

**PAKISTAN: THE MAKRAN:
WOMEN CAN MAKE A DIFFERENCE**

**A Report of Programming Strategies for Developing Women's Economic
and Social Talents**

**Presented By
GENESYS**

**July 1992
Prepared for:
Office of Women in Development
Bureau for Research and Development
Agency for International Development
Contract No. PDC-0100-Z-00-9044-00**

Best Available Copy

PAKISTAN: THE MAKRAN:

WOMEN CAN MAKE A DIFFERENCE

**A Report of Programming Strategies
for Developing Women's Economic
and Social Talents**

by

Carol M. Martin

**Submitted to the GENESYS Project
through Management Systems International
Washington, DC**

and to USAID/Islamabad, Pakistan

December 1991

ACKNOWLEDGEMENTS

Many people committed to the future of Makran Division in Pakistan, fully participated in the various stages of this investigation on Makrani women's roles. Many thanks are extended to USAID/Quetta's BALAD Project Manager, Mr. Karim Nayani, for soliciting the support and intelligent guidance of my translator/consultant, Miss Zobaida Jalal, Principal of Government Girls High School in Mand, without whom this study would not be so well-informed. The wonderful hospitality she and her family in Mand extended to the team started this mission's work on a positive and hopeful note. Mr. Nayani also provided excellent logistical support through the BALAD Project staff and facilities in Turbat. The consultant thanks the staff and those who had housed her comfortably at Turbat, her base.

Eager Pakistani professionals helped Zobaida and the consultant make their way through the terrain, government files, and offices of Makran's Districts. Members of the team who greatly helped in the completion of the study were Mr. Mohammed Hayat, the GOB BALAD project economist who conducted fact-finding studies during the coastal visits to Gwadar and Pasni; Mr. Rachid Baloch, the BALAD project sociologist who enhanced the team's understanding and visions about the social dynamics of the Baloch society, particularly during the visit to Panjgur District; and Mr. Misra Masaud and his wife who took a kind interest in the team's mission, contacting officials on the team's behalf and providing meals during house-bound working sessions, as well as being wonderful friends. Another brief member of the team was Ms. Racheda Khanum, the USAID Women in Development Officer based in Peshawar. Her personal six years' experience in developing a program with women in Gadoon area was invaluable.

It was a pleasure to have these Pakistani professionals contribute to this report. Most of all, gratitude goes out to those many women and families visited, where all participants sought to understand why and how the women of Makran can make a difference.

TABLE OF CONTENTS

ACKNOWLEDGEMENT

EXECUTIVE SUMMARY	iii
-----------------------------	-----

PART I:

I: INTRODUCTION	1
A. Background	1
B. Objectives	1
C. Program Design Considerations	2
D. Sectoral Constraints	2
II: KEY ISSUES FACING WOMEN'S DEVELOPMENT IN MAKRAN	3
A. Development Needs of Women	3
B. The Planning Process	4
C. Institutional Frameworks and Resource Networks	5
D. Sectoral Constraints	6
1. Education	6
2. Women's and Children's Health	7
3. Small Scale Industries	8
III: PROGRAM DESIGN CONSIDERATIONS	11
A. Integrated Approach	11
B. Strategies That Work for Women	13
C. Roles of NGOs, the Government of Balochistan and Donors	15
D. Curriculum	17
IV: RECOMMENDED PROGRAM APPROACHES	19
A. Program Success Principles	19
B. Resource Selection Guidelines	19
C. Lists of Resources	21
D. Approach Options	24
1. Approach A	24
2. Approach B	26

PART II:

V. THE MAKRAN: A NEGLECTED OASIS	28
VI. THE INVESTIGATION	31
A. Statistics	31
B. Individual Interviews	32
C. Group Interviews	32
D. Observation	33
E. Visits to Institutions/Informal Chats	33

VII. SECTOR CONSTRAINTS	34
A. Education	34
B. Maternal and Child Health	39
C. Agriculture, Livestock Production and Food Processing	42
D. Marginal Economies	45
E. Institutional Constraints	47

APPENDICES

A. Notes on Possible Resources/NGO	48
B. Visits Made/Program Impressions	59
C. Contact People	86
D. Bibliography	90

EXECUTIVE SUMMARY

BACKGROUND

The Makran Division of Balochistan Province in Pakistan has been neglected in the country's development plans but the women in particular, face a dearth of opportunities to advance their social and economic status. Populated by over a million people, resources are also scarce and the Division suffers from a lack of infrastructure and development institutions in its industrial, agricultural, and social service sectors. However, given a chance, the Makrani women feel they can make a difference despite the gender inequities and lack of attention to basic needs. The constraints facing the women are due to inert public policy initiatives and limited resource allocation to deal with their education, health care and entrepreneurial demands.

In efforts to alleviate some Makran's constraints, USAID has sponsored the Balochistan Area Development Project (BALAD) for the past six years in a variety of activities: road, bridge, and building construction, and agricultural development. Although the Project's mandate included women's economic and social development needs, decisions by the US Government to discontinue further economic assistance to the Government of Pakistan due to the Pressler Amendment of 1990 neglected this consideration. As such, the Agency requested an investigation of Makran women's development needs with the intent of attracting local Non-Government Organizations (NGOs) interests.

A consultant (female) carried out initial research in November and December 1991, with a team of Makrani professionals. The team gathered gender disaggregated data where possible, and held interviews and focus group discussions with government and private sector officials, men's and women's groups, individual women, and select NGOs and donor representatives in Pakistan. Since further funding options by USAID became doubtful, the investigation report has been supplemented by recommendations for program designs aimed at encouraging the NGO and Government of Balochistan (GOB) communities and potential donors to consider developing programs for women's growth in Makran.

Part I of this report presents recommendations for program design by NGOs, based on Part II which highlights sectoral constraints uncovered by the initial research.

DEVELOPMENT CONSTRAINTS FACING WOMEN

General characteristics of Makran's response to women's development needs are:

- Lack of adequate goal definitions about women's development

- needs;
- Inert planning process devoid of decentralized mechanisms for decision-making;
- Thin institutional and resource networks; and
- Inequitable distributions of opportunities for advancement in the sectors of education, maternal and child health care, agricultural food processing, and small scale industries.

Women's development goals for equity and growth include:

- Access to basic knowledge including literacy and numeracy, and to personal and child health care and education;
- Improved production skills in agricultural and industrial sectors;
- Sharing in the mobilization of community resources for economic and social gain; and
- Developing leadership abilities for self-empowerment.

Conditions exist in Makran for empowerment, as follows:

- Makran society is cohesive and lacks divisive tribal organization;
- Demand for girls formal education has created vast increases in girls' school enrollments;
- Makran family structures are enlarging and consolidating, heightening family participation in ensuring its own welfare; and
- The society lacks organized bodies, but the collective will demands have organized outlets in order to work towards social and economic advancement.

The institutional structure for women's development is inadequate because:

- Profound voids in the planning for and management of basic needs are due to a lack of decentralized planning and resource allocation in the public sector;
- Female supervisory and planning posts in local government do not exist. The burden of responsibility rests on provincial levels to monitor women's access to basic services; and
- An insufficient number of schools, curative health facilities and personnel, training institutions, female extension agents and cultural restrictions are retarding women and girls from achieving goals of improved education, health, and income.

Constraints exists in many sectors as follows:

Education

- Severe disparities in educational opportunity for females persist despite an increase in girls enrollment to 25% of total primary classes, 10% at middle school levels, and 6% at

matric levels as compared to zero growth indicators ten years ago.

- Official statistics are highly suspect about female access to educational facilities due to:
 - underreporting of female rates because of a lack of reporting mechanisms at Divisional levels for girls' schools;
 - inflated rates for males; and
 - lack of procedures for disaggregating gender data.
- The female section of the Division Education Department lacks an officer: all girls' school principals must report directly to and receive supervision from provincial levels.
- Girls' schools suffer up to a 70% female teacher shortage because teacher training is not decentralized: eligible local candidates who refuse to leave their home area for training are not reached.
- Facilities are lacking: girls attend mosque schools with boys. As such, the Makran boasts the highest coeducational attendance rates of all Divisions in the Province. Adult women and working children do not have programs of scale for learning basic literacy and numeracy, except for a few programs recently started through the UNICEF-assisted Social Welfare Department.

Women's and children's health:

- Midwives are untrained and few: high maternal morbidity rates due to lack of pre- and post-natal care.
- Hospitals lack female personnel and female extension networks to educate women in primary health care:
 - Nine female Doctors serve the Makran compared to over 90 male Doctors,
 - Official health statistics misrepresent female patient loads at hospitals and clinics, favoring male rates in order to justify filling male sanctioned health posts,
 - The Expanded Program for Immunization has reached only 50% of the under-five populations;
 - A lack of education pervades mother's child health practices, resulting in high rates of child disease and mortality, and
 - Family planning services are practically non-existent since they are only available for a select few.

Farming and food processing industries:

- No female extension agents exist to work with women farmers in small scale food production or processing;
- Unmechanized date and fruit processing, and lack of local marketing outlets create diminished incomes for time-consuming efforts and few entrepreneurial opportunities; and
- No agricultural cooperatives exist for women. Industries which engage women presently and which could be upgraded

technologically and create women cooperatives, are fish processing, dates and fruit processing, vegetable growing, and livestock and poultry-raising.

Textile and trade industries:

- Persistence of traditional embroidery and petty trade brings highly marginal income levels for women;
- Improved production and marketing activities are needed, such as machine dressmaking and embroidery of functional household items; and
- Business skills are not taught to women who continue to lack business literacy, banking operations, and information on how loans can benefit them.

RECOMMENDATIONS: PROGRAM DESIGNS AND STRATEGIES

Integrated Sectoral Approach:

This report proposes that any program designed to address women's development needs integrate the three sectors of basic education and literacy, personal and child preventive health care, and small scale industrial skill development, given the constraints of:

- Lack of school girls eligible for further training opportunities (social mandates to stay at home);
- Women's personal health at great risk during child-bearing;
- Women (and men) poorly organized for community action; and
- No simple basic on-farm technologies or business literacy to enhance economic activities.

Programs should have an economic goal integrated with educational and health care goals, once women's groups are formed for collective action. Through this approach, technical, organizational, and leadership skills can be learned along with basic knowledge, business literacy, and child care practices.

Key Strategies:

Five strategies are recommended to be included in any program; these form the basis of any curriculum developed for educational programs:

- **Nonformal Education Methods** whereby women learn experimentally and informally through group learning environments, and become trained in technical, program planning, and organizational skills;
- **Organizing and Mobilizing Groups** of women for child-centered learning of health care practices, developing collective needs assessments and goals, and creating culturally-relevant settings for conducting entrepreneurial activities;
- **Technical Skill Training** aimed at developing women's skills in vegetable and livestock production, basic primary health care,

child feeding, basic functional literacy, small technology usage, and business organization;

- **Fund-Raising** by developing loan schemes and banking arrangements for entrepreneurial schemes, techniques for soliciting community contributions that are locally acceptable; and
- **Community Decision-Making** by creating women leaders and managers of projects as well as recruiting male volunteers, facilitators, and motivators to participate as organizers and teachers where necessary.

Roles of NGOs, GOB, and Donors:

Given the very thin administrative and social infrastructure within Makran, NGOs have many opportunities to provide educational, health and entrepreneurial programs, and to collaborate in strengthening government policies towards building equity and social justice for women. NGO roles might include **organizing** groups for collective action and long-range goal setting; **training** nonformal educationitors, facilitators, organizers and leaders; and **coordinating** institutional and government plans and allocation of resources.

The GOB plays a role of **coordinating** and protecting linkages established to strengthen women's networks and institutional supports; **supporting** programs by deploying expertise to carry out educational or entrepreneurial activities with women's groups; and **supervising** resource allocation and advising administrators to support social justice objectives of women's economic programs.

Donor agencies can develop co-funding and other donor-assistance strategies to create and sustain economically sound programs.

RECOMMENDED PROGRAM APPROACHES

Program success depends on planning long-term objectives and striving for sustainability through women's leadership, self-financing strategies built into the program, and participant ownership of project results. Selecting appropriate resources for a program requires careful consideration about candidates who will become agents of change, such as:

- Choosing female change agents who come from the project area and develop expertise at program sites;
- Organizing women into groups who can carefully research their needs and establish their own goals; and
- Recruiting key male facilitators who can act as important motivators and business contact persons as women learn technical skills and involve their households in economic activities.

Potential resource NGOs are the Mand Female Education Trust, Mand

Women's Cooperative Society, the Multi-Purpose Women's Credit Cooperative Society (Turbat), the Balochistan Rural Support Project (Quetta), UNICEF (Quetta), the Shoa'a Welfare Society (Quetta), the Family Planning Association of Pakistan (Lahore), and the Aga Khan Foundation (Karachi).

Program Approach A and B:

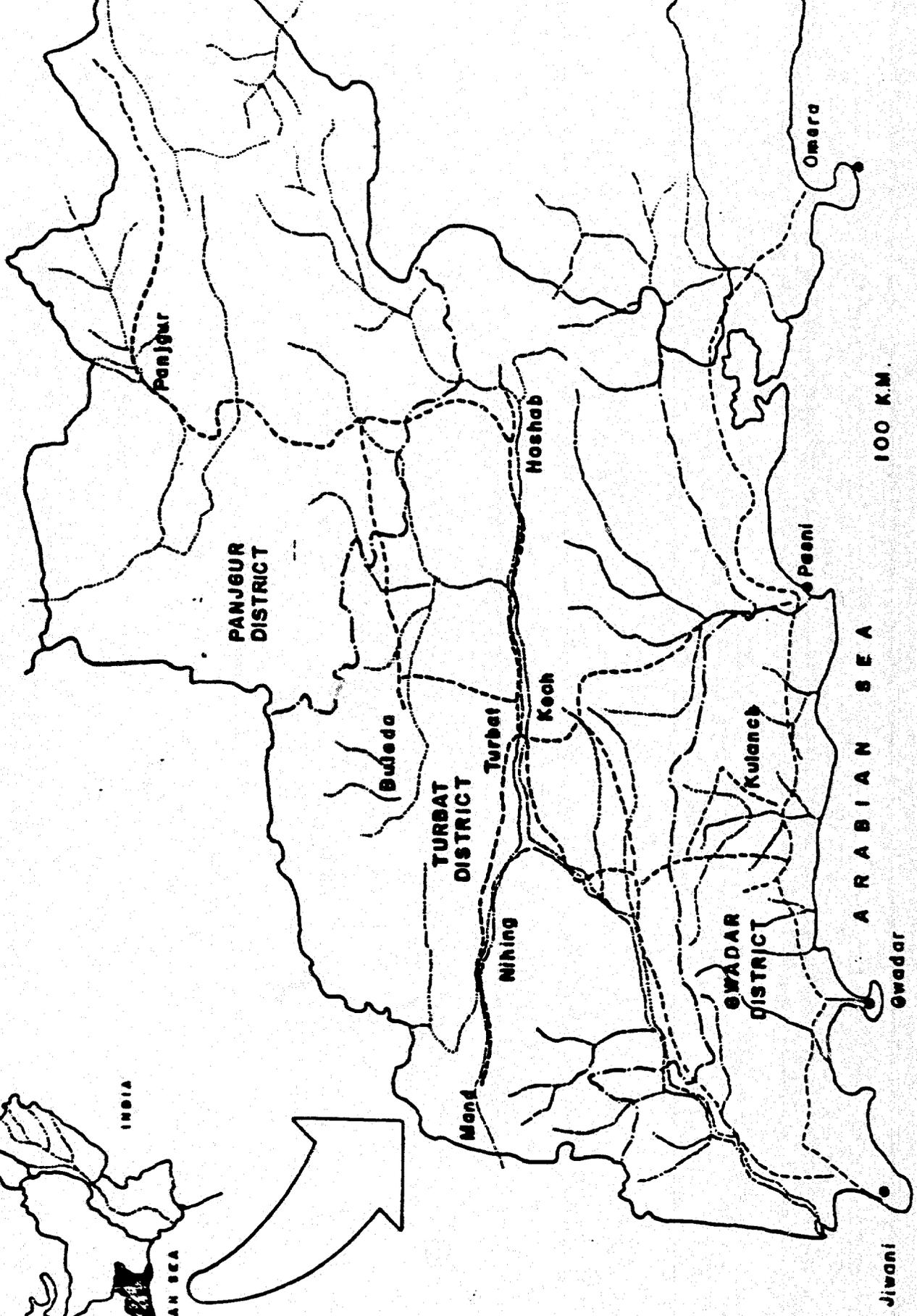
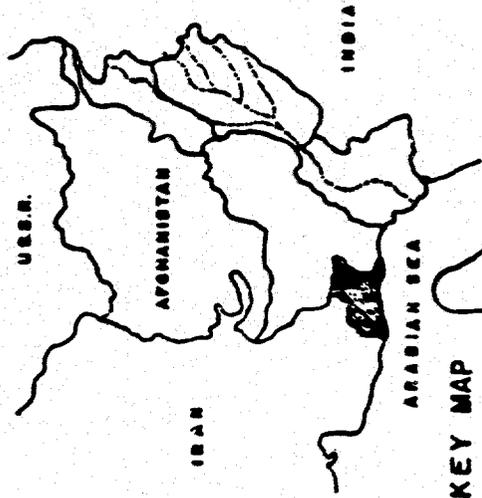
Approach A consists of a pilot program starting with an already existing NGO, like the Mand Female Education Trust. It builds local capabilities through training school leavers and women at the village site, and then expands similar activities to other interested groups in the Division. The NGO then becomes the core manager of programs.

Approach B consists of having a coordinating NGO, probably from outside the Makran, manage the consensus of local groups whose leadership conducts needs assessments and draws up plans of action. This process gradually establishes an NGO to serve the region and form extension groups or possibly "sister cooperatives" within Makran. While Approach B appears more cumbersome and caters to group dynamics of various administrative levels, its scope would be larger. Approach A, on the other hand, starts with grassroots participation building capability and can show more immediate results. It is recommended that having built up the expertise of an NGO, Approach A could merge into Approach B.

APPENDICES

A description of NGOs and groups visited is presented along with a chronology and a list of people contacted and interviewed. A bibliography of research conducted on women's status in Pakistan is also outlined.

MAP OF MAKHRAN DIVISION



I. INTRODUCTION

A. Background

Makran Division in the southwest Balochistan Province of Pakistan is a rugged territory hosting over a million people largely sustained by oasis agriculture. The opportunities for its men and women to advance in industrial, agricultural, and social service activities in order to increase economic progress and family welfare have been extremely limiting, and especially for women. The Division suffers from a lack of infrastructure and institutions ranging from roads to schools to health clinics.

To alleviate some of these burdensome constraints, the USAID Balochistan Area Development Project (BALAD) operated in Makran from 1986 to the present to provide technical assistance in areas of road, bridge, and building construction, and agricultural development, in collaboration with private and public sector bodies. This project, along with other smaller scale programs of social welfare agencies, such as the government's Social Welfare Department and UNICEF, have also contributed development efforts in the Division. However, the lack of attention to infrastructural and institutional channels of development continue to characterize any planning approach to Makran's economic and social progress, for men and women in all sectors.

Development processes and attitudes towards improving the welfare, skills and livelihood of women and their families need to be addressed immediately. A void exists between the execution of public policy that promotes social justice, equity, and growth and the women's demands for access to education, health care, and economically viable income-generating opportunities.

Makrani women suffer from an inert planning process of the public sector and lack of private sector initiatives: female educational enrollments are still unduly low; trained female labor force is lacking in all development sectors; women engage in highly marginal income-producing activities; skill exchanges between women and men are deeply constrained by cultural mores which separate them; gender differences in literacy levels are still pronounced; and women's collective will remains unorganized.

B. Objectives

Given the vast constraints facing Makran's development, and the gender inequities in accessing opportunities, this report is the result of an investigation conducted in late 1991 for USAID/Pakistan by a team of Makrani professionals and a GENESYS consultant. The purpose of the investigation was to examine the current status of Makrani women's social and economic welfare and to offer some key recommendations on possible program strategies which a Non-Government Organization (NGO) could adopt, plan, and

implement in collaboration with the government of Balochistan (GOB) resources.

This report, divided into two Parts, seeks to attract Pakistani NGOs' and donor organizations' interests to consider the resources, methodologies, and program designs required to address women's educational, health and income needs. The strategies are offered, with a perception of the readiness among the Makrani communities to correct any social and economic fragmentation. This report also aims at encouraging the GOB to provide structures needed to plan programs, provide resources, and support for local coalitions. It highlights the potential public and private sector roles such as collaboration in funding, planning and supporting programs to build local capacity.

C. Program Design Considerations

The main focus of the report is aimed at advising on the various programs that could be developed with NGO inputs in cooperation with public sector policy and resources. This section looks at an integrated approach as opposed to a sectoral approach in designing programs that can meet the educational, health care and entrepreneurial needs of Makrani women. Once sectoral constraints are exposed, the need for integrating efforts and approaches to programming, given the vastly limited resources available in Makran, is discussed. Further attention is given to the roles which NGOs, government bodies, and donors can play in alleviating constraints where local resources are already very limited.

A list of potential local NGO resources in Makran and Pakistan along with an analysis of two program approaches are given. Program approaches distinguish between a smaller scale experimental or representative "pilot" program and a larger scale "umbrella" coordination by an NGO of various group interests to create a Makrani project implementing organization.

D. Sectoral Constraints

Part II provides reference which supports Part I considerations. It explains the methodology of the initial investigation and provides a more in-depth analysis of the sector constraints which causes the Makran to remain as one of the most neglected areas of Pakistan.

II. KEY ISSUES FACING WOMEN'S DEVELOPMENT IN MAKRAN

Women constitute the primary producers in any society, largely due to their three roles as: procreators and nurturers of children; as household managers in providing care, knowledge, and values that sustain the family's welfare; and as laborers reaping wealth from the land, commerce or manufacturing. Men and women share in these important commitments but when an imbalance occurs, society's growth tends to lag and ultimately retard the emergence of new and better opportunities for future generations.

From research presented in Part II, a synopsis of key issues is discussed below pointing out the overall needs of Makrani women and their readiness to fulfill development goals and the means to do so in each sector.

A. Development Needs of Women

Makrani women, trying to develop their resources and talents face severe marginality and a lack of opportunities for many reasons. For example, the rate of maternal morbidity is one of the highest in the world, as a result of the lack of attention given by the health sector to the care and instruction women require. Correction to these constraints are possible through goals that avoid perpetuating the gender inequities. However, to promote such goals, an organized planning process and appropriate institutional frameworks are necessary.

■ Goals: The investigation of Makran's development needs have uncovered the following goals if equity and growth for men and women are to be realized:

- access to basic knowledge and skills
- access to personal health care and child care, and to preventive health education;
- improved production skills;
- mobilization of community resources for economic and social gain;
- creation of leadership skills.

These goals pertain more immediately to the needs of girls and women. Pakistan's "Approach Paper" for development, 1993-98, contains finely-worded prescriptions that the establishment of goals to ensure equity and social justice for women in all sectors of national endeavor.

■ Readiness: Generally, positive conditions exist in Makran' society for establishing an enabling process of change in all sectors. Program planners should be mindful of these pre-conditions and build upon them.

The Makrani society, unlike other parts of Balochistan and some areas of Pakistan, lacks a singular tribal organization and ethnic

hostilities. This situation perpetuates a strong social organization and a peaceful cohesiveness among its peoples, thereby paving a way for desired progress without inherent tribal disputes.

The Makran has experienced a manifold increase in educational enrollments in the past 10 years relative to prior years, and the higher demand for girls education is reflected in conversations with officials and families. Unfortunately, government resources have responded inadequately to this demand, and sanctioned female teacher posts as well as sanctioned girls schools lie vacant or unbuilt.

Makrani family households are formed into a larger joint-family system which enables more female members of the household to be reached more easily, and can involve family participation in activities. For instance, sisters and their families and female cousins may live in adjacent compounds, allowing their fathers, uncles, brothers, male cousins and husbands to participate in such activities as marketing of goods such as packaged dates; household water management; transportation of women for needs such as shopping; and care of the elderly and children.

