

Half Yearly Progress Report

“Strengthening Moderation and Pluralism in Pakistan”

JUNE, 2003

Prepared by

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Half Yearly Progress Report

STRENGTHENING MODERATION AND PLURALISM IN PAKISTAN

1. INTRODUCTION

The Rockefeller Foundation in the United States of America extended a grant to the National Research and Development Foundation (NRDF), North West Frontier Province (NWFP), for the implementation of a project titled “**Strengthening Moderation and Pluralism in Pakistan**”, through the Asia Foundation, Islamabad. The alumni of the Philanthropy Workshop (TWP) of the Foundation spearheads the grant to support efforts in Muslim countries to build civil societies, promote human rights and strengthen the voices of moderation and pluralism within Islam. NRDF started the implementation of the project in the first week of January as part of its on-going program. This report covers the progress of the project between the periods from January to June 2003. In the reported period main activities held were establishing and supporting network of moderate elements, capacity building and awareness raising, networking and dissemination of information and support to female religious groups. The details of these activities are discussed in the lines to come.

2. BACKGROUND

a) Importance of Religious Institutions

Madaris, Mosques and Ulama (The traditional religious institutions) have a strong influence in the Muslims society particularly in the NWFP. They are important stakeholders of the civil society. Their numerical strength, potential to influence general public, acceptability among the communities, the proximity of contact with the people at the grass roots level, various religious services these institutions are rendering, their monopoly over the interpretation of Islamic teachings and the enormous resources available to them make them a very fit mean for supporting the process of social transformation in the country. However, no organized effort has ever been made to bring them into the mainstream of development and to tap their potential for developmental activities in the country.

With these realities in the background, NRDF initiated the pioneering work of their integration into the mainstream of national development in 1993. The efforts were carried out under the title of “Ulama and Development” which has emerged as a new Development Model over the last ten years.

The model has proved as a viable way to mitigate the severity and intensity of “Taliban” phenomenon, promoting religious freedom, enhancing the capacity of religious institutions to effectively work for upgrading the status of women, promote human rights, peace, tolerance, democratic principles, female education, good governance, family welfare and environmental rehabilitation and strengthening civil society in this dangerous region facing wars and armed conflicts. The Asia Foundation, Democracy Small Grant Program of the US government, UNICEF, Catholic Relief Services, Pakistan, IUCN, Heinrich-Boll-Foundation, GTZ, University of Peshawar, private institutions and local communities provided funds to finance the initiative.

- b) **Effects of non-participation of Religious Institutions:** Non-participation of religious institutions into the developmental efforts in Pakistan is a key issue that has far reaching effects on the society. These can be categorized in the following ways.
- 1) Low Level of Socio-economic Development
 - 2) Increase in Fundamentalism, Extremism, Sectarianism and Terrorism
 - 3) Increasing Hatred against Non-Muslims/Negative Effects on Interfaith Harmony
 - 4) Increasing Threats to the Civil Society
 - 5) Proliferation of Madaris Educational System
 - 6) Sectarianism and Human Rights Violation

3. OBJECTIVES OF THE PROJECT

- a) To promote peace, tolerance and create intra/inter-faith harmony amongst the Muslims and non-Muslims citizens of Pakistan.
- b) To encourage the scholars, intellectual and moderate Ulama for addressing the problems related to religious sector from within and prepare a reform agenda.
- c) To pave way for the integration of religious institutions in the process of socio-economic development through social transformation.
- d) To build the capacity of Ulama to interact with outside world and reflect on local issues according to the modern interpretation of teaching of Quran based on advance knowledge and research available to them.

4. KEY STRATEGIES AND ACTIVITIES

The project is envisaged to comprise the following strategies and activities:

Strategy 1. Establishing and Supporting Network of Moderate Elements

Strategy 2. Capacity building and Awareness Raising

- a) English Language Course for Ulama
- b) Aaimmah Training Courses

Strategy 3. Networking and Dissemination of Information

- a) Exposure visits for Ulama
- b) Dissemination of Information

Strategy 4. Support to Female Religious Groups

- a) Special training Courses for Female Religious Groups
- b) Weekly Daroos on Developmental and Peace Issues

5. PROGRESS OF ACTIVITIES

5.1 Preparatory Arrangements and Orientation workshop for NRDF Staff

Preparation and Orientation of Staff: Time to time meetings of the staff were conducted to get the feedback of their activities and keep them up to date with the progress. The emphasis was laid upon the orientation and the background of the project. It was ensured that the staff performs the activities in line with the objectives, methodology, key activities and agreed outputs. The obstacles that cropped up during the implementation process and their solutions were also discussed. The orientation workshop was organized for three days and was attended by all the staff members. Deliberations about the logistics arrangements, various formats for weekly and monthly plans and reports (including individual work plans), checklists for consultative process and identification of moderate religious elements for forming/strengthening their network were also made. It was agreed that the consultative process will be initiated from NWFP and Islamabad territory during which consultations would be made with the representatives of the existing network of moderate religious elements (with which NRDF is closely working).

A criterion for identification of moderate Ulama and other religious minded persons at different level like district, provincial and national level was also chalked out. The minimum key points of the criteria at various levels included the following.

- Should be famous for their moderate thinking
- Should have a good repute and following in their respective jurisdictions
- Should have influence and popularity amongst the communities
- Should be open to dialogue and arguments
- Could spare time to take part in the network activities
- Should be willing to work on voluntary basis
- Should be able to provide leadership to other moderate individuals in their respective jurisdictions
- Should not be a member of any radical sectarian group
- Should have good knowledge about Islamic injunctions related to social development

5.2 Strategy 1: Establishing and Supporting Network of Moderate Elements:

The NRDF has evolved a strong network of religious institutions through its work of the past ten years in NWFP. During the period under report, the NRDF staff maintained its links with its members and provided support to them for reinforcing their efforts and expanding the network of moderate scholars and individuals on local, district and provincial levels. They were brought together on various forums for discussions and help was extended to them for analyzing the effects of traditional role of religious sector in social development. They were urged to converge their scattered influence on a single point. In addition, help and support (in the form of printed matter, technical guidance and facilitation) were extended to them to voice their views for highlighting the issues related to peace, education, gender, population and development.

Consultative Process: NRDF initiated a consultative process with the members of its network, associates and local communities for eliciting their views on refining the available strategies for future use. In this respect monthly meetings were held in Swabi, Mardan, Nowshera, and Mansehra districts. Ten to fifteen individuals attended each meeting. Similar meetings will

continue in the next two quarters as well. Names of some of the individuals and representatives of various groups with whom meetings were held.

The NRDF staff also held individual meetings and small group meetings in continuation to its above mentioned meetings with the members of its network and several new contacts of moderate religious elements in parts of NWFP, Punjab and Balochistan. The names of some individuals and representatives of various groups with whom meetings were held is attached as Annexure 1.

The idea of building and strengthening a formal network of moderate religious elements was highly appreciated during these meetings and telephonic conversations. Several suggestions were made for making the process more effective. As a response to these suggestions a discussion paper about the objective, need, methodology and various other aspects of the network was developed (a draft copy of paper is attached as Annexure 2). It was circulated to a selected group of individuals for review and feedback.

Consultative Process with Female Religious Groups: The female staff identified five prioritized groups for consultative process. These are:

1. Muslim female religious clerics involved in delivering independent *Daroos* (religious education) in their respective jurisdictions
2. Professors, lecturers and teachers of Islamiyat working in various educational institutions
3. Students of Islamic Studies of educational institutions
4. Students and teachers of female Madaris
5. Female members of religio-political parties and groups

The female staff also managed to hold individual and small group meetings with women falling in the above categories. The meetings with teachers and students of Islamic Center, Jinnah College for Women and Home Economics College, University of Peshawar remained very productive in which they reached on a consensus to form their own networks. List of the women with whom meetings were held is attached as Annexure 2.

5.3 Strategy 2. Capacity Building and Awareness Raising:

This strategy intends to assist and enable Ulama to interact with other organization, acquire first hand experience about their working and spread it in an organized manner. A program for the specific activities included:

- (a) English language courses
- (b) Aaimmah training course

English language courses: For these courses contacts were made with the British Council Peshawar and English Language Department in the University of Peshawar. An advertisement in the local Urdu newspaper was also floated to attract maximum number of candidates for the course. In response, a large number of persons contacted the NRDF and showed interest in the course. The NRDF identified more than 40 Ulama from different districts and female representatives of female Madaris for attending these courses. The parliamentarians belonging to Mutahida Majlis-I-Amal (MMA) also showed interest to send their Member Parliaments to

attend the course. Two courses of one week duration each were scheduled for the month of June, 16th – 20th and 23rd – 27th June 2003). The reason for holding both the course consecutively was to curtail the traveling costs of the instructor of the course who had to come from Britain under the arrangements of the British Council. Both the courses were completed successfully as planned (draft copies of the reports are attached as Annexure 3).

