



United Nations
Educational, Scientific and
Cultural Organization

EDUCATION FOR ALL

UNESCO - PACADE NEWSLETTER



NO. **1** 2012

- A Word about PACADE
- From PACADE President's Desk
- From UNESCO's National Senior Specialist's (Education) Desk
- Federal & Provincial Governments pledge to achieve EFA Goals
- Start Right with Early Childhood Care and Education
- Global Campaign for Education Early Childhood Care & Education
- The Literacy Forum
- Media Forum for Literacy & EFA Meeting
- PACADE's Chairpersons/Conveners of Committees
- Second Meeting of the Executive Board of the National Fund for Moenjodaro
- Policy Dialogue on Right to Education in the Post 18th Amendment Scenario
- 3rd Roundtable Meeting on SAARC Gender Info Base
- Background Material Relating to Global Campaign for Education – Early Childhood Care & Education
- Tips to Promote Early Learning at Early Age
- A leaf from the past
A Certification from Ex-Resident Representative UNDP LANGOS – Lahore Association of NGOs
- MESSAGE OF FATHER OF THE NATION
Quaid-e-azam Muhammad Ali Jinnah
- A Message from
Chief Minister of the Punjab
- Press Clippings
- Mr. Inayatullah's Column on
"State of School Education in Pakistan"



Federal Minister for Inter-Provincial Coordination inaugurated the Inter-Provincial Forum on ECE held in Islamabad on 26th April, 2012 on the occasion of Global Action Week for EFA



Lahore Association
of NGOs



Asia Pacific Bureau of
Adult Education



International Council of
Adult Education

PAKISTAN ASSOCIATION FOR CONTINUING & ADULT EDUCATION

101-J, Model Town, Lahore-Pakistan. Ph: 092-42-35830148, 35845402

Fax: 092-42- 35830148, E-mail: pacade@brain.net.pk

A Word about PACADE

PACADE is the national NGO for Literacy and Continuing Education in Pakistan. It was established in 1984. It is a registered society and has its head office at Lahore with representation in Peshawar, Karachi, Quetta and Islamabad. It is affiliated with ASPBAE (Asia and Pacific Bureau of Adult Education) and ICAE (International Council of Adult Education). It is a member of LANGOS (Lahore Association of NGOs) and has been linked to CIVICUS (The World Alliance for Citizens).

PACADE has held a number of conferences, seminars and workshops for the promotion of adult and continuing education in Pakistan. Mention may in particular be made of the South Asian Conference held in 1987 on the subject of Continuing Education – Key to Effective Living. It has held meetings on law and the citizen, health, education, environment issues and networking. Seminars and workshops on literacy methodologies, functional literacy, community involvement, monitoring, post-literacy and joy of learning have also been held in Lahore, Peshawar, Karachi and Islamabad. PACADE has made more than 6000 village women literate. It has run Female Literacy Centres in villages near Lahore primarily to test literacy methodologies. PACADE has been particularly keen to highlight and propagate the cause of Female Literacy. It also has had a programme for research on literacy and continuing education including a Journal published for a number of years, another magazine of and for newly literate women as also a number of books. PACADE has of late been working in the field of Gender and has organized a number of workshops to sensitise elementary teachers in 36 districts of the Punjab. More such workshops are on the cards.

One of PACADE's major roles has been to lobby with the government, international organizations and NGOs for the promotion of EFA. In this connection it remains in touch with the central and provincial governments in Pakistan, National commission for Human Development, education foundations, universities and international agencies including UNESCO, UNDP, Asian Development Bank, UNICEF and NGOs.

As a partner organisation with UNESCO, it has besides other tasks, helped prepare the national strategy for the Implementation of EFA National Plan of Action in Pakistan. Some of PACADE's significant contributions include helping organize Media Forums for EFA as well as the start of a Parliamentary Forum for Literacy. Mention may be made of The Literacy Forum consisting of leading literacy NGOs – an idea pioneered by PACADE and organising the first ever National Literacy Review Roundtables in collaboration with UNESCO and NCHD.

PACADE President was the first Chairman of the National Commission for Literacy and Mass Education. He also held the offices of Federal Secretary and Ambassador. He has been involved with environment education and was invited by the World Bank (EDI) to participate in a number of environment related workshops in India and Nepal. He has been actively participating in the UNESCO, ICAE, ASPBAE and CIVICUS conferences held in Beijing, Hamburg, Melbourne, Dacca, Buenos Aries, Cairo, Beirut, Delhi, Colombo, Bangkok and other places. He was invited to the UN World Conference of NGOs in New York where the proposals for the following UN Millennium Summit were formulated in the year 2000. In his capacity as a newspaper columnist, he has been writing for the promotion of literacy and education helping UNESCO Islamabad to involve the media and the parliamentarians in literacy. He has contributed more than two dozen articles on the state of literacy in Pakistan. He was chosen to write the Research paper on Adult Literacy in Asia and Pacific for the prestigious. International Handbook (A publication of the Asia-Pacific Educational Research Association). He has also edited the first ever publication on Continuing Education in Pakistan.

PACADE has its own websites (www.pacade.org & www.pacadelrc.org)

FROM PACADE PRESIDENT'S DESK

This issue of the Newsletter contains activities of UNESCO in Pakistan in various fields and in particular Advocacy for EFA and Early Childhood Education. At the meetings in Lahore and Islamabad, concerned Ministers and senior officials appreciated these initiatives and pledged to step up efforts for the achievement of EFA targets and MDGs.

Mention may in particular be made of the 26 April meeting of the Inter-Provincial Forum held at Islamabad in which the Federal and Provincial Ministers pledged coordinated action towards achievement of EFA goals and legislation for the enforcement of 25-A of the 18th Amendment.

The Newsletter also contains an Asia-Pacific Regional Statement on the theme "Start Right with Early Childhood Care & Education".

Highly commendable indeed are efforts of UNESCO Islamabad and its dedicated team to sensitise decision makers and civil society activists to accelerate the pace of progress in these fields.

Other UNESCO activities include the Second Meeting of the Executive Board of the National Fund for Moenjodaro.

The Newsletter also provides information about PACADE's participation in the 3rd Roundtable meeting on SAARC Gender Info Base.

During March and April, PACADE activities mostly related to Advocacy programmes focusing on EFA and GCE – Global Campaign For Education with special emphasis on Early Childhood Care & Education. Another highlight was Punjab Education Secretary's invitation to The Literacy Forum where at a meeting, he appreciated the pioneering role of the NGOs in promoting literacy and EFA.

While interesting initiatives by the Punjab government like classes for brick kiln labour and imparting of literacy in jails merit appreciation, progress on efforts to substantially raise the number of Adult literacy learners leaves much to be desired. CLCs may help in imparting some skills but the pressing challenge of opening more literacy centres must be given the highest priority. Of course quality is important and so is imparting of skills, but the limited resources have to be used in such a manner that the committed literacy targets are achieved as early as possible.

With UNESCO's cooperation, PACADE organized meetings for the promotion of Education For All with the Media at the National Press Club Islamabad and the Lahore Press Club.

Another contribution on the part of PACADE has been a number of recommendations given to Secretary School Department, Punjab to bring about an improvement in the working of the education set up in the districts, headed by EDO (Education).

PACADE – sponsored Literacy Forum has picked up momentum and in a recent meeting it has helped form a Media Forum for EFA with its convener Mr. Mansoor Malik, a senior DAWN correspondent, as its convener.

PACADE congratulates UNESCO for the Cultural Personality Award presented by Sheikh Mohammed Bin Zayed Al Nahyan at a ceremony held in Abu Dhabi. The Award was received by UNESCO Assistant Director General, Mr. Eric Falt.

Punjab Minister for Education, Mian Mujtaba Shuja-ur-Rehman has invited PACADE and The Literacy Forum to organize a meeting to Review the Punjab Government Literacy Programme.

Readers are requested to send comments and suggestions to make the Newsletter more informative and interesting.



From UNESCO's National Senior Specialist (Education) Desk

Education is the main vehicle for development. Education empowers the individuals and transforms societies for the better. Education connects the individuals with the world and people around them. Absence of education in the nations, communities, and individual gives birth to dependence, exploitation, intolerance, violence, and consequently blocks socio-economic development and peace. Education is not only a fundamental right, it is the mother of all rights, as it is through education that awareness about rights and obligations can be raised among masses, and conducive environment for fulfillment of other rights can be created in the minds of the people.