Makrani people do not appear, as yet, to be organized meaningfully in any collective or productive bodies. The exceptions are the occasional men's clubs, men's cooperatives, Union Council meetings, or other social clubs mainly for men. Women meet less often except for household chores and the occasional Social Welfare activities that sponsor family planning circles or sewing and embroidery classes in bigger towns. Yet, the Makrani people seem ready to be organized in order to work for benefits such as income, better health and access to water, etc. Women are ready to participate in an organized fashion, slowly and methodically, wherever and whenever their menfolks approve.

In the agricultural sector, farming households desire more technical assistance and "industrialization" of their usually home-based food and fish processing activities for more economic gain. This need has been frustrated by the lack of technical agents, technologies, and business literacy skills.

In tapping the above strengths for development activities, serious deficiencies in the public policy and planning require the immediate attention as mentioned below.

B. The Planning Process

Any design of programs for women by government or private sector resources, grassroots organizations or a combination of these, should understand the current marginal status of women in the overall economy. A planning process should seek to uplift and integrate women's knowledge, skills, and decision-making into the social and economic fabric of mainstream society.

An investigation of the social, economic, and organizational constraints facing the Makrani society as a whole, and women in particular, reveals profound voids in the planning and management of basic needs. Both Provincial and District level management and monitoring systems lack adequate trained manpower and facilities. This is even more acute in all Female Sections of the Education, Health, Agriculture, and Livestock sectors as discussed in Part II. For instance, the Women's Wing of the GOB Planning and Development Department in Quetta lacks a female head. The GOB Ministry of Education (female section) lacks trained women educators, planners and managers, and training facilities.

There is a critical need for provincial planning which includes the oversight of goal-setting and goal management, and local institution-building for goal realization among other activities. A decentralized approach to planning and resource development in the Makran should also be discussed along with the need for more adequate institutional development to implement and sustain plans of action. These discussions, particularly concerning decentralized planning and institution-building, are very important and should be timely for any initiatives emerging from the Turbat headquarters to better respond to the interests of women and their communities.

C. Institutional Frameworks and Resource Networks

Certain basic facilities and infrastructure presently existing in the Makran are, at best, skeletal, and minimally shared between government services and private organizations. Many schools and curative health facilities are needed still for training institutions to produce a cadre of extension workers with technical expertise and social awareness to increase the well-being of its population. Skillful planning and management bodies are also needed to coordinate local community initiatives. The list of required inputs is long.

At a provincial level, limited training facilities and technical assistance are available to bring technical knowhow in agriculture and livestock development, health, education, and small business to Makrani women. Young Makrani women often refuse or are not permitted by their families to leave their home areas for Quetta and other areas, after finishing primary or middle level schooling, in search of further training. As a result, training schemes that may have places for these eligible women, such as Medical Colleges and technical training facilities, face difficulty in attracting female candidates. Other training schemes for women simply do not exist, such as the Agriculture Extension Department and the Livestock Department which to date, do not train female extension agents. There is talk of starting such training but it would most likely, be available at the Quetta institutions and face a dearth of female candidates, unless such training is instituted in the Makran.

Health care providers, such as the 3 poorly-equipped hospitals and only 9 female Doctors (and over 90 male Doctors) can barely serve the needs of the Division's population of over a million people. Major road systems, through the USAID-funded BALAD Project have been built or repaired but travel to less accessible villages and the Makrani coastal areas are often difficult, with broken bridges, viaducts and paths dominating the terrain. Donkey and camel transport are common in these settings.

There exists private organizing resource bodies, such as the ZAKAT Committees and the Union Councils, at local administrative levels, through which needs assessments, plans and other supports can be funneled. However, able women are rarely involved in these bodies. However, more literate middle and matric level female graduates entering the public and private sector, provide some hope for valuable resources in the teaching, health, and leadership professions, such as the 38 female College students presently studying in the shared facilities of two men's Colleges. The Mand Female Education Trust (see Appendix), recently established as an NGO wing of the Mand Girls Government High School, provides great promise in providing not only female candidates for further training, but as an NGO, support to community development activities.

Other private resource bodies exist such as men's clubs (more social) and 2 UNICEF-assisted women's Cooperatives (more entrepreneurial). The women's activities have yet to firmly consolidate their efforts in an economically viable union. The only loan and credit schemes in Makran are open only to men, usually for agricultural purposes and have very strict rates. Women neither understand nor are allowed access to banking resources, loan or credit schemes.

In short, Makrani women are not being reached because there are no organized or planned networks of assistance.

E. Sectoral Constraints: Key Findings

The following is a summary of needs in three key sectors which women's welfare and contributions play a part. More thorough descriptions of these constraints are presented in Part II.

1. Education:

Despite tremendous progress in recent years towards opening more schools for girls, girls present enrollment continues to lag greatly behind that of boys. Girls comprise:

- 25% of total primary classes;
- 10% at middle school levels; and
- 6% at matric levels (classes 9 and 10), with male figures often being highly inflated.

Official statistics on female enrollments in primary schools are subsequently unreliable due to deficient data gathering and reporting methods. The provincial education department has only recently begun to disaggregate school enrollments by gender through its management information systems project based in Quetta. These statistics show that the best gender ratio of enrollments are in private mosque schools in the province of nearly 2:1 (boy/girl).

Supervision and monitoring of girls schools in both statistics gathering and quality control has been frustrated by the lack of an officer for the Female Section of the District level Education Department for many years. The girls' schools report directly to Quetta, thereby bypassing any decentralized information-gathering approach.

A shortage of female teachers is acute since few girls have advanced their education in order to be eligible and fewer still are willing or even permitted to go outside of their home areas for training. Likewise, private schools face the economic burden of providing incentive pay to attract outside teachers in addition to the task of raising enough operating capital. The mobile teacher training program operating out of Quetta alleviates some of this shortage by training, in their home areas, class 7 and 8 girls to be teachers.

The quality of education is also highly suspect at higher levels where the only two College-level schools for women share teachers and facilities separately with the Men's Colleges and where learning time is cut accordingly. On the other end of the spectrum, adults and working children have no significant opportunities for receiving basic education or literacy training.

2. Women's and Children's Health:

Profound and debilitating constraints face the female population's health status in the Makran:

- Few traditional untrained dais (midwives) conduct their services with proper hygienic techniques: to date, only 89 dais from one District have been trained.
- Hospitals lack sufficient female personnel: 9 female Doctors (5 private) and 2 female Health Visitors. These health personnel cannot provide the necessary preventive primary health or maternal care extension to non-town populations, which may explain the high maternal morbidity rates among Makrani women.
- Customary taboos prevent pregnant women from consultation with male doctors or nurses, increasing women's health risks.
- Official health statistics have misrepresented female patient loads, favoring instead the rationale of filling sanctioned health posts with male technicians.
- The Health Services Department lacks vehicles in order to

monitor needs and supply demands in outlying health facilities.

Compounding these female health risks are the serious levels of heroin drug addiction among the idle, unemployed men in the Division, as a phenomenon of the heroin smuggling trade from northern Pakistan. Addiction and male unemployment have created social problems in the Division, increasing the burden of the women's role as household providers and exposing them to more stress and work.

Children suffer equally from this inadequate health administration. Presently, only half of Makran's under-five population have received vaccinations through the Expanded Program for Immunization (EPI) and only 30% of the mothers have received tetanus injections. Generally, a lack of education pervades health practices, most notably in breastfeeding, child dietary practices, as well as unhygienic techniques in bottlefeeding and use of unsterilized needles. Schools offer no health education curriculum and negligible curative services.

The Family Planning Association of Pakistan (FPAP) operates very small educational programs which reach only a few town-based women, and have yet to produce any significant impact. In sum, inadequacies in the public health care sector present the most serious threat to women and their households and offer a compelling rationale for educational and extension approaches to alleviate maternal and child health constraints.

3. Small Scale Industries:

Women run basic petty trade businesses, and have no outlets as yet, except through a limited loan scheme of UNICEF, for modernizing their production or marketing ventures. They also lack organization and opportunities to learn business management and literacy skills.

Farming and Food Processing Industries:

There are no female extension agents in the Division. Women farmers are not being assisted even as they are increasingly confined to houseyard livestock raising, fodder gathering, and crop harvesting. Within the Makrani oasis, plantation cultivation is suffering from a shortage of male labor due to the more lucrative alternative job markets in the Gulf States. Animal vaccines are not readily available. Date processing, a predominately female activity, and fruit processing are still unmechanized and laborious, and lack local market outlets for a more sustained income. Coastal fish processing remains largely, a collective male activity.

The establishment of production and marketing cooperatives has been

suggested as a means for introducing technical assistance, business literacy, and other forms of education and skill training. Such cooperatives would engage women and interested household members in developing managerial and leadership skills and could act as training apprenticeships for female school leavers.

The following are suggested as activities in which women could engage in and would provide forms of organization, economic incentives and household income to women:

FISH INDUSTRY cutting, salting, drying, packing
making and repairing nets
producing fertilizer from fish waste
composting
developing sister cooperatives in other parts of Makran to determine specific markets

DATE INDUSTRY extracting syrup and juice with small technology
marketing syrup, juice, and whole dates locally
processing dates into jams, jellies, toffy candy, and date cakes
drying of dates (harag) and growing more Halenie and Mozati tree varieties for drying

FRUIT INDUSTRY lime and pomegranate juice extraction
processing lime pickles and chutney
drying of lime for processing into curry powders
drying and crushing of pomegranate seeds for making spices and meat preservatives
processing grapes into juice

VEGETABLE INDUSTRY: developing vegetable demonstration plots
canning of tomatoes, spinach, and green peas

LIVESTOCK INDUSTRY: raising milking goats and improved varieties
raising improved varieties of poultry

Textile and Trade Industries:

Makrani women traditionally produce exquisite dress-making and crafts design that have provided the basic household income, albeit at the subsistence level. The UNICEF-assisted Social Welfare Department is an existing effort to provide loans or a business cooperative to reach individuals rather than groups of women. Hand embroidery and sewing constitute the main home-based activities of girls and younger women, offering minimal savings as characteristic of other petty trade activities, such as selling vegetables, date tree clusters and cloth.

Some suggested activities to improve production of textiles and their marketing are:

- modernizing Makran dressmaking and traditional embroidery with machinery;
- knitting sweaters, shawls, etc. with machines;
- machine embroidering sheets, bed covers, pillow covers;
- carpet weaving, mat making, basket weaving, etc. using local peesh (leaves of dwarf palms)
- embroidering on leather goods, belts, and bags.

In conclusion, the issues summarized here and elaborated in Part II, suggest a need for both public and private sector assistance if Makrani women are to make progress in areas of their basic education, their own health and that of their children, and in providing additional income to improve household welfare and community growth. The next section proposes key roles which NGOS and donors might play in collaborating with the limited government resources to address these issues.

III. PROGRAM DESIGN CONSIDERATIONS

Given the constraints on Makrani women's development as discussed and the important roles which public and private sectors can play, this section offers an integrated focus, suggestions, and strategies about possible program designs to enhance women's status in Makran. Certain pre-conditions exist which will influence such an integrated approach:

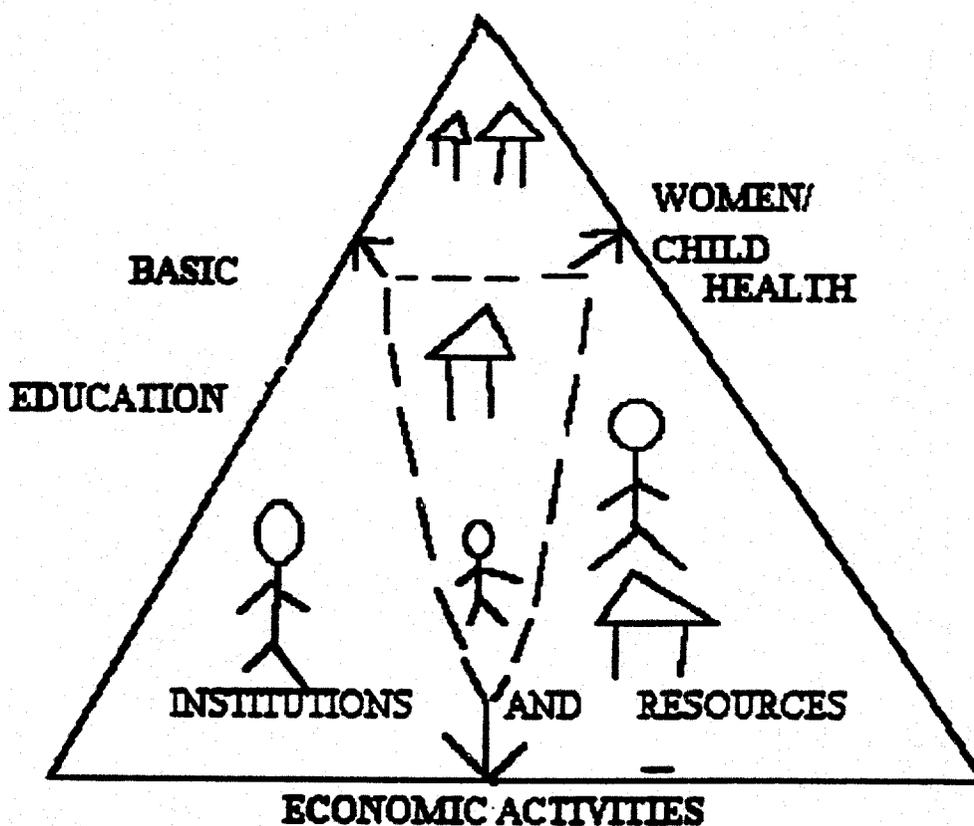
- There are still too few middle or matric pass school girls in Turbat and Gwadar Districts qualified for teaching positions or attaining Bachelor degrees to enable them to take up education supervision posts in the government. Those who are qualified prefer to remain in their own home area and not work in other areas.
- Women's personal health is often at risk during child-bearing periods due to the lack of medical and personal support in pre- and post-natal care.
- Women (and men) are not well-organized for community development activities. The present social organization is through the joint-family system of large households, often headed by women because their men are in the Gulf States, seeking better economic opportunities.
- Any attempt to form groups for any purpose may require permission, support and motivation from male members. Family planning activities for example, are conducted through the FPAP male convener, FPAP male volunteers, ZAKAT Committee Chairmen, etc.
- There exists no simple basic on-farm technologies or improved techniques for food processing or small livestock development due to insufficient technical expertise and lack of female extension agents.
- Petty trade and other commercial activities presently engaging women produce marginal incomes. Women who are active in these trades and have managed to obtain loans, still lack basic business literacy skills.

A. Integrated Approach

Makrani women have an important economic function in society through their roles as nurturer, household manager and laborer. Therefore, it is strongly suggested that program designs focus on integrating goals of:

- increasing women's household income, enabling them to better manage their families;

- increasing access of adults to basic education and literacy related to their health and business needs; and
- increasing access of girls and women to personal and child preventive health care and education.



Integrating education, health and entrepreneurial components into programs can be done through existing institutions and resources or creating them if necessary. Such institutions could be girls' schools (to be used as meeting places after school hours), health clinics, administrative centers, or family networks of household compounds. Resources could include female school leavers; women leaders, activists and facilitators in the community; government technical personnel; communication networks for education, such as the local radio station; and trainers outside of the Division or attached to the local NGOs.

The integrated approach seeks to address, more holistically, the combination of needs that overlap one another. For instance, organizing women for an economic activity such as date processing, will create opportunities to teach preventive health care, basic hygiene and even business numeracy (education). These three need areas are intertwined. An integrated approach could also harness the involvement of male household members to learn skills of empowerment that could support economic gain in entrepreneurial activities.

B. Strategies That Work for Women

Nonformal Education Methods:

Basic education, literacy, health education, technical skills and business literacy skills can be brought to women through on-the-job learning sessions within a group learning environment. In the Makran, such educational methods can teach women who congregate in centers, homes, farms or small factories, a variety of empowering and functional skills to improve their family welfare and income. Critical to this strategy is the training of the group's selection of female facilitators in technical, program planning and organizational skills.

Organizing and Mobilizing Groups:

It is generally accepted that the best form of community action among women worldwide is the collective or group forum for learning and decision-making. Women naturally come together and operate happily in groups due to the nature of their work that thrives on shared experiences such as raising children and managing a household. Women groups are usually child-centered, and thus provide opportunities for introducing women's health and child health education and interactive leisure activities. Groups can also provide an economic viability for group research and preparation of its own needs assessments, goals and action agenda, if an income-producing activity is chosen.

In the Makran, the traditional and accepted practices of purdah and the reluctance of male members to allow their women to become active outside of the household compound may be a constraining element to this strategy. However, Makrani society is opening up to these group formation prospects because a proportional increase in economic rewards and incentives from the few collective efforts that exist, is evident.

For women to organize themselves within socially acceptable means in their communities, the support and permission of their male family members is required. While this may seem like jumping a hurdle in a purdah-directed society, certain areas of the Makran such as in Mand, have established customs of allowing women of different ages to come together in "home centers", for example the guest wings of home compounds that are donated as "social centers" for women. Within this climate, male members of the household can participate, perhaps as motivators.

Technical Skills Training:

Whether processing crops from the farm or practicing proper child care, program strategies need to consider that women require access to technical understanding and risks involved. Programs will succeed where a network of female extension agents are trained in

various areas such as basic primary health care, child delivery, vegetable and livestock production, date syrup extraction, basic functional literacy, income-generating crafts and home economics. The introduction of small and relevant technologies in on-farm or household compound applications especially, would add creativity and efficiency to the women's workloads. In this way, many hands can learn and use these technologies, including male members of the family.

Voluntary Contributions/Fund-Raising:

The financing of women's programs will require private sector participation. Loan schemes and banking arrangements to help women's enterprises do not exist in the Makran except for UNICEF loans distributed through the Social Welfare Department. The following are some program financing considerations:

- Women groups require instruction on maximum utilization of funds which, preferably, should fit into an already existing design of activities;
- Successful growth-oriented results of group efforts are likely to attract private voluntary interests and contribution;
- Careful research of funding needs by the group, with set goals to be achieved, will circumvent exploitation by power brokers offering money as a way to gain influence; and
- If fund-raising is carried out as a regular process, and not as a one-time event, then long-term plans can better be achieved.

Several fund-raising activities currently operating among Makrani women might be further encouraged. One such system is a common Third World practice, the lottery system, called "bisthi" or "committee" allows each woman in the pool to win a monthly amount as "seed capital" to finance her particular project. Another custom, the "zakat" alms giving, is an Islamic practice which encourages all able individuals to give to the poor once a year. Lastly, the Union Councils which administer District localities, have been known to finance the building of schools in areas where government schools do not exist.

Community Participation/Decision-Making:

In order to establish sustainability of women's project, a plan for developing women leaders and managers is necessary at the formation of the group and not at a later point. It is felt that only when members of a community start a project, show initiative, purpose, and some results, as guided by leadership with foresight, will other community members take the group seriously. Through a strategy of training women leaders, sister relationships with

neighboring villages could emerge and help perpetuate a project, thereby forming a wider network of participation. This would also require involvement of male community members in some way, such as by becoming motivators and creating interest as well as credibility in the women's efforts. Male involvement might teach technical skills or act as a group's conduit between producers and the market until the women leaders have acquired the necessary skills.

As these design considerations are integrated into raising women's education, health and entrepreneurial status, the programs that emerge are more equipped to meet Makrani women's demands.

C. Roles of NGOs, Government of Balochistan and Donors

Given the demands for comprehensive and appropriate developmental input that will impact women's growth, and given the thin administrative and social infrastructure presently operating in the Division, non-government organizations have vast opportunities to assist in the women's development process. While the educational, health and entrepreneurial needs of women remain high, both private and public sector collaboration can play important roles in complementing each other's efforts and limited resources.

Local Pakistani NGOs, cognizant of the cultural and social dynamics operating in Pakistan society, could bring expertise to local capacity building. Their function be in:

■ **Organization:**

- create environments and opportunities for women and their facilitators to form groups for collective action;
- provide opportunities for goal setting and long-range activity planning; and
- mobilize motivators and other resources to respond to community mandates;

■ **Training:**

- provide adult educators, nonformal educationists, technical expertise and leadership mobilizers to strengthen local capacity in organizational, technical and management skills;
- prepare local facilitators in executing various community development functions;
- teach empowerment skills through hands-on application of program planning steps from needs assessment to program goal setting, implementation and evaluation of activities; and
- prepare women to assume leadership roles in their communities or other enabling functions.

■ **Coordination:**

- collaborate with institutions and government bodies to develop plans and contribute resources - financial,

- technical, supervisory - to programs benefitting women;
- design programs that can implement effective public policy initiatives aimed at strengthening women's overall status and social equity;
- seek funding collaboration with local and outside donors; and
- represent women's coordinated efforts and demands to local public interest, governmental and other private sector bodies who do have resources.

The Government of Balochistan can play a necessary role in supporting NGO activities and women's demands through these role functions of:

■ **Coordination:**

- coordinate any development planning strategies with needs assessments ensuring that all levels - from grassroots activism to Division government to provincial interests - are heard and their plans recorded;
- protect linkages - social, cultural, or economic - that strengthen women's abilities to create and maintain networks for action;
- create committees to oversee such coordination working through existing local bodies, such as Union Councils, and including members of women's or community interest groups; and
- develop strategies for restructuring institutional capabilities to address training and support needs at local levels.

■ **Support:**

- deploy, where possible, expertise from government departments to contribute to the NGO's program; and
- encourage communication networks such as transporters or local radio stations, to participate in ways which strengthen educational or entrepreneurial activities of programs.

■ **Supervision:**

- oversee the resource allocation and execution of any decentralized program plans and troubleshoot where resources may be lacking; and
- monitor the diffusion of public policy at local levels, advising administrators to support the social justice and equity objectives of women's economic programs.

Donor agencies have the additional role of encouragement and planning in supporting women's empowerment. Various program models exist in Pakistan such as the SARHAD Rural Support Cooperation and the Aga Khan Rural Support Project in northern Pakistan and the Balochistan Rural Support Project based in Quetta, and that offer donor-assistance strategies to NGO support. One noteworthy

strategy that is almost one year old is the BRSP's collaboration of funding between the German agency, GTZ, and the GOB as co-fundors. UNICEF continue to provide funds and technical assistance to government bodies and private groups that focus on women's and children's programs.

D. Curriculum Components

Training and educational components that integrate sector skills in programs should focus on:

- Basic knowledge which women need in order to manage their household and environment,
- Basic health care for women and their younger children, and
- Business literacy and other chosen technical skills that enable women to conduct income-generating activities for the household.

Basic knowledge and health care that could be taught might be:

- Household management;
- Child care and treatment of childhood diseases;
- Child spacing and family planning;
- Basic hygiene and sanitation (e.g. use of latrines);
- Maternal pre-natal and post-natal care;
- Water management for the household, farm and village;
- Environmental awareness and controls (e.g. forest nursery);
- Fuel-saving cooking techniques;
- Family nutrition;
- Religious education focusing on the egalitarian principles of Islam; and
- How to obtain, use and share information such as basic reading, use of media, access to technical resources, discussion clubs and facilitation by a technical resource person.

Makrani women are presently involved in a variety of technical activities. Technical training might focus on:

- Production of milking goats;
- On-farm poultry raising;
- Fodder production (from fish meal, cereals, etc.);
- Fruit juicing, canning and drying;
- Lime conservation;
- Making of jams, jellies and chutneys;
- Date syrup extraction, date processing and packaging;
- Tomato canning;
- Vegetable conservation;
- Composting and fertilizer;
- Machine embroidery and dressmaking, mats, pillow covers, etc.;
- Water management technologies; and

■ Forest/environmental conservation techniques.

The educational focus in any program should have a section that enables women to learn leadership and entrepreneurial skills including communication techniques for working with other community groups; motivation and needs assessment; program management and supervision; credit and loan mechanisms; accounting and bookkeeping; and marketing strategies.