Aaimmah training course: Negotiations were initiated with the Islamic Centre in the University of Peshawar for organizing two training courses for the Aaimmah of mosques. The members of the network of moderate religious elements with which NRDF is working since years played an instrumental role in identifying the participants for the courses. In addition, applications were invited through an advertisement in the local Urdu newspaper. The response was encouraging many queries were made through telephone asking for information on contents, objectives and attributes of the trainers of the course. Keeping in mind the importance of the course and interest of the Aaimmah, selection of the participants became time consuming, therefore, the courses were tentatively scheduled between July and August 2003. It is planned that first course will be conducted during the 4th week of July 2003.

5.4 Strategy 3. Networking and Dissemination of Information:

Exposure Visit for Ulama: The NRDF continued to interact with the representatives of religio-political groups belonging to different school of thoughts including the members of the MMA, a religio-political party which won majority in the provincial elections and formed government in the NWFP. Many of the elected members are new in the politics and some have, before their election, not even visited Islamabad, the capital of the country. The NRDF invited a group of these new members of the Provincial Assembly for three days exposure visit to organizations like US-Aid, DFID, Catholic Relief Services, the Asia Foundation, Swiss Development Corporation, GTZ, Norwegian Agency for Development, Rural Social Development Program (an European Union funded project), Trust for Voluntary Organizations, United Nations Funds for Population (UNFPA), USAID etc. in Islamabad. The visit was scheduled to take place in April 2003; however, due to the crisis in Iraq, the religio-political parties took a stand against the West especially the US and the UK. As a result the visit was postponed and is now scheduled in the second week of July 2003 for which nomination of Provincial Members of Parliament belonging to religio-political parties and minorities group has been confirmed. The program of three days exposure visit of Members of Provincial Assembly is ready for implementation from July 7-10, 2003.

Research and Dissemination of Information: The staff under the Rockefeller Foundation project provided input during final review of research material that has been developed during the last two years for raising awareness in the local communities on issues related to peace, tolerance, education, family welfare, environment etc. These materials were produced under the "Communication with local communities and religious institutions in NWFP" Project initially funded by The Asia Foundation and Small Grant Program of the US Embassy, Islamabad.

Over 120 articles produced under the above-mentioned project have been arranged under 16 different heading and will be separately published. Currently, 10 booklets have been published and the rest of the work will be complete by December 2003. The Pashto and English translation of these booklets are also in progress. The list of booklets included the following:

1. Peace in Islam (Urdu)
2. Peace in Islam (Pashto)
3. Education and Islam
4. Family Planning and Islam (Urdu)
5. Family Planning and Islam (Pashto)
6. Family Planning and Islam (English)
7. Religious Harmony and Islam (Urdu)
8. The Role of Religious Rituals in Developing Civil Society (Urdu)
9. Environment and Islam (Urdu)
10. Fine Arts and Islam (Urdu)

In addition, the following more booklets has also been completed. The final review and publishing of these has yet to be done. NRDF is in the process of raising funding for the translation and publishing of these materials as well.

1. Communication in Islam (Urdu)
2. Human Rights and Islam (Urdu)
3. Social Issues and Islam (Urdu)
4. Women and Islam (Urdu)
5. Religious Institutions and Islam (Urdu)

The intent and utility of these articles is to raise awareness amongst the masses, wipe away the wrong notions concerning the interpretation of various religious texts that is generally utilized to promote militancy, extremism, terrorism, women subjugation, environmental degradation etc. The articles are based on the moderate interpretation of the teaching of Islam. This important work has input of many individuals over a long period of time and will have a tremendous impact on the minds and thoughts of the people who have been misled or kept in dark about the moderate Islam. The research articles are thought provoking and include very sensitive topics such as Jihad, terrorism, Extremism, Family planning, Madaris Education etc. Furthermore, a video documentary on religious institutions was also finalized during the quarter and is shown to the participants of various events. The distribution of booklets amongst the Ulama, Aaimmah, Khutaba of mosques and NGOs workers has already been initiated.

5.6 Strategy 4. Support to Female Religious Groups:

The female staff has paid several visits to the female religious Madaris for reinforcing their contacts with them and formulating a network of moderate female religious elements. They have identified several ladies for a special training course on women and children rights, female child education. This will help enable them to explore the moderate interpretation of Islamic teachings and reinterpret the Islamic teachings from a women point of view. Two courses of one-week duration each are scheduled for July and August 2003. The development of the module for the training course is in progress and will hopefully be organized in collaboration with the University of Peshawar.

Weekly Daroos on Developmental and Peace Issues: The research material produced by NRDF was distributed to Ulama including female clerics who are utilising it for delivering sermons in local communities. Similarly, the female staff has established linkages with female teachers and clerics to benefit from the research work while delivering Daroos on social issues. Over 150 Daroos were held in the reported period in different localities from time to time. The cost for arranging these events were locally raised.

6. ADDITIONAL ACTIVITIES

The following additional activities were undertaken during the period under report.

6.1 Seminars on Moderation: Two seminars each one in Mardan and Swabi was organized on “How to Promote Moderation and Pluralism in the society”. Prominent scholar Dr. Farooq Khan and Chief Coordinator NRDF spoke on the occasion. Over 300 persons participated in the two events. The local communities provided funds for the activities.

6.2 Session on Recommendations of Sharia Council: A session was organized on the recommendations of the Nifaz-i-Shariat Council Recommendations. The NWFP government formed the council for the Sharia Implementation in the province. Three sessions of discussion with interested individuals were arranged on Shariat Bill and Hisba Act being presented in the NWFP Assembly. The objective was to analyze these bills and find out solution that how moderations could be promoted in the province.

6.3 Meetings with Senior Representatives of Religio-Political Groups: To elicit the support of various religio-political groups for the consultative process a series of meetings were held with national and provincial level leaders of Jamiat Ulama-e-Islam (JUI), Jamaat-e-Islami Pakistan, Tehrik-e-Nifaz-e- Fiqha Ja'afaria and one member parliament of Jamiat Ulama-e-Pakistan was also held. The minutes of the meetings with JUI leadership was prepared and shared with all concerned (a copy of the same is attached as Annexure 4).

6.4 Staff Training: The NRDF staff attended a number of short training courses of 3-5 day duration on various subjects related to peace, education, development and participation. These courses were organized by organisation like Pakistan Academy for Rural Development, Catholic Relief Services, Amal Human Development Network Islamabad, and Population Council Islamabad.

6.5 Key Visits and Contacts

A good number of people from international and national organizations visited the NRDF office for knowing more about its work and sharing their respective experiences on a variety of issues related to social development and moderations. These included meetings with GTZ representatives on Madaris Education, with Dr. Suzanne Saulniers of USAID on promoting moderation, Michael Simple (British High Commission) on the status of Human rights in the country, Mr. Fayyaz Khan (British Consulate) on bridging the gap between the Muslims and the West. Besides, these meetings also focused on current situation of social development, role of religious clerics, Ulama, and religious scholars concerning their role to promote modernization, family welfare, rights of women, family health, gender equality, good governance, education, population etc. Other visits included the following.

- Ambassador Robin L. Raphel, Senior Vice President, National Defense University visited Peshawar on January 12, 2003 and hold a detail meeting with Chief Coordinator NRDF and one of its BOG members.
- Ms. Pamela Constable of Washington Post visited the NRDF office for having an interview with its Chief Coordinator.

- A meeting was held with one of the representatives of the International Crises Group (ICG), Islamabad and views were exchanged on Religious Madaris.
- Hilda Krosigk, a development professional from Germany thrice visited NRDF for learning more about its activities (February).
- Several senior government officials and Ulama visited NRDF office for sharing views on topics of mutual interest.
- Senior politicians of Pakistan Peoples Party Parliamentarian (PPPP), Awami National Party (ANP) and Jamaat-e-Islami, Pakistan (JI) visited the NRDF office.
- Senior journalists of Urdu and English Dailies visited the NRDF office for interviews with the Chief Coordinator.

6.6 Capacity Building of Staff: The NRDF staff gone through the process of on the job training and attended a number of workshops and seminars organized by the national and international organizations. Three staff members attended a one-week workshop on HIV/AIDS organized by the CRS, Pakistan and a two weeks workshop organized by the Population Council Islamabad.

7. OBSERVATIONS

- Team building and orientation of staff is a process and time-consuming exercise.
- Consultative process with the religious people and reorienting them on a variety of subjects required confidence building and is again a process and time consuming activity.
- Meetings with the already members of existing network of moderate religious individuals from academic institutions were affected due to term examinations being conducted prior to the summer vacations.
- The activities with the high profile individuals (parliamentarians) needs more time and concentration as they are highly engaged people involved in variety of activities.

8. FINANCIAL

National Research and Development Foundation (NRDF) received a total amount of Rest. 2,763,026.00 in one installment. NRDF utilized Rs.1,113,039.00 (One million one hundred thirteen thousand and thirty nine rupees only) in first and second quarter of the project. These expenditures were made under various heads and as per the approved budget. The record for each expense was properly maintained. Monthly reports were prepared for monitoring expenditure under each head.