Mr. Arshad Saeed Khan

Is education available to all and sundry in Pakistan? Certainly, not. About 42% people of age 10+ are illiterate and two third rural women can not read and write in the country. More than one third school aged children are deprived of their right to basic education. Social scientists, economists, and planners believe that a majority of problems faced by Pakistani society today can be attributed to illiteracy, poverty, and absence of good governance. Pakistan is committed to achieve EFA Goals. Recent, 18th Amendment to the Constitution and insertion of Article 25-A (Right to Education) has paved the way for provision of free and compulsory education to all children. We have yet to see as how soon and in what manner this constitutional right will be offered to millions of out of school children in Pakistan, particularly in under below poverty line.

UNESCO is the prime advocate and lead agency for sustaining and accelerating the EFA movement at global and national levels. It was in 1945, on the occasion of its inception, when UNESCO pioneered in using the phrase of 'education for all' in the preamble of its Constitution. A more visible and stronger voice emerged in the World Education Conference in 1990 in Jomtien, Thailand, where representatives of 155 countries, UN agencies, donors, and NGOs collectively agreed to and issued the 'World Declaration on Education For All'. Ten years after the Jomtien, commitment for EFA was reaffirmed in April 2000 in Dakar, Senegal, where about 1000 representatives from 164 countries, international community, and CSOs signed Dakar Framework of Action for EFA, aiming to achieve six EFA Goals by 2015.

In Pakistan, UNESCO Islamabad has been supplementing efforts of the government and civil society towards the achievement of EFA Goals. We endeavour for elimination of gender disparities in education and improving quality of learning in schools. Our efforts will continue in various forms till every Pakistani child is enrolled in school and all citizens, men and women, urbanites and rural folks, rich and poor are equipped with literacy skills.

Federal & Provincial Governments pledge to achieve EFA Goals

Islamabad, 26 April 2012: Federal and Provincial Ministers, and senior officials from all the provinces agreed to expedite coordinated action towards achievement of Education For All Goals, and formulate necessary provincial legislation for enforcement of Article 25-A of the 18th Amendment of Constitution in the country. Inaugurating the Inter-provincial Forum on Early Childhood Education (ECE) under the framework of EFA Week 2012, jointly organized by UNESCO, UNICEF and Aga Khan Foundation in Islamabad. Mir Hazar Khan Bajarani, Federal Minister for Inter-



provincial Coordination, reaffirmed the support and responsibility of the Federal Government for provision of constitutional right of all children to free and compulsory education. He proposed that a Forum be created for provincial Governments, Federal Government and the donors to come together and coordinate strategies and assistance for the achievement of EFA Goals in Pakistan. The Inter-provincial Forum on ECE was organized as part of observance of Education For All Global Action Week. In April 2000, Pakistan signed Dakar Framework of Action, along with 164 countries of the world, and committed to achieve EFA targets. The EFA Week is observed internationally to reaffirm this historical pledge and review progress towards achievement of the EFA goals.

Mian Riaz Hussain Pirzada, Federal Minister for Professional and Technical Training, chaired the concluding session of the Forum. He regretted that although constitution of Pakistan has now guaranteed the right of all to free education, 7 million children are still out of schools and 50 million Pakistanis are illiterate. He assured that Federal Government will take all possible measures to facilitate promotion of Early Childhood Education and achievement of EFA Goals. Federal Government wants the Provinces to take the lead for managing the demographic dividend that they aim to generate after creating conditions for education for all, and making young children in the country “effective human resources”, he added.

Mian Shuja ur Rehman, Education Minister of Punjab, referred to the commitment of provincial leadership for achieving 100% enrolment and retention of children in primary schools by 2015.

Dr. Ruqyia Saeed Hashmi, Balochistan Minister for Inter-provincial Coordination, pointed out that deteriorating security situation in her province is negatively affecting the environment for conducive delivery of education, particularly attendance of teachers and students in the schools.

Dr. Kozue Kay Nagata, UNESCO Representative to Pakistan, highlighted the role of good quality Early Childhood Education (ECE) in bridging the gap of socio-economic inequalities between rich and poor, and elimination of discrimination in the society. She urged increased investment by the provincial governments to improve learning conditions in Katchi classes of Primary Schools.

During the day long proceedings and at the conclusion of the Forum, the participants emphasized the need of raising education budget at least up to 4% of the GDP, creating a special budget line for Early Childhood Education (ECE), and creation of an Inter-provincial Forum on Education by the Federal Ministry of Inter-provincial Coordination.

Start Right with Early Childhood Care and Education



Bangkok Office
Asia and Pacific Regional
Bureau for Education



unicef
unite for children



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries



Save the Children

Global Action Week: 22-28 April 2012

Asia-Pacific Regional Joint Statement

Every child has the right to survival and development and this right begins at birth. On the occasion of the Global Action Week, UNESCO Asia and Pacific Regional Bureau for Education, Asia-Pacific Regional Network for Early Childhood (ARNEC), Asia South Pacific Association for Basic and Adult Education (ASPBAE), Save the Children and UNICEF East Asia and Pacific Regional Office are calling upon all governments and society as a whole to commit to and invest in early childhood care and education and ensure that the most vulnerable and disadvantaged children are given particular attention.

Early experiences influence the developing brain and lay the foundation for life. From the prenatal period through the first years of life, the brain undergoes its most rapid development and a child's early experiences determine how well the brain matures and whether its architecture is sturdy or fragile. A child's early years will influence not only how a child grows but also how the rest of childhood, adolescence and adult life will unfold. Positive early experiences provide a foundation for sturdy brain architecture and a broad range of skills and learning capacities. Chronic, unrelenting stress or adversity in early childhood, caused by extreme poverty, repeated abuse or severe maternal depression, can lead to lifelong problems and compromised developmental trajectory.

Stable, loving relationships are essential for healthy growth and development. Children develop in an environment of relationships that begin in the home and include siblings, extended family members, early care and education providers, and members of the community. Numerous studies have demonstrated that when children experience secure and responsive relationships and supportive environments as early in life as possible, they grow up protected from the damaging effects of stress and adversity that many of them are exposed to. In fact, the family environment of young children is a major predictor of cognitive and socio-emotional abilities, as well as of a variety of lifelong outcomes such as crime and health. Furthermore, father involvement from the start helps translate to positive child development outcomes, as well as addresses gender equality in education issues.

Early childhood care and education programmes secure an equal start to all children and prevent the consequences of early adversity. ECCE programmes play a key role in ensuring an equal right to development and education for all children by tackling the barriers and inequity at the start. Early childhood education is not only about academic competencies – opportunities for play and exploration and non-academic skills, such as social relationships, are just as critical to consider. Research has shown that children who participate in early childhood programmes are ready for school better, enrol in school and complete school on time, plan their families better, earn higher household incomes, become productive adults and educate their own children. Furthermore, vulnerable and highly at-risk populations are consistently shown to benefit the most from high quality, comprehensive ECCE programmes. For these reasons, early childhood care and education yields the greatest investment returns than any other levels of education and training. Early intervention does pay off in the long run.

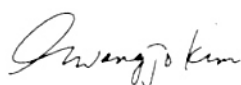
The World Declaration on Education for All (Jomtien, 1990) makes clear that “learning begins at birth” and highlights the importance of the first years of a child's life in determining future educational achievement and developmental outcomes. This message was reinforced again in the World Education.

Forum in Dakar when the international community came together in 2000 to reaffirm their commitment to meet the 6 Education for All goals by 2015. The first goal being: “expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children”.

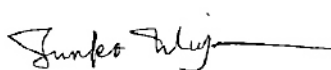
The Asia-Pacific region is diverse in geography, religion, political systems, ethnicity and language, and it includes countries with widely varying levels of economic development. Pre-primary enrolment rates vary from as low as 1% in Bhutan to 57% in Malaysia to as high as 99% in Thailand. Reports from this region indicate that while progress has been made in the expansion and improvement of early childhood care and education, much still needs to be done to decrease under-5 mortality rates, reduce stunting, provide services for children under-3, increase equitable access to quality early learning programmes, and ensure smooth transitions to primary school.

Regional surveys have repeatedly found that lack of multi-sectoral coordination continues to be a major barrier for providing comprehensive early childhood care and education in the Asia-Pacific region. In many countries, health, nutrition, social protection and education are often considered responsibilities of different, independent ministries/agencies, despite the research evidence that integrated and holistic services combining health, nutrition and stimulation yield greater benefits for children than health or nutrition alone. It is therefore imperative to communicate broadly the need for holistic early childhood programmes. Expanding coverage to ECCE programmes promotes not only the development of young children but also the education of poor adolescent girls who can attend school instead of taking care of young siblings at home. Finally, promoting functional literacy of women will have a tremendous impact on mothers' roles in early childhood care and the value they will place on pre-primary experience for their little children.

