **Educational Materials**

Three hundred classrooms in CRI partner schools received consumable educational materials for children. This logistical scheduling process involved receiving and recording by schools, government and CRI representatives.

B. Early Childhood Faculty Seminars

Among the underlying causes of the deterioration of public education in Pakistan are the poor preparation of teachers and the absence of a modern learner-centered teaching methodology. CRI believes that the system of training teachers can be enhanced by targeting a selected set of teacher training institutions, which have the potential of influencing a large number of schools, classrooms, and children. The objective of our approach to this initiative is to build capacity of faculty at selected teacher training institutions to deliver consistent, high quality pre-service training to their students (teachers-in-training), resulting ultimately in learner-centered practice in the classroom.

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

Originally, CRI proposed training 50 faculty at eight teacher training institutions. As we developed plans for the seminar, we noted interested interest and consequently, we have registered 80 faculty from 32 institutions throughout Pakistan (Lahore, Mullan, Bahawalpur, Sargodha, Murree, Khan, Mansehra, Peshawar, Quetta, Jamsboro Hyderabad, Karachi, Muzaffarabad, Rawalpindi, and Islamabad). A list of Participants is included among the attachments.

Two faculty consultants of CRI will present two courses at the seminar—Creating Child-Centered Curriculum and School and Family Partnerships.

C. Family and Community Involvement

- **Family Literacy Program.**

Supplies. Sixty schools received supplies for lessons 1-50 or 51-100 during April.

Monthly meetings were held in Rawalpindi and Islamabad with the family literacy instructors to review the progress of the family literacy classes and to get feedback. As new sessions started, the topic of the meetings was to share strategies to motivate parents to come to these classes and to attain optimum attendance. The CRI team demonstrated the administration of the family literacy inventory in order to collect assessment of learners' skills prior to the lessons and again after 50 lessons.

The schedule of the next six months was also planned at the monthly meetings. As schools close for summer vacation in June, classes will discontinue as most parents and teachers go to their villages. Classes will resume in early September. Schools in Murree remain open for the summer break, therefore classes will continue for them. It was mutually decided that all the literacy instructors would visit one of the newly selected family literacy schools in Kashmiri Bazaar Murree in June.

Certificate Ceremony. All the participants who attended the family literacy lessons received the certificates after completing 50 sessions. On most occasions CRI's County Director presented the certificates. Principals and the instructors also received certificates of appreciation and dedication.

The parents cooked home made meals and brought them to the ceremony to share with other participants. They praised CRI's program, described how it has enhanced their confidence and outlook on life, and noted that the lessons have benefited their children who showed a remarkable improvement in grades.

The participants in each school praised their instructors for running the literacy lessons in a very friendly and respectful manner. Mothers reported that a bond has been established among the classmates. After the lessons, parents usually remain to discuss child development issues and other social topics of interest to them, which are raised during the literacy sessions. Most mothers felt that the group socialization helped them to solve many problems by sharing experiences during the sessions.

Distribution of Mother's Wisdom Book. The family literacy team completed and distributed the Mother's Wisdom Book during the certificate ceremony. Additional copies of the book were distributed to each school so that parents can use the information to help them in their daily lives.

Revision of Family Literacy Lessons. During this quarter, the literacy lessons have been further refined and adapted to the Pakistan context by substituting 10 of the English language books with locally produced Urdu books. The substitution reduces the cost of supplies and promotes the sustainability of the

lessons after USAID funding diminishes. Each of the lessons using English language books had to be rewritten and adapted to the new Urdu language books.

Outing with CRI Trainers. On the 26th June an outing took place for the family literacy instructors who volunteered to visit one of the newly selected schools in Murree. Forty-five instructors participated. The outing proved to be very enjoyable as trainers attended the parenting session in Murree and they met with the parents. The trainers were highly impressed by the parents' confidence and work during these lessons. A question and answer session continued between the participants and the visiting instructors. In the end the parents joined the instructors in lunch. The parents thanked the instructors in Murree for teaching them with such respect and consideration. Many instructors also shared their own experiences.

Data Entry for Attendance and Family Literacy Inventory. The average attendance of the participants enrolled in the parenting sessions at 40 schools was calculated. Also data for family literacy inventory are being entered for evaluation purposes.

- **Family Participation Activities**

As a follow up to the family involvement training workshop, which was held in January, the CRI team in Pakistan convened a meeting with the heads of 78 partner schools to expand the concept of family involvement. Agenda items included:

- importance of family involvement
- how parents can be involved in the school activities
- role of head teacher vis-à-vis families
- theme based group activity
- calendar of activities for family participation

Adopt a Plant. As one of the family involvement activities, the CRI team in Pakistan developed and carried out an "Adopt a Plant" activity, modeled after a project they saw while attending the orientation training in Washington, DC. The project extends classroom learning to the broader community, draws families into events, and bases classroom learning on real life experiences. Integrating science, social studies and language arts, children observe a plant periodically and maintain a journal to record their observations.

A collaborative project with the Capital Development Authority, Children's Resources International obtained about 1200 saplings, which were planted around 50 schools. US Ambassador Nancy Powel inaugurated this activity.

USAID Mission Director Lisa Chiles, Director General, FDE and the Country Director CRI, Mehnaz A. Aziz were also present along with a family members of CRI students.

Open Day. Open day is the day when parents come to school and visit their children's classes and discuss their progress with teachers. CRI took the advantage of the day and spent the whole day with the parents. The team shared the use of indigenous materials as teaching aids. CRI team also discussed with the parents how they could work with their children during summer vacation and how the activities could be integrated with the syllabus. Parents were formally invited to come to the school after summer vacation to participate in ongoing activities and also assist the teachers in the classes. Many parents volunteered to participate in these activities and were immediately enrolled.

Parenting Book and Sessions

In anticipation of a new parenting support initiative to be inaugurated in the next program year, CRI has completed the development and adaptation of a handbook entitled, *Developing Your Own Way of Parenting*. The publication presents sound information about early childhood growth and development from the parents' perspective. It also helps parents deal with setting limits for children, health and safety issues, managing the stress that naturally attends child rearing and presents practical ways to manage time and cope with stressful situations. Accompanying the book is a facilitators' guide that leads facilitators through parenting discussion sessions based on each of the book's topics.

The book has been sent to the team in Pakistan and will be translated.

D. Translations

The adaptation and translation of the *Creating Child-Centered Classrooms for 6-7 Year Olds* has been completed and the books are ready for distribution. One chapter remains to be translated and edited of *Creating Child-Centered Classrooms for 8-10 Year Olds*.

Good Morning, We're Glad You're Here is in the process of translation.

Developing Your Own Way of Parenting, Facilitators' Guide and Parenting Sessions are being translated.

Education and the Culture of Democracy: Early Childhood Practice is being adapted with sketches and pictures from Pakistan.

E. Performance Monitoring and Evaluation

A significant percentage of this quarter's work has been dedicated to gathering, tallying, and reporting of evaluation findings.

Parent surveys, teacher surveys, administrator surveys, child attendance data, training evaluations are in the process of being tallied and tabulated. Family literacy inventories and attendance records are also being tallied as the sessions ended in June.

Technical assistance data from classroom observation visits are in the process of being tallied, but will not be ready to accompany this report. New data have been added to the Performance Monitoring Report

F. Cost Benefit Study

CRI has laid the framework for the cost benefit study by outlining the product, targeting evaluation sources, and beginning to identify consultants to assist with the development of the study. Further work on the study will be undertaken during the coming months.

G. Other Activities

Responding to USAID inquiries. CRI has answered several inquiries issued by USAID Pakistan this quarter. Two USAID Pakistan consultants requested that CRI assist in gathering success stories about the program in general and about family literacy initiative. Interviews were conducted with CRI's Master Teacher Trainers and visits were set up for three days in April to Islamabad, Rawalpindi, and Taxila schools in order to interview parents and learn how the CRI family literacy program changed their lives. Also in April, the Senior Education Officer, Dr. Sarah Wright, requested most current data regarding the number of teachers trained by CRI in response to congressional inquiries. CRI provided this information. In May the Education Management Specialist, Savera Hayat, requested fiscal and programmatic information for the completion of USAID portfolio reviews. CRI provided the applicable information. In June, Dr. Wright raised questions about CRI's Eighth Quarterly Report. CRI replied to these questions.

Meeting with Ministry of Education Officials. At the request of Mr. Moneel Naqvi, Assistant Education Advisor, EFA Wing, Ministry of Education Islamabad, he and Mr. Pervez Iqbal, Deputy Educational Advisor, and Dr. Saleem, visited two CRI partner schools.

The visitors saw children actively engaged in learning. CRI teachers explained the program to the visitors and described the parents' participation in the program. The visitors asked the CRI team to expand the family literacy program to all partner schools.

The visitors appreciated the work being done by CRI and said that they can show CRI schools as models to any delegation interested in seeing early childhood practice being implemented in the classrooms.

CRI Partnerships. CRI has ventured to obtain cost-share or supplemental funding for the *Creating Democratic Schools* program in Pakistan. In this quarter, we met with Foundation staff interested in investing in Pakistan and submitted a proposal to them. Also during the quarter, we developed several concept papers for Department of State EDSA program. In another attempt to obtain funding to support supplies for the family literacy program, CRI submitted proposals to both Kodak and Fuji.

Revision of Technical Assistance Observation Form. Washington and Pakistan staff worked together to redesign the technical observation form to better serve the Master Teacher Trainers needs.

Development of Math Lessons. CRI Washington developed 10 math lessons for third grade teachers.

Newsletters. Pakistan Master Teacher Trainers modeled monthly newsletters for each grade (Kindergarten- 3rd) and, as a result, 15 Rawalpindi and Islamabad partner schools have decided to develop newsletters on a regular basis. The newsletter has acted like a catalyst to boost the motivation of students as they eagerly wait for the upcoming activities. It has also mobilized the parents to participate more actively in their children's learning.

Assistance to the Adiala Jail School. CRI Master Teacher Trainers participated in the Eid-e-Milad activity organized by an NGO Women Aid Trust, for the women's ward of Adiala Jail. CRI supplied learning materials to the school in the Adiala Jail and the nursery teacher has received CRI training. Twelve children of the women prisoners are benefiting from the CRI learning material and methodology.

Mothers Day. Mothers were invited to one CRI school and the siblings presented them flowers and cards that they made in class with their teachers.

Celebration of Education for All Week. CRI collaborated with the Federal Directorate of Education in two activities to celebrate Education for All Week. A

stall where family literacy activities were represented was set up at the Jamburi Scout Camp. An orientation on the CRI methodology was given to approximately 8000 scouts from all the provinces of Pakistan. In the other activity, children from CRI partner kindergarten classes participated in the Education for All Walk. The children selected the theme of a train and decorated it with their words and illustrations.

Administrative Activities. Quarterly narrative and financial reports were produced on time.

• **Comparison of Planned and Actual Accomplishments for Period**

The Workplan submitted for Year 2 of the Creating Democratic Schools Program Pakistan is presented below.

| Year 2 Program Activities | Timeline | Status |
|---|------------------|---------------|
| Preschool and Primary School Initiative | | |
| • Training/Orientation in DC | February-March | Completed |
| • Train new kindergarten/1 st grade teachers in Pakistan | October, April | Completed |
| • Train new 2 nd grade teachers in Pakistan | October, April | Completed |
| • Train new 3 rd grade teachers in Pakistan | April | Completed |
| • Equip new classrooms with active learning materials | September, March | Completed |
| • Provide ongoing technical assistance | September-June | Ongoing |
| • Convene Core Early Childhood Group | Quarterly | Ongoing |
| • Develop Morning Meeting publication | October-February | Ongoing |
| Early Childhood Faculty Seminars | | |
| • Select teacher training institutions | January-March | Completed |
| • Provide seminar introducing 2 courses | Summer | July |
| Training Institutes for Principals and Administrators | | |
| • Finalize training modules | January-May | Completed |
| • Finalize Creating Democratic Schools Guide | January-May | Ongoing |
| • Convene Institutes for Principals and Administrators | May-June | |
| Family Involvement | | |
| • Designate Family Coordinators | December | Completed |
| • Develop Family Participation Activities | October-February | Completed |
| • Conduct Family Participation Activities | January-June | Ongoing |
| • Conduct Family Coordinator training | January | Completed |
| • Train new Family Literacy instructors | September, Jan. | Completed |
| • Develop Family Literacy training modules | October-January | Completed |
| • Conduct family literacy lessons | September-June | Ongoing |
| Training-of-Trainers | | |
| • Select participants for the workshops | December | Completed |
| • Conduct training-of-trainers workshop | January | Completed |
| • Cost Benefit Analysis | ongoing | Ongoing |

| Translations | | |
|--|-----------------|------------|
| • <i>Creating Democratic Schools</i> | April-May | Ongoing |
| • 2 courses for early childhood faculty | March-May | Completed |
| • Training modules and guide for principals | April-May | |
| • 3rd grade training modules | January-April | Completed |
| • Training-of-Trainer Modules | December-June | Completed |
| • 50 family literacy lessons | completed | Completed |
| • Morning Meeting book | February-August | In process |
| • Parenting Manual and training sessions | July-September | In process |
| • Education in the Culture of Democracy: Early Childhood Practice | July-August | In process |

All activities planned for the quarter have been completed or are underway. Our staff in Pakistan and in DC will postpone 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. Principals were also the focus of the Family Involvement training in January. Translations of our methodologies have been slow to be completed, although they are now in the final stages.

- **Activities Panned for the Coming Period**

- Conduct Early Childhood Faculty Seminar
- Provide ongoing technical assistance
- Reconvene family literacy lessons
- Plan and begin new 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*
- Complete translation of *Morning Meeting book*
- Translate Parenting materials
- Continue development of training and materials for administrators

- **Problem Factors Effecting Performance**

There are no problems effecting program performance.



**Submitted by Pact on behalf of:
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**Creating an Enabling Legal Environment
for Non-governmental Organizations in Iraq**

Final Report

The International Center for Not-for-Profit Law (“ICNL”) respectfully submits this final report on its project to Create an Enabling Environment for Non-governmental Organizations in Iraq, in accordance with the Program Description issued by USAID/OTI on March 18, 2003.

Executive Summary:

In this project, ICNL provided technical legal expertise to a working group comprised of USAID and Coalition Provisional Authority (CPA) advisors on revising adopted Order No. 45 on Non-Governmental Organizations before the transition of governing authority on June 30, 2004.

As background, Order No. 45, adopted by the CPA in November 2003, was poorly received by both the Iraqi and international NGO communities. The Order was intended more to control NGOs as a means of combating terrorism than to promote a vibrant civil society. Among other things, the Order included mandatory registration provisions that were not in accordance with international conventions protecting the right to free association, confusing rules regarding the types of organizations permitted to register, burdensome and restrictive rules for registering an organization, and provisions giving government supervisory authorities excessive discretion to investigate, oversee, and penalize NGOs. In response to heavy criticism of Order No. 45, the CPA formed a working group to draft revisions.

