



United Nations
Educational, Scientific and
Cultural Organization

CULTURE & DEVELOPMENT and GENDER EQUALITY UNESCO - PACADE NEWSLETTER



NO. **5** 2012

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From UNESCO Islamabad Office Culture and Sustainable Development

"Culture is both a means to and the end of development" Amartya Sen, Nobel Prize Winner

Pakistan's rich and diverse culture has a great potential to contribute in economic growth and development of the country, although it has been undervalued and neglected. The tangible cultural heritage, including six World Heritage Sites reflects the marks of two major ancient civilizations and the glorious rules of several great kings. UNESCO World Heritage Sites are complemented by extremely valuable intangible cultural heritage including the rich art and craft of all the provinces, literary traditions, appealing music & folk dances, rich folk tradition, indigenous communities, performing arts, festivals and rich local languages.



Jawad Aziz, Project Officer - Culture



Makli Hill: Tomb of Issa Khan Tharkhan II



Lahore Fort

It is highly desirable to harness this potential and mainstream cultural heritage in development policies and frameworks.

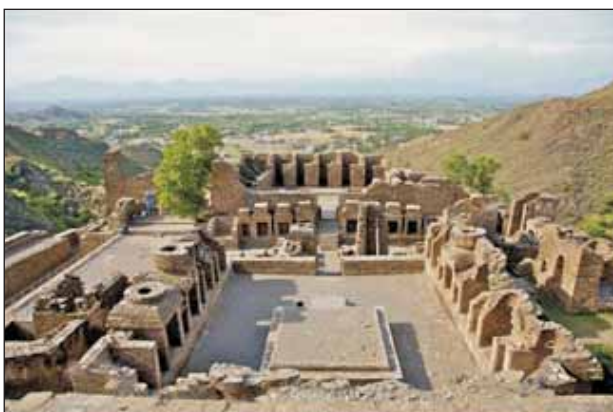


Artisans in Multan

The culture sector, encompassing cultural heritage, creative and cultural industries, cultural tourism and cultural infrastructure, generates substantial economic benefits, including job creation. Despite the lack of reliable and consolidated data on the socio-economic contribution of culture, cultural industries account for more than 3.4 per cent of the global gross domestic product, with a global market share of approximately 1.6 trillion United States dollars in 2007, which represents almost double the amount estimated for international tourism receipts for the same year, according to a report carried out by PricewaterhouseCoopers in 2008. As outlined in the same report, cultural and creative industries represent one of the most rapidly expanding sectors in the global economy, with a growth rate of 17.6 per cent in the Middle East, 13.9 per cent in Africa, 11.9 per cent in South America, 9.7 per cent in Asia, 6.9 per cent in Oceania, and 4.3 per cent in North and Central America. The report also records how the culture sector grew steadily in the 1980s and exponentially in the 1990s, when the creative economies in the member countries of the Organization for Economic Cooperation and Development grew at an annual rate twice that of service industries and four times that of manufacturing.



Archaeological Sites at Moenjodaro



Archaeological Sites at Takht-i-Bahi, Marda

Culture, in all its dimensions, is a fundamental component of sustainable development. As a sector of activity; through tangible and intangible heritage, creative industries and various forms of artistic expressions, culture is a powerful contributor to economic development, social stability and environmental protection.

FROM PACADE PRESIDENT'S DESK

The theme of this issue of the Newsletter is Culture and Development.

BBC English Dictionary thus defines culture: "Culture consists of ideas, customs and art produced by a society." Culture is both tangible and intangible. It has many manifestations and dimensions. It expresses itself in various ways - forms and shapes, in ideas, art, architecture habitat, norms, values and human conduct. It has much to do with politics, economics and other social and hard sciences as also with beliefs, attitudes and human practices.

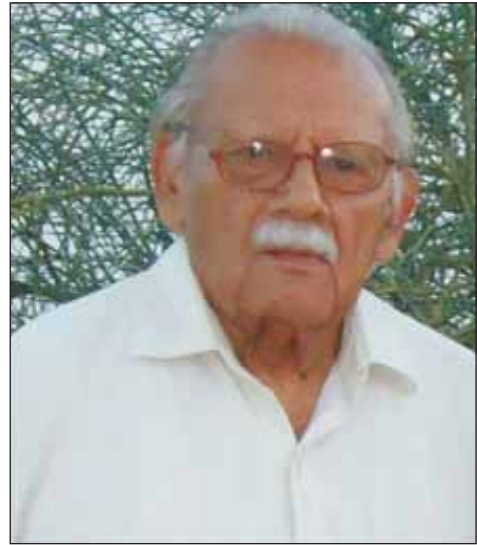
One of the major concerns of UNESCO is the promotion of Culture in various countries.