The detail financial report for the fist half year (January 01, 2003 to June 30, 2003) and monthly report are attached herewith as Annexure 5. It shows that Rest. 148,429.00 were spent under operating cost, Rs. 702,260.00 were spent under program implementation cost, Rs.262,150.00 under direct program cost for Two English Language Courses and Rs.200 paid for bank charges. NRDF from their own resources spent Rs. 60,000.00 on twenty meeting for Establishing and supporting Network of Moderate Elements and Rs.85,000.00 on monthly daroos.

As per Budget NRDF agreed 120 meeting for establishing and supporting Network of Moderate elements of Rs. 3000.00 per meeting and the total cost of 120 meeting is Rs.360,000.00. Similarly, NRDF agreed 72 monthly daroos on developmental and peace issues. The total cost of 72 daroos are 360,000.00. Total Project cost of NRDF is \$50000.00 and the values of each dollar

kept Rs. 60.00 according to the market value at that time. NRDF received only \$47500.00 and the value of each dollar at the time of conversion was Rs.58.148. Therefore NRDF received only Rs.104,826.00 and Rs. 100,000.00 in establishing and supporting network of moderate elements and monthly daroos receptively.

NRDF have already conduct 20 meeting in establishing and supporting network of moderate elements and monthly daroos from their own contribution. After spending the provided fund for the above two activities, NRDF will carry out the rest of meetings and daroos from their own contribution.

Names of Individuals with whom meetings were Held

a. NWFP

1. Dr. Muhammad Farooq Khan
2. Mr. Asad Qaiser (Swabi),
3. Mufti Kifayat Ullah, JUI NWFP
4. Maulana Shams ur Rehman Shamsi, JUI
5. Mr. Awais Ahmad Ghani (Ex Federal and Provincial Minister),
6. Mr. Salim Safi, Columnist
7. Mr. Farid Ullah, Bureau Chief Daily Awsaf
8. Mr. Fayyaz Khan (Acting Director British Council, Peshawar)
9. Wazir Ahmad Jogazai, Ex Federal Minister for Education,
10. Dr. Qibla Ayyaz, Peshawar University.
11. Mufti Niamat Ullah, Peshawar.
12. Haji Ghulam Ali, JUI NWFP
13. Haji Jalil Jan, JUI NWFP
14. Maulana Anwar Saeed, Peshawar
15. Maulana Qayyum Haqqani, Nowshera
16. Maulana Gohar Rehman, Jahangira
17. Mr. Rahim Dad Khan PPPP, NWFP
18. Maulana Izhar-ul-Haq, Swabi
19. Mr. Iqbal Husain Khattak, Ex provincial Minister
20. Dr. Shamshad Khattak,
21. Maulana Abdul Alaam, Nowshera
22. Mr. Salim Khan, Ex MPA, NWFP
23. Mr. Naeem Lala, Swabi.
24. Mr. Omar Shireen, Swat.
25. Sofi Zulfiqar, Haripur
26. Syed Nayyar Sajid (Vill, P/o Toru, Mardan Ph.0931-71515)
27. Sajid Ali S/O Noor Mohd.(International Hostel No. 32, Vill, P/O
28. Gulozai, Mohallah Merikzai, Ph.2920369)
29. Mazhar ullah (Forest Colony, Quarter No.F-33, PFI, Peshawar)
30. Hussan Farosh, (New Hostel, Block-A, No.92, Vill, P/O Kowza, District Buner Ph. 0939-530321)
31. Maqsood Alam Afridi (Vill, Raza Khel Akhurwal, p/o Govt. Degree college darra
32. Adam khel, F.R Kohat, ph no. 09241-810783)
33. M. Jamal Zakir S/O M. Yaqoob, Mohallah Risal Garh, Akora khattak
34. ph.0923-630673)
35. Ihtisham Ali S/O Mukarram Shah New Hostel, no. 114 vill, p/o jehangira, teh. Lahor swabi, 0923-51007, 0333-9121802
36. email, ias479@hotmail.com, ias479@yahoo.com)
37. Muhammad Akmal Khan (vill, p/o zarbab garhi, ph.0921-645041)
38. Abdul Qayum Khan (vill, Lenghar Khel Hathi khan p/o Isak-Khel, teh and district Lakki marwat ph.0969-530050,530025)

39. Khalid Shah (Manga Dargai, Mardan Road Charsadda ph. 0921-644346, room no.7, Block-B SZIC)
40. Hafiz Amjad Ali Masjid, gora Qabristan Peshawar Cantt
41. Haji Ghulam Ali Islahi committee Peshawar Cantt
42. Qari Habibullah Kohati Gate Peshawar
43. Syed Abbas Muhtamim darul uloom Mohammadia Abdara Peshawar
44. Muhammad Tahir Darul Uloom Bahrul uloom Board Peshawar
45. Fakhr ul hassan darul uloom darwaish Peshawar cantt

b. PUNJAB

1. Arshad Ahmad Haqqani, Chief Editor Daily Jang
2. Mujeeb ur Rehman Shami, Daily Pakistan
3. Sarwar Ahmad Malik, Monthly Baidar
4. Sulemani, Monthly Baidar
5. Muhammad Anees Mufti, Al-Mowrid
6. Javaid Ahmad Ghamdi, Al-Mowrid
7. Nadir Aqeel Ansari
8. Bilal Ahmad, Danish Sira
9. Shehzad Saleem, Al- Mowrid
10. Prof. Dr. Amin, Punjab University
11. Ms. Saima Jasim, Henrich Boll Foundation
12. Dr. Angelika Koster-Loback, Henrich Boll Foundation
13. Akhlaq ur Rehman, Help Line (NGO based on the principle of MAWAKHAT)
14. Muhammad Afzal Ch., Director Admin, Help Line
15. Muhammad Ahmad Qadri, Kashmir Mohalla, Kahna Qadeem
16. Dr Amjad Baqir
17. Ms. Rubina Shakeel, Aabroo School (Free School for females)
18. Dr. Hafiz Mehmood Akhtar, Chairperson Islamic Centre, Punjab University
19. Prof Dr. Samar Fatima, Islamic Centre, Punjab University
20. Assistant Prof. Tahira Basharat, Islamic Centre, Punjab University
21. Dr. Muhammad Lakhwi, Islamic Centre, Punjab University
22. Dr. Ghulam Ali, Islamic Centre
23. Hafiza Saadia, Student Punjab University, Holding Daroos at her place
24. Dr. Muhammad Saad Siddiqi, Conducting Dars, Prof. At Islamic Centre
25. Dr. Muhammad Abdullah, Islamic Centre
26. Dr. Ishtiaq Gondal, Lecturer Islamic Centre
27. Dr. Jameela Shoukat, Director Sheikh Zahid Islamic Centre

c. Balochistan

1) People Contacted

1. Mr. Amir Mohammad Duttani, Idara, Quetta.
2. Mr. Nadir Gul, UNFPA, Quetta.
3. Mr. Rehman Khan,
4. Mr. Amjad Rasheed, Taraqi Trust, Quetta.
5. Mr. Nasrullah Bareech, Centre for Peace and Developetn, Quetta.

6. Mr. Abdul Wadood, Sehr, Quetta.
7. Ms. Qamr-un-Nissa, Global Movement, Quetta.
8. Mr. Amir Mohammad
9. Maulvi Abdul Mateen, Jamia Mateen ul Madaris, Quetta
10. Mr. Abbas Shah
11. Ms. Jameela Gul ICMC
12. Ms. Raheela
13. Ms. Samina
14. Ms. Ghazala

2) **Identified Persons**

1. Maulana Abdul Kabir Barshori, Nawan Kilay, Jamia Sairia-ul-uloom Islami, Quetta
2. Qari Maulana Abdullah Jan, Quetta
3. Maulana Abdul Razzaq, Jamia Mathla-ul-uloom
4. Professor, Qari Arshad Yameen,
5. Professor, Maulana Abdur Rehman Kashmiri
6. Mullah Hakeem, Qila Saifullah
7. Dr. Fauzia Deeba, UNDP Area Development
8. Maulvi Jamal, Zhob

Draft Copy of Paper About Network of Moderate Religious Elements

The soft copy of the Urdu document is attached with the report in “In page” format.

**Draft Report on the 1st English Language Course
(June 16 – 20, 2003)**

Introduction

The National Research and Development Foundation (NRDF) is a non-profit, non-discriminatory, non-religious, participatory organization involved in the people-centered development in 7 districts located in southern, central and northern parts of North West Frontier Province (NWFP) of Pakistan. The organization was founded in 1988 and was registered with the Registrar Joint Stock Companies under the Societies Act of 1860 in July 1993.

