



U.S.-Pakistan Leaders Forum

A collaboration of the Consensus Building Institute,
Convergence, and IRSS

U.S.-Pakistan Leaders Forum Report from Inaugural Retreat Lahore Pakistan, February 2011



CONVERGENCE
Center for Policy Resolution



Consensus Building Institute



**Institute for Resource
and Security Studies**

Overview

Established in 2011, the **U.S.-Pakistan Leaders Forum** provides a fresh, credible and visible demonstration of mutually beneficial investment and development partnerships between the U.S. and Pakistan. The Forum has been organized by three U.S.-based non-governmental organizations: [Consensus Building Institute](#), [Convergence](#), and the [Institute for Resource and Security Studies](#), working with several counterpart organizations in Pakistan.

The Forum is a response to the urgent need to improve the U.S.-Pakistan relationship, at a time of great mutual mistrust and sharp conflict on key political and security issues. It is based on:

- Frank acknowledgement of these differences;
- Shared recognition that there are still many opportunities to build long-term, constructive partnerships in key sectors: education, media and culture, business and entrepreneurship; agriculture and health; and
- Direct engagement of business and civil society leaders from both countries to create partnerships in key sectors and provide visible demonstrations of success.

The long-term mission of the Forum is to improve cooperation, investment and development between the two countries. It has already begun to create stronger ties among civil society and private sector actors, visibility for partnerships that demonstrate joint gains from cooperation, and constructive influence with the governments of the U.S. and Pakistan. A wide range of business, civil society and government leaders in both countries are participating in and welcome the Forum.

Financial resources remain a constraint on the implementation of these plans. Forum organizers are actively seeking diverse public and private funding sources for work in 2012.

We appreciate your review of this report and welcome your input.

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U.S.-Pakistan Leaders Forum Participants

The Leadership Team of the U.S.-Pakistan Leaders Forum gratefully acknowledges the individuals listed below. They gave of their time, energy and experience as participants in the first U.S.-Pakistan Leaders Forum, February 17-19, 2011 and continue to provide counsel to our work.

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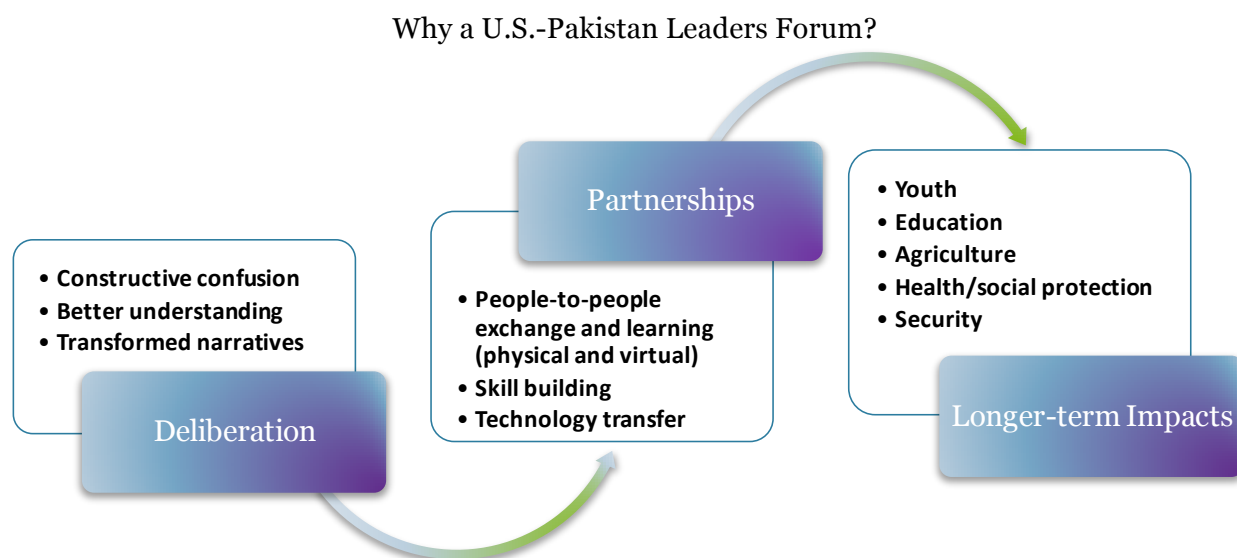
We also acknowledge the dedicated hard work of key members of the organizing staff Ms. Dusie Hoagland, Senior Project Associate, Dr. Laith Ulaby, Convergence Mellon Fellow, and our two Pakistan-based consultants, Zia ur Rehman and Shahzad Ullah.