There should be no compromise on providing the highest quality of early childhood services to families and children, especially to poor and disadvantaged communities. This joint statement calls on all countries to pay closer attention to and invest in early childhood, by providing quality care and education to every young child, so that strong foundations are created even before birth. If we truly believe in lifelong learning for all, we cannot do any less.



Mr. Gwang-Jo Kim
Director
UNESCO Asia and Pacific Regional
Bureau for Education



Ms. Junko Miyahara
Coordinator
Asia-Pacific Regional Network for Early
Childhood (ARNEC)



Mr. Daniel Toole
Regional Director
UNICEF East Asia Pacific
Regional Office



Mr. Jose Roberto Guevara
President
Asia South Pacific Association for Basic and Adult Education (ASPBAE)



Mr. Greg Duly
Southeast/East Asia Regional
Director
Save the Children

Global Campaign for Education Early Childhood Care & Education

At National Press Club, Islamabad April 23, 2012

PACADE – the national NGO for Literacy & Non-Formal Education organized an Advocacy Meeting with the Media at the National Press Club Islamabad on Monday, April 23, 2012 in connection with Global Campaign for Education. This year's theme of the Campaign was “Early Childhood Care & Education” (ECCE).

It was attended by Mr. Roshan Chitrakar, Deputy Director UNESCO Pakistan, Mr. Arshad Saeed Khan, Senior National Specialist Education, UNESCO, Mr. Muhammad Dawood, Deputy Secretary-General, Pakistan National Commission of UNESCO, Mr. Iqbal-ur-Rehman, Director Education NCHD, Mr. Fakhar-ud-Din, Programme Officer UNESCO, Ms Phyza Jameel, UNESCO, journalists, newspapers reporters representatives of the electronic media and NGOs.

Mr. Inayatullah, President PACADE welcomed all the participants and especially Dr. Roshan Chitrakar, Deputy Director UNESCO, Mr. Arshad Saeed Khan, National Senior Specialist (Education) UNESCO, Mr. Muhammad Dawood, Deputy Secretary-General Pakistan National Commission of UNESCO and Mr. Iqbal-ur-Rehman, Director Education NCHD.

He spelt out the vital importance of Early Childhood Care and Education. It was universally recognized he observed that first five years of a child's life are the most critical time for growth and learning. Pakistan's education system stands at a critical juncture with the challenge posed by the constitutional fundamental right for children of 5-16 years of age. In addition to its own Constitution, Pakistan is also bound by international commitments and treaties. The Jomtien Declaration for Education For All states that learning starts at birth. Ten years later, the 2000 Dakar Framework for Action reaffirmed this and 180 world leaders signed the Education For All goals where Goal One is to expand early childhood care and education. The UN Convention on the Rights of the Child (CRC), which is the most extensive international treaty on the rights of children, commits states to ensuring the rights of all children on the basis of equal opportunity.

According to a recent assessment, 32.3% of children age 5 are not enrolled in any school facility whereas of 32,323 children surveyed in the 3-5 age group, 57.3% were un-enrolled and only 42.8% enrolled (girl's enrollment stands at 42.2%). Of the total enrolled, 67.6% children were enrolled in government schools, 29.3% in private schools, 2.7 in madrassas and the remaining 0.4% are enrolled in other types of schools. (Amima Sayeed's Research Paper on Early Childhood Education in Pakistan).



The meeting at the National Press Club strongly appealed to all the governments in Pakistan, donors and the civil society organizations to make special efforts to make up for the lost time and provide adequate funds, programmes and facilities to mobilize enrolment of children of age 3 to 8 in pre-school classes and primary schools. It is already late. The country cannot afford any more delay in attending seriously to this vital national obligation. A law under the Article 25 A of the Constitution must also be promulgated speedily in all the 4 provinces and by the Federal Government to ensure education of all children falling in the 5-16 age bracket.

Mr. Roshan Chitrakar read out the Message of Director General UNESCO, Madam Irina Bokova at the meeting. Director General in her message has rightly stated that early childhood care and education is a force for human dignity that carries lifelong benefits and that it is a powerful motor for the sustainable development of societies over the longer term. That young children simply cannot wait.

Message of Director General UNESCO, Madam Irina Bokova is reproduced on page 11 of the Newsletter.

It is the twelfth year since the national Education Policy called for regularization of Katchi in National plan of Action and Education Sector Reforms-Action Plan, and third since the National Education Policy 2009 declared that “provision of ECCE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.”



Global Campaign for Education Early Childhood Care & Education

At Lahore Press Club on April 27, 2012

PACADE – the national NGO for Literacy & Non-Formal Education organized an Advocacy Meeting with the Media at the Lahore Press Club on Friday, April 27, 2012 in connection with Global Campaign for Education.

Mr. Inayatullah, President PACADE welcomed all the participants and especially Dr. Pervez Ahmad Khan, Secretary for Literacy & NFBE Department, Government of the Punjab, Mr. Arshad Saeed Khan, National Senior Specialist (Education) UNESCO, Dr. Hafiz Muhammad Iqbal, Dean Faculty of Education, Punjab University, Mr. Mansoor Malik, Senior Journalist DAWN, representative of JICA, Newspapers Reporters, TV channels correspondents and NGOs.

Mr. Inayatullah spelt out the vital importance of Early Childhood Care and Education and said that it was universally recognized that first five years of a child's life is the most critical time of growth and learning.

Dr. Pervez Ahmad Khan said that the high rate of population growth, high rate of drop-outs from schools and relatively limited efforts to educate masses are resulting in a higher number of children and adults staying illiterate and uneducated.

Mr. Arshad Saeed Khan said that Pakistan was a signatory to the six goals of the EFA, including the Early Childhood Care and Education. He said, the ECCE was highly important because it formed children's personalities on the basis of learning during first eight years of life. Children are born learners, he said.

Dr. Hafiz Muhammad Iqbal, Punjab University Faculty of Education stressed the need for improving early childhood education. He also pleaded for an improvement of the schools culture so that children could be attracted to schools.

Mr. Qaiser Rasheed, Deputy Secretary Planning and Budget Department, Government of the Punjab said that the government had allocated Rs. 250 million for the ECE. He highlighted that public schools were being improved with the help of school councils.

Mr. Inayatullah said that millions of children were out-of-schools in the Punjab, while around 40 million people could not read the number of a bus. He stated that all children must be given adequate education opportunities. He appealed to the media to give more space to issues related to education for all.



Global Campaign for Education Early Childhood Care & Education

**Message from Ms Irina Bokova, Director-General of UNESCO on the occasion of the Education for All Global Action Week for Early childhood care and education
22 April 2012**


Education is a breakthrough strategy that is essential for reaching all of the Millennium Development Goals. This must start as early as possible and it must be as inclusive as possible, to provide all children with access to quality early care and education. No society should leave any child behind. Early childhood care and education is a powerful force for tackling discrimination and for bridging gaps of inequity. The benefits of early support are carried throughout life and they extend throughout society. Quality care and education can help children grow into healthy adults, able to nurture meaningful relationships, with the right skills and competences for school, work, family and community life. Failing to act early can condemn children to lives of disadvantage and marginalisation.



The importance of the early years is expressed in the first Education for All goal, which calls on governments to expand and improve “comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.” This is inspired by the right to early childhood care and education enshrined in the Convention on the Rights of the Child.

Under the right conditions, the early years are ones of extraordinary physical and intellectual development. This is an age where children discover the world, acquire language and comprehension skills, learn to reason and express ideas, to relate to others and live together. These are also years of extreme vulnerability. This is why inclusive early action is so important. I wish to commend the Global Campaign for Education for highlighting this issue for Global Action Week 2012. This is an opportunity to recall the commitments made at the Moscow World Conference on Early Childhood Care and Education, held in September 2010. It is a chance for all to mobilize to translate these commitments into action. Since the 2010 World Conference, UNESCO has launched an interagency process to develop a Holistic Early Childhood Development Index that will assist comprehensive monitoring of early childhood development. We are also acting on the ground across the world. In Egypt, we have supported the creation of a model early childhood care and education centre in Cairo to train trainers from across the Arab region. We have worked with the Government of Seychelles to develop a national policy framework for early childhood care and education, and we are helping to design a national childhood strategy with the United Arab Emirates. In cooperation with the publisher Michel Lafon and the Association for the Development of Education in Africa, we have produced a book series called 'Bouba and Zaza' for African children between the ages of 3 and 8. For the Asia and the Pacific region, we have compiled parenting education guidebooks to promote stronger home environments for child development.