As a result of ICNL’s technical assistance, the working group was successful in producing a new draft order that, with some further revision, can serve as the basis for an Iraqi law governing NGOs that is consistent with international best practice and a model in the region. Among other things, the new Revised Draft Order:

- provides for the formation, registration, operation, accountability, and general lifecycle of all types of NGOs in Iraq;
- clearly defines types of NGOs, including domestic associations and foundations, covered by the order;

- articulates rules for internal governance of organizations;
- provides that NGOs may engage in a broad range of permissible activities, including fee generating activities to promote self-sustainability; and
- replaces the burdensome registration requirement of existing Order No. 45 with clear and simple rules for registration.

Of perhaps equal or greater significance, the project involved one of the most participatory law drafting processes in the CPA's tenure. In the face of a deteriorating security environment, working group members informed hundreds of Iraqi and foreign NGO representatives on the law drafting process and solicited their comments during weekly meetings with the NGO community. A number of NGOs provided comments, which significantly improved the Revised Draft Order. This process serves as a model of democratic law drafting, which can be expanded and continued under the interim government.

We are informed by representative of the working group that our assistance was helpful to its efforts on the Revised Draft Order. According to one group member:

The analysis and commentary that ICNL has and is providing to the CPA on the revision of Order 45 has been vital to our understanding of the purpose and complexity of designing an appropriate law that governs the registration of NGOs. Everyone on the Order 45 Working Group as well as the senior officials at Governance has commented on our good fortune to be able to engage the expertise available at ICNL.

As of project close (June 24, 2004), Ambassador Bremer, former CPA Administrator, had declined to sign further orders, and decided instead to allow the Iraqi Interim Government (IIG) to legislate on the pending issues as it deemed appropriate. As a result, the revised draft was not adopted by the CPA. However, we are told that a number of the new Ministers, some of whom were members of the working group, support enactment of the Revised Draft Order as an Iraqi law. ICNL has provided suggestions for how the draft might be simplified and improved in connection with this effort. We are hopeful that the Iraqis will succeed in enacting a progressive law based on the Revised Draft, and would welcome the opportunity to work with the IIG should it decide to proceed with this initiative.

Project Activities

During the course of the project, ICNL provided three formal sets of technical comments, as well as almost daily informal comments and advice, designed to ensure that the revised Order 45 would be a progressive law that reflected international best practices. In addition, we provided a continuing stream of models and advice to resolve internal disputes within the CPA about the appropriate balance between legal provisions designed to address national security concerns and those designed to ensure an enabling environment for NGOs.

To accomplish the results described above, ICNL carried out the following activities during the course of the project, in collaboration with members of the working group:

- *Technical Comments Assessing the NGO Legal Framework.* ICNL provided extensive technical comments assessing the NGO Legal Framework in Iraq,

- focusing particularly on Order 45. These comments explained the problematic provisions of the order, illustrated the legal and practical difficulties that might arise from Order 45's provisions, and suggested ways in which the order might be revised. These comments were used by the working group to redraft the order, and we are informed that they well served that process. The comments constituted the initial briefing assessing Order 45 called for by the Scope of Work, and are attached as Exhibit A.
- *Provision of Model Laws and Provisions from Transition Countries.* Throughout the project, along with its comments, ICNL provided the working group members with laws, draft laws, and model provisions to assist in the drafting efforts. Laws from other transitional environments, such as Kosovo, Timor Leste, and Afghanistan, which are more readily adaptable to current circumstances in Iraq, were also used in the drafting process.
 - *Drafting Suggestions.* ICNL reviewed and commented on at least 11 drafts of the revised order, on each occasion providing technical drafting suggestions and alternative approaches to particular legal issues. We have attached as Exhibit B one of the initial sets of comments, and as Exhibit C the final Revised Draft Order submitted for inter-agency review as examples of our recommendations submitted during the drafting process.
 - *Consultation and Advice on Specific Legal Questions.* Throughout the drafting process ICNL provided advice on variety of legal questions, including (1) the application of Order 45 to religious organizations; (2) alternatives for appeals and dispute resolution mechanisms; and (3) appropriate oversight mechanisms.
 - *Development of a Participatory Process; Provision of Information to NGOs.* NGO input into the drafting process was solicited through several meetings hosted by the CPA. Approximately 250 NGO representatives attended a weekly meeting with the CPA staff. The revision of Order 45 was a topic of the meeting for several weeks, and NGO participants were provided with copies of the order and invited to provide comments for use in the redrafting process. Their comments contributed significantly to the improvement of the Revised Draft Order. ICNL prepared a short briefer for the NGOs that was translated into Arabic and distributed. It summarized the proposed revisions to Order 45, so that NGOs could comment on those as well.
 - *Participation in NGO Conference in Jordan.* ICNL representative Catherine Shea traveled to Amman, Jordan to participate in a conference on Iraqi NGOs hosted by HACC-Jordan. The Order 45 revision process was discussed at of the conference. ICNL addressed NGO questions and concerns, and met with representatives of the Ministry of Planning regarding implementation of the Order.
 - *Mediating Conflict with Respect to Revised Draft.* Late in the drafting process, after the majority of the working group had reached consensus on a draft, the CPA general counsel's office objected to the deletion of repressive regulatory features in the existing Order 45, on the grounds that they were necessary to address the security situation in Iraq. This led to a rift within the working group, particularly between representatives of the Governance Section of the CPA and

the CPA General Counsel's Office regarding the appropriate balance between transparency and accountability requirements intended to alleviate security threats and provisions that promote an enabling environment for civil society. Throughout the debate on this topic, ICNL continued to supply information and advice, both in writing and informally over the telephone, to help mediate the dispute, always with the goal of producing a well-crafted Revised Draft Order.

- *Information Briefings to USAID/OTI.* ICNL kept USAID/OTI apprised of significant events in the process. When it appeared that at the instance of the CPA's General Counsel, the CPA might adopt a draft that had significant problems, ICNL prepared comments for USAID/OTI advising how that draft might affect USAID programs in Iraq.

Assessment

The Revised Draft Order: As noted, the draft ultimately agreed upon by the working group substantially improves the original Order 45. Nonetheless, the revised draft order contains some provisions that are not in accordance with best practices. These include

- a provision mandating registration as an NGO for certain entities with revenue in excess of \$100,000 (in violation of international conventions protecting the right to free association);
- burdensome and discretionary penalty and enforcement provisions, especially for organizations that fail to comply with the mandatory registration requirement.

We understand that several of the Ministries may wish to advance the Revised Draft Order as an Iraqi law. The Revised Draft Order will, if the provisions above are changed, serve as an appropriate basis for such an initiative. We would welcome the opportunity to assist the new interim government in pursuing enactment of an appropriate NGO law.

The Law Drafting Process: This initiative began a useful process of consultation between the governing authority, the working group, and the Iraqi NGO community that should be expanded and continued under the Interim Government. Through weekly meetings, news regarding the law drafting effort reached approximately 250 NGOs. This participatory process was to some degree limited by security considerations (e.g., limitations on travel and public meetings) and time constraints due to the turnover of governing authority. Nonetheless, it enabled broad NGO information sharing and participation in the law reform process. This achievement can be built upon in future law reform initiatives, by, for example, providing similar public meetings throughout Iraq, and involving NGO representatives in the drafting of the laws that affect them, modeling genuine public participation processes for policy and legislative decision-making.

A number of NGOs responded to the request for comments, and the comments that were provided were well-informed and on point. This demonstrates an interest and nascent capacity within the Iraqi NGO sector in legal issues affecting NGOs. This capacity could be built upon to ensure existence of local expertise available to the rest of the sector.

Implementation of the Registration Process: We understand both from our own conversations with the Ministry of Planning representative who registers NGOs and

members of the working group that the operational capacity of the Registration Office is limited. In particular, the Office has had difficulties interpreting existing Order No. 45 which have hampered the registration process – NGOs were simply not being registered. The Office needs assistance in developing its capacity, both in understanding and applying the laws, and in developing processes to facilitate registrations, such as forms, manuals, trainings for NGOs, etc.

Conclusion

We appreciate the tremendous support shown by PACT and USAID/OTI on this project.

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

Quarterly Programmatic Report

April 1 - June 30, 2004

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

Submitted by Pact on behalf of Internews Network.

As indicated in the corresponding quarterly financial report, the total amount expensed under this sub-award to date is \$211,556.60. These figures accurately represent amounts reported to Pact for the period ending May 31, 2004.

I. Executive Summary

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

- Conducted the first journalism training workshop in professional journalism skills and international accepted standards of journalism in Manama, Bahrain. A total of 18 participants, nine men and nine women, representing six publications, the Bahrain Ministry of Information, and the Bahrain News Agency attended.
- Conducted 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 international accepted standards of journalism.
- Identified and registered lawyers and one journalist from Bahrain, Morocco, Tunisia, and Algeria respectively to participate in the Oxford Program for Comparative Media Law and Policy 12-31 July in Oxford, England.
- Communicated and interacted with U.S. Embassies in Algeria, Tunisia, and Bahrain; and met with key media players in each country.
- Prepared for a journalism training workshops to be held in Beirut, Lebanon in mid-July and Tunis, Tunisia for late July.
- Equipped office space in Beirut, Lebanon; registered the office as a company at the Ministry of Economy, hired an accountant, administrative assistant, and maintenance assistant, and opened a bank account at the Lebanese Canadian Bank.
- Met with UNDP Deputy Resident Representative and Governance Program Director in Beirut, and explored the possibilities of cooperation.

The results of these activities include:

- Training of 18 Bahraini and 42 Moroccan journalists in international accepted standards of journalism
- Cultivating and building key relations in the region (including with UN headquarter in Beirut).
- Laying the foundation for four well-trained media lawyers and a journalist to mentor and train others in their respective home countries.

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

One key result of this period was the training of 15 print journalists from 6 publications and 3 staff from the Ministry of Information and the Bahraini News Agency in professional journalism skills and international accepted standards of journalism in Manama, Bahrain. Fifty percent of trainees were women. The following is a list of media represented at the workshop:

- Bahraini News Agency
- Al-Ayam
- al-Mithaq
- al-Ayam- Bahrain Tribune
- al-Wasat
- al-Ahd
- Akhbar al-Khaleej

The training was conducted and designed by one trainer with a great expertise: Mr. Dan Boylan from the US. Mr. Boylan is one of Internews' top American trainers who has conducted journalism training workshops in the Caucuses and other parts of the world. 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. See Appendix 1 for his CV and additional information on the training.

The training curriculum was designed based on the needs communicated by Bahraini senior journalists and U.S. embassy teaching staff during site visits, meetings, and interviews conducted by Internews staff. A summary of these interviews is as follows. Most senior journalists and editors in Bahrain 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.

The overview of the daily activities is as follows:

Day 1:

- Registration and introduction
- The role of Journalism and Civil Society: In this session Dan Boylan discussed the basics of journalism and news with its relevance to its importance for the development of civil society.

Day 2:

- Professional Ethics: In this session Dan Boylan discussed the ethical values that journalists should put into consideration when writing an article. These included credibility of news and writing objectively and neutrally, sources and using more than one source with different views, libel issues, ways of collecting news, and confidentiality of sources.
- Workshop- the beginning of a story competition. Trainees were divided into five groups in which each group would write an article putting into consideration the things discussed previously.

Day 3:

- Writing skills: In this session, Dan Boylan discussed feature stories and the importance of having different perspectives of an event. He gave an example of a feature written on the Kennedy's gravedigger.
- Round table on problems facing Bahraini Journalism: During this session, trainees discussed the problems they were facing and ways of getting around it.

Day 4:

- Modern Perspectives of International Press: In this session, Dan Boylan discussed several international incidents in which journalism played or could have played an important role. He gave examples on the SARS situation in China, and the creation of Myths.
- Practical workshop: this was a continuation of the story competition session of Day 2

Day 5:

- Role of Journalism in Societies: This was a wrap up of all that was discussed throughout the training. In it Dan Boylan emphasized the importance of journalism and the responsibility of journalists towards social stability.
- Evaluation and Finale

A second key result of this period was the training of 42 Moroccan print, television, radio, and internet journalists in professional journalism skills and international accepted standards of journalism. This training workshop took place 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, have 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 represented at the workshop:

- al-Akhbar al-Maghribya
- 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-Baydawy
- 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 Caucuses and other parts of the world. 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 based on what discussions with U.S. embassy staff, teaching staff at the Moroccan Academy for Media Studies, and members of the Journalist's Syndicate identified as gaps and weaknesses in the Moroccan media. 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.

The third key result of this period was identifying and registering three lawyers and one journalist from Bahrain, Morocco, Tunisia, and Algeria respectively to participate in the Oxford Program for Comparative Media Law and Policy 12-31 July in Oxford, England. A brief description of the participants is as follows. Mr. Ali J. Al Jabal a 33 year attorney from Bahrain. He received his undergraduate degree from Saydi Mohamed Bin Abdullah University in Morocco and his graduate degree in law from Case Western Reserve University School of Law in Ohio, USA. For the past seven year has been working for himself. Hala S. Frangié is a 32 year old attorney schooled in Paris, France. She specializes in tax, business, and administrative law and is a member of the Beirut Bar Association. Mr. Abdeltif is a Moroccan attorney in his early 60. In addition to being a guest lecturer at a number of universities, he has also published two books "Legal Interests and its Legitimizing", 2003 and "Human Rights in Islam", 1987. Among his interests and specialties is human rights work. The fourth participant, Ms. Yasmina Ferchouche, is a 34 year old Algerian journalist with Le Matin Newspaper. Her formal education is in the field of engineering; however she has worked as a journalist for more than five years. Subjects Ms. Ferchouche typically covers include politics, social issues, and science.

Upon completing this workshop, these four individuals will return to their home-country to train and mentor other lawyers and journalists in media law and policy. They will also serve as guest lecturers/ trainers at future in-country trainings.

See Appendix 2 for additional information on the Oxford Media Law Program and the participants.

The forth key result of this period was continuing to cultivate key relationships in Bahrain, Algeria, and Tunisia. Such relations are critical to gaining a better understanding of particular needs and challenges of some of the countries under this grant. Brief overviews of the visits are as follows:

a) 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 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 de-monopolize 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.

b) Algeria (May 2-6) After the "Dark Decade" of the 90's, a decade in which perhaps as many as 150,000 Algerians died in the civil war between military and Islamists, Algerians want to be part of the wider world and hunger to get on with their lives. The head of Algerian TV said, "After 9_11, the world became interested in Algeria because it was a laboratory for terrorism.

The MEPI POC/Public Affairs officer Elizabeth Colton set up an excellent schedule for Internews staff. First, Internews staff met with the US Ambassador Erdman. During this meeting the Ambassador stated that he felt this was a good time to work with the media because they were so unbalanced and excessive against Bouteflika in the last election. Also, there is an unbalanced level of transparency. The center of gravity in politics has moved away from the military.

Next, Internews staff met with the editors and managers of El Khobar Newspaper, El Watan Newspaper, Le Tribune Newspaper, El Youm Newspaper, Le Matin Newspaper, and Algerian National TV to discuss training needs. The following paragraphs are excerpts from these meetings.

