

NRSP
INSTITUTE OF RURAL MANAGEMENT



EMPOWERMENT
 LEADERSHIP
 PROFESSIONAL DEVELOPMENT
 COMMUNITY MANAGEMENT
 VOCATIONAL TRAINING
 EMPOWERMENT
 MANAGEMENT SKILL DEVELOPMENT
 WOMEN'S LEADERSHIP
 PROFESSIONAL DEVELOPMENT
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 MANAGEMENT
 VOCATIONAL TRAINING
 PROFESSIONAL DEVELOPMENT

annual report
 2006-2007

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Institute of Rural Management is the largest skill enhancement and training center in the non profit sector in Pakistan. IRM aims to promote sustainable and equitable socio economic development of rural people through professional management of their institutions. The core philosophy of IRM is to enhance the potential of the people by helping themselves. This is done through the training programmes for rural people and professionals across Pakistan. The institute has been running much admired, corresponding training programmes for the capacity and skill enhancement of the staff and community members. The programmes offered by IRM aims to enhance human productivity, reduce poverty, upgrade the technical and managerial skills of rural poor, improve utilization of local resources, strengthen village infrastructure to support economic growth and build self confidence among trainees.

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NRSP

**INSTITUTE OF
RURAL MANAGEMENT**

IRM

ABBREVIATIONS

ACN	Advocacy, Communication & Networking
ACT	Actions by Churches Together
AHKRC	Akhtar Hameed Khan Resource Center
AKRSP	Aga Khan Rural Support Programme
AJK-CDP	Azad Jammu & Kashmir-Community Development Programme
BAP	Behbud Association of Pakistan
BMST	Business Management Skills Training
BRSP	Balochistan Rural Support Programme
CAAP	Community Activist Action Planning
CART	Credit Appraisal and Review Techniques
CEO	Chief Executive Officer
CF	Community Facilitator
CHW	Community Health Worker
CMST	Community Management Skills Training
CMTF	Community Management Training Programme
CO	Community Organization
CTP	Community Training Programme
ERRA	Earthquake Rehabilitation & Reconstruction Authority
FAO	Food and Agriculture Organisation
GAD	Gender And Development
GFATM	Global Funds for AIDS, Tuberculosis and Malaria
HRC	Housing Reconstruction Center
HRD	Human Resource Development
HRIS	Human Resource Information System
HRM	Human Resource Management
ICT	Information and Communication Technology
IDGR	Institutional Development at Grass Roots
IFAD	International Fund for Agricultural Development
ITP	Internship Training Programme
ILO	International Labour Organization
JPO	Junior Programme Officer
LMDT	Leadership & Management Development Training
LMST	Leadership & Management Skills Training
LHW	Lady Health Worker
MDT	Mobile Demonstration Team
MIS	Management Information System
MSB	Master Self Builder
MSL	Master Skilled Labour
NRM	Natural Resource Management
NTB	National Training Bureau
OPAC	Online Public Access Catalogue

ABBREVIATIONS

OTW	Orientation Training Workshop
PACT	Profile for Achieving Creativity & Techniques
PDP	Professional Development Programme
PO	Programme Officer
PERRA	Provincial Earthquake Rehabilitation & Reconstruction Authority
PPAF	Pakistan Poverty Alleviation Fund
PRSP	Punjab Rural Support Programme
PO	Partner Organization
QAU	Quaid - e - Azam University
RAR	Relief And Rehabilitation
RSPN	Rural Support Programmes Network
SC	School Council
SDC	Skills Development Council
SERRA	State Earthquake Reconstruction & Rehabilitation Authority
SIP	Summer Internship Programme
SM	Social Mobilization
SMST	School Management Skills Training
SO	Social Organizer
SRSO	Sindh Rural Support Organization
SRSP	Sarhad Rural Support Programme
SS	Subject Specialist
SSS	Social Sector Services
STP	Staff Training Programme
TEVTA	Technical Educational and Vocational Training Authority
ToT	Training of Trainers
TBA	Traditional Birth Attendant
TNA	Training Needs Assessment
TRUC	Teachers Resource Upgradation Center
TREE	Training for Rural Economic Empowerment
UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
UNICEF	United Nations International Children's Emergency Fund
UNDP	United Nations Development Programme
VDP	Village Development Plans
VEC	Village Education Committee
VPN	Virtual Private Network
VRC	Village Reconstruction Committee
VTEC	Vocational Technical and Educational Center
VTP	Vocational Training Programme
WBJSDF	World Bank Japan Social Development Fund
WLP	Women's Leadership Programme

IRM'S JOURNEY OVER THE YEARS

1993	IRM established as Human Resource Development section at NRSP Head Office.
1994	The first OTW was organized, training in GAD, PACT, IDGR and ToT, were devised and conducted.
1995-96	Vocational training, organized in collaboration with Punjab Small Industries Corporation.
1996-97	NRM Training and CMST were initiated.
1997-98	Vocational Training Programme designed & implemented in collaboration with National Training Bureau & Skills Development Council.
1998-99	Akhtar Hameed Khan Resource Center established.
1999-2000	HRDN Secretariat established at IRM.
2000-01	Human Resource Information System installed at IRM.
2001-02	-Selection, training and induction of Interns for RSPN. -Given "honorable mention" for UNESCAP HRD award.
2002-03	IRM declared a "Center of Excellence" by the UNESCAP.
2003-04	IRM -VTEC was certified by TEVTA & SDC of Pakistan.
2004-05	Post-graduate Diplomas in Human Resource Management launched.
2005-06	IRM became the largest training Provider in Private Sector.
2006-07	- AHKRC launched online - IRM achieved complete financial self sustainability - TRUC was established at IRM - Professional Development Programme launched

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What we need today is to combine the creative energies unleashed by capitalism with the social objectives of human development. In such a pragmatic combination of efficiency and equity lies the viability of future models of development.

Mahbub ul Haq

FOREWORD

The Institute Of Rural Management , since its establishment in 1993, has gradually developed a series of educational and training programmes on poverty alleviation and rural development. These programmes were based on the innovative work of Rural Support Programmes in Pakistan.



IRM has also undertaken coordinated actions to enhance human productivity, upgrade the technical & managerial skills of rural poor and innovate and develop courses to meet evolving community & staff needs.

In the years of its existence, IRM as a human resource development training institute has provided equal advancement opportunities to all individuals and has challenged stereotypes, trail braising initiative to enable rural poor overcome their apprehension and take bold stand to come out of poverty.

We have brought together governmental, non governmental organizations and the international agencies to work for the betterment of the rural communities by providing their professionals with the tools to expand their skill, knowledge and exposure to change.

This annual report covers our accomplishments and undertakings during the period from July01, 2006 to June30, 2007. We can see how the skill enhancement can help establishing groups to develop their expertise and assert their confidence, how training programmes can empower and strengthen the management capacities of the women, how the training can bring about a positive change among community members in the area of sustainable land-based livelihoods and how training enable rural men and women to gain access to sustained employment, better wages and business opportunities.

The objectives that were set for the year 2006-2007 have been successfully achieved and we hope to continue the progressive process of our institute for the welfare of our poor rural communities.

A handwritten signature in black ink, appearing to read 'R. Hayat'.

Roomi S. Hayat
Director



Shoaib Sultan Khan
Chairman NRSP

"I think that wherever there are small holders, there with the help of the same principle, the basis of development can be laid. It is my experience that if you go to the people and can convince them that your programme is something which can benefit them, then there is no reason for them to reject it".

Poverty is multidimensional, involving not only a lack of income, but also ill-health, illiteracy, lack of access to basic social services, and little opportunity to participate in the processes that influence people's lives. Poverty reduction should therefore be the centre of development efforts.

The Institute of Rural Management, has been delivering quality training for capacity building and skill enhancement of the community as well as the development professionals for the last fourteen years.

As a learning and capacity-building organization for rural development, the Institute of Rural Management, has had a sustained influence on the lives of rural poor communities, local leaders, development practitioners, community organizations (COs), NGOs and government agencies in South Asia. It has been recognized internationally for the quality and value of its training programmes.

IRM aims to expand economic opportunity for poor women & men by stimulating economic growth, making markets work better for poor people, and working for their inclusion particularly by building up their assets, such as land, water resources and education.

IRM's core objective is to enhance the potential of the people by helping them to help themselves.

PAST, PRESENT AND FUTURE OF IRM

We plan to achieve this by strengthening the ability of poor people to shape the decisions that affect their lives and to remove discrimination based on gender, race, ethnicity and social status.

We aspire to give poor people security by reducing their vulnerability to economic shocks, sickness, crop failure, unemployment, natural disasters, violence and helping them to cope when such misfortunes occur through enhancing their ability to self help.

In order to work more efficiently and effectively and to improve the quality of services we provide, we must first analyze our weaknesses and threats and then try to overcome them by making use of every opportunity which comes our way.

FUTURE PLANS

One of the prime goals of the Institute of Rural Management is to become a "Center of Excellence" in the field of Social Mobilization, Micro-Finance and Human Skills Training.

We want to set a bench mark in the training sector for other institutions throughout the country; by building the capacities of our staff through professional development training and teacher training.

In five years' time we are planning to transform



Dr. Rashid Bajwa
CEO, NRSP

"Our overreaching concern is to ensure that more people have better opportunities to meet their needs, and to improve the facilities and services available to them".

PAST, PRESENT AND FUTURE OF IRM

into a state of art learning facility, offering higher level courses. We also intend to get certified by International Standard for Organization (ISO 9001:2000).

IRM also plans to strengthen AHK Recourse Center by providing digitized publications and documentations of developmental studies and information about Akhtar Hameed Khan's achievements and contributions in different readable formats.

In the quest to expand its outreach and improve its outputs NRSP-IRM hopes to continue its synergetic relationship with the partner RSPs. We intend to expand to reach a greater number of trainees by involving greater public- private partnerships to bring sustainability to the running of the VTEC Rawalpindi. With increasing recognition from government based educational and technical institutes, it can be envisaged that VTEC Rawalpindi will assume a central role in vocational and technical education as IRM visualize future growth to the level of a national University of Poverty Studies.

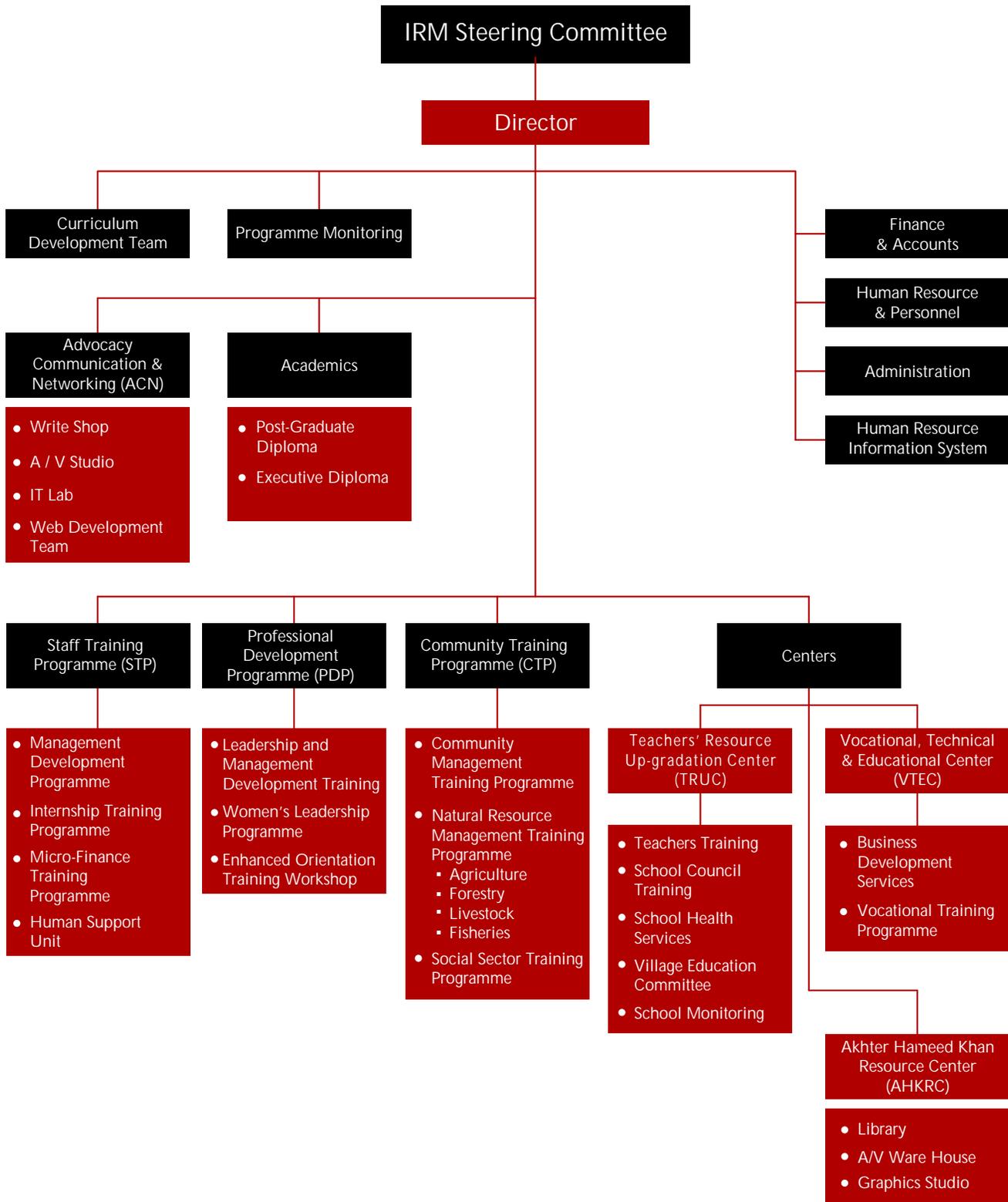
Moreover, we are planning to establish IRM offices in other provinces so that



people all over the country can approach us easily in order to strengthen their abilities, expand their opportunities and overcome their fears and weaknesses.

