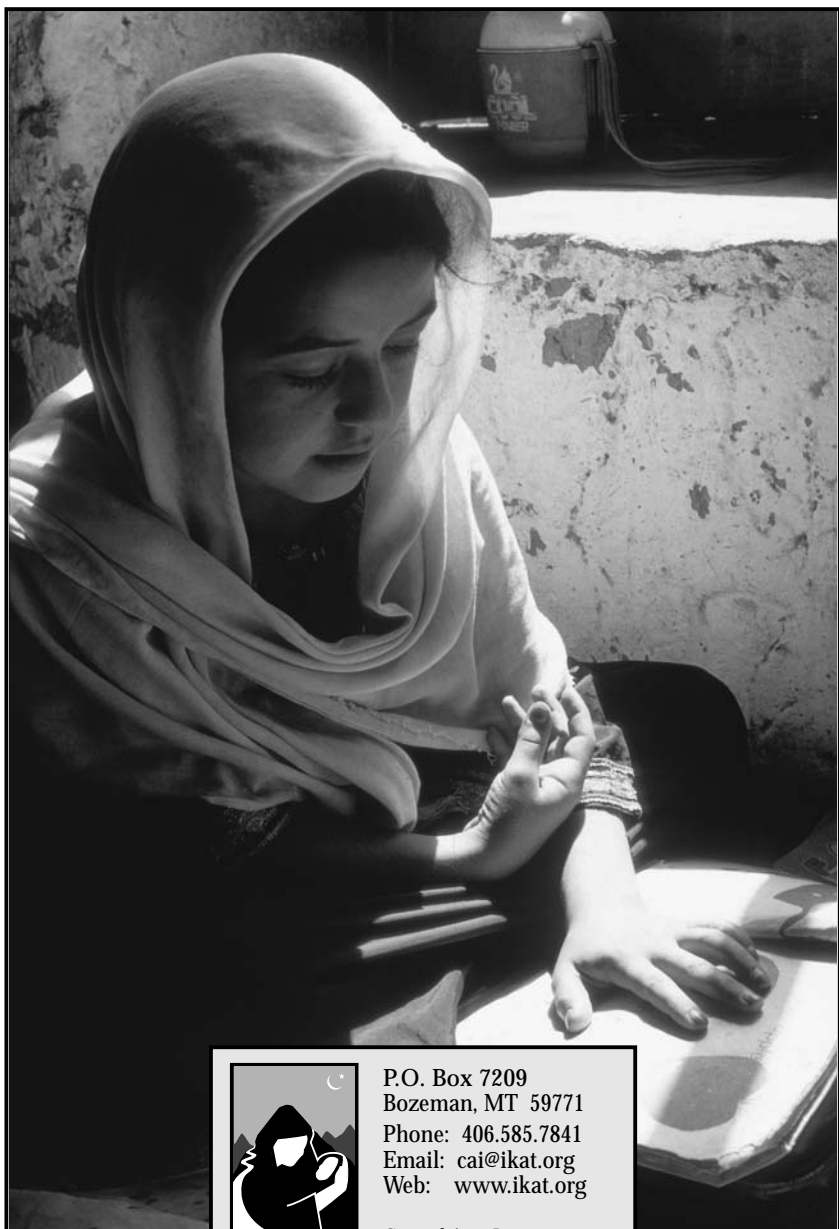


# An Introduction to Central Asia Institute



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Central Asia Institute is a registered 501(c) 3 nonprofit organization. Contributions are tax-deductible.

*Dear Friends,*

*Asalaam Alaikum (Peace be with you).*

*It is hard to believe over a decade has passed since my first trip to the Karakoram mountains. That was one of those profound turning points, one which marked the start of a new direction in my life. Most of the articles in this Introduction to Central Asia Institute are about beginnings: how Central Asia Institute (CAI) was established, and the experiences that have shaped our philosophy. I hope this brochure provides you with an overview of our work and who we are.*

*To understand this organization, you must know three critical facts. First and foremost, I am deeply committed to this work. Second, I devote immense amounts of time – 4 - 5 months a year – in the regions we serve in Pakistan and Afghanistan directing projects. When I am home in the USA, my time is further dedicated to promoting awareness of the Karakoram people and their culture through presentations around the country and fundraising to keep our mission alive. Third, our office is operated by a small staff who run the show when I am away for months at a time, working closely with all our colleagues and supporters. Please feel free to contact them with any questions.*

*As you will see in the following pages, we have accomplished a lot in a short time. Our success is a direct reflection of the phenomenal support we have received from people like you who make a difference in the world. Your support has touched the lives of thousands of children, women, and men.*

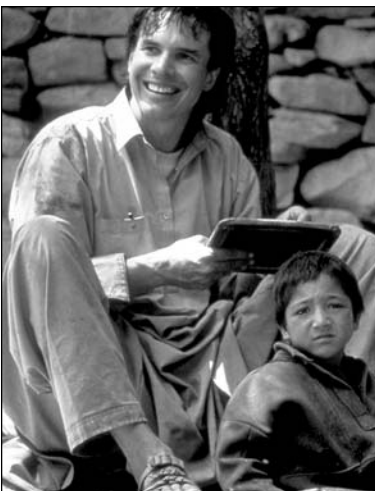
*Thank you for your interest in Central Asia Institute. Please consider becoming part of this great adventure.*

*Best wishes,*



*Greg Mortenson  
Executive Director*

**Visit our web site: [www.ikat.org](http://www.ikat.org)**



© Laura Rauch

*Greg learns to use local laptop (slateboard)*

## Our Philosophy

Central Asia Institute is a grassroots organization whose philosophy evolved based on our first-hand experiences in the field. Our projects are all locally initiated and involve full community cooperation. Our primary goal is to empower the local people by having them fully engaged in every aspect of a project.