UNESCO has done much for the preservation of cultural heritage in Pakistan. Its contribution especially towards the protection and preservation of Moenjodaro is noteworthy.

Culture has many dimensions. It is reflected in various walks of life. Even in politics. Many questions relating to poor economic development are directly or indirectly linked to cultural mores and practices.

One of the highlights of this Newsletter is an impressive detailed account of two village women from Bahawalnagar mastering local income generation skills and supplementing their household resources by working as skills-trainers.

In the Newsletter some of the other UNESCO and PACADE activities have also been mentioned.



UNESCO Working for Economic Empowerment of Women

EXHIBITION OF CULTURAL PRODUCTS FROM SOUTH PUNJAB

Promoting Cultural Industries for Poverty Alleviation in District Bahawalpur
One UN (ARP-JPC-2)

UNESCO in collaboration with THAAP and Serena Business Complex (Serena Hotels) organized an Exhibition of the Cultural Products of South Punjab at Serena Business complex Islamabad on Tuesday, 4th December 2012. The exhibition displayed the cultural products prepared under the joint initiative of One UN (ARP-JPC-2) project "Promotion of Cultural Industries for Poverty Alleviation in Bahawalpur."

The exhibition showcased the cultural products prepared under the joint initiative by UNESCO in partnership with THAAP in 2012.



Dr. Kozue Kay Nagata Addressing the Audience



HE Cecile Landsverk (Ms) Ambassador of Norway

The project was carried out in two villages in the outskirts of Bahawalpur City of BC 33 and Dingarh, which is the drought-affected area of Cholistan Desert, where 150 women have been engaged through capacity building in the crafts making and focused on providing opportunities for income generation and decent livelihoods.



Products made by Artisans of Bahawalpur being purchased by the visitors at Serena Business Complex

Capacity building, through artisan and designer collaboration honed the skill level of the craftspeople in pit-loom woven fabric, chunri making skills, embroidery, ralli-making and developed designs to attract the contemporary market's demands.

New skills such as ikat-making were also taught to the village weavers to increase their repertoire and equip them with skills to explore different avenues and markets.

Pit-loom woven fabric and embroidered fabric of high quality were developed and the skills of continual design development transferred to the marginalized artisan communities of District Bahawalpur to ensure long-term benefits of the project.

"Pakistan lies at the cross roads of history and culture and craft making traditions have been influenced from all the neighboring countries/territories spread over centuries. Therefore craft making tradition can be categorized as synthesis of various cultural influence and inspirations" said Mr. AsifGhafoor, Secretary National Heritage & Integration who attended the event as a chief Guest. HE Cecile Landsverk (Ms) Ambassador of Norway Embassy in Islamabad also attended the occasion and appreciated the craft work of artisans and efforts of UNESCO in promoting the centuries old craft traditions. Country Director UNESCO while making her speech observed that "Culture in all its dimensions, is a fundamental component of sustainable development. As a sector of activity, through tangible and intangible heritage, creative industries and various forms of artistic expressions, culture is a powerful contributor to economic development". Mr. Talat Mehmood provided support to UNESCO for organizing the event.



Safeguarding Moenjodaro as Promoting Potential Tourism

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 donors interest in this ancient property of universal value. In 1974, after an appeal from the Pakistani Government, UNESCO launched the International Safeguarding Campaign for Moenjodaro. It lasted until 1997 and large scale conservation measures were taken up which aimed at protecting the site from flooding, implementation of national capacity building activities, measures for lowering the ground water table, and the installation of a conservation and monitoring laboratory. One of the most important achievements of the Campaign was the river training of the Indus River by the construction of five spurs along its banks to avert danger from the Moenjodaro archeological remains. UNESCO and the Authority for preserving of Moenjodaro subcontracted the work to the Irrigation Department, Government of Sindh, which lasted from 1985 to 1990.

A scientific assessment conducted by the International Institute for Aerospace Survey and Earth Science under the UNESCO/Netherlands Trust Fund in 1996 showed that the strengthened embankment would be strong enough to withstand high flood levels in the future. An additional circular further secures the site from flooding.