For further information on the Institute of Rural Management, we invite you to visit the IRM website: www.irm.edu.pk

ORGANOGRAM



If you want to manage people effectively, help them by making sure the organization chart leaves as little as possible to the imagination. It should paint a crystal clear picture of reporting relationships and make it patently obvious who is responsible for what results.

Jack Welch, *Winning*



COMMUNITY TRAINING PROGRAMME

COMMUNITY TRAINING PROGRAMME

Community Managerial Training Programme

Vocational Training Programme

Natural Resource Management Training Programme

Social Sector Services Training Programme

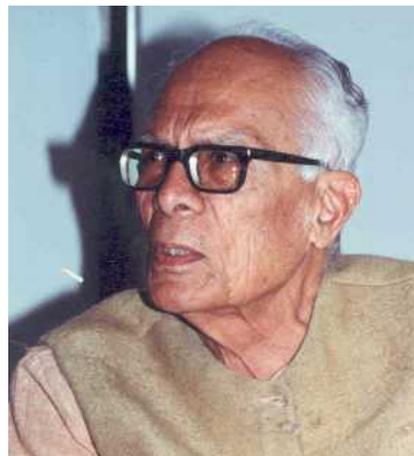
COMMUNITY TRAINING PROGRAMME

The Community Training Programme of IRM aims to build the capacities of rural communities, empowering them to harness their true human social and economic potential for improving their quality of life. The approach is focused on poverty reduction and income generation through capacity building and creating effective linkages.

We work from the assumption that the rural poor have tremendous potential and are willing to participate in the decision making and development process. All they require is the right type of social guidance and technical skills. IRM ventures into cultivating strong foundations of managerial and technical skills at the grassroots level and builds the capacity of the community members to create a pool of community-based development experts.

CTP has earned outstanding recognition as the quality training provider that builds capacity of rural poor in economic and social growth. In order to address the conditions and root causes of poverty, CTP provides technical assistance to community-based organizations; conducts capacity-building activities, training, workshops, research & evaluation, and catalyzes policy and advocacy initiatives.

The organization's programmes range from services for the disabled, to women entrepreneurship, youth employability & to economic development.

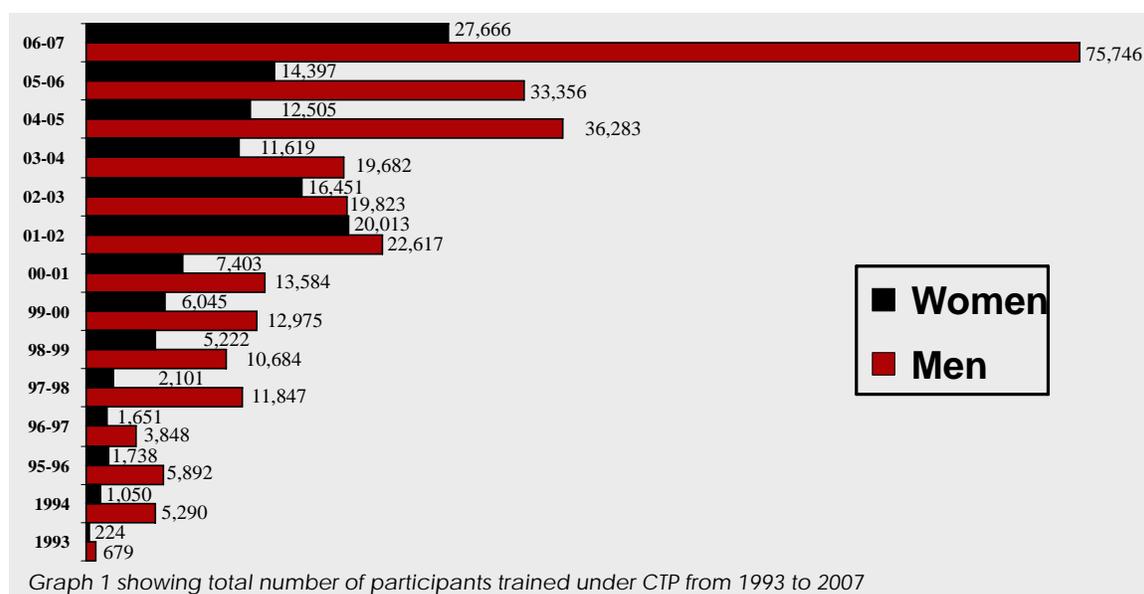


Akhtar Hameed Khan

"Progressive farmers will not be made immediately, it will happen when one or two men take it up as pioneers and demonstrators. In scientific language this is called the nucleus. If the nucleus is not formed, the cluster will not occur but if the nucleus is made the cluster will form".

COMMUNITY TRAINING PROGRAMME

Community training is one of the major investments for poverty reduction and improvement in livelihood. It has grown enormously since its beginning in 1993. In the decade from 1993 to 2003, 160,000 community members have been trained but within the last 4 years 227,000 community members have come to IRM to take CTP courses. It shows its significant growth and community acceptance. During the year 2006-07, a total of 103,412 community activist received training through national and international organizations/projects with special emphasis on technical, vocational, education and natural resource management training.



To achieve the overall tasks of capacity building, Community Training Programme strives for the objectives mentioned below;

- Enhancing human productivity ,
- Improving technical and managerial skills of the rural poor to increase production and reduce wastage,
- Securing productivity-village based skills are strengthened,
- Consolidating human capital base to optimize utilization of labor.

The Gender Context

There can be no sustainable development and no lasting harmony in a society, if women continue to be relegated to subservient and often dangerous and back-breaking roles in society.

COMMUNITY TRAINING PROGRAMME

Addressing the imbalances among the rural men and women, has led to a growing awareness that the participation of women and the strengthening of their position in society is the central requirement for sustainable development. In Particular, developments in education have contributed to the improvement of the social status of women around the world. It is time for development practice not only to honor the life-sustaining roles that women play in everyday lives, but to actively locate women's rights, empowerment and leadership at the center of economic development.

Gender	Training Conducted at		Total
	IRM	Regions	
Men	7,699	68,047	75,746
Women	4,925	22,741	27,666
Total	12,624	90,788	103,412

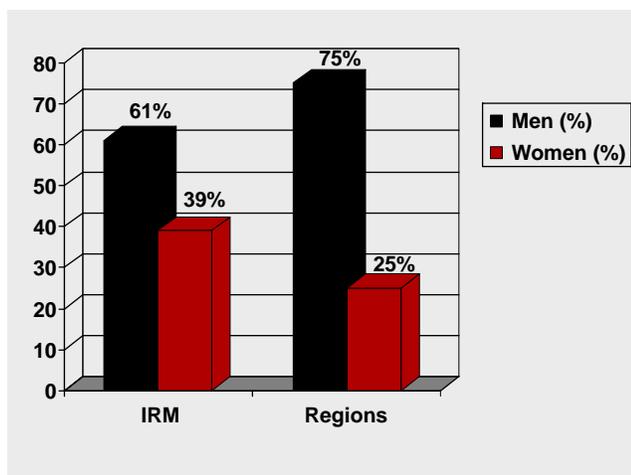
Table 1 showing numbers of participants trained in 2006-07

The trend of women's participation (Table 1) in the community training programme reflects IRM's commitment to promoting women in all fields of development.

In the year 2006-07, at NRSP- IRM a total of 103,412 community members were trained under different training sectors and programmes. Of these 75,746 were men and 27,666 were women.

Women's participation remains an issue at the regional level: the ratio of women in training activities organized at the regional level was only 25%. It was 39% in training activities organized at Head Office, so the overall women's

participation was 27%. When compared to that of men is quite low. A total of 27,666 women participated in different capacity- building activities during the year 2006-07. However, the rate of increase in the number of women trainees is expanding, as Graph 1 on the previous page shows.



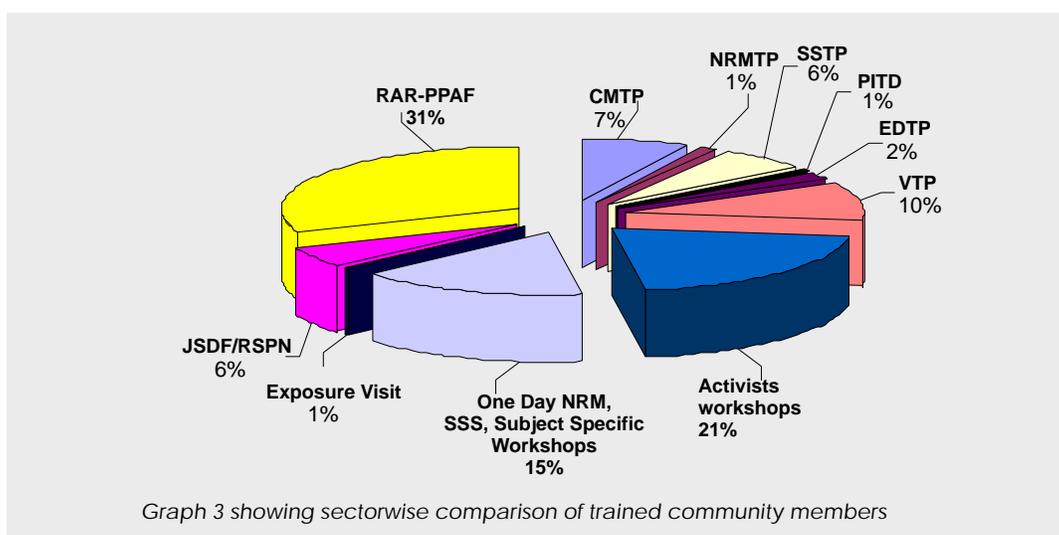
Programme components

The Institute has been expanding its programme components while strengthening

COMMUNITY TRAINING PROGRAMME

initiatives and accepting new challenges for itself, making it more effective and efficient to meet the emergent needs for training. Following are the main areas of NRSP-IRM's Community Training Programme:

- Community Managerial Training Programme - CMT
- Vocational Training Programme - VTP
- Environment and Natural Resource Management Training Programme (NRMTP)
- Social Sector Training Programme - SSTP



A total of 76 different types of training events were organized in 2006-07 to train community members. The year 2006-07 has shown a steady increase in the number of people trained. However, the various training within the Community Training Programme is showing a mixed trend this year. The overall training activity shows a significant increase during the year 2006-07, compared year 2005-6. (103,000 persons in year 2006-7 Vs 45,000 persons in year 2005-06).

Community Managerial Training Programme

The plight of the contemporary common man is to overcome the social and economic adversities, lack of awareness, information and skill. Overcoming these hurdles will enable community members to build their potential. As each of these problems will be addressed and gradually resolved, the rural masses of Pakistan will be a step closer to empowerment. This is presently a dream, which no doubt encapsulates an ongoing, lengthy and exceedingly demanding process.

COMMUNITY TRAINING PROGRAMME

Nevertheless, a concrete initiation on these lines can at least move us towards achieving this goal.

The management of these organizations is indeed a very important factor. This leads us to IRM's community management training section, which conducts training for community members, related to management of their grassroots organizations. This section is primarily responsible for conducting, coordinating and planning the training events not only for National Rural Support Programme but for all of the RSPs and for other NGOs working in rural development.



Social mobilization for organizing the community is one of the most important participatory development approaches. The formation of Community Organizations is a result of the Social Organizers' efforts to relate to the people and gain their confidence and understanding. Once this is achieved a



Community Organization entailing a group of a minimum of 20-25 people is formed. The idea is to form a network of these grassroots organizations, which are managed by the community members themselves with the guidance and support of NRSP. These organizations are supported in various interventions and capacity building, until they have reached a certain level of organizational maturity. At this point they are encouraged to take on community development independently.

COMMUNITY TRAINING PROGRAMME

Objectives

The specific objective of the managerial training for the activists or the managers of these community organizations is to ensure fulfillment of various important stages required for the management of a CO. The various stages of managerial training according to the requirement of the community, include;

- Capacity Building of Local Support Organization
- Leadership Management Skills Training
- Community Management Skills Training
- Activist Capacity Enhancement
- Activist Management Training
- Refresher courses on all five



Alongwith initiation of these improvements, IRM has taken steps to devise new modules and training. In the present RSPs scenario and with an ever-increasing need for development , the role of the activist has evolved. He/she should not only work for his/her own community but should also be capable of working at the union council level. He/she should be equipped with the skills of communication, planning of micro projects and building productive linkages with other institutions. Activists should have the potential to work like an assistant social organizer. Working on this idea IRM has designed a special training named Activist

Capacity Enhancement Training Workshop, which is an advanced version of the CMST.

In 2006-07, a total of 29,152 community activists participated in the Managerial Skills Training Programme: of these 26% were female and 77% were male. A total of 7363 community members participated in the

Training	Total		
	Male	Female	Total
CMTTP	4,725	2,638	7,363
Activists Workshops	16,646	4727	21,373
Exposure Visits	306	110	416
Total	21,677	7,475	29,152

Table 2 showing CMTTP trained participants

COMMUNITY TRAINING PROGRAMME

Community Management Skills Training programme and 21,373 participated in activists' workshops. 416 also participated in exposure visits.

During the year 2006-07, CMTP has conducted the following training events;

1. Credit Book Keeping
2. Community Management Skills Training
3. Financial Management
4. Leadership and Management Skills Training
5. Skills for Rural Marketing
6. Activist Capacity Enhancement Training
7. Activist Management Training
8. Nazim and Councilors Training
9. Water Management Committee
10. Gender & Development
11. General Training
12. Community Activist Action Planning

Vocational Training Programme

The Vocational Training Programme (VTP) aims to reduce poverty and promote economic growth, building national capacity to deliver a demand driven enterprise and skills training programme, and contribute for the establishment and development of income generating activities within communities at local, regional and national level. Under this programme NRSP-IRM has provided vocational and enterprise development skills and effective employment services using a flexible and integrated approach. It has empowered rural communities through the provision of technical and business management skills and micro-enterprise start-up support.