There has been progress. In sub-Saharan Africa, and South and West Asia, enrolments in pre-primary education have increased steadily since 2000. We must step up our efforts across the board – especially to reach the most vulnerable and disadvantaged. In 2010, 7.5 million of the 7.6 million children who died before the age of 5 were from developing countries. Close to half of them resided in sub-Saharan Africa. Between 2006 and 2010, 27 percent of the world's children suffered from moderate to severe growth stunting, with the highest rates in South Asia. In 2009, while the global gross enrolment ratio in pre-primary education stood at 46 percent, sub-Saharan Africa and the Arab States reached only 18 percent and 21 percent respectively. We still have far to go to tackle inequity as early as possible and to prevent gaps from widening as life continues. Early childhood care and education is a force for human dignity that carries lifelong benefits. It is a powerful motor for the sustainable development of societies over the longer term. These are the key messages of Global Action Week 2012. Young children simply cannot wait.



Irina Bokova

UNESCO receives “Cultural Personality Award”

30.03.2012 – UNESCOPRESS

UNESCO has been awarded the "Cultural Personality Award". The award is one of seven given as part of the Sheikh Zayed Book Award in Abu Dhabi.

It was presented by Sheikh Mohammed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi and Deputy Supreme Commander of the UAE Armed Forces, at a ceremony in Abu Dhabi on 29 March. The award was received by Eric Falt, Assistant Director-General for External Relations and Information, representing UNESCO Director-General Irina Bokova.

The Cultural personality Award carries a financial reward of 1 million Dirhams (approximately \$US250,000). It is the sixth time the awards have been given.

UNESCO was recognized "for the key role it plays in preserving the global cultural heritage, liberated of prejudice or discrimination, and embracing the inter-cultural communication among peoples since 1945 and for its efforts to sustain and promote human welfare".

UNESCO was also specifically cited for "its efforts in the Arabia Plan, intended to increase the knowledge of Arab culture in the world and to encourage greater mutual understanding between the Arab culture and the other cultures, by promoting dialogue and exchanges".



UNESCO / FW Russell-Rivoallan
E.Falt with UAE Permanent Delegete
to UNESCO with the CPYA Award

THE LITERACY FORUM

**Held on March 20, 2012 at Literacy Resource Centre,
The Department of Literacy & NFBE**

A landmark initiative taken by PACADE relates to the setting up of The Literacy Forum which consists of Literacy NGOs based in Lahore. A special Literacy Forum meeting was held at the Literacy Resource Centre, in the Department of the Literacy & NFBE, Government of the Punjab on March 20, 2012.

This meeting was organized by the Punjab Literacy & NFBE Department in collaboration with PACADE.

Dr. Pervez Ahmad Khan, Secretary for Literacy and Non-Formal Basic education Department, Government of the Punjab welcomed all the participants and thanked Mr. Inayatullah who provided the opportunity to meet EFA NGOs and discuss literacy and related issues.

Dr. Pervez Ahmad Khan highlighted the Department's plans and programmes for literacy and NFBE for the next year. He said that he himself had visited literacy centres and NFBE schools and observed ground realities. The Department had provided literacy kits, books and other necessary material to the teachers and learners. He spoke about the centres environment. There was a need to create a friendly environment especially during the monitoring and inspection visits. The Department, he said, had developed a monitoring and evaluation mechanism in collaboration with JICA. He added that the Department had prepared manuals for the literacy and NFBE programmes. The Secretary also referred to the future plans.

He said that the Department organized seminars in 36 districts of the Punjab with the assistance of JICA to raise public awareness for the promotion of literacy.

A documentary on Literacy and Non-Formal Basic Education schools was shown.

Ms Baela Raza Jamil, Director ITA informed the participants about ASER studies conducted by ITA to assess the actual conditions in the schools – achievements and deficiencies. She informed that ITA would start another survey in May 2012 in collaboration with NCHD. She appreciated NCHD's cooperation and

assistance during the ASER survey in 85 districts of the country. She hoped that the Education and Literacy Departments would make use of the ASER data and findings with a view to improving the school and literacy programmes. Ms Baela Raza asked the NGOs to become a part of the exercise to promote the cause of quality education in Pakistan. She requested the Secretary to provide a set of manuals developed by the Department to NGOs so that they could send their suggestions.



Mr. Ubaidullah, Deputy Secretary Planning, the Department of the Literacy & NFBE made a presentation about NFBE schools, Adult Literacy centres and such special programmes as CLCs, Brick Kilns Labour schools and literacy centres in some of the jails.

Ms Rabia Khan raised the question about the need for identifying marketable skills at various locations. She also spoke about the plight of poor children and for keeping in view the need for their care and welfare.

Ms Chiho Ohashi, Advisor JICA made a brief presentation regarding the support extended by JICA to the Department in many areas including standards, learning achievements and curriculum development.

Mr. Inayatullah, President PACADE and TLF referred to the agenda of the meeting and proposed that the Literacy Department should entrust a few literacy centres to some of the TLF members so that a comparative analysis of methodologies used could be made to evolve an effective and economic model.

Mr. Inayatullah thanked the Secretary for hosting the TLF meeting. He appreciated the initiatives taken by him and hoped that he would stay in his post long enough to ensure an effective implementation of the proposed projects.

He questioned the Deputy Secretary Planning's numbers regarding Adult Literacy Centres and referring to his own visits to a number of districts, highlighted gaps and deficiencies of the programme. He emphasized that the Department should focus and concentrate on achieving the committed target of 86% literacy by the year 2015. Therefore there was need for increasing the number of ALCs. CLCs, although desirable, were much more expensive and required community's involvement which was generally not forthcoming.

Dr. Pervez Ahmad Khan, Secretary Literacy Department observed that it was desirable to provide skills to attract learners to the centres. The question raised by Mr. Inayatullah, he said, was however important and needed to be carefully examined. He agreed that all possible efforts must be made to achieve the literacy targets and design projects and programmes accordingly.

The Secretary thanked all the participants and said that one more meeting would be held to discuss some of the points raised during the discussion.

At the end, a literacy advocacy documentary prepared jointly by the Department and JICA was shown.



Media Forum for Literacy & EFA Meeting

A meeting with the Media for Literacy & EFA Forum was held on April 3, 2012 at Children Library Complex in collaboration with PACADE.

The following attended:

Mr. Inayatullah	President PACADE
Mr. Mansoor Malik	Daily DAWN
Ms Farwa Naqvi	SAMA TV
Mr. Zahir Abbas	NNI
Ms Sophia Malik	Coordinator PACADE
Mr. Hassan Raza	Daily Jang
Mr. Farooq Ali Awan	Business Recorder
Mr. Azhar Maqbool	Daily Ausaf
Mr. Muhammad Irshad	Daily Jang
Syed Sajjad Kazmi	Daily Jang
Mr. Muhammad Anwar	PACADE
Mr. Rizwan Azeem	PACADE
Ms Chiho Ohashi	JICA
Mr. Abid Gill	JICA
Mr. Rana Muhammad Ali	Reporter for Education



In the meeting, the following points were discussed as follows:

1. Objectives and the Role of Media Literacy Forum.
2. Review of the Punjab Government's Literacy Programmes in the light of the DAKAR 2015 EFA targets.
3. Preparation for a Roundtable to monitor the programmes undertaken by the Literacy Department inviting stakeholders including NGOs, the related organizations, Departments and the media.
4. Media Forum's cooperation was needed to hold a UNESCO-PACADE meeting on Global Campaign for Education at the end of the month.



It was decided that the next meeting of the Forum will be held in the first week of next month.