The NRDF has pioneered a multifaceted strategy of involvement of religious institutions (Madaris, Mosques and Ulama) in the development process in the NWFP, Pakistan. The development model is commonly known as “Ulama and Development”. It has also proved that the traditional religious institutions can be effectively utilized to organize communities, mobilize local resources and raise awareness to solve the day to day problems

Program Components

1. Social organization
2. Capacity Building and Networking
3. Action Research and Advocacy
4. Information Dissemination and Awareness Raising
5. Gender Development

English Language Course

The English Language course was organized under the strategy of capacity building & networking of NRDF with the collaboration of the British Council at Peshawar. It was held from 16th June to 20th June 2003 in the Rivoli Guest House, Peshawar. The course aimed at broadening the outlook of participants belonging to various religious groups, facilitate their interaction with national and international organizations and expose them to the values and culture of other people and nations. A selected group of 20 people including teachers and students of theology from Peshawar, Mardan, Haripur, Dir and Swabi districts attended the course. The course was conducted very well in all aspects. All the participants were actively involved in the learning process and interaction amongst themselves and the teacher.

Objectives of the Course

A. Overall Objectives:

1. To help rural and urban communities through active participation of religious sector in managing the social development program in a sustainable manner.
2. To raise awareness among the local communities (female and male) helping them understand their social rights in the context to Islam for mobilizing and managing

their resources for social development, legal and civic rights, understanding and discharging their duties in the larger interest of the society.

B. Specific Objectives:

1. To enhance the listening, speaking and writing skills of participants in English language.
2. To provide participants with ample opportunity, to practice listening and speaking skills with English speakers and in real situations.
3. To offer to the participants an exposure to the British culture and exchange of ideas through use of educational material during the course.
4. To expose the information technology that is used in the British Council Library and information service to the participants of the course.
5. To facilitate sharing of experience amongst the participants of the course.
6. To bring about gender sensitivity in the participants by their interaction with female teachers of British Council.

Criteria for Eligibility

A group of twenty persons was selected for the English Language Course fulfilling the given criteria and who had the same level of ability in English Language. The course was spread over a period of five days to complete a total of thirty hours. The criteria for eligibility of candidates were set as follows.

1. Bachelor degree or graduate from Islamic Studies
2. Willing to learn English at British Council
3. They can attend the course for five days
4. Commitment to collaborate with the NRDF in its activities in the future

Pattern of the Training

This training was trainee centered and various techniques were used during the training i.e., group discussion, lectures, cued dialogue, individual tasks A/V aids and exposure visit. Participants were exposed to British Council for a photograph exhibition named women at work and website regarding information about Islam and education.

On the last day of the training, evaluation forms were given to the participants, in order to evaluate the overall course and the responses by the participants.

Arrival of the participants:

All the participants reached the Rivoli Guest House on Monday, June 16, 2003. A total number of 20 participants attended the training course.

Venue and Dates:

NRDF and the British Council Peshawar from 16th –20th June 2003 organized the training at Rivoli Guest House.

Resource Person:

Mrs. Shireen Khan Trainer of British Council Peshawar.

Salient Features of the Training:

The following facts came to light after assessing the training and taking views of the participants.

- Participant's knowledge was enhanced.
- Behavior of participants changed markedly
- Confidence was built up among the participants
- They learn to work collectively
- Learned to respect each other
- Understand the role of women in development
- Vowed to work in partnership with National Research and development Foundation and other organizations.

Day one 16th June 2003:

اقرا باسم ربك الذي خلق. خلق الانسان من علق. اقرا وربك

الاکرم الذي علم بالقلم. علم الانسان ما لم يعلم.

ترجمہ: آپ پڑھا ہے پروردگار کے نام کے ساتھ جس نے سب کو پیدا کیا۔ جس نے انسان کو خون کے ٹوٹے سے پیدا کیا۔ آپ قرآن پڑھا کیجئے اور آپ کا پروردگار بڑا کریم ہے۔ جس نے قلم کے ذریعہ سے تعلیم دی اور جس نے انسان کو ان چیزوں کی تعلیم دیدی جنہیں وہ نہیں جانتے تھے۔

Recitation of the Holy Quran:

“Proclaim! (Read!) In the name of the Lord and Cherisher, Who created – Created man, out of a (mere) clot of congealed blood;

Proclaim! And thy Lord is Most Bountiful –

He Who taught (the use of) the pen –

Taught man that which he knew not”.

(Surah Al-Alaq 96 ; 1-5)

Introduction by Shireen Khan:

The participants introduced themselves with a new and interesting method. The facilitator divided the participants into pairs and asked them to interview each other and then introduced their partner in detail. They not only enjoyed this method but also helped them know each other and hesitation removed.

Norms setting:

Mrs. Nabeela Feroz emphasized upon the setting up norms of the workshop. She said that without setting the norms training cannot run successfully.

The participants lay down the following norms by consensus.

Norms:

- Punctuality by all
- Concentration on the training contents
- Observe discipline
- Speak one at time
- Learn from each other
- Respect each other

Expectations:

The participants expected that:

1. The course would:
 - Improve their comprehension and speaking ability.
 - Enhance their vocabulary
 - Build up self-confidence
 - Improve their knowledge
 - Improve their communication skills
2. They would know different technique of teaching.
3. They would be able to express their thoughts
4. They would shared experiences with each other.

Fears:

According to some of the participants they had fear about:

1. The teacher, what type of personality she has?
2. The NRDF policy and agenda
3. Objectives of the training
4. Exposure to British Council

5. No experience related to the training objectives
6. The atmosphere of the training might not be suitable
7. The Transportation might be difficult to find
8. The training might become a burden

Purpose:

1. The aim of exercise is that the participants will express their fears/expectations in the beginning which will be discussed on the last day of the training to see that to what extent their expectation are met, and fears washed away.
2. Comparison of the planned objective of the training with their expectations as well.

Day First 16th June 2003:

Course Facilitator: Mrs. Shireen Khan

Exercise 1:

The facilitator gave a small test and questionnaire to the participants

- To judge their weaknesses and strengths related to this course
- To have a basic information about their personal and professional life

All the participants filled the formats individually.

Exercise 2:

The resource person divided the participants into four groups. A paragraph was given to them to find out the answers and heading for the untitled text.

Out come at the end of the day:

- The participants gained knowledge about making questions and answers out of the Paragraph.
- Learned knowledge about British Culture
- Communication skills
- Learned about the British school system.
- Learned how to make title out of the paragraph.

Evaluation of the first day:

Participants were very reserved and conservative, but they were good listeners. The way to introduce each other, made them joyful and their hesitation was removed. The facilitator was trying to involve them in group activities which helped a lot to express their responses towards the course.

Day second 17th June 2003:

The session started with the discussion about the following topics.

Topics Discussed

- Schooling system in various countries
- Audio visual about Welsh nation in U.K
- Pronunciation of numbers in words.
- Vocabulary buildup
- Geographical location of Europe and specially U.K
- Spider Graph (categorization of all the related devices)
- Population growth rate in the world

The detailed discussions were made by the participants regarding these issues. They compared the in-country and abroad education systems. The main difference identified was that education abroad is more students oriented, practical and participatory. The participants were also sensitized about the rapid population growth in country that leads to several development problems. The participants also got familiarized with the pronunciation in words. They learned how to read the numbers in millions, billions and in trillions. They realized that there is no concept of Lakhs and Crores abroad.

Out come at the end of the day:

- Active participation
- Positive impact on the participants regarding information about the Muslims living abroad.
- The training arrangements by the National Research and development Foundation were highly appreciated by the participants.

Evaluation of the second day:

It was observed that the participants were confident to easily express their feelings. They were friendly and more responsive towards the facilitator. They were actively participating in group activities.

Day third 18th June 2003

The following topics were discussed during the sessions.

- Exercise regarding information about good and bad devices (man made things) in Peshawar
- Countable and uncountable devices (suitable words to show the quantity like much, many, a lot of, some, a few, a little, any)
- Prepositions
- Gender sensitization: women in different profession in country and in Britain
- Population control: advantages and disadvantages of population control
- Small test (to judge how ambitious you are)
- Effective way of expressing opinions
- Standard etiquette's

The facilitator transferred all these information through the involvement of participants. Participants were sensitized that every device has a positive and negative impact. The person has to decide the proper utilization. They were also gender sensitized - biological differences have no effect one's social responsibilities. Presently women are in all profession which was considered to be man oriented. The facilitator explained effective ways of communication at different levels.

Out come at the end of the day:

Participants realized that a biological difference has no relation with the individual performance. Ratio of women in different profession in Britain and Pakistan varied much. They compared the Muslims and Western lifestyle and were surprised that lots of things were similar.

Evaluation at the third day:

Participants got familiar with the stereo type images about women in the society. They also realized that every society has good norms, which are followed and appreciated. The participants were also able to analyze how much realistic approach they have towards practical life.