Introduction

The **U.S.–Pakistan Leaders Forum** (USPLF) is a multi-year initiative, led by civil society and private sector leaders, to develop new civil society and business partnerships and networks, based on strong relationships among Pakistani and U.S. leaders.

The following pages briefly summarize major discussion points from the inaugural U.S.-Pakistan Leaders Forum, hosted at the Lahore University of Management Sciences, Feb 17-19, 2011.

Objectives for the U.S.-Pakistan Leaders Forum



Pakistani and American Societal Views and Perceptions

How do Pakistanis and Americans see their own country's security, economy and societal goals and needs?

Pakistani's Perception of Pakistan

<i>Strengths</i>	<i>Challenges</i>
Society is resilient, based on entrepreneurship, generosity, and openness.	Society faces division and fragmentation along socio-economic, religious, and ideological divides.
Civil society and community institutions provide services in many areas where government is lacking.	Weak and corrupt government institutions in health, education, justice, security, and regulation.
Strong, free media and potential for mass mobilization (e.g. lawyers' movement).	Patronage politics with no ownership or accountability.
Youth dividend potential.	Need to create jobs and leadership amongst this youth bulge.
Potential for IT expansion, agricultural productivity and diversification.	Limits to natural resource base and poor investment climate (e.g. red tape and corruption).
Geo-strategic position of influence.	Regional instability and difficult US-Pak relationship.

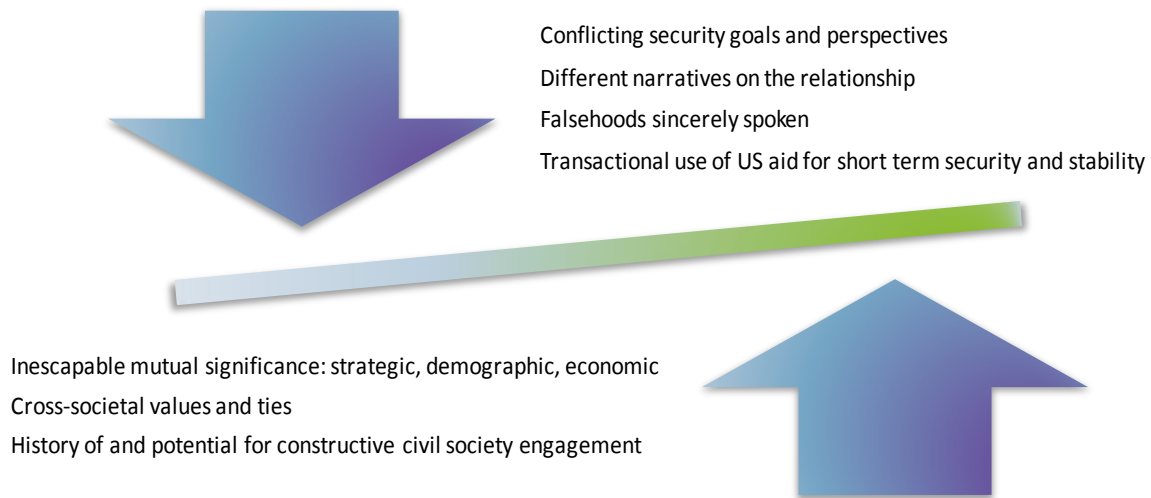
American's Perceptions of the United States

<i>Strengths</i>	<i>Challenges</i>
Society and economy are resilient and dynamic.	Recession and fears for the middle class.
Core values: confidence, concern for others, making a positive difference in the world, leading by example.	Sense that core values are in question amidst the rise of fear and an "us vs. them" mentality.
Youth of today have more international exposure and great potential.	Changing demographics: first white retiree generation to be supported by a majority of color.
Strong, deeply rooted institutions for self-governance, from local to national levels.	Political polarization and socio-economic fragmentation.
	Limits to natural resource base: energy and water.