The next section discusses program approaches for consideration and how an NGO might operate in the Makran to achieved the integrated approach.

IV. RECOMMENDED PROGRAM APPROACHES

For an NGO to conduct organizational, training and coordinating functions, it would be highly advisable to situate that NGO in the Makran itself for local capacity building could be best strengthened through activities designed in the women's home area, i.e. in the Makran Division and not outside of it. As explained in Chapter II, females prefer to stay in their home areas, in many ways an advantageous attitude for strengthening development initiatives, in comparison to attitudes among the unemployed male populations who seek to flee the non-industrial Makran in search of work.

A. Program Success Principles

A program approach should keep in mind certain important principles to be successful:

- A long-term timeframe of 5 to 10 years to realize key objectives and establish workable systems throughout the Division;
- Sustainability of programs by organizing women to develop leadership capability from the beginning so that women's representatives are able to exercise wise management and supervision over the life of programs;
- Self-financing strategies be built into programs to lessen reliance on continuing "seed capital" from outside sources, and to enable programs and economic activities to support themselves.
- Participant ownership whereby beneficiaries or participants designed their own programs become rightful owners of the program processes and indicators of success such as increased knowledge, income gains and better health status.

B. Resource Selection Guidelines

Key guidelines critical in designing steps and choosing resources for programs which are to be workable and sustainable are:

- Start small and think small:
 - Build on an existing organized body as with the Mand Trust.
 - Any centers for program activities should be accessible to women in their villages and be socially acceptable. Examples are a home of a female volunteer member or an additional wing to a girls' school.
- Identify and select potential technical resources, facilitators and other change agents who live in and are known

in the program area:

- These people become mobilizers in group formation as well as trainers in implementing a program.
 - Effective motivators are known within their communities, but technical expertise may have to come from outside sources.
 - If so, it is preferable that such people be Balochi-speaking and female.
 - The best type of person to fulfill the motivator/group formation/planning function is someone with health education experience, e.g. a trained female Health Visitor, nurse, or an experienced traditional birth attendant trained in family planning, child health, and primary health care.
- Ensure that women who want to be organized into group activities collectively research their needs carefully, establish their own goals and priorities from consensus, and participate in designing their program activities:
- Trained motivators and technical facilitators, preferably selected from the home areas, should carefully plan and implement this beginning stage and take time over the needs assessment phase.
- Involve key male facilitators to act as motivators and organizers when groups are getting organized and setting goals:
- Such motivators can be local decision-makers but without any vested interest in the group's activities other than the desire for successful results.
 - Others could be from the business sector and act as contacts for the group's communication needs as they arise.
 - An economic program for women should have the male members of the families' support so that the household can participate more directly in the activities.
 - Indirectly, male members can benefit by learning new techniques too and be more integrated into the program by carrying some role or responsibility in the program.
- Ensure that any program with technical components and having income-producing objectives (i.e. poultry raising or date processing) always have a health education component and functional literacy instruction aimed at developing business management skills:
- Where interest warrants, an additional emphasis on religious education for women should be considered.
 - Should a program focus on health education as its primary objective, then opportunities could be sought to strengthen women's income-generating capabilities, and to teach a wider array of skills such as basic education.

- Build group cohesiveness and interest by starting group activities with one goal only and not try to tackle many goals initially:
 - Select a technical resource and strategy to accomplish the goal and stay small at first and build from any positive experience.
 - One such goal might be health education sessions with the female Health Visitor once a week. This goal can be expanded as the group meets and sees new needs.
- Use tried and proven motivation techniques and nonformal education methods for training motivators and technical facilitators, bearing in mind that program participants are largely illiterate mature adults with practical experience to guide their goal setting and visions for a better life.

C. Lists of Potential Resources

Current resources in the Makran could be building blocks for future programs. They are listed in order of priority. Other development groups situated outside of the Makran are listed also as potential collaborators. A description of resources asterisked is presented in Appendix A.

Makran-based groups

- Mand activities:
 - Mand Female Education Trust*
 - Women's Cooperative Society*
 - Government Girls High School
 - Community Center*
- The Women Multi-Purpose Credit Cooperative Society, Turbat*
- ZAKAT Committees
- Union Councils

Balochistan groups

- Balochistan Rural Support Project, Quetta*
- UNICEF, Quetta*
- The Shoa'a Welfare Society, Quetta*
- The Literacy Cell of Social Welfare Department*

Other Indigenous NGOs

- Family Planning Association of Pakistan, Lahore
- Anjuman Tarragi-a-Khawaleen-o-Atfal, Quetta
- Aurat Foundation, Lahore
- Aga Khan Foundation, Karachi

Makran-based groups:

The Mand Female Education Trust (see Appendix A) is a newly created NGO in Mand attached to the Government Girls High School. The school remains severely understaffed for its some 510 students, and will be producing matric level passes in years to come. The Trust will be funded by community fees and proceeds of a housing business it plans to operate in Turbat town. The main talent in this Trust is the School's Principal, Miss Zobaida Jalal, who, if relieved from teaching and administrative duties, could head a program and involve school leavers as facilitators and organizers. The main supporter of the trust is her father, Haji Jalal Khan, an entrepreneur.

The Mand Women's Cooperative Society receives loans for members from UNICEF funds and involves older school girls at the High School with coordination activities. While activities are not economically viable as yet, the program is offering excellent models of collaboration between the Society, the School, and the GOB Social Welfare Department which administers the loans.

Mand Government Girls High School offers institutional linkages with community activities by providing facilities for the Social Welfare Department's Community Center adult literacy programs. The School also provides older students to teach literacy and organizational skills to Center participants.

The Community Center, attached to the School and sponsored by the Social Welfare Department, runs sewing and embroidery programs for young girls and women as well as relatively poorly organized literacy programs. It tries to cater to the working child by giving instruction in craft-making for income, though in reality, these are not economically significant.

The Women Multi-Purpose Credit Cooperative Society based in Turbat town, operates through the auspices of the Social Welfare Department. The group has future plans to better organize itself with elected officers and program plans; but to date, its 25 members conduct their individual projects for economic gain and do not yet have educational programs to assist them with business literacy, health and other basic education.

ZAKAT Committees in the District capitals of Turbat, Gwadar, and Panjgur are responsible for giving monetary assistance from yearly citizen's contributions to the most needy individuals in the community in the form of hand-outs rather than development programs in education or small industries. The committees are composed of community leaders and decision-makers and could be strengthened as program organizers.

Similarly, **Union Councils** are administrative bodies of sub-Divisions with responsibilities for maintaining basic services and

overseeing the welfare of the villages served.

Balochistan Province Groups

The Balochistan Rural Support Project (BRSP) based in Quetta is a jointly funded German-GOB development NGO managed by the German organization, GTZ. It operates programs in Districts and Divisions around Quetta and has objectives very similar to the integrated approach discussed in Chapter III. Besides an emphasis on health education, it plans to establish a rural banking system over a phased period of time, and teach organizational and business skills to organized women's groups. The BRSP would be an important candidate to consider extending its activities to Makran.

UNICEF's provincial headquarters in Quetta runs a number of loan schemes and skill training programs for women but has yet to develop group-oriented programs that would engage women in an integrated approach to solving health care needs, improving household income levels and learning basic literacy and numeracy. UNICEF is a sympathetic donor and viable resource for assistance in organization and funding. It is however, confined to working through relatively inept government departments and structures lacking in resources. It is assisting the Livestock Department in training female extension agents for each District.

The Shoa'a Welfare Society, a newly forming NGO, is seeking funds and program development assistance out of Quetta, and has expressed interest in starting activities in the Makran. However, it needs women professionals, in its organization and program design assistance, as well as funding, most probably from UNICEF.

The newly established **Literacy Cell** of the GOB Social Welfare Department is collaborating with UNICEF and the Shoa'a Welfare Society to bring programs of literacy training to working children and adult women, and will hopefully start activities sometime in 1992.

Other Local NGOs

Other development groups outside of Balochistan recommended by UNICEF as having program potential for women's development are:

The Family Planning Association of Pakistan, based in Lahore, has started motivation training and organizational work with women in Mand, but has no organizational base in the Makran. The FPAP uses nonformal education methodology which is highly suited to group motivation, needs assessment and organization, and emphasizes maternal and child health care education with women.

Anjuman Tarragi-a-Khawaleen-o-Atfal (ATKA = To Upgrade Women and Children), which is UNICEF-assisted, runs a clinic outside of Quetta and sponsors community health education programs and family

planning services for women. Its methodology would be useful in any village setting.

Aurat Foundation based in Lahore runs programs in women's education and health, but this report did not have time to investigate their work.

The Aga Khan Foundation operates programs in Karachi and the Northern Territories. Its Rural Support Project (AKRSP) is one of the best examples in Pakistan of developing village organizations to sponsor educational and entrepreneurial supports, particularly sustainable credit and loan schemes. Its model of operation is a bit advanced for Makran's current development status but its program methodology could be well adapted to Makran's beginning needs. The AKRSP has a long track record of success and resources for assistance.

Other technical resources reside within Makran, mainly in government departments but none have professional women except for several female doctors and health visitors as well as school principles who are already strained by the burden of their duties.

D. Program Approach Options

Several approaches to program development by an NGO are possible, but the first or "pilot" approach is the highly recommended for starting activities that incorporate training, education and economically gainful objectives.

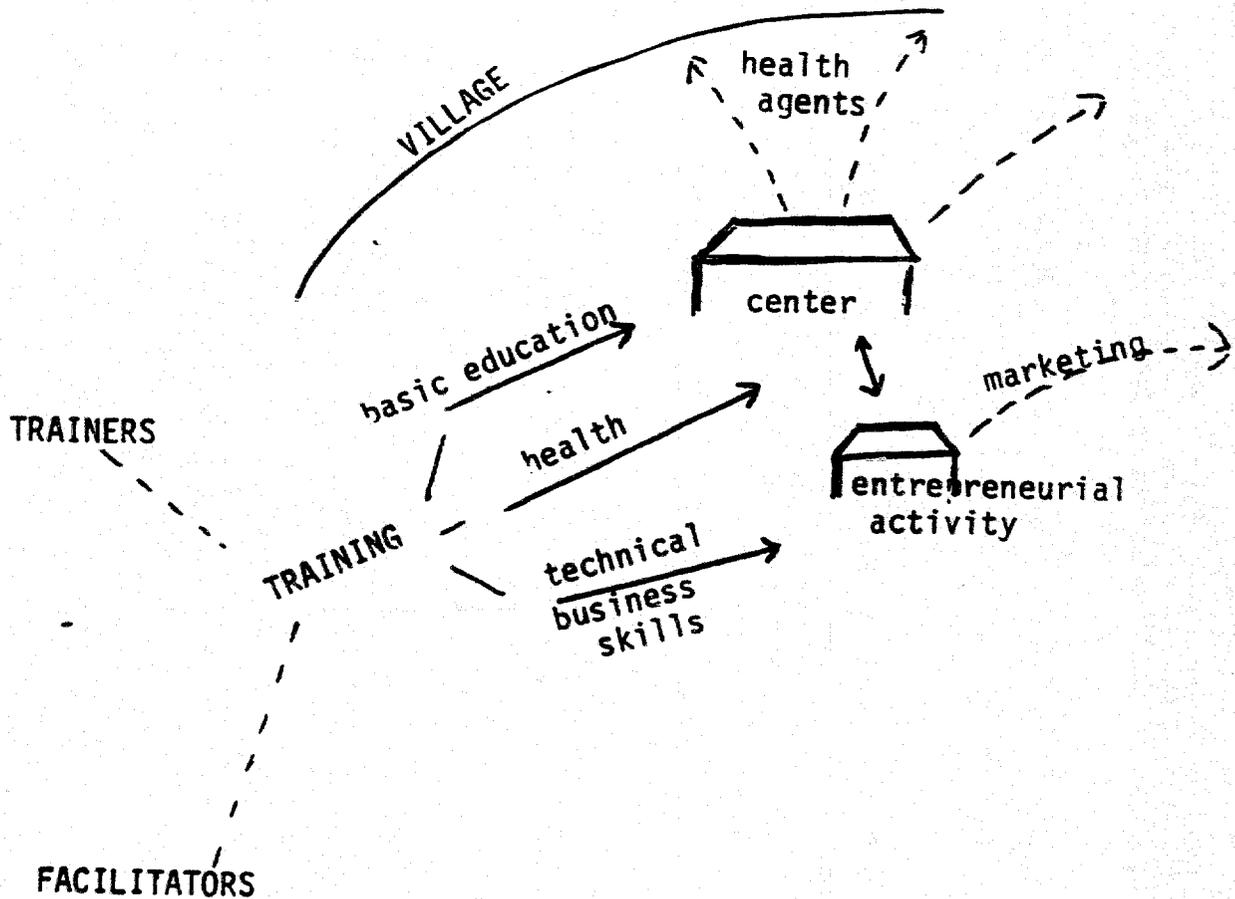
1. Approach A: Pilot Project

Use an already existing NGO, such as the Mand Trust, since its organization is already legally registered and active. Establish a training program to train several girl school leavers and women leaders in Mand in facilitation and needs assessment techniques. One trainer from outside Makran would be able to prepare these facilitators to organize the women.

Once the group has determined an activity of interest, a technical resource is brought in to train and advise volunteers. Gradually, the group develops an economic objective and an education objective, usually concerning health. The training of dais in primary health education may be a required activity to benefit women's health. The program develops activities to achieve these simple objectives. The group then, develops expertise in a range of program design and implementation functions, to the extent that it could take this "pilot" model, with some impressive results, to other groups in the District. A well-planned, viable income-generating project can produce such results.

This pilot project expands its influence into outlying areas, and creates a cadre of facilitators/trainers who can start a similar

process elsewhere, i.e. train local facilitators to conduct needs assessments, organize, etc.



Several outcomes could form, such as:

- Where production and marketing outlets are key objectives of an economically-driven program, "sister cooperatives" could be formed in different centers of Makran, thereby providing sister networks for mutual supports and eventually economic gain. One example could be a women's cooperative in the coastal area which dries and processes fish for sale to an inland women's marketing cooperative in Panjgur, Mand or Turbat.
- For a pilot program to reach neighboring village areas or other sister cooperatives, after achieving some initial successful outcomes, a **Master Trainer Team** is recommended, composed of trained technical facilitators with skills in group organization and non-formal education methodologies, primary health care practices, and vegetable and livestock production. This Team would move to program centers periodically to train women leaders and monitor program progress, and provide motivation and general support, including drawing up program budgets.

Outside NGO supports for this approach would provide the following

people to reside at the group site over a period of time:

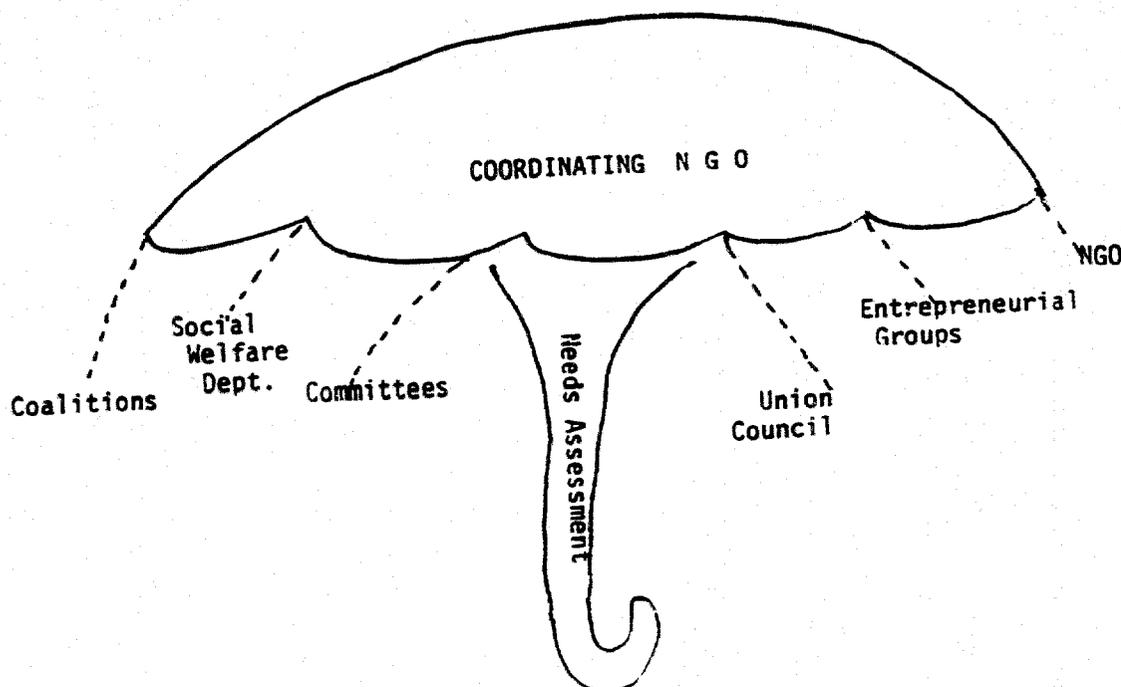
- One female Master Trainer
- One female health professional trainer
- One female technical facilitator trainer with expertise in livestock development or agriculture
- One marketing/business facilitator

It would be ideal if the Master Trainer was also a skilled health educator with some entrepreneurial experience.

The training approach would be "on-the-job": preparing group facilitators to organize, promote health and literacy education throughout the program and to teach business skills in the context of the entrepreneurial activity. Other NGO supports, in collaboration with government departments, could be technical personnel, vegetable seeds, TBA sanitary kits, farm implements, small technologies, etc. A four-wheeled vehicle might be needed when it is time to travel outside of the project area. Otherwise, other resources could come from male community members who join the project as motivators or community educators.

2. Approach B: "Umbrella" Project:

In this design, an NGO functions as a coordination body that involves a wider array of community inputs and needs assessment. It essentially forms a consensus body composed of representatives from Union Councils, entrepreneurial and coalition groups, and village or town-level committees to determine District-wide program approaches for long-term objectives.



The purpose of this arrangement is to solicit proposed plans of action from various groups within a District or part of the

Division, and to involve this leadership structure in needs design right from the beginning. Out of this process, a Makran NGO structure emerges and becomes the nucleus of program planning with select target groups. Its scale is larger than in Approach A and requires more fundamental organizational inputs and coordination of a wider variety of needs assessments, including GOB inputs.

This Approach B identifies and builds upon local indigenous forms of organization that seem the most participatory. Conceivably, the coordinating NGO manages this umbrella formation, one in each of Makran's three Districts. Out of these umbrellas could emerge "sister cooperatives" that share resources (health educators, entrepreneurial training, etc.) amongst themselves through a type of Mobile Training/Facilitator Team, and support marketing ventures throughout the region. For instance, a fish processing cooperative in Gwadar could market its produce through a Panjgur sister cooperative, thereby avoiding high middlemen costs.

Discussion:

Success of Approach A would provide models for developing program methodologies and leadership on a pilot or experimental basis that can be replicated in other groups in the Division. Approach A also provides motivation to others witnessing results (i.e. better health care delivery, income producing business ventures, etc.) as well as a cadre of experienced facilitators who could become a core training team or part of an umbrella-styled coordinating NGO to effect an Approach B design.

Approach A takes less time to organize, and reaches grassroots directly, whereas Approach B requires more sophisticated expertise from a coordinating NGO, probably from outside Makran. Approach B establishes a consensus process and works with a variety of interest group dynamics and political processes at higher levels of District administration. In this case, Approach B might become bogged down with the participatory process and more intricate logistics of needs assessment and objectives setting, thereby overshadowing accomplishments that could be gained from a simpler Approach A design.

The integration of Approach A into Approach B as projects emerge and establish track records appear to be the more favorable scenario.

V. THE MAKRAN: A NEGLECTED OASIS

The Makran Division Balochistan Province borders Iran and the Arabian Sea. The terrain is marked topographically by jagged mountain ranges, sandy plains and endless stretches of rock dunes, with riverine valleys making oasis agriculture feasible. With an area of 55,000 square kilometers and a total population of over a million people, the population density averages 18 persons per square kilometer. Its three Districts have the following population distributions: Gwadar District, 17%, Turbat District, 58% and Panjgur District, 25%. The coastal belt is of low terrain and the northern part of the Division is of higher elevation, rising to about 1500 meters in the northern Panjgur District. The average annual rainfall falls between 50 to 150mm, and summer season has been known to reach temperatures of over 50° C. Winter seasons in Panjgur can attain freezing temperatures even though it is not common.

Balochi is the language of the Makrani people who are racially and ethnically diverse, originating from Africa, the Arab Middle East and India. The Baloch claim ancestry from the Central Asian and Middle Eastern people who entered Makran some four hundred years ago. Unlike other parts of Balochistan, the Baloch tribal social organization is absent and no tribal hierarchical leadership systems or territories in the Makran. Historically since Baloch society being primarily semi-nomadic animal raisers, women have taken their place alongside men in tending flocks, gathering fodder and performing farm functions, such as crop harvesting. This has made the Makran people rugged and individualistic and impressions of women being restricted by the purdah may be exaggerated.

For instance, while there was almost complete resistance to education in the former days of herding, the Makran now cries out for more opportunities, educationally and economically. However, the area is administratively retarded with an inept bureaucratic system. Progress has been slow. In spite of this, the lower classes who would otherwise not witness change, are seeing opportunities open to them. The improvement of educational access has provided more incentives and thirst for progress.

The Makran boasts an annual population growth of 3.2% and a projected population in 1991 of over 1.1 million people. The population census for 1991 is currently being taken.

MAKRAN DIVISION POPULATION 1981

	Male	Female	Total	Projected 1991
Turbat urban	22, 771	23, 566	52, 337	
Turbat rural	188, 443	138, 688	327, 131	
TOTAL			379, 468	800, 000
Gwadar urban	22, 404	20, 849	43, 252	
Gwadar rural	36, 957	32, 176	69, 133	
TOTAL			112, 385	140, 000
Panjgur urban	4, 920	4, 575	9, 495	
Panjgur	82, 784	68, 471	151, 255	
TOTAL			160, 750	220, 000
GRAND TOTAL			652, 603	1, 160, 000

Source: Population Census Bureau of Statistics, Islamabad. 1981.

Population figures by gender show higher male than female populations and it is consistent throughout Pakistan: a reversal of world trends. This is even more disturbing when compared to men who have higher longevity rates on average, than women, again a reversal in world statistics. Much of this can be explained by the dubious application of social equity and the lack of access to those means which provide for one's welfare. Social taboos and neglect of women's health have generally contributed to higher female child and adult morbidity rates.

Female literacy rates in Makran are some of the lowest in Pakistan and the world, especially for a population the size of the Makran Division. According to the 1981 Census Report for Gwadar District, rural female literacy rate was recorded as .30% out of a total District female population of 32,932. Rural male literacy rates were recorded at 5%. It is believed that the actual female literacy rate is much lower.

Household systems indicate that the number of households with more than eight members per household have increased considerably in the Makran between 1961 and 1981, from 9.2% in 1961 of all households to 21.3% in 1971 to 55.6% in 1981 (GOP Housing Census Reports). This trend towards joint-family systems in Makran, which is unprecedented in Balochistan, does not offer clear-cut answers, except for the decline of grazing conditions and the herdsmen population from 18% of the agricultural sector labor force in 1961 to 2% in 1981. Also, the migration of males from

the area meant that children and females in the Makran looked after the elder males which provided expansion of the joint-family system (Upreti, 1989, p. 16). Presently, as a result of this expatriation of Makranis, many women are heading their households and acting as immediate decision-makers on family welfare concerns while receiving funds from their male overseas members.

In the Makran, the Muslim law of inheritance is followed whereby a woman can directly inherit a share of her husband's property if he predeceases her. This is not the case in most other parts of Balochistan. If the wife dies childless, half of her property including what she received from her husband as bride-price, will be given to her relatives on her father's side. Through this bride-price (or labb) system, Makrani women have the opportunity of becoming owners and managers of the property that they receive from their in-laws. However, this might present problems for the prospective husband if land is scarce. Due to the high cost of agricultural land, fathers hope to get some land from their daughter's future in-laws as bride-price. As such, bachelors who do not have land or cannot afford to buy it sometimes postpone marriage unless other arrangements for labb can be made.