El Khobar: Lamine Chikhi; head of the international division. They are "ready to cooperate any time—no problem." This is the largest circulation newspaper in the Maghreb. They have previously worked with ICFJ, Freedom Forum and Friedrich Ebert Fndn. There is an urgent essential need of professionalization. Critical of the university because they are very obsolete and lack the means. They suggested Internews focus on training new journalists as well as the heads of cultural and social sections and economics. (Note that the Algerian journalist attending the Oxford Media Law program meets both of these criteria.)

El Watan: Omar Belhouchet; Directeur de Publication. Eighteen journalists own it as a cooperative. They need "investigative reporting; organizing editing. We need a team of high level professionals to be effective. Just to organize how to manage the work of a team of journalists would be huge." Also need technical training---if using new tools: how does this reduce costs and increase efficiency."

Le Tribune: Bachir Cherif Hassen. The Algerian journalists learned how to work on the street during the decade of terrorism. "There is a mismatch between university and the reality of media in the workplace." "They don't know how to write." How can you digest internet to reality? "The young are good with investigating work in the field such as an earthquake but it is all theoretical in university . . . the young journalists need two teams for editing. Need for editing. Iconography is one thing needed. Also need photography and layout [sic]."

El Youm (The Day/The Daily): Khaled Lakhdari, a moderate Islamist, said that journalists are suffering from lack of professionalism (eg., reporting before election). They need business training and need to learn more about human resources.

Le Matin: Mohammed Benchicou was running late. We met him at the Embassy party and since then he has been arrested and sentenced to two years in prison for tax evasion.

Algerian National TV: Mustapha Khelifi and Tewfik Teskrat. Established 1987, the station is still tool of the government. Specific training needs they noted are computer use economic reporting, editing techniques, logistics, finances, human resources, and investigative reporting. They also expressed some interest in the Internet and how it could be used.

c) Tunisia - During this reporting period both field and DC staff meet with the Embassy staff as well as the Institute for Media, the AJT (sofian bin hmida), the Institute for Human Rights and Reda Najjar from the African institute. All agreed initially that training during the third quarter was possible. Internews staff recruited trainers and trainees and a training location was secured. Approximately two weeks before the training was to take place, the local partners cancelled. They later said that are interested in the training and could help after November, well after national elections. (Najjar proposed waiting at least one year.) The US Embassy recommended the month of September.

See Appendix 3 for schedule details.

The fifth key result of this period was preparing for journalism training workshops in Beirut, Lebanon from July 22-26 and Tunis, Tunisia from July 29-31. The Beirut training will be done in partnership with the Lebanon Press Club. The Press Club of Lebanon is considered a forum for discussing political, economical, cultural, and media issues. It supports the principles of liberty, democracy, and human rights, and has a reputation for honesty and loyalty in discussions related to media issues.

The Press Club's goals are to develop media technology and journalistic professionalism and to serve as an advocate for media development, both nationally and regionally, through preparing and implementing trainings, seminars, and other activities, such as studies and research. It is also known as a transparent, democratic organization, which was proven during its last internal elections.

The Press Club is an independent non-profit NGO, run and financed by its members, who are considered some of the best media trainers in Lebanon. ADAM Network believes The Press Club is the most qualified organization in Beirut to organize and implement media trainings.

The Tunis-based training will take place at the Tunis Sheraton hotel with no partner organization (see key result four for details). Staff, however, are working closely with the Embassy to ensure the training is able to happen and that the training material is appropriate.

Both the Beirut and Tunis training will be taught by Mr. Marlin Dick. A Lebanese-American, Mr. Dick received his undergraduate degree in Political Science from the University of California at Berkeley and his Masters in International Relations from The Johns Hopkins University. From 1996 to 2003 he worked at The Daily Star and was the editor of the Lebanon edition of the newspaper. He has written for various English-language publications, such as Middle East Report and the Journal for Palestine studies. He had also worked as a translator and editor. (See Appendix 4 for a copy of his CV and a draft training plan for Beirut and Tunis.)

The sixth key result of this quarter is that the office was registered under the Lebanese Ministry of Economy as a non-profit company providing media and development service. An accountant and administrative assistant were hired on June 1, and a maintenance assistant was hired on May 1. Mid-June all Beirut staff attended a program orientation, facilitated by US staff, and received training in office and grant management policies and procedures. A bank account at the Lebanese Canadian Bank was opened.

The final key result for this quarter was the agreement with UNDP on developing regional approach to basic and advanced journalism training, media organizing, and civil society training in Lebanon to raise awareness on the UN millennium goal were discussed.

IV. Comparison of Planned and Actual Accomplishments

In the second quarterly report covering the period of January 1 to March 31, 2004, Internews anticipated that the following activities would have been achieved in the third quarter:

- 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).

During this quarter, workshops were held in Morocco and Bahrain. With the re-drafting of the project work plan that was submitted earlier with the no-cost extension request, training in Algeria and Tunisia were delayed until July. It should be noted that Ms. Stephanie Syptak at the US Embassy in Tunis has provided both advice and contacts for the July training in Tunis.

Through her first preference is delay the training until September, Internews staff believe it is important to proceed, cautiously, with our work plan.

Visits to Algeria and Bahrain were made, and they turned to be very fruitful.

A draft performance monitoring and evaluation plan has been developed and evaluation staff has been hired. Mr. Mahmoud, the Media Monitoring Officer, is a professional journalist writing for al-Ahram and al-Araby and has over 12 years of experience as a journalist and editor. Much of his recent writing has been in the area of culture and society. He is well-respected and known and has a good understanding of media in the rest of Arab world. The Media Monitoring Assistant is fluent in English and Arabic and has worked professionally as a translator and researcher for the last five years.

In July an Internews staff member with a strong background in evaluation will travel to Beirut and Cairo to train staff on the monitoring protocol. The following is a datasheet from the protocol.

1 - CONTENT ANALYSIS

Using an accurate ruler measure how many centimeters not including the headlines are devoted to the following:-

- (a) Coverage of Parliament. ____
- (b) Coverage of the President _____
- (c) Coverage of Presidential role _____
- (c) Coverage of the activities of Ministers. ____
- (d) Coverage of the activities of other political leaders and parties. ____
- (e) Coverage of the activities of government by others (Church, NGO's, academics) ____
- (f) Coverage of the activities of governments outside your country but involving your country ____.

Total space given to politics _____

- (g) Coverage of Employment (including economy)
- (h) Coverage of Education
- (I) Coverage of Health
- (j) Coverage of other general material (both news and features) but NOT including lifestyle features, or sport

Total space given to non-politics _____

Now work out percentage of text given to political and non-political news

Example: Political news 500cms; non-political = 200 cms. Total = 700 cms.
% political - 500×100 divided by 700: 71.42 or 71
% non-political - 200×100 divided by 700 = 28.57 or 29

ANALYSIS OF FRONT PAGE

Text:

- Total cms. Given to politics _____
- Total cms. Given to non-politics _____

Pictures:

- space given to political pictures in columns (ie 3 x 2 or 1x1)
- space given to non-political pictures in columns

PICTURES:

How many pictures in the pages we are analyzing: total _____

How many political pictures _____

*How many at top of page _____

*Size in columns _____

*How many at bottom of page _____

*Size in columns _____

*How many non-political _____

*Top of page _____

*Size in columns _____

*Bottom of page _____

*Size in columns _____

The three remaining vacant positions in Beirut Office were filled, and in early June Beirut staff was trained in administrative and grant policies and procedures.

A Beirut office bank account was opened at the Lebanese Canadian Bank, and a budget modification and no-cost extension request was submitted to MEPI.

V. Activities Planned for Next Quarter

During the course of this coming quarter (July 1 to September 30), the following activities will be completed:

- Two Journalism Training Workshops in Tunisia
- Training in Lebanon
- Train Media Lawyers from Bahrain, Lebanon, Morocco, and a journalist from Algeria
- First Bi-Monthly Media Monitoring Report
- Third Quarterly Implementation and Financial Reports Due
- Two Journalism Training Workshops in Algeria
- Business Training Tour for Media Managers in 5 Countries
- Second Bi-Monthly Media Monitoring Report

See Appendix 5 for a detailed calendar and workplan.

VI. Success Stories/Lessons Learned

There were a number of lessons learned from the training in Bahrain. Many of the journalists expressed an interest in and desire for future workshops that emphasize professional ethics and

comparative regional journalism. Many of the participants wrote articles in their newspapers based on what they learned during the training.

The experience in Tunisia has been a difficult one with many obstacles. Tunisia is holding presidential elections soon, and the authorities are not tolerant towards Tunisians collaborating with international organizations on press and media issues without its prior approval. Nevertheless, it is still possible to organize trainings there in the coming quarter. We are establishing many contacts, and Ms. Syptak in the US embassy is offering all the necessary support.

As for Algeria, while this report was prepared, a serious set back in terms of press freedoms occurred. An Al-Jazeera office in Algiers was closed, an Al-Arabiyya correspondent was censored, and two Algerian journalists were sentenced to prison. Despite these setbacks, Internews is trying hard to organize a first workshop there before the end of August.

In Morocco, the identification of an Anglophone lawyer was a difficult task. For future events related to Morocco and Algeria, French or Arabic should be languages of seminars and English should be optional.

Finally, though not apart of the formal Pact/MEPI work plan, the following activities were performed during the third quarter and demonstrate Internews's impact in the region.

During the Project Launch in Bahrain in May, the University asked Internews staff to assist them with identifying the resources they would need to set up a low-power campus broadcaster. These types of broadcasters can be operated without a license and would be more fun for students than dry runs in a studio. Internews staff spent approximately 5 hours inventorying their existing resources and developed a list of needed equipment. They also developed a budget. The final version of the budget totaled \$24,938 and allows for two visits by a technical expert: first to set up and initial training; then to follow-up around 2 months later with additional training. The University were please with the outcome and Internews is intrigued with the possibility of expanding radio broadcasts.

The other notable success in the region that is a direct result of Pact/MEPI funding was with our Women in Technology project. Launched in January 2004 and funded by USAID/EGAT/EIT in partnership with Cisco Systems, the Women in Technology Project seeks to distribute technology scholarships to women from seven target countries including Algeria, Morocco, and Tunisia to attend the Cisco Networking Academy. Upon completion of the program, participants earn a Cisco Certified Network Associate (CCNA) certificate. After two months of partners trying to recruit candidates only 12 applications had been submitted from Algeria, 82 from Morocco, and 19 from Tunisia. Deeply concerned, partners and funders asked Internews staff to help get the word out. Internews Middle East staff took the lead. Using journalist and embassy contact information collected during the first quarter of this project, these staff and other DC staff recontacted as many individuals and organizations on the database as possible. Their outreach effects worked. By the application close date, the project received 163, 448, and 98 applications from Algeria, Morocco, and Tunisia respectively for a total of 709 applications.



L A R O

LINKING ACTORS FOR REGIONAL OPPORTUNITIES

THIRD QUARTERLY PROGRAMMATIC REPORT

April– June 2004

Associate Award No. 687-A-00-04-0002-00
Under Leader Award No. GEG-A-00-01-00005-00

July 2004



LIST OF ACRONYMS

| | |
|-----------------|---|
| BM : | Banque Mondiale |
| CBOs : | Community – Based Organizations |
| CBNRM : | Community Based Natural for Resources Management |
| CCD : | Communal Development Committees |
| CIREF: | Circonscription Forestière |
| CRD : | Comité Régional de Développement (Regional Development Committee) |
| CSOs : | Civil Society Organizations |
| DGC : | Développement et Gestion des Connaissances |
| DGEF : | Direction Générale des Eaux et Forêts |
| EU : | European Union |
| FAFAFI : | <i>Fanentanana Fambolena sy Fiompiana</i> - Cultivation and Farming Sensibilization |
| FTU : | Fort Dauphin |
| GDA : | Global Development Alliance |
| GOM : | Government of Madagascar |
| IHSM : | Institut Halieutique et des Sciences Marines |
| IG2P : | Integrated Growth Pole Project |
| LWA : | Leader with Associates Award |
| MBG : | Missouri Botanical Garden |
| MEEF : | Ministère de l'Environnement et des Eaux et Forêts |
| MIRAY : | Consortium WWF-CI-PACT/Program for Ecoregion-Based Conservation and Development |
| NEAP : | National Environmental Action Plan |
| NGOs : | Non Governmental Organizations |
| NRM : | Natural Resource Management |
| NRMP : | Natural Resource Management Project |
| NWLF : | National Landowners Wildlife Forum |
| OCA : | Organizational Capacity Assessment |
| PAE : | Plan d'Action Environnementale (Environmental Action Plan) |
| PAIGEP : | Programme d'Appui aux Initiatives de Gestion Economique et Planification |
| PCD : | Plan Communal de Développement (Communal Development Plan) |
| PHBM : | Projet de la Haute Bassin de Mandrare |
| PPA : | Public-Private Partnerships |
| PRSP : | Poverty Reduction Strategy Plan |
| PST : | Projet Sectoriel de Transport |
| QMM : | Qit Minerals Madagascar |
| RFA : | Request for Approval |
| SAVEM : | Sustainable Approach for Viable Environment Management |
| SDR : | Schéma de Développement Régional (Regional Development Framework) |
| SEIA : | Social and Environmental Impact Assessment |
| UNPD : | United Nations Program for Development |
| USAID: | U.S Agency for International Development |
| WCS : | Wildlife Conservation Society |
| WWF: | World Wide Fund for Nature |

I EXECUTIVE SUMMARY

La troisième trimestre de LARO a été marquée par des efforts considérables dans la réalisation de certaines activités relatives aux planifications régionales et urbaine et aux activités de mise en place de site pépinières. Les activités de planification ont dû être adaptées et mises en cohérence avec les processus de planification et de programmation des partenaires clés notamment la Vice-Primature chargée des Programmes Economiques, des travaux publics, des transports et de l'aménagement du territoire à travers le Projet IG2P (pour l'investissement régional) et la Direction de l'aménagement du territoire/AGETIPA pour l'élaboration du plan urbain. Les activités de mise en place de pépinières ont été également accélérées pour pouvoir respecter les calendriers de semis (en sept 2004), de production de jeunes plants (en mars –avril 2005) et de reboisement proprement dit en mai - juin 2005.

The third quarter has been marked by activities related to regional and urban planning, as well as some of the nursery activities. The planning process has been adapted accordingly with partners' programming and planning processes such as that of the Vice Primature in charge of Economics Programme via its Direction of Territorial Management and the IG2P Project. Nursery implementation activities have been intensified so that they coincide with the March to April growing season.

II BACKGROUND

Le CRD était en train de préparer le SDR phase 5 qui est la phase ultime de ce processus de planification. Diverses consultations techniques pour mises à jour d'informations et affinage de résultats ainsi que des mobilisations sociales au niveau des communautés et de différents groupes concernés (OSC, Secteur Privé, Services Techniques de l'Etat) ont été menées pour produire un Schéma de développement à la fois techniquement bien fondé et recevant le consensus des parties prenantes. Par contre, la formalisation du CRD a été repoussé à cause de l'avènement de la mise en place des régions et de ses structures institutionnelles et organisationnelles.