VTP has focused particularly on informal sector opportunities for employment and income generation, linking skills and business training to identify viable self-employment and small business opportunities. The programme provides linkages to necessary post-training support services, including credit facilities, technical assistance, market development and information.

COMMUNITY TRAINING PROGRAMME

IRM started its vocational training program in September 1997 to respond to ever-increasing unemployment. This gave an opportunity to Community Organization members to learn some skills and start a respectable profession, which could be beneficial for themselves and their families. Since NRSP supports the rural development by fostering a sense of ownership, 90% of the training expenses are borne by NRSP while only ten percent is paid by the trainee or the CO of the trainee.

The trainees are encouraged to work with professionals for apprenticeship or on the job training. This is so that when they gain a certain level of experience they will be able to start their own business, either with their own capital or through the credit program of NRSP. The VTP is a small effort to channel the energies of the youth of our country in to the right direction so that they are able to build a prosperous future for themselves and their families. The achievements of the vocational programme so far show a positive trend.

A total of 50,270 community members have been trained during 2006-07, which includes 647 trained in PITD, 1,966 trained in Enterprise Development, 10,067 trained in vocational and technical skills at the VTECs, 5,731 trained in construction related trades in AJK under the JSDF Project and 31,856 community members trained under the RAR Project funded by PPAF.

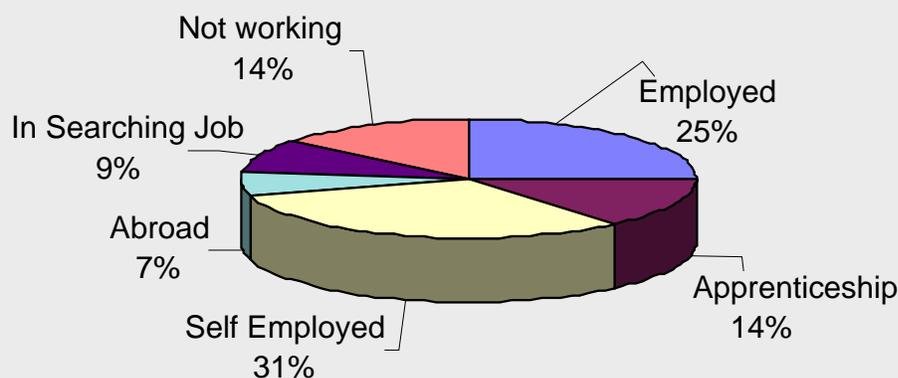
Training	Total		Total
	Male	Female	
PITD	618	29	647
EDTP	1,062	904	1,966
VTP	2,542	7,525	10,067
JSDF/RSPN	4,568	1,166	5,734
RAR -PPAF	31,856	-	31,856
Total	40,646	9,624	50,270

Table 3 showing number of CMTP trained participants in year 2006-07

A number of case studies and sample surveys were conducted during the year to assess the utilization of vocational training. The findings show that 31% of graduates are self employed and they have their own enterprise and business at small or medium scale. 25% trained community persons are employed in the public or private sectors and are utilizing their acquired skills effectively, 14% people are doing an apprenticeship, 7% have gone abroad, 9% are in search of job and rest of the remaining percent of reported that they are not working due to different reasons. A small percentage of the inactive trainees unfortunately do not utilize the skills they have acquired.

COMMUNITY TRAINING PROGRAMME

Overall women's participation in business development services is 19%. However specifically in vocational training programme, women's participation has significantly increased to 75% of the total.



Graph 4 showing training utilization by participants

Business Management Skills Training (BMST)

BMST is an integral part of vocational training events. The objectives are to guide the participants in starting business on a small scale at local and village level and to educate them to effectively manage it. BMST is a four day training course in which sessions are delivered on topics ranging from overcoming barriers to income generation, improving communication and presentation skills, linkages to credit and apprenticeship facilities and effective shop management keeping in view cost benefit analysis, economic appraisal, fixed and running costs of business factoring in the depreciating value of business and monetary components.

Environment and Natural Resource Management Training Programme

The Environment and Natural Resource Management Training Programme (NRMTP) provides guidance on agriculture and horticulture to community organization members through training courses and demonstration plots. It promotes the optimum utilization of natural resources through improved methods of soil management, planting, harvesting, post-harvest processing and access to appropriate and renewable energy technologies.

This is attained through the participatory development approach of working at

COMMUNITY TRAINING PROGRAMME

the grass roots levels according to the need of the community. This programme is not only responsible for activities being undertaken by all regions and different project areas for designing and coordination of NRM Training events; but is also involved in conducting training activities for community activists and professionals of NRSP and other organizations at Head Office.

Training	Male	Female	Total
NRMTTP	663	709	1,372
Subject Specific Workshops	8,565	7,390	15,955
Total	9,228	8,099	17,327

Table 4 showing gender wise participation in NRMTP

Following are the major training activities conducted by this section during 2006-07:

Agriculture Training	Livestock Training
<ul style="list-style-type: none"> • Agriculture Based Training • Cotton Protection • Nursery Raising • Off-season Vegetable Production & Protection • Vegetable Production • Fruit Preservation • Food Processing • Rice Cultivation • Organic Farming • Tobacco Production • Use of Fertilizers • Water Management • Wheat Production • Sugercane Growing Technology 	<ul style="list-style-type: none"> • Livestock Management • Livestock Management (Advance) • Livestock Specialist (Advance) • Livestock Specialist • Poultry Specialist • Community Livestock Extension Workers • Commercial Poultry • Fish Farming • Bee Keeping (Advance) • Bee Keeping • Wildbore Management

A total of 17,327 community members had participated in formal structured training events and subject specific workshops conducted at field, regional, and head office level.

IRM is responsible for the capacity building of staff and communities under NRSP -

COMMUNITY TRAINING PROGRAMME

Prime Minister's Special initiative for Livestock Project; in this regard IRM has trained all project staff which includes Veterinary Officers, District Livestock Officers and Clinic Assistants. IRM has also developed a guide book for Community Livestock Extension Workers (CLEWs) and circulated it to all the NRSP regions for the CLEWs training.



Social Sector Training Programme

The Social Sector Training Programme (SSTP) endeavors to assist community members in address their needs in the areas of primary education, basic health, sanitation and drinking water. It does this by:

- Facilitating linkages to COs with the service providing government and private agencies
- Developing low cost projects as R & D for government and private agencies
- Developing such projects that ensure community participation
- Facilitating the government in the implementation of its social sector programmes.



Training	Total		
	Men	Women	Total
SSTP	3,989	2,165	6,154
Total	3,989	2,165	6,154

Table 5 showing gender wise participation in SSTP

Health and education are two main sections working under SSTP. During the year a total of 6,154 community members were trained, 3,989 Men and 2,165 women.

COMMUNITY TRAINING PROGRAMME

During the year 2006-07, following were the main training activities which were organized and conducted for the community capacity building:

Health Training	Educational Training
<ul style="list-style-type: none">• First Aid Training• Health & Sanitation Training• TBA Training• Family Planning Orientation• LHW Project<ul style="list-style-type: none">- Health Committee Training- Lady Health Workers- Case History Taking• Community Health Worker Project• CHW Training Step-1• CHW Training Step-2• Family Planning Orientation	<ul style="list-style-type: none">• Teachers Training• Teachers Training Advance• Village Education Committee• Adult Literacy Training 

Under Social Sector Training Programme, IRM has been providing services to the following projects in training need assessment, material development, teacher training, village education committee training, school management committee training, school councils training and parent teachers associations.

- Punjab Education Sector Reform Project
 - School Council Step-1
 - School Council Step-2
 - School Council
 - School Council Refresher (PESRP)
- NRSP-PPAF Education Project
- NRSP-RISE Project, AJK
- NRSP-DFID Project, AJK

For further detail of the above mentioned projects. You can visit NRSP website: www.nrsp.org.pk



STAFF TRAINING PROGRAMME

STAFF TRAINING PROGRAMME

Micro-Finance Training Programme

Internship Training Programme

Management Development Programme

Projects in Earthquake Affected Areas

STAFF TRAINING PROGRAMME

To maximize our social impact, building the capacity of staff members needs to be focused. The board and staff need to dedicate themselves to raising capacity building to the same level of importance and attention as program development and management. IRM believes that well-trained and motivated staff are the driving force behind NRSP's work and are torch bearers of the organizational approach and philosophy. To support this, IRM provides information and knowledge, which is as important an intervention as physical, material and financial support. Knowledge contributes to confidence, enables people to make the best decisions (economic and social) and helps people to deal with change as agents rather than as subjects.

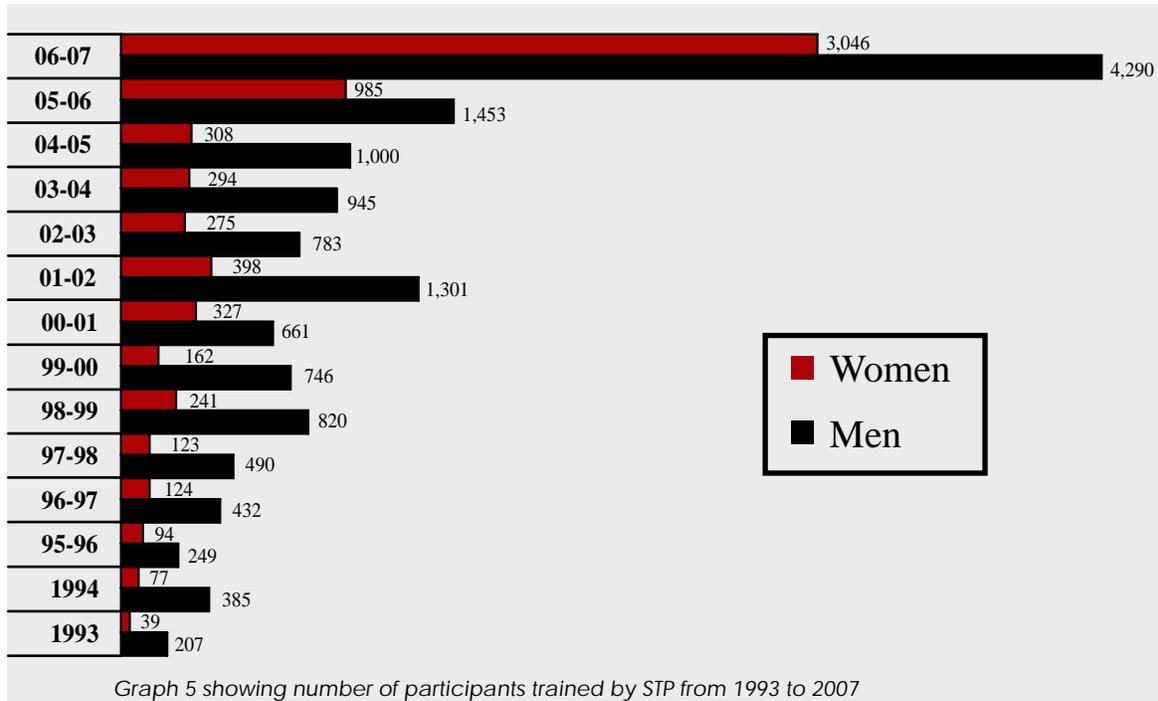
STP has grown rapidly since its modest beginnings. In 1993, 246 people were trained while during 2006-07, a total of 7,336 professionals (41.53% of them were women) received training in about 85 types of training courses and programmes.



Staff training events consist of a series of events, designed to improve the performance of individuals, department/ sectoral and organizations. Various workshops, seminars and exposure visits are designed for professionals, mid-level managers and senior management from government organizations, the non-profit sector, donor agencies, the corporate sector and the staff of NRSP and other RSPs. IRM also regularly provides training to participants from neighboring Asian countries.

The Staff Training Programme aims to develop highly qualified development practitioners and master trainers who are not only specialists in the field of social mobilization, but are also well equipped in a variety of subjects. IRM's training courses are of international quality with innovative course designs aimed at expanding the knowledge base of the participants and for equipping them with the necessary skills and tools to respond to all types of challenges in their respective professional fields.

STAFF TRAINING PROGRAMME



The training portfolio of staff has not only diversified over time but has also established high training quality standards. Capacity building programmes of staff during last three years were conducted at IRM, HRD centers in Regional offices at Rawalpindi, Khushab, Bhakkar, Chakwal, Attock, Hassanabdal and Jhelum in Punjab, Badin, Hyderabad and Sukkur in Sindh, while Turbat and Gwadar in Balochistan and Mardan in NWFP. In AJK, Rawalakot, Kotli and Bagh remained the hub of STP training activities.

Following are the four main components of the Staff Training Programme:

- Micro-Finance Training Programme (MFTP)
- Internship Training Programme (ITP)
- Management Development Programme (MDP)
- Refresher courses

STAFF TRAINING PROGRAMME

Micro-Finance Training Programme (MFTP)

In the wake of growing significance of micro finance as a tool for poverty alleviation, there is a strong need to build institutions to provide Micro-Finance services. The Institute of Rural Management has designed comprehensive training modules to meet the demands. The Micro-Finance Training Programme addresses all aspects of micro finance delivery from principles, methods and monitoring to record keeping and database management.

Managing of Micro-Finance at community level requires a keen understanding of the developmental processes that can assist the correct utilization of Micro-Finance. IRM has devoted an entire department for training NRSP and other organizational staff in managing the intricacies of Micro-Finance extension services to rural communities. A large number of NRSP staff members are engaged in credit disbursement and recovery.

The Micro-Finance Training Programme provides training to the professionals of NRSP, the RSPs and many other organizations including NGOs, Banks and other Micro-Finance institutions and agencies.