Water for irrigating lands and providing potable water is becoming problematic in the Makran. Karezes are age-old horizontal underground hand-dug channels carrying water from aquifers located at higher elevations to agricultural lands at lower elevations. Kaurjos are open channels dug to carry water from semi-perennial rivers to fields for irrigation. Both channels provide drinking water and much needed irrigation to agricultural fields. A third source of water, the tubewells, now operated by motorized pumps, are creating a further strain on available water. Presently, the Makran has 13.9% fewer karezes and kaurjos as compared to ten or more years ago.

Women mention this decrease of water availability as a strain on their village water resources and on their ability to sustain home vegetable gardens. Similarly, fuelwood has not found adequate substitutions for energy needs other than gas and kerosene for cooking. Villages are becoming more and more electrified, and many women find this advantageous for running motorized water pumps, thus lessening the burden of having to haul water from the well.

VI. THE INVESTIGATION

This investigation of Makrani women's activities and the potential for developing programs took place between November 6 and December 5, 1991. It involved the consultant, sponsored by the USAID Project, GENESYS, travelling on a 4-wheel vehicle with a translator/informant, Ms. Zobaida Jalal and additional team members borrowed from BALAD Project staff, throughout the three Districts of Makran. The centers of Turbat -- Mand, Gwadar and Pasni towns -- and Panjgur were visited. Due to the very short period of time allotted for these extensive visits, much of the information collected lacks a more adequate statistical base. Interviews were held ad-hoc and the participation of a wider assortment of male and female groups would have been preferable, had time been available.

Nevertheless, the team met with full cooperation from officials and other groups in the District and Divisional levels. Each District visit started with contacting the Deputy Commissioners and the Social Welfare Officers. The BALAD project compound in Turbat town was used as a working base and full logistics assistance was provided to the consultant.

During the month-long investigation, the following were interviewed for their views on how to improve household income and the welfare of women:

- 9 Officials at the Division level;
- 36 Officials in three Districts;
- 27 Private Individuals throughout the Division;
- 8 Private Groups;
- 5 NGO representatives based in Quetta;
- 7 GOB Officials based in Quetta; and
- 1 Educationist based in Islamabad

A. Statistics

It was essentially impossible in the short time available to locate and extract accurate statistical data and to gender disaggregate where necessary. School enrollment figures of boys and girls attending all levels of educational institutions were obtained from the Divisional and District level Education Departments in the three Districts of the Makran. The same was attempted with Health sector statistics. However, it became a regular pattern of having to return three or four times to offices to confirm figures, each visit uncovering new or differing figures. These difficulties are further explained in the "Constraints" chapter of this report. The Agriculture Extension and Livestock Departments at Division or District levels had no gender significant recorded data since there are no female extension agents in the Makran employed by the government nor private sector. The Social Welfare Department perhaps had

the most reliable though scant data on female activities.

B. Individual Interviews

Where possible, one-on-one interviews were held with individual officials in each District who sometimes took the team to private homes to talk with female household members, or to settings where men and women could be found for both organized or informal discussions. Discussion topics with individuals focused on the key questions of:

- their views on girls education;
- what activities could involve women in order to provide additional income for them and their families;
- how women might be better organized in order to improve their own literacy, receive education about their health and that of their children;
- what food processing activities could be improved by women for income, etc.

While this method was the quickest method of reaching officials for views, it was by no means a thorough nor conclusive method of inquiry.

C. Group Interviews

With the assistance of individuals, groups of women (and a few of men) were organized for group discussions and this method convened some eight different groups of private citizens. Focused inquiry for discussion with women involved:

- their views about sending girls to school and how this could be improved;
- what health problems they are having;
- what agricultural activities they engage in;
- their views on being better organized;
- how their small businesses or petty trading were operating and what further assistance they required, etc.

In order to reach Division level officials for their participation in the investigation, two meetings were held in Turbat, one at the Turbat District Deputy Commissioner's office, and the second follow-up meeting at the BALAD Project complex. The purpose of these meetings was to introduce the objectives of this investigation, solicit their support, and to hear their ideas and suggestions on possible program activities and strategies for improving women's participation in Makran's economic life.

D. Observations

Many observations were made by the team and exchanged together at the end of each day and recorded in the "Visits/Impressions" notes of the consultant. The consultant also took colored photographs depicting conditions or activities seen and thought relevant to this study. Field observations and impressions were referred to Division level officials for verification and a discussion of their views.

E. Visits to Institutions/Informal Chats

Where possible, visits were made to institutions in the Districts in order to inspect school facilities, hospitals, clinics, fish processing factories, harbor facilities, village sanitation schemes, and water management facilities. Such visits examined quality control and operational conditions of facilities and, where relevant, attempted to verify gender-related statistics. Institutions visited were:

- 11 schools (including 5 High Schools)
- 3 district headquarter hospitals
- 1 private hospital
- 2 private clinics
- 2 government clinics
- 2 fish processing factories
- 6 Social Welfare Department centers

The informal chat is a method used often and freely with both officials and private groups who had already participated in discussions. Women generally contributed more information to these chats than did the men contacted.

VII. SECTOR CONSTRAINTS

The following chapter describes key constraints in five sectors in which women play a large role. These sectors are Education, Health, Agriculture/Livestock Department/Food Processing, and other Marginal Economies. Institutional constraints are also described.

A. Educational Constraints

1. Statistical data disaggregated by gender.

Five to ten years ago, official statistics of primary, middle, and high school enrollments of boys and girls showed a negligible enrollment of girls. By 1990, official figures can be said to show very significant increases in girl student enrollments. However, it is regrettable that present-day official GOB statistics cannot be quoted due to the highly suspect and contradictory figures for both female and male enrollments, particularly in the primary sections (class 1-5). After an investigation of several GOB Education Statistics documents and District-level files, a true picture is not obtainable for gender disaggregated data mainly because enrollments in mosque schools are reported as "male" when in fact girls are attending in significantly albeit in lower ratios in relation to boys.

**TABLE 1: ENROLLMENT BY GENDER AND DISTRICT
IN PRIMARY, MIDDLE, HIGH SCHOOL,
AND COLLEGE SECTIONS: MAKRAH**

	Primary Sections		Middle		High		College			
	non-mosque primary GIRL BOY	mosque GIRL BOY	* Girl	** Boy	* Girl	** Boy	* Girl	** Boy		
Turbat	4888	18145	1612	3527	306	3006	48	1025	19	1 028
Gwadar	1639	5645	531	1627	122	1246	11	457	0	76
Pangjur	2615	6183	1291	2599	244	2061	67	673	19	585
TOTAL	9142	29973	3434	7753	672	6313	126	2 155	38	1 689
% TOTAL	23.4	76.6	30.7	69.3	9.6	90.4	5.5	94.5	2.2	97.8

Source: For primary sections only, BEMIS Primary Education Department Census Report, 1990, GOB, Quetta.
For Middle, High School, and College sections, from current District and Division files, 1991.

NOTE: Table includes both government and private schools
GOB figures for 1990 period show highly inflated boys figures and fewer girl figures
* Girls enrollments from Divisional Education Department 1991.
** Boys enrollment from District levels 1991.

The only school census in the Province of Balochistan that counted enrollments in government, private and mosque schools consistently by gender, is the October 1990 BEMIS primary level census of the Primary Education Department based in Quetta. This census was done by enumerators visiting every school in the 20 Districts of Balochistan, twice during the 1990 school year, and having the principals record total numbers of boys and girls registered. This census also presents the only data available on boy/girl enrollments in mosque schools. Table 1 shows BEMIS primary section figures for Makran. The consultant attempted to verify these figures during her visits to Makran's Districts and found BEMIS figures far closer to reality than official ones. BEMIS also included some private school figures (3 actually operate in Makran) by gender whereas official District files only record government schools (See Table 1).

TABLE 2: A COMPARISON BETWEEN GOB AND BEMIS CENSUS ENROLLMENT FIGURES PRIMARY LEVEL (including Mosque Schools) MAKRAN: October 1990

	GOB Directorate of Education					BEMIS				
	G	% T	BOY	% T	TOTAL	G	% T	B	% T	TOTAL
Turbat	2076	10	18762	90	20838	6500	23.1	21672	76.9	28172
Gwadar	381	6.3	5671	93.7	6052	2170	23	7272	77	9442
Panjgur	1245	7.5	15421	92.5	16666	3906	30.8	8782	69.2	12688
TOTAL/ Ave % T	3702	7.9	39854	92.1	43556	12576	25.6	37726	74.4	50302

Source: GOB Directorate of Education (Schools) Statistics Report as of October 1990. BEMIS Census, Primary Education Department, GOB, Quetta, 1990.

NOTE: Totals for girl student enrollments are highly under-represented by GOB figures and may not include enrollments in private schools. Likewise, boy student enrollments are over-inflated by GOB figures in Panjgur for some reason.

Table 2 compares the GOB figures with the BEMIS census for primary class sections in the Makran. One can see a disparity between GOB and BEMIS percentage figures for female students ranging from 16.7% to 20.8% fewer number of girls (from the lowest % total girls to the highest % girls for each census). Similarly, the GOB figure for Panjgur boy students of 15, 421 is highly inflated. As the BEMIS figures has shown, in mosque schools alone, a boy/girl ratio of 2:1 in enrollments, the healthiest ratio in all of Balochistan. Overall discrepancy of total primary section figures for boys and girls show GOB figures

13.5% under BEMIS census figures.

**TABLE 3: NUMBERS OF SCHOOLS
BY LEVEL, DISTRICT, AND GENDER
MAKRAN DIVISION: 1991**

District	Primary		Mosque ³		Middle		High School		College	
	G	B	G	B	G	B	G	B	G ⁶	B
Turbat	21 ¹	177*	0 ²	116	2	29	3	18	1	1
Gwadar	5 ⁵	65	0	56	2	10	1	7	0	1
Panjgur	7 ⁴	64	0	90	3	16	2	8	1	1
TOTAL	33	306	0	262	7	55	6	33	2	3

BEMIS Primary Education Department 1990.

TES:

Three more are planned but not operational due to lack of teachers. Source: Division Education Department, Makran.

BEMIS reported 6 Girls Mosques but this number was added to the Boys Mosque figure since both boys and girls attend.

Mosque schools have a boy:girl student ratio of 3:1 (Gwadar District) and 2:1 (Turbat and Panjgur Districts).

11 more schools have no buildings: 9 more will open after winter vacation.

3 more primary girls schools are not functioning.

Both Colleges for women started in 1989.

Table 3 shows the number of primary, mosque, middle and high schools by gender and by District as of the end of 1991. The two Colleges located in Chitkan (Panjgur) and Turbat town opened to women in 1989.

It was a frustrating endeavor trying to obtain true gender disaggregated enrollment figures at the primary class levels. It was admittedly easier to verify official statistics for middle (class 6-8) and high school (class 9-10) section enrollments.

2. Supervision and recording system for Girls Schools enrollments.

Since there is no Female Section of the Education Department at District level, all girls' school principals answer directly to the Division level in Turbat which collects statistical data and forwards them to the Provincial level. This process partially

explains why mosque schools are consistently listed under "boys schools" and answer to the District level like all other boys' schools. As such, these mosque schools do not report female enrollment figures. The District level only handles boys schools and these figures reach Division and Provincial levels as total figures without being disaggregated by gender. Several "boys schools" have mixed enrollments (as of November 1991):

The Boys High School in Pasni has 314 girls studying from KG to class 8 and 1369 boys studying from KG to class 10.

The Boys Middle School in Pasni has 37 girls against that of 154 boys in the primary section and 1 girl versus 57 boys in the middle section.

As a result, official figures for male student enrollments have been inflated while true numbers of female enrollments are deflated.

The post of Divisional Education Department Officer (Female Section) in Turbat has been vacant for several years since the present Ministry of Education Female Officer (at the provincial level) left the post in June 1989 to join the Quetta MOE. Supervision of all girls' schools in the Makran, a total of 46 as of November 1991, is conducted through this Provincial Education Officer (female) who must also cover 17 other Districts. In contrast, the 656 boys' schools (including the mixed enrollment of mosque schools) now operating in the Division, have direct supervision and monitoring at the District level (See Table 3). This disparity in supervision was even more pronounced when lists of girls' schools and enrollments from the Divisional office are incomplete. For example, the listing for the Turbat District emerged without the name or enrollments of the reputed Mand Girls High School and is one of the success stories in the whole Division (See Annex "Mand Female Education Trust").

3. Shortage of Girls' School Facilities and Female Teachers

Throughout the Makran Division, the shortage of girls' schools to enable class 5 girls to pass onto Middle levels is acute. As a result, few girls have opportunities to advance their education within their home areas. Nor are they allowed to or want to go outside their homes to other schools that have no girls' hostels. In Pasni, this shortage even for boys schools, has forced both boys and girls to study in the same school as noted above. One can argue that Pasni is setting a "trend" in co-education which is more open than in other parts of the Division. However, upon further investigation into the situation of girls studying in Middle classes of the Pasni Boys High School, revealed that these girls are actually studying at home. Their brothers bring them daily assignments from the teachers and the girls prefer to stay

at home and study rather than "be bothered by the boys" in the classroom. Therefore, while co-education may work for primary levels, it must contend with social and cultural dynamics at higher levels of male/female interaction, justifying the need for more female teachers at Middle and High School levels.

The Panjgur District presently has the best ratio of female teachers of all the Districts, but the Makran still faces the problem of distribution of its able female talents. For example: a UNICEF-sponsored "mobile teacher training" program out of Quetta prepares female Master Trainers (teachers doing their Bachelor degrees) to return to their school areas and train prospective new female teachers (girls who have passed the middle or matric levels) during school vacations. As a result of this 2-month pre-service training, Panjgur now has a slight oversupply of teachers because there are not enough sanctioned government teacher posts for them to fill. Yet, these young women teachers traditionally will not leave their home areas to teach in Districts facing a scarcity of teachers. Also, this mobile teacher training program has not reached the Turbat and Gwadar Districts because there are too few eligible girls in a cluster area to form a training class for two months.

In Mand of the Turbat District, there are not enough middle and matric level girls to teach in schools. Middle level girls want to continue on to matric levels since the recently upgraded Government Girls High School in Mand now enables them to do so. While this process is underway, the three teacher sisters of the Jalal family with one outside teacher from Karachi struggle to maintain some semblance of quality for their 510 students. To hire teachers from outside of Mand requires the provision of additional economic incentives/benefits which will cause school fees or other private funds to be raised since the government does not provide for such benefits.

Another example of questionable access to and quality of higher education beyond the High School level is evident in the College enrollments. Table 1 shows 19 women students in each of the Colleges in Turbat and Panjgur. In reality, these 38 women study at the Men's Colleges in the evenings, in a "part-time" capacity, with male teachers borrowed from the Men's Colleges. One professor interviewed at Turbat College gets paid Rs 9000 a month to teach English to over 400 men students, and receives an additional Rs 1000 to teach English to 13 women students in the evening. This is not equal opportunity to education. However, female teachers at College levels are yet to be found, in addition to separate facilities for women's study.

4. Constraints on private schools

Incentive pay for teachers coming from outside the area is a major burden on a private school that cannot get teachers from

its home area. The school must conduct careful accounting of school fees and funds raised in order to keep the outside teacher paid and feeling financially secure. This security issue became evident in the case of a medical doctor who relocated back to his home area in Panjgur with his American wife to build a girls primary school. However, this privately-initiated community action could not start because local female teachers are reluctant to work in a private school that had no job security or guarantees comparable to that of government employment. Nor were the girls comfortable with going to a school that had only outside teachers, many of whom did not speak Balochi. Entrepreneurs who want to establish private schools will have to plan carefully and make sure their scheme coordinates or follows local traditional thinking about what is or is not socially acceptable.

5. Minimal basic literacy for adults and working children

The Makran has only one basic literacy program for a few adults and working children which is sponsored by UNICEF through the Social Welfare Department and was implemented in the Panjgur District. During this investigation, it was found that these literacy centers in Panjgur were not operating as intended. For instance, the center for women is located in Chitkan which is inaccessible to the female literacy teacher and interested female students. Transport is needed to the center but is not provided, as such, it is not functioning. The same situation applies for a house rented to give school dropouts and working children between ages 8 to 15 some continuation of basic education in the afternoon. In actuality, school-going boys and girls, 13 boys and 46 girls, used it for holding afternoon tutorials, as a supplement to their morning classwork. The working children and dropouts do not live in the area of this "literacy" center.

B. Maternal and Child Health Status

1. Women's Health

Of all the sectors requiring development, the condition of women's personal health presents the most confounding and serious constraints threatening their welfare in Pakistan. Country demographic statistics for the province and the Makran consistently show smaller female populations than male populations: a reversal of world trends. Maternal morbidity is known to be highly persistent although official statistics often do not show this, as indicative of the nation's failure to care for pregnant, at-risk mothers properly. Although this investigation could not obtain official figures for maternal deaths, one female doctor estimated that figure to be between 20% to 22% of all pregnant mothers in her District. Another private female doctor and other male doctors further confirmed the gravity of this morbidity rate.

A look at patient loads and discussions with male and female doctors reveal an acute imbalance in social equity from a socio-psychological standpoint, compounded by the existence of cultural taboos about male health technicians treating the female patient. For instance the annual male and female patient load statistics from the Department of Health in the Gwadar District (1990-1991) show that out of a total of 322,588 patients cared for, only 106,121 or 32.9% are female. From a Division communication, outdoor patients in Gwadar District for the year 1990 showed 160,840 male patients and only 81,401 (33.6%) female patients.

To compound this statistical problem, a look at the Gwadar District Headquarters Hospital figures showed gender ratios reversed, with the 1990 figures as follows:

	MALE	FEMALE	TOTAL
Outdoor Old Cases	7200	12,912	20,112
Outdoor New Cases	26,271	35,485	61,756
Indoor Cases	775	1,085	1,860

Another communication on patient loads at the Turbat Division Headquarter Hospital showed that over the period of 1987-1990, there were fewer female patients each year than male patients.

The male/female doctor ratios are equally alarming in the Division. There are over 90 male doctors but only 4 female doctors in the Division. Of the private doctors, there are 12 male and 5 female doctors covering the Division.

Medical Doctors in Makran Division

	Female		Male	
	Government	Private	Government	Private
Turbat	1	4	?	6
Gwadar	1	1	?	4
Panjgur	2	0	?	2
TOTAL	4	5	90+	12

There are only about 5 female health visitors working in the three Districts. For Turbat District alone, there are 18 sanctioned posts for female health visitors but only one is filled and none of the 10 female health technician posts are filled. In Turbat District, the one female health visitor managed to train 89 dais in early 1991, but there has been no

training in other Districts. The lack of a Health Services vehicle has temporarily curtailed a planned dais training of another 200 dais in the District. However, the Division Health Services plans to carry out follow-up activities every 3 months with trained dais, pending availability of vehicles.

In conclusion, attention to women's health in Makran is severely constrained for the following reasons:

- There are not enough female health personnel at health facilities to attend to female patients.
- There is a serious lack of trained dais and resultant poor hygiene techniques are putting pregnant mothers at risk. If a woman suffers complications during deliveries, she is often not near a health facility to receive emergency treatment.
- There is a reluctance and often refusal by women to consult a male doctor or nurse. Many pregnant women refuse to receive tetanus injections from a male attendant, believing that they are contraceptive shots. Women are acculturized not to expose parts of her body to a non-family male member and some women coming for injections are known to have their dress sleeves cut so that the injection can be made.
- There occurs indifference, embarrassment and refusal on the part of male family members to take their sick women to the hospital or other health facilities. This male socio-psychological fear further puts women at serious social risks as well. Sometimes, the man or woman who does not want to complete the pregnancy, induces an unsanitary abortion which often, leads to serious, unattended miscarriage at home.
- Official health statistics alter the true picture of female patient loads leading to misrepresentation at higher levels of the need for filling sanctioned posts in government facilities. By inflating male patient load figures, health facilities can demand more male sanctioned posts be filled while female posts go unfilled.

2. Child Health

According to the Division Director of Health Services, 45% to 50% of the children in Makran Division have been vaccinated through the Expanded Program for Immunization (EPI). This has been done through 14 static centers, 14 outreach teams with 2 vaccinators each, and about 6 to 8 mobile teams. The Director estimated that only 30% of the women in the Division have had tetanus injections due to the constraints mentioned above.

This investigation could not turn up statistics about child diseases and morbidity due to the lack of time. However, through discussions with medical personnel, the common childhood diseases were mentioned: diarrheal diseases, malnutrition, intestinal disorders, etc. Each problem may be attributed to the lack of education on the part of the mother. Bottle feeding is replacing breastfeeding but unhygienic practices are often practiced and breastfeeding is not supplemented with other proper dietary practices such as feeding the child cereals. Marasmus is common. The lack of needle sterilization equipment is also a problem. The team witnessed in two separate centers of injections with the same needle merely rinsed in hot water between shots of different child patients.

Girls' schools visited were asked what kinds of health education were taught during their school hours. Basically, there is no such curriculum and any discussion of health issues is on a superficial level. Girls do not learn sex education early and most find out basic truths through the grapevine. Many become young mothers and must learn maternal care through other female members of the family.

The School Health Services for sick students is a minimal curative service and conducts no health education.

One positive condition working for the health of Makrani people is the variety in their diet of nutritious foods. However, sugar is consumed in large quantities and many of the elderly suffer from diabetes.

The Family Planning Association of Pakistan (FPAP) and UNICEF are attempting to address the above health issues through the Social Welfare Department center programs for women. Training of health educators is key, however, if women and children are to be reached with basic primary health care. The team was not able to determine the degree of success family planning agents are in changing the families' child spacing practices but such channels need encouragement especially through the legitimate channels of adult education programs for men and women.

C. Agriculture, Livestock Production and Food Processing

Discussions with the Agriculture and Livestock Department officials quickly revealed no extension activities with women in households except through the male farmer and even then, few male farmers are reached. There is no female agriculture extension section, to date, within the Agriculture Extension Department, although plans to start a section are underway at the Provincial level. The extension networks to reach male farmers through male agents are few and lack technical know-how.

There is a shortage of male farm labor due to the more lucrative job markets in the Gulf States. Agriculture in the Makran is no longer popular to the non-landowning class for several reasons:

- Psychologically and socially, many think that agricultural labor is neither worthy nor prestigious, and is meant for the working (lower) class only;
- Cheaper produce is readily available in large quantities from Iran through smuggling across the border; and
- The drying up of karezes and the strain of waterwells on water resources is causing monumental water management problems in irrigating lands.

Furthermore, former labor class Makranis who had found overseas employment return to the Makran with new wealth. As a result of this reversal in class and wealth structures, a different work ethic is introduced to the agriculture sector. Landowners must now hire laborers from other provinces, raising the costs of production.

Women are caught up within these constraints. Their labor is increasingly confined to houseyard livestock raising, fodder gathering and crop harvesting. Meanwhile, "male" farm work is increasingly limited, causing a strain on expanding production. Arable land is scarce in the Makran due to recurrent unfavorable rainfall patterns and unchecked high population growth. The consequential strain on resources is further compounded by a water management system which uses largely motorized tubewells that are draining much needed water from the irrigation channels that nurture the fields.

Date production is the most important agricultural activity in the Makran. Women play an enviable role in processing dates for the market but processing methods are largely manual and laborious. Among the indigenous methods of processing dates are:

- boiled and packed in palm baskets (Hoskina dates)
- boiled and packed in palm baskets with syrup (Harany dates)
- dates without seeds cooked in butter and packed in cans (Madar dates)
- dates pressed by feet in large palon baskets (Laghati dates)
- dried dates without seed (Kapo or Lad dates)
- dates mixed with herbs and nuts and packed by hand in earthen jars (Pundi dates).

Although the number of date trees in the Makran has grown, per tree production of better varieties of dates has declined over the years due mainly to the lack of skilled manpower for pollination and harvesting of the date trees.