PACADE's Chairpersons/Conveners of Committees

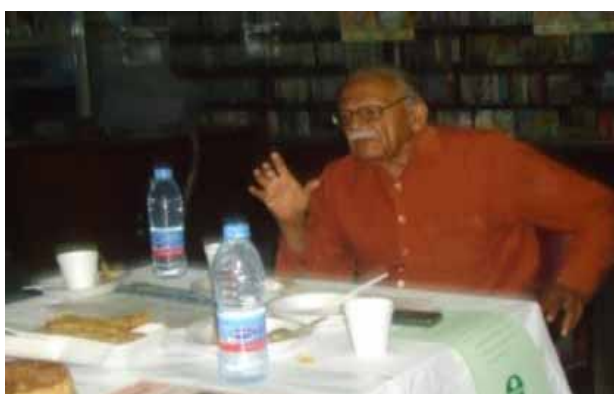
A special meeting of the Chairpersons/Conveners of the some of the PACADE – Standing Committees on Education, Media, Events & Programmes, Environment and Civic Education. The following were present:

1. Mr. Inayatullah
2. Mr. Rizwan Azeem
3. Mr. Muhammad Anwar
4. Mr. Farooq Ali Awan
5. Major Gen. (R) Mr. Saleem Khan
6. Ms Sophia Malik

After discussions, the following decisions were taken:

- To hold a Roundtable meeting to assess the Punjab government literacy programmes.
- Organising a fund-raising event.
- Media for Literacy Committee would help in the preparations for the Global Campaign for Education programmes.
- A special TLF meeting for Global Campaign for Education with the theme of “Early Childhood Care and Education” would be held.

Each Chairperson/Convener will take the initiative to implement the decisions and keep Chairman PACADE /Coordinator informed.



Second Meeting of the Executive Board of the National Fund for Moenjodaro

The second meeting of the Executive Board of the National Fund for Moenjodaro was held on 14th February, 2012 at Moenjodaro guesthouse. Chaired by the Minister of Culture, Sindh Government, Ms. Sassui Palijo, the meeting was participated by a UNESCO team, led by the UNESCO Director, Dr. Kozue Kay Nagata. As per the composition of Executive Board, notified by the Sindh Chief Minister in July 2011, the Director of UNESCO Islamabad is a key member of the Executive Board. Pursuant to the 18th Constitutional Amendment, all World Heritage Sites have been handed over to the respective provinces, along with other cultural assets and institutions. Consequently, the National Fund for Moenjodaro (NFM) and administrative control of the archaeological site has been transferred to the Sindh Culture Department.

Among other important decisions taken at the Board meeting, the most important one was to prepare a Master Plan for Moenjodaro. Given UNESCO's previous successful experience in the preparation of Master Plans for the World Heritage Sites of Lahore Fort, Shalamar Gardens and Takht-e-Bahi, Dr. Nagata was requested to support the Culture Department in preparing a comprehensive Master Plan for Moenjodaro. This would lay the foundation and road map for preserving and managing the site as per international standards.

Acknowledging the need for a Master Plan for Moenjodaro, the Director of UNESCO Islamabad committed to provide necessary technical assistance and share the cost of studies to be undertaken in this context.

The Culture Minister and Secretary Culture thanked UNESCO for its continued support to the Culture Department. UNESCO's intervention in this regard would be of critical importance for better management of and future donor's interest in this ancient property of universal value.



Policy Dialogue on Right to Education in the Post 18th Amendment Scenario

The Institute of Social and Policy Sciences (I-SAPS) organized a Policy Dialogue on Right to Education in the Post 18th Amendment Scenario on March 29, 2012 at Pearl Continental Hotel, Lahore.

Eminent political personalities, civil servants, NGOs, and representatives of Government Departments were present at the meeting.

The meeting was chaired by Chaudry Javed Ahmad, Chairman Standing Committee on Education, Government of the Punjab.

Objectives of the meeting were to:

1. Examine post 18th amendment scenario and challenges for access to quality education
2. Initiate the much needed debate on formulating action plans to implement Article 25-A of the Constitution
3. Propose a set of recommendations for adoption of an effective policy response by the public sector

Mr. Ahmad Ali, Research Fellow I-SAPS made a presentation on Legal and Administrative Challenge for Punjab in the Post 18th Amendment Scenario. After this, a second presentation was made on Implementing Article 25-A and cost implications for the Province of Punjab by Dr. Salman Humayun, Executive Director, I-SAPS.

These presentations evoked a heated discussion. Participants who spoke included provincial assembly members.

At the end, Ms Asma Mamdot, Deputy Chairperson of the Provincial Assembly Standing Committee on Education spoke about the role of MPAs and the need for working for the law in question. She thanked the participants for highlighting the issues relating to education especially curriculum, missing facilities and teachers training. She promised to help expedite the passing of the law to enforce Article 25-A.

3rd Roundtable Meeting on SAARC Gender Info Base

SAARC Gender Information Base, 3rd Roundtable Meeting held on April 3 & 4, 2012 at Islamabad was organized by Population Census Organisation of Pakistan in collaboration with UN Women.

The meeting was chaired by Mr. Sohail Ahmad, Secretary Statistics Division. Mr. Khizar Hayat Khan, Chief Commissioner Population Census Organisation, Alice Harding Shackelford, Country Director UN Women, Mr. Ibrahim Zuhuree, Director SAARC, Nepal were present. Ms Sophia Malik, Coordinator PACADE also attended the meeting.

Mr. Sohail Ahmad, Secretary Statistics Division welcomed the participants and highlighted the purpose and activities undertaken by PCO and UN Women.

The focus of the SAARC Gender Information Base (SGIB) is to develop a regional resource database by collecting, processing and analyzing all relevant gender-related information in the region on three prioritized themes: (a) Violence against women especially trafficking (b) Health including HIV/AIDs and (s) Feminization of Poverty. All the eight SAARC members endorsed qualitative and quantitative indicators on the above mentioned themes.

The following indicators were prioritized:

1. Violence against Women
 - i. Sexual Violence
 - Rape
 - Molestation
 - ii. Trafficking
 - Internal
 - Cross-Border
 - iii. Domestic Violence
 - Physical

UN Women and the Population Census Organisation had signed a Memorandum of Understanding in July 2008 to cooperate and extend support for SAARC Gender Information Base at the country level.

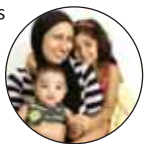
UN Women is providing technical assistance to the PCO staff and supports the SGIB desk staff in conceptualizing the process, developing and updating the workplan, improving linkages with other departments on data collation and facilitating them in keeping the direction and focus intact. The Chief Census Commissioner is the Focal point and there is one SGIB Desk Manager . One Statistical Officer and three Statistical Assistants are also part of the team.

Background Material Relating Global Campaign for Education – Early Childhood Care & Education

WHAT IS ECCE?

Learning begins

well before a child enters primary school: it begins at birth and in the home. Comprehensive Early Childhood Care and Education (ECCE) fosters holistic development and learning of young children from birth to eight years of age.



“Care” includes health, nutrition and hygiene in a secure and nurturing environment. “Education” includes stimulation, socialization, guidance, participation, and learning and developmental activities. “Care” and “Education” are inseparable: both are needed and reinforce each other to create a strong foundation for children’s subsequent lifelong learning and wellbeing.

Parents are the first caregivers and educators of young children. ECCE programmes can be organized in a variety of forms in formal, non-formal and informal settings, for example:

- home-based childcare programmes, family literacy programmes
- community-based programmes combining health, nutrition and early stimulation;
- formal preschools and kindergartens; The quality of care and education provided to young children is affected by policies and provisions in areas such as maternal health, family, welfare and protection, employment and poverty reduction, gender and social inclusion policies.

Global Action Week

What is Global Action Week?

An annual awareness-raising campaign on Education for All.

What is the objective of Global Action Week?

To mobilize additional political and financial support for the achievement of the EFA goals



How is UNESCO supporting Global Action Week?

By mobilizing its networks (e.g. governments, non-governmental organizations, UN agencies, the private sector, etc.) and by organizing specific activities in different countries and at UNESCO headquarters.

Is there a specific theme?

Yes, and it changes every year. In 2012, the focus is on early childhood care and education (ECCE)

Facts and Figures

As governments realize the importance of ECCE, more children than ever have access to pre-primary education – 46% of the world’s children were enrolled in 2009, compared to 33% in 1999. The largest increases in total pre-primary enrolment occurred in two of the regions that were furthest behind in 1999. In South and West Asia, enrolment more than doubled, increasing by 26 million. Child mortality rates have declined from 12 million deaths in 1990, to 7.6 million deaths in 2010 (UNICEF 2012).

Challenges

- Despite the increases in pre-primary enrolment, more than half of the world’s children were excluded from pre-primary education in 2009 (UIS data 2009).
- Progress on improving nutrition for young children has been slow. Overall, there is little change in the incidence of malnutrition since 1990, despite the availability of low-cost solutions (UNESCO 2011).
- The Millennium Development Goal of reducing child mortality by two-thirds from 1990 to 2015 is unlikely to be achieved (UNESCO 2011).
- In one recent study, almost 25% of young children in low- and middle-income countries had or were at risk for developmental disabilities. These children often do not receive the critical early intervention that could make all the difference in allowing them to reach their developmental potential (Lancet 2011).
- Different regions face different challenges with regard to public-private partnership in providing pre-primary education. The world median of the percentage of private pre-primary education enrolment has slightly increased, from 28% in 1999 to 31% in 2009 (UIS data 2009).