To date, most of the activities have focused on and greatly improved the overall management, conservation and stabilization of walls and structures and reinforced national training and capacities of site managers and workers.



Safeguarding the Intangible Culture

The adoption of the Convention for safeguarding of the Intangible Cultural Heritage in 2003 marked a decisive step in UNESCO's longstanding efforts to promote cultural diversity by providing a response to the threats to living heritage by the contemporary processes of globalization and unprecedented social transformations.

The 'Intangible Cultural Heritage' means the practices, representations, expressions, knowledge, skills- as well as the instruments, objects, artifacts and cultural spaces associated therewith - that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

UNESCO Islamabad in partnership with Department of Culture, Government of Punjab organized a 4-day training workshop (12-15 June) for the capacity building of the staff of department of Culture, Government of Punjab, to implement the 2003 convention of UNESCO for safeguarding the intangible cultural heritage. "Although the term intangible cultural heritage is relatively new, but the concept is as old as humanity. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities in response to their environment, their interaction with nature and history, and provides them with a sense of identity and continuity" Said Dr. Kozue Kay Nagata, Country Director/Representative UNESCO on the opening event of the training workshop. Dr. Kozue Kay Nagata Graced the occasion as the Chief Guest. She mentioned the Indus valley and Gandhara Civilizations and appreciated the deep rooted history and cultural heritage of Pakistan.

Mr. Mohyuddin Ahmad Wani, Secretary Culture & Information, Government of Punjab appreciated the role of UNESCO to protect and safeguard the Intangible Culture and thanked Dr. Kozue Kay Nagata for supporting and organizing the said workshop. The Resource person Prof. Sajida Haider Vandal emphasized the need to promote the diversity of culture in order to build the climate of peace and tolerance. Highlighting the importance of the capacity building workshop on the implementation of 2003 convention she called it a major step towards gaining the advantage from the mechanism established by the 2003 convention.

This training workshop was continued for 4 days and relevant staff from Department of Culture, Government of Punjab and staff from Culture Departments of other provinces including Khyber Pakhtun Khwa, Baluchistan, Azad Jammu & Kashmir and Sindh attended the workshop. The workshop focused on understanding the 2003 convention, its implementation and how to benefit from the mechanism of international cooperation established by the convention.



Opening Ceremony of the Training



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Opening Ceremony of the Training



When women earn... Success Stories of UNESCO Craft Project

In the small settlement of DeraBukka in Panjab province about 845 km from Pakistan's capital city Islamabad, live Salma Abid and Mariam Rasheed. Both are in their early thirties.

Ms. Abid originally belonged to a small desert village in southern Punjab province, which is among the least developed settlements where water is scarce and bare presence of basic social services. She came live in DeraBukka after her marriage to her first cousin in a WataSata. WataSata is a marriage of exchange of girls and boys between two families. Each family accepts a bride from the other family for their son. This results in a binding relationship which sometimes has serious consequences for the girls' lives.

Ms. Abid was illiterate. She never had an opportunity in her remote village where closest school was about 60 km away.

Unlike Ms. Abid, Ms. Rasheed was born and bred in DeraBukka and went to a girl's school and managed to study till grade 5 in the primary level. That was a maximum her village school was able to offer, and for higher studies she had to opt for traveling outside her village, an activity yet not practiced in her village resulting in barely making her literate.

Many of the villages of South Punjab have no schools for girls and those which exist have low quality schooling with rampant teacher absenteeism, leaving many women deprived of basic education. Segregation is practiced in South Pakistan although at the primary level co-educational schools are acceptable. Beyond that there is no possibility for girls to attend school if a dedicated girl's middle and higher secondary school is not available. The only choice of being educated is to learn to read Quran, the Holy Islamic scripture, from a local woman.

For these two women, Ms. Abid and Ms. Rasheed, their childhood had long past, taking away with it the chance of learning and playing in school amongst their friends. Ms. Abid and Ms. Rasheed both spent their childhood attending to household chores and looking after their younger siblings. As children there was some opportunity to play in the streets in front of their houses but as time passed and they got older, they were confined to the homes because of the social restrictions on women's mobility. The one opportunity to go out was to the house of the local *ustad* (master teacher) for studying the Quran.