The CRD has been working on the 5th phase of the SDR, which is the final step to be achieved. Several technical consultations have been carried out in order to update and refine the results, and social mobilization at the community level has been conducted. The SDR must be based on strong technical arguments and requires the commitment of all stakeholders/partners. The legalization of the CRD has been moved back following the implementation by the Government of the new decentralized region structure, which is expected to integrate "structured dialog mechanisms" such as the CRD.

En parallèle avec l'élaboration des plans d'urbanisme des 07 autres Grandes villes de Madagascar (06 chefs lieux de Province et la ville d'Antsirabe), le plan d'urbanisme de la ville de Fort Dauphin avance avec des méthodologies adaptées intégrant des mécanismes permanents de participation

de la population urbaine dans son élaboration. Les dernières études techniques inputs de ce plan urbain ont été lancées et en cours de finalisation.

In parallel with the elaboration of urban plans in seven big cities (six provincial capitals and Antsirabe city), the urban plan of the FTU has been realized with methodologies integrating permanent mechanisms for the participation of urban populations. The required final study has been launched.

Les études préliminaires pour bien lancer les activités de mise en place de site de conservation et de développement d'aquaculture ont été également lancées et en cours de finalisation. Les équipes en places auront des cadres de travail qui devraient leur guider dans la mise en œuvre des actions aux niveaux des communes et de villages concernés par ces activités.

Preliminary studies to implement a conservation site have also been launched. The team will have a framework to guide it during the implementation of these activities in communes and villages.

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.**

- **GA for validation of RDF phase 5 held**

L'Assemblée Générale pour la validation de la phase 5 du SDR s'est déroulée à FTU le 27 – 28 mai 2004 avec la participation d'environ 340 acteurs représentant les communautés (04 à 05 participants par commune), les Projets et Programmes de développement, les OSC (associations et ONG), les Services techniques de l'Etat avec les Ministères et le secteur Privé. Le corps du document technique a été validé et des suggestions à intégrer pour l'améliorer ont été proposées par les participants.

The General Assembly to validate the 5th Phase of the RDF was held in FTU on 27-28 May 2004 with the participation of 340 actors representing communities, Development Projects and Programs, CSOs, Government Agencies/Ministries and the Private Sector. The core of the

technical document has been validated and suggestions have been proposed by participants for improving and to refining the contents.

Ce document phase 5 présentait les investissements (actions à financer) prioritaires pour les 05 prochaines années à venir dans les 07 pôles de développement validés durant la phase 4 et suivant les 08 grandes orientations développées par la région. Il inclue également des analyses succinctes de l'intégration de ces actions prioritaires par rapport au DSRP.

This document included prioritized investments (actions to be funded) for the next five years among the seven development nodes identified and validated during the 4th phase and following the eight grand orientations developed by the "region". It takes into account the timing of these prioritized actions with those of the PRSP strategy.

- **Institutional position of the CRD clarified**

En dépit des efforts menés pour institutionnaliser / formaliser le CRD et des réflexions profondes menées également durant l'Assemblée Générale du mois de mai 2004, ce processus n' a pas pu être mené à terme à cause de l'avènement de la mise en place de la région. Les deux Ministres actuels chargés de mettre en place cette structure décentralisée « Région » sont issus du CRD et ont proposés que les structures de concertation jouent un rôle majeur dans les paysages institutionnels de la « Région ». Suite à ce changement de contexte, et après une réflexion menée conjointement avec le CRD du Menabe et le Ministre de l'Intérieur et des Réformes Administratives à Morondava, le CRD Anosy a jugé opportun de prendre plus de temps pour bien se positionner institutionnellement. La loi proposée par le Ministère, présentait déjà des fonctions pour les structures de concertation et une reconsidération des statuts déjà élaborés et discutés par le noyau dur du CRD ainsi que le système de représentation au niveau du CRD était nécessaire. Une discussion durant l'AG du mois de mai 2004 a également confirmée cette approche de s'orienter par rapport à la « régionalisation ».

Despite efforts undertaken during the last GA of the CRD, its institutionalization and legalization has not yet been achieved because the upcoming implementation of the new decentralized regional structure. The two Ministers in charge of this activity had been members/leaders of the Anosy CRD and wanted to clearly structure their role within the new context. The proposed law already included some issues regarding the CRD mechanism, and so the legal status and internal rules developed by the principal consultant and CRD core team had to be reconsidered and modified. During the GA discussion, it was decided that this activity will wait for the final stage of regional implementation (expected to be achieved by the end of this year) and take into account this new context.

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

Les efforts pour intégrer plus d'acteurs pour s'approprier du SDR et du CRD en tant qu'instance de concertation ont continués. Des mobilisations au niveau des communes pour expliquer le rôle du CRD avec l'ébauche de statuts discutés au niveau du noyau dur ainsi que le contenu technique de la phase 5 du SDR ont été effectuées. Les animateurs zonaux ainsi que certains techniciens issus des Organisations ayant des expériences/interventions dans les 07 pôles de développement ont été invités à travailler avec l'Equipe technique du CRD pour affiner les produits de la phase 5 notamment pour les précisions des actions à prioriser durant les 05 années à venir.

Efforts to involve more actors into the RDF process and the CRD structure have continued. Social mobilization activities to explain the role of CRD, to discuss the draft of its legal status and to debate the contents of the 5th phase of the RDF have been conducted. Zonal "animators" and a Technical Team of some specialized organizations have been invited to participate in the refining of the 5th phase products, particularly to help decide on actions to be prioritized during the next five years.

Des mobilisations ont également eu lieu à Fort-Dauphin pour les acteurs de développement régionaux. Des regroupements thématiques (Secteur tourisme, Pêche/Intervenant des zones côtières, Développement rural/environnement, Médias, Associations/ONG, etc) ont été menés pour avoir des réactions sur la phase 5 du SDR et l'organisation à mettre en place pour le CRD. Les acteurs ont répondu et ont donné des critiques constructifs aux processus menés.

Mobilizations have been held in FTU for regional development actors. Thematic workshops (tourism, fishery/coastal zones actors, rural development and environment, media, CSOs, etc) have been conducted to gather some reactions to the 5th phase of RDF and the organizational structure of the CRD. They have given their opinions and proposals to be integrated and considered.

Les acteurs nationaux comprenant les Ministères, les Grands Projets/Programmes et les Bailleurs de fonds ont été également mobilisés. Ainsi la vice-Primature, les MIRA, le SEDDRC, le Ministère du plan, les grands Projets comme l'AGETIPA, le FID, le PSDR ainsi que les bailleurs de Fonds comme la BM et l'UE ont été approchés par le CRD et tous ont encore remanifesté leurs volontés d'appuyer le processus. Des engagements précis ont été donnés par certains pour le suivi et l'accompagnement notamment pour l'élaboration de la stratégie régionale d'investissement (prochaine étape du processus de planification).

National actors including Ministries, National Projects and Programmes, Financial/Technical partners have been mobilized also. So, The Vice Prime Minister, The Minister of Interior, The Minister in charge of Decentralization and Commune development, The Minister of Planning/Budget, Big Projects like AGETIPA, FID and PSDR and technical/financial partners such as World Bank and European Union have been approached and mobilized by the CRD. Every actors have manifested their strong commitments in the RDF process for instance the commitment

to reinforce and to participate in the elaboration of Regional Investment Strategy (the next step of the planning process).

- **Presentation of the RDF at the national level**

Après la validation du SDR au niveau régional, le schéma a été présenté au niveau national avec les partenaires techniques et financiers, les différents Ministères techniques, les Projets et Programmes nationaux pour la promotion des résultats. Cette présentation a été également une occasion pour le CRD de commencer de discuter de l'élaboration de la SRI avec les Départements techniques des Ministères concernés.

After the validation of the RDF at the regional level and to better promote it, the document was presented at the national level to technical and financial partners, Ministries, and national development projects at a workshop that served as another occasion to discuss the elaboration of the regional investment strategy with certain technical department of key Ministries.

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. |
|--|

Les deux études attendues pour boucler le plan d'urbanisme son en cours de finalisation. Des versions préliminaires de l'étude en « génie civile » concernant l'assainissement urbain ainsi que de l'étude sur la projection démographique de la ville de Fort-Dauphin et ses communes avoisinantes sur des horizons 5, 10, 15 ans sont disponibles. Elles constituent des outils importants pour affiner le plan d'urbanisme.

The two studies intended to be integrated into the urban plan are in various stages of finalization. A preliminary version of the study of civil engineering for improving urban sanitation (access to potable water, outlets for used water, rainwater outlets, organization of socio-collective bodies and the feasibility study for the relocation of the main market) is already available and the final document will be finished by the end of this month. A draft of the demographic study including scenarios for the next 5, 10, and 15 years is also available. These studies are the main inputs to refine the urban plan.

Les travaux de consultation des CMU & CMU élargis continuent toujours au fur et à mesure que le plan d'urbanisme avance. Ces plate-formes constituent des moyens efficaces pour percevoir les visions de la population quant au devenir de leur cité. Le consultant principal capitalise les réflexions menées au niveau de ces comités pour affiner et finaliser progressivement le plan d'urbanisme.

Consultation workshops with the CMU and CMUE have continued. These constituted the best means to gather the population's vision on the future of their city. The principal consultant summarized these reflections and will use the results to update and finalize the new version of the urban plan.

L'intégration du PIPM (Plan d'Investissement Prioritaire Municipal) effectué par l'AGETIPA à travers l'IG2P est également en cours. Ce PIPM sera considéré principalement dans la mise en place de la vision pour les 05 années à venir pour la commune urbaine de Fort-Dauphin.

The PIPM (Municipal Prioritized Investment Plan) developed by AGETIPA through IG2P has also been considered under the urban plan.

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.**

• Mise en place de pépinière et reboisement en bonne marche

Le Projet de mise en place de site de pépinière à Mangarivotra pour la production de 120000 jeunes plants pour reboiser 100 ha est passé à une vitesse de croisière. Les matériels et équipements ainsi que les petits outillages nécessaires ont été achetés. Des ouvriers sous forme d'HIMO appuyés par des techniciens issus des parties prenantes de LARO sont en cours de finaliser les différentes installations techniques. 43 tables mesurant 6m *1,5m représentant 80 % de tables à installer sont déjà prêtes. Les différents aménagements de terrain exigés par la mise en place d'un site de pépinière de qualité ont été réalisés.

The implementation of the nursery project at Mangarivotra to produce 120,000 seeds/plants for 100 hectares of reforestation is in development. Materials and equipment have been purchased. Workers have been supported by the technical team from LARO partners (QMM, CIREEF, PACT, FAFAFI) and are finalizing the installation of 43 tables measuring 6 by 1.5 meters, which represents about 80% of the expected work.

• Put in place a conservation zone at Ambatomirongorongo

L'étude/diagnostic multidisciplinaire pour bien cadrer les activités de cette mise en place de zone de conservation a été finalisée et validée. Les résultats de cette étude forment l'ossature du plan d'actions qui vont être suivi par l'Equipe LARO à partir de juillet 2004. PACT & QMM avec

l'implication des intervenants comme WCS et CIREEF de Fort Dauphin pour la partie conservation et gestion de forêts ainsi que FAFAFI Manantantely pour développement rural vont pouvoir initier des actions concrètes relatives à la mise en place de ce site de conservation et à l'instauration d'une bonne gouvernance environnementale locale.

A multidisciplinary diagnostic study to well define activities for implementation at this conservation site has been finalized and validated. The results of this study constitute the core plan of action to be followed by the implementation team of LARO in July. PACT and QMM, along with WCS and CIREEF, will have the ability to initiate concrete actions with the implementation of local environmental good governance.

- **Artisanal Aquaculture**

Etude/évaluation menée par QMM avec un Cabinet spécialisé en « aquaculture » sur son site Mandena et élargi au niveau du lac d'Ambinanibe a montrée que la région de Fort-Dauphin n'est pas propice développement d'aquaculture de poissons. Une réorientation des programmes initialement prévus dans LARO a été alors effectuée. Finalement le Projet qui va être mené au niveau de ce lac Ambinanibe concernera deux volets :

- La mise en place et promotion d'une gestion rationnelle de ressources halieutiques auprès des communautés de pêcheurs.
- la mise en place d'un Projet d'Aquaculture crevettière (Crevetticulture) artisanale.

Assessments conducted by experts hired by QMM to evaluate aquaculture potential at the Mandena site and Ambinanibe lagoon showed that the FTU region is not good for fish production. Reorientation of programs initially planned within LARO has been undertaken. The project will concern two components:

- The setting up and the promotion of a new rational management methodology of fishery within local communities.
- The implementation of a pilot shrimp aquaculture project in the community.

L'Equipe de IHSM est déjà sur place pour commencer les travaux y afférents et une étude pour identifier les sites potentiels/plus propices pour l'installation de l'aquaculture crevettière a été réalisée.

The IHSM Team is already in place and is beginning to work on the identification of the shrimp aquaculture sites.

Notons que d'autres Projets (financés par d'autres bailleurs) comme l'étude/suivi de pollution des eaux et la mise en place d'école de formation professionnelle à l'endroit des jeunes sont également en cours de se greffer avec le Projet Aquaculture artisanale/communautaire de LARO.

Several projects (funded by other donors) such as the water pollution study and training school implementation will also be linked with the community aquaculture project developed under LARO.

IV COMPARISON OF PLANNED VS. ACTUAL ACCOMPLISHMENTS

SDR and Institutional/Organizational Development of the CRD

Le SDR a été réalisé à temps et avec des résultats probants quand on apprécie le niveau d'implication des acteurs (communautés, maires, projets de développement, Ministères, Autorités, OSC et certains membres du Secteur privé). Pourtant des efforts sont à mener pour impliquer davantage le secteur Privé et plus de collaborations sont à développer avec le niveau national pour y arriver.

Regarding the level of acceptance and involvement of actors (communities, mayors, development projects, Ministries, authorities, CSOs and certain members of the private sector), the RDF has been well received. However, some efforts have to be undertaken to involve the private sector more and to develop strong collaboration with national level authorities and ministries.

L'institutionnalisation/formalisation du CRD a accusée un retard à cause principalement de l'avènement d'un nouveau contexte lié à la décentralisation. Le Gouvernement a décidé de mettre en place les « régions » d'ici la fin de l'année 2004. Les lois y afférentes ont été déjà validées au niveau des Parlementaires. Le CRD en tant que structure de concertation a été invité par les Ministères de donner des propositions pour se positionner par rapport à ce nouveau contexte notamment les fonctions qu'il doit jouer. Un nouveau plan de travail pour y répondre est en cours de finalisation.

Institutionalization and legalization of CRD encountered a delay because of the advent of a new operating environment caused by the decentralization process. The government has decided to implement a regional strategy from now up to the end of this year (2004). Because of this, the CRD as a platform for dialogue will propose improved ways to integrate their roles and positions within the regional structure. A new operational workplan to respond on this change is currently being finalized.