GLOBAL CAMPAIGN FOR EDUCATION
EARLY CHILDHOOD CARE & EDUCATION

Tips to Promote Early Learning at Every Age

0-12 months

- Hold, talk and sing to the baby
- Respond to the baby's signals
- Give the baby safe objects to explore
- Begin reading regularly to the baby
- Place the baby in different positions to help them develop new skills like rolling, creeping and crawling
- Have back and forth conversations with the baby and comment on the baby's activities
- Give explanations for items the baby is curious about
- Name things the baby hears and sees and tell the baby what is happening
- Dedicate time for the baby to practice new movements and skills

1-3 years

- Provide writing instruments and opportunities to practice
- Provide objects for the baby to touch and use their hands
- Provide new challenges for the baby to try, like steps to climb or simple paths to walk
- Provide open spaces for movement like kicking, running, dancing and jumping
- Continue back and forth conversation
- Introduce letters and numbers

3-5 years

- Engage in daily talking, storytelling, singing, and reading with the child
- Practice pronunciation of different sounds
- Involve the child in daily activities that involve counting, sorting and identifying shapes
- Engage child in climbing and swinging motions
- Explore natural outdoor settings
- Play games with rules
- Create opportunities for child to share and help, especially with other children
- Encourage creativity and self-expression

**Rights from the Start!
Early Childhood Care and Education Now!**

A LEAF FROM THE PAST

A Certification from Ex-Resident Representative UNDP LANGOS – Lahore Association of NGOs

The role of the NGOs (NPOs) in the sphere of welfare and development is now increasingly acknowledged by government. Government cannot do every thing and what it does leave much to be desired. NGOs not only supplement government's efforts, they also act as watch dogs and protagonists of the rights of the citizens. LANGOS which represent an active network of NGOs based in Lahore has made a significant contribution in strengthening the role and capacity of NGOs.

It also has been taking up with various government agencies **common issues and problems** faced by the voluntary organizations. Governments in Pakistan will be well advised to generously support NGOs and help them play a large role in building up the strengthen of the civil society in various ways. LANGOS has been involved in a number of activities. Liaising with the concerned authorities on the different issues, arranging of capacity building workshops for the members and compilation **Director of NGOs** in the Lahore district have been some of its major pursuits. The UNDP approved LANGOS request for assistance to develop **research and documentation** capacity of LANGOS and to help it strengthen member organizations.

Mr. Onder Yucer, the Ex-outgoing head of UNDP and Resident Coordinator of UN agencies has also acknowledged the contribution of LANGOS towards country.

Message from Mr. Onder Yucer (Ex-Resident Representative UNDP) is reproduced below:

Message from ...



*A message from Mr. Onder Yucer
(Resident Representative UNDP)*

I believe that the achievement of the MDGs, especially halving poverty by 2015 including progress in the enrollment at the primary level education, could only be realized by the full mobilization of state and non-state agents. The role of civil society and public-private participation is essential, in fact, crucial for achievement of these targets.

As for the modest financial support by the UNDP for the Paradigm project, it was meant to help in a small way the initiative by LANGOS to take stock of the NGO profile in the district of Lahore, to disseminate knowledge about options for building further capacity in the civil society and achieve these objectives in interaction with the district officials. I am glad that the tasks have been completed. I will possibly be looking at the possibilities of further support.

I am particularly indebted to Mr. Inayatullah for being a determined and persistent advocate for improving literacy in this country and also appreciate his services as a very every effective NGO activist.



MESSAGE OF FATHER OF THE NATION Quaid-e-azam Muhammad Ali Jinnah 1947



To The Pakistan National Education Conference-1947

“I am glad that the Pakistan Educational Conference is being held today in Karachi. I welcome you to the capital of Pakistan and wish you every success in your deliberations which I sincerely hope will bear fruitful and practical results.” You know that the importance of Education and the right type of education, cannot be over-emphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy and substantial progress, we must earnestly tackle this question and bring our educational policy and programme on the lines suited to the genius of our people, consonant with our history and culture and having regard to the modern conditions and vast developments that have taken place all over the world.

There is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that our people take to science, commerce, trade and particularly well-planned industries. We should not forget that we have to compete with the world which is moving very fast in this direction.

At the same time we have to build up the character of our future generation. We should try, by sound education, to instill into them the highest sense of honour, integrity, responsibility and self-less service to the nation. We have to see that they are fully qualified and equipped to play their part in the various branches of national life in a manner which will do honour to Pakistan.”

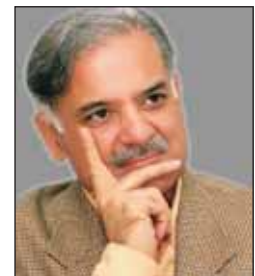
A Message from Chief Minister of the Punjab

Constitution of Islamic Republic of Pakistan and international agreements like Universal Declaration of Human Rights; World Declaration on Education for All; World Education Forum, Dakar and Millennium Development Goals engines upon the state to eradicate illiteracy and provide universal Basic Education free of cost to every Pakistani Citizen. After 18th amendment in the Constitution of Pakistan this responsibility been shifted to provinces.

Now it is incumbent upon the provincial governments to access each and every Pakistani for provision of basic education either in formal or non-formal mode.

Government of Punjab has established a separate Department for Literacy & Non-Formal Basic Education aiming at to address the problem of dropouts at the primary level and meet the emerging demand for Non-Formal Basic Education with functional Literacy and livelihood skills. In collaboration with international agencies like UNESCO & JICA, Literacy and NFBE Department has developed various Projects i.e. Literacy Programme (32 Districts), Campaign for Enhancement of Literacy (04 Districts), Community Learning Centres (Sahiwal Division), Punjab Literacy & Livelihood Programme, (Multan & DG Khan Division) and Brick kilns Project (Multan & Khanewal Districts) to combat the menace of illiteracy and achieve the goal of 100% literacy by 2020 leading to Literate, Learning and Prosperous Punjab.

(Source:www.literacybkp.com)



Press Clippings

DAWN LAHORE. SATURDAY APRIL 28, 2012

As population soars, so do dropouts and illiterates

By Our Staff Reporter

LAHORE, April 27: Punjab Literacy and Non-Formal Basic Education Department Secretary Dr Pervaiz Ahmad Khan says the high rate of population growth, high rate of dropouts from schools and relatively little efforts to educate masses are resulting in a higher number of children and adults staying illiterate and uneducated.

Dr Khan was speaking at a seminar organised in connection with the Global Campaign for Education (GCE) to mobilize additional political and financial support for the achievement of the Education for All (EFA) goals by PACADE with UNESCO at Lahore Press Club on Friday. The theme of this year's GCE is 'Early Childhood Care and Education'.

He said schools were available in one kilometre radius almost everywhere and free textbooks were also being provided to all students in public schools, but population explosion at the rate of 2.5 per cent per annum undermined all initia-

tives. He said that there were some 38.17 million uneducated people in Punjab. Similarly, he said, some 6.5 million school-going age children were out-of-school and needed to be caught through formal and non-formal education initiatives.

He regretted that people had been kept in an environment, where they were not able to differentiate between pros and cons of staying illiterate and becoming literate. As every good thing in this world is related to literacy, he said, education is the only tool to transform one's life for ever.

Dr Khan said the literacy rate in Punjab was 60 per cent, while in rural and urban areas it ranged between 65-70 per cent and 35 to 40 per cent. He said women's literacy rate in Punjab was less than the men's.

In order to create incentives for people, he said, the Punjab literacy and non-formal basic education department had decided to include skills as a value

addition in its literacy programmes from the next financial year. He said the department had sought permission to use schools' buildings in the evening to run non-formal literacy programmes.

Unesco Education Officer Arshad Saeed Khan said Pakistan was the signatory to the six goals of the EFA, including the Early Childhood Education (ECE). He said the ECE was highly important because it formed their personalities on the basis of learning during first eight years of life. "Children are born learners," he said.

He said the experience showed that the children, who enter education in early childhood hardly drop out from schools and instead take interest in their studies. He said Unesco had developed ECE resource centres in the four provinces, published teacher guides as well as imparted training to ECE teachers.

Mr Khan said education indicators

Sorry ladies, no protection for you

April 14, 2012-Express Tribune



This is nothing but an obvious attempt to protect the status quo that gives men unquestionable might over women. PHOTO: AFP

in Pakistan as well as in Punjab were not encouraging and the trend showed that Pakistan would not be able to achieve the Millennium Development Goals by 2015.