Perceptions of the U.S.-Pakistan Relationship

How do Pakistani's and Americans view the U.S.-Pakistan relationship, and what are the current drivers of leadership and public perceptions?

The U.S.-Pakistan Relationship



What are the major similarities and differences between the U.S. and Pakistan media overall, and in their coverage of the U.S. –Pakistan relationship?

The News Media: U.S. and Pakistan

Both Societies	Pakistan	U.S.
Infotainment	Thirst for current events programming	Limited popular interest in news
What people want, not what they need	Profitability, innovation and dynamism in satellite channels; new media beginning	New media explosion; Business model crisis in broadcast and print journalism; decline in international coverage
Polarized discourse on public issues	Contrasting views on national and international issues	Single viewpoint outlets (broadcast and Web), partisan, inward looking
Need for journalist education (and expert lists) and media literacy on U.S.-Pakistan relationship	Frequent, broad (security & society) and widely watched coverage of US-Pakistan/US news (not necessarily accurate or in-depth)	Rare, narrow (security) coverage and small audience for US-Pakistan/Pakistan news (not necessarily accurate or in-depth)
Complex relationship with government	Strong, frequent criticism of foreign policy; media driving government	Muted, occasional criticism of foreign policy; media reacting to government
	Strong public trust in media and high approval ratings	High public distrust in media sector and low approval ratings

Exploring Civil Society Partnerships

Beyond perceptions: identifying opportunities for civil society partnerships in the sectors of agriculture, higher education and primary/secondary education.

AGRICULTURE

- **Headline goal:** to promote a systemic approach to productivity and market transformation.
- **Mangoes:** opportunity for quality improvement through technology and extension.
- **Horticulture:** opportunity for quality and market transformation.
- **Livestock:** opportunity to increase dairy productivity and marketing, especially of water buffaloes.
- **Irrigated upland horticulture:** opportunity for dams and extension.
- **Southeast Punjab boarding schools:** develop future farmers.
- **Competitive commodity markets:** develop futures and alternative market channels.

HIGHER EDUCATION

- **University to University:** Long-term “Partnerships of Excellence” between top US and Pakistan Universities, on the model of a “Fulbright Plus” Program
- **University to University:** Create a portal for matchmaking between the HEC and the U.S. National Science Foundation and the Social Science Research Council in the US with earmarked support for U.S-Pakistan cooperative programs.

- University to Faculty/Students: Engage Pakistan public universities with U.S. faculty/students for technology transfer via online learning and exchange programs. Subjects to include ESL, Peacebuilding and Career Counseling.
- Student to Student: Support student-to-student cooperation and cultural engagement through Soliya's web-based semester-long exchange program. Initial partner institutions include LUMS, International Islamic University of Islamabad, University of Agriculture Faisalabad and BARGAD.
- Alumni to Student: Bridge the gap between academia and industry through an entrepreneur support program that includes mentoring and placement.

PRIMARY & SECONDARY EDUCATION

- Student to Student Online Exchange and Learning: partnership between the National Association of Independent Schools (U.S.), CARE Foundation, PAIMAN Trust, and the Citizens Foundation to launch a "sister schools" program with initial target of 25 schools each in the U.S. and Pakistan.
- Teacher Training and Development: collaboration between National Retired Teacher's Association (U.S.) and CARE Foundation to increase capacity for teacher training.
- Capacity Building for School Administration: National Alliance for Public Charter Schools (U.S) inviting CARE Foundation, the Citizens Foundation, and other Pakistani education innovators to their annual conference for best practice transfer and learning, as well as long term relationship building with charter school community in the U.S.

Discussion Summary: Agriculture Working Group

Overview

The agriculture sector in Pakistan is critical to nutrition, employment and economic growth. There are major opportunities for improvement in crop and livestock research, extension, production, diversification, processing, marketing and trade. To date, efforts to improve agriculture have been piecemeal. What is needed is a systems approach, integrating contributions from Pakistani and US universities, extension services, farmers, water managers, wholesalers, exchanges, and private investors. Together, we have an opportunity to accelerate the agriculture sector's contributions to innovation, job creation and economic growth, with benefits for both Pakistan and the US.