It was at home that Ms. Abid and Ms. Rasheed learnt the traditional crafts as their mothers were very skilled in embroidery, rally, (a form of embellished textiles and comprises of layers of cloth hand-sewn) making and basket weaving with palm leaf and wheat stalk, thus they had ample opportunity to make these products as gifts for family and friends and sometimes for orders for a dowry or for the local shops).

In the last few years both Ms. Abid and Ms. Rasheed have managed to evolve from meek women into entrepreneurs and now manage their small businesses. This happened when they were engaged in UNESCO's Dutch-funded project aiming at poverty alleviation through promotion of cultural industries which is a part of ONE-UN Agricultural, Rural Development and Poverty Reduction Joint Programme Component.



Ms. Salma Abid 37, from Dera Bhukka, Disgtrict Bahawalpur



Ms. Mariam Rasheed, 32, from Dera Bhukka, Disgtrict Bahawalpur



Ms. Salma Abid, 37, from Dera Bhukka, District Bahawalpur

The Project was conceptualized to promote the tremendous potential of Bahawalpur becoming a leading player in cultural industries through the age old craft making traditions. Enhancing skills for innovative craft products for the modern consumer and creating sustainable marketing linkages. The project has been conducted in 5 Union Councils, each comprising of several villages and small towns of District Bahawalpur. It trained 229 artisans mainly women in embellished textile, pit loom weaving, Ralli weaving and traditional tie and die techniques of fabrics, other than cultural styles of weaving and embellishments they were introduced to contemporary designs which made their craft in high demand in urban centers like Islamabad, Karachi and Lahore. About 160 women and 15 men are currently earning regular income. However, in few cases the increase in income has been dramatic.

It was more of a life changing experience, when it dawned on both Ms. Abid and Ms. Rasheed that the skill they learnt as pastime at their homes can give them a chance to earn some money. Ms. Abid and Ms. Rasheed are just two examples out of many under privileged women, who had a chance to get trained through UNESCO funded project.

"I belong to a family of weavers known as Pauvali, derogatory term that means 'not sane' in Seraiki (a South Punjabi dialect). I was always embarrassed by it and resisted learning the practice of my forefathers although my own father was an excellent weaver. Instead I perfected my embroidery skills with my mother. We are experts in Tar kasha (a kind of embroidery made by pulling out some threads from the pattern).

I used to do some embroidery work for a few clothes shops in the local bazaar but I never dealt with the shopkeepers directly as they were all men. My husband would go to Bahawalpur City (the headquarters or the capital city of the District Bahawalpur, 16 km from Dera Bukka the home of the two female artisans) and try to bring what little work he could find for me. When I was approached by the UNESCO project team, I was happy to learn they were mostly women. I was able to interact with them comfortably.

I feel very good about working. I'm now a Master Trainer and have 40 women working under me. I have traveled alone to Lahore, the capital city of the Punjab province and Islamabad, to attend the UNESCO exhibitions. My husband still helps me to collect and deliver orders to the craftswomen but I do all the dealing. The work I've done for UNESCO has gotten me independent recognition and I was recently given an order of 70 shirts by a boutique in Lahore.

"I have worked with UNESCO-THAAP for two and a half years. In the beginning I was reluctant because no woman in our family or village had ever worked outside the home. Embroidery was something all girls did for their bridal dowry and after marriage for their homes and families. I had never imagined that I would one day earn a living from my craft. My husband had a shop but we had to sell it when we fell on hard times. He now works for a building contractor for a 'dehari' (daily wage), but employment is unpredictable. Initially I was not feeling confident to go to Lahore and Islamabad to take part in

Exhibitions but UNESCO project team gave me a lot of confidence and I did craft products for three exhibitions and personally joined with the UNESCO-THAAP team in organizing exhibitions in Lahore and Islamabad. Today, I work as a Master Trainer (Embroidery) for UNESCO-THAAP project, supervising 200 women.

The greatest challenge for me and my group was to prepare an order of 100 bags in one month, but we all did it, thanks to the encouragement and guidance of UNESCO team. The bags have become very popular; we continue make them with more innovations. I have made numerous designs combing the various traditional crafts, ralli, chunri, chroshia and aar work. I hope that we get several more orders so that I can continue with the work that I learnt from my mother and grandmother. This keeps them alive forever.

The income from my craft work is quite steady now and enough to pay for food and my children's school fees. I have bought an educational insurance policy for one of my sons. My husband bears the cost of our other son. I have gained the respect and admiration of not only my own family but the entire village who first criticized me for becoming a working woman; now many families are happy to have their womenfolk working for me.