Mr Khan said provinces must legislate at the earliest to implement Article 25-A of the Constitution; education budget be increased to seven per cent of the GDP by 2015, and include special budget line for the ECE. Stating that there was a vacuum after devolution of education to provinces level, he stressed the need to establish an inter-provincial coordination forum on education.

Punjab school education department deputy secretary

Qaiser Rasheed said the government allocated Rs250 million for the ECE. He said public schools were being improved with the help of school councils.

Punjab University faculty of education dean Prof Dr Hafiz Muhammad Iqbal stressed the need to improve schools culture so that children could be attracted to schools.

PACADE president Inayatullah said some five million children were out of schools in Punjab, while around 40 million people could not read the bus number. Stating that all children must be given equal education opportunities, he said the media should also give more space to issues related to education. Ms Sophia Malik also spoke.

Press Clippings



42 DAILY

ہفتہ 28 اپریل 2012ء

بچوں میں تعلیم کا فروغ، چیئرمین پاک ایڈ کی پریس کانفرنس

عنایت اللہ کی پریس کلب میں ڈاکٹر پرویز اور حافظ اقبال کے ہمراہ میڈیا سے گفتگو

شملہ بہاولپور (سائلنگ نواز) پاکستان ایجوکیشن فار اکنامک اینڈ ایئر الٹ ایجوکیشن (پاک ایڈ) کے چیئرمین عنایت اللہ کا کہنا ہے کہ ان کا ادارہ چھوٹی عمر کے بچوں میں تعلیم کا فروغ کے لیے دن رات کام کر رہا ہے اور بچوں کی تعلیم و تربیت میں ان کی عمر کے پہلے پانچ سال انتہائی اہمیت رکھتے ہیں۔ ان خیالات کا اظہار انہوں نے لاہور پریس کلب میں پریس کانفرنس کے دوران کیا۔ پریس کانفرنس میں ڈاکٹر پرویز خان اور حافظ اقبال سمیت دیگر اہلکاروں نے بھی شرکت کی۔ میڈیا سے گفتگو کرتے ہوئے "پاک ایڈ" کے چیئرمین عنایت اللہ نے مزید کہا کہ اگر بچوں پر چھوٹی عمر میں خصوصی توجہ دی جائے تو اسکے بہتر نتائج سامنے آسکتے ہیں۔ انہوں نے کہا کہ ان کا ادارہ پوری دنیا اور خصوصاً پاکستان میں بچوں میں چھوٹی عمر سے تعلیم اشد ضروری کے نام سے مہم چلا رہا ہے تاکہ بچوں کو چھوٹی عمر سے ہی معاشرے کا فعال شہری بنانے کیلئے تیار کیا جائے۔



Protecting women Law against domestic violence still a far cry

Opposition blamed for hampering bill's passage

By ZAHID HUSSAIN
ISLAMABAD

The passage of the Domestic Violence Bill is fast becoming a distant dream. The bill, first tabled in 2006, was seen as an unprecedented move to protect women against domestic violence. Unfortunately, a deadlock persisted over the bill in the joint sitting of parliament.

Lawmakers rebuffed attempts to amend the bill, which is seeking detention of all forms of domestic violence against women.

Repealed attempts by MDA's Chohan, Rehman and Aftab (independents) to win over the support of former Islamic League-Fat (IJI-F) chief Maulana Fazur Rahnman failed. The IJI-F is the only party which opposed the bill in parliament, claiming that it subordinates Islamic values, and advocated it would fight 'with and with against it'.

"Passage of this landmark bill, at least in 2012, has become a distant dream," Yasmin Rehman said. The incumbent government has already



"Passage of this bill will empower women. This is exactly what my party believes in."

PML-N Minister Zahid Hussain

passed some landmark bills, like the Anti-Corruption and Anti-Protection Act 2011, Social Justiceement in Work Place Act 2010, Prevention of Anti-Women Trafficking Act 2011 and Women in Politics and Domestic Act 2011, she recalled.

Certain women parliamentarians from the treasury benches raised the opposition for their lackadaisical attitude and 'personal ego', which pushed in the bill into a dead stage.

They said, the former Minister that they were considering various options to get it passed, such as the option: a) To introduce a Family Bill on domestic violence, b) To set President Asif Ali Zardari

to convene a joint sitting of parliament for tableting the bill, c) To table in the National Assembly a similar pending bill to remove the need for approval without any delay.

However, Pakistan Muslim League-Nawaz MNA Zahid Hussain claimed his party was contributing to endow a consensus as soon as possible. "Passage of this bill will empower women. This is exactly what my party believes in."

IJI-F's former Islamic League head hoped the party's legal team would prepare its recommendations soon. He also hoped that committee reviewing the original draft bill would consider those recommendations. "We are not

against the passage of this bill. We were disappointed of the Government's attitude to the draft Domestic Violence Act," he said.

According to the opposition parties, repealing a policy of law for women's work also a legislative clause. They also pointed out bill clauses which they believed were unjustified. These bill clauses are: i) Harassment as defined in the original code, ii) Violation as defined in section 29 of the original code against the property of the aggrieved person, iii) Harassment, which includes ii) Harassment in or near the building or place where the aggrieved person resides or works; iii) Willful or negligent concealment of the aggrieved person.

The IJI-F also stated that the 'Mandatory Relief' clause did not follow Islamic law. The penalty for breaching the provision relief clause was also a striking point. The lawmakers were divided over the duration of punishment for breaching the clause.

Women at work

Women in the workforce often get a raw deal despite the laws that supposedly protect them, writes Adnan Rehmat

It says that Pakistan faces poverty when it comes to gender parity in the wage & activity. Pakistan ranked 157 out of 151 countries in the gender gap index of the World Economic Forum's Global Gender Gap Report 2010. In women's participation in the labour force it ranked 146 out of 151.

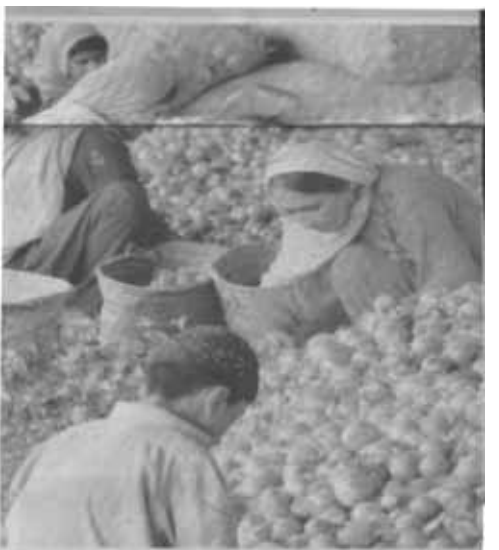
The report shows the labour force participation for men in Pakistan at 68 per cent and for women at 23 per cent. This means that for every five Pakistani at work in formal capacity only one is a woman. In terms of wage equality for similar work, the score is just as bad. In 2010, Pakistan's score was 3.9 on a scale of one to seven with seven being 0 and four being worst. According to this a Pakistani woman is earning only about 50 per cent of what a man was for the same work.

Also, vulnerable employment for women increased in Pakistan by about 12 per cent in the period 1990-2007. Note that these statistics indicate the scenario likely of 2010, which displaced 22 million, and many more in South the following year.

In Pakistan, amongst the employers there is a perception that women are less capable than men, that they are the 'burden of employer labour', and women are socially embedded, and remain trapped in low skilled, low paid, repetitive, manual tasks which are socially more vulnerable to working conditions. These include daily wage, contract labour, their permanent and are therefore without benefits, due to go if technological substitution is introduced for women.

Sector	Payment/wage for men	Payment/wage for women
		(Rs/week)
Agriculture, hunting and forestry	3,880	2,872
Manufacturing	7,587	2,912
Construction	8,300	5,019
Hotels and restaurants	8,215	7,988
Financial intermediation	30,403	13,143
Education	11,346	8,340
Health and social work	10,816	8,119

Source: Pakistan's Labour Force Survey 2008-09



A prime example in the manufacturing sector, where women are found working at higher levels of jobs and even in male unions. Since they don't work in areas where they have a union, women's conditions, needs, requirements and demands are often ignored in the workplace.