Women are engaged in other production functions, depending upon the availability of outside labor. Vegetables are harvested and prepared for market. Farms in the Makran grow spring wheat, barley and lucerene which is exclusively grown as fodder. Vegetables grown are broad beans, tomatoes, onions, and chilies. The autumn crops are rice, sorghum, lucerene, vegetables, sesame, mung, kharif pulses, mash, lentils and melons. Date trees, a variety of fruit trees and lime trees are grown in irrigated lands. Grapes and pomegranate fruits are also grown in the higher altitudes. Makrani farmers are changing their cropping patterns from traditional cereal orientation to cash crops like lucerene, onions, garlic, tomatoes, citrus fruits, etc.

The area produces a lot of lime, much of which spoils due to infrastructural constraints: the lack of quick marketing outlets and lengthy transportation periods to reach Karachi, its prime market. One area where women can play a role is in reducing spoilage by processing limes in other forms for sale, through juicing, chutney-making, drying, etc.

The Makran lacks small-scale technologies to help in such food processing that are conducted at the farm/household level.

One date processing factory which employed about 150 women began operation in the 1960s. It was started in 1962 by a farmer cooperative society with a membership of 216 farmers contributing shared capital of Rs 56,300 at that time and was in operation until 1970. In 1971, the Karachi-based buyer refused to accept the dates and the plant was abandoned. The GOB Cooperative Department re-opened the plant in 1982 with a loan of Rs 70,520 from the Makran Finance Corporation. Unfortunately, the Department also could not sell its products in Karachi markets and the plant, after suffering a loss, was closed in 1983. Meanwhile, the shareholders have decided to re-open the plant. and a bitter dispute between the Cooperative Department and the plant's Board of Directors has left the plant in a quagmire. With this example, one can conclude that, if women are to play a part in the date industry, labor intensive industries that can reach large numbers of women at household levels might be preferable to the larger factory type of operation which usually encounters management problems and in all likelihood, offer lower wages to female employees to cut costs.

The women also raise poultry and goats. Milk is in high demand, and the common resort is powdered milk. Goat and cow milk could be produced locally for household consumption as a substitution. Due to the decreasing acreage of grazing land, goats could be easily maintained with locally grown fodder. However, breeds of milking goats need to be introduced in order to expand this livestock activity. Poultry raising still faces problems due to the lack of vaccines or available vaccinators. If women could overcome this problem, they could advance their production

considerably.

In sum, women face constraints in agricultural fields due to the lack of information exchange and technical assistance available to them. Their willingness, however, to apply their talents to raise food availability and income seems unquestionable.

D. Marginal Economies

With the exception of older women, many who are confined to the home and the practice of purdah, cannot engage in trade and commercial businesses openly. Smuggled goods from Iran are cheap to buy wholesale, and compete with the less efficient Pakistani traded goods. Women who engage in this type of petty trade, move goods from household to household to make an income which, at best, is at subsistence level. One way of securing supply is to use older women who are able to circulate relatively freely in the markets and buy ready-made goods, like cloth, on a greater volume and even act as "middlewomen" or agents of a retail shopkeeper. The women's markets are inside other women's homes. With proper planning, some businesswomen can reach wider markets in this manner but the women must depend on some form of transportation from their menfolks. Some rely on donkey transport through fields and mountains in the remote rural areas.

UNICEF sponsors a loan scheme for women who join a Women's Cooperative managed by the Social Welfare Department. Two cooperatives are operating in Turbat town and Mand, one operates in Gwadar town and one in Pasni. Through an area survey conducted by the Social Welfare Officer, women are selected and contacted to determine their needs and interests in the loan scheme. Their names are given to the Cooperative's committee for approval. Women receive loans of between Rs 6000 to 10,000 each, and after a two-month grace period, must pay back Rs 150 each month without interest. This amount adds up over time to a total sufficient for an additional member loan. This scheme began in June 1990 and has already shown excellent repayment records. Women members use the loans to buy and sell fresh fish, clothes or cloth from house-to-house, or even vegetables and fruits, a cow for milking and breeding, etc. Many say that by the end of the month, their "savings" amount to between Rs 200 to 400.

Some members of women's cooperatives interviewed mentioned the following incomes from their various businesses:

- 16 kilogram baskets of processed dates sell for Rs 170. Women can usually sell 10 baskets of dates in a season over a 3-month period, and this brings in a minimum of Rs 1700. On larger farms, women might sell 100 to 150 baskets;
- date tree clusters are sold to a buyer. At the rate of 20 trees sold in this way, a farmer's wife can gain a total of

Rs 6000 within a 3-month period of time;

- selling fodder grass brings in Rs 500 a month, with bunches selling at R1 each. The demand for this fodder is high and the grass is grown all year round, giving women ways and means to ready markets;
- selling vegetables, like tomatoes, brings an income of Rs 500 a month. In Mand, every farm has a tomato nursery to provide seeds to home gardens; and
- cloth sellers can sell Rs 10,000 worth of cloth in one month and realize a profit from sale of Rs 2000 a month.

In some areas of the Makran, women who lack a male head of household or have a husband making too meager a salary to sustain a large and often extended family, must finance their families' expenses. Often, these areas are populated by heroin addicts who are jobless: idle men buying heroin at between Rs 30 to Rs 100 a snort which may last them one day. Heroin addiction is a serious social problem in Makran and places burdens on the women who must somehow maintain these men addicts. In November 1991, the Social Welfare Rehabilitation Center in Turbat town had 40 addicts (including one woman) who are supposed to stay at the Center for 2 months of detoxification. Many return to their villages and take up the addiction again.

Although the Cooperative schemes for women are gaining members gradually, they have yet to supplement activities with educational programs to address needs such as accounting and business management skills, health education and child care, and other types of literacy. These activities are being planned by UNICEF and will be introduced in 1992.

Another example of marginal economies employing women's time and efforts is the traditional craft of hand embroidery and machine sewing. While the latter has great potential for income-producing activities, embroidery hardly brings in significant amounts of income. Makran boasts of some of the finest and most intricate and beautiful hand embroidered dresses in Pakistan. Such dresses range in price between Rs 1300 to Rs 2500 depending upon the amount of work. It takes a young woman or school-aged girl up to 3 months to make a traditionally embroidered dress for which she gains around Rs 1500 at a minimum. While this industry meets basic needs of the poorest of the poor who can make their own clothes, it is hardly profitable, merely operating at breakeven level. Keeping to this traditional craft cannot promote a profit-making household income yet, many male leaders interviewed hold to the thesis that this is one of the "best" income-generating activity for women. Modernizing the craft for greater production might provide better income but not as it stands now.

E. Institutional Constraints

Women require organization for deciding on, receiving and giving forms of technical assistance as well as providing motivation and exchanging information with each other. With the exception of the Social Welfare sectors, the Makran lacks institutions that can organize and train women, act as a forum for planning and develop local female leadership skills to sustain their programs. Centers that can host minimal institution building at this time in the Makran are social welfare centers or volunteer women's homes. There is no women's hostel in the Division to bring women together for technical training or forums. Even the Women's Colleges are borrowed property from the Men's Colleges in Turbat and Panjgur.

A program will go into effect in mid-1992 by the GOB Primary Education Department to select and train middle and matric level female school leavers to become primary school teachers. While improvements in and the demand for formal education for girls in the Makran forge notably ahead, the health sector remains seriously crippled in its institutional outreach to women. Training of medical technicians is done in Quetta and Khuzdar and posts are allocated equally, 50/50 for men and women. In Quetta, the seats are filled by this allocation, but in Khuzdar, there are fewer women candidates. Many who complete the training do not return to Makran. Secondly, a preventive primary health care scheme needs to be better institutionalized through the training of dais and providing health worker outreach from village health centers. All this is lacking but UNICEF, through GOB coordination will attempt to improve upon such training.

Agricultural training centers are located in Quetta, too far away for most Makrani women. Until the GOB creates female extension posts in the Makran, trained female agriculturalists will not reach Makran's government Departments. These skills need to be brought closer to the home areas.

Loan and credit institutions for the participation of women are unheard of. Businesswomen do not understand the banking and loan system, nor are allowed to become candidates except through a male signatory. If cooperative schemes expand further, women will have a good chance to progress ahead with their business literacy. In sum, institutional development in Makran will work best if brought to the locality with extension networks reaching farm, home and community centers.

APPENDIX A: NOTES ON POSSIBLE RESOURCES/NGOS

MAND FEMALE EDUCATION TRUST

In 1978, the Jalal family returned to the village of Mand in western Makran after a long stay in Kuwait where 6 girls and 3 boys were born and brought up. Zobaida and Amina and the 3 boys attended a private English school in Kuwait. The rest attended Arabic medium schools. Of the girls, Zobaida, Latifa and Rahima presently teach in the first and only girl's school in Mand. Prior to 1982, this school was opened by converting a guest wing within the family compound with family finances. The Jalal family petitioned the government to contribute funds and materials to the school. Books and equipment finally arrived from Turbat, 75 miles from Mand.

Haji Jalal Khan, the father, is from the Rind tribe of Mand and comes from the ruling family. His father was head of the Mand Rinds. He was the only member of a ruling family of Makran to allow his daughters to be employed by the government in Makran and work as teachers. In this, he defied all the traditions of the ruling Baloch by permitting more female education and service to the community.

In December 1982, the school was officially opened and registered with the Education Department in Turbat as the first primary girls school in Mand. In 1965, the Government tried to open a girls school, but the community refused to send their girls to the school, saying that male teachers were being sent to the school posing as women teachers. In the first week, 30 girl students had registered. By the end of the first month, an additional 45 students had enrolled for a total of 75 students. By the beginning of the next school year, 217 students had enrolled. The Secretary of Education from Quetta, the provincial capital, was sent by the Governor of Balochistan to check on such surprising enrollment figures. During this month of June of 1984, the Secretary arrived in Mand, hot and tired, and asked the girls to sing a song. They all recited in English, "Ba-Ba Black Sheep". The Secretary was stunned. As a result of his visit, the school was granted funds of Rs 450,000 to build classrooms and residence for staff.

Mand traditionally is a conservative society. The concept of education at that time, was to serve job-seeking needs. Girls were thought not to need employment. However, the school created changes in attitude. The Jalal family would talk with families and, through discussion about Islam religion and that Islam supports education for all, tried to motivate parents to send their daughters to school. They discussed with families the need for education in the area.

From 1982 to August 1991, the school remained a government girls' school. It was upgraded to a Middle School in 1985, and in 1990,

the first batch of girls passed their 8th class examination. Shields of accomplishment from the Quetta GOB were showered on the school in 1985, 1987, and 1989 with inscriptions, "Education Department Best Institution" for all Girls. In 1991, the school was upgraded to a High School in 1991 when the number of students reached 510.

It was converted to a Trust in August 1991. This meant that the school's capital development continued to be financed by the government. Due to difficulty getting enough women teachers, the Jalal family requested that the school also become a private Trust in order to finance more teachers who would be coming from outside of the Balochistan Province. Salaries for these non-local teachers would be paid through fees collected from the wealthier and more financially capable students. This collection will start in 1992 school year to include Rs 50 per month from students who can afford this. The school plans to finance 8 additional teachers. Initially, a grant aid will be given by the Education Department of Balochistan but the Trust is planning to develop other sources of income by establishing a market shopping center in Turbat town. The Trust continues to search for capital financing for this project.

The Trustees are composed of nine people: 3 GOB officials who are the Secretary of Education, Secretary of Finance and the Commissioner of Makran Division; 4 members of the Jalal family including the father and his three daughters who are Zobaida Jalal, Rahima Nasrat, and Latifa Khalid; 2 Federal officials: President of Family Planning Association, and the ex-Chief Secretary of Balochistan.

This is a case study of change. After nine years of operation, there are now significant changes in the attitudes of people. Where there were no girls primary schools between Turbat and Mand -- a 120-kilometer stretch -- there are now five girls schools and many mosque schools that take girl students. Parents are now allowing their daughters to continue their education up to class 8 in order to become teachers. Nine years ago, this would have been unthinkable. Now, the school deviates from normal public policy by allowing married and pregnant girls to continue their attendance. In 1991, increased demand for girls education is evident. One proof is the Women's College in Turbat that started two years ago and now has 14 students. Mand has not only pioneered not only social change but progress towards educating its community. However, Mand like most other areas in Makran, will continue to struggle with problems of improving the quality of instruction, materials, and management of its schools, both for boys as well as girls.

Another similar case study of a private girls school is the Girls School in Tumb, started in 1986 by a government servant in Tumb, Mr. Faruqi, who brought his two daughters to start a school, was

a science teacher in the Boys' High School in Tumb. He was transferred to Turbat in 1989, and because of this, This daughters followed him, leaving a vacuum in the girls school. Two boys from Tumb who married girls originally from Karachi, brought their wives to Tumb. The two wives ran the primary school for girls and continue to do so today.

MAND WOMEN'S COOPERATIVE SOCIETY

Several women members of the Cooperative were interviewed. The Social Welfare Department and Zobaida identify women candidates for membership. This Society started mid-1991 with UNICEF giving Rs 10,000 per member as a loan. Members must pay back the loan at Rs 200 each month. They have now paid back 4 installments each. Zobaida supervises and coordinates this program. The older school girls could do this coordination, but their parents do not allow them to travel and visit homes.

Key questions that were asked were:

- How did you identify the business you wished to engage in with the loan?
- Have you used your own capital in your business? If so, from where have you obtained the funds?
- Is your business profiting now?
- What, if any, are your savings? What do you do with these savings?

SADHGANJ: Her husband is jobless. Before the loan, she was in the petty business of selling rations but was not gaining much income. She decided to change to buying biscuits and cloth for children's clothes by sending her son to Karachi to buy goods and bring them back to Mand.

Expenses: Rs 400 foodstuffs weekly for family of 5 adults and 3 children, and she supports all of them. Total monthly bill is Rs 1600. She pays Rs 200 on her loan. If her business is good, she can earn up to Rs 2500/month and the profit margin comes to about Rs 1000. She saves between Rs200 - 300 per month. Her daughter goes to school. She uses her savings to purchase clothes for the family or adds it to her capital to buy more goods for sale.

JAMAL KHATOON: She buys from a Turbat businessman materials to sell in Mand. She has two schemes: one is that she acts as an agent for the businessman in selling Rs 10,000 worth of cloth for which she gains Rs 2000 profit which she keeps. With the UNICEF loan, she would give it to the businessman for clothing, thereby doubling her profits to Rs 2000. She said it took one month to sell Rs 10,000 worth of cloth.

Her savings come to about Rs 2000/month. She is financing 2 families or 10 members. She says her scheme with the businessman works because of trust and honesty built up over time.

AISHA: She conducted her business of selling Iranian goods, such as plastic plates, tinned food, and soap at ceremonies where large numbers of people gathered. Otherwise, she took her items door-to-door. She has two sisters and one brother living with her, all unmarried. Her husband is a heroin addict and jobless. Once, her family forced her husband, tied up, into the car and drove him to Turbat where he stayed for one month at the Drug Rehabilitation Center. Although he has no children, he convinced the Center authority to release him and return to support his family. Upon returning to Mand, he immediately started taking heroin again and remains this way today. Heroin costs Rs 30 a pinch, is heated with foil paper and consumed orally.

Problems women expressed include keeping accounts of their revenue, although they admit that shopkeepers, from whom they buy goods for sale, do not cheat them or demand extra payments for trading goods. All said that they need further training in accounting and other guidance. The concept of banking and the requirement for signatures are also not clear.

CONCLUSION: Cooperative schemes are not supplemented with educational programs in financing and accounting for its members. Members would like some instruction in this, and about other aspects of running a business. Also, due to social problems (drugs), lack of employment and resultant idleness among the men in the community, women end up financing their family's welfare.

SOCIAL WELFARE COMMUNITY CENTER, MAND

A meeting was convened with a group of women at the social welfare office next to Jalal's compound. Zobaida Jalal led the discussion in Balochi with questions supplemented by Rachida Khanum and Carol Martin. There was a mix of age groups. Some women were attending a Family Planning orientation sponsored by the Family Planning Association of Pakistan, an NGO, to become motivators. We discussed issues in the sectors of agriculture, livestock, water resources, sources of fuel, women's and child health, electrification, and general education. The following are points on constraints and opportunities that they raised.

Agriculture: Two crops are important for income:

- **dates:** women sort them, and package them in baskets made by either themselves or men. Sixteen-kilogram baskets of dates sell for Rs 170. The women can usually sell 10 baskets in a season which lasts three months (collecting takes 1 mo), bringing in a minimum of Rs 1700. From big farms, women might sell 100-150 baskets. Traditionally, all produce is shared with the landowner, farmers keeping 50% of what is produced. Also, dates are being sold packaged, women are also selling the tree clusters when dates are in the ripening stage. A buyer will negotiate with the farmer to buy a tree, and the buyer comes daily and takes the ripened dates. About 20 trees per farmer are sold this way for a total of Rs 6000 within a 3-month period of time.
- **Cutting alfalfa grass** about every 15 days and selling bunches brings in Rs 500 a month minimum with bunches selling at R 1 each. Women say this is a lucrative trade since alfalfa is an important fodder for feeding goats, the demand is high, and the crop can be grown all year around.
- **Selling vegetables**, like tomatoes, brings an income of Rs 500 a month. A tomato nursery is on every farm in Mand, and provides seeds to home gardens. Other vegetable seeds are brought from Karachi.

Water: Karaz canals in Mand town feed water to date trees. In outlying areas, desertification and lack of water is the main problem for agriculture. The women feel income would be higher if more tubewells were built. Lack of access to water resources is the main problem.

Fertilizer: All participants said they use it, preferring the "black" one which is more expensive but effective to the "white" one.

Fuel: When asked what the source of fuel was, the women replied that the wood is already finishing, so some of them use gas cylinders, some use kerosene. The poorer sometimes take twigs from their home ceilings.

Health: Women's health problems seem to revolve around pre-natal care and deliveries. After delivery, a severe pain in the side would occur. Seeds from a fruit would be boiled in water, and the mixture was drunk for 6 days. Only the dais know how to cut the umbilical cord, and need training. The women expressed the need to send dais for training, and to have education in anti-natal and child care.

The traditional treatment for fevers is to take certain leaves, boil them, and rub the mixture on the body. For cough, ginger and cloves spices with thyme and the poppy flower shell are boiled with milk and sugar, cooled, then drunk. Women in Mand are generally healthy with iron in their diet from dates. Three injections for malaria are given for three days.

Child health: Diarrhea is treated by going to the hospital to get ORS packets. Women were asked how to prepare it. Breastfeeding continues during episodes. Women complained that the babies, after 40 days, became very weak (marasmus) and eventually died. They do not know why. For the sick child, a treatment consists of grinding up the bone of a certain wild animal, and this powder along with sandalwood is used to wash the child's body. Some women think that the child's death and weakness is caused by the mother's own weakness and malnutrition through the period of pregnancy and at delivery.

Electrification: Women were asked how electricity has improved their lives. They mentioned that now the dynamo or waterpump motor can operate and bring water to their homes through pipes without the women having to haul water from the well; electric sewing machines can operate and men and women can work in the evenings making dresses, thus increasing their income; and fans can operate during the hot summer.

Education: Without a doubt, all favored sending their girls to school. The Mand School even tolerates keeping married and pregnant girls in classes. However, some families do not send their girls to school because they cannot afford the costs. The women expressed desire to have more training and adult literacy.

THE WOMEN MULTI-PURPOSE CREDIT COOPERATIVE SOCIETY, TURBAT

UNICEF loans are given to 25 members of The Women Multi-Purpose Cooperative Society in Turbat. Twenty members receive Rs 6000; one woman received Rs 3000, and 4 received Rs 4000. There is a payback grace period of 2 months; repayment of loan is at 150 Rs per month. This scheme began in June 1990. Women sell fresh fish, clothes or cloth house-to-house; some sell vegetables and fruits after buying from wholesalers. Some realize 1000 - 1200 Rs profit per month.

Women are selected through an area survey and contact with the individuals to find people interested in the scheme, and the name is given to the committee for approval. The committee is made up

of the members. Each member pays Rs 3 as a membership fee, and each buys two shares of Rs 10 each. The 25 women form another committee of 7 women who hold the following posts of president, vice president, general secretary, treasurer, and 3 committee members. Members have a meeting once a year supervised by Social Welfare Dept.

There are 2 Cooperatives in Gwadar District at Gwadar and Pasni. 2 Cooperatives at Turbat and Mand. Total = 4 Cooperatives in the Division.

So approximately 20 million Rs for 20 women at rate of 10,000 Rs per loan = approx. \$16,000.

The educational program at the Social Welfare Center in Turbat involves 25 girls learning tailoring and embroidery only. Each student receives a sewing machine at the end of the 1 year course. Machines are Singer and Salika (made in Pakistan). Male students total 40: 18 learn tailoring and receive sewing machine (1 yr course); 7 learn electric wiring (6 month course) and receive equipment; 15 learn typing (1 year) and receive a certificate. All except typing students receive a scholarship of 150 Rs per month. A teacher paid by UNICEF receives 700 Rs per month for teaching one hour each day (6 days/wk).

BALUCHISTAN RURAL SUPPORT PROJECT

This NGO program, called the Baluchistan Rural Support Program, is a branch off the German-Pakistan Development Program. The BRSP started in April 1991 as an NGO managed by the GTZ, and is based on principles of self-help. It has picked up on the experiences of the Aga Khan Rural Support Program (AKRSP). The BRSP operates through male village organizations to reach the females. It has taken a long time to form these women village organizations, but there has been a domino effect as they emerged. The program enters the village with the offer to give training in basic health, midwifery (of dais), in livestock, and in knitting. This is a way to bring women together in order to organize their purpose and goal-setting process. The program does not introduce anything new.

Through the consensus of men in the male village organizations, the male organizations receive 1½ grants for community development schemes (CDS) to build something, e.g. road, water channels, etc. The same is done for the women's organizations but the bonding of women is very difficult. Men are taught management, technical, planning, and common decision-making skills. The lack of physical infrastructure available makes it difficult for women to come together while keeping to their cultural traditions. Often, the women use someone's home as a village 'center'. To participate in the program, 50% or more of the village households in the village must agree to form a village organization. The head of the village cannot be the head of the organization for either the male or

female organization.

BRSP objectives presently and for the future are:

1. **Restructuring the women's programs within the BRSP.**
Need to decentralize in order to keep the program local for women's groups who do not prefer outside visitors or going to neighboring areas for training. Attempt to hire female social organizers from the area for training and work within their home area.
2. **Emphasis on women's health.**
Philosophy is that unless women understand and maintain their own health, they cannot be productive mothers or workers. This part emphasizes the training of dais through visual aids, role plays, dialogue, etc. GTZ is presently doing an impact study of this aspect of the BRSP female objectives. Trained dais, though they do not receive a fee for services if they assist in their own home area, do receive an economic incentive by going outside their home area through a fee for services rendered. In this way, other villages without dais can benefit. There is now a high demand for latrines, though the project has to figure out what models befitting to women's preference will be introduced. Women would build and maintain the latrines. Also, there is a focus on formal education for girls, but not through the local government.
3. **Income-generating activities.**
These are livestock and poultry production, orchard management, forestry and marketing. Also, a resource pool is developed: human resource development of trained womenpower, engineering (with men doing a feasibility for building a road, or a dam, etc.), and the establishment of a rural banking system using a Grameen Bank consultant (Bangladeshi experience). Financing of the village projects is phased in as:
 - internal lending among members of the group;
 - project loan at 6% interest;
 - bank loan at reduced interest of circa 12%; and
 - investment loan.

The project is proposing a water management scheme using female and/or male labor. Maintenance would be done by women. The CD scheme is a "bonding" scheme and works for men, but still difficult for women.

Subject matter specialists borrowed from government departments conduct the training where necessary. Women are taught business skills in methods such as planning, management, marketing, distribution of profits, risk-taking, credit and banking procedures.