The Urban Development Plan

Le plan d'urbanisme a accusé un retard à cause du retard de l'étude sur la projection démographique et la nécessité d'assurer plus de participation de la population via les CMU et CMUE. Pourtant, ce plan est en phase avec ceux développés par l'AGETIPA au niveau de 07 autres grandes villes de Madagascar et intégrera ceux-ci dans leurs phases de validation finale via la Vice-Primature à travers la Direction de l'Aménagement du Territoire. Une version préliminaire du document final est en cours.

Waiting for the results of the demographic modeling study and the need to involve the population via the CMU and CMUE have delayed the completion of the urban plan. Nevertheless, this plan is still in a good position compared with others developed by AGETIPA within the seven big cities of Madagascar and will be integrated in their validation process through the Vice-Prime Minister (DTM : Direction of Territorial Management). A preliminary version is now available.

Conservation and Development Activities

Pour la mise en place de pépinières, les activités ont été réalisées à temps et les installations des tables pour recevoir les pots sont en cours de finalisation.

Pour la mise en place de zone de conservation, l'étude diagnostic a nécessité des collectes de données supplémentaires qui ont un peu retardées la sortie des résultats finaux. La mise en place de l'équipe sur terrain a de ce fait reculée par rapport à cette validation de l'étude diagnostic.

For the nursery implementation, activities have been accomplished on time and the installation of tables to support "pots" are currently is currently on target. For the conservation site development, the diagnostic study required some specific data collection which has had an effect on the final results. Accordingly, the installation of the LARO Field Team has been moved back.

V Activities planned for next quarter

- **Elaboration de la SRI** : Après l'élaboration du SDR, la prochaine étape est la finalisation de la SRI qui est constitué par les différents documents/fiches de Projets à financer par les différents partenaires techniques et financiers. Ceux à financer par le Gouvernement à travers les Ministères sectoriels seront intégrés dans la PIP 2005.
- **RIS/Regional Investment Strategy Elaboration:** After the validation of the RDF and its presentation/promotion, the next step is the elaboration of the RIS, which is composed of projects/actions to be funded by donors and technical partners. Those activities to be funded by government Agencies/Ministries have to be integrated into the 2005 PIP (Public Investment Programme/Plan).
- **Constitution du CRD** : L'institutionnalisation du CRD va continuer une fois que la loi sur la régionalisation est Claire et que les chefs de région sont actuellement en cours de recrutement et de mise en place.
- **CRD institutionalization:** The institutionalization of the CRD will continue immediately after the implementation of the regional strategy and will be marked in particular by the recruitment of Regional Heads.

URBAN PLAN

- **Mise à jour l'étude genie civil sur l'assainissement urbain** par un volet sur la voirie

- **Update the civil engineering study for improving urban sanitation** to include the “garbage dump” component.
- **Intégration des résultats des deux études Démographie et Assainissement** dans le document final de plan d’urbanisme
- **Using the results of the urban sanitization and demographic studies** as inputs into the urban plan document.

CONSERVATION AND DEVELOPMENT ACTIVITES

Nurseries established for reforestation

- 120,000 seeds planted
- Nursery maintenance and follow-up

Conservation Zone

- Promotion of Income generating activities.
- Implementation of management over the conservation site.

Aquaculture

- Promotion of a new fishery management methodology in collaboration with local fishers.
- Training and assisting local fisheries.
- Construction of reproduction basins for fish/shrimp.

VI Success Stories/Lessons Learned

La présentation du SDR a suscité l'intérêt des partenaires notamment les bailleurs de fonds tels que la Banque Mondiale et les Ministères Techniques. La banque mondiale a renforcée ses efforts pour la mise en place du Projet IG2P (Integrated Growth Pole Project). Des études sont actuellement en cours pour boucler les dossiers notamment une étude d'impacts environnementaux du Projet lui-même. Les Ministères techniques sont tous prêts à aider pour intégrer le SDR dans la PIP 2005. La vice Primature avec l'appui de certains Départements comme le Secrétariat d'Etat chargé de la Décentralisation, la direction de Planification Générale et la direction des Investissements Publics (au niveau du Ministère des Plans, des finances et du budget) ont accepté de coordonner avec le CRD l'élaboration de la SRI.

The presentation of the RDF has been a success for the LARO Team, most notably, when donors such as the World Bank and National Government agencies have been engaged. The WB has decided to reinforce its intervention via the IG2P Project which is now being started with an Environmental Impact Assessment. Technical Ministries are ready to make more efforts to integrate the RDF into the 2005 PIP. The Vice Prime Minister, assisted by a number of technical

Government agencies such as those for Decentralization, Planning/Budget and Public Investment, has agreed to coordinate the elaboration of the RIS with the CRD.

SIXTH MID-TERM REPORT

April 1st. – June 30, 2004



Madagascar Media and Message (M3) Program

USAID Cooperative Agreement no. 687-A-00-02-00077-00
Under Leader Award no. GEG-A-00-01-00005-00

July 2004

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 | <i>Center for Civic Education</i> |
| 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 | <i>Global Internet Policy Initiative</i> |
| 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 | <i>Office of Transition Initiatives</i> |
| 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 April 1st to June 30, 2004, presenting program highlights, achievements, upcoming activities and lessons learned. Highlights for this reporting period include:

- Training of teachers in April on the Foundations of Democracy methodology
- Support for the organization of civic events in school and out of school
- Testing of the teacher monitoring tool
- Continued teacher monitoring
- Maintaining close contact with the people responsible at the Ministry of Education and scientific research
- Continuation of the translation of the civic education textbook "Le Quotidien du Citoyen".
- Continued negotiation 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.

Over 17 months, from April 2001 till September 2003, 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.

The extended phase under which the project is currently operating through September 2004 resulted from the request of 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 improved youth civic education and facilitated youth participation in civic life, in the Fianarantsoa region. The program 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 (JERP) has requested Pact's support to develop a similar program for Malagasy high schools.

In order to continue these actions to enhance civic education of youth and improve civic awareness in Madagascar, Pact/M3 Ainga has continued to focus in this extension phase on 3 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 period, the project covers areas in the province of Antananarivo: the capital and surrounding and 2 rural areas of that province.

| | | |
|---|---|---|
| <p>R1: Strengthened capacity and skills of Malagasy schools (CEG), some education institutions (UERP, CISCO), Media and CSO in message delivery</p> | <p>R2: Encourage greater degree of direct participation of youth in civic life and debate through medias and CSO</p> | <p>R3: 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>Design/develop models/prototype textbooks and teacher/educator Civic Education for CEG and CSO Textbooks develop Teachers training CSO's animators training Radio</p> | <p>Capacity building program: Training Competition for youth, Competition for media and CSO Event Forum Mass communication</p> | <p>Educate youth in school and out of school on civic issues Teaching Civic clubs Competition games Special event organized by youth</p> |

III. KEY RESULTS THIS PERIOD: reported by component

A. Improvement of the civic education program

Strengthen capacity and skills of Malagasy schools (CEG), education institutions (UERP, CISCO), the Media and CSOs 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 preparation of civic events in the two provinces, and mobilization of civil society as well as the member of the parliament.

Activities accomplished this quarter:

- Teacher monitoring in Fianarantsoa and Antananarivo
- Follow-up and supervision
- In-service training.
- Editing the Malagasy version of "Le Quotidien du Citoyen"
- Revision of the booklet (teachers and student) "Foundation of Democracy"
- Training of teachers and CSOs on "Foundations of Democracy"
- Regional Civic Events in Antananarivo
- Competition for Youth at the Parliament: Advocating for public policy

Problem factors affecting performance and remedial measures:

Working with government bodies is not an easy task. We keep going back and forth on same subject. In Madagascar, it takes time for people in charge to be proactive. The new team at the Ministry is still very cautious in taking some decisions. We do not have any information regarding the request to do training at the National Institute of Pedagogical Training (INFP)¹. The other factor is also the fact that the project is ending soon. Some colleagues asked why they should start doing something for which they will not have any further support.

Activities planned for next quarter:

- Preparation for training of trainers on FOD and For a Responsible Citizen
- Preparation for teacher training
- Contact with the DIRESEB of Toamasina, in another province, at the direction of fundamental education's request and preparing training for a group of 40 teachers there
- Finalization and printing of the Malagasy version of "Le Quotidien du Citoyen"
- Finalization of the revision of the booklet (teachers and student) "Foundations of Democracy"
- Training of teachers (August) and CSOs (July) on "Foundations of Democracy"

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 the civic awareness of youth. During the extension phase, Pact M3 did support training for journalists and CSO educators. Grants was given to community media organizations 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 programming through these channels.

Lessons learned during the pilot phase indicated that CSOs had some difficulties in being efficient in offering sustainable action for youth; Pact/M3 focussed on improving the activities of those that were involved in the pilot phase.

To date, 19 media organizations and CSOs have received grants of up to \$150.483 to develop activities for youth.

During this quarter, activities were particularly focussed on launching grants to local partners, organizing the national civic event at the Parliament and conducting training for journalists.

.Activities accomplished this quarter:

¹ Institut National de formation Pédagogique (INFP)

- Preparation of regional civic exhibition for youths at the National Assembly (the parliament)
- Training of radio journalists with the support of Internews
- Support to CSOs in the preparation of grant proposals
- Special training and follow-up on DO/DI for the grantees
- Training for 50 CSOs affiliated with CEDII in Fianar on the “For a Responsible Citizen” methodology
- Continued development of two mini films with Medialab

Problem factors affecting performance and remedial measures:

It's only during this quarter that the CSOs received their grants, since a great deal of work was needed to review and revise their proposals. We anticipate that they might need some extra time to terminate their programs.

Activities planned for the next quarter:

- Finalization of the two mini films
- On more Training for radio journalists with support of Internews in August 04
- Follow-up the grantees
- Training of CSOs on “Foundation of Democracy”

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 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 for the civic education classes
- Follow-up of sub grantees
- Training for 30 agents of the DREMC of Antananarivo.
- Identification and training of jury members for the civic event at Parliament. Nine deputies were jury members
- Mobilization of the community's leaders to support the national civic event.

Problem factors affecting performance and remedial measures

None of importance

Activities planned for next quarter:

- Follow-up and support of sub grantees
- Support civic event for youth out of school. This is in partnership with a local CSO

D. Program management

Create optimal conditions to implement M3 /Ainga

The M3/Ainga office has been operational 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 providing support to the program activities.

Activities accomplished this quarter:

- Follow-up of the program activities
- Finalized the extension of collaboration with Internews and CCE
- Supervised the team
- Started the preparation of redrawing from Fianarantsoa
- Kept constant communication and held regular meeting with USAID
- Prepared the quarterly report for April-June 2004
- COP as well as a Malagasy participated in the Civitas world leaders' conference in Hungary. On this occasion, the COP made a presentation to a panel of 30 people on: Civic education and the promotion of democratic culture, the experience in Madagascar.
- Pre-close out meetings at Pact HQ:
 - a) Discussed key issues for the closeout of the project, especially the plan for disengagement and sustainability. With the Pact Vice-President, we also met some partners who could potentially provide support.
 - b) We also had discussions about a proposal to USAID for a no-cost extension until mid or end of December. Indeed, because of the dramatic drop in the value of Malagasy Franc toward the US dollars, Pact thought that it is worth it to take this opportunity to continue the program with no additional funds.

Activities planned for next quarter:

- Prepare the close out of the project
- Propose a no-cost extension
- Follow-up of the program activities
- Supervise the team
- Hold core meetings
- Keep constant communication and hold regular meetings with USAID
- Prepare the quarterly report for July-Sept 2004

**Strengthening Civil Society
Performance in Local Governance
Quarterly Programmatic Report
April - June 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 \$387,589. These figures accurately represent amounts reported to Pact for the period ending May 31, 2004.

I. Executive Summary

During this quarter, Idasa facilitated 52 workshops, started the leadership mentoring activity and, produced a number of training materials and contact manuals for CBOs. The project is being implemented according to schedule, save for some minor delays. A number of activities have strengthened the link between CBOs and local governments.

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 1st, 2004.

III. Key Results this Period

45 Vision, Mission and Values workshops

Between 3 May 2004 and 15 June 2004 Idasa facilitated a two-day Vision, Mission and Values workshop for each of the participating CBOs. For most of the CBOs it was the first time the organisation as a whole reflected in a disciplined way on the reason they exist and the type of society they want to help create, how they go about doing this and the values that underlie their work. District Coordinators report positive feedback from most of the workshops and that some of the organisations have already mentioned how this exercise have impacted on the way that they function. Participant evaluation forms will be provided on request as these are not available in electronic format.

3 workshops for CBOs on "How Local Government Works"

These three-day workshops (one per District) had 60 participants each (4 per CBO) and happened on the following dates:

Ugu District: 21 to 23 June 2004

Vhembe District: 21 to 23 June 2004

West Rand District: 21 to 23 June 2004

The workshops covered the benefits of participating in local government; how local government, including Ward Committees, works; opportunities for public participation in local government; and local government budgets.

3 workshops on promoting public participation in local government for municipalities (one per District)

All three workshops happened on 24 June 2004. The Speaker, an additional councilor and one official who deals with public participation was invited from each municipality. The CBO members who attended the "How Local Government Works" workshop also participated in this workshop, thus ensuring that community members met with relevant local government people and could apply their learnings from the previous workshop. This workshop afforded an opportunity for each municipality to present its public participation strategies and share best practices, while Idasa also made input on strategies that work, based on its experience in many municipalities throughout the country. Please see the attached workshop programme.

CBO leadership mentoring

This process kicked off with the identification of suitable mentors in each of the Districts and an orientation workshop for mentors on 29 June 2004. CBO leaders have been introduced to their mentors and mentors will from now on submit monthly reports on their working sessions to the District Coordinators (until the end of the project). Please see the attached terms of reference and contracts for mentors.

CBO contact manual

This manual, containing a brief description of the focus area of each participating CBO, as well as its contact details, was published and disseminated among participating CBOs and municipalities. This manual will facilitate contact between CBOs with similar interests on the one hand, and CBOs and municipalities on the other.

On-going capacity building and reinforcement and technical assistance by District Coordinators With the conclusion of the 45 Vision, Mission and Values workshops, District Coordinators have begun to assist individual CBOs with advice, facilitation and information. While the first of these support activities were in response to requests from CBOs, District Coordinators have started submitting monthly action plans to the Project Coordinator, paying special attention to support activities for CBOs.

IV. Comparison of Planned and Actual Accomplishments

Three activities planned for this quarter have not been implemented, but these delays will not have a negative impact on other project activities:

Publication of a manual on public participation strategies for local government

This manual was not published as the workshop on "public participation strategies for local government" was based to a large extent on information sharing between different local governments. Coordinators are compiling the reports and once these are finalized, the combined reports will highlight the different public participation strategies employed by participating municipalities, as well as recommendations made at these workshops.

Uploading of printed material to the Idasa website

Idasa is in the process of redesigning its website. The new website will be launched by 30 July 2004 and all printed material will appear on this website.