Our community partnerships are facilitated by local NGO's (Non-Government Organizations) and village committees selected for their dedication, initiative, and accountability. We take great care to cooperate and communicate with the various governments, political, and religious groups of this complex region. We meet this

Each one of our projects is locally initiated and involves full community partnership.

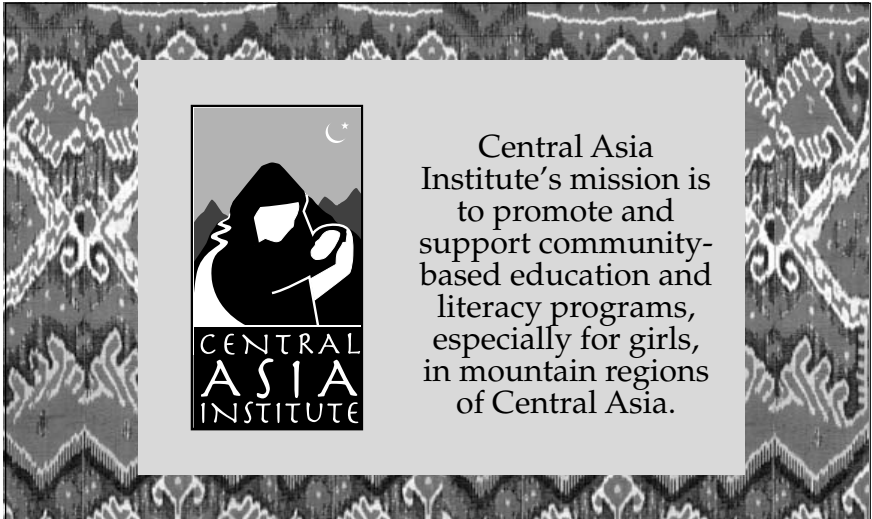
cross-cultural challenge without affiliation to any particular group.

Selected projects are guided by a village committee of elders.

Before a project starts, the community matches project funds with equal amounts of local resources and labor. Such commitment ensures the project's viability and long-term success.

We use innovative techniques that encourage people to take

responsibility for their own well-being and vitality. We have found that sustainable projects can only occur if the funds, materials, and training provided are strategically combined with centuries-old, local wisdom. CAI's over 100 successful projects are a testimony of the strength of community-based initiatives.



Central Asia Institute's mission is to promote and support community-based education and literacy programs, especially for girls, in mountain regions of Central Asia.

*Ikat is the extraordinary silk fabric woven throughout Central Asia. Each strand is individually dyed, then woven into stunning, vibrant patterns which are recognized from village to village. Ikat is symbolic of the strength, beauty, and resilience of Central Asia's dynamic people.*

## Hushe Community School: An Example of How We Work

**H**ushe is a remote village of about 600 people in Hushe valley, northern Pakistan. Barley, buckwheat, and potatoes are the few crops able to grow at the high altitude of 3,100 meters (10,168 ft). Hardworking village women tend yaks, cows, goats, and sheep in summer mountain pastures, where they also prepare cheese, butter, and yogurt for the long winter months.

The government appointed a teacher's position to Hushe twelve years ago, but the post was often vacant, rotated, or served by teachers from outside the area who had irregular attendance.

In 1993, Greg received a request for assistance to build a school from Rozi Ali, a community leader. With CAI's help, Hushe village set up an education committee in 1996. Currently, there are fifteen

members on this committee. They manage the curriculum, supervise teachers, and decide which students receive free supplies from an endowment that helps defray school costs.

Hushe Community School was completed in 1998. The cost of the five-room school was \$16,800. By providing subsidized and free labor and free wood, the Hushe villagers saved 68,430 Pakistani rupees (about \$1,600 at the exchange rate then) on costs of the five-room school. The land the school was built on was donated.

The school building itself is unique. The mason, Makmahl, proposed the school be built in an ancient type of stonework. This rarely-used technique makes the walls stronger and better insulated. It also helps preserve a long forgotten heritage. Halwadhar Hussein, a retired Army sergeant from Hushe,



© Greg Mortenson Collection

*Hushe school inauguration, October 1998.*

was the project foreman. Hushe School was built from start to finish in ONLY 82 days. Normally, it would take a government contractor two or three years to complete the same building at twice the cost.

In 1998 there were 51 students and 12 girls in Hushe School. Now there are 142 students, including 54 girls. Hushe has exceeded our request to increase the number of girls by 10% annually. In a region where previously no girls went to school, this is outstanding progress!

During the long winter months, Hushe School operates an adult literacy program for both men and women. This program was initiated by Aslam, the first metric level (10th grade) student to come from Hushe (in 1994). Over fifty villagers now attend annual winter classes. Former students, who are home on winter break, help teach their peers and elders to read and write.