Day Forth 19th June 2003:

Topic Discussed:

- Decision Making
- Wedding ceremony in Britain

The facilitator asked the participants, who takes decisions in their families? Most of the responses were that the parents decide matters for them. They were sensitized about the decision making process, the difference in wedding ceremony followed by Pakistani and British people. They learned about synonyms and antonyms of the words and about the direction of the place with the help of map. They also learned present perfect tense and simple past tense and repeated the exercise of these tenses in pairs.

Out come at the end of the day:

The participants became vocal and actively participated in the discussion. They realized that they have to take part in the decision making process at different levels.

Exposure Visit to British Council:

The NRDF arranged an exposure visit to British Council on 19th June in the afternoon. The group got an opportunity to get first hand information about UK education and British Council. They exchanged views about internet, seeking Islamic education, Oxford education, online education etc. Mr. Najibullah Khattak. (Examination Services Officer) taught them how to search education and Islamic education websites on internet. He took a test from the participants about English grammar. A training information kit was given to every participant. They also visited the exhibition of posters on the subject of women and their professions in Pakistan.

Day 5th 20 June 2003:

- Effective Communication (tools, techniques, channels, methods)
- Manners
- Standard of life in cities and villages.
- Video was displayed of a village in UK.
- Introduction with Ms Zeenat

The discussion was about how to communicate one's message or feelings in a polite way. The facilitator also differentiated the living standard of a village and a city. She explained that in cities people have more facilities. The participants were surprised to know that in Britain villages are more developed and people prefer to live in village. She displayed a short video about the village in UK.

Ms. Zeenat is a student of university of Peshawar who was sent to Britain to attend an international conference of young cadre of Muslim countries. She gave a fruitful knowledge about the conference and also displayed a video.

Out come at the end of the day:

This training course had a positive impact on the communication skills and attitude of the participants. They became friendlier and asked questions from one another in a polite way. They came to know about their weak points and removed these weaknesses. They discussed confidently about the village life with the teacher. They were curious to see the village of UK. When they watched the conference of 10 Islamic countries in UK, they have had very friendly discussion with a student of University of Peshawar (Zeenat). The participants were keen to know the western approach towards Muslims.

Observation of the Participants:

All the participants appreciated the efforts of NRDF for arranging English language course that has broadens their outlook. They have changed their negative view about the national and international organizations. They understood that these organizations work for the welfare of community on pure and faithful belief. They are working for the development of society without any negative purpose. Participants also appreciated the information and material provided about the English language and other aspects of the course. Participants were fully satisfied with the management and arrangements for the course. Participants said that the course was informative and the teacher explained each and every point clearly. She generated interest in the participants all the time. They were impressed by the method and techniques of NRDF and said that they were now ready to work with NRDF to establish networks and to serve humanity. They wished that NRDF would arrange such program in future and with the help of these training they will know better about western culture and their views about Muslims countries.

Recommendations:

- The training was very much successful; it needs to be carried on in future.
- The duration of the training needs to be extended. It should be arranged for 6 days from 9.00 a.m. to 3.30 p.m. to allow more time for briefing the participants and receiving proper feedback from them.
- The importance and benefits of this training should be shown to another organization and the participation of religious institutions in this regard.

CONCLUSION:

The course had positive impact on the communication skills, attitude and concept of NGO's. Confidence was built up and participants become vocal. They were sensitized about the Gender disparities within the existing society. They become aware of the development problems and the need to educate the overall society. Participants were also cleared about the western concept towards Islam.

List of Participants
1st English Language Course
June 16-20,2003

S.No.	Name	Address (Complete)		Ph #
		Institution	Home	
1	Dildar Begum	Jinnah College	P16 University campus, Peshawar	(091) 842742
2	Badarunisa	Jinnah College	F17 University campus Peshawar	(091) 5704639
3	Qudsia Saleem	Islamic Center	H # 122, Phase-4, N-4, St.-6	(091) 816795
4	Saima Fida	Islamic Center	University Campus	(091) 9216760
5	Noreen Sardar Ali	Islamic Center	University Campus	
6	Rifat Shah	Islamic Center	University Campus	(091) 9216760
7	Lubna Aziz	Islamic Center	Village Duran Pur, P/O Pakha Ghulam, Peshawar	(091) 261007
8	Maria Siddique	Islamic Center	Fatima Jinnah Hostel	(091) 9216761
9	Tayyaba Jadoon	Islamic Center	Fatima Jinnah Hostel	(091) 9216761
10	Naveeda Jadoon	Islamic Center	Fatima Jinnah Hostel	(091) 9216761
11	Romana Jabeen	Islamic Center	Canal Town, University of Peshawar	(091) 852321
12	Farah Naz Alam	Islamic Center	H # 22, KTH, Doctors Colony	(091) 5700872
13	Hina Zahid	Islamic Center	Forest Colony	(091) 5700741
14	Noureen Yousaf	Islamic Center	Lalazar Colony	(091) 5700872
15	Asma Naveed			
16	Abida Jabeen	GFC	Peshawar city	213810
17	Khalida	Islamic Center	Lalazar Colony	0300-5933250
18	Kiran Sahab	Qurta University	Wahid Abad	(091) 843000
19	Johar Khatoon	Islamic Center	Fatima Jinnah Hostel	(091) 9216761

ENGLISH LANGUAGE COURSE

June 16-20, 2003

Pre-Course Questionnaire

Name: _____ Address _____

- Professional position _____
- Student Degree _____

1. What do you realistically expect to learn from this 30 hours course?

2. What would you like to see included in this course?

3. What are your fears about attending this English Language Course?

(Please tick the Boxes)

4. What is/are your weakest English Language Skills?
- Speaking Listening
 - Reading Writing

5. How do you use English in your daily life?
- Speaking Listening
 - Reading Writing

6. What was the medium of instruction in your School/College?
- Urdu Medium English Medium

7. How much do you know about life in the UK?
- A lot of knowledge
 - Some knowledge
 - A little knowledge
 - No knowledge
 - Only what I see on TV

8. How much do you know about the UK as a country?

- A lot of knowledge
- Some knowledge
- A little knowledge
- No knowledge

9. Do you listen to/watch English programmes on the Radio/TV?

10. Do you have access to use a Computer? Yes No

- At work
- At College
- At home

11. Do you use the Internet?

- Yes
- No

**Draft Report on the 2nd English Language Course
(June 23 – 27, 2003)**

1. Introduction

English language has a unique place in every sphere of the society in Pakistan. Those who have command on English are well placed and hold dignitary position in the society. Besides being the official medium of communication, it is the medium of instruction of many prestigious educational institutions. It is the only medium of communication with the world as an international language. However, because of the division of basic education into three broad categories, i.e. English medium, Urdu medium and Oriental languages (Arabic and Persian in *Madrassa* system of education), in the country, education through English medium is expensive. Therefore, access to English learning is limited to elite class of the society. Though, majority of the educated population learns English as a language in their higher classes leading to graduation, yet in practice, such graduates lack the ability of writing as well speaking English. In particular, the graduates of *Madaris (Ulama)* and religious institutions face great difficulties in communication through English because it is not included as a subject in their courses of study.

The National Research and Development Foundation (NRDF) in its programme for the capacity building of the Ulama used to organize such trainings/workshops that enable the Ulama to grow and take active part in the social development of the people. An activity of this component is to enhance the communication skills of the Ulama through training course in English language. An additional purpose of the English language course is to broaden the outlook of the Ulama by facilitating them to observe, experience and understand the concept, needs, ways and means of development as these exist in the U.K. today. Moreover, through this course the Ulama are provided an opportunity to exchange views with persons from different cultures.

The course was in the series of trainings NRDF delivers under the broad title of capacity building and enrichment of the views of the religious people with other cultures, especially the British culture. This course was designed under the recommendations of the previous participants and with the joint consultation of British council staff who delivered the previous courses. A module was developed for the purpose and much other information like the life style of Muslims living abroad was included in this. The participants were taken into a series of different exercises that proved to be tapping their view points in a gender balanced class.

The NRDF organized this second English language course at the Pearl Castle Guest House in collaboration with British Council Peshawar from June 23 to 27, 2003. It was a combined course of ten male and ten female participants including, teachers and students of Sheikh Zaid Islamic Center, Departments of Islamiyat, Seerat and Islamic Studies who had difficulty in communication through English (list of the participants is annexed as **Annex- A**). Most of them have got little exposure to information on changes and developments on global level because of their lack of communication skills in English language. Many of them are unaware of the efforts and programs being undertaken by various national and international agencies and institutions

for the development of the people of Pakistan. One of the purposes of the course was to build the confidence of the participants to frequently interact with each other and share their ideas towards development.