4. Institutional Development

Teaching women how to organize, manage, conduct activities through consensus, develop community spirit, use dialogue for decision-making, learn conflict resolution techniques, etc.

UNICEF

Miss Bernadette Saqueira from the USAID, Quetta, office accompanied the consultant for this visit. Dr. Rima is a Lebanese anthropologist soon to leave for a posting in Upper Volta with UNICEF. She had delivered a paper at the PDD-GD Seminar today. I met with her at her office and discussed UNICEF's strategies in the Makran. We discussed the impending visit to Makran of NGOs interested in seeing UNICEF programs which are currently operating. She recommended the following NGOs as being useful to Makran women's development: Aurat Foundation in Lahore for its longstanding work in women's education and health; the Business and Professional Women's Association (BPWA) headquartered in Karachi with a branch in Quetta; Behbud in Quetta; Anjuman Tarraqi-a-Khawaleen-o-Atfal (ATKA = To Upgrade Women and Children) based in Quetta; TIBM; Shoa'a Welfare Society, Quetta. Recently, UNICEF has started sponsoring a program in the GOB Livestock Department by training and providing female livestock agents. Future plans are to put 2 such agents in each District of Balochistan. UNICEF is operating in 13 Districts now in Balochistan.

THE SHOA'A WELFARE SOCIETY, QUETTA

Shams is Secretary to Dr. Rima Salah at UNICEF, and Mr. Irfan is Director of the newly established Literacy Cell of the GOB Social Welfare Department, Quetta, which is receiving support from UNICEF. This NGO is newly formed, and its President is Professor Naeem Farooqi of the Physics Department at the University of Balochistan. Firstly, we discussed the Social Welfare Dept's new Literacy Cell which trains adult literacy teachers and operates 12 centers for literacy education for working children (ages 8-15) who do not attend or have not attended school. Also, it runs adult basic literacy centers using materials developed by the Cell and by UNICEF. I and my team had visited one child literacy center in Panjgur which actually did not have non-school children attending afternoon sessions, but had school-going boys and girls who were receiving tutorials (see Panjgur notes).

The Shoa'a NGO is newly formed and has drawn up a list of objectives to be achieved through UNICEF funding and support. These are:

- basic education for the working child;
- adult literacy aimed at income generation activities;
- health education and the welfare of women;
- training and research (for groups to conduct their own needs assessments, feasibility and marketing studies, etc.);

- social security for the old aged people; and
- community participation and motivation

The NGO has a basic understanding of the rudiments and methods of non-formal education. They are very interested in operating in the Makran and have already discussed this with Mand's Zobaida Jalal. Their strategy would be to start small, in village centers, teaching literacy and health education, and gradually sponsoring technical training for those production or commercial activities requiring an understanding of business skills. I commended the objective of Training and Research since this component would involve women groups in researching, defining, and choosing, through consensus and decision-making, the best strategy and activity to pursue. Mr. Shams will be participating in the UNICEF-sponsored NGO visit to the Makran the week of December 9-13.

THE FAMILY PLANNING ASSOCIATION OF PAKISTAN

The ladies have a clinic (open from 8am-2 pm) where women come to them for information. They discuss contraceptives, hygiene, child nutrition, weaning, pre-and post-natal care. Once a month, the two ladies go to the villages and hold meetings in someone's house. Once a week, the ladies make home visits to those women who have delivered or who are using contraceptives. The program has one dais trained by Mrs. Parveen. The types of contraceptives talked about are norgestic injections, pills, IUDs, and condoms for men. The IUD is the most preferred form with the women because the side effects are less. One section of the society - the mullahs or the religious preachers - is resisting such family planning programs. Some women come with permissions of their husbands while some others come without their husbands' knowledge. Some aspect of the society do not approve of women going to the clinic; they think it is better to have the clinic in the hospital where women visitors are not specifically identified as going for family planning. The clinic was housed in the old civil hospital building, but was closed two months ago by the District Health Officer. All the medication is still housed in this clinic but it is locked. This means the round of injections cannot continue, and the FPAP workers cannot distribute their materials. So these ladies just making home visits or calling meetings in women's homes.

The suggestion was made that FPAP needs to motivate men more and develop educational programs for them.

They mentioned that the District needs women's cooperatives or some organization to mobilize women. The example of FPAP was given as one way to organize in four villages 25 women each: Tasp, Gramkan, Chitkan, and Khudabadan. The FPAP has given 10 women Rs 1000 each and asked for a repayment of Rs 100 monthly.

They mentioned that the Quetta Social Welfare Department had sent Rs 100,000 to the Social Welfare Officer, Panjgur, in December

1990, and had asked him to distribute it among women for small-scale business. However, the Officer did not take any interest, so the money was sent back to Quetta. They mentioned that for the past 10 years, the Department has been training men or boys in the same three skills: typing, electrical wiring, and tailoring, and that there is a need to diversify to other skills that are taken up in small apprenticing workshops.

It was felt that if the private sector were to invest here, it is necessary to first organize both the men and women working together before any assistance could be given.

APPENDIX B: VISITS MADE/PROGRAM IMPRESSIONS

Makran Division

November 11, 1991: Mrs. Hajara Khalid, Principal at Government Girls Model High School in Turbat

Mrs. Hajara Khalid is on maternity leave until January '92. Mrs. Waheda, the senior English teacher is Acting Principal.

Primary enrollment:

Nursery	95	50% of class 5 students continue to High School
KG 1	67	
class 1	67	
class 2	67	
class 3	81	
class 4	55	
class 5	26	TOTAL 458 students

Middle School/High School enrollment (8 classrooms only):

class 6	72 (2 sections)	Enrollment reflects girls who have joined school from other primary or higher schools. Home Economics starts in class 6.
class 7	50	
class 8	45	
class 9	33 (2 sections)	
class 10	25*	
TOTAL	225 students	GRAND TOTAL = 683 (as of Nov 1991)

* At end of school year Jan-Dec. 1990, 14 students of class 10 became metric students: 11 at Turbat college and 3 at the college in Quetta.

Subjects in class 6-8 are Urdu, Islam (2 sections), English, History, home economics, general science, general math, Arabic language.

Admission fees of students, are 5 Rs/yr/per student (includes health care) for Primary level and 25 Rs/yr/per student for Middle/H.S. Level.

Teachers:

Primary 10 women (one trained)
Secondary 10 women; one man (math) (3 trained)
No science teacher. A male teacher from College teaches part time Physics, Biology, Chemistry.

Turbat College: has 400+ men students; 14 women in 1st yr; 4 in 2nd yr. College started in 1989, and there are presently 2 women students in 3rd class for Arts & Science. There is not as yet a 4th yr. class.

- PROBLEMS**
- a) not enough books. Parents buy books from market that are not available through government.
 - b) not enough women teachers - trained or untrained.

November 10, 1991: Mr. Abdul Rahim, Officer, Social Welfare Department for the Makran Division, Turbat

(See Appendix A)

November 10, 1991: Drug Rehabilitation Center, Social Welfare Dept. in Turbat

The Drug Rehabilitation center in Turbat town is run by Social Welfare Dept. Currently 40 male heroin addicts and one woman are receiving treatment. They stay at the center for 1-2 months. About 15% return to center after going home. It is thought that many addicts go back to drugs upon returning home.

November 12, 1991: Dr. Khair Mohammed, Livestock Veterinarian

Dr. Noor Ahmed, Poultry Veterinarian, Animal Husbandry Dept. in the Makran Division

They mentioned constraints of making field visits to farmers due to lack of vehicles. When there were outbreaks of disease, the news would come late to them. By the time they could make any visit the afflicted area, the disease would have spread. Farmers would come to the office asking for vaccines, but the Dept. could not give out the vaccines because of fear of overdosage and improper use. We visited the chicken farm having about 50 broilers of 5 weeks old. They sell them when the chickens are 8 weeks old.

November 12, 1991: Dr. Nagina Younis, MD, Director, Kech Hospital Turbat (private)

Dr. Younis, a private practitioner, is one of four lady medical doctors in Turbat town. The buildings of her hospital are rented from a former hotel establishment, and the hospital has been operating for 8 months (since March 1991). It has two other full-time doctors on staff. The hospital flies in several doctor specialists from Karachi each week for a day to care for patient needs. The hospital has 18 beds, an operating theater, an x-ray room, specialist gynecologist with sonogram, a casualty room and a laboratory. Fees are 100 Rs for consultation, 200 Rs for a semi-private room/day. Dr. Nagina's husband, a civil engineer currently unemployed, has Bachelor's degree. They have two young children. Dr. Nagina grew up in Makran, schooled in Quetta and studied medicine in Karachi, and has now returned to Makran. She lives across from the hospital. This is a strictly private, non-assisted hospital.

November 13, 1991: Dr. Musa Baloch, Director, Health Services for the Makran Division, Turbat

Eighty-nine TBAs have been trained by local gynecologist when the government provided a vehicle for her to travel to villages and train TBAs. Now, the vehicle is broken down, and the program has stopped. Two hundred new TBAs were due to be trained next.

November 13, 1991: Professor Ashraf, English Teacher, Government College, Turbat

Professor Ashraf teaches English at the College, gets paid 9000 Rs to teach 400+ boys and an additional 1000 Rs to teach 13 girls in the evening.

November 14, 1991: Introductory meeting with Divisional heads of Government Departments in Turbat

A meeting took place for one and one half hours with government officials in Turbat to start the process of discussions about strategies to improve women's education and development in Makran. It was convened in the office of the Deputy Commissioner, Turbat, Mr. Siraj Qazi, at 10 am. Those attending were:

NAME	POSITION
Mr. Siraj Qazi	Deputy Commissioner, Turbat District
Dr. Moosa Baloch	Deputy Director, Health Department, Division
Mr. Ghulam Abbas	E.A.D.A., Turbat District
Mr. Abdul Rahim	Director, Local Government, Division
Mr. Abdul Rasheed Baloch	District Health Officer, Turbat
Mr. Abdul Rab	District Education Officer, Turbat (male)
Dr. Nagina Younus	Kech Medical Center, Turbat (private)
Rafat Jahen Siddiqui	Vice Principal, District Council Public School (semi-government, coeducational)
Miss Waheeda Balloch	Vice Principal, Government Girls Model High School, Turbat.
Miss Shaffquat	Junior English Teacher, Girls Model High School, Turbat
Dr. Khair Mohammed Jaffar	Livestock Department, Turbat
Mr. Zia Amjad Baluch	Social Worker, Turbat (voluntary)
Mr. Naimatullah	Assistant Director, Social Welfare Dept, Division
Mr. Ahmad Ali	Deputy Registrar, Coop Societies
Mr. S. M. Yousifi	Deputy Director, Education, Division.
Mr. Masaud Ahmad	BALAD Deputy Director, GOB

The meeting was led by Carol Martin and Zobaida Jalal. Strategies presented by the participants were:

- adult literacy and elementary education;

- community centers which teach skills, basic health that cater to both urban and rural populations;
- voluntary centers run by NGOs such as the Aga Khan Foundation programs, farmers' centers, etc.;
- identify women leaders, persons in the community;
- organize women in activities for environment control, agriculture production, etc.;
- improve use of media, e.g. make educational videos able to compete with Indian films.;
- provide more trainers through vocational training centers;
- have more interaction between trainers and NGOs and cut costs;
- establish cooperative societies for women for making items, such as mats, carpets, etc., find financing avenues for the coops, have collectivized trades for greater production, such as with embroidery, carpets;
- concentrate on more collective versus household production;
- build trust and confidence in women to move ahead;
- develop a "cold chain" of activity beginning with basic education and moving towards more economic awareness;
- change society's attitudes towards women's participation;
- determine how to change traditions;
- create a "helping society";
- have on-going monitoring and evaluation of any programs so as to ensure sustainability;
- developing more planning expertise;
- select priority programs - do not try to conduct many different types of activities, but focus on key skills;
- determine who the SPIDER is in the "Web of Growth". Who is the key "Starter", "Motivator" or "Builder"?
- establish women's centers or clubs that would focus on basic education, religious education, health education, EPI vaccinations brought to wider community education, skills in preventive health care, food processing, care of livestock, collective production, decision-making;
- teachers in schools encourage children to bring messages to their homes (sisters, brothers, mothers, etc.) about proper health practices;
- skills in livestock care, protection, and production;
- have social program in agriculture, health, etc. through mobile teams;
- encourage house gardening both for rural and urban areas;
- get trainers for food processing, such as making pickles, packaging dates, etc.

November 14 - 17: Visit to Mand

Discussions with one group of women revolved around the following types of questions:

Male and female roles in:

- agriculture: household income versus cash income, access to information, produce grown, harvested and marketed for income, availability of improved seeds, use of fertilizer, machinery, and access to water;
- animal husbandry: fodder growing.;
- sources of fuel;
- obtaining potable water;
- women's health problems;
- child health problems; and
- electrification.

November 16, 1991: Group of 30 Women at the Social Welfare Center in Mand

(See Appendix A)

November 17, 1991: Members of Women's Cooperative Society, Social Welfare Dept. in Mand

(See Appendix A)

November 17: Dr. Abdul Wahid, MD, Rural Health Center in Mand

During the winter season about 150 patients, mostly women and children, visit the hospital daily. Eighty percent of the women who visit come because of their children's illness; the rest come for their own health problem. Nursing mothers are generally not breastfeeding their babies enough, which leads to child marasmus. Family size in the area ranges between 4 to 11 children per family. Essentially no health education is available since there is only one health educator for the District. He recommends that dais be sent to Turbat for training. Men, in particular, need health education in order to learn about and encourage family planning (spacing) techniques. Some companies in Pakistan are making inferior drugs under original or brand name companies, and these pills are circulating in the pharmaceutical shops. The team witnessed injections being given to children. No proper sterilization of needles exists. Used needles were rinsed in a tub of hot water and left to soak. Then reused. When asked if anything was mixed with the water, the health aide answered nothing.

SOME CONCLUSIONS ABOUT MAND

Five programs exist to enhance the status of girls and women in Mand. All have specific purposes, yet have little programmatic linkages with one another. These are:

- Mand Government Girls High School
- Mand Girls Educational Trust

- Community Center of Social Welfare Dept. (for women and youth)
- Adult Literacy program
- Women's Cooperative Society

The first two are institutionally linked with the girls school; the remaining three are institutionally linked through the Social Welfare Department. School children might use the Community Center for such activities as games - badminton, playing of "ludo" - and having first aid classes. Children who do not go to school might attend evening sewing lessons. Yet, programmatically, there still is little educational emphasis and economic direction given to training both the older girls and women in specific skills. Additionally, a health education component is sorely lacking to address the special requirements for adequate maternal and child health care.

November 18, 1991: Dr. Taj Baloch, Civil Hospital, Turbat

Dr. Taj is a psychiatrist giving general consultations at this government hospital which has 20 beds: 10 for male wards and 10 for female. The hospital has two Lady Health Visitors with 4 other female nurse posts still vacant. Female staff is very difficult to find; the only training of technicians is at Quetta. He suggests training of more female paramedical staff in Turbat. Also, he proposes that doctors in Makran give lectures to girls in High Schools so that students can learn basic health and hygiene practices to carry back to their homes.

These 2 Lady Visitors are also required to serve the rural areas in the District. He says what is needed are volunteers, not government posts to be filled. Try to select village-based volunteers, train them, and have them work in their home areas. Presently in Turbat District, 18 Lady Visitor posts and 10 female medical technician posts are sanctioned, yet only 2 of these posts are filled.

The one Health Educator for the District is untrained and there is no training institution in Balochistan to train a B.A. degree holder as a health educator. Dr. Taj mentioned that the main problem with mothers is that they stop breastfeeding, and start bottlefeeding without proper cleaning of the nipple. This is the main reason for marasmus. A visit to the female ward showed children with intestinal disorders and diarrhea, the main disease among children.

Regarding the heroin problem, Dr. Taj supervises the Drug Rehabilitation Center in Turbat. He says that the drug addiction problem is actually lessening due to controls on drug flow in recent years, and whiskey is available as a substitute. He mentioned when asked if HIV tests were given, that most doctors do not know much about HIV infection.

November 18, 1991: Dr. Musa Baloch, Director, Health Services in the Makran Division

Dr. Musa was requested to provide gender disaggregated statistical figures for patient loads in Division health facilities. There are over 90 medical doctors in Division in 1991. Of these, the following are women doctors:

	government	private
Turbat	1	4
Gwadar	1	1
Panjgur	2	0

Male private doctors are 3 at Kech Hospital, Turbat town; 3 in Turbat District; 2 at Pasni; 2 Gwadar; 1 or 2 at Panjgur proper.

Forty-five to fifty percent of the children in the Division have been vaccinated through EPI program. This has been done through 14 static centers, 14 outreach teams with 2 vaccinators each, and about six to eight mobile teams. He says that only 30% of the women in the Division have had tetanus injections, due to the suspicion of many that the injections (given primarily to women under age 40) are really meant to prevent pregnancies. Now, Dr. Musa wants to begin conducting follow-up activities with trained dais 3 months after their training, pending availability of vehicles. The Master Trainer who is the Lady Health Visitor is funded by UNICEF and since January 1991, she has trained 89 dais (TBAs) by travelling in a radius of 35-40 kms from Turbat town to villages. Training is for 15 days, and a stipend of Rs 350 is given to each Dais along with kits and a certificate of training. Training of medical technicians is done in Quetta and Khuzdar, and posts are allocated equally 50-50 for male and female candidates. In Quetta, the seats are filled by this allocation, but in Khuzdar, there are fewer women candidates.

The Government already has a program of one year training for dais, and LHVs are suppose to be the Master Trainers. However, out of the 28 posts, 18 are for LHVs and 10 are for female health technicians. These posts are still vacant; no further training is conducted in Turbat District.

November 18, 1991: Dr. R. A. Farooq, Joint Director, Academy of Educational Planning and Management, Ministry of Education, Islamabad

Mr. Mushtaq Bajwa, Deputy Director, Bureau of Curriculum and Extension Center, Balochistan, Quetta

Dr. Farooq was visiting Turbat with Ms. Zakia Durrani, Deputy Provincial Directress of Schools (females), GOB, and with Mr. Bajwa, curriculum development specialist based in Quetta. They

were interviewing school teachers to find out management training needs. The Academy is responsible for training education institution personnel in management and administration. He mentioned that Education Extension Centers are being established for managers to give in-service training to primary and secondary teachers in pedagogy, and in administration and financial management. We talked about the needs for child-to-child health education in schools, and the need for sandwich courses for teachers during vacations. He said an Extension Center would be established in Turbat town in 1992. With funds from the Asian Development Bank, plans were to have a Teacher Training College for women established in Turbat in 1993. Also, Mr. Bajwa explained that his pre-service mobile teacher training program trained 20 teachers in Panjgur for 2 months.

**November 19, 1991: Ms. Zakia Durrani, Deputy Directress
Schools (female), Provincial MOE, Quetta
Tel: 64347 (o); 74452 (h)**

We discussed how the private sector could be involved in female education. She said that at this time, it cannot do so because community participation is not active. Everything is still dependent on the government. We discussed the participation of school girls in teaching adults in basic education and health. She said community centers could be opened to teach women basic skills in math, language, etc., but who will be the teachers? The middle-pass school girls could be trained through correspondence courses which Allama Iqbal Open University offers. A branch of this University operated in Turbat between 1984-1988, but closed due to lack of funding: they were renting a building as an office. There could be mobile training centers with Master Trainers trained in Turbat.

The Working Women's Hostel in Turbat had been built by the Women's Division in late 1970s. Ms. Zakia stayed in it when she was Divisional Education Officer (female) in Turbat from 1982 to June 1989. She did not keep her hold on this hostel, and the district Council took it as a private school for both girls and boys. Now that the Council has its own school building, the hostel has been turned into a boys hostel even up to the present. The Women's Division has come twice asking the Divisional administration to hand the hostel back to the female education department. The administration agreed but there is no place to put the boys. This is why Women's Division is very reluctant to build another women's hostel for fear of it being taken over again.

We discussed the constraints of sending girls from the villages to Turbat for training. The girls would need to be accompanied on the road by male family members, and would require accommodation in Turbat which is not available.

We discussed the need to involve the menfolks in supporting women's

program and development. One suggestion was to improve the training of male teachers at teacher training level so that they could be more sensitive and knowledgeable about development needs of women.

She recommended the following people as being very keen on women's development:

1. Abdul Hakim Baloch, Secretary of Services and General Administration Department (SGAD) in Quetta, but originally from Panjgur.
2. Faqir Mohammed Baloch, ex-Chief Secretary, retired, living in Quetta and originally from Panjgur.
3. Jam Mohammed Dashti, present Deputy Commissioner in Gwadar. He opened a school in Kunchati of Dasht area for girls by converting one of his home guest rooms.
4. Mr. Nasim of Givani near Gwadar is also very interested in women's development.
5. Dr. Rima Salah (anthropologist, Palestinian), Resident Program Officer, UNICEF, Quetta. Tel: 40897 (o); 41643 (h).

November 19, 1991: Haji Abdullah, Deputy Director of Agriculture Extension in the Makran Division

Mr. Gulum Abbas, Extra Assistant Director of Agriculture Extension, Makran Division

The team discussed if there were any programs for women farmers, technical training or field visits. There is no trained woman agriculturalist in the Division, nor is there a post for female extension worker in Makran Division, but the provincial Women's Division in Quetta have female extension posts attached to the provincial Agriculture Extension Department. There is a plan to extend a female extension program to Makran Division perhaps by June 1992.

They mentioned possible women's agriculture activities include processing dates, limes, and home kitchen gardening. Target villages for these activities could be Turbat, Tomp, Mand, and Buledha where soil is fertile and water exists for vegetable production.

Problem areas are unavailability of good quality seeds; labor shortage during harvesting, causing an additional expense to the farmer for paying higher labor costs or sharing part of the crop production; a lack of implements causing women to work more hours; and costly insecticides which ordinary farmers cannot afford.

The Agriculture Department arranges seasonal (2 times/year) training for 24 field assistants in Turbat District who are all locals of the areas in which they work and thus, have access to women farmers. Training is in crops, fruits, and vegetables. The supervision of these assistants must be done by agriculture officers, but there are still three vacant posts for officers in Turbat District. So the assistant Director does the supervising. BALAD has established demonstration plots for wheat, peas, lady fingers, broad beans, and have introduced new varieties and methods.

When asked how people accepted the demos, the first response was resistance but now farmers are using the new varieties of seeds.

Twenty-five acres of land in Pasni have been allotted for a coconut nursery for 400 trees. The coconut will be sent to Karachi for processing into oil. Lime market has diminished because of lack of transportation and spoilage of the product by the time it reaches the Karachi market. Limes presently sell for Rs 2 per kilo, and dates sell for Rs 4 a kilo. The Iranian Government subsidizes its farmers (free fertilizer, machinery, etc.), so produce sells very cheaply in Makran markets. Presently, Makran mangos are being affected by a fruit fly that is destroying the crop. An auction market in Turbat has been proposed by the Agriculture Chamber of Quetta in order to cut middlemen costs and give farmers higher prices. The GOB must vote on this proposal which then goes to the Federal government for approval.

November 19: Multi-Purpose Women Credit Cooperative Society, Turbat

A discussion with four members of the cooperative revealed many issues which town women face in supporting their families. One woman received a loan for Rs 6000 to help her sell small items to support her family of 9 children orphaned from two families. Her monthly income is about Rs 1500 and she repays her loan at Rs 150. She saves about Rs 200 per month. She used to sell materials from a businessman, but now she can control her business herself, and thinks it is easier to keep accounts.

Another woman received a loan for Rs 3000 and sells food items at a girl school. She helps support a family of 5 girls and 2 boys; her husband is a cleaner at a boys school who receives Rs 1500 monthly. He gives Rs 1000 to his household and keeps Rs 500. The woman says she cannot save any money after expenses, and cannot change her business because she does not know any other.

One woman received Rs 6000 and bought a cow from which she extracts milk, makes lassi (curd mixed with water), and butter, and sells these products. She receives Rs 40 daily from sale of milk, Rs 100/week from butter or 1 1/2 kilos of butter at Rs 180 per week. She also sells alfalfa grass receiving Rs 10 a day. She saves

about Rs 500 each month to support 2 children. Her husband is a gardener who earns Rs 1500.