Watching Hushe's education committee in action is exciting.

They meet frequently in an open forum that often provokes lively debate. Their curriculum meets government standards, provides a special class for Islamic studies, and still permits children time to help in the fields during the busy planting and harvesting seasons.

Hushe's education committee and school have done an outstanding job and best of all, they provide a model to follow. Aslam and the other Hushe committee members now help other villages set up education committees. This wonderful project fully embodies the philosophy of Central Asia Institute.



***Tell A Friend...***  
**please share this brochure or**  
**our website [www.ikat.org](http://www.ikat.org)**  
**with someone who might**  
**support our efforts.**

*"We are an old culture, but  
the world around us is changing.  
We have only one hope to survive:  
the education of our children.  
My proudest moment was when  
my own two children started  
school last year."*

*-Aslam,  
Hushe village's first metric level  
(10th grade) graduate*

# A Brief History of Central Asia Institute

By Tara Bishop, PhD

Greg Mortenson, co-founder and Executive Director of Central Asia Institute, began his work in northern Pakistan in 1993. His initial efforts were inspired by the local Balti people he met after a climb of K2 (the world's second highest mountain). It took Greg three years (1993-1996) to raise funds and complete a school in Korphe village, northern Pakistan. During that period, Greg spent the majority of his time living in the mountain villages and learning from the Balti people. This was a valuable experience, one that has served him well.

In 1996, Dr. Jean Hoerni, a Swiss physicist and one of the pioneers of the Silicon valley microchip industry, provided the initial funds to establish Central Asia Institute. He was impressed with Greg's determination and ability to communicate effectively with the local people. Soon after founding CAI, Jean passed away, but his vision and legacy are part of every project.

The original plan was to conduct projects in several areas in Central Asia. However, it was unrealistic for Greg to undertake so much. He realized it was more important to understand the complex process of how community-based development works. The decision was

made to initially focus efforts in Pakistan's Karakoram range. Gradually during the past five years, Greg has developed a model based on the critical lessons he has learned from the Baltis. Sustainable development only occurs when projects are entirely initiated, implemented and managed by local communities. This is a key element in CAI's philosophy.

If you educate a boy,  
you educate an individual  
—if you educate a girl,  
you educate a community.

Our over 100 successfully completed community projects are primarily located in remote, underserved regions in northern Pakistan (Baltistan) where few organizations have ventured. The projects focus on girls' education, women's empowerment and basic health education. Additional projects have been completed in Mongolia and Kyrgyzstan. In 2002, CAI initiated support of community education in Afghanistan. When staffing and additional funds become available, CAI plans to expand its efforts to other remote regions of Central Asia.



Haphlu area war refugees attend outdoor school in Skardu, Northern Pakistan, 1999.

© Greg Mortenson Collection

# Haji Ali Offers a Gift of a Lifetime

By Greg Mortenson



© Greg Mortenson Collection

*Haji Ali and his wife, Amina, September 1999.*

**I**n 1993, I made a promise to a village that would change my life. Little did I know what lessons were in store for me. One of my first teachers was Haji Ali, the Nurmahar (village chief) of Korphe village, in Pakistan's remote Karakoram mountains. My initial attempts to build a school in Haji's village did not go well.

I tried in vain to get the Korphe villagers to do things 'my way'. They did not seem to 'get it'. One day Haji Ali noticed my frustration and led me by the arm to a cliff overlooking a great panorama of mountains. He said, "Your are our brother and my home is your home. But you need to let us do the planning and work ourselves. We have lived here for 600 years. We can help you. I promise it will work". He was right. And therein, was the answer: To empower local communities was the key to success.

It took three years, but in

December 1996, Korphe School was completed. In Islamic tradition, Haji sacrificed the village's largest ram as a celebration of our fulfilled promise. The meat was given to hungry village children.

Haji Ali became terminally ill and blind in 2000. His greatest joy was to read the Koran. His once robust body became frail and weak. In January 2001, his wife of sixty years, Amina, died. During our last visit, Haji told me without her he was nothing. This is a rare statement for a Muslim male. He loved her immensely.

In April 2001, Haji Ali passed away peacefully in his sleep. His Spartan grave is marked with old poplar beams. He is buried standing up, facing west towards Mecca, in the setting sun. And nearby, eighty-four children's happy voices are heard in the school he made possible.

I am forever grateful to Haji Ali for teaching me what I never could have learned in school.



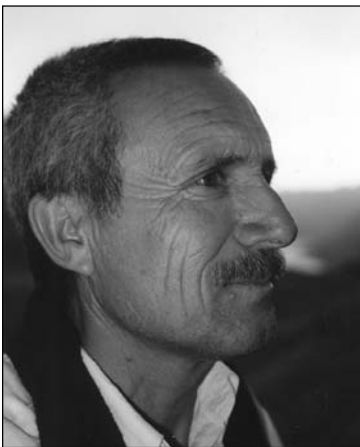
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## Project Photos from Pakistan and Afghanistan

*To see and read  
more, visit our  
website at  
**[www.ikat.org](http://www.ikat.org)***