Name	No. of Events	Men	Women	Total
Credit Appraisal and Recovery Techniques	9	136	71	207
Finance & Accounts	2	50	3	53
Loan Portfolio Management	1	17	2	19
Micro Credit (OTW)	1	13	3	16
Total		216	79	295

Table 6 showing number of participants trained under MFTP in 2006-07

Training conducted during the year 2006-07:

- Credit Appraisal & Recovery Techniques
- ToT for Loan Portfolio Management
- ToT for Operational Risk Management
- ToT for Client Appraisal Technique
- Workshop on Accounts & Financial Management
- Orientation to Accounts and Finance

STAFF TRAINING PROGRAMME

Internship Training Programme (ITP)

NRSP is providing a great opportunity of training and learning for the young and fresh university graduates all over the country through the ITP. The objective is to enhance the skills of the youth through orientation and practical field exposure about development issues and poverty dynamics. ITP is a comprehensive six-month long programme that grooms young interns into professionals, able to assist and often undertake critical development decisions based on their training, knowledge and field experience.

During the first phase of the programme, the newly inducted interns are provided with extensive 15-day classroom training called Orientation Training Workshop (OTW). Here they learn the functioning of NRSP and its partners NGOs, donors and government agencies. The new recruits also develop their motivation skills, effective communication and presentation skills for enhanced results when interacting with rural community members.

After this training, the interns are attached with different sections of NRSP at the head office and at the regional offices in all four provinces and AJK for a period of two to four months. During this period they seek guidance and support from their seniors in the field and at IRM. At the end of six-months a refresher and evaluation of the participants is conducted. This determines their future position in NRSP. The successful interns are offered positions as regular employees.

Management Development Programme (MDP)

NRSP-IRM is constantly involved in upgrading the professional capabilities of the working staff, as well as improving the working environment to get the maximum output from the limited workforce. In this context it organizes a multitude of training activities under Management Development Program.

IRM's Management Development Programme aims to amplify the efficiency and effectiveness of the human resource of organizations and to prepare a cadre of professionals with expertise in areas like management and leadership. Diversity in the training portfolio, flexibility in programme design and cutting edge courses are some of the strengths of the MDP. The activities carried out through MDP include designing and delivering specialized training events, organizing need based seminars and workshops and conducting study/exposure visits.

STAFF TRAINING PROGRAMME

Name	No. of Events	Men	Women	Total
Orientation Training Workshop	13	260	70	330
OTW (Subject Specialist)	22	610	100	710
Total	35	870	170	1,040

Table 7 showing number of participants trained under OTW in 2006-07

Following are the major training events conducted through Management Development Programme during the year 2006-07;

- Social Mobilization Training for Director Generals from Iran
- First Aid, Road Safety and Attitudinal Training
- Effective Recruitment and Performance Appraisal Process
- ToT for School Management Committees
- Refresher ToT for School Management Committees
- Public Private Partnership and Linkages
- Orientation for Partner Organizations' Managers
- Effective Communication, Presentation and Conflict Management Skills
- Workshop on Report Writing
- ToT In Advocacy Strategies and Approaches for International Center for Integrated Mountain Development
- Refresher ToT in Advocacy Strategies and Approaches



STAFF TRAINING PROGRAMME

Name	No. of Events	Men	Women	Total
Communication & Presentation Skills	1	8	7	15
First Aid, Road Safety & Attitudinal Training	1	24	0	24
GAD	2	7	18	25
General Training	10	106	77	183
IDGR	3	60	21	81
Office Equipment Training	1	10	0	10
Planning Workshop	12	451	141	592
Sustainable Community Management	1	12	3	15
Teacher Training	132	1,368	2,160	3,528
ToT (Subject Specific)	10	168	25	193
Total	173	2,214	2,452	4,666

Table 8 showing number of participants through MDP

Projects in Earthquake Affected Areas

During the reporting period the STP undertook a number of projects in Earthquake effected areas. The details are as follows:

Staff Capacity Building Component with UN Habitat : Phase 1

Social Mobilization is based on acknowledging that the community is the center of all development activities. It is only informed and engaged community members who can plan and undertake sustainable grass roots development. Training in Social Mobilization for the Housing Reconstruction Center Staff and Partner Organization's Social Mobilization & Technical Expert Staff called Social Mobilization Basic 1 & 2 were organized with the following main objectives:



- To refresh and update the knowledge and skills of participants on the social mobilization and community organization processes, procedures and techniques
- to know more about participatory approaches in organizing communities
- to become familiar with the national and international experiences on the social mobilization and community organizations
- to learn skills tailored to the particular needs of the Community Development Programme

STAFF TRAINING PROGRAMME

The ultimate objective of the SMB Training 1 & 2 was to enable the HRC and PO staff to better understand and deliver social mobilization training Phase 2 of the UN Habitat project in the coming months. Social mobilizers needed to be equipped with techniques, confidence and experience to be able to train end users as well.

Training Name	Date	Location	Total Participants		
			M	F	T
Social Mobilization Training Phase - 2	April 16-20,07	Dhirkot	7	5	12
Social Mobilization Training Phase - 2	April 16-20,07	Bagh	22	1	23
Social Mobilization Training Phase - 2	April 16-20,07	Rawalakot	25	9	34
Social Mobilization Training Phase - 2	April 23-27,07	Patika	17	9	26
Social Mobilization Training Phase - 2	March 18-22,07	Patitka	22	-	22
Social Mobilization Training Phase - 1	July 10-13,07	Abbottabad	29	12	41
Total Participants			122	36	158

Table 9 showing number of participants trained through UN Habitat project

Training Events

Twenty one partner organizations and six housing reconstruction centers were involved in SMB 1& the ToT of Training Coordinators. The number of participants was 30 in all HRCs except Muzafarbad and Battagram. The training courses were held in HRCs in Hattian, Patika, Muzaffarabad, Balakot, Battagram and Dhir Kot. Coordination and scheduling was worked out in close cooperation with UN Habitat, POs and the training institute. A total of 467 people attended the training among which 404 were men and 63 were women.

Staff Capacity Building Component with UN Habitat: Phase 2

Under the Phase 2 of staff Capacity Building Component of UN Habitat Project Social Mobilization Basic (SMB) 1 & 2 training for Housing Reconstruction Center Staff and Partner Organization's Social Mobilization & Technical Expert Staff were organized.

All the training events of Phase 2 were conducted simultaneously at different locations of UN-Habitat HRCs in different districts of AJK with cooperation of UN Habitat.

Health & Hygiene Promotion Training funded by Diakonie Emergency Aid (DEA) Chakaar

Diakonie Emergency Aid is a member of ACT (Action by Churches Together), the

STAFF TRAINING PROGRAMME

global alliance of churches and church-related Aid Agencies, in the area of humanitarian aid which is supported by World Council of Churches, an organization committed to preserving independence and impartiality and to act in line with the principles of humanitarian aid as laid down in code of conduct for the international Red Cross Movement as well as for NGOs active in disaster relief, particularly stating that all people have the right to humanitarian aid and humanitarian protection.

According to Diakonie's principles of work, aid and protection are given regardless of race, religion, nationality, political conviction or other distinguishing features.

Diakonie and NRSP-IRM forged a partnership because of NRSP-IRM's well established experience not only in the field of capacity building of rural communities but also due to its expertise in the field of health and hygiene. European Commission Humanitarian Organisation (ECHO) Humanitarian Aid Assistance funded project of Diakonie and NRSP-IRM signed a Memorandum of Understanding on April 15, 2006 for a capacity building project that would last until October 15, 2006, during which NRSP-IRM was to impart hygiene and drinking water supply management training through community mobilization.

PROJECT OBJECTIVES

The main objective of the project was to build capacity of earthquake affectees. The aim also was to take preventive measures to avoid diseases arising from unhygienic environment in the communities of Union Council Salmia.

The training objectives:

- to provide guidelines about health and hygiene
- to take preventive measures to avoid diseases
- to understand and identify the priority needs of community members.

PROJECT AREA

Salmia is one of the most beautiful union councils in Hattian Bala in which there are famous villages full of natural beauty like Jabber Jandali, Upper Nargoli and Noon Bagla.

Union Council Salmia, District Muzaffarabad, is located on the main road to Bagh in Tehsil Hattian at a distance of 50 kilometers from Muzaffarabad and 21km from

STAFF TRAINING PROGRAMME

Hattian. It comprises of 16 villages; Andra Sri, Kopra, Muradabad, Moondan, Badyala, Mahootar, Noon Bagla, Kiati, Jabber Jandali, Serbala, Timber Kot, Salmia, Kerli, Nargoli, PanoPindi and Heryala.

Name	No. of Events	Men	Women	Total
Health & Hygiene Promotion Training	65	-	2,171	2,171
Health & Hygiene Promotion Training	25	-	870	870
Total	90	-	3,041	3,041

Table 10 showing number of Health and Hygiene Promotion Training

Azad Jammu & Kashmir Community Development Programme (AJK-CDP)
The Azad Government of the State of Jammu & Kashmir, with the financial assistance of the International Fund for Agricultural Development (IFAD), World Food Program (WFP) and Food and Agriculture Organization (FAO) is implementing a seven year large scale AJK Community Development Program (AJK-CDP) worth Rs. 2.176 billion in all districts of the state. The overall program objective is to improve the well being of the rural poor through consolidation, strengthening and expansion of gender sensitivity, community based participatory village development planning, implementation and monitoring.

The beneficiary community will be required to contribute at least 20% of the cost of those activities that will be directly implemented by the community itself with the technical assistance of the line agencies or involve the civil works and other field operations. This contribution would be in the form of cash and kind (labour, equipment and material). Therefore, all the line departments/agencies will respond to structured needs and requests from the rural communities and their organizations across the State. These needs will be expressed over the programme implementation period. Because the program activities will be demand driven and dependant on annual participatory appraisal, as contained in the Village Development Plans (VDPs), implementation will be flexible and variable on a year to year basis.



Engagement of NRSP-IRM

Based on its experiences, the scale of coverage and proven success of its

STAFF TRAINING PROGRAMME

methods, IFAD engaged the NRSP-IRM. To facilitate and provide start-up support activities for initiating the operations of the AJK-CDP. The agreement was signed on 9th September, 2005. The responsibilities of the NRSP-IRM were:

1. Review the contents and implementation arrangements given in the approved PC-1 for clarification & improvement to ensure the proper implementation of the project.
2. Establish parameters, mechanism and implementation arrangements in order to avoid duplication of the on-going activities under different programmes, in consultation with all the development partners.
3. List the prioritized geographical areas to be covered in first year of implementation.
4. Prepare draft annual work plan and budget for the first year.
5. For the activities listed above (I - IV) and for formal initiation of the programme, NRSP-IRM will arrange a policy level workshop at Muzaffarabad followed by start up Orientation Workshop in all the districts of AJ&K for formal initiation.
6. Manage and arrange Management & Technical study tours of the project staff to learn lessons from other on-going community development projects in Bangladesh and Nepal.

These activities were planned to be completed by 31 March 2006, however, the devastating earthquake of 8th October, 2005 caused delays in the start of support activities.



A series of 14 orientation workshops was conducted in which 934 participants participated, 162 of them were women. A study tour for 7 participants was also organized to Bangladesh where they visited the world renowned organizations like BRAC and the Grameen Bank.

**LEADERSHIP & MANAGEMENT
DEVELOPMENT TRAINING**
Professional Development Programme



PROFESSIONAL DEVELOPMENT PROGRAMME

PROFESSIONAL DEVELOPMENT PROGRAMME

Leadership and Management Development Training

Women's Leadership Programme

Development of Training Material

PROFESSIONAL DEVELOPMENT PROGRAMME

Under the output 4 of the DFID-RSPN (Phase-II) project, IRM aims to enhance and develop management and professional capacities of mid and senior level development professionals from the RSPs and NGO staff in each RSP district in the field of management of community-based development. 400 professionals will be trained by the end of 2008 and the remaining 600 trainees will be trained by the end of the project in 2010.

The ultimate output of the Professional Development Programme is expected to be increased staff efficiency, improvements in programme quality, stronger understanding the concept of participation, effective planning, implementation and monitoring and evaluation of programme interventions for the benefit of communities.



For the said purpose, after conducting Training Needs Assessment of all the RSPs, a comprehensive Management Development Programme has been designed for the remaining project years.

Leadership and Management Development Training

In year one of the programme(2007), PDP offers powerful Leadership and Management Development Training (LMDT) that focuses on developing skill sets that help participants become stronger and a more confident leaders and managers. Skills focused on in these programs include Leadership and Management, Financial Management, Gender and Development, Social Change and Governance. These courses are designed to help RSP managers strengthen their skills to overcome these challenges in the workplace and to help become more successful leaders.

For the year 2007, nine LMDT training events have been planned. As of June 2007 three LMDTs have been conducted. Sixty 60 participants from AKRSP, BRSP, NRSP, PRSP, SRSO, SRSP and TRDP attended the training.

PROFESSIONAL DEVELOPMENT PROGRAMME

Feedback of LMDT Participants

Tariq Nazeer Ch: National Rural Support Programme

"Our participation in this training helps us learn managing styles, how to deal with the communities and our subordinates, how to become a good team member and how to tackle the difficult situations. I am happy that I was nominated for the training."



Faridullah Khan Kakar: Balochistan Rural Support Programme

"The Methodology used for the training is very interesting. I have learned different techniques of Leadership, Management and Financial Resource Management which are practical tools. Hopefully I will be able to implement these in our work, consequently improving the performance of the BRSP".



Women's Leadership Programme

Training Needs Assessment

To determine the training needs of the Women Professionals of RSPs a comprehensive Training Needs Assessment exercise was carried out by holding seven brainstorming sessions conducted at different intervals. Feedback from seventy-eight participants from different organizations was incorporated into the original design to develop an optimally more suitable and sustainable programme.

Women's Leadership Programme was initiated as a focused year long intensive training programme for women professionals. This programme aims to develop a cadre of women professionals (coming from the RSPs and other organizations) to provide them with the necessary skills, knowledge and understanding. The programme also provides on the job capacity building to women professionals through extensive training and exposure. The programme results in the professional development of women, leading to their full and effective

PROFESSIONAL DEVELOPMENT PROGRAMME

participation in their respective work places and also in their career progression. Each year a total of 20 women professionals will complete the course. In the reporting period Cohort - I commenced from March 2007 and will continue until January 2008. Nineteen participants from 8 RSPs are enrolled for the programme.