Problem statement

Pakistan faces several core challenges in the agriculture sector:

- **Producer fragmentation:** In livestock and crop farming, there are many small producers who have limited ability to invest in knowledge and technology that could improve productivity.
- **Limited knowledge sharing:** There is limited sharing of existing knowledge and know-how among agricultural universities, government extension services, and farmers.
- **Market concentration:** Currently, wholesalers and marketing boards are capturing a large share of agricultural value; commercial farmers receive relatively low prices and

end-users pay relatively high prices for agricultural commodities. This concentration of pricing power is a disincentive to investment in the sector.

- **Inadequate infrastructure in upland areas:** though Pakistan as a whole has one of the most extensive irrigation systems in the world, a substantial percentage of all farmers are in un-irrigated upland areas. For these farmers, innovative approaches to water capture, storage and irrigation, diversification into higher-value crops, and investments to enable greater market access are key to productivity and growth.
- **Low productivity:** As a consequence of all of the conditions listed above, crop and livestock productivity are generally far below the level that would be possible with widespread, consistent application of existing know-how and modest investments in cost-effective technology.

US-Pakistan partnership efforts in the agriculture sector are also hampered in several ways:

- **Limited number of US players:** there are very few US universities, agribusinesses, or commodity investors engaged in the Pakistani agriculture sector. However, USAID and USDA do have a commitment to broadening and deepening the set of partners over time.
- **Challenges in securing funding to broaden and deepen existing university partnerships:** While a number of US and Pakistani universities and associations are interested in deepening their collaboration, they cannot do so without some external funding. A major proposal for US-Pakistan agricultural university cooperation has been held by USAID for over a year.
- **Travel and security concerns:** the best way to deepen partnerships is through face-to-face interaction, but travel by Pakistanis to the US is constrained by the visa process, and travel by Americans to Pakistan is constrained by security concerns.

Goal definition

The goals of the Working Group are to

- Identify potential high-impact opportunities for agricultural systems transformation in Pakistan
- Test those opportunities with appropriate research, extension, production, technology, marketing, and investment partners in the U.S. and Pakistan
- Promote scaling up through outreach, education and policy dialogue as appropriate

Initial ideas for action

Expand commodity trading and futures markets: address current market concentration, broaden opportunities for forward contracting, and enable hedging of price risk, by expanding the current commodity futures exchange (PMEX) and/or creating new exchanges and marketing channels.

Dairy sector transformation: take advantage of the massive opportunity to increase dairy (water buffalo and cattle) productivity, nutritional and commercial value, by improving

extension for small herd owners; engaging dairy buyers (Nestle, others) to identify ways to incentivize investment in commercial-scale production; silage expansion (including mechanized cutting demonstration); and broader use of information technology (for example, mobile phone-accessible information about locations of breeding bulls).

Mangoes and other horticulture export: Promote quality improvement for export markets, using extension, quality sorting technology (including machine sorters), information technology, and market development. Build on recent successful export project to USA market, and consider South Asia, Central Asia, Gulf and Europe as areas for expansion.

Irrigated upland (*barani*) horticulture: Increase farm productivity, improve market access and increase value of production by introducing small-scale water capture and irrigation technologies to non-irrigated upland (*barani*) farms. Explore potential for non-traditional horticulture (e.g. olives) to substantially increase value of production, and link to improvement of market access for upland farmers.

Southeast Punjab young farmer program: Building on Punjab CM/Education Minister plan to open “Danish Schools” (boarding schools for low-income students, focused on basic education and vocational training), make some schools into demonstration farms, where students could learn livestock breeding and management as well as agricultural skills. The farms would also serve as pilot/demonstration projects for new technologies and productivity-enhancing techniques.

Discussion Summary: Primary and Secondary Education Working Group

Overview

The public school system in Pakistan is poorly resourced and typified by chronic underperformance, high dropout rates, absentee teachers, outdated curriculum and dilapidated school buildings. Several innovative private and public-private partnership models for delivering primary and secondary education have established a proven track record of providing higher quality learning environments, significantly improved educational outcomes, all at lower cost. Independent schools place greater emphasis on promoting access to education for poor and lower income children and especially girls. They devote significant resources toward basic literacy, general education and in some cases build vocational skills into overall curriculum; models combining general and vocational education exist in some U.S. charter schools.