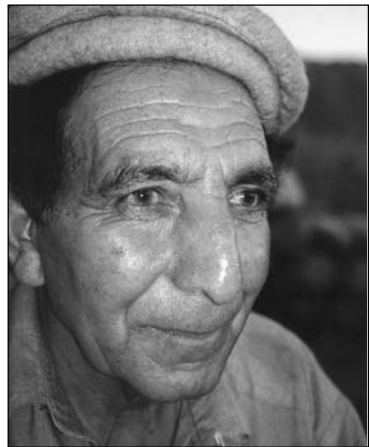
*Eighty-one boys attend school in  
an abandoned truck trailer ~  
Chiltan Village, Northern  
Afghanistan 2002*

## Pakistan Staff



© Greg Mortenson Collection

*Ahulam Parvi  
Pakistan Project Manager*



© Greg Mortenson Collection

*Apo Razak  
Pakistan Program Relations*

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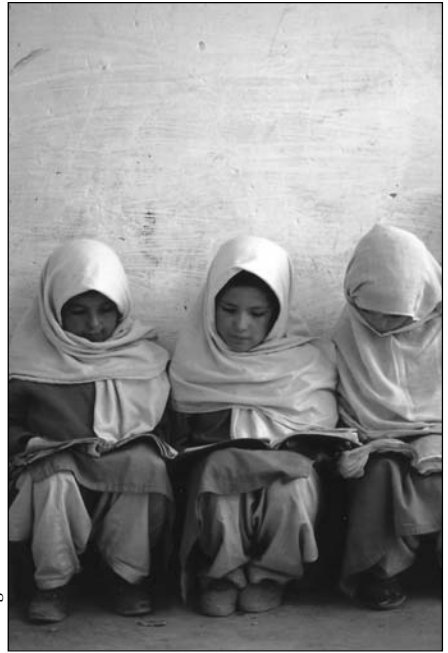
*First grade school girls ~ Torghu Balla Village, Northern Pakistan 1999*

© Greg Mortenson Collection



*Mariam, 5th Grade Student ~  
Dhok Luna Village School,  
Northern Pakistan 2001*

© Greg Mortenson Collection



*Gultori War Refugee Girls' School ~  
Astana, Northern Pakistan 2002*



Khanday Water Project ~ Khanday Village, Northern Pakistan 2002



Jafarabad Girls' School ~ Jafarabad, Karakoram Mountains, Pakistan 2002



Zood Khun Women's Community Center ~ Charpusan Valley, Northern Pakistan 2000

# Christian Science Monitor

To fight terror, Montanan builds schools in Asia

Tuesday, January 21, 2003

By Todd Wilkinson – Feature Special to The Christian Science Monitor

BOZEMAN, MONTANA — Greg Mortenson is waging a personal war against terrorism halfway around the world from a basement in Montana.

But he doesn't use guns or bombs; his tools are pencils.

It's 4 a.m. and Mr. Mortenson is sitting in his dimly lit office, surrounded by books on Asian history, the Taliban, and Al Qaeda. Soon a fax arrives in Urdu. Later, Mortenson, a stout, soft-spoken mountaineer, is speaking on a staticky line with a Shiite cleric in northern Pakistan.

His mission: To help set up schools for young Muslims - mainly girls - in a remote part of the world where the United States is often despised.

Mortenson admits that rural Montana is an odd place for a humanitarian base camp. But, as he arranges his next flight to Islamabad, geographical distance is the least of his obstacles. Given a potential US invasion of Iraq and resistance at home from critics who condemn his enigmatic crusade, he is concerned about bridging the growing gulf between America and the Muslim world.

"We've reached a pivotal moment in world history, and it's the

choices we make now that will define us," says Mortenson, founder of the Central Asia Institute here. "Mahatma Gandhi said you can not shake hands with a closed fist. To fight terrorism with only war and not compassion is futile."

Since 1993, he has helped build dozens of schools for Muslim girls in Afghanistan and Pakistan. Working with Islamic mullahs and village chieftains, he plans to put up many more in the months ahead.

Though not wealthy himself, Mortenson raises money tirelessly to support his cause. In the process, he has earned the respect of many politicians and business leaders alike. Rep. Mary Bono (R) of California, calls herself a "cheerleader" for Mortenson's methods. She says the Central Asia Institute shows how fresh alternatives to US foreign aid can reach the ground faster and achieve results at a fraction of the cost of traditional programs. Rep. Earl Pomeroy (D) of North Dakota, who visited Afghanistan a year ago, is another admirer. "Educating girls is one of the most effective means of promoting economic growth," he says.

The genesis of Mortenson's crusade was improbable in itself. It

stems from a failed attempt to scale the summit of Pakistan's famed K2 in the Karakorum range a decade ago. Forced to abandon the punishing ascent by physical exhaustion, Mortenson was nursed back to health by Islamic mountain dwellers in Korphe, a remote outpost in the unforgiving terrain.

For decades, Western climbers have visited the region on expensive outdoor adventures - often tapping local people as cheap labor to haul their gear - but few gave anything back.

To repay the villagers' kindness, Mortenson asked the local mullah what he could do, and discovered that one of every three infants in the region dies before reaching its first birthday. Furthermore, the literacy rate is less than three percent; among women it is one-tenth of one percent.