Methodology

The programme methodology is envisaged as a series of workshops spread over one year. The training workshops are being carried out at IRM with participants returning to their respective organizations. The workshops consist of lectures, presentations, field and exposure visits, case studies, meetings with managers, attachments with managers, distant learning programme, and individual assignments.

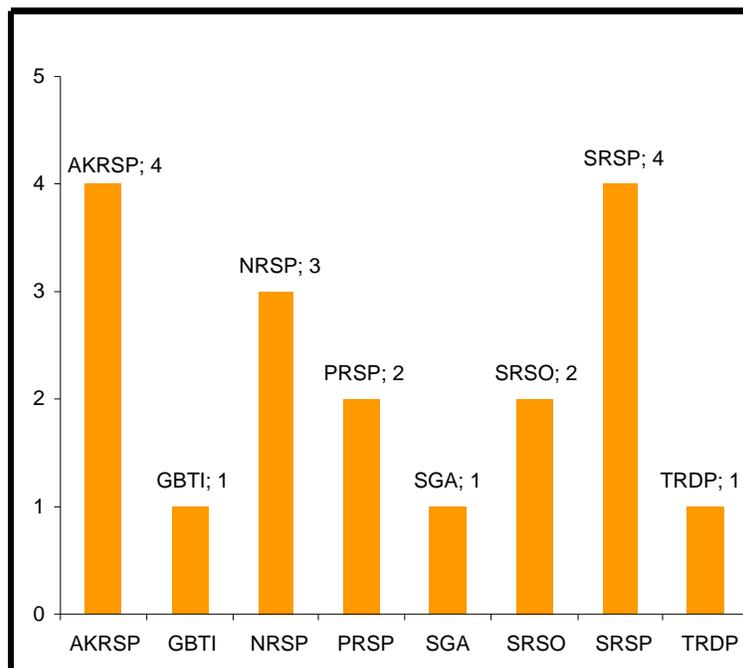
A track record of all the WLP alumni will be maintained for five years to assess the changes in women's professional career as a result of the programme.

Course Content

A diverse course content has been developed not only to provide a sound theoretical base on subjects related to the RSP's and development related work but to improve in skill development.

The following five modules have been developed for the programme:

1. Leadership and Management
2. Gender and Development
3. Strategic and Project Planning
4. Interpersonal, Research and Advocacy Skills
5. Financial Resource Management



Graph 6 showing participants representation according to RSPs

PROFESSIONAL DEVELOPMENT PROGRAMME

Screening and Interviews Process

Professional Development Programme announced Cohort I of WLP in February 07 for the potential women managers within the RSPs. 38 nominations were received. Test and interviews were conducted for the final selection and 19 candidates were selected on the basis of their results. The 19 participants include a Regional General Manger, District Programme Officers, Senior Social Organizers, and Programme Officers from all Rural Support Programmes. Graph shows the number of participants from different RSPs.

Phase I of WLP Cohort I

The first phase of WLP was conducted from March 6 - 20, 2007. The module include the following topics such as: How do we learn? leadership theories, leadership styles, leadership case analysis, management, functions and theories, attachment with leaders, development, indicators and sectors, types of NGOs, elements of an effective organizations (NGOs), HRM and its practices in the non profit sector (NGO), conventional HRM model, staff recruitment process and staff development, performance, management system, compensation package, workforce diversity, organizational structure and design and globalization, leadership case analysis, management, functions and theories, attachment with

Feedback Of WLP Participants

Ambreen Iqbal: Punjab Rural Support Programme (PRSP)
"WLP training enhanced my professional capacity and improved my analytical and presentation skills. I learnt to make effective management decisions which will help me in my career".



Gul Afshan: Aga Khan Rural Support Programme
"WLP training provided me the opportunity to go through various reading material regarding management of AKRSP. It helped to build an in-depth understanding of my organization and was also useful in my promotion".



PROFESSIONAL DEVELOPMENT PROGRAMME

leaders, development, indicators and sectors, types of NGOs, elements of an effective organizations (NGOs), HRM and its practices in the non profit sector (NGO), conventional HRM model, staff recruitment process and staff development, performance, management system, compensation package, workforce diversity, organizational structure and design and globalization.

Phase II of WLP- cohort I

Phase II of WLP-Cohort I was organized in May, 2007, focused on theme of Gender and Development. A three day study visit to Lahore was also part of Phase II. Organizations visited during the study visit were Kashf foundation, LUMs and PRSP.

Development of Training Material
PDP aims at enhancing the professional competencies of senior and mid level managers by developing a need based curriculum for training packages that provide academic, technical and managerial skills Up-gradation.

Under PDP following fourteen Training Manuals have been developed:

- Rural Economy
- Rural Society
- Gender and Development
- Social Mobilization
- Monitoring & Evaluation
- Human Resource Development
- Financial Resource Management
- Advocacy, Research and Interpersonal Skills
- Planning & Management
- Community Activists as Social Mobilizer
- How to Write an Effective Proposal?
- Management & Leadership
- Personal Effectiveness

Shandana Khan, CEO, RSPN



“WLP represents a concerted effort for women's professional growth in RSPs. In fact it is one of the very first steps towards the capacity building efforts for women professionals and strengthening women's potential in the field. RSPN/NRSP-IRM started this program after realizing that women at management level were given fewer opportunities as they were unable to handle them. This program helps them to polish their leadership and managerial skills, to plan, build and drive high performance teams and programs”.

RSPN

Rural Support Programmes Network

RSPN PARTNERSHIP WITH THE NRSP-IRM

Under the current phase (2006/7 – 2010/11) of the Department for International Development's (DfID) support to the Rural Support Programmes Network (RSPN), an innovative partnership has been developed with the National Rural Support Programme's Institute of Rural Management (NRSP-IRM) for the capacity building of the staff of member Rural Support Programmes (RSPs). This partnership is implemented under the 'Professional Development Programme' (PDP) through IRM.

Given the dearth of women in senior positions within RSPs, RSPN and IRM developed a special 'Women's Leadership Programme' (WLP) targeting only mid-level women professionals.

With the success of LMDT and WLP, it is possible that in the future RSPN and IRM may offer this course to non-RSP organisations. The issue of accreditation has been solved through development of a memorandum of understanding with the Iqra University, Islamabad.

Through partnership with IRM, the traditional Orientation Training Workshop (OTW) was improved and extended from two weeks to six weeks offering a broader perspective on the rural society, economy and the role and functions of RSPs.

RSPN supports IRM to host the RSPs' Human Resource Development Committee (HRDC); this provides an opportunity for all partner RSPs to share their experiences and learning with each other with respect to their own HRD activities.

RSPN provides support to IRM for the Akhtar Hameed Khan Resource Centre (AHKRC). The AHKRC brings together academia and senior rural development practitioners to provide guidance on areas where research should be conducted, e.g. micro finance' impact on women, local level institutions, etc., facilitating public forums on various key issues, e.g. migration, micro finance, etc., and hosting the annual Dr. Akhtar Hameed Khan Lecture.

The partnership between RSPN and IRM has been successful and is contributing to the strengthening of the capacities of the partner RSPs. Capacitated staff members will allow RSPs to become more efficient and effective in moving towards attaining their objectives of poverty reduction through social mobilization of the poor men and women. Major reason for the success of this partnership is the frequent interaction between the senior staff of the two sides.



ACADEMICS

ACADEMICS

Executive Diploma In English Language Proficiency

M.Sc Leading to M. Phil in Rural Development (MRD)

Summer Internship Programme

Setting standards for excellence and discovering new horizons has led IRM to expand of interventions by entering into the fields of Academics. In 2003 NRSP-IRM spread out from skill enhancement to Academics. We began with the Executive Diploma in English Language Proficiency, which was designed for professionals for the enhancement of interpersonal communication skills.

IRM is also planning to launch other relevant programs in 2008 like Post-Graduate Diploma (PGD) and Certificate Programmes in Rural Development, Micro-Finance, Gender and Development in its premises.

Executive Diploma in English Language Proficiency

The course both enhances linguistic skills and knowledge and gives the understanding of other aspects of life beyond the language itself. With the support of a tutor, regular assessments, group tutorials and feedback to aid trainees' progress, we provide the best possible chances of achieving one's goal.

Broadly the core module intends to cover all linguistic skills while particularly emphasizing on their applicability in the professional environment.

The topics covered are *listening skills, speaking skills, reading skills, writing skills, vocabulary building, pronunciation, spelling and grammar.*

Seven courses have so far been held and over a hundred students have successfully completed these courses.



Feedback

Mian Iftikhar Ahmad

"The Executive Diploma in English Language Proficiency was a unique and great opportunity for enhancement of interpersonal communication skills. During my stay at IRM, I have improved my English language skills. I want to congratulate the teacher as well as the management of the Institute for designing and conducting this course".



ACADEMICS

M.Sc Leading to M. Phil in Rural Development

IRM is in contact with the International Islamic University for starting a joint programme of Master of Sciences leading to M.Phil in Rural Development. The proposed programme is supposed to be launched in Fall Semester 2008. MRD is a two-year, four semester programme. Sixteen years of education is the minimum requirement for admission.

Feedback

Andaleeb Saima

"It is a real pleasure for me to give my comments regarding the English Diploma Course held by IRM. I rated the course amongst one of the best ever attended in my career. It enhanced my vocabulary and its usage in the official correspondence".

The Masters Degree in Rural Development is specifically designed for people engaged in the growing rural development sector. The program deals with the theory and practice of rural development with reference to Pakistan and enhances the operational skills of participants by focusing on a number of specific applied aspects of rural development including social mobilization and participatory management.

Invest in yourself and Gear up for a Brilliant Career

Evening Programme

NRSP
INSTITUTE OF RURAL MANAGEMENT

Golden opportunity for students and professionals working in development sector to enhance their knowledge from this research based professional degree of International Islamic University Islamabad in collaboration with NRSP - Institute of Rural Management.

M.Sc Leading to M Phil in Rural Development (MRD) (2 years)

MRD is specifically designed for people engaged in the growing rural development sector. The program deals with the theory and practice of rural development with reference to Pakistan and enhances the operational skills of participants by focusing on a number of specific applied aspects of rural development including social mobilization and participatory management.

Why Study MRD ?

Career opportunities exist for graduates of the program in local and international NGOs, government departments at national, provincial and local levels, private and public sector development organizations, self-employment as consultants and free lance researchers as well as policy analysts.

Admission Requirements

16 years of education; BS/BSc(Hons) in Development Studies, Economics, Agricultural Economics, Commerce, Business Administration, MA/ MSc or equivalent qualification with at least 45% marks.

Last date for submission of applications: January 10, 2008

For further information

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Room D-028, III E, Block II,
International Islamic University,
New Campus, H-10, Islamabad
Tel/Fax: +92 (51) 9258050, 0333 6324432
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Email: info@irm.edu.pk
Web: www.irm.edu.pk

ACADEMICS

Summer Internship Programme
Providing the opportunity of training and learning to young and fresh university/college students all over the country through its Summer Internship Programme (SIP). SIP is an intensive six-week long programme that aims to inculcate and enhance the skills of the youth through orientation and practical field exposure to development issues and poverty dynamics. SIP also aims to groom young interns into the managers of tomorrow by enabling them to relate management theory to practice.



During the programme, the newly inducted interns learn the functioning of NRSP and its partners NGO's, Donors and government agencies. The new recruits also learn to build their motivational, effective communication and presentation skills for enhanced results when interacting with rural communities.

Typically the summer intern works under the counsel of a senior manager who supervises and evaluates the performance of the student during his/her Summer Internship Period and gives feedback on the same to the institute. The summer interns are asked to identify a research topic in their area of interest and submit the research proposal in the first week. After the approval of the proposal interns are asked to complete that assignment in the given timeframe. The interns are evaluated on their overall performance which includes their



Comments of Newly Inducted Internees about SIP

Immad ud Din

"Joining IRM has helped me greatly in defining my goals because it is here that I discovered aptitude to work for the development sector. While working in an Institute like IRM as an internee I have also learned about the complete training cycle. I think IRM is the right place for a young professional to start his career. IRM has brought out my potential lying latent in me."



Sana Malalai

"Working at the IRM has been my first real encounter with the professional world. I'm happy to be here because many lessons that I have learned will stay with me forever and help me in my future career. This program covers all dimensions of working life. Not only did I learn a lot about my research topic and the development mechanism but I got the opportunity to practically apply all this knowledge by interviewing people, affected by various problems and finding out how their life had changed after the NRSP-IRM intervened."



Naeha Rashid

"My experience at NRSP-IRM has been one of the most enriching and rewarding of my life. It has helped in teaching me about my country and the individuals living in this country. Never before have I met the real people of this nation. But I have now had the pleasure of not only meeting them but talking to them: about their lives, their likes and dislikes, their problems. It has been an honor and without NRSP-IRM I don't think that it would have been possible."



VTEC Rawalpindi

British Government of Pakistan
WOMEN'S TRAINING
CENTER
In Co-Operation With
National Skill Support Programme

IRM CENTERS

IRM CENTERS

Vocational, Technical And Educational Centers

VTEC-Rawalpindi

VTEC-Muzaffarabad

VTEC-Rawalakot

Teachers' Resource Up gradation Center

Akhter Hameed Khan Resource Center

Introduction

In 1997, the Human Resource Development section of NRSP started on experimental basis its Vocational Training Programme with the objective of providing technical and vocational skills to the youth of rural areas who did not have access to skill enhancement training. The idea was to enable these people to become skilled so that they could carve out a better future for themselves. A total of 4,394 participants have been trained through Vocational Technical Educational Centers in 2006-07.

Portfolio of VTECs

In order to provide accessible and affordable training, IRM has established three major vocational centers in Rawalpindi, Muzaffarabad and Rawalakot each with low cost hostels and transportation facilities. Community Organisation members identify and prioritize their training needs, then the NRSP field offices facilitate their participation in specific courses.