U.S. and Pakistani educators have an opportunity to strengthen and expand the capacity of these independent schools in Pakistan while providing an opportunity for American schools and teachers to help foster greater awareness of international issues among American students. There is need in Pakistan for non-formal education programs that enable a large population of boys and girls to have opportunities for skills building. The Pakistan media has a role to play in advancing the cause of education reform nationally but is searching for meaningful steps it can take to galvanize a widely supported movement for accountability & reform in education.

Problem Statement

According to UNESCO there are approximately 60-65 million children 14 years and younger in Pakistan. Enrollment figures are well short of full education achievement:

- 60% of girls and 72% of boys attend primary school
- 28% of girls and 37% of boys go to secondary school
- 34% of primary-school age children do not attend any school (7-9m)
- Between 60-65% of enrolled children complete their primary schools years
- 28% of girls and 37% of boys go to high school and 5% of them graduate to university

Sixty-five percent of school-going children attend public schools, 30% private or independent schools and 5% madrassas. Government bureaucracy and union resistance are obstacles to comprehensive educational reform. There is some potential that devolution of power to state governments might foster a more dynamic and entrepreneurial approach to education.

Public vs. Private/Independent Schools

Participants believe that public-private partnerships are the model to which Pakistan's education system must evolve – in essence privately managed but publicly financed schools. The challenge of privatization is to reach scale; one Punjab statistic indicates that private sector involvement in education has reached up to 30%. Private sector involvement in other regions varies considerably. These schools are performing to higher standards in curriculum and teacher effectiveness, and realizing much higher rates of student enrollment, attendance and graduation as well as higher student test scores. They run gender-separate as well as co-educational schools. Many include dual-language education in Urdu and English, in order to support long-term social mobility and job opportunities for students. While quality of education is generally higher than government schools, it is unclear how varied are the standards for teacher training, curriculum and performance evaluation between the different independent school networks across Pakistan. These schools provide local employment, are funded nearly 100% by private donation and ask only for nominal registration fees as a means to secure parental commitment. There is constant pressure to fund raise and therefore less ability to plan for the longer term. Demand for quality education among poor and lower income families far exceeds the supply of classrooms and teachers.

Parents seem to avoid enrolling kids in the public schools as illustrated by anecdotal examples in which participants describe how the number of students attending an independent school (which charge fees) far exceeds the number of students attending the government school located on the same street (which charges no fees). In theory, competition with independent schools should motivate public schools to improve but that has not manifested in practice. Poor governance is the root cause of the breakdown of the public schools system. Where applied, school nutrition programs have not performed in lifting student enrollment; however, implementing high quality curriculum seems to be a strong magnet for parental support and student enrollment. In many cases, children walk for miles to attend non-government schools.

In the United States, the vast majority of children attend public school, and smaller numbers attend independent or charter schools. There is concern among US educators as to the general

lack of understanding among US students of other cultures and countries. There is a growing interest among U.S. school leaders to find creative means by which to increase student exposure to other geographies, cultures and countries, particularly outside of Europe, and incorporate global-awareness building into curriculum or special programs. Many teachers in the U.S. believe this is important for the long-term professional growth and success American students. There is very little interaction between primary and secondary schools in the US and Muslim-majority societies, and almost none with Pakistan.

Opportunity

Increasing opportunities for online and other forms of dialogue and exchange among students, teachers and school administrators between the US and Pakistan creates multiple benefits. It introduces an international component to education for students in both countries. It will build mutual understanding among communities through development of relationships among thousands of children. For the Pakistani children, the exposure to English-language peers will help advance English learning. For both societies' children, the opportunity for creative learning and developing critical thinking skills expands through the diverse perspectives that will naturally emerge as the children come into contact with each other. The relationship between schools will enable teachers to share ideas and best practices. There is also real opportunity for cross-fertilization of best practices between school leaders in the charter and independent school sectors of the U.S. and counterparts in Pakistan who build and administer the independent school systems in Pakistan.