Her cow has given birth to another cow. She sells the cow dung to farmers at Rs 500-1000. A truckload brings her Rs 1000. She also sells fuel wood at Rs 13 a day.

The fourth woman sells dupattas, fruits, lace and threads from house-to-house. Her loan is Rs 6000. She is a widow with 4 children, and have no other family members to help. She saves Rs 500 per month but uses this for hospital expenses. Before this, her husband could help support the family.

All the women pay back their loan at Rs 150 each month. The revolving fund enables other women to join the cooperative and receive loans. None of the women engage in kitchen gardening, and do not have any farming activities. They discussed the many problems they face in life:

- there is no transport to help them carry their goods from the bazaar. They often have to rent donkey carts at Rs 10-20;
- many do not have men in the household to do some of the heavy work;
- they do not read or write, so financial accounting is poor and difficult; yet, they all manage to meet their expenses; and
- health care is lacking if they have a serious problem, like complicated deliveries or kidney stones. Nor can they afford to go to Karachi. There is only one Lady Health Visitor.

The women gave examples of social problems they must deal with:

- unemployment of men;
- people on drugs: as a result men are dependent on women's income to sustain their drug habit; and
- getting employment depends on how influential you are or who you know in high positions. The poor suffer; rich get jobs.

The women were asked: "If you could improve your lives, what would you want?" Answers were: education for girls, but books are expensive; plots for farming; tubewells. They were asked if they would be interested in packaging dates as a small industry. They cited the example of the now defunct date factory that once operated in Turbat in 1960's, was reopened a few years ago, but was not put into operation (owner received a loan which he used to finance other businesses). So, women were not too responsive to this prospect, said they were not organized and would need a supervisor (technical), and did not think this would be possible. They explained that limes spoiled since their only market was Karachi and no transport could carry the limes to market in a timely manner. They suggested that they need to learn processing methods in order to make the product more marketable locally, e.g. make chutneys, dried lime, etc. When asked also if sewing might be

a good business, they replied that a machine was too expensive, costing Rs6000 for a Singer.

November 20: Visit to demonstration plots of Agriculture Dept. in Gaybon, Turbat District

Gaybon village is 30 kms west of Turbat town. We visited a farmer owning 100 acres of farmland out of which only 30 acres are irrigated using the karez system and a tubewell. Farmers who work the land receive 50% of the crops' share. This percentage has just been recently introduced; previously it was 25%. Farmers demanded more percentage, and the owners accepted. The demonstration plots were being planted with broad beans and wheat, using the two methods of broadcasting and in rows. Laborers receive daily or monthly wages of Rs 50 per day and free meals for days worked.

We talked with the women of the owner's family. They are obviously secure and have their basic needs met, and were generally non-responsive and complacent. They sent their girls to the boys primary school, but could not continue in higher classes because there was no girls school in the area. Now, the family has admitted the need to take the initiative to establish a school. By the beginning of 1992, some girl members will have passed the middle standard examination, a government requirement for rural area teacher's qualification. These girls will teach in the newly established school. This family has changed the traditional trend by allowing their young women to work in order to help their husband and family income.

**November 23: Mr. Lalbaksh, Assistant Commissioner
Mr. Mohammed Kahn, Tahsilda'ar
Mr. Anwar Ali, assistant Tahsilda'ar
Gwadar District**

We discussed how fishermen operated along the coast, some going out in their boats for 3 to 4 weeks, and then proceeding directly to Karachi for marketing. Others go out for 1 to 2 weeks, and bring their catch to Gwadar. Others go out during the night and bring fish in to market in the early morning. An auction market operates daily. Local women buy fish for selling in the Gwadar town and to outlying areas of the Division. Some people have cold storage units where the women clean, salt, and dry the fish. This fish is taken to Karachi by private businessmen. When asked what improvements or activities women could engage in with the fishing industry, they suggested having women make fishing nets rather than buying the nets from the more expensive Karachi markets.

Fishermen do not own their own boats, necessarily. Rather, they are laborers and take 50% of the catch for their own use, giving the other 50% to the boat owner. Fifty percent has been a traditional percentage and is still maintained. Fishermen might obtain loans from the bank to buy motors for the boats, but these

loans have high interests (12-18%) making profit margins smaller. A suggestion was made that if the government could import motors duty-free, this would enable the fishermen to buy at cheaper rates.

November 23, 1991: Three Ismaili women teachers of the Aga Khan Primary School, Gwadar and its Principal, Mr. Fida Ali Abdullah.

This school started in the 1930's when Gwadar was under Oman rule. The school was established primarily for the Ismaili community that had settled in Gwadar some 400 years ago. In 1954, the school had 73 students in the primary classes. Today, the school is private and has 260 students of which 75 are girls and 185 are boys. These include KG1 classes. There are 8 teachers: 5 women and 3 men. Altogether, Ismaili families number 25, with a total population of 125 people. Many families had migrated to Karachi leaving a small community now. Two families live in Pasni town. The school receives its income from student fees: Rs 100 for registration, and Rs 60 monthly from each students. Additional funds come from the Gwadar Town Committee of Rs 5,000 - 7,000 annually, and from GOB Quetta of about Rs 15,000 annually. Other contributions come from the Zakat Committee and private giving. The school presently is in Urdu medium, but includes English as an additional subject from Class 1, as compared to the government curriculum where English starts at Class 6. In this way, if families move to Karachi, their children can enter English Medium schools without too much difficulty.

For the past three years, the school has run Boy Scout camps; for girls, it teaches Girl Guide activities, but girls are restricted to day-time activities, not camping. The teachers expressed a problem with the GOB school calendar for hotter and tropical areas that breaks the school term between June and August. After these summer holidays, students often forget their learning in the first part of the year, and classes from September to December often must repeat materials and rush through new materials to get students ready for final exams in December.

The Gwadar Ismaili community has contributed in other sectors. It has established one Health Center where other members serve as Lady Health Visitor and a male nurse at the District Headquarters Hospital, and one woman is a Lady Councilor. She was not available for interview during our visit. In sum, Ismaili women personnel in Gwadar town are: 5 women teachers at Government Boys High School; 5 women teachers at Aga Khan Primary School; 2 Lady Health Visitors - one at Aga Khan Health Center, the other with her own private clinic; and 1 Lady Councilor. The Councilor collects "zakat" contributions to help families in finding housing and shelters.

The Aga Khan Health Center runs programs in family planning, EPI, maternal and child health education, pre-natal care with a follow-up of the child over a five-year period. The center encourages use

of weight charts to monitor the weight and growth of the child.

The three lady teachers were asked for suggestions in increasing women's income. They mentioned that women could form a cold storage cooperative to include fish processing, the shelling of shrimp, and its freezing. They also suggested that embroidery be modernized and rendered less time-consuming for the production of handbags, pillow cases, furniture covers, etc.

NAI ROSHNI: A note about this program run by a separate Federal Directorate from the Ministry of Education, at the federal level. "Nai Roshni" means "new light", and ran for 4 years from 1984 to 1987. It was started during President Zia ul Haq's term and finished in 1987 when Benazir Bhutto came to power late 1987. This program was for children and older children who were starting school late and could not go to school during the daytime. Classes were held in the evening for 2 hours and followed a curriculum for class 1-5. However, there was no coordination between the MOE and Federal Directorate and Nai Roshni schools had different budgets. An evaluation found the schools. Teachers were not getting paid on time and no meaningful statistics were kept on enrollments.

November 24, 1991: Girls Primary School, Social Welfare Dept. and Zakat Committee, Gwadar Town

The Social Welfare Officer took us to visit this primary school which was established to fill a void in girls education in an area of the town where there was formerly no access by girls to a school. The school has about 89 students, including KG classes, and has at present classes 1 to 4 with no class 5 due to lack of space. Those entering class 5 will go to the Girls Middle School. The team observed only about 70% of the registered students present. When asked where the absent students were, we were told that they were sick or helping out in their household chores.

Social Welfare uses the second floor for primary classes, and the large ground floor hall for activities such as KG classes, and sewing and embroidery workshops in the afternoon. There are 4 women teachers at the Center. The Social Welfare sewing program needs trained teachers. UNICEF loans to a Women's Cooperative administered by the Social Welfare Office have given loans to 23 women in Gwadar: 21 women have received Rs 10,000 each, 2 women received lesser amounts. The Welfare Officer thought women are not sure about taking loans for any fish processing activities, but suggested that if organized, they could qualify for loans to make fish nets. Wives of fishermen do not leave their homes due to the strong purdah tradition.

He took us to the home of one businessman where we talked with women family members about the fish industry, health and educational needs of women. These women mentioned that one Lady Health Visitor who worked at the hospital would book appointments

after hours instead of during hospital hours so that she could charge a fee for consultations. She charged Rs 500 for home deliveries.

November 24, 1991: Mr. Abdul Shakoor Abdulwahab, Chairman, Town Committee, Gwadar

Mr. Abdul took us to the fish auction market in Gwadar where we saw three species of pagas fish; one pagas sells for Rs 150 - 300 depending upon the size and daily rate. Big launch loads are sold at Rs 100,000 - 200,000 (1 to 2 lacs). The small boatloads sell their catch for Rs 25,000 - 30,000. Stingrays are sold as fertilizer and are shipped to the Karachi processing factory. Baby stingrays are eaten for consumption. One big stingray can be sold for Rs 2000, which in Karachi sells for Rs 4000. One fisherman sold a large stingray for Rs 2000. When cut up, 12 -13 baby rays were found, and the buyer proceeded to sell those babies for Rs 600 total.

The Town Committee has provided market shades for the fishermen and women can sell their fish. Some rooms have been built for storing fish in wooden ice boxes. We discussed with the fishermen what interest there was to employ women in processing the fish. All were in favor of such an industry. One woman said that if you ask for 100 women laborers, 400 would probably turn up.

We visited a fish factory with two cold storage units holding 5 tonnes each. The owner, Mr. Saleh Mohammed Abdul Rahim, brings in 500 - 600 kilograms every day for processing by drying and salting the fish. The fish is shipped to Karachi and then exported to Colombo, Sri Lanka. The factory cost 20 lacs for construction which includes a small ice factory where 200 blocks of ice are made daily. However, the owner needs 200 more blocks daily which he buys from the bazaar. Seven men work at the factory. During our visit, the main engine was being repaired in Karachi. The cold storage units were not functioning, and the fish were in ice boxes. We saw giant prawns in storage which were bought from the fishermen for Rs 70 each, and sold in Karachi for Rs 150 each.

During a visit to Sur on our way to Pasni, we stopped at the fishing village and chatted with a few fishermen. When asked when the best fishing season was, he replied September to November, and March to May. In June and July, there is no fish at all. We chatted with the children and asked why they were not in school (at about 11:30 am). One of the boys replied that he doesn't need to go to school because he is going to be a fisherman. He won't go because the Master beats him. When asked why, he said because he doesn't do his homework. Why not? I don't like to read and write. He said fish brings in money but books don't.

November 25, 1991: Government Girls Middle School Teachers, Pasni

Enrollment is 180 girls students with three teachers, all sisters. The Principal, Malik Sultana, has a Masters Degree in Education but was not present for the interview. Zobaida and Carol Martin talked with the two sisters, Hambibi and Noori. Hambibi led the discussion. The sisters had studied in this school from the beginning. The school was closed and re-opened in 1972 after the visit of the Governor, Ghous Baksh Bizenjo. He talked to the sisters' father who then allowed his eldest daughter to begin teaching in the school. The Federal Ministry of Education, Government of Pakistan, awarded the school for 1986-87 (at this time a Middle School) the Best Middle School Award in Makran Division.

At present, there are disputes about the quality of the three sisters' performances as teachers in the school. These disputes are coming from various sources, including the Education Department, Balochistan and Division, local public officials, and the local community. Some parents are refusing to send their daughters to this school. The school presently operates in a small old building with three rooms housing classes 1 to 8. The government built a new Girls Middle School three years ago that was situated in the market area. These teachers refused to use that building because the area was too close to drug trafficking. Then the local community, wanting to get rid of these sisters, proposed that the school be located in front of the Boys High School or near the Army Unit, hoping that the brothers of these sisters would refuse to allow their sisters to go and teach at the new location. The teachers then talked to the Director of Education, Quetta, and explained that if the school building was built at either the market area or near the Boys High School, the teachers would refuse to continue teaching. The teachers were asked where they proposed the building to be built. They gave the location where the building is presently being built, away from the town. This location presents a problem since the present students would need to be transported to and from the new location. The building is newly completed and white-washed, but lies empty. The teachers are willing to move to that school but say that there is a problem of transporting them and the students.

The school has not been receiving any textbooks, furniture, or carpets, or any sort of funds from the Divisional Education Department for the past two years. The teachers were suspended from service for a few months in 1990 because the Department wanted them to resign due to the fact that the local community was in opposition to the teachers remaining with the school. The local community and the officials have allegations against the teachers' and character slandering is very prevalent. The teachers are surprised since their school won an award for its performance in 1986-87. Despite everything, the teachers continued even without pay because the girls wanted them to teach. The government saw

that there were no other teachers available, took the teachers back on salary, and allowed them to continue. Another way that the government tried to intimidate the school and close it down, was to dismiss the peon of the school, discontinue the salary, and hope that by removing school staff, the teachers would go away. Instead, the teachers had the girls do the cleaning and this further spread rumors within the community that the girls were working rather than studying. We asked where do the girls who had completed the middle school go, and were told by the Boys High School that the girls' names were registered in the Class 9. However, the girls do not attend school daily; rather, staying at home. Their lessons were sent to them daily by the teaching Master with the girls' brothers. The girls sat for the exams at the end of the year. They did not come to the High School because they did not feel at ease with the boy students who sometimes bothered them.

It was heard that the teachers have brought their problems to higher levels in Islamabad.

November 25, 1991: Boys High School and Boys Middle School in Pasni

A visit to both schools revealed that they were coeducational. There are 314 girls in the Boys High School studying from KG to class 8, and 1369 boys studying up to class 10. There are 37 girls in the Boys Middle School, one in the middle section. There are 211 boys, 154 in the primary section and 57 in the middle section. Total enrollment was 1683 for Boys High School and 248 for Boy Middle School.

November 25, 1991: Mr. Nazi Abdul Rab, Administrative Officer, Fish Harbor, Pasni

The Asian Development Bank has financed 65% of the cost for this new harbor and the GOB 35%. The fishermen pay 2% of their daily catch to the Fish Harbor Authorities for providing facilities, such as wharf and auction market. On December 1, the auction market will start operating, and from this, the fishermen will get a better price for their fish daily. The Fish Harbor also provides potable water to the public and 1000 liters of water is sold for Rs 20. When asked why the Fisheries Department sends the fish to Sri Lanka, he answered that historically, it has always been a market for certain types of fish which are not consumed locally. Fish such as rays, shark, yellowtail, tuna, and catfish, leatherjacket fish, are salted, dried and packed for sale to Colombo.

The Fish Curing Center of the Fisheries Department processes the fish. Mr. Pollan Khan, the Fisheries Officer and Mr. Niaz Mohammed, the Inspector, showed us the different steps in cutting, cleaning, salting, drying, and packaging. During the peak seasons (Sept-Nov and (March-May), the center processes up to 12- daily. It takes 10 days for whole processing up to packaging. The people

who cut and clean the fish receive Rs 25 per 100 fish. The men who pack the 70-kilo sacks receive Rs 6 per sack. The livers of the fish are collected and used for sealing holes to stop leakage of boats, and for greasing the boats.

We discussed why women are not involved in this fish processing industry. Some replied that women cannot do the hard, heavy work, like cutting off stingrays. Yet, the decision rests on the fish merchant and whether he wants to employ women. However, others believe that women could be involved in all steps of the process.

There are a few women at the fish harbor who come to get free fish from the fishermen, take the fish and sell them in the market, making Rs 300-400 daily.

Some Conclusion about Pasni Town

Pasni seems to be a fragmented town socially, with little communal spirit or friendliness. The town is very unkept, and lacks cleanliness and proper sanitation. The harbor brings in a smell of fish that lingers throughout the day and evening. Ironically, school registration of boys and girls could have a high ratio relative to the local population, compared to Gwadar. The fact that families are willing to send their children to coeducational schools breaks the normal trend of sex-segregated schools in other parts of the District or the Division as a whole. Much of this trend can be explained by the fact that there are simply not enough schools for children, so boys and girls attend whichever is nearest.

November 26, 1991: Makran Division Commissioner

A courtesy visit was paid to the Commissioner's office in Turbat. He had been away earlier so an introductory meeting upon the consultant's arrival was not possible. Zobaida Jalal and Carol Martin explained our mission in Makran and the Commissioner expressed support for our efforts. He cited his personal example: how his father's pioneering spirit built a girls school in their home area, and allowed his daughters to receive and give education in this school.

November 26, 1991: Notables & Councilors in Turbat town

In the evening, the team met at the Municipal Committee Club in Turbat Town. Present were:

Assadullah Gichki	Notable and landowner, former Manager of Date Factory, Turbat
Mir Arz Mohammad Gichki	Notable and landowner
Munir Ahmad	Councilor
Ghulam Qadir Sheikh	Notable and landowner
Mir Kaderbaksh	Ex-Deputy Speaker, Provincial Assembly

(1970's), Former Manager of Date Factory,
Turbat
Councilor
Social Welfare Officer, Turbat District
Economist, BALAD project
Sociologist, BALAD project

Khalid Baloch
Abdul Rahim
Mohammed Hayat
Rachid Baloch

Interviews were conducted by Zobaida and Ms. Martin. The discussion started on how to raise family income through small scale industries. They gave the example of the government date factory where more than 150 people worked, mostly women. The factory was in operation during the 1970s, had two shifts; morning for students and afternoon for women workers. It closed down because of marketing problems of the processed dates in Karachi and the inability to pay the date farmers on time. The government provided financing to the farmers, but when this aid stopped, the farmers stopped producing dates and the factory could not operate efficiently. (Another independent explanation is that the factory suffered from poor quality control because the farmers were not sending enough of highest quality dates to the factory. Therefore, markets were not responding.)

Other discussions mentioned the need for technical staff to teach women to knit and embroider with machines for larger production. This would be less time-consuming than the traditional hand embroidery. When asked where to get the technical staff, they replied from Karachi or Quetta until local girls are trained to take over the training. The biggest emphasis was placed on basic education, then women cooperatives could function better. To run a cooperative and understand the use of banking and finance, a male member who knows financing methods is needed at first to manage this process, they said.

They mentioned the usefulness of having small machinery, such as a juicer, syrup extractors, and food preservation chemicals, in households to process fruits, dates, and vegetables. Once an example is set, the community would accept more of such projects on their farms or in their homes. A suggestion was made to encourage more milking goat production on the farms and poultry-raising, since women were engaged in these activities. Low quality dates could be processed into syrup to preserve the better quality dates, and syrups could be consumed locally. Other suggestions were to process dates into jams and jellies. Another thought every village should have a "production center" in order to support technical and educational projects. They thought it would be very hard to encourage community participation until some model operations were underway in order to see results.

November 27, 1991: Subsequent meeting with Division heads of Departments in Turbat

A meeting was convened at the BALAD Project Conference Room to follow-up on the meeting that took place on November 14 at the Deputy Commissioner's office, Turbat. The purpose of this meeting was to present findings of the team's visits in Turbat and Gwadar Districts, and to present some strategies for possible programs for Makran women.

Those who attended were:

Dr. M. Moosa	Director, Health Services, Makran Division
Haji Abdullah Baloch	Deputy Director, Agriculture, Division
Dr. Abdul Rasheed Baloch	District Health Officer, Turbat District
Mr. S. M. Yousuf	Deputy Director Schools, Makran Division
Mr. Abdul Rab	District Education Officer, Turbat
Mohammed Hayat	Economist BALAD Project, Turbat
Mirza Masaud Ahmad	Deputy Director, Project Planning and Monitoring Unit, GOB attached to BALAD
Abdul Rasheed Baloch	Sociologist, BALAD Project
Miss Waheeda Baloch	Vice Principal, Government Girls Model High School
Miss Tasneem Kausar	Junior English Teacher, Government Girls Model High School

The discussion was led by Zobaida and Ms. Martin. The team presented the minutes of the previous meeting of November 14, and then gave a handout listing the findings and strategies for programs in the Division. Points raised were:

1. There is a demand for higher education beyond primary level, but because there are no facilities available, the girls cannot go for higher education. Examples of the mosque schools which are coeducational were given. The reason for scarcity of needed female teachers in most areas is that girls who finish middle school and matric (class 10) prefer to remain in their own village or home town rather than go teach in other villages where they are not known. So the question was raised on how to encourage potential teachers to move out of their own villages. Replies were that training institutions should be opened for female teachers and health workers. For example, training should be given to develop Lady Health Visitors, Traditional Birth Attendants, and nurses' aides. Female agriculture extension technicians should be trained, and go from village to village to teach skills in kitchen gardening and farming.

2. We discussed where women could be organized to run the programs. They replied that women's homes and school buildings could be used. There is also the need to motivate men to allow women to continue with educational programs. Examples were given of men were convinced that programs could work for their own

benefit, such as vaccinations of women and children, or training of a woman to be a TBA. It is not necessary for the woman to be employed but with skills, she could help out in her own village. Men should be informed of the benefit of the programs so that no misunderstanding takes place.

3. The discussion also involved how to get the private sector or community to contribute with voluntary contributions and fund-raising for women's programs. They mentioned a system already operating in Makran communities, called "Bisthi" (Balochi) which means "twenty", or "Committee", where a collective group of about 10 women put in Rs 20 each, or whatever amount is agreed every month. A lottery takes place whereby one woman wins the total amount. Each month, a woman wins the lottery and her name is removed from the list, but she still contributes amounts each month. The lottery amount received is used as capital to finance projects. If women choose to go to big business for funds or contributions, there should be a model of program success to show. Then, contributors would be willing to donate money to the project. When asked about other donor agencies, they mentioned the Edhi Trust which takes and distributes donations. It was started by Abdul Sattar Edhi and his wife, Bilquis, and is now internationally known, for its services to the needy including crisis aid such as ambulances, orphanages, helicopter services for delivering dead bodies to their home area and a home for homeless girls that houses and teaches them skills, as well as homes for unwanted babies born out of wedlock.

They said that the Makran needs to approach the NGOs and give them a project for assistance. The project should be well-designed firstly, with a clear purpose and goal, and a feasibility statement. They cited the example of UNICEF which provides loans and technical assistance to women.

4. Suggestions were made to develop a multi-purpose training center for women in Makran Division that could develop various skills and programs to take to the village level.

November 29, 1991: Family of Haji Abdul Qayum, Khudabadan, Panjgur

One daughter is Bushra Malik, Principal of Government Girls High School, Chitkan. Another daughter is Hajara Khalid, Principal of Government Girls Model High School, Turbat town. We discussed agricultural activities in the area and women's work in it. The problem of water availability was discussed, but they thought that expansion of kitchen gardening was possible. They used the water from the Public Health water supply which used to come 2 hours each day, when gardening was done. Now, water comes after 2-3 days, making household conservation more difficult, and as a result, gardening production has declined.

We discussed the health problems of middle-aged women. They cited

diabetes, skin and intestinal ulcers, pains in the legs, and malaria that sometimes leads to jaundice and hepatitis. Bronchitis and other respiratory illnesses, as well as typhoid fever, are common.

There are two functioning Social Welfare centers. Female education, they said, has progressed in Panjgur because it started in 1951 when the sisters' father's uncle was a teacher of boys and taught his daughters at home up until the fifth class. Hajara's father asked his uncle if the uncle would permit his own daughter to teach if a girls school was opened in Panjgur. The uncle agreed, and a primary school for girls was opened in 1951. The uncle's daughters taught in that school and the uncle has helped them with teaching.