The VTEC in established in collaboration Behbood Pakistan. After in 2005, the Labour supported the operation of a Muzaffarabad, vocational to enable members to



Rawalpindi was 2002, in with the Association of the earthquake International Organization foundation and VTEC in to offer training courses community rebuild their lives

and communities. A VTEC has also been established in Rawalakot District. The VTEC training programmes are accredited by the Government of Pakistan. VTECs are also extending their support to other development agencies in skills enhancement for their respective community members.

Methodology

The selection process for prospective trainees is that they express their need for a

If the need is genuine, a resolution is passed on to the Social Organizer of NRSP in favor of the prospective trainee. The SO also assesses the eligibility/suitability of the candidate. If the SO considers the candidate to be eligible, he/she is then nominated for the training. NRSP enters in to an agreement with the communities named as Terms of Partnership (ToP). The ToP includes certain responsibilities, which both the NRSP and the communities have to undertake. The community is responsible for the selection of the appropriate candidate and to ensure that he/she will effectively utilize the skills learned after the training. NRSP identifies the appropriate training institute both in Public and Private sector and assists them in designing of training modules. In addition, NRSP manages to arrange for the boarding and lodging of the trainees. Apart from this the ToP includes an agreement, which outlines that a certain portion of the tuition fee will be borne by the community.

VTEC Rawalpindi

Joint venture between Behbud Association of Pakistan and National Rural Support Programme

When BAP offered its vacant two-storey building located near Rawalpindi Medical College, NRSP saw it as an excellent opportunity to bring its numerous training programmes under one roof in a building that had space for the training facilities and residential facilities. Rawalpindi is very convenient for common members in North Punjab and NWFP.

The building provided by BAP was ideal for its central location and accommodation. The building was renovated, repaired and refurbished by NRSP as the basement needed extensive repair caused by the floods of 2001. Major electrical and plumbing work was undertaken while partitions were constructed to accommodate the lectures and class rooms.

Over the last three years NRSP has restructured the building to accommodate a hostel for 130 residential training participants and 6 training halls with the capacity of 30 trainees each. Over the years VTEC Rawalpindi has trained almost 4,000 people including people with disabilities, those hailing from rural communities and staff of various development organizations in over 45 vocations.

Training Participants during the year 2006-07
A total of 2,937 men and 225 women community members have been trained during the last year.

Under the guidance of NRSP-IRM, VTEC is now recognized and certified for its quality standards by the Federal Authority of Skills Development Centre (SDC) and by the Punjab Government through Technical Educational and Vocational Training Authority (TEVTA). Listed below are some of the institutes that collaborate with VTEC for training:



- National Institute of Science & Technical Education (NISTE)
- Al Hamd Institute of Technology
- Iqra Center for Technical Education (ICTE)
- Teacher Training Center (TTC)
- Federal Institute of Technology (FIT)

Evaluation System

To ensure high quality that is consistent with the VTEC of IRM, stringent testing mechanism is put in place, as it is believed that even though the centre is established in a temporary set up, quality has to be permanent and enduring. For this purpose,



the enrolled student is pre-tested through an entrance test, then a series of weekly graded test are administered. The duty progress is also monitored by the instructor and spread sheet detailing a student's progress is used. Finally the terminal evaluation determines the learning level and the status of the student's graduation.

VTEC Muzaffarabad

After the earthquake of 2005, NRSP-Institute of Rural management and the International Labour Organisation entered into an agreement to enhance the employable skills of the earthquake hit communities in and adjacent to Muzaffarabad, Azad Jammu & Kashmir. Under the agreement, initially a temporary vocational center was established by the end of December 2005 and was functioning with classes in trade like carpentry, plumbing, building electrician, household appliances repair and masonry for the building skills required for the reconstruction and rehabilitation of infrastructure. Trades like tailoring and Papier Machie were introduced for enhancing women's capacities to generate income through business enterprise.

With an original aim of training 1,000 men and women by June 2007, VTEC not only met the target but has surpassed the target. To date 528 women and 558 men have graduated from the courses offered.

Women graduates from the Papier Machie and tailoring trades showed a keen interest to enhance the business possibilities and income enhancement opportunities through pooling their resources and skills to create quality products attuned to market needs. Once these women establish themselves as a successful group of entrepreneurs, VTEC will facilitate their access to the NRSP credit for micro-credit and enterprise development.

Partner Organizations

IRM implement its training activities at VTEC Rawalakot with financial support of the following organizations:

- Pakistan Poverty Alleviation Fund
- UNICEF
- DFID

Following new trades were introduced during the year 2007:

- Steel Fixing
- Computer Courses
- Beautician Courses
- New Workshop for Limbs Project

VTEC's future plans are to conduct some new training on the demand and need of local communities which are:

- Advance tailoring
- Mobile repairing
- Basic and Advance computer training.

VTEC Rawalakot

In the wake of the huge national tragedy of October 8, 2005, NRSP and UNICEF joined forces in December 2005 to bring hope for respectable and sustainable livelihoods for the affected communities of Rawalakot(District Poonch) in AJK through setting up a VTEC in Rawalakot. Initially the VTEC started its operation through training local Community Health Workers (CHWs). At that critical juncture the staff at VTEC worked with utmost diligence and managed to train to 556 CHWs, including 390 women and 166 men.

Under the project agreement with DFID, NRSP-IRM's VTEC Rawalakot started the second phase of training activities to impart employable skills through technical and managerial skill enhancement training to the people of Rawalakot. Initially, training courses were offered in trades that facilitated rebuilding efforts such as Carpentry, Masonry, Building Electrician, Welding, and Plumbing. Trades like Papier Machie and Tailoring were also introduced.



From May-November 2006, 166 trainees graduated from VTEC Rawalakot in the trades of tailoring, masonry, carpentry, building electrician and plumbing & pipefitting. Out of the 166 trainees, 60 were women.

This training facility at Rawalakot is working in close collaboration with the Social Welfare Department of AJK and in some trades resource persons were drawn from the National Training Bureau of the Ministry of Labour, Government of Pakistan.

At present 80 trainees are enrolled in the trades of tailoring, plumbing & pipefitting and building electrician. VTEC Rawalakot has the capacity to house 80 trainees. Although the dedicated staff at Rawalakot is ready to brave the chilling cold, the continuation of our services solely depends on the availability of funds.

Teacher's Resource Up-gradation Center (TRUC)

IRM is designing and implementing Teacher Training Programs through the Teachers' Resource Up-gradation Center (TRUC). TRUC falls under the Community Training Programme (CTP) component of IRM.

Besides its regular activities the Center is currently implementing Teacher Training Programme for the Punjab Education Sector Reform Programme (PESRP). The programme was developed based on the Training Needs Assessment conducted in Chakwal and Rahim Yar Khan, and is a needs driven training program that seeks to improve the quality of education being offered in 1,650 government primary schools in Attock, Chakwal, Rahim Yar Khan, Vehari and Faisalabad districts, by building the capacities of teachers through teacher training and teaching materials development.



PESRP is a three-year project, (2005-2008) being implemented by NRSP with support from the Department of Education of Punjab. The project intends to improve the quality of education at the primary level, increase literacy rate, and reduce the drop out rate. It aims at raising the standard and reputation of the government primary schools in Punjab.

Various interventions were identified to achieve the outputs of PESRP. One of them is in-service training for teachers. Teacher Training is recognized to be a valuable strategy for improving the professional skills of teachers which will result in the improvement of the quality of the educational outcome.

TRUC Vision

The Training Team envisions government primary schools offering quality education that will equip children with the knowledge and skills to better themselves, their families and their communities, and to preserve their culture and environment as they cope with the challenges of life.



TRUC Mission

The vision will be achieved by continuously designing and providing training to primary school teachers that will make them effective facilitators of learning in the classroom, devoted to, and proud of being teachers and involved with a deep sense of integrity and professionalism. We are also committed to creating, and developing supplementary teaching guides and teaching materials that will inspire and empower teachers to become better educators. NRSP-IRM's training program has a "peer coaching and mentoring" element distinguishing it from other programs.

Team Values

The values governing the Teacher Training Program's development included the following:

- The team functions in accordance with the highest standards in all relationships with partners: teachers, children, district officers, education officials, parents, and the community.
- The team fosters a climate which encourages innovation and diligence amongst team members and rewards accordingly.

The Training Programme uses the following approaches to achieve its goals and objectives:

- Modeling (demonstrating techniques during the training workshop)
- Observing (classroom observation using observation forms, and benchmarks)
- Peer coaching and mentoring (visiting each others classrooms and/ or trainers)

regular technical assistance visits to observe, gather data, and give feedback on the teacher's skill)

Activities carried-out by TRUC in Year 2006

- Training Needs Assessment conducted in Rahim Yar Khan from January to May 2006
- Reviewed and revised existing teacher training module
- Second Edition of the training module was prepared and published
- Conducted capacity building training workshops for Project Education Officers
- 30% of the teachers were trained in Innovative Teaching Methods in the five different districts
- Additional PEO's were hired and trained to facilitate training
- Back up trainers in the different districts were identified
- A regular Monitoring Plan was developed
- Data base of pre and post test results was created
- Evaluation tools to assess Training, Trainees, and Trainers were developed
- A strategic Planning Workshop was organized
- A tentative Training Calendar for all Districts prepared
- Project implementation in five districts monitored



Activities carried-out by TRUC in Year 2007

Teacher Training Design on Innovative Teaching Methods

This in-service training for teachers is a ten-day interactive training workshop that builds commitment, understanding, skills, and attitudes to enable teachers to teach more comfortably and effectively.

General objectives of the 'training package':

- Develop positive attitudes toward and commitment to PESRP
- Create and promote a "child friendly" school culture
- Improve their teaching skills by experiencing various active teaching and learning techniques used in mono and multi grade school settings

- learning techniques used in mono and multi grade school settings
- Comprehend and implement new ideas for bringing about improvement that would contribute to a better quality of education
- Design and develop learning aids using locally available resources that would make the teaching of the syllabus content interesting and joyful

The training is a formal workshop with a structured but flexible schedule in an atmosphere that is conducive to learning and encouraging participation. Participatory learning techniques are used to maximize learning. A combination of techniques that address different learning styles of trainees including teams, groups, or pairs in which trainees provide mutual support during and after training, reflective thinking, simulation exercises, and experiential learning have been included so that opportunities to test out new skills or learning can be observed. A test is administered to the trainees before and after the training.



The training team has recorded the actual teaching of the different sessions and will soon be made available on video cassettes/ DVDs for interested parties. 100% of the teacher beneficiaries as of November 2007(primary school teachers in Attock, Chakwal, Rahim Yar Khan, Vehari, and Faisalabad) have participated in this training programme.

Training Materials Development

- A "Write Shop" to develop supplementary teaching guides for all subjects from grades 1-5 was convened for selected teachers
- 24 District Curriculum Writers were identified and trained on developing supplementary teaching guides
- Supplementary Teaching Guides were developed by the District Curriculum Writers
- The completed Supplementary Teaching Guides were fine tuned and are being field tested in the different districts

- Training success stories, training sessions on Innovative Teaching Methods, coaching/mentoring role play, and Education Conference were recorded on video (video documentation, video memos)
- A Participatory Workshop to review and revise the existing SC Training Module was conducted for SC Trainers in the different districts
- SC Training Module was reviewed, revised, pilot tested and printed

Training Module

The master trainers are using a prepared guide in implementing the training. The format of the guide provides flexibility in updating materials. Sessions on the following topics are included: Primary Education in Pakistan; Role of Teachers; Child Friendly Schools; Child Rights; Joyful Learning; Cooperative Learning; Multi Grade Teaching; Group Formation; Multiple Intelligences; Lesson Planning; and teaching the different subjects in the curriculum.

The session format includes: Introduction; Objectives; Preparation; Techniques; Procedure; Evaluation; Expansion Activities; and Explanation Box (Readings).

Coaching and Mentoring

- On-going technical assistance and school-based support services to trained teachers through coaching and mentoring is currently being provided by 92 selected and trained teacher-mentors in the districts facilitated by PEOs and POs
- Coaching and Mentoring Programmes and action plans in each district were prepared

Resource Center Development

- Assisted the District Education Teams in establishing Resource Centers for teachers in all Districts
- Initial 20 schools of the first batch of District Teacher Mentors are currently being set up as demonstration schools in the districts of Rahim Yar Khan, Vehari, Attock, and Chakwal. In Faisalabad 11 schools are being set up.
- The best visual aids prepared by teacher trainees during the training were collected and exhibited in the centers, properly labeled and with suggestions as well as explanations on how to use them in actual teaching
- PEOs, District Teacher Mentors and SOs were trained on how to set up model classroom environments and strategies for primary education

- Support for Resource Centers' development are continuously provided to enable the centers to function as demonstration sites where teachers can visit for observation and discussion

Capacity Building

- A three day workshop was conducted for PEOs and SOs on monitoring, evaluation, coaching and mentoring was conducted
- A workshop has convened for selected SOs, and District Mentors on how to prepare teaching guides
- Sessions in the Regional Conference that would build the capacity of District Mentors to facilitate the conference were organized
- A training of Trainers was conducted for POs, PEOs, and SOs on Monitoring, Evaluating, and accepting/ implementing changes in schools
- A one day workshop was conducted for District Mentors to prepare them for their coaching/mentoring assignments
- A one day workshop was organized for all District Head Teachers to guide them on how to support positive changes in their schools

Monitoring and Evaluation

This training program includes an evaluation component to assess teachers' reactions to the training and perceived ability to implement what was learned. The information is being used to improve future training and to tailor ongoing teacher assistance activities. Short follow up coaching and mentoring sessions are being conducted to help address gaps in the original training and the challenges that come with the use of new teaching techniques learned. Follow-up activities include additional training challenges that teachers have identified and presentations on correct teaching learning techniques. These are effective sharing sessions where teachers and NRSP Education teams can work together on problems that have emerged, and practice sessions on skills that



practice sessions on skills that teachers have identified as difficult to master. Following activities were carried out:

- Project implementation was regularly monitored
- Training, trainees, and trainers were evaluated with prepared forms
- Pre and post tests were administered during the training
- Gaps and challenges that come with the trained teachers' use of new teaching techniques were systematically assessed with the use of benchmarks
- An impact evaluation on the Training on Innovative Teaching Methods is currently being conducted in the districts
- The "Most Effective Primary School Teachers" in the districts were identified and awarded
- All project schools are being assessed (using a prepared form) to ascertain their status and ranking based on the Standards of a Child Friendly School

What Erum Says About IRM:



Erum Wali Khan
SPO - PDP

"I am among those few lucky members of IRM who have seen its transition from HRD section to Institute of Rural Management. The work environment at IRM is highly professional which distinguishes it from the rest. I worked at HRD section of NRSP and then I joined IRM after six years although I was constantly in touch with IRM. But after joining IRM, I have realized that a lot has changed in the last six years except the sincerity and the dedication of leaders and staff to strive for the best. They don't get tired, they never complain, they just go on and on and on. It is amazing how everyone is satisfied and content with their work. The major credit for the achievement goes to Roomi S Hayat, who has been the main driving force of the IRM since its inception and has managed to instil these qualities among all his team members. My work experiences at IRM have always been intellectually stimulating and full of contentment".