2. Background

English language has the highest position among the languages spoken all over the world. English is the official language of more than 70 countries. The extent of the English language has a strong link with the 19th century's British Empire, when they colonized most parts of the world and spread with them their native English language. This expansion of the civilization also brought some drastic changes to the inhabitant's culture, life style etc. The linguistic properties of English also get intermingled with the existing features of the spoken language. As a consequence, in today's fastest world, we see different speaking styles of English in different parts of the world. Australians speak English with slight lapses, they drag the words and the Americans speak it shortly. British speak it straight away, being the ancestors of the language, while still others speak it differently, like South Americans, Africans, and Russians etc. In our region South Asia, English came with the British rule on combined India in 17th century. At that time the English language got popularity in the country though different interventions made by the rulers. Lord McCauley, introduced an educational system that gave much importance to English in all practical spheres. The development in the west and the new challenges of the modern world posed new dimensions to the people of India. Muslims living in India did not welcome this trend under the influence of their religious chronology. Many Muslim leaders tried to counteract the effects on the society and stressed the need for learning the English language. Some of them even started different movements for the purpose, but they could not settle it properly. The reason was that most of the religious people have got their education from religious institutions like, Madrassas mosques etc. and they did not have knowledge of the English, therefore, most of the people were deprived of learning English. So, it was very difficult for them to grow in a world where they were not even able to communicate their problems and discuss the issues to pull the nation out of crisis. This trend led to a conflict between the religious education and the English education, where English was taught as a compulsory subject. This conflict resulted in a clear cut difference between the two systems and with the passage of time this gap got wider, making divisions in every sphere of life.

Now, the situation is that still the religious institutions do not give any attention to the English language, which badly affects the future of the out going students. These people have no knowledge of the developments that take place in the modern world; they can't communicate with people living in other parts of the world. They are not part of any activity regarding the betterment of their local communities, a role they can play effectively.

NRDF under its objectives considered it necessary to build the capacity of these people in order to facilitate and utilize their potential for the well being of the communities. For the purpose, NRDF arranges different types of activities and a proficiency course in English is a part of it.

3. Objectives of the Course

1. To enhance the listening, speaking and reading skills of Ulama in English language.
2. To provide the participants of the course an opportunity to practice speaking and listening English language during the course with native as well as British people in a real situation.
3. To provide learning and information sharing environment to the participants of the course.
4. To expose them with the information technology that is used in the British Council library and Information Services to the participants of the course.
5. To offer to the participants an exposure to the British culture and exchange of ideas through use of material during the course.
6. To rationalize gender sensitivity in the participants by their interaction with each other and with female teacher and staff of the British Council.

4. Methodology

A group of 20 Ulama/students for the English language course was selected on the basis of an English language placement test, which was given two weeks before the start of the course, after inviting applications on prescribed forms (sample attached as **Annex-B**). The test was meant to select the desired number of participants who have the same level of ability in English language. The course duration was 30 hours spreading over a period of five days. Participants were selected from the teachers and students of Islamic studies based at the campus of Peshawar University. The general criteria for the selection were taken as following:

- Is holding Bachelor degree and/or is a graduate from Madrassa
- Is having a good knowledge of Islam and practices all rituals
- Is willing to learn English at British Council
- Can attend the course for five days
- Is below the age of 40 years
- Is committed to collaborate with the NRDF in its activities in the future.

The NRDF requested the instructor(s) at the British Council to conduct the course using different teaching techniques like group assignments, paired and individual tasks, cued dialogue, discussions and information gap exercises etc. Lessons may be based on the presentation, practice and production model. The teachers may present models and organize different types of activities to allow participants to practice. The ultimate aim of the lessons would be to increase the spoken capability of the participants by encouraging them to participate and develop the existing knowledge within the circle of controlled and free activities.

4.1 Training Need Assessment Session

Prior to the course initiation all the participants were called to a session which was proposed to assess the training needs from the participants after initial selection/meetings process in order to make the training more effective. The objectives of the session were:

- ❑ To introduce the participants with the need for organizing such a course
- ❑ To break the ice between the participants and the organizers to better understand the theme and purpose of the up coming course

- ❑ To share views and discuss points for the smooth implementation of the training course
- ❑ To give the participants a chance to know more about the organization, its objectives, field of work before going into the course
- ❑ To facilitate the participants' potential to be used in a more effective way after the course completion in other activities of the organization
- ❑ To help in building a strong network of young professionals who can add to the Ulama and Development theme.

5. Proceedings of the Course

The course proceedings for the five days are attached as **Annex-C**.

6. Evaluation of the Course

Two means of evaluation were used to assess the outcome of the course as judged by the participants. One was the verbal feedback received from the participants and their comments in informal discussion and the other through written reports of individual participant. The information received by the NRDF reveals that the course was very much interesting and beneficial. Almost all the participants were impressed by the discipline, punctuality and behavior of the staff particularly the female instructor. They stressed the need for organizing more events of the kind.

Analysis of the pre course questionnaire (**Annex-D**) and the evaluation form (**Annex-E**) filled in by the participants is presented below.

6.1 Fears of the participants about course:

Participants had some fears about the course, which are:

- a) Since the course has a very short time i.e. only 5 days, so whether it will really help them or not.
- b) As they were not much familiar with the English language, so how it will be possible to speak English all the time in the presence of many participants. They also had a fear that if they will speak a wrong word, then every body will laugh at them.
- c) As they were going to step forward to a new field, therefore, they were feeling some hesitation about it that how it will be and also what will be the issues to be discussed there.

6.2 Expectations of the participants about course:

Participants had some expectations about the course, which are:

- a) By attending the course they will learn a lot about using English language as a tool in discussion and in conversation.
- b) It improve their reading, writing, listening and specially the spoken English.
- c) It will remove their hesitation and will build confidence to speak fluently and correctly in the presence of gender balance class.
- d) They will learn something new about the basic grammar.

6.3 Important things learnt by the participants from the course:

Almost 100% of the participants were very much satisfied with the course and according to them they learned many things. For example, more than 90% of the participants told that they learn much about English language i.e. they gain knowledge about grammar, pronunciation, vocabulary, English writing, etc. Majority of the participants also told that they gained much confidence to talk in English in front of too many people i.e. they improved their speaking ability and communication skills. They also learned some good points related to personal behavior, for example, unity, tolerance, respect of each other, punctuality, personal relationship, working in group form, etc. They also gained knowledge about culture and traditions of the different countries of the world, especially the U.K. Participants has also gained knowledge about the stereotype images.

6.4 Why recommend the course to your friends?

All participants (100%) were willing to recommend this course to their friends or colleagues because due to this course they improved their speaking ability as well as communication skill so they can speak confidently in front of people as their hesitation has gone away due to this course. They thought that this programme was very beneficial to them as it polished their hidden characteristics/skills from which they were unaware. They gained much knowledge about English language i.e. grammar, pronunciation, vocabulary, listening ability etc. It provides the educational environment to the participants so they were very much clear about different things which were not clear to them. They become aware about the global issues and its resolution i.e. they know that how to overcome the problems through talks (as talks are the solution not the war).

6.5 Over all comments of the participants about the course:

According to the participants, the course was very good by all its aspects and they were satisfied from it as they had found something different in it. They think that it was an excellent and wonderful experience for them and should be continue in future. According to them it was not just an English course taught but a full fledge learning experience in which participants shared

and interacted ideas, opinions, images, perceptions, learned new ideas, formed new opinions. It has developed a sort of confidence in speaking English and expressing their views about different topics. Their stereotype ideas about U.K and other countries of the world have broken down. Their inside frustration has come out and they got little bit released and satisfaction. They learned how to use verb, adjective, how to pronounce, how to question and how to answer. They learned many things in a short time of 30 hours. They wish the time could be more, so they could learn more!

6.6 Recommendations of the participants about the course:

Majority of the participants were satisfied with the course but in spite of it they also recommended some suggestions about the programme. For example

- a) More than 50% of the participants wished that the programme should be lengthier so that the participants get more benefits from it.
- b) It was an excellent opportunity for the participants and therefore it should be continue in future.
- c) The course was perfect but should be taught in more advanced level by using of more Audio/video tapes.
- d) Individual task should also be given to the participants.

Annex-A**List of Participants for the 2nd English Language Course
(From 23 to 27 June, 2003)**

S.No.	Name	Address	Phone No.
Female Candidates			
1.	Sadia	Aurat Foundation	5261662
2.	Dr. Mussarat Jamal	Islamiat	843947
3.	Farukh Naz	Islamiat	9216737
4.	Khizran Tabassum	SZIC	247340
5.	Halima Sadia		
6.	Wajiha	School Teacher	
7.	Shehla Ahmad		
8.	Zainab	Home Economics College's hostel	9216761
9.	Salma	Home Economics College's hostel	9216761
10.	Naseeba	Home Economics College's hostel	9216761
Male Candidates			
11.	Nazir Ahmad	Shaikh Zaid Islamic Centre (M.A Islamiat)	0303-6900644
12.	Muhammad Akmal	Shaikh Zaid Islamic Centre (B.A Hons)	9216619
13.	Abdul Qayyum	Shaikh Zaid Islamic Centre (B.A Hons)	9216619
14.	Maqsd Alam	Shaikh Zaid Islamic Centre (B.A Hons)	9216619
15.	Khalid Shah	Shaikh Zaid Islamic Centre (B.A Hons)	9216619
16.	Kifayatullah	Shaikh Zaid Islamic Centre (B.A Hons)	9216619
17.	Sharif Khan	Shaikh Zaid Islamic Centre (B.A Hons)	9216701
18.	Nayyar Sajid	Hostel No. 1, Room 105 (M.A Arabic)	9216701
19.	M. Jamal Zakir	Hostel No. 9, Warden lodge (M.A Islamiat)	9216701
20.	Atta Ullah	International Hostel, Room 32 (M.A Islamiat)	9216701

Annex-B

**ENGLISH LANGUAGE COURSE
June 23 – 27, 2003**

Application Form

Course Title: 5 Days English Language Course arranged by the National Research and Development Foundation at British Council, Peshawar.