November 29, 1991: Visit to five historic grave sites in Panjgur

The Deputy Commissioner, Mr. Zaffar Baloch, took the team to view five grave sites in the area. The first was approximately 5 kilometers from the center of Chitkan. The village was named Peer Omar after the saint who was buried there. The grave was housed in a square room recently built with four stone tombstones inscribed with Koranic verses on the outside. Two were dated 1303 and one was dated 1272. According to locals, there is no water in the area but spring water next to the grave site has sustained a small pond and vegetation since the time of the grave. This spring has never dried up, so people say, and we saw the water bubbling up.

The second grave was in Chitkan, and the local people call it "shaho kalandar". In Sindh, a famous saint is called Kalandar, and this grave has been named after him. The grave was housed in a round dome but the stone carvings on the exterior suggested non-Muslim expressions, with pictures of men leading horses or camels, a man riding a horse. Although there was a small opening and one could see the grave but could not enter the area very well because of the low ceiling.

The third grave was called "Alang" and was further down from the village of ISSAI. The building, again in a round dome, did not show inscriptions on the exterior; rather triangle shaped enclaves set in for about 3 inches. Presumably, plaques or statues might have been set in these enclaves. Inside the building, on all four corners, were enclaves having tops like domes. The inside walls also had triangular enclaves.

The fourth grave was in the Tasp graveyard and was practically demolished. No grave mound could be seen but the exterior had similar carved stone inscriptions as the Chitkan one.

The fifth grave was called "Bibi Lucky", the name of a woman, located in Gram Kan farm area. It was completely collapsed and digging on the surface, we found broken stone carved plaques

similar to the second and fourth graves.

November 30, 1991: Government Girls High School, Chitkan

The team talked with the Principal, Mrs. Bushra Malik. There are 15 teachers and 560 students up to class 10. Only one of the 15 teachers is from outside the area (from Karachi). Primary: 339; middle: 169; high school: 52. For 1990, there were primary - 298; middle - 118; high level - 29. There are 15 classrooms but no usable latrines for either students or teachers.

Two teachers went through a pre-service training in Panjgur sponsored by a UNICEF "mobile teacher training" program. This is not exactly what it sounds for one of the school's teachers, a B.A./B.Ed. went through a 4-day training in Quetta in order to return to her home area and train potential teachers in Panjgur who had done their middle and matric (class 8 and 10 passes, respectively). The duration of the pre-service training was two months, conducted during school vacations in January and February of 1991, and produced 20 candidates. Two of these trained teachers remain at this High School; others have joined other schools, and still others, have not found government posting. Mrs. Bushra mentioned that since she became Principal in 1980 when the school was upgraded to High School level, all class 8 students have passed their examinations and proceeded to the high school level. Her school presently lacks many facilities, including classrooms, a science room and equipment, latrines, office for teachers, textbooks, materials, etc. She said more girls want to come to this school, but due to lack of facilities, she could take any more.

We talked about one educational initiative that did not succeed in Panjgur. Dr. Wahid from Panjgur had returned to Panjgur from the USA with his American wife in 1990. With their own private funds, they built a primary school for the children in the area. However, they could not attract any local teachers because the teachers were reluctant to join a private school having no job security for the future, i.e. not being a government school, and they were not assured of their future. The couple tried to attract teachers from outside Makran but could not get any. The building still remains, and Dr. Wahid and his wife have returned back to the USA leaving a brother, who is also a Doctor, in Panjgur.

November 30, 1991: Dr. Aslam Gichki, District Health Officer, Panjgur

This Doctor appeared very distraught and xenophobic, chain-smoked, and said outright that he would not cooperate with us unless we have an official letter of introduction, since we represented, he said, a foreign agency and we needed an official introduction. When asked for statistics, he was reluctant to answer, but took out a little booklet and proceeded to tell us that there is one

District Headquarter Hospital, 3 civil dispensaries, 3 M/CH centers, and 16 Basic Health Units in the District. There are five more BHUs that are not functioning because there are no doctors. There are no Rural Health Centers in Panjgur. There is one School Health Service for children in the Government Boys High School in Chitkan. When asked for the patient loads, he said that the 1990 statistics have been sent to Quetta, and he has no copy in his office. As to the 1991, they are going to be done in December.

Staff strength is 1 Lady Health Visitor, 9 government male doctors and 21 dais. There are 2 private doctors working in Panjgur.

November 30, 1991: District Agriculture Extension Dept., Panjgur

The team met with the Agriculture Officer. We talked about more intensive food processing activities for women. They mentioned that dates were important and syrup extraction as a possible export project. They felt there would be markets for both syrup and date juice in Balochistan, Punjab and Sindh, and if done on a very big scale, could be exported outside of Pakistan. The second production project could be poultry raising. They said that they prefer fish to other meats, and we discussed how to increase the availability of dry fish for the Panjgur market. They thought that one household could raise 500 chicken. The private poultry farmers received their chicken vaccinations by paying the livestock officers extra for coming and vaccinating the chicks. Vegetable production already takes place on a small-scale: all kinds of vegetables can be grown according to seasons. For large-scale production, they mentioned a priority for green peas, tomatoes, spinach, okra, and broad beans. One person mentioned that he had grown peanuts. They mentioned that canning and juicing were possible. Fruits that are grown on a larger scale are grapes and pomegranates, but the grapes are not good for making raisins. However, they dry the pomegranate seeds, and use them for spices in curries and for drying meat.

November 30, 1991: Dr. Nasim Mohammed Amin, Female Doctor, District Headquarter Hospital, Panjgur

Zobaida and Carol Martin discussed maternal deaths which the Doctor said were between 20% to 22% of pregnant mothers. There are no trained dais and no training programs for them. There are three Lady Health Visitors attached to the hospital, but they are not locals but from Punjab and Karachi. She said she could not say whether dais would be willing to be trained, but thought they would be. The most common childhood diseases are malaria and diarrhea, and that the mothers do not supplement breastfeeding with diet supplements. Miscarriages and hypertension are common among women (During our conversation, she used the term, "abortion", to mean miscarriage). During an investigation at the Hospital with statistic about diseases and patient loads, the term, "abortion", was again listed to mean miscarriage. Older age women have

diabetes probably due to the large amounts of sugar and dates. Most of the deliveries are done at home by dais. At the hospital, about 30 deliveries are done monthly, mostly due to complications. Many mothers usually have interuterine deaths. Patients come to the Maternal and Child Health wing of the hospital from about 80 miles radius and even from Iran.

Of the training that is needed in the district, she said that family planning training of Lady Health Visitors is needed. Girls of middle-pass classes can be trained as nursing aides.

She has a private clinic next to her home, and has about 10 delivery cases monthly, and 50 to 60 patients weekly. She charges a fee of Rs 50-100 for consultation, depending on what patients can afford. Her clinic consisted of one consultation room, a treatment/labor room, plus two more rooms with beds for indoor patients. Her brother is Dr. Khalid, lives next door and has his own private clinic.

November 30, 1991: Social Welfare School, Panjgur

This is supposed to be a school for dropouts or children who do not go to school during the day. It is run through the Social Welfare Department and is funded by UNICEF. The salary of the teacher is Rs 700 monthly and the textbooks are provided by UNICEF, plus materials needed. During our visit, we learned that 59 students were registered, out which 13 were boys and 46 are girls. We learned that the students present were actually all school-going children who would come in the afternoon for additional tutorial. We asked the teacher why is this so. She replied that the Social Welfare Dept. had asked her to allow these children to come. The children, we learned, are actually in classes 1 to 5, but are attending the afternoon sessions together. This is contrary to the original purpose of the UNICEF program to provide some literacy education to school dropouts.

December 1, 1991: Social Welfare Officer, Panjgur

Mr. Karim Jan met with the team at his office and discussed the centers in the area. The following are centers for women, financed by Social Welfare, Zakat Committee, and UNICEF:

Social Welfare	Zakat	UNICEF
Gramkhan 25 women	Chitkan 25 women	Adult Literacy
Khudabadan 25 women	Gramkhan 25 women	classes,
teach machine knitting	teach sewing and	
and hand embroidery	and hand embroidery	
Sordo 25 men		teach electrical wiring, typing, tailoring
Tasp 35 men		
Khudabadan 25 men		
Chitkan 25 men		

The Unicef program was designed for women who do not have basic literacy skills but it is not functioning as such because the center is located in Chitkan town away from where the Social Welfare auxiliary woman worker lives (in Gramkhan). It would require transport for both the worker as well as interested women who are not permitted to go out freely from their homes.

The Social Welfare center students are given stipends. Many students are put off by the Welfare Officer who physically takes their thumb signature for their stipends. He sometimes asks for the woman to remove her veil so that he can see who the person is, asking for the stipend. His ways apparently are known to upset those women observing strict purdah with no physical contact with men.

He said that women are not organized, and that there are no cooperatives in Panjgur, unlike in Turbat and Gwadar. Also, the men influenced by the religious mulla's who are more conservative, and are less educated, do not allow their women to participate in the various programs.

There are 89 local Zakat Chairmen in the whole district of Panjgur. Each gives to one needy person or household Rs 3000 for their use, and there are no checks or follow-up as to how that money is utilized. Nor do the recipients have any assistance or program to help them spend the money effectively. At the time of the interview, Mr. Karim Jan did not know how many women and men actually received the Zakat handouts.

December 1, 1991: Family Planning Association of Pakistan, Panjgur
Mrs. Parveen, Family Welfare Worker
Mrs. Anna Baboo Warjan, Supervisor
Mr. Baboo Warjan, Convener, FPAP and District Zakat Chairman
Mr. Mohammed Anwar, Zakat Assistant Auditor and volunteer for FPAP.

December 3, 1991: Ms. Yasmin Tayyab, Deputy General Manager (Women's Program), GTZ/Quetta

(See Appendix A)

December 3, 1991: Dr. Jim Hughes, Curriculum Specialist Primary Education Project, Quetta

This project funded by various sources including USAID runs a mobile teacher training scheme funded by UNICEF. A Master Trainer from a particular area is trained for 4 days in Quetta to go back to her home area and train new teachers. To date, there are 7 centers established, including Panjgur, and 147 Master Trainers have received this training within the past 9 to 10 months. Those

trained at the local level by the Master Trainers face the problems of the government not hiring them as teachers due to lack of vacancies. The plan in the future is: starting June 1992, the project will open 40 centers throughout Balochistan with 5 (??) Master Trainers each to train 50 untrained teachers presently employed in each center area in both boys and girls schools. These sandwich courses will be run during vacation periods so that in a two-year period, some 8000 (???) employed but untrained teachers will have gone through the course.

December 3, 1991: Captain Rahman Tareen, Additional Secretary, Planning and Development Department, GOB and also is Chief of PDD Women's Wing, Quetta

Captain Tareen was the former Project Director of BALAD project, then joined the PDD/Quetta and wears several hats including running Women's Wing. Ms. Salma Bano, also of the Wing, was away and could not be interviewed. Mr. Tareen mentioned that all that was needed in Makran for economic activities for women was to continue with traditional hand-sewn items of embroidery and machine dressmaking. Also present was his Accounts Officer in the Monitoring and Evaluation Cell Ministry of Women's Development, Mr. Azmat Ali Afridi.

**December 4, 1991: Dr. Rima Salah, UNICEF, Resident Program Officer
Quetta**

(See Appendix A)

**December 4, 1991: Mr. Shams Rehman and Mr. Irgan Ullah Khan, members of Shoa'a Welfare Society NGO, Quetta
(See Appendix A)**

December 5, 1991: Mr. Mohammed Shafique Dar, Director Statistics/Chief Health PDD & D, Quetta

We discussed some educational statistics of the GOB Education Department.

APPENDIX C: CONTACT PEOPLE

USAID

Mr. Arnold Radi, Head, ARD, Islamabad
Mr. Karim Nayani, BALAD Project Manager, Quetta
Mr. Frank Pavich, Chief of RDD/ARD, Islamabad
Ms. Rasheda Khanum, WID Officer, Peshawar
Mr. Pervez Faruqi, Karachi

MAKRAN DIVISION

Officials

Division Commissioner

Mr. Naimtullah, Assistant Director, Social Welfare Department
Mr. Haji Abdullah, Deputy Director of Agriculture Extension
Mr. Gulum Abbas, Extra Assistant Director of Agriculture Extension
Dr. Noor Ahmed, Veterinary Officer (cattle)
Dr. Khair Mohammed, Veterinary Officer (poultry)
Mr. Abdul Rahim, Director, Local Government
Dr. Moosa Baloch, Director, Health Services
Mr. S. M. Yousifi, Deputy Director Schools, Education Dept.

1. Turbat District

Officials

Mr. Abdul Rab, District Education Officer
Mr. Qazi Siraj Ahmed, Deputy Commissioner
Mr. Abdul Rahim, Social Welfare Department Officer

Government Girls Model High School, Turbat town

Mrs. Hajara Khalid, Principal
Miss Waheeda Baloch, Vice Principal
Miss Shaffquat, Junior English Teacher
Miss Tasneem Kausar, Junior English Teacher

Professor Ashraf, English teacher, Government Men's College, Turbat

Dr. Abdul Rasheed Baloch, District Health Officer
Rafat Jahen Siddiqui, Vice Principal, District Council Public
School, Turbat town
Dr. Taj Baloch, Civil Hospital, Turbat town
Mr. Zia Amjad Baloch, voluntary social worker, Turbat
Dr. Abdul Wahid, MD, Rural Health Center, Mand

Private Groups

Mr. Jalal Khan, Mand
Miss Zobaida Jalal, daughter and Principal of Government Girls High
School, Mand
Mrs. Rahima Nasnrath, daughter of Mr. Jalal and teacher, Government

Girls High School, Mand
Dr. Nagina Younis, Director, Kech Hospital (private)

4 members of Multi-Purpose Women Credit Cooperative Society, Turbat town

30 women at social welfare center, Mand

4 members of Women's Cooperative Society, Mand
Landowner family, Gaybon village

Mr. Assadullah Gichki, Notable and Landowner, former Manager of Date Factory, Turbat town

Mr. Mir Arz Mohammad Gichki, Notable and Landowner, Turbat

Mr. Munir Ahmad, Councilor, Turbat town

Mr. Ghulam Qadir Sheikh, Notable and Landowner

Mr. Mir Kaderbaksh, Ex-Deputy Speaker, Provincial Assembly (1970's) and former Manager of Date Factory, Turbat

Mr. Khalid Baloch, Councilor, Turbat town

2. Gwadar District

Officials

Mr. Lalbaksh, Assistant Commissioner

Mr. Mohammed Kahn, Tahsilda'ar

Mr. Anwar Ali, Assistant Tahsilda'ar

Social Welfare Officer, Gwadar town

Girls Primary School, Social Welfare Dept/Zakat Committee, Gwadar town

Mr. Abdul Shakoor Abdulwahab, Chairman, Town Committee, Gwadar

Mr. Nabi Baksh Daadrahim, Town Committee Supervisor

Government Girls Middle School, Pasni town

Miss Malik Sultana, Principal (not seen)

Miss Hambibi, teacher and sister to Principal

Miss Noori, teacher and sister to Principal

Principal, Boys High School, Pasni

Principal, Boys Middle School, Pasni

Mr. Nazi Abdul Rab, Administrative Officer, Fish Harbor, asni

Private Groups

Aga Khan Primary School, Gwadar town

Mr. Fida Ali Abdullah, Principal

3 women teachers

Members of fishermen's Auction Market, Gwadar town

Mrs. Zobaida Abdul Majeed and family, ex-Lady Councilor, Gwadar town

3. Panjgur District

Officials

Mr. Zafarullah Baloch, Deputy Commissioner, Panjgur Government
Girls High School, Chitkan
Mrs. Bushra Malik, Principal
2 teachers trained by Mobile Teacher Training Program, Quetta
1 Master Trainer of " " " "
Dr. Aslam Gichki, District Health Officer
Members of District Agriculture Extension Department
Dr. Nasim Mohammed Amin, Lady Doctor, District Headquarter
Hospital, Chitkan
Social Welfare School, Chitkan
Mr. Karim Jan, Social Welfare Officer

Private Groups

Members of family of Haji Abdul Qayum, Khudabadan
Family Planning Association of Pakistan, Panjgur
Mrs. Parveen, Family Welfare Worker
Mrs. Amna Baboo Warjan, Supervisor
Mr. Baboo Warjan, Convener (also District Zakat Chairman)
Mr. Mohammed Anwar, FPAP volunteer and Zakat Assistant Auditor

BALAD PROJECT STAFF, Turbat

Mr. Mohammed Hayat - PDD/GOB Economist
Mr. Misra Masaud Ahmed - PDD/GOB
Mr. Rachid Baloch - Sociologist (LBI)

OTHERS

NGO Family Planning Association of Pakistan, Lahore
Mrs. Mumtaz - Director, WID Section
Mrs. Kishwar - Deputy Director, WID Section

NGO Shoa Welfare Society, Quetta
Prof. Naeem Farooqi, President, Tel: 71337 (not met)
Mr. Sham Rehman (presently working at Secretary to UNICEF's RPO.
Mr. Irfan Ullah Khan (presently Director, Literacy Cell, Social
Welfare Department, GOB)

NGO Anjuman Tarragi-a-Khawaleen-o-Atfal (To Upgrade Women and
Children), C-35/A Railway Housing Society, Quetta, tel: 44835
Dr. Wahida Rias, Director

NGO Balochistan Rural Support Program (BRSP), Quetta
Ms. Yasmin Tayyab, Deputy General Manager (Women's Program)
Dr. Nek Buzdar, Deputy General Manager, Field Operations

NGO Sanganisar Cooperative, Turbat town

Mr. Amjad Zia

Dr. Rima Salah, Resident Program Officer, UNICEF, Quetta

Academy of Educational Planning and Management, Ministry of
Education, Islamabad

Dr. R. A. Farooq, Joint Director

GOVERNMENT OF BALOCHISTAN, Quetta

Mr. Mushtaq Bajwa, Deputy Director, Bureau of Curriculum and
Extension Center

Miss Zakia Durrani, Deputy Directress Schools (female), Ministry of
Education

Dr. Jim Hughes, Curriculum Specialist, Primary Education Project

Mr. Faheem, Statistician, Primary Education Project

Captain Rahman Tareen, Additional Secretary of Planning and
Development Department (PDD) and Chief of Women's Wing

Ms. Salma Bano, PDD Women's Wing (not seen)

Mr. Azmat Ali Afridi, Accounts Officer, Monitoring and Evaluation
Cell Ministry of Women's Development

Mr. Mohammed Shafique, Director Statistics/Chief Health PDD.

APPENDIX D: BIBLIOGRAPHY

- The Aga Khan Foundation. "The Aga Khan Rural Support Programme", Thirty-Third Progress Report (January-March 1991)
- Buzdar, Nek, Ph.D. "Socio-Economic Survey of the Makran Division of Baluchistan", USAID, Islamabad, Pakistan. 1989.
- _____. "Common Property Rights and Resource Use Problems in Baluchistan, Pakistan" in DEVELOPMENT ANTHROPOLOGY NETWORK. Institute for Development Anthropology, Vol. 2, Nos. 1 and 2. May 1984.
- Buzdar, Nek M. and Donald A. Jameson. "Range Management and Shepherds in Baluchistan, Pakistan".. RANGELANDS, Vol.6, No. 6, December 1984.
- Government of Balochistan, Directorate of Education (Schools), "School Statistics as of October 1990", Quetta, 1990.
- _____, Primary Education Department BEMIS School Census Report, Quetta, 1990.
- Government of Pakistan and UNICEF. "Situation Analysis of Children and Women in Pakistan". Country Programme of Cooperation 1988-1992. Islamabad. June 1987.
- International Center for Agricultural Research in the Dry Areas (ICARDA) Research Reports, THE MART/AZR PROJECT: HIGH ELEVATION RESEARCH IN PAKISTAN, produced by Arid Zone Research Institute, Quetta, Pakistan:
- No. 7. "Household Agricultural Production Systems Survey Results" assembled by Joseph G. Nagy and G. Farid Sabir, 1987.
- No. 8. "Agricultural Technology Development and Dissemination within a Farming Systems Perspective", by Joseph G. Nagy and John H. Sanders. 1987.
- No. 10. "Women's Household Agricultural Production Systems Survey Results" by G. Farid Sabir & Joseph G. Nagy, revised July 1989.
- No. 11. "Community Profiles: A Set of Cultural Sketches of Five Regions in Baluchistan" by C. Del Castillo. 1987.
- No. 30. "The Scope for Improved Agricultural Extension in the Dryland Farming Areas of Upland Baluchistan" by C. Talug et al. 1989.
- Javed, Mary Anne and Rashida Khanum. "Assessment of Non-Formal

Education Program: NWFADP. USAID, Islamabad. June 1990.

Khan, Nighat Said. "Women in Pakistan: A New Era?" in CHANGE. International Reports: Women and Society, 29 Great James Street, London WC1N 3ES. 1985?

MayaTech Corporation, Silver Spring, MD. "The Gender Information Framework", prepared for USAID/WID, Washington, DC. June 1991.

"PARTICIPATORY RURAL APPRAISAL HANDBOOK: Conducting PRSs in Kenya." prepared jointly by National Environment Secretariat, Egerton University, Clark University, Center for International Development and Environment of the World Resources Institute.
n.d.

Planning Commission, Government of Pakistan. "Eighth Five-Year Plan (1993-98): Approach Paper. Islamabad. May 1991.

_____. "Seventh Five Year Plan 1988-93 & Perspective Plan 1988-2003." Islamabad.

REPORT of the Pakistan Commission on the Status of Women, July 1985.

Siddiqi, Jamila and Amatullah Abdur Rahman. "Rights and Responsibilities of Women as Laid Down in the Holy Quran: Section: Rights and Responsibilities of Women" for All Pakistan Women's Association, Punjab. Lahore: Ilmi Printing Press. December 1975.

Upreti, Bedh P. "Agriculture and Society in Makran". A Report for Rural Development Division, Office of Agriculture and Rural Development. USAID/Islamabad. March 1989.

USAID, Washington, DC. Office of Women in Development. Executive Summary of "Making the Case for the Gender Variable: Women and the Wealth and Well-Being of Nations", by Rae Lesser Blumberg, edited by Mari H. Clark. October 1989.

_____. THE GENDER MANUAL SERIES. "Gender Issues in Agriculture and Natural Resource Management" by Sandra Russo et al, Edited by Bruce Horwith. April 1989.

_____. THE GENDER MANUAL SERIES. "Guidebook for Integrating Women into Small and Micro Enterprise Projects" by Maria Otero, edited by Robert R. Nathan Associates, Inc., July 1987.

_____. THE GENDER MANUAL SERIES. "A Manual for Integrating the Gender factor into Basic Education and Vocational Training Projects" by Mary B. Anderson, February 1986.

_____. THE GENDER MANUAL SERIES. Executive Summary of "Gender Issues in Farming Systems Research and Extension: A Survey of Current Projects" by S. Poats et al. August 1989.

USAID, Bureau for Private Enterprise, Washington, DC. "Private Enterprise Development: Gender Considerations" by Arthur Young Private Enterprise Development Support Project II, prepared for USAID/WID. November 1988.

Weiss, Anita M., Ph.D. "The Consequences of State Policies for Women in Pakistan" to be published in Myron Weiner & Ali Banuazizi (eds). THE STATE AND SOCIAL TRANSFORMATION IN AFGHANISTAN, IRAN, AND PAKISTAN. Syracuse: Syracuse University Press. 1992.

_____. "Women's Position in Pakistan: Sociocultural Effects of Islamization", paper presented at Annual Meeting of Association for Asian Studies, Washington, DC. March 23, 1984.

Women's Division Research Wing, Government of Pakistan. "Women in Islam" by Dr. Hamida Khuhro (University of Sind). Islamabad. 1984.

Women's Division, Government of Pakistan, Islamabad. "Muslim Family Laws and Their Implementation in Pakistan" by Shehla Zia et al. Islamabad: Women's Division Research Wing. 1982.

The World Bank, Operations Evaluation Study. "The Aga Khan Rural Support Program in Pakistan: A Second Interim Evaluation". Washington, DC. 1990.