Akhter Hameed Khan Resource Centre

Akhter Hameed Khan Resource Center is a living tribute to the memory of remarkable social scientist Akhter Hameed Khan, the pioneer of rural development in Pakistan. It houses unique reading material based on actual case studies/experiences both in published and unpublished form, of various RSP's and other NGOs. The resource center has become an influential part of the Institute of Rural Management with the valuable support of RSPN, NRSP and other RSPs and NGOs.

The year 2006-07 was the turning point for this resource center. With the support of donors, the center has acquired advanced technology for its members and is now in a position to provide online advanced library services like updated Online Public Access Catalogue (OPAC), Current Awareness Service and Selective Dissemination of Information and Document Delivery Service.



The Centre subscribes to over 40 journals and newsletters . Some are also available in digital format. The web portal has been developed and linkages with universities of repute and other resource centers have been established. AHKRC will assist the researchers and scholars from its resources and material on different subjects.

AHKRC has opened to the world through AHK public forum, AHK lecture series and the annual AHK memorial lecture. We are continuously approaching the international agencies and Government departments for regular supply of reports and publications for the up- grading of the resource center. The response is encouraging.

We have some original works of AHK and Shoaib Sultan Khan (SSK), which is also available online. We are in the process of digitalising updated reports and

documents which are free of copyright restrictions. We are also concentrating on publishing the AHK work and SSK documents, which are very useful for researchers analysing rural development, social mobilization and poverty alleviation through micro credit.

We are following the international rules of resource center to provide better services to its users and try to make it a unique and a vital part in the field of research. It is continuously growing and now has 8,500 titles that are classified according to the international methods.

The Akhter Hameed Khan Resource Center also has a large collection of Audio/Video materials of the legends and their working in community. This is a fascinating collection for those having the ambition to engage in community work.

AHKRC WEBSITE www.ahkrc.net.pk

The AHKRC website has a vast variety of information about Akhtar Hameed Khan's achievements and contributions and a variety of information about poverty alleviation and development in Pakistan and South Asia.

The website has a brief introduction to NRSP-IRM, the membership form of AHKRC and access to our digital library. Important feature of the website is the Current Awareness Service which provides information about of new acquisitions and material on various subjects to the members of the library.

For book search, Online Public Access Catalogue has been developed, which helps the user to search for the required books. Beside these services the website provides Akhtar Hameed Khan Archives, Shoab Sultan Khan Archives, digital images, RSPs publications, journals & reports.





EARTHQUAKE RESPONSE PROJECT

EARTHQUAKE RESPONSE PROJECT

Response of NRSP-IRM to the Earthquake of October 8, 2005

Training Methodology

Targets Vs Achievements

EARTHQUAKE RESPONSE PROJECT

Response of NRSP-IRM to the earthquake of October 8th 2005

A powerful earthquake struck the India-Pakistan and Afghanistan on October 8, 2005. With a magnitude of 7.6 on the Richter scale, it was the worst natural disaster to hit the region in decades. As a result of the quake, more than 75,000 people were killed, 80,000 injured, and over 2.5 million people were left homeless, mostly in the northern parts of Pakistan, upper North West Frontier Province (NWFP) and Azad Jammu & Kashmir (AJK). The most affected districts were Mansehra, Batagram and Shangla in NWFP and Muzaffarabad, Neelum Valley, Poonch and Bagh Districts in AJK, and relatively less affected districts were Abbottabad and Kohistan in NWFP and the Islamabad Capital Territory.

Among the affected areas, 84% were rural. Nearly 2.5 million people lost their homes. Thousands of mud huts and cheaply built houses and buildings simply crumble because most of the buildings were not 'seismic-resistant'.



The poor communities of these areas are still finding it hard to restart their daily life and routine activities. The communities are hesitant to reconstruct their houses as they are fearful whether any reconstruction would be able to withstand future earthquakes.

Housing Reconstruction Programme

The Government of Pakistan (GoP) through Earthquake Reconstruction and Rehabilitation Authority (ERRA) has established a housing assistance program based on ERRA damage survey and loss categories. The grants are released building in tranches, linked to stages of construction and the adoption of seismically resistant standards. In this scheme, households are able to utilize their own labor, hire trained craftsmen, and receive technical assistance from a partner organization to reconstruct or rehabilitate their houses. During the reconstruction phase the Government of Pakistan has required that all new construction should follow safety guidelines provided by Earthquake Rehabilitation and Reconstruction Authority (ERRA).

EARTHQUAKE RESPONSE PROJECT

To assist communities in meeting these standards of safe construction, the World Bank and the Japan Social Development Fund (JSDF) in collaboration with RSPN envisaged a Programme of training community people with essential skills to rebuild their homes in a safe, cost effective and sustainable manner. Continuous supervision is provided through MDT (Mobile Demonstration Team) for provision of technical assistance in connection with ERRA guide lines.

Rural Support Programme Network signed a contract with NRSP-IRM on September 04, 2006 to implement this training project in the ten Union Councils of AJK over a period of 13 months. NRSP is a key member of RSP Network and has implemented a number of development projects in collaboration with RSPN.

Project Objective

The objective of the grant is to build the capacity of earthquake affected communities, particularly the poor and vulnerable groups, to carry out reconstruction activities.

The specific objectives are as follows:

- Provision of skill training (for reconstruction of houses) for affected communities to improve their living standards
- Provision of MDT visits for guidance and consultancy to overcome the problems faced during reconstructions
- Assuring the participation of the affected communities in projects such as labor intensive repair and reconstruction of community infrastructure including link roads, irrigation channels and water & sanitation works
- Helping the affected communities to benefit from various ongoing government / donor / NGO programme in their areas

Project Strategy

The Project consists of two major components;

- Community Capacity Building
- Improving Service Delivery during the Reconstruction Phase

The Community capacity building is intended to equip the affected community to construct of better houses, following the codes and techniques required by

EARTHQUAKE RESPONSE PROJECT

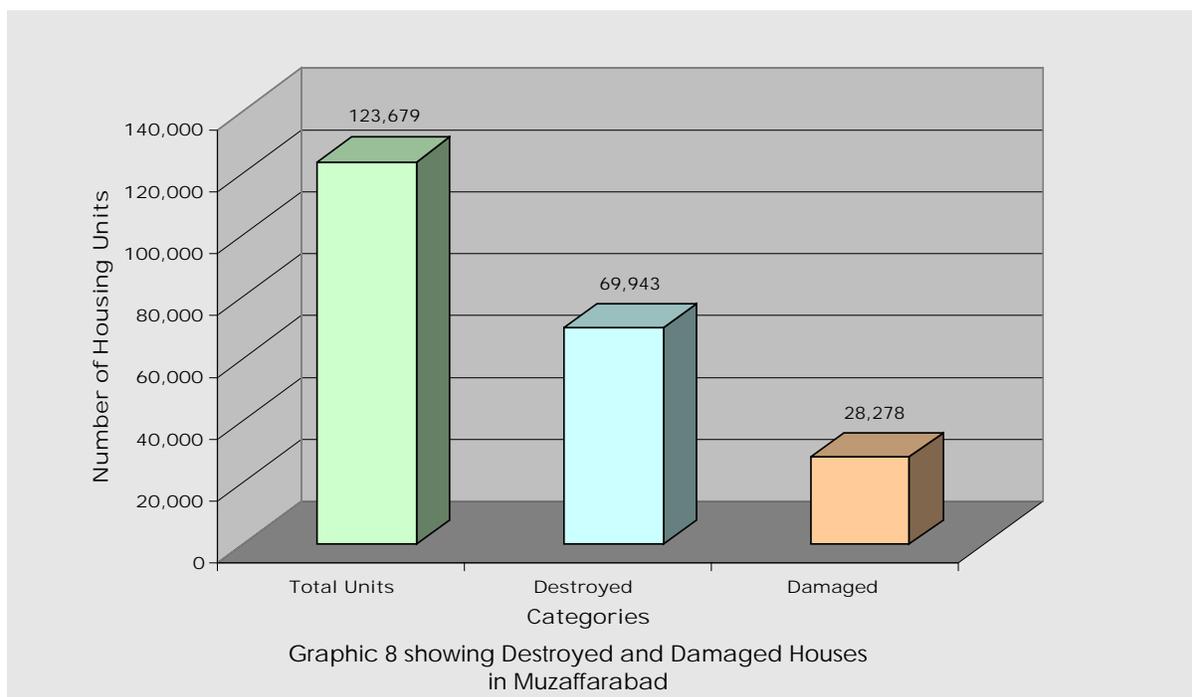
ERRA and getting trained by professional trainers. This training equips people with valuable skills and an ability to reinvigorate their livelihoods in a sustainable way.

Our training is followed up by providing on the spot technical support to affected households as well as physical demonstration of various earthquake resistant construction models for better understanding and comprehension. Long term vulnerability can only be reduced by successful application of "earthquake engineering".

Training Methodology

Four community training units were established and adjacent union councils were assigned to each community Training unit. Each community training unit was closely monitored by a PMU through regular Monitoring visits and a reporting mechanism.

As per the preliminary damage and need assessment report (World Bank & Asian Development Bank) 84% of the total housing units (204,940 in AJK) were either completely or partially destroyed. Graph 8 shows the massive destruction of houses (either completely or partially damage) in Muzaffarabad District of AJK.



EARTHQUAKE RESPONSE PROJECT

Tehsil	Union Council	Number of Villages	Population	Number of HHs	CTUs
Muzaffarabad	Kahori	14	12,758	2,540	Kahori
	Saidpur	12	10,927	2,747	
	Noora Seri	26	17,087	5,231	
Muzaffarabad	Koomi Kot	7	12,111	5,619	Chattar Kalas
	Chattar Kalas	17	13,827	2,359	
Hattian	Hattian Bala	12	13,404	3,570	Hattian Bala
	Lamnian	10	19,258	3,726	
Muzaffarabad	Bheri	9	11,603	2,026	Patika
	Panjgran	13	15,150	3,424	
Hattian	Chikar	10	15,549	3,932	Chikar
TOTAL		130	141,674	35,174	

Table 11 showing information about project area

Project Targets VS Achievements

1. Program Introductions

Program introduction starts with the introductory meetings with the community. The community is given the base line information about the need, purpose and community benefits of project. We achieved 214% of our set target of Phase I.

	Hattian Bala	Chikar	Kahori	Patika	Chattar Kalass	Total PIs
Targeted	48	48	48	48	48	240
Achieved	105	61	132	118	104	520

Table 12 showing number of programme introductions.

2. Village Reconstruction Committees (VRC)

The social mobilization starts with dialogues with the maximum available number of households in a village/ mohallah. Social Organizers clarify the 'conceptual package' by discussing terms and conditions of partnership. If agreed, the community resolves to form an organization and elects a president and manager. A partnership agreement highlighting the roles and responsibilities of partners is signed between the Village Reconstruction Committee (VRC) and NRSP. The dialogue

EARTHQUAKE RESPONSE PROJECT

process is an ongoing one, as all future activities with the VRC, are decided upon through dialogues and consultation. Separate dialogues are held with women by women Social Organizers. VRC is formed at revenue village and sub-village levels. Each VRC comprises of 15 to 30 members from the village. In total we have established 40.3 VRCs per union council. Female VRC are 41 % in total.

	Hattian Bala	Chikar	Kahori	Patika	Chattar Kalass	Total VRCs
Male	54	30	72	42	40	238
Female	34	23	35	30	43	165
Total	88	53	108	72	84	403

Table 13 showing VRCs formed in the reporting period

3. Training in Earthquake Resistant Construction

Training needs assessment carried out by VRCs. They identify active participation of members in Master Self Builders (MSBs) and Master Skilled Labor Training session (MSLs). The project offers composite training courses in masonry, steel fixer, carpentry and singular training in building electrician and plumbing building capacity to full extend to take up village level housing reconstruction activity. The project has generated immense demand of training in seismic design and techniques Project have achieved 123% of their given target. It was anticipated that the number of MSBs and MSL will increase with time as per community demand. The training activities were always planned after complete Training need assessments and in close collaboration with the concern VRC.

4. Provisions of ERRA Guidelines to Community

ERRA and UN Habitat have produced various kinds of brochures for disseminating the earthquake resistant reconstruction techniques and designs. The brochures are distributed to provide in hand information to the community which they can take home and can refer to it at any time.