Radio programme produced and disseminated to community radio stations

The themes for the 3 radio programs have been identified but District Coordinators have not been able to assist the producers to set up interviews, due to their tight schedule. All 3 programmes will be recorded and produced within the next quarter. 2 of the programmes will be distributed to community radio stations during the next quarter.

V. Activities Planned for Next Quarter

- Apart from the 3 activities mentioned above, the following activities are planned for the next quarter:
- Production of training material for and facilitation of 3 CBO Advocacy and Communication training workshops.
- Production of training material for and facilitation of 3 CBO Management training workshops.
- Production of training material for and facilitation of 3 CBO Project Management training workshops.
- Production of training material for and facilitation of 3 CBO Financial Management training workshops.
- Production of training material for and facilitation of 3 CBO Fundraising and Proposal Writing training workshops.
- 3 Civil society seminars for civil society in each of the districts. Theme: public participation in local government.

- On-going capacity building re-enforcement and technical assistance by District Coordinators.
- Continuation of leadership mentoring.
- Distribution of local council calendars.
- Distribution of contact list of grant-makers.

VI. Success Stories/Lessons Learned

The Tshwaraganang Disabled organization hails from the West Rand District, in a township called Munsieville in Krugersdorp, Gauteng Province. The group comprises of differently abled and mentally challenged individuals with different abilities, potentials and aspirations, but yet they are determined and united in their mission to have a permanent centre which caters to their needs. They say in a united voice "lead us to the river, and we will learn and fish for ourselves", they also say that the Idasa project has helped them find their voices and stand up to be seen, to be heard and more than anything to make their presence felt. For them the goal of being independent is important, but even more important is the will to succeed and be self sustainable as an organisation. They continue to say "our path is unique, we are disabled but not unable. We will define our own future and determine our own destination. Afford us the chance." This is a genuine plea which clearly underlines why Idasa is helping these CBOs to envision their futures. By bringing community based organizations to the forefront of the community struggles, Idasa ensures that sustainable participation and engagement defines issues of governance at the local level.



Tanzania Advocacy Partnership Program (TAPP) Quarterly Performance Report (April – June 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 April through June 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

- The Program Description to amend the cooperative agreement was approved by the CTO of Pact's Civil Society Leader Award and USAID SO3 team. A budget and pipeline were also submitted.
- Discussions and negotiations began on an extension to the TAPP and to prepare for collaboration EngenderHealth in order to meet the goals and objectives of SO1 and the ACQUIRE project. Pact's role was proposed to be providing capacity building to FBOs, health facilities and surrounding communities.

Programmatic

- A baseline OCA was conducted on ZAPHA+
- Pact conducted Fundraising training for 38 TAPP partner organizations. Pact held 3 sessions of the program during May. A total of 72 participants (male and female) participated in the three-day training course.
- Pact began training NGO representatives how to work with and handle the media.
- Three sub-grants totalling more than \$86,000 were signed with three TAPP Partners – YAV, YCIC and WAMATA.
- Pact and ICNL organized a stakeholders meeting on the NGO bill and resulted in a plan for amending the legislation in October/November.
- For additional outreach to the district level, three Pact partners held training activities for their membership. Pact co-facilitated an advocacy program for Maasai CBO leaders in collaboration with PINGO's Forum. IDYDC began a series of training workshops on Gender mainstreaming for its field staff and volunteers. DONET conducted a program in multisectoral approaches to HIV and AIDS for 72 peer educators from among their membership.

- Fifteen focus groups were completed for the Media Campaign. A series of messages and a logo for the Shangalia (Celebrate) NGOs campaign were developed and testing with NGOs commenced.
- Support and technical assistance to 5 partners implementing a gender-mainstreaming program continued.
- TAPP facilitated the formulation and development of Strategic Plans for WAT and KINSHAI
- Two new publications developed under TAPP were made available on the Pact TZ website for downloading. The first was developed by CIPE and the TCCIA: *The Advocacy Toolkit for Business Associations: Bringing Advocacy to the Grassroots*. The second document was developed by ESRF and CIPE: *Policy Processes and Civil Society Access in the Process in Tanzania*.
- The CIPE sub-grant was closed and the final report was submitted

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:

- The Program Description to amend the cooperative agreement was approved by the CTO of Pact's Civil Society Leader Award and USAID SO3 team. A budget and pipeline were also submitted to USAID SO3 Team Leader.
- 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
- Develop a concept paper for work with the ACQUIRE project and building the capacity of faith based health facilities.
- Develop a workplan for TAPP II under an extension to the current cooperative agreement and propose Pact contributions to the new DG Strategy.

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:

- An 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. ZAPHA 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 Retrovirals are not readily available in Zanzibar this groups takes it upon themselves to find medication for their members.

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.
- Under work with the ACQUIRE project, identify and form partnership relationships with FBOs in at least two regions and make plans for expansion.

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:

- An OCA for ZAPHA+ was completed in June. The organisation is very nascent and lacks many financial and administrative controls. Despite having few financial systems, ZAPHA+ has developed a unique fundraising activity. The members make soap, baskets and other crafts for sale to tourists and hotels. This activity has kept ZAPHA+ solvent and is the good foundation for institutional growth.
- Despite Pact's best efforts, TANGO still has not been able to decide on the timing for a RE-OCA.

Activities planned for next quarter:

- Continue to provide follow-on assistance to any partners seeking information on the assessment results.
- Develop an Assessment tool for the FBOs that Pact will work with under the ACQUIRE project.
- Conduct a meeting of OCA facilitators to present the new tool and conduct some refreshment training on tool facilitation.

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:

- As resource and workbook for the Discovering the Key to Sustainability workshop, a Fundraising Training Kit was developed. The participants can use this kit as a tool to train others in their organizations. The kit includes a section on self-assessment and a second with skills building exercises.
- The Pact Tanzania website (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. Two new publications developed under TAPP were made available on the Pact TZ website for downloading. The first was developed by CIPE and the TCCIA: *The Advocacy Toolkit for Business Associations: Bringing Advocacy to the Grassroots*. This toolkit is an outgrowth of a two-year capacity building program through which CIPE (an implementing partner with PACT) and six regional branches of TCCIA, worked with business associations to strengthen their capacity in association management, governance and advocacy. This toolkit is available in Kiswahili and English. The second document was developed by ESRF and CIPE: *Policy Processes and Civil Society Access in the Process in Tanzania*. This paper serves to give a broad overview of the policy and budget processes at local and national levels so as to guide civil society organizations in their advocacy efforts.
- The development of the Fundraising Sourcebook, a compendium of possible funding sources and donors for the TAPP partners proved to be more difficult than we first assumed. There are challenges in finding a large range of possibilities as well as up to date information. Preparation of a first edition is high priority for the next quarter.

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.
- Complete the first edition of the Fundraising Sourcebook.

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:

- Pact conducted a Fundraising Training for 72 participants representing 38 TAPP partners in three sessions at the Pact training room and in Bagamoya. The purpose of the *Discovering the Keys to Sustainability* workshop was to guide representatives of Pact's partner organisations to a change process for themselves and their colleagues to build consciousness of the need for financial innovation. The specific objectives of the workshop were: 1) To learn how to charge fees and recover costs, 2) To implement programme very cost-efficiently so that prices charged to the poor can be kept low, 3) To analyse information about income, expenses, etc. so that resources can be used in the most productive way, 4) To use business thinking methods and systems and 5) gain skills to train others in their organisation on sustainability strategies.

One activity that was especially useful and “eye-opening” was that each organisation identified a number of non-traditional ways to raise funds and/or save money. In terms of **products and services whose costs can be recovered from existing clients**, examples that came from the groups included renting their conference facility, selling T-shirts to members during events, having consultancy fees paid to the organisation instead of individual staff and having members conduct income generation projects such as soap making, basketry & batik making. In terms of **new types of products and services and/or clientele from which costs could be recovered**, the partners identified activities such as dinner galleries, charity walks, ‘Harambees’, selling Internet & telephone services and conduct recycling programs. For **social enterprises related or not related to your NGO's programmes** ideas included contracts with traditional dance groups and music bands, establishing a restaurant and stationery centre, setting up a counselling centre for members and helping to establish savings and credit programs for members.

- Pact facilitated a two-day Strategic thinking session for Women Advancement Trust on 22-23 April 2004. The aim of the session was to prepare the staff and clients of WAT for their strategic plan. A total of 12 people attended the session out of which 2 were representatives of the groups supported by WAT. The session took place at Pact's training room. This activity was followed by a full Strategic Planning activity at Bahari Beach hotel in Dar es Salaam on 3-6 May 2004. The program was facilitated by TRACE with 17 staff, board members and other stakeholders participating. The outcome was a 3-year plan for WAT.

- Between 25th and 29th May 2004, Pact and Trace facilitated the Strategic Planning process for KINSHAI. The event took place at the Lutheran Umoja Hostel in Moshi and involved 28 participants, representing the most important stakeholders of KINSHAI. The vision and mission of KINSHAI were reviewed and organizational/program objectives were prepared plus a 5 year action plan and budget.
- Pact held trainings for 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. Each organisation developed its own media strategy for the year. The Media Handling program was well publicized and Pact has been requested to train other CSOs in working with journalists. In addition to this activity, Pact conducted a one day training on radio interviewing skills for the membership of the NGO Policy Forum. The NPF had secured radio time for its PRS review process but lacked the skills to conduct radio broadcasts. The first workshop was conducted on March 29-april 1,2004 and the second one was on April 6th to 8th. A total of 36 participants from 20 partner organizations participated in the workshop.
- In collaboration with PINGOs Forum, Pact organized a four days workshop that was held in Arusha from 21st to 24th February, 2004 at Golden Rose Hotel. The main goal of the workshop was to enhance capacity building of PINGOs Forum by strengthening its member organizations through training. This was due to the findings in the RE-OCA report and as a follow-up to the Training of Trainers that PINGOs staff participated in last year. Pact and two PINGO's facilitators trained 21 participants from eight member CBOs from Simanjiro and Hanang districts. The topic covered the basics in Governance and advocacy skills and methodologies. The workshop provided dynamic space for learning and understanding the challenges, opportunities and constraints in advocacy strategy within the context of Tanzania NGO law and policy. It also provided an opportunity to hear about some Advocacy case studies from Simanjiro and Hanang' districts.
- Pact Tanzania was provided \$3800 from USAID/DG in Washington to support the promotion of Pact's HIV/AIDs Multisectoral Toolkit. DONET was selected out of three applicants to implement a Peer Educator Program. A total of 72 community educators were trained in Appreciate Inquiry approaches to community response and Community Asset identification. DONET produced a video of the training to share with other community activists..
- Pact supported the first of a series of trainings on Gender Mainstreaming and Participatory Planning for the field staff of IDYDC. The training took place from 15-19 June for 27 staff and volunteers working in Iringa district. The second training will take place in Kilolo district in July and Pact staff will participate.

This program and the PINGOs program referenced above are good examples of how Pact's partners are taking their learnings and training their membership and stakeholders at the district and ward levels.

- In mid-May, Pact's Accountant visited the Zanzibar Association of People with HIV/AIDS (ZAPHA+) with the aim of assessing their accounting system. The assessment revealed that the organization lacked a credible accounting system. The only "system" the NGO had in place was a bank account and check book. Pact provided ZAPHA+ with some tools such as an Analysis cash book, journal book, and simple petty cash book and did some training on how to use them. Pact will follow up in July.
- TAPP continues to provide useful links and information to our partners including a regular e-newsletter on TAPP events and activities. Examples of information provided this quarter: Free software, management tools for non-profit organisations from the Malian Foundation: <https://malianfoundation.org.au/auth/signup.cgi>; a library of non-profit management resources (<http://www.managementhelp.org/>); application information on a number of national and regional training courses; information on HIV/AIDS; Youth network information; fellowship opportunities; and various grant and funding opportunities.
- On June 24th, Pact Tanzania participated in the "INITIATION WITHOUT CUTTING" ceremony, which took place in Chalinze village in Dodoma Rural District. This event was organized by WOWAP and is one of their greatest success stories on their campaign against FGM whereby a community decides to look for alternative means of initiating their girls without mutilating them. This was possible because WOWAP started a vigorous advocacy campaign in Dodoma, encouraging communities to discuss the issue of FGM and look for alternative rites of passage. This event received considerable media coverage in the both radio and TV nationwide. Since it happened during the Parliament sessions in Dodoma--it also got the attention of Members of Parliament who encouraged WOWAP to continue doing good work. Pact's Program Officer, Jamillah Mwanjisi wrote a story for publication on the event, and was accompanied by a professional photographer. (See Appendix 1 for the story and pictures.)
- Pact provided technical assistance to TARWOC, YAV, JIMOWACO, TAHEA and IDYDC on advancing the organizations' individual gender mainstreaming programs. Pact assisted with the establishment of their Gender Task Forces and facilitated needs assessments and/or action plans for each organization.
- Under its contractual commitments with SUNY, Pact's CSO-Parliamentary Liaison Officer worked to recruit CSOs to participate in the CSO Exhibition to be held at the Bunge in July and began logistical arrangements. Pact is providing editing and writing support to at least 8 CSOs in the development of their materials and will pay for the printing.

- The Rapid Funding Envelope is a grant- making organ developed by Deloitte and MSH and a group of bi-lateral donors so as to give local NGO's access to HIV/AIDs project support monies in a short timeframe. The first round of proposals that were supported by this mechanism fell short of giving support to projects from the Isles (Zanzibar). It was decided that the RFE have a special round focussing only on the Zanzibar to give them a chance to receive monies from the Envelope. The problem faced in the first round was that the concept papers received from the Zanzibari NGO's were not strong enough to warrant financial support. They therefore called in Africare and Pact to help them in preparing the Pemba and Zanzibari NGO's for the special round. The preparation was in the form of two workshops, the first was for the concept paper design and the second was for the proposal development, in both workshops Nora Pendaeli-Mhina represented Pact.
- CIPE submitted the final report on its capacity building activities with the TCCIA. (See Management Element 6 and Appendix 2)
- Interviews with consultants that could contribute to the Pact's work with ACQUIRE project commenced.

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 a series of Advocacy Roundtables to gather stories and act as a needs assessment for a major training in Advocacy, possibly in networking and/or volunteer management
- Continue to provide tailored technical assistance to partners upon request.

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:

In the previous quarter, Pact and ICNL were able to reach an understanding with the Director of NGOs on the need for reform of the NGO Act 2004 and also to work out with him a common plan for realizing the reform. This was a significant result of our approach of continuing to persuade the officials of the Government of Tanzania on the need for a reform of the law. Essentially, the expected result is the enactment of an amendment Act by the end of 2004, and the implementation of activities in support of the law (as amended) in the course of 2005.

In line with the new plan of action, Pact, ICNL and TANGO (acting on behalf of the local NGOs), organized a workshop on the Amendment of the NGO Act on May 14-15 at the Royal Palm Hotel. The workshop brought together representatives of the relevant departments of the Government of Tanzania and representatives of NGOs to deliberate on the international guidelines for NGO laws, the Tanzanian NGO Policy 2001, and the NGO Act 2002 with a view to identifying appropriate lines of amendment to the NGO Act. This is in keeping with the TAPP goal of supporting a participatory process leading to the enactment of a good NGO law. The Permanent Secretary in the Vice President's Office, Ms Mary Mushi, delivered the opening speech on behalf of the Minister of State, NGOs and Poverty, Hon. H.M Majogo. During the Speech Ms. Mushi acknowledged the need to amend and improve the NGO Act and expressed satisfaction with the participatory process of engagement between CSOs and government.