Mortenson returned to the US, sold all of his worldly possessions to underwrite projects in Korphe, and has been on a fundraising quest ever since. Every year, the son of former Lutheran missionaries spends at least five months in the Karakorum, compiling a list of requests for more than 60 schools.

On this early morning, though, Mortenson is torn by the thought of leaving his two young children and his wife, Tara Bishop (who grew up in a family of famed Himalayan mountaineers), for

another extended trip to the region.

"The long absences from my family are painful," he says, "but when I look into the eyes of children in Afghanistan and Pakistan, I see my own children. I want my own kids and their counterparts to live in peace, but that will not happen unless we teach them alternatives to the cycle of terrorism and war."

*"You cannot shake  
hands with a  
clenched fist"  
- Mahatma Gandhi*

Initially, Mortenson's benevolence in Pakistan was met with distrust from Islamic clerics who suspected Mortenson might be a spy. But Saeed Abbas Risvi, the senior Islamic Shiite spiritual leader in northern Pakistan, rose to his defense after the outsider delivered on his school building promises. Knowing that Mortenson could encounter danger in rural villages, Risvi, now a close friend of Mortenson, contacted the Supreme Council of Ayatollahs in Iran to obtain a rare letter of recommendation for the American.

"In Pakistan and Afghanistan, people don't believe in 30-minute power lunches to do business.

Rather, it takes three cups of tea over many months to cultivate a lasting relationship," Mortenson says. "When you have your first cup, you are strangers. After the second cup, you become friends, and after the third, you're regarded as family."

Over a crackling telephone line to Mortenson's office, cleric Risvi says the "American gentle giant" has earned respect because he listens to the desires of local people. Risvi says that despite the violent interpretations of the Taliban, who repressed women, Islam teaches equality among all. "Girls have been the most deprived of basic education in our society. Education is light, and light provides beauty and strength to the people."

Compared to traditional relief organizations that often have a religious bent and a large support staff, Central Asia Institute consists only of Mortenson - who pays himself a modest salary of \$39,000 - and one office assistant.

"Putting between \$5,000 and \$15,000 in [Mortenson's] hands buys you a lot," says Silicon Valley venture capitalist George McCown, who has seen several of Mortenson's 150 community projects. To Mr. McCown, Mortenson's approach of improving young people's lives is the most sensible way to leaven the region. "He's one of the few who has figured out how to promote community development

very efficiently ... and ... he's changing negative perceptions of Americans," McCown says.

Even so, Mortenson's philanthropic work has attracted a few critics in this country. After the Sept. 11 terrorist attacks, he received several angry letters. "You will pay dearly for being a traitor," wrote one woman in a letter postmarked in Minneapolis. Stated another letter from Denver: "I wish some of our bombs had hit you because you're counter productive to our military efforts in Afghanistan."

Mortenson, however, remains undeterred, though he hopes that a military invasion of Iraq will not fan more anti-American sentiment in Afghanistan and Pakistan.

"Ignorance breeds hatred," he says before sunrise, trying to phone Afghanistan. "We can spend billions [of dollars] amassing a wall around America, but unless we invest even a small fraction of that amount building bridges of peace and understanding, all our efforts will be in vain."

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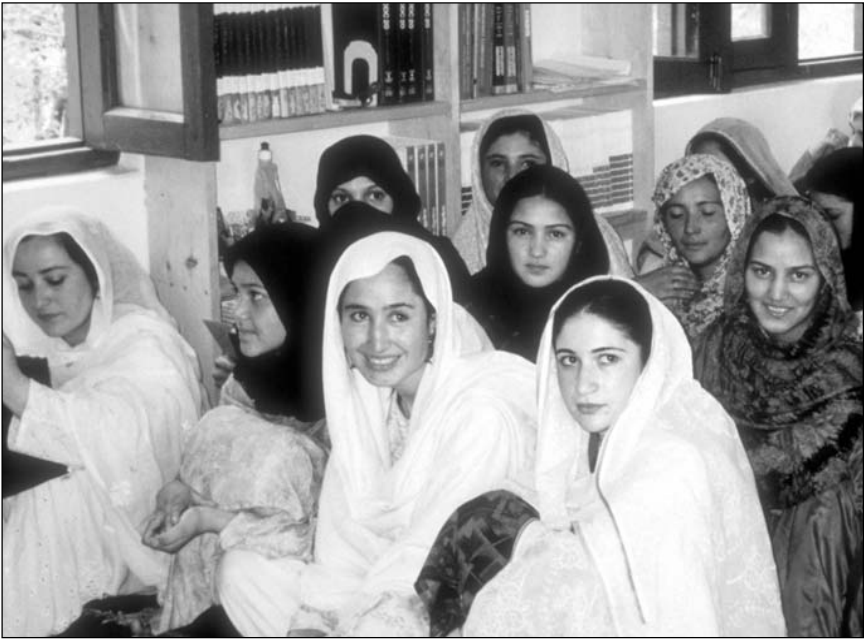
**Central Asia Institute's emphasis is on girls' education and empowering women.**



School Girls ~ Dhok Luna Village, near Jhelum, Northern Pakistan 2002



Azerha with her children ~ Korphe Village, Braldu Valley, Northern Pakistan 2000



CAI teacher training workshop ~ Skardu, Northern Pakistan 2001



Outdoor girls' school ~ Chiltan Village, Northern Afghanistan 2002

# Seattle Post Intelligencer

*Now the U.S. must fight for young Afghan minds*

*Monday, May 6, 2002*

*by Joel Connelly - columnist*

GREG MORTENSON SPENT this early spring in harm's way — northern Pakistan and the byways of Afghanistan — amid news of the Daniel Pearl murder, the bombing of a Protestant church in Islamabad and U.S. pursuit of the Taliban.