Goal Definition

The goals of the Working Group are to

- Identify potential high-impact opportunities for educational partnerships
- Find creative ways to leverage technology to expand educational reach and efficacy
- Create opportunities for American and Pakistani students to build relationships and increase mutual understanding

Initial ideas for Action

Student-to-Student Online Exchange: Develop pilot launch of a “sister schools” program with initial target of 25 primary or secondary schools each in the U.S. and Pakistan. This program will be based on the NAIS’s Challenge 20/20 program to improve mutual understanding and global awareness, build relationships, and foster learning & knowledge exchange through joint problem-solving using an online platform.

With 25 US and Pakistani schools forging a partnerships where by 3 classrooms per school with an average of 20 kids per classroom participate; that will connect 3,000 kids developing new relationships and a new understanding with one another. The project can scale quite quickly as new schools participate.

Teacher Training and Development: Develop a pilot collaboration initiative between National Retired Teacher’s Association (U.S.) and CARE Foundation to increase capacity for teacher training using CARE Foundation teacher training centers as the institutional partner.

Capacity Building for School Administration: Invite school leaders from CARE Foundation, the Citizens Foundation, and other Pakistani education innovators to attend the National Alliance for Public Charter Schools (U.S) annual conference June 2011 where more than 3,000 educators convene. Goal is to promote best practice transfer, networking as well as long term relationship building between the Pakistan independent school and the US charter school community.

Partnerships with Technology Companies: Identify schools that who could benefit from pro-bono assistance with technology resources and skills training that will increase the number of schools able to participate in exchanges, offer distance learning and access online educational resources.

Pakistani Teacher Corps: Develop a program that provides informal skills building and educational opportunities to kids who cannot go to formal school. A model that incorporates training videos supplemented by a college-based mentor or teaching assistant is under consideration by the Punjab Youth Council (PYC). PYC and CARE Foundation will pilot a program to demonstrate effectiveness.

Discussion Summary: Higher Education Working Group

Overview

Higher education in Pakistan is predominantly public in nature, with public universities, public colleges, and online learning through these institutions accounting for more than 80% of higher-education programs. There are both contrasting and similar concerns between the private and public higher-education sectors.

The Pakistan Higher Education Commission (HEC), created in 2002, is an autonomous body responsible for allocating public funds from the federal government to higher-education institutions and accrediting their degree programs.¹ In 2008 HEC curtailed their support for higher education programs.

Representatives of both U.S. and Pakistan public and private institutions were present in the Higher Education working group.

Problem statement

Pakistani higher-education concerns reflected the following issues:

- **Quality:** There is an acute shortage of qualified faculty and minimal quality assurance or internal evaluation.
- **Access:** Less than 5% of the 17-23 year old cohort receives higher education. Women account for 1/3 of total enrollment.
- **Relevance:** Curriculum does not reflect the needs of the labor market, and

¹ *siteresources.worldbank.org/EDUCATION/.../Pakistan_countrySummary.pdf*

unemployment among recent graduates is very high.

- **Governance/Support:** Accountability of higher-education institutions is minimal. HEC had instituted reforms 2002-2008, but the last 2 years have seen a reversal of these reforms, including a decrease in support for higher education, with dramatic impact on quality, access and relevance.

US higher-education concerns included:

- **Quality:** Students have parochial views and limited exposure to international perspectives. There is a need to develop greater global awareness.
- **Relevance:** There is increasing unemployment among U.S. youth graduating from higher-education institutions. Curriculum does not reflect the needs of the global society of the 21st century.
- **Support:** Skyrocketing costs of private higher education and a decrease in both public and private support are causing difficulties for institutions to fulfill mandates of quality and relevance.

Goal definition

The working group agreed to create a mutually-beneficial higher-education collaboration between the U.S. and Pakistan. The goal is to work in partnership to develop a high quality, relevant program for Global Citizenship Education.

Rationale

Dovetail the interests of Pakistan and U.S. higher-education organizations, learning from and with each other to improve the quality, relevance, and support for higher education in both countries.

Initial Ideas for action

- **University to University:** Long-term “Partnerships of Excellence” between top U.S. and Pakistan Universities, on the model of a “Fulbright Plus” Program. The program would support long-term partnerships of top-quality U.S. and Pakistan universities through faculty and student exchange and other initiatives.