5. Mobile Demonstration Teams Visit

Technical issues faced by VRC members and non-members are addressed through mobile demonstration team/community outreach teams. MDT/COT also intervenes through pre-scheduled visits to VRC whereby it gives on the spot advisory service as well as motivating MSBs and MSLs to follow seismically resistant construction techniques and design. As the training targets have been achieved well before

EARTHQUAKE RESPONSE PROJECT

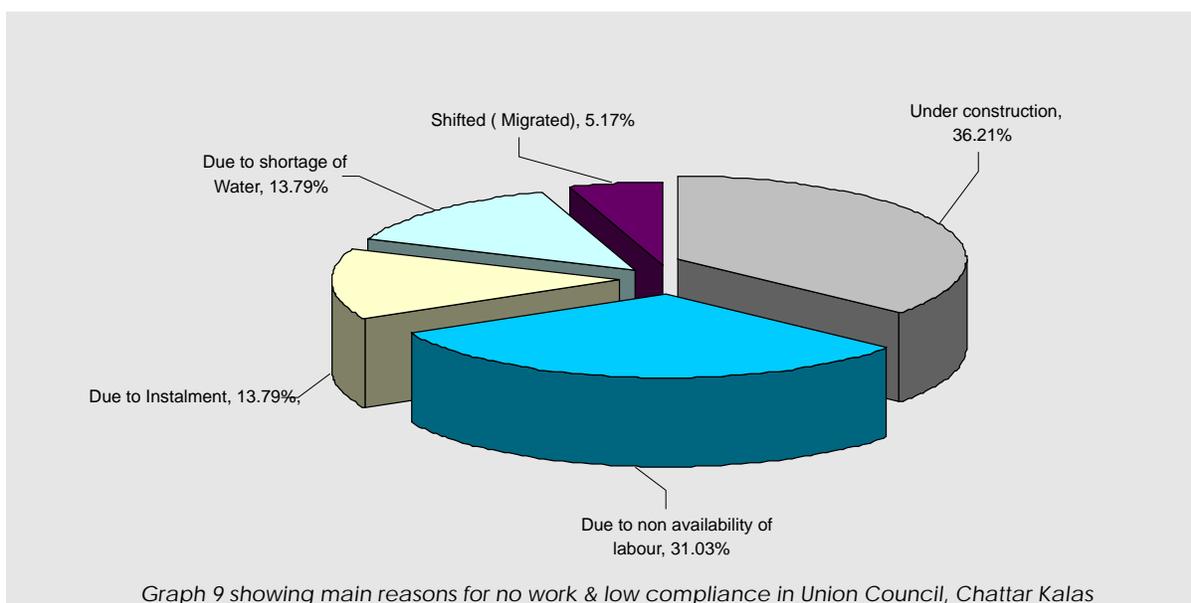
time, the focus is now been shifted to regular MDT/COT visits thus providing door-to-door assistance in the target area. Through the hard work and in time planning by the teams the targets are achieved and so far 1050 MDTs visits have been done .

Activities	Project Targets	Target as of Sep 07	Achievement as of Sep 07	Percentage Achievement
Skills Training				
Skill training for Master Skill Labors				
Masonry, Carpentry, Steel fixing	2450	2450	2857	117%
Plumbing	150	150	164	109%
Building Electrician	150	150	180	120%
Construction supervision (women)	500	500	1443	280%
Skill training for Master Self Builders	1750	1750	1591	91%
<i>Grand Total</i>	<i>5000</i>	<i>5000</i>	<i>6235</i>	<i>123.4</i>

Table 14 showing number of training till Sep, 07

6. Main Reasons for no work started and low compliance

A survey was conducted in two union councils namely Chattar Kalas and Komi Kot the purpose of the survey was to identify main reasons for low compliance and why people have not started to construct.



**INFORMATION
TECHNOLOGY**

**FINANCE
ACCOUNTS**

Administration

**GRAPHICS
STUDIO**

HR

**AUDIOVISUAL
WEB DEVELOPMENT STUDIO**

IRM SUPPORT DEPARTMENTS

WRITE SHOP

IRM SUPPORT DEPARTMENTS

Write Shop

Graphics Studio

Web development Section

Audio Visual Studio

HR Section

ICT

IRM SUPPORT DEPARTMENTS

Advocacy, Communication & Networking (ACN)

This section aims to provide support to the activities of IRM through its reports, brochures, newsletters, case studies, leaflets and documentaries. ACN has proved to be instrumental in enhancing the involvement of government and civil society organizations in participatory development by the generating opportunities to learn and share new approaches, technologies and information.

Write Shop

Write Shop can be rightly termed as the forte of IRM. It is here that reports; case studies, newsletters and other publication material are compiled, composed and produced. It performs a three pronged role of collecting, presenting and disseminating information through brochures, flyers, leaflets and booklets etc.

At Write Shop the data and experiences collected from the field is articulated into informative reports and shared with

various organizations. Another important function of Write Shop is documentation of training events, bringing out participants valuable feedback. Moreover, Write Shop provides editing services to ensure quality of reports and resource reading material.

It is at the Write Shop that IRM's quarterly newsletter called the " HRD Communiqué" is compiled, composed and produced. The newsletter updates its readers about IRM initiatives and activities along with highlighting various contemporary themes and issues.

Graphics Studio

Undoubtedly it is the Graphics Studio that is the hub of all artistic activity at IRM. It is known for capturing messages into eye catching and visually brilliant posters, brochures, flyers and leaflets by adding a kaleidoscope of colors, brightness and designs. The studio gives a complete make over to all the reports and documents processed at other sections of IRM by formatting them and making them more presentable.



IRM SUPPORT DEPARTMENTS

Web Development Section

IRM WEBSITE (www.irm.edu.pk)

IRM website is an extension of the mission we set for ourselves nearly four years ago when the website first launched: to disseminate the information in a concise and accessible manner to the readers.

It provides the viewers with a brief introduction of the institute and updates them about the ongoing projects, training/workshops and current publications. The site also has a brief profile of IRM employees.

The website is user friendly, it has various navigation features. Current and past events and important news of the institute are highlighted along with the details of the upcoming activities. The quarterly published newsletter HRD Communique, presentations, the organogram of IRM, registration forms and a photo gallery of staff and training programmes are all available online now.



We believe that the website is a living document and needs to be regularly, improved and updated. In the last year we not only refined the design but also expanded the scope of our website. We also made other basic improvements. We cleaned up the layout, simplified the navigation, improved "search" and made it easier to find related material.

IRM SUPPORT DEPARTMENTS

Audio Visual (A/V) Studio

Over the years the A/V studio has visually captured all significant IRM events and activities in its ever-growing collection of audio and video archives. The studio also maintains a huge photographic bank depicting the gradual growth of NRSP, its achievements and the visible changes it has brought about in the lives of many poor rural men and women. The studio's video library contains historic documentaries on themes of social mobilization, participatory development, programme introduction and implementation. Besides providing basic A/V support the studio is equipped for filming, video copying and editing.



HR Section - The Solution Architects

The field of Human Resource has undergone a tremendous change during the past two decades. Many years ago; large organizations had their personnel departments which used to manage the paperwork around hiring and paying people. More recently, organizations consider the "HR Department" as playing a major role in staffing, training and helping to manage people so that people and the organization are performing at maximum capability in a highly fulfilling manner.

HR Section deals with factors influencing the behaviour of employees in organisations and the roles, which personnel departments can play. HR at IRM covers the relationship between the Social, Economic and Legal environment and HRM practices. It includes different functions of Human Resource Management, such as, HR Planning, Job Analysis, Recruitment & Selection, Training and Development, Managing Employee Motivation, Employee Compensation, Handling of Employee Grievances, Performance Evaluation, Safety and Health, Employee Welfare, Employee Growth, Disciplinary Action and Legal aspects of employer-employee relationships.

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at IRM are based on merit, qualifications, and abilities. IRM does not discriminate in employment opportunities or practices

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because of race, color, religion, sex, age, disability or any other legally protected status.

Employees are presented with all codes, and procedures needed to steer through the workplace. The new employee's supervisor then introduces the new hire to staff throughout the IRM, reviews their job description and scope of position, explains our evaluation procedures, and helps the new employee get started on specific tasks.

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the NRSP-IRM, and prepared for their position. New employee orientation is conducted by HR section, and includes an overview of the NRSP history, an explanation of the NRSP core values, vision, and mission; and NRSP goals and objectives. At a later stage a full 15 day mandatory Orientation Training Workshop is conducted.

The well being of IRM's employees is our primary concern. In fulfilling this commitment we believe that anything done to improve the workforce affects the organization greatly as a whole.

Information & Communication Technology (ICT)

ICT is one of the major parts of IRM, taking under various responsibilities. Their job includes, looking after the whole office equipment. Establishment and upholding of the network, configuration and maintenance of services like e-mail, domain control, squid, DNS, Danas guardian, Sarg, DHCP, MRTG, Router configuration and Anti Virus service.

Other than all these jobs ICT also install and troubleshoots client or end systems, and make sure every computer in the organization is working properly. ICT is providing its services in training 30 students, every month, which includes the staff, community and highly problem solving.



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professional employee. Purchasing and repairing of computers and other related equipments is also a major job with provision of any professional services to every user for problem solving.

Latest advancement in the field of technology is the basic element of making the world a global village. To meet the challenges ICT is trying to be hi-tech and very keen eye for new technology. For the purpose it is planning to launch in all RSPs a VPN (Virtual Private Network), hot spot, and video conferencing.

ICT is providing training related to computers, courses that are offered are:

1. Basic Computer
2. Advance Computer
3. Basic Hardware
4. Advanced Hardware
5. Auto Cad
6. MS-Project

Hadia Shares Her Views About IRM:



Hadia Nusrat
SPO - ACN

"Joining NRSP-IRM as Senior Program Officer was an honour for me, as NRSP is stringent in its selection of officers, let alone entry at senior level! This also brought to my shoulders the responsibility to revive a Writeshop, once the hub of documentation and archiving NRSP institutional history. In the short period I served under Mr. Roomi Hayat's leadership and the guidance of Mr. Karam Elahi, Writeshop embraced the 21st century with some new innovations. These included

IRM's Website, a modernized Audio Video archiving unit and added to the force writers and graphic designers to meet the growing needs of IRM as well as lending support to other RSPs. This daunting task with tight deadlines and a strict control on quality and accuracy was possible due to our director's accessibility to troubleshoot in times of crisis along with the entire IRM teams acknowledgment and encouragement at each achievement. I look back at my time at IRM as one of great professional and personal learning and growth".

PUBLICATIONS



Community Training Programme

- Training Module - Animal Feed & Feeding
- Training Module - SMC's Training (Urdu)
- Training Module - Poultry Management (Urdu)
- Training Module - SMC's Training (English)
- CLEWs Training Manual
- CLEWs Training Manual for Women
- CHW Project Completion Report
- Report of ILO/IRM VTEC Muzaffarabad
- Brief introduction of VTEC Muzaffarabad

Staff Training Programme

- Training Manual - Social Mobilization Training Part - 1 (English)
- Training Manual - Social Mobilization Training Part - 2 (English)
- Training Manual - ToT - Social Mobilization Training Part - 1 (English)
- Training Manual - ToT - Social Mobilization Training Part - 2 (English)
- Training Manual - Social Mobilization Training Part - 1 (Urdu)
- Training Manual - Social Mobilization Training Part - 2 (Urdu)
- Training Manual - ToT - Social Mobilization Training Part - 1 (Urdu)
- Training Manual - ToT - Social Mobilization Training Part - 2 (Urdu)
- AJK-CDP Project Completion Report
- Diakonie-Chakaar Project Completion Report
- Social Mobilization Training - Phase I, Project Completion Report
- Community & Staff Training Activities Project Completion Report
- Social Mobilization Training - Phase II, Part I, Project Completion Report
- Social Mobilization Training - Phase II, Part II, Project Completion Report

PUBLICATIONS

Professional Development Programme

- Report of training needs assessment exercise for Professional Development Programme
- Report of training needs assessment exercise for Women's Leadership Programme
- Report of Seminar on "Transforming field learning into knowledge for academic discourse"

Teachers' Resource Up-gradation Center

- Teacher Training on Innovative teaching methods
- Participatory approach to school governance through school councils
- World of letters: A resource book on teaching Phonics
- Management Games
- Child friendly

Akhter Hameed Khan Resource Center

- Report of AHK Memorial Lecture "Remembering Dr. Akhter Hameed Khan"
- Learning Series
- Shoaib Sultan Khan's Dialogue at Union Council Harnpur, Tehsil Pind
- Dadan Khan, District Jhelum
- Shoaib Sultan Khan's Dialogue with Sindh Rural Communities supported by SRSO



Our Human Resource
Annual Group Photo 2006-07

IRM - STEERING COMMITTEE



Shoaib Sultan
Khan

Chairman NRSP



Mrs. Hamayun
Khan

Chairperson - SRSP



Dr. Rashid Bajwa

CEO - NRSP



Farooq Haroon

CEO - PRSP



Shandana Khan

CEO - RSPN



Masood ul Mulik

CEO - SRSP



Sono Khangarani

CEO - TRDP



Nadir Gul Barech

CEO - BRSP



Izhar Ali Hunzai

GM - AKRSP



Col (Rtd)
Anwar Hussain

CEO - GBTI



Agha Ali Javad

GM - NRSP



Roomi S. Hayat

Director, IRM

I R M T E A M

IRM TEAM



IRM TEAM



Programme
Officer
ACN

Maheen Zeeshan



Programme
Officer
VTEC

Khwaja Tariq



Programme
Officer
STP

Mehvish Mehmoona



Programme
Officer
WB-JSDF

Shahbaz Khattak



Programme
Officer
WB-JSDF

Abdullah



Programme
Officer
EVA

Naheed Asad



Project
Education
Officer, PESRP

Dr. Fakhir Sohail



VSO Volunteer

Shirley T. Hapatinga



Project
Education
Officer, PESRP

Zahra Batool



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Hina Kokab



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Joyce David



Programme
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Mansoor Bangash



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Junior Programme Officer, STP

Imran Khan



Junior Programme Officer System Administrator

M. Adnan Shahzad



Junior Programme Officer System Administrator

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Muhammad Aamir



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Khuram Shahzad



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Ubaid Ullah



Junior Programme Officer Finance & Accounts

Asim Ali

INTERNATIONAL

Participants of IRM training programmes
come mainly from these countries ■