Back in Bozeman, Mont., however, the founder-director of the Central Asia Institute last week faced what for many is the real seat of fear: He was in the dentist's chair.

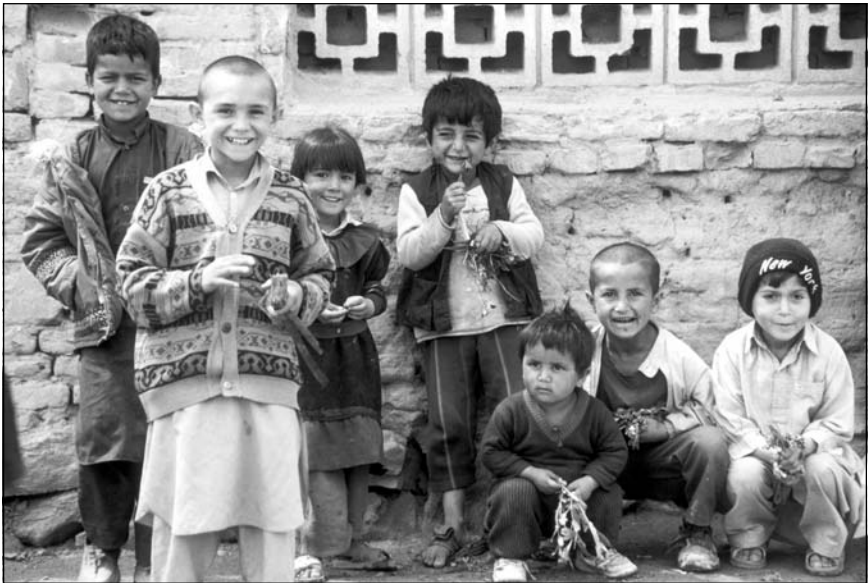
Mortenson is fighting Islamic extremism in a way that will never be reported by cable-TV war correspondents. This quiet American doesn't draw the crowds of a Pentagon briefing.

His operational tactic is to drink endless cups of tea.

The climber turned aid worker builds schools, near K2 in the Karakoram — the “sublime sanctuary of nature” where India and Pakistan trade artillery fire at 20,000 feet — and in the Badakhshan-Wakhan corridor and Panjshir Valley of Afghanistan.

His strategy? Herewith a Mortenson e-mail from the front, sent just before he flew home to get drilled.

“My goal is to get thousands of girls — and boys — in schools,” he wrote. “If we really want to fight terror, we need solutions. Bombs are (a) mere Band-Aid in the hornet's nest. A major



© Greg Mortenson Collection

Ready for school ~ Jalalabad, Eastern Afghanistan 2002

solution is girls' education. I've spent years talking with hardened Islamic clerics here. Without exception they tell me that Islam's holy book, the Quran, does not prohibit girls' education. In fact, it values and encourages education for all people".

"But the Taliban made it difficult for children to attend schools. In illiterate areas, opportunistic Islamic mullahs control people by issuing edicts to illiterate people who do not know if the information is true."

Mortenson has one of the world's most challenging workplaces.

In Afghanistan, he was overwhelmed by "the most friendly, generous people in the world" — but also by what 23 years of war has done.

"The vast Shomali plain is an hour's drive north of Kabul," he wrote. "It used to be paradise. Cherry trees, grapevines, pomegranates and almond trees grew in abundance. For centuries, it was a farmers' haven ...until the 1980s, when it became a battleground between Soviet troops and Afghan mujahedeen (freedom fighters) and more recently four years ago when the Taliban threw out the Northern Alliance.

"Today, Shomali looks like a lunar wasteland," Mortenson wrote. "The Taliban spared no mercy. They executed many of the men and older boys. Women were raped and beaten. Some survivors were trucked off to be slaves and concubines. A few women jumped off the trucks to commit suicide rather than be taken prisoner, but after throwing their children overboard.

"Then, the Taliban bulldozed down the villagers' mud houses, burned the vineyards and cut down trees. To add insult, they used an old Soviet tactic and strewed the paths, fields and even stoves with mines."

Mortenson met a man named Ali Rehman returning home to the Shomali from a Pakistan refugee camp, "even if the Taliban had to kill us, they should have never killed our land," Rehman said. "Look, my house is there, only five minutes away. But it might take a year for me to get home, until the land mines clear. My home looks like hell on earth."

A mile away, Ali Mardan, a father of eight, supervised repairs on a truck overloaded with 26 refugees.