Dates: Monday, 23rd to Friday, 27th June, 2003

Name (in block letters) _____

Contact Address _____

Phone No. _____

Name of Educational Institute _____

Educational Qualification _____

English Proficiency (Read, Write, Speak) _____

Are you willing to participate in the above mentioned training course?

1) Yes.

2) No.

Candidate's Statement:

I am willing to ensure my participation and presence throughout the course at the above mentioned dates and venue.

Candidate Signature

Name:

Address:

.....
.....

Annex – C

Proceedings of the course

5.1 Proceeding of the first day:

Arrival of the participants:

All the participants arrived at the office of the NRDF at 8:30 a.m. from where they were taken to the Pearl Castle Guest House (venue) and there welcomed by the instructor, Ms. Shireen Khan. The programme was started from the recitation of Holy Quran. Mr. Muhammad Akmal Khan, student of the B.A (Hons) Islamic Center, recited a few verses from Sura Alaq, related to learning.

Introduction:

Introduction of the NRDF was done by Mr. Mian Suleman Gul, Field Coordinator, NRDF. He put light on NRDF from different aspects, regarding its objectives, activities, etc. in a very impressive way so everybody understood it easily. He also put some light on the background for organizing this English language program to make every participant clear about the course. After this each participant introduced himself. The purpose and aim of this was that all the participants become familiar with each other so as to reduce the gender sensitivity and to provide them good learning environment in the coming days. As it was just the beginning of the programme, therefore, majority of the participants looked shy, specially the male participants. After introduction, the process of leader selection was done. Two leaders from each side were selected to take care of the norms during the programme. From male side Sharif and Khalid, while from female side Haleema Sadia and Shehla Ahmad were selected.

Norms Setting:

After this, ground rules were set for the programme. These were:

- a) Punctuality
- b) One person should speak at a time
- c) Respect of each other
- d) Constructive criticism
- e) Avoid gossip and should be attentive etc.
- f) Must attend all the session for the five days
- g) Mini discussions should be avoided

Course Introduction:

Introduction of the course was done by Ms. Shereen Khan. She also introduced herself as since how long she is working in Pakistan. She made it obligatory that everyone must speak in English all the time. She also briefly discussed the objectives of the programme which were:

Objectives of the programme:

- a) To provide the participants a working environment not a lecture driven class.
- b) To melt down stereotype thinking of the participants about people living in different regions of the world.
- c) To involve all the participants in different kinds of discussion so as to get their view points and exchange their ideas for the improvements in the programme.
- d) To teach the participants functional English used in daily life.

The first task which was given by Shereen Khan to the participants was a personal questionnaire to know about each participant and make a plan for the coming days. Participants were then grouped together according to their non-familiarity with each other. The main purpose of doing this was to reduce their gender sensitivity, shyness, gape between the participants and to make them bold in order to speak confidently in a gender balanced class. Second task was given to each participant to interview his/her partner and then introduce him/her according to his/her filled questionnaire. The main objectives of this task were:

- a) The two participants should know each other and to all the participants.
- b) To know and learn the process of interviewing some body.
- c) To encourage every participant to speak in the presence of many people, so as to make them bold and confident.
- d) To remove their hesitation.
- e) To make the environment of the course more friendly.

Conclusion:

At the beginning of the session all the participants were much hesitated except one. However, after group making the participants gained some confidence (specially the female) and their shyness was gradually reduced. At the end of the first day majority of the female were looking confident as compared to male.

5.2 Proceeding of the second day:

In the start of the second day all the participants were divided into five groups and were given a task to write down in short sentences that what had done yesterday (this was just brain storming). General discussion about Pakistani and U.K culture was held. After that all the participants were divided into three classes and were given a task, to read the opinions of the different people (migrated from U.K) of Norway, France, and Kimoko about U.K. Participants were given the opportunity to listen the Audio tape about the education system of Japan and then given with some written materials to answer the questions mentioned in the tape. Brief discussion about Great Britain and England was done. Majority of the participants were having no or little knowledge about U.K but after a good discussion and viewing a map of U.K they had gained much knowledge and were in a position to know the exact position of each State. Discussion was

made on the topic of stereotype approaches, like after the incidence of 11th September majority of the western people think that all Pakistani are terrorists, uncivilized, men have four wives etc.

Conclusion:

In the second day majority of the participants were looking bold and confident. By doing group discussion they became more frank with each other and their shyness was decreased very much. A friendly atmosphere was developed among them and they feel each other like their own family member.

5.3 Proceeding of the third day:

Group of five participants (male and female) were made and then charts were given to them to write down everything that have done in the last two days. Written materials were given to participants to read the customs of different countries (Pakistan, Afghanistan, French, Russia, Thailand, USA etc.). Exercise for listening of conversation through audiotape in the voice of a foreigner. Then different groups of the participants were made (one male and one female) and they have given a task to answer the questions (mention in the written material) regarding the different dialogues they have heard. Listening of the audiotape having dialogue about capital punishment between the two foreigners (i.e. one is in favor and the other is not in the favor of capital punishment). Task was given to participants to write some statements in favor and against the capital punishment.

Visit to British Council:

On a visit to British Council at 3:00 pm, detailed presentation was given by Najiullah Khattak (Examinations Services Officer at British Council) about the Internet and its use, for example, discussion about the different search engine (how to search something), how to search scholarships in U.K and indifferent countries, how to use internet for teaching, how to listen the recitation of Holy Quran (online), how to get information about Quran and Hadith, how to get information about the British Council, how to test your English level at the internet, how the local peoples of any country can get master or other degree from U.K or any other western country without going to these countries, lecture about the British Council i.e. what is its role, what does it do for the local people, how many department it has (examination and education department), information about the IELTS, where it is taken etc. All the participants asked questions about different services at the British Council in a very free environment.

Conclusion:

At the end of the third day participants were looking very much friendly and friendship was developed among them. They were not feeling any hesitation and were taking participation in different discussion very confidently. They had started enjoying the talk of each other. They had impressively participated in the discussion having a topic of Afghan and Pakistani culture. The

instructor was impressed by the involvements of the participants in discussion and their ideas and knowledge about it. They were also impressive in the discussion about the Capital Punishment. They were asked different questions about it in relation to Islam and culture. They had given the reasons in favor of capital punishment from the Islamic point of view. Participants had also enjoyed the visit of British Council where they had attended the presentation about the use of internet. Participants asked questions from every aspect about the British Council and about the Internet for example, what is the role of British Council? For what purpose the internet are using, asked about different search engine, how to get information about the Quran and Hadith, how to test their English level through internet, etc.

5.4 Proceeding of the fourth day:

At the start of the day four all the participants were divided into five groups and were given a task to write down in short sentences about all that had done yesterday. It was a brain storming exercise. Detailed lecture on the topic of "Voting" was delivered to the class. General discussion about voting in Pakistan and in U.K took place. Women role in economic development was discussed. General questions were asked from the participants like (a) what changes occurred in Pakistan during last 100 years. (b). Co-education system in Pakistan, whether it is good or not? (c). What will happen if boys and girls both got education in separate institution at the age of 18 and then they are mixed in higher classes. (d) Why female are kept in Burqas? Are they not human being and who set these rules for them? (e) Why female spent her whole life in her home? Does she not has the rights to go out for work, give vote, etc. (f) Democracy System of Pakistan, is it democracy system really? Group of three participants were made and asked to write the advantages and disadvantages of village and city life and discussion about the village life of Pakistan. In-between the discussion of above topics long discussion also took place about Madaris i.e. their course, their teaching system, their teachers, comparison with the modern day schools, future of the Madaris, Taliban etc.

Conclusion:

They had started enjoying the company of each other. A friendly relationship was developed among them. Their fear about gender sensitivity has completely washed out. They had talked more freely and confidently in presence of each other. All the participants noted that they are equal and therefore they can make a friendship with each other. Every participant was trying to speak more and more during discussion. All the participants had taken part in the discussion about "Voting". They were asked different questions about it specifically about the participation of women in voting. They discussed the topic in detail, gave solid reasons for the questions they were asked like, Islam and participation of female in voting, culture and tradition and female participation in voting, etc. The participants also took part impressively in the discussion regarding coeducation system in Pakistan, Islam and coeducation, population and economic development, population and Islam, role of women in economic development, etc. All the participants took part in the discussion about above topics and expose their opinions.