The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to “increase mutual understanding between the people of the United States and the people of other countries.” The primary source of funding for the Fulbright Program is an annual appropriation made by the United States Congress to the Department of State. The Fulbright Program is administered by the Bureau of Educational and Cultural Affairs of the United States Department of State. Participating governments and host institutions in foreign countries and in the United States also contribute financially through cost-sharing and indirect support, such as salary supplements, tuition waivers and university housing.

Next steps include discussion with relevant authorities in the US and Pakistan to support a priority allocation for a Fulbright Plus US-Pakistan program.

- **University to University:** Create a portal for matchmaking between the HEC and the U.S. National Science Foundation and the Social Science Research Council in the US, with earmarked support for US-Pakistan cooperative programs.

Next steps

- Discussion with HEC in Pakistan and the U.S. National Science Foundation and the Social Science Research Council in the US.
- Move forward on specific initiatives as discussed:
 - Potential program initiative: Working through the Association of Public and Land Grant Universities in the U.S., explore multiple long term U.S.-Pakistan university partnerships.
 - Potential program initiative: Joint research linking Boston University's Institute of Public Policy and Beaconhouse National University in Lahore.
 - Potential program initiative: Online course in Negotiation Theory and Practice taught by Simmons College, Boston, offered through Lahore University of Management Sciences (LUMS).
- **University to Faculty/Students:** Engage Pakistan public universities with U.S. faculty/students for technology transfer via online learning and exchange programs. Subjects could include ESL, Peacebuilding, and Career Counseling. A potential program initiative:
 - Potential program initiative: Soliya to work with both BARGAD & MIT Enterprise Institute to provide facilitation training to young Pakistanis to develop their skills in conflict resolution and multi-party dialogue facilitation, with the most accomplished trainees getting the opportunity to facilitate Connect Program sessions and other on-line dialogues organized by Soliya.
- **Student to Student:** Support student-to-student cooperation and cultural engagement through face-to-face and virtual modes of interaction. Potential initiatives:
 - Potential program initiative: Soliya's web-based, semester-long, international exchange program to include Pakistan partner institutions such as LUMS, International Islamic University of Islamabad, University of Agriculture Faisalabad, and BARGAD.
 - Potential program initiative: BARGAD to circulate to its youth network applications for Soliya's Terana Fellowship. This is a fellowship that provides video cameras and training in conflict resolution, community engagement, and media production to young adults across the US, Europe, and diverse predominantly-Muslim countries, and supports them to use their social-media networks and new media platforms to foster constructive dialogue between their communities at large.

- **Alumni to Student:** Bridge the gap between academia and industry through an entrepreneur-support program that includes mentoring and placement.
 - Potential program initiative: Ovex Technologies and MIT Enterprise Forum of Pakistan to engage with US and Pakistan higher education institutions to develop post-graduate placement and mentoring opportunities

Background on the U.S.-Pakistan Leaders Forum

The U.S.-Pakistan Leaders Forum grew out of the U.S.-Muslim Engagement Project, which produced the influential 2008 consensus report *Changing Course: A New Direction for U.S. Relations with the Muslim World* (www.usmuslimengagement.org)

In 2009, the U.S.-Muslim Engagement Leadership Team, in collaboration with the Howard Gilman Foundation, undertook a high-level planning process with diverse U.S. leaders and counterparts from Muslim countries. Following a year of research, interviews and preparation, the Team launched the U.S.-Pakistan Leaders Forum in February 2011. The selection of U.S.-Pakistan as a focus is guided by five insights:

- Both countries acknowledge the mutual strategic and demographic significance of the relationship.
- The relationship has anchored on short-term security interests & security cooperation, and as a result lacks depth and breadth of relationships beyond intergovernmental and inter-military contacts.
- Intergovernmental engagement is repeatedly constrained by a history of transactional relationship, short-term political demands and differing national security interests and perceptions.
- The relationship is threatened by high levels of societal mistrust and suspicion, polarized public communication, and the lack of effective forums for sustained dialogue & relationship building.
- There is a modest history and significant potential for constructive and action-oriented civil society and private sector engagement.