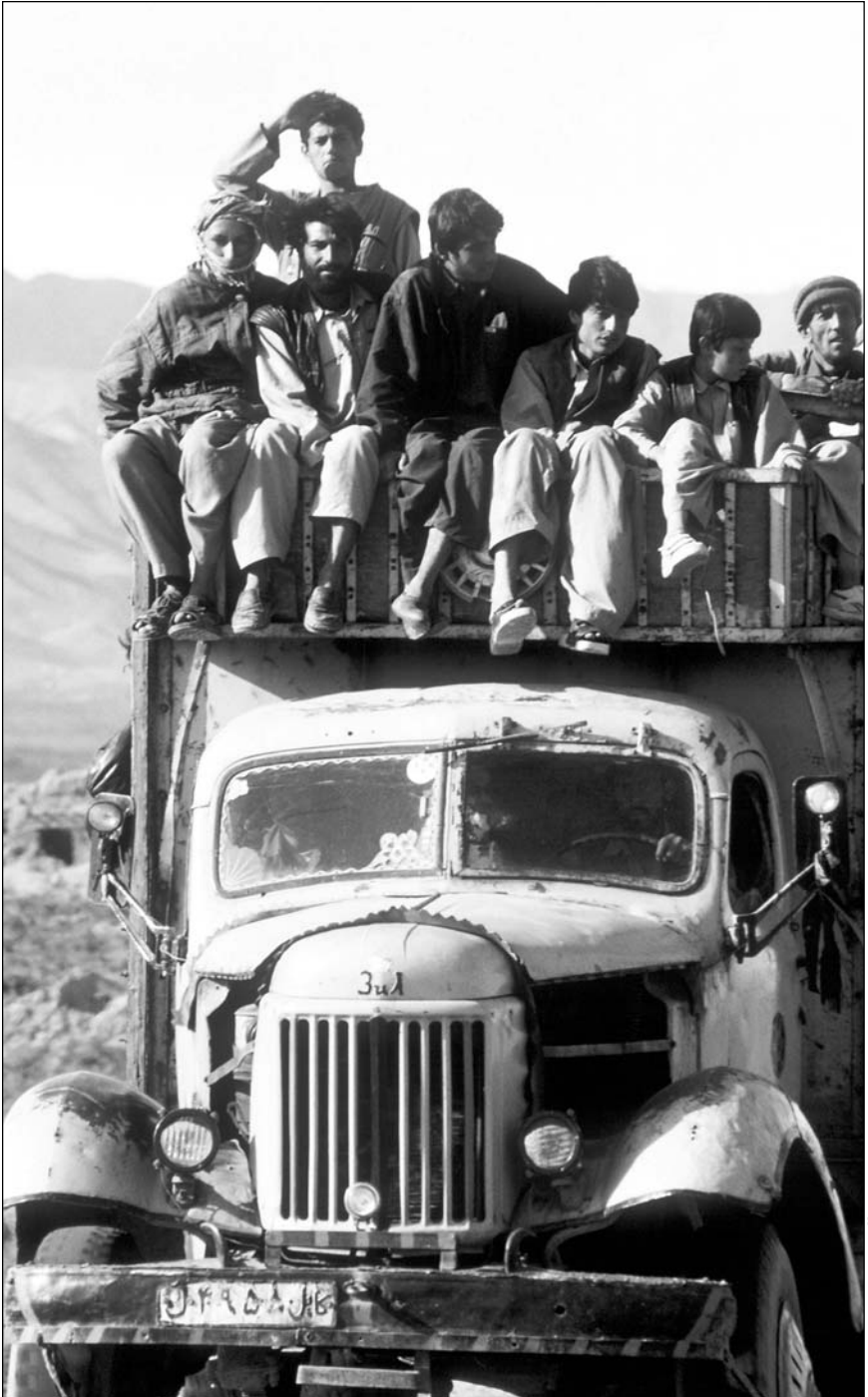
Before leaving Peshawar, the U.N. High Commissioner for Refugees gave him 150 kilograms of wheat, five bars of soap, a steel cooking set, a water container, a towel, a tent, two blankets and \$100 in U.S. currency (\$65 consumed by the cost of transport).

No job, his house a pile of rubble, Mardan was still able to tell Mortenson: "My family is alive. Allah has now blessed us with a new life."

As always, Mortenson found a fervent desire to learn.

Typical was Durkhani High School in west Kabul, where more than 4,000 students cram into classes in two daily shifts, 1,400 of them girls returning after a five-year hiatus.

"In the school, rocket holes have torn walls apart," Mortenson wrote.



© Greg Mortenson Collection

Afghan war refugees return home ~ Shomali Plain, Northern Afghanistan 2002

“Rebar is twisted around crumbling ceilings. Cheap plastic sheeting placed over the windows is already tattered. The walls and even black boards are full of bullet holes.”

And yet, principal Uzra Faizad — whose husband was killed by the Soviets — exults that “we have been blessed with peace.” Sabira, a sixth-grader, showed Mortenson her recent mastery of the English alphabet.

“In the Taliban time, I studied secretly at home with five friends, so we did not get too far behind,” she told him.

“Someday I’m going to be a doctor for children.”

In Chiltan, a village 20 miles west of Kabul, Mortenson visited a new girls’ school that has enrolled 219 students. It is outdoors in the dirt.

“On a hilltop, the girls were clustered on the ground in five groups,” Mortenson wrote. “The teachers taught from behind propped-up blackboards that kept blowing down in the wind.”