Three background papers were presented, followed by discussions. The first paper was a position paper on Background and Briefing of the NGO Policy/ Process, which was presented jointly by the government and NGOs representative. This was followed by a paper on International Guidelines on NGOs Laws (presented by Emeka IHEME from ICNL). The last one was the Overview of the NGOs Act and Inconsistencies between the Act and the NGO Policy. (Prepared with technical assistance from ICNL and presented by Harold Sungusia, a Tanzanian lawyer working with LHRC who is currently under a retainer from ICNL). Discussions followed, wherein the participants endorsed the recommendations with only very slight and inconsequential changes.

The recommendations of the workshop have been submitted to the Vice President's Office and are now being studied by the Minister, who has repeatedly given the assurance that he is committed to a reform of the law. The Minister is expected to decide on the lines of amendment and instruct the legal draftsmen in the Ministry of Justice to prepare an amendment Bill accordingly.

As a way of preparing for the provision of technical assistance in the drafting of the amendment Bill, which is expected to take place in the next quarter, TAPP will maintain contacts with the Vice President's Office and officials of the Ministry of Justice.

Activities planned for next quarter:

- Provide support and assistance to the NGOs in advancing the process related to amending the NGO legislation and monitor progress.

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

- A sub-grant to YAV for \$ \$43,203 was signed and activities under the Pata Ujumbe! Project began. YAV presented the findings of the Pata Ujumbe project baseline survey on 16th April 2004 at the Pact Tanzania offices. The Pata Ujumbe project first activities were to develop of messages on HIV and AIDS and painting

murals to address stigma and discrimination around Kinondoni Municipality. The success of the first phase led to the development of Phase II, which is about popularising the National HIV/AIDS Policy. The baseline survey was conducted to see how many people know anything about the policy. The findings showed that despite "...campaigns against HIV/Aids, 66.6% of youth under 25 years of age in different learning institutions in Kinondoni are not aware of the policy" (the *Guardian* April 19th, 04, quoting the YAV study). Members of the government including the National Aids Control Programme, TACAIDS, Donors, International NGO's and multilateral organisations as well as local NGO's and the press, attended the presentation at Pact.

- A sub-grant to WAMATA for \$8,500 was signed and the three month program ended in early July. The program's goal was to raise awareness on HIV and AIDS to vulnerable population, through Popular Opinion Leaders, in this case bar maids. A total of 15 project staff underwent a training of trainers in peer educator and 30 bar maids were trained as POLS in Chalinze and Kibaha. Each was provided with appropriate communication materials and supplies.
- A sub grant to YCIC for \$34,900 was signed and activities were started in May. The program seeks to produce a feature film, *Pumua*, advocating for children's rights and to create awareness of the juvenile justice system.
- In late June, a sub-grant to TAMWA for \$19,369 was approved and concurrence given by USAID. The grant will fund an advocacy campaign on the existing legislation on spinsters, widows and female divorcees protection act No. 4 of 1985 and its shortfalls.
- In late June, a sub grant to DOLASED for \$18,740 was also approved and concurrence granted by USAID. This project's goal is to educate members of the Tanzanian parliament on the need to amend existing disability legislation and to support legal reform in favour of disabled persons.
- Pact continued to provide assistance to UWAWAZA and LHRC to further develop and improve their sub-grant proposals after they passed the first round evaluation.
- The two year long sub-grant with CIPE was closed out and a final report submitted. The Executive Summary of the final report:

When CIPE set out to train Tanzanian business associations in basic management and advocacy in 2002, few local associations engaged the government in a public policy dialogue because they did not see how business could have an effective voice in the policy making process. Now, two years later, business associations in 33 districts of Tanzania are giving input to government on laws that affect business, and the government is listening.

During the two-year Tanzania Advocacy Partnership Program (TAPP), CIPE conducted 3 training programs and provided technical assistance in business association management and advocacy to business association leaders from six target

regions of Tanzania. The programs improved participants' skills in strategic planning, membership development, and advocacy to help them design and implement their own advocacy campaigns in each target region.

To initiate a working relationship between government officials at the regional and district levels, CIPE and a coalition of business associations, led by the local office of the Tanzania Chamber of Commerce, Industry, and Agriculture (TCCIA), sponsored a series of Public-Private Dialogue (PPD) Conferences in six regions of Tanzania. The PPDs served as a forum for private sector associations to demonstrate to the government and the community that the business sector is ready to take on greater responsibilities in helping the government define and continuously refine the policies, regulations, and programs that will lead to a business environment that stimulates growth and development, provides jobs, and creates wealth in Tanzania.

Prior to the PPDs, there was a concern that the government officials would simply ignore the event and decline to participate. As an observer at one of the conferences remarked, the willingness of the two parties to come together was an achievement in and of itself. The success of the PPD conferences stems in part from the strong message that President Benjamin Mkapa is sending to his administration: "Those in government must unlearn the prejudices and inhibitions of the past, unlearn the experiences of central planning and control, and learn the new culture of a business friendly public sector."

Following the PPDs, the business coalitions conducted issue-specific advocacy campaigns, developing policy position papers and conducting business roundtables and direct advocacy on specific issues affecting the private sector in their regions and districts. The regional coalitions played a mentoring role to the district coalitions, sharing the knowledge and tools gained through their participation in the training and technical assistance programs.

The coalitions achieved remarkable success with limited resources. One of the Tanga Region's many successes has been the creation of a Regional Business Council RBC, which is the first of its kind at the regional level in Tanzania. In most districts, the public and private sectors have agreed to established similar consultative mechanisms that lay a strong foundation for continued dialogue. Several districts succeeded in getting local government to remove nuisance taxes, improve the functioning of regulatory agencies, or improve services.

Many of the campaigns drew attention from the local and national media. An article on Tanga Region in *The Guardian*, a national daily newspaper, reported: "The regional government leadership is putting all the efforts to make sure that the public-private partnership becomes a success story."

The TAPP program culminated with a Lessons Learned Workshop in Iringa, Tanzania in December 2003. Participants presented the lessons learned from their PPDs and advocacy campaigns and compiled a toolkit that provides nuts and bolts advice to business associations conducting advocacy initiatives. (See Appendix 2 for complete report.)

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
- Continue 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 (NPF) meetings.
- TAPP is an active member of the Local Governance (LG) working group – one of the committees under the National Policy Forum. The LG subgroup is exploring ways of expanding the use of the *Legislative Roadmaps*. It should be noted that TAPP partners, YAV, SHIVYWATA and TAHEA are now active members of the LG working group.
- Pact facilitated a two-day program “HIV/AIDS in the PRS”, organized by the HIV/AIDS Public Expenditure Review (PER) Working Group of the NGO Policy Forum. Some 40 participants from all over Tanzania were invited to take part in this workshop. Workshop participants made collective input into the Poverty Reduction Strategy Review four broad areas were identified as being very important:
 - 1) Stigma and Discrimination against PLWHA and their families;
 - 2) Access to care, support and treatment for HIV/AIDS;
 - 3) Service/Welfare framework to support vulnerable groups; and
 - 4) Mainstreaming the HIV/AIDS response.

These recommendations were submitted to the Vice-President’s Office with the intention of being included in the new PRS.

- Pact helped organize a meeting between American PVOs and InterAction’s African Liaison Partnership Initiative. As a follow-up activity, Pact hosted the ALPI meeting between Tanzanian NGOs and the PVOs. As things progress with the ALPI initiative, Pact will consider further participation .
- Pact is playing host to the International Interest Group (IIG). A meeting occurred in June and the next meeting will take place at the Pact office in September.

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 three Advocacy Roundtable meetings

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:

- Pact continues to collect and monitor the development of internal policies by partner organisations.
- Baseline OCA for one new partner took place this quarter – ZAPHA+

- Pact continues to collect newspaper cuttings on the various activities of our partners. TAMWA has been in the media quite prominently soliciting support on the changes to the Spinsters legislation on Zanzibar. WOWAP FGM activities have also been captured.

- The Legal and Human Rights Centre and a group of other NGO's have formed a coalition to combat FGM. LHRC was elected chairperson and Tanzania Media Women Association TAMWA will be the focal point. In its new building LHRC's Advocacy unit has started conducting workshops, the first was a Human Rights sensitisation workshop for the media.

- DOLASED has been efficient and effective in managing monies from the Rapid Funding Envelope, in a project for translation of the National HIV/AIDS policy into Braille. The Executive Director Mr Gideon Mandesi has also been elected Vice President for Africa region of Rehabilitation International from June 2004 up to 2008. DOLASED also received a grant from the OMEGA project, a regional US government grant program for groups working with the disabled.

- Pact has submitted a concept paper and budget to USAID, for a three year extension of the TAPP program. After discussions with USAID SO1 team we have also submitted a concept paper to EngenderHealth for capacity building of their Faith Based Groups.

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.
- Complete “TAPP Partner Summary Sheets” for all partners, which will summarize the achievements of all partners, the OCA/REOCA results, the Pact interventions, advocacy efforts, etc. These will be used as support for TAPP results during the second year.

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:

- To assist CSOs on how to work with the media, Pact continued the series of Media Handling workshops. 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 two three-day programs concluded with a Question and Answer Session with journalists representing all media.
- A total of 15 Focus Group discussions took place and were documented. The meeting with Members of Parliament took place during one of the SUNY/Pact trainings workshops for MPs while the rest of the discussions were half-day formal focus groups discussions. The summation of the findings revealed some commonalities in terms of positive messages and negative assumptions. These are stated in the FGD Summary Report (See Appendix 3 for the complete report)
- Different designs for a logo for the Shangalia (Celebrate) NGOs campaign were developed and one selected. Criteria for selection were 1) to have something specific to Tanzania 2) that demonstrated the idea of celebration and 3) is artistic and pleasing to the eye. The selected logo represent a dancer from the Coast region:
- A series of messages related to NGOs grew out



of the focus groups. In May, Pact invited NGO representatives, artists and journalists to discuss key perceptions of NGOs as identified in the Focus Group Discussions. Participants supported the findings with their own perceptions of CSOs. They agreed that although the challenges are many, CSOs are engaged in many progressive activities. There was a question about “who watches the watchdog?” It was agreed that there was no code of conduct/ethics for CSOs in Tanzania. This may have contributed to perception gaps of CSOs. Establishment of NGOs code of conduct was seen as a crucial component in changing people’s perception of CSOs. Participants were divided in three groups were asked to identify 5-6 key messages and create slogans for the media campaign in English or Kiswahili. These were then discussed in the plenary and the following slogans and messages were scene as representative of the issues from the FGD:

- **NGOs are a neighbour to you**
 - **NGOs: Ni jirani yako**
 - **NGOs: Voice to the voiceless**
 - **Waja leo waondoka leo lakini watuachia faida**
 - **Moyo wa kujitolea ndani ya vyama vya hiari ni sehemu ya maendeleo**
 - **Wasiosikika wanapata wasikika**
- Both the Slogan: Celebrate NGOs and the key messages were pre-tested formally and informally with several NGOs including NPF and some TANGO members. Both groups suggested some improvements in the messages and finally “**NGOs: Empowering Communities**” and “**NGOs: Zawezesha jamii**” were selected to be used first. It was agreed that the groups with the most negative perceptions should be our target. Three groups were identified—politicians, government officials and business community.
 - A presentation was made to the NGO Director in the Vice President’s office. He agreed to the messages and the campaign and when we asked for his official endorsement, he requested that Pact make the request to the Permanent Secretary. We have done so and followed up with questions from the VPO’s office. As of the writing of this report, the endorsement has not been received (or denied).
 - Locations for billboards in Dodoma and Dar were researched and negotiations with advertising companies began.
 - The planned trips for journalists did not take place as planned, though Jamillah Mwanjisi was able to take a professional photographer with her to document the WOWAP event (see Management Element 4 and Appendix 1) This story was posted on the Pact Tanzania website and is being reviewed by other publishers.
 - In June SUNY notified Pact that they would not permit the use of the Shangalia NGOs logo and media campaign messages in the planned CSO Exhibition at the Bunge, scheduled for July.

Activities planned for next quarter:

- Finalize the messages for the Media Campaign and develop a plan of promoting the message through mass media. Plans for monitoring feedback will be developed.
- Continue to broadcast stories on the work of NGOs in feature television and radio shows
- Continue training CSOs in Media Handling
- Organize and facilitate at least one journalist trip upcountry to write stories on the NGO activities

Pact Zambia

INCREASED PUBLIC DEBATE PROGRAM (IPD)

Quarterly Programmatic Report

1ST APRIL – 30TH JUNE 2004

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

Associate Award No. 690-A-00-01-00197-00

Submitted by Pact

I. Executive Summary

This reporting period saw the peak of implementation of both IPD fourth and fifth round grant activities as well as the stabilizing of the take off of PRPII and ACI activities. Major activities of IPD included the main and concluding public debate activities, as well the design and baseline activities for PRP and ACI. Other TA support activities supported and implemented over the period include media training. On the organizational and program development front, Pact Zambia in June undertook to formulate a 3 year strategic plan. The process confirms the focus on democratic governance as a key platform, with new foci in economic governance, as well as social and technology development. Further, the PRP Stage I component on pilot constituency offices was successfully evaluated and Pact was mandated by Parliament to begin drafting a funding proposal for 150 fixed offices, a document which is currently being formulated.

II. Background

USAID

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 Zambia under Associate Award

On 11 September 2001, USAID/Zambia (through its regional contracting office in Botswana) awarded Pact an 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 the USAID role in improving parliamentary outreach and fostering the bridges of the communication between government and civil society for improved public debate. Year 2 of the IPD program 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 for a third year through 10 September 2004. Program design has continued to include a range of sub-grants, technical assistance and sub-grants. On September 30, 2003, Pact Zambia added a new anti-corruption initiative to the program mix.

The estimated completion date is 10 September 2004 with the possibility of an extension subject to availability of funds, program performance and continued alignment with USAID strategic direction. Program instruments to support IR2 strategies for Increased Public Debate will include sub-grants, capacity building, and technical assistance.

III. Key Results this Period

Increased Public debate sub-grants

The Eight (8) subgrant awards to Panos, SACCORD, FODEP, Land Alliance, NAOG/Peace Zambia, Men Make a Difference, the Zambia National Farmers Union and the Women in Law and Development in Africa.(WILDAF) have all made steady progress on their activities.