The Need and the Opportunity for Civil Society Dialogue

We have found that a broad cross-section of societal leaders in the U.S. and Pakistan is and remains committed to improving communication, dialogue and partnerships between the two countries, on education and youth engagement, agriculture, health, entrepreneurship, trade and other issues.

Many of our participating Pakistani leaders express enthusiasm for partnership building among nongovernmental actors, and state clearly that such a process is urgently needed. They recall an era of constructive civil society relationships in many fields and want to build new ones based on shared values. Counterparts from the U.S. say they want to invest in credible

partnerships that help Pakistanis improve education, social services, livelihoods and local governance, and create a better climate for business and investment. In both societies, civil society and business leaders are interested in skill building partnerships with peers, rather than aid relationships that create dependency.

Despite the mutual interest and goodwill, serious obstacles need to be overcome: high, and increasing levels of mistrust, polarized public communication, and the absence of effective, nongovernmental forums for dialogue and partnership building. Different national security interests and political contexts make it difficult for the governments to engage effectively with diverse civil society leaders. In the media, some American and Pakistani voices portray the tensions in ways that intensify mutual distrust.

To address these widespread perceptions, a diverse group of leaders is now committed to answering a fundamental question: “what positive goals can Pakistanis and Americans commit to, and what kind of partnerships can they form, to create strong foundations for a long-term relationship?” The U.S.-Pakistan Leaders Forum is intended to provide clear, credible, and visible answers.

APPENDIX A: Meeting Agenda

Inaugural Meeting of the U.S. Pakistan Leaders Forum Lahore University of Management Sciences February 17-19, 2011

The Forum in Lahore: The inaugural Forum will facilitate a constructive exploration of each society's security, economic and social goals and concerns; each society's current perceptions of the other; and the potential for mutually beneficial partnerships in these areas of common interest:

- Secondary education
- Higher education and leadership development
- Technical, professional and leadership skills development
- Agricultural research, extension and market development
- Education-agriculture linkages

Meeting Agenda

THURSDAY, February 17

2:00-5:00 pm

Opening Session

- Introductions
- Participant perspectives on their own societies
 - How do we see our own country's security, economy and societal goals and needs?

6:00-7:30 pm

Video discussion with U.S. media representatives

- How does the US media cover security, economy and societal issues domestically?
- How does the US media cover the US-Pakistan relationship?
- What are major similarities and differences between the US and Pakistani media overall, and in their coverage of the US-Pakistan relationship?

FRIDAY, February 18

9:00-10:30 am

SESSION II: Perceptions of the U.S.-Pakistan relationship

- Historical perspectives on the U.S.-Pakistan relationship
- The relationship in recent years
- Current drivers of leadership and public perceptions

11:00-12:30 pm

SESSION III: Overview of civil society partnerships

- The role of civil society in the relationship

- Survey of past and current partnerships in major sectors
- Current obstacles to and opportunities for partnership building

2:00-4:00 pm

SESSION IV: Exploring Partnerships in Secondary Education, Higher Education and Agriculture

Participants break into three sub-groups to explore partnership opportunities:

- Secondary and vocational education
- Higher education, professional and leadership development
- Agricultural research, extension and marketing

4:15-6:00 pm

Participants explore cross-sector linkages

6:00-7:00 pm

Video discussion with U.S. representatives from the Association of Public and Land-Grant Universities

SATURDAY, February 19

9:00-12:00 pm

SESSION V: Continue Developing Partnerships in Secondary Education, Higher Education and Agriculture

- Full group meeting
- Participants return to sub-groups to continue developing partnership opportunities and proposals

1:00-3:00 pm

SESSION VI: Continue Developing Partnerships in Secondary Education, Higher Education and Agriculture

- Full group: reflections on working groups
- Participants return to sub-groups to continue developing partnership opportunities and proposals

3:30-6:00 pm

SESSION VII: NEXT STEPS

- Follow up actions for developing education, training and agriculture partnerships
- Feedback on the inaugural Forum
- Planning for next Leaders Forum—topics and venue
- Closing remarks

For more information, please contact the U.S.-Pakistan Leaders Forum at 202-468-3799 or 858-349-0276 or you can reach us by e-mail below:

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