Nearby schoolboys at least have shelter, going to classes in nine steel truck containers. And the principal, Amir Mohammed, had a message for Mortenson to carry home. Uneducated boys “will be easy recruits for warlords and terrorist groups,” he said. “It happened with the Taliban.

“We are grateful to you (America), but your big bombs will have accomplished nothing if you don’t help our schools soon.”

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Salaam alaikum is the traditional Arabic Greeting, meaning “Peace be upon you.” It is enough to simply say the word salaam to visitors or friends in order to convey feelings of welcome and friendship.

# The Challenge of Girls' Education in Baltistan

By Greg Mortenson

**M**ost of our present work is focused in a mountainous region of northern Pakistan known as Baltistan. To the south is India-occupied-Kashmir and to the north, China. The 300,000 Baltis who live here are an ethnic minority in Pakistan. Originally Buddhist, they migrated from Tibet 600 - 800 years ago. The Baltis converted to Islam in the late 1500's during the Moghul insurgency. Spoken Balti is an archaic form of Tibetan, and without script.

The Baltis are predominantly of the Shi-ite sect of Islam, which is practiced by only 18% of Pakistan's 97% Muslims. The Shi-ite people are under the auspices of the Iranian Ayatollahs, which the central Punjab government of Pakistan views with skepticism. The Baltis are sometimes persecuted for their religious affiliation.

When I first began to promote education in northern Pakistan, there was resistance from several local village mullahs (religious scholars). Often, the mullah is the only literate person in a village. Some mullahs abuse this power, quoting the Koran to promote their own agenda.

In 1995, the sher (village religious head) from Chakpo

village told me I needed to leave Pakistan, stating the Koran prohibited girls from attending school, especially when the school is built by a non-believer (infidel). I sought the advice of Saeed Abbas Risvi, the Shi-ite religious leader for all of Baltistan. He drafted a letter to the council of Ayatollahs in Qom, Iran. Almost a year later, I was called to a council of Mullahs in Skardu. I feared I would be banned from my work in Pakistan because I am not a Muslim. Instead,

Saeed Abbas presented me with a red velvet box. Inside was a letter handwritten in Farsi, the ornate Persian script. Saeed Abbas translated it to me:



*Saeed Abbas Risvi,  
Shi-ite religious  
leader of Baltistan.*

© Greg  
Mortenson  
Collection

In the name of Allah,  
the merciful,  
the beneficial.

Dear Compassionate of the Poor,

We have reviewed the request of our faithful, Saeed Abbas Risvi, to provide guidance with your alms (charity work) in northern Pakistan. We agree that the holy Koran does *NOT* prohibit your work to promote girls' education in our homes. Our holy Koran tells us all children should receive education, including our daughters and sisters. Your noble work follows the highest principles of Islam, to tend to the poor and sick. Secondly, in the holy Koran, there is no law to prohibit an infidel (non-believer) from providing assistance to our Muslim brothers and sisters.

Furthermore, we direct all clerics in Pakistan to not interfere with your noble intentions. You have

our permission,  
blessings and prayers.  
May Almighty Allah  
guide you.



© Tara Bishop

We are deeply committed to girls' education. Each time CAI builds a school, the education committees must agree to increase girls' enrollment by 10% annually.

# What We Have Accomplished So Far:

## Pakistan

- 45 schools built, several more supported
- 220<sup>+</sup> fully or partially supported teachers
- Teacher training workshops
- School library projects
- 7,099 students, including 3,519 girls
- Computer and typing center
- Maternal healthcare scholarships
- 28 drinking water projects

## Afghanistan

- 8 schools built, several more supported
- 300<sup>+</sup> teachers fully or partially supported
- 7,915 students, including 5,879 girls

## Mongolia

- Janchuvlin greenhouse project
- Mobile rural health education

## Kyrgyzstan

- Teacher training scholarship

~

## A Gift Today Goes a Long Way

\$20... One student's school supplies for 1 year

\$50... One treadle sewing machine and supplies

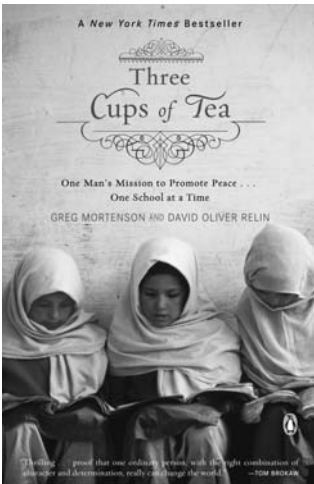
\$100... Maternal health care supplies for 1 year

\$300... 1 advanced student's annual scholarship

\$600... One teacher's annual salary

\$50,000... One school building and support for 3-5 years

~



Read about CAI and Greg Mortenson's work in the NY Times Best-Seller

## ***Three Cups of Tea: One Man's Mission to Promote Peace and Build Nations...One School at a Time***

by Greg Mortenson and David Oliver Relin

**[www.threecupsoftea.com](http://www.threecupsoftea.com)**



K2, The world's second highest mountain ~ 8,611 meters

*We're moving mountains!*  
Thanks to your support, we have accomplished  
incredible things. Your gifts make our work possible.



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Porters carry roof beams 18 miles to Korphe School, 1996



© Greg Mortenson Collection

Map courtesy of Victor Ady, Billings Gazette

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**PAKISTAN STAFF**

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