1. Panos has over the reporting period intensified its focus group discussions in various locations. Findings from the focus group discussions were disseminated through publication of summary findings in the press. Panos was invited by the World Bank to talk about the initiative during its pre-spring video conference discussion with civil society representatives in Belgrade, Bujumbura, Lusaka, Paris and Rabat held on April 20, 2004. The recipient's activities have reached senior business/financial reporters on gaps in reporting economic issues, as well as rural journalists on media dimensions relevant to their specific issues. Potential funders such as the World bank and the Finnish government have expressed interest in partnering with the initiative.
2. FODEP continued with their monthly discussions on topical issues in the electoral process with the April topic being, "**Adoption of the Republican Constitution: Weighing the Options**" on 30th April, 2004 at Chrismar Hotel. The topic for the second public debate of May 28th was 'leveling the playing field'. Other activities undertaken over the reporting period included an ongoing TV program series, newspaper columns and public discussion forums targeted at policy makers, political parties and civil society to keep the issue on the agenda for debate in Parliament. FODEP's activities have over the reporting period attracted the attention of major stakeholders including members of the Constitutional Review Commission, the members of Parliament and the Electoral Reforms Technical Committee. Civil society, politicians, university students, traditional leaders, academicians, Parliamentarians, and members of the general public have participated in the various project activities. Notable responses from government officials include a call from a deputy minister and Member of Parliament, as well as reference to FODEP's newspaper column (Post newspaper of June 4, 2004) by the deputy Chief Justice Judge David Lewanika in his submissions to the constitutional review commission on the need for an Electoral Tribunal. FODEP has further submitted copies of the documents generated from the debates to the Ministry of Justice.
3. SACCORD has completed their activities, having organized and facilitated public debates. During this reporting period, SACCORD also held a public forum at the Pamodzi hotel to urge the public to mount an increased call for an amendment to the Public Order act when the proposal is presented at the July – September sitting of the

House of Parliament. Among the three panelists were a leader of an opposition party, the Patriotic Front, as well as an opposition member of parliament. The third was an executive of a locally registered regional organization, Afronet. Among those in attendance were members of the press, students from the University of Zambia and other institutions of higher learning, and NGO leaders.

4. The Zambia Land Alliance, housed by the Zambia Civic Education Association, undertook media activities that also included a TV documentary on debates on the draft land policy to broaden the reach and increase the voice of citizens in the reform of the policy. Community radio was also used. Activities of the subgrant were concluded during the reporting period.
5. NAOG/PEACE Zambia, on Friday April 30 held, a public workshop at Ndeke Hotel, Lusaka. PEACE is campaigning for reformation of the law to demand the mandatory testing of people suspected to have willfully infected another with HIV/AIDS. Traditional rulers were in attendance at a stakeholder debate and participated in the review of the draft proposed amendments.
6. WILDAF signed an agreement to mobilize citizens to debate the topic women and the Constitution with intention to make representations for inclusion in the republican constitution currently under review through a mechanism instituted by the republican president.
7. Men Make a Difference (MENDIFF), held a dissemination workshop from 16th - 18th June 2004 to disseminate the results of the Anti-Brothel Base Line Survey. The workshop was well attended by judicial officers, church leaders, NGOs, councilors and there were some notable people like the Member of Parliament for Mazabuka Central, the Mayor and the Deputy Mayor. This brought people from various backgrounds together to discuss a common problem: HIV/AIDS. At this meeting the problem areas were highlighted and action plans were presented. Some of the action plans were to: present the issue at the Council chamber so that a by-law is enacted to regulate the business of bars and guest houses; and with the help of council police and Zambia police ensure that people below the age of 18 stay out of bars. What was also unique about the event was the support and encouragement from the Member of Parliament and the Mayor. The MP pledged support to MENDIFF and also to lobby other MPs.
8. The Zambia National Farmers Union conducted three provincial workshops in which 35 farmers were trained in media as a tool for advocacy and lobbying on issues of Agri policy. The ZNFU further conducted an information campaign to its membership through a biannual newsletter. The reach of the information dissemination beyond farmers included policy makers and other stakeholders in agriculture.

Other activities :

- TA on media strategy development was procured for the 8 sub-grantees to ensure public debate strategies are sharpened. Men Make a Difference was successfully trained in media strategy, while ZNFU and NAOG/Peace Zambia also had similar activities.

- Monitoring progress of all the sub-grantees is an ongoing process and compliance visits were conducted for the 3 earlier sub grantees namely, FODEP, SACCORD and Zambia Land Alliance.
- A monitoring, evaluation and reporting workshop was conducted for sub-recipients by Pact staff, led by Pact Inc's Regional ME&R specialist Lynn McCoy,

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

- The major results over the reporting period included the evaluation of the pilot constituency office concept which indicated the preferences of constituencies among the three models.
- The Project Steering Committee which has overall responsibility for the Parliamentary Reform Project, PRP II, met and made a decision to establish fixed offices for Members of Parliament in the 150 constituencies of Zambia to enhance the connectivity of Members of Parliament with their constituents. This decision follows recommendations made by an evaluation of the Constituency Office Pilot Sub-Project of the Parliamentary Reform Project.
- Pact Zambia has been requested by Parliament to develop a project document aimed at soliciting resources for this mammoth venture which is expected to cost more than US\$10 million.

IV. Comparison of Planned and Actual Accomplishments

The reporting period saw 80% of planned IPD activities done, while approximately 50% of PRP/ACI activities planned were executed. This can be explained by the complexity of context within which the later activities operate as the project is still in its launch stages of the actual implementation of the Parliamentary reform. Implementation of Phase II of the reform involves a lot of discussion, resolution and decision making activities as the house embarks on transformation of its governance and management practices and structures that have been internalized over decades. Both the IPD Advisory panel and the second in the series of the Policy Analysis and Advocacy TA activity are rescheduled to be implemented in August to give way to preparatory activities in monitoring, evaluation and reporting implemented in mid July 2004.

V. Activities Planned for Next Quarter

A number of activities for the next reporting period are currently under discussion, and in view of the rate of activities implemented on schedule, Pact will implement the activities below.

- Hold the IPD advisory panel meeting.
- Implement an advocacy, public polling and policy analysis capacity assessment workshop. Note that advocacy has been split into three parts; the capacity assessment will be done by IPD, while the toolkit design and the training workshop will be implemented through ACI. This is to customize the toolkit/training materials to the current needs of CSOs and membership organizations influencing democratic governance in Zambia.
- Conclude grant close outs and reporting.

- Conduct compliance visits to sub grantee organizations.
- Conclude bridging activities.
- Implementation of PRP/ACI baseline consultancy.
- Hold the annual CSO conference.
- Conduct baseline studies.
- Hold the APNAC workshop.
- Conduct meetings with ACC, AGO, electoral commission, and ombudsman to discuss gap assessment (gaps/barriers/impediments in legislation or regulations that impact on the agency's ability to combat corruption and which Parliament can fix).
- Meeting with the head of training for the Judiciary to discuss the gap assessment (gap defined as gaps/barriers/impediments in legislation or regulations that impact on the Judiciary's ability to combat corruption, and which the Judiciary cannot fix).
- Meeting with the Tender Board to propose a workshop on best practices regarding Tender process/regulations, including presentation of the Board's legislative proposals.
- Hold a budget cycle workshop (PRP).
- Hold the annual meeting attached to the PRP CSO meeting
- Advocacy tool kit design.
- Hold an advocacy workshop.

UNITE Anti-Sweatshop Activies-Domican Republic
Quarterly Programmatic Report
April - June 2004

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

Submitted by Pact on behalf of UNITE HERE.

I. Executive Summary

Our program trained International Labor Standards Specialists have been working with allies in Haiti to combat the rising levels of anti-union discrimination and tactics being levied on workers by Grupo M, a Dominican-owned company that own factories in Dominican Republic and Haiti.

Well-documented evidence shows that in Haiti, Grupo M has engaged in such anti-union practices as hiring thugs to beat up and intimidate union activists, firings of union leaders, and in the Dominican Republic, supported the formation of a “company union.”

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

Due to recent developments, the International Labor Standards Specialists are working to legally contest the recognition of the company union and working with Haitian allies to publicize the recent violence against workers. In addition they are working to engage customers to the rising need for their involvement in this case. They are also calling on the International Finance Committee to also become more involved.

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 on this very dynamic situation.

V. Activities Planned for Next Quarter

1) We plan to continue monitoring and intervening in the case of Grupo M. 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 expect to continue to investigate and document worker rights abuses at other garment manufacturing facilities.

VI. Success Stories/Lessons Learned

We expected to report positive advancements for this quarter. However, it is apparent that Grupo M has decided to continue disregarding the rights of its workers. Due to this, it is apparent that an international solidarity campaign, publicizing the labor situation and engaging brands and the IFC are necessary next steps.

UNITE Anti-Sweatshop Activities - Mexico
Quarterly Programmatic Report
April - June 2004

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

Submitted by Pact on behalf of UNITE HERE.

I. Executive Summary

ILS specialists in Yucatan recently conducted a workshop on educating workers on their rights as stipulated by Mexican federal labor codes. ILS specialists also collected extensive documentation of labor violations at two twin plants in Merida, Mexico. Due to the lack of response by the factory and customers, they co-filed complaints with the US Department of State (the enforcement body for NAFTA and its side agreements) and the international Organization of Economic Cooperation and Development.

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.

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

Our ILS specialists in Yucatan recently conducted a workshop attended by over 30 workers from 15 various factories in the state. The workshop included a session educating workers on their rights as stipulated by Mexican federal labor codes.

In addition, based on factory assessments conducted last quarter, ILS specialists co-signed with UNITE HERE complaints to international organizations regarding labor rights violations.

ILS specialists collected extensive documentation of labor violations at two twin plants in Merida, Mexico last quarter. Due to the lack of response by the factory and customers, they co-filed complaints with the US Department of State (the enforcement body for NAFTA and its side agreements) and the international Organization of Economic Cooperation and Development. These complaints addressed the conditions in the facilities investigated and the role of brands/customers in creating these current work environments. .

IV. Comparison of Planned and Actual Accomplishments

A subgrant was finalized with the 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.

The first workshop for workers was a success. With 30 workers from over 15 factories, it was an opportunity to begin discussions with them regarding conditions in their workplace but also provide an education as to how they can protect their rights as workers and how they can help their co-workers do the same. The evaluations provided by the participants will help improve the subsequent workshops planned in a few months.

V. Activities Planned for Next Quarter

- 1) We expect that Centro de Apoyo al Trabajador en Yucatan (CATY) will hold a workshop that will educate and empower 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.

VI. Success Stories/Lessons Learned

[Press Release]

New York, NY – UNITE HERE, North America’s union of industrial laundry workers, and Centro de Apoyo a los Trabajadores de Yucatán (CATY), the Worker Support Center for Yucatan, announced today that it has submitted complaints about working conditions in two Mexican garment factories that produce scrubs for Life Uniform, the leading healthcare uniform retailer in the United States. Life Uniform has contracted with MarkeyTex and CocoTex in Merida, Yucatan, Mexico – the plants highlighted in the complaints – for the production of the scrubs it sells.

The complaints are an escalation in a joint campaign to improve the conditions of workers who make Life Uniform products. In April, prior to merger with HERE, UNITE released a report detailing conditions at Life Uniform’s source factories, including: • Non-payment of minimum wage. • Non-payment for work. • Blocked and locked emergency exits and inadequate fire safety equipment. • Regional government’s unwillingness to enforce federal and state labor law. One worker describes how she and her colleagues were forced to work overtime by their supervisors: “They locked the door so that no one could leave.”

In the report released in April, the union laid out specific steps Life Uniform should take to improve these conditions. None of these steps have been taken.

UNITE HERE and CATY submitted allegations to the US Department of State that Life Uniform has violated the Guidelines for Multinational Enterprises that the US government ratified when it joined the Organization for Economic Cooperation and Development (OECD).

The groups submitted the other complaint to the National Administrative Office (NAO), which enforces the North American Agreement on Labor Cooperation (NAALC). The filing under NAALC, a side agreement to the North American Free Trade Agreement (NAFTA), alleges that the government of Mexico has failed to meet its obligations under NAALC to enforce domestic labor laws in the Yucatan, particularly in those facilities that supply Life Uniform.

UNITE Anti-Sweatshop Activities - Thailand
Quarterly Programmatic Report
April - June 2004

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

Submitted by Pact on behalf of UNITE HERE.

I. Executive Summary

Our ILS specialists are focusing on two factories: Trends and Ariya, both in Bangkok. In the case of Trends, the ILS specialists submitted a complaint to the Thai National Human Rights Commission. The NHRC held hearings at which workers testified. ILS specialists also assisted workers in submitting a complaint to the Thai Labor Ministry. That complaint has resulted in a significant victory in which 12 workers were rehired with full back pay.

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.

III. Key Results this Period

ILS specialists are continuing to build on the work they started last summer at the Trends factory in Bangkok. They have also expanded their work at the Ariya plant, also in Bangkok. All of our ILS specialists in Thailand have worked together very cooperatively to educate workers about their rights under Thai law and international law. They have been very effective in allowing workers to report on violations of Thai labor law and international worker rights. Now we have seen our first real victory in Thailand, which we are hoping to replicate in other factories, in particular in Ariya.

In April, the ILS specialists helped workers from Trends who were fired for union activity to file complaints with the Thai Ministry of Labor alleging violations of Thai national labor law. The Ministry of Labor ruled that Trends had in fact violated the law, and began to negotiate with the factory to achieve a positive remedy. In June, Trends agreed to rehire the 12 union leaders with full back pay.

This is a very positive step for workers at the Trends factory, and in all Bangkok factories.

We finalized our subgrant with TLC. We expect to begin reporting soon.

Our health and safety expert in Bangkok has begun meeting with workers at Trends and Ariya to assess the health risks and safety violations at plants.

IV. Comparison of Planned and Actual Accomplishments

[1. We expect to continue the UNITE intervention in the two cases currently under investigation: Trends and Ariya factories.] This has occurred. However, there has not been the need for intervention by UNITE. The ILS specialists on the ground have been effectively using local mechanisms to enforce worker rights.

[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.] This has not happened. We expect that it will happen next quarter.

[3. We expect to receive a decision from the Thai National Human Rights Commission regarding the case of Trends.] We do not yet have a decision from the NHRC. However, as reported above, we do have a decision from the Thai Labor Ministry.

[4. We expect to receive ongoing reports from TLR and TWFT regarding Trends and Ariya.] Our reports from TLR are very extensive. Our reports from TWFT require more work.

[5. We expect to finalize our subgrant with TLC and begin the process of investigating labor rights abuses.] We did finalize our subgrant with TLC. We expect to begin reporting soon.

[6. We expect to receive a report from the New York City Employee Retirement Fund regarding our report to them on the Trends factory.] We have not received this.

[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.] Our health and safety expert in Bangkok has begun meeting with workers at Trends and Ariya to assess the health risks and safety violations at plants.

V. Activities Planned for Next Quarter

- 1) We expect that our ILS specialists will continue to report on the Trends and Ariya factories.
- 2) We expect that our ILS specialists will take the Trends model and use it to inform other workers of their rights under Thai law - and that if they report on violations, they will be acted on.
- 3) We expect that the ILS specialists will begin to instruct workers at Ariya on their rights to bargain collectively.
- 4) 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.

VI. Success Stories/Lessons Learned