Sunday April 15, 2012 The Nation, Lahore

Primary education still a distant dream for girls

47 per cent girls not enrolled despite MDGs deadline approaching fast

ASMA GHANI

ISLAMABAD - With the Millennium Development Goals (MDGs) deadline for achieving universal primary education fast approaching, despite much of the improvement in schooling outcome, universal primary education is still a long way away for all girls in Pakistan, as only 53 per cent of all girls aged five to nine are enrolled in primary school.

"Even though girls' schooling saw greater improvement than that of boys over the last decade, the gender gap in education rises remain high and both boys and girls remain far from reaching universal levels. More worrying is the recent slowdown in improvement in education rates, particularly at the primary level. Unsurprisingly, even the limited data on the supply of schools shows a slowdown in the increase in the number of schools' highlights a recent report on girls' schooling in Pakistan.

The study titled 'The Power of Girls' Schooling for Young Women's Empowerment and Reproductive Health' has been conducted by the Population Council. It says that in the 1990s, there was no improvement in primary enrolment rates. At the turn of the century, however, Pakistan finally began to make progress and primary net enrolment rates (NERs) increased by 15 per cent in the last ten years. Much of the increase in primary NERs occurred between 2001 and 2006, a time period when girls' primary enrolment increased from 38 to 48 per cent. Private school enrolment accounted for most of the improvements in overall enrolment.

"Unfortunately, the rise in primary enrolment (particularly in private schools) slowed down in the next five years. Between the last two rounds of the PSLMS (2006/09 and 2010/11), there has been hardly any change in enrolment statistics - only 53 per cent of all girls aged

five to nine are enrolled in primary school. Rural enrolment continues to lag behind urban enrolment, particularly for girls. At 48 per cent, rural girls have lower primary NERs than urban girls or rural boys'.

Regarding secondary education of girls it says as expected, the status of secondary education is much worse, if not abysmal. Although secondary enrolment rates for girls have been increasing since the mid 1990s (unlike enrolment rates for boys, which declined in the 1990s) and girls are catching up with boys, this increase has been very slow and less than a third (29 per cent) of girls aged 10-14 years are enrolled in secondary school in 2011. Rural areas have much lower secondary education than urban areas, and again, rural girls are the most disadvantaged with only 22 per cent enrolled in secondary school.

The study suggest that the education sector reforms in Punjab need to take into account the

disparate situations between north/central Punjab and southern Punjab. Rural Sindh, plagued by ghost schools and recent natural disasters, is the worst of among all regions in the three provinces. The Sindh Government needs to prioritize effective provision of education, focusing on improving the political and administrative aspects of the education system. The issues facing Khyber Pakhtoonkwa are somewhat different - girls' primary education in rural areas has made remarkable progress and KPK has the smallest urban-rural differentials. However, gender disparities in the province remain high. In fact, KPK is the only province among the three where the gender gap persists in urban areas.

Some key ingredients for improving the schooling environment are to have a public girls' school with all levels up to the secondary level available within a short travelling distance, recommends the study.

STATE OF SCHOOL EDUCATION IN PAKISTAN INAYATULLAH

Earlier this month an important regional seminar was held in Lahore to address issues of equity and quality in school education. It was organized by ITA, Idara-e-Taleem-o-Agahi and South Asia Forum for Education Development in collaboration with Education Testing Service USA, DFID, UKAID and Open Society Foundation as a follow-up of the Salzburg meetings.

Following the example of Pratham and ASER Centre (Annual Status of Education Report) in India, ITA has been carrying out annual surveys of school education in Pakistan.

The inaugural session of the seminar was addressed by Rukmini Banerji, Director of ASER India. She spoke about the ASER experience in India. In India, she said, 97% (gross) of children aged 6 to 14 are enrolled in schools but 50% of them in Grade 5 cannot read grade 2 level texts. The data for arithmetic is equally depressing. The challenge according to her in India is how to effectively improve the learning outcomes.

In Pakistan the conditions are no better, if not worse. The net enrolment at the primary level is around 60%. Attendance of teachers and students in schools leaves much to be desired. According to the Pakistan Task Force report released last year, on a given day 15 to 20% of public sector teachers are found absent leaving children for one day a week, without teaching. It is estimated that out of 365 days of the year in Pakistan, public schools teaching takes place only on 120 days or so – the rest of the days the schools are either closed or remain busy in other activities; teachers have to attend to such non-teaching duties as election related assignments.

In Pakistan today, about 8 million children are out of school at the primary level and according to an estimate, the number of 5-16 years old out of school, number 20 million. And 40% of those who do join school at the age of 5, dropout during the first two years.

In a paper presented at the ASER seminar, Dr. Faisal Bari and Ms Nargis Sultana drew attention to the fragmentation of education in Pakistan. To quote: "Our education system is divided on lines of geography, class, income/wealth, medium of instruction, cost, syllabi, curricula and gender and these differences manifest themselves in differentials in access, dropouts and in the quality of education that is imparted. And existing differences in educational provision will, inevitably, create even bigger differences in the future. If our objective is to educate all children, and at least to a minimum

standard, so that these children can have some equality of opportunity, or at least a bigger set of opportunities available to each of them, we need to challenge the existing differences and divisions."

Rukmini Banerji in her talk mentioned some remedial steps to improve learning outcomes. These included organizing of summer camps for laggard students, regrouping of students in the classes and reviewing the text books which she found a little too difficult to read and comprehend. She also recommended child-friendly practices in the classrooms and outside. And better teacher-training programmes.

India has already promulgated a Right to Education legislation After the 18th Amendment, Pakistan has yet to do so. Some of the recommendations made on the basis of the ASER India findings 2011 are:

- India has made impressive progress in enrolment. Now is the time to turn from inputs and access and focus on the challenge of how to improve quality.
- Learning outcomes must move to centre stage.
- Large scale corrective action to build the basic skills of reading arithmetic is urgently required.

There are real challenges in Indian classrooms. These include diverse age groups, wide variations in ability and multiple classes

sitting together. Teachers need to be equipped in a practical way to be able to teach effectively under these circumstances.

Dr. Iffat Shah who summed up the findings of the Lahore ASER seminar, made in this connection, a few thought-provoking observations: "Teacher quality is fundamentally important to student learning – although we do need to remember that the teacher is not the only factor that affects learning. Teacher quality seems to be most frequently measured in terms of academic and credentials. But there is little or no evidence that higher credentials or pre-service training lead to better quality of teaching. We also heard some evidence suggesting that teachers are struggling and de-motivated. However, there is some evidence that school based professional development can prepare better teachers as assessed by their students' learning. We need to know far more about teacher educators and teacher education colleges. A variety of models of teacher education was presented. It will be important to assess the impact of these teacher training or professional development programmes on teacher practice and student outcomes. If there is no positive effect on teaching quality and student learning then it will be a wasted effort. It was claimed that finding out about impact may be expensive but I submit that not knowing will be far more expensive."

More wise words came from Zubaida Mustafa, Professor Pervez Hoodbhoy, Ahsan Iqbal, Kasim Kasuri and Ali Moeen Nawazish. Hoodbhoy emphasized a thorough review of the existing outdated educational system. He was critical of the exam-based learning which rests on memorizing and not "internalizing" knowledge. Kasuri said: schools were not relying on real life skills, that teacher training only improved "professional practices" but failed to improve the learning outcome of a child. There was need for relating it to school-based monitoring. Ahsan Iqbal remarked that the problem lay with the insensitivity of the ruling elite towards education. Quality teachers were needed to impart knowledge relevant to changing global requirements. He pleaded for enhanced allocations for education and standard curriculum designed by the Federal Government. Zubaida Mustafa dilated on the plight of the poor children and observed when children are undernourished and stunted and have not been exposed to a healthy and positive social environment that encourages mental and cognitive stimulation,

they will not have the capacity to benefit optimally from good pedagogy and excellent textbooks. She advocated stringent social controls on the private sector, not by pulling them back but by encouraging them to take the weaker section of the society along with them.

The Education for All targets and the Millennium Development Goals to which Pakistan is committed will remain a distant dream unless education is given the highest priority and urgent steps taken to up grade and modernize it.

There is much to learn by our governments and the private sector from the wisdom spelt out in the ASER's seminar briefly highlighted in this column.

As far back as 1947, in his message to the all Pakistan education conference, Quaid-e-Azam had warned that "the future of our State will and must greatly depend on the type of the education and the way in which we bring up our children as the future servants of Pakistan." We still are waiting for the emergence of political will from our rulers in this benighted country.

The writer is an ex-federal secretary & ambassador and a freelance political and international relations analyst.

Email: pacade@brain.net.pk

UNESCO-PACADE GCE ACTIVITIES IN PICTURES