5.5 Proceeding of the fifth day:

Participants were grouped according to the number given by the instructor and then sheets were provided to the participants of each group to write down all what had happened yesterday. Participants were shown the videotape about the Wales State of U.K, and a lecture was delivered on the topic of “dying of language”. It was discussed that there are some major and common reasons for the dying of any language, these are influence of other language on it, and due to the arrival of invaders etc. Questions from different aspects about Pashto and Urdu language were asked from the participants. The main purpose of asking such questions was that all the participants should gain some knowledge about their own languages.

After tea time in the fifth day, Ms. Zeenat Khan (Provincial Representative of the **Conflicting Future Forum (CFF)**) delivered a presentation on CFF. Details are here below:

Objectives of the forum:

- a) The aim of this forum was to bring together youth from diverse culture and create a bridge of understanding among them.
- b) To break the fixed ideas and opinions developed after 11th September.
- c) To make them soften and build tolerance among the youth of Muslim world so as not to go for extreme action.
- d) To show the real picture of Islam to the world (especially west) and prove that Muslims are not the terrorists.
- e) The result of this forum lies with the participants to initiate projects at individual and national level.

The forum has certain specific agenda to discuss on a global level. These were education, health, employment, conflict resolution, creating future empowerment. It was initiated and arranged by British Council as a consequence of 11th September. The misunderstanding, prejudices, and animosity created as a consequence of this event were to be dealt with in this programme. It included participants from 10 Muslims countries (5-7 from each country), namely Pakistan, Bangladesh, Malaysia, Iran, Egypt, Saudi Arabia, Palestinian authorities, Turkey, Indonesia and Nigeria. They stay for seven days in the U.K All participants sit together having established a code of conduct and discussed these topics. After the seven days discussion all participants concluded that it's the media (news, movies etc) which convey the wrong message to the world. The participants interacted with individuals of various walks of life in the U.K such as politicians, sportsman, musicians, youth forum organizers, mayors and educationists. The participants also had activities such as a question time with members of the parliament in which the Palestinian conflict was discussed elaborately.

Outcomes of the CFF:

The participants learnt to be more tolerant, to listen more and talk less to form an opinion on critical ground rather than relying on stereotypical images.

Viewing of the video about conference:

Participants were provided the opportunity of viewing the video about the conference of the connecting future forum organized by the British Council. It was held in U.K and the participants stayed there for seven days.

Question/Answer Session:

Participants were allowed to ask questions regarding CFF and the meeting of the forum held in U.K. Almost all of the participants took part in this session.

Conclusion:

After too much discussion in the last four days the participants looked extremely different as they were in the first day. They had enjoyed each and every lecture delivered to them at that day. They had done the discussion on the topic of “dying of language”. Participants had given the reasons for it i.e. language can be dying by the influence of other language on it, also due to the arrival of invaders etc. Questions from different aspects about Pashto and Urdu language were also asked from the participants. For example, has the Pashto language changed during last few decades? If yes then what’s the reasons for it? What will the future of it in your opinion? Is it true that teaching is done in Pashto at primary level in most part of the NWFP? What’s the function of Urdu for you as a national language? Is it true that you had spent the best part of your life/best energy in learning of languages. All the participants like these topic very much and took participation in the discussion with the depth of their heart. As they were having too much knowledge about these topics therefore they share their ideas and opinions with each other and also with the instructor.

As they became friendly of each other, therefore at the end of day five they were having the feeling of missing each other. Each of them apologized for his/her unconscious behavior.

Annex - D

ENGLISH LANGUAGE COURSE

June 23-27, 2003

Pre-Course Questionnaire

Name: _____ Address _____

Professional position _____

Student Degree _____

12. What do you realistically expect to learn from this 30 hours course?

13. What would you like to see included in this course?

14. What are your fears about attending this English Language Course?

(Please tick the Boxes)

15. What is/are your weakest English Language Skills?

Speaking

Reading

Listening

Writing

16. How do you use English

Speaking

Reading

Listening

Writing

17. What was the medium of instruction in your School/College?

Urdu Medium

English Medium

18. How much do you know about life in the UK?

A lot of knowledge

Some knowledge

- A little knowledge
- No knowledge
- Only what I see on TV

19. How much do you know about the UK as a country?

- A lot of knowledge
- Some knowledge
- A little knowledge
- No knowledge

20. Do you listen to/watch English programmes on the Radio/TV?

21. Do you have access to use a Computer? Yes N

- At work
- At College
- At home

22. Do you use the Internet?

- Yes
- No

Annex - E

Course Evaluation Form

English Language Course
23-27 June, 2003

Trainer: Shireen Khan
British Council, Peshawar

Your name:
Profession:
Degree:

What are four important things you have learnt from this course?

1. _____
5. _____
6. _____
7. _____

The Course overall:

Excellent ←————→ Poor

What do you think about Satisfaction							
Of personal expectations		6	5	4	3	2	1
Achievements of Course objectives	6	5	4	3	2	1	
Understanding of the UK and its people		6	5	4	3	2	1
Confidence in Speaking/using English		6	5	4	3	2	1

Comments on the Course overall:

Would you recommend this course to your Friends or Colleague? Why? <input type="checkbox"/> Yes <input type="checkbox"/> No
--

Please turn over

Meetings Minutes with Senior Representatives of Religio-Political Groups:

Besides meetings with variety of people, the staff of NRDF managed to arrange three important meetings with Maulana Fazal-ur-Rahman, Secretary General (JUI), Pakistan, on 9th, 16th and 21st of May 2003. The Chief Minister, NWFP, two MNAs, two Senators and Five MPAs including Zafar Azam, Minister for Law, Government of NWFP attended the last two meetings. The agenda of these meetings remained the integration of religious institutions into the mainstream of social development, bridging the gap between the western organizations and religious institutions through meetings and dialogue, extension of support to NRDF's on going programmes and exploration of possibilities of future collaboration.

After detailed discussions on the above stated agenda and other co-related important issues the following consensus was reached upon.

1. Maulana Fazal-ur-Rahman and Chief Minister NWFP principally agreed upon all possible support to the NRDF in its ongoing activities including its peace, moderation and family welfare activities.
2. They agreed for the need of initiating a dialogue with the western organizations and people from other faiths and religions.
3. Maulana Fazal-ur-Rahman expected from NRDF to facilitate and organize meetings/dialogue with the heads of the western organizations as and when he and other senior leaders of JUI are available in Islamabad.
4. He promised identification and ensured participation of Members of the parliament for the exposure visits to the international organizations in Islamabad, being facilitated and organized by NRDF.
5. A focal person namely Maulana Shams-ur-Rahman Shamsi, was nominated for contacts and communication for future collaboration. In his absence Mufti Kifayat Ullah, Deputy Secretary General, (JUI) would perform the same role.

Annexure 5

Expenditure Statement

Rockefeller Funded Project
Six Month Financial Report
From January 01, 2003 to June 30, 2003

S.No.	Particulars	Budgeted Amount	Received	Six Months Expenditures	Balance Amount	Expenses of NRDF (Cont.)
1	Operating Cost					
A	Office Rent	72,000.00	72,000.00	36,000.00	36,000.00	
B	Communication	120,000.00	120,000.00	60,825.00	59,175.00	
C	Stationery	60,000.00	60,000.00	32,360.00	27,640.00	
D	Utilities	60,000.00	60,000.00	19,244.00	40,756.00	
2	Staff Salaries					
A	Project Coordinator	360,000.00	360,000.00	180,000.00	180,000.00	
B	Female Field					
C	Coordinator 2 Persons	240,000.00	240,000.00	120,000.00	120,000.00	
D	Field Coordinator Two persons	240,000.00	240,000.00	120,000.00	120,000.00	
3	Vehicle Rent	480,000.00	480,000.00	240,000.00	240,000.00	
4	Lodging/Travel	96,000.00	96,000.00	42,260.00	53,740.00	
5	Establishing & supporting Network of Moderate Elements	104,826.00	104,826.00		104,826.00	60,000.00
6	English Language Courses	240,000.00	240,000.00	262,150.00	(22,150.00)	
7	Aimmah Training Courses	185,000.00	185,000.00		185,000.00	
8	3-days Exposure visits	190,000.00	190,000.00		190,000.00	
9	Dissemination of Information	30,000.00	30,000.00		30,000.00	
10	One week special Training Courses for female religious	185,000.00	185,000.00		185,000.00	
11	Monthly Daroos	100,000.00	100,000.00		100,000.00	85,000.00
12	Bank Charges	200.00	200.00	200.00		
	Total	2,763,026.00	2,763,026.00	1,113,039.00	1,649,987.00	145,000.00