UNESCO has empowered our women. It has given us self-respect because it has given us the ability to become self-sufficient. We do what has been handed down to us from our mothers and grandmothers but now we do it with greater pride and joy because we are making a difference for ourselves, our children and also promoting our cultural heritage."

GENDER & CULTURE

UNESCO has contributed much towards the promotion of gender equality and equity in Pakistan, particularly in the fields of Education For All and women empowerment through skilled-based activities.

However, a lot has yet to be done to ensure women's rights and gender equality in various walks of life. Decision making still remains the preserve of men. Women still face many serious problems like violence at home, discrimination in work places and lack of opportunities for education, to mention a few.

UNESCO has made a noteworthy contribution towards the promotion of girls' education by helping government and NGOs in establishing formal and non-formal education programmes. It has also been instrumental in imparting of life and income generation skills thus raising their awareness levels and reduction of poverty especially in the rural areas.

A Teachers' Resource Kit has been developed by UNESCO to help school students to be engaged in cultural activities. There is need for expanding such cultural programmes in schools and colleges making students aware of Pakistan's rich culture, heritage and traditions. It would accelerate this process if pilot projects including the setting up of Culture Clubs are introduced in selected schools.

By Sophia Hasham, Consultant



WELCOME TO THE Pakistan MINISTRY OF CULTURE

The Ministry of Culture website takes you on an illustrated tour of the rich history and living traditions of this ancient seat of great civilizations. History, folk traditions, crafts, music, literature, folklore and archaeological sites are given a representation here, providing the visitor a broad vista of the depth and variety of Pakistan's culture.

The Ministry of Culture is responsible for showcasing Pakistani culture at home and abroad through its various organizations viz. the Department of Archaeology and Museums (DOAM), the Central Board of Film Censors (CBFC), the National Institute of Folk and Traditional Heritage (LokVirsa) and Pakistan National Council of the Arts (PNCA).

Besides these, the Quaid-i-Azam Academy and Allama Iqbal Academy undertake research work aimed at projecting the thoughts and activities of the founding fathers, who left a profound impact on the cultural, social and political life of the people of Pakistan.

VISION

The Ministry of Culture promotes the documentation, preservation, conservation and development of Pakistan's diverse cultural heritage. Its dynamic cultural policy is committed to manifesting the beauty and the message of peace and harmony intrinsic in Pakistani culture.

OBJECTIVES

The Ministry's primary responsibilities are the promotion of culture and the arts through its attached departments and subordinate organizations. Its activities include the organization of events relating to the visual and performing arts, both locally and internationally; the encouragement of artists and establishment of art/cultural organizations; the maintenance and preservation of archaeological sites and National Monuments; support and regulation of the Film Industry. It is also engaged in Cultural Exchange Programs and Agreements with foreign countries.

For Ministry of Culture's Government web portal, www.culture.gov.pk



Quotes About Development

"Development is about transforming the lives of people, not just transforming economies."

"Man's mind, once stretched by a new idea, never regains its original dimensions."

"There are two kinds of people. One kind, you can just tell by looking at them at what point they congealed into their final selves. It might be a very nice self, but you know you can expect no more surprises from it. Whereas, the other kind keep moving, changing... They are fluid. They keep moving forward and making new trysts with life, and the motion of it keeps them young. In my opinion, they are the only people who are

Sindh Culture Festival

A Sindh culture festival was celebrated all over the province on Friday, December 21, 2012. It is an annual celebration of thousands of years of cultural traditions of the province. The three-day festival kicked off with rallies and musical shows.

In Karachi, the day began with men in white shalwar-kameez with the Sindhi cap and the Ajrak, plying roads on motorcycles, bus and trucks and holding flags. They also chanted slogans about the unity of the Sindhi people.

"This is Sindh's day; these functions are not owned by any political party, but the people of Sindh. Today we celebrate our cultural heritage which we Sindhis cherish above everything else," said Asghar Azad, one of the organizers of the daylong musical festival held outside the Karachi Press Club.

Stalls set up in many junctures across the city are mainly selling Ajrak and Sindhi Topi alongside various artifacts rooted in the soil of Sindh. Women were seen dressed in their best - all preened up, their dupattas replaced with Ajrak. Tireless children, accompanied by their guardians, were enthusiastic as the day wore on.

Sindhi folk songs blared out of loudspeakers at stalls, including the classic 'Jeay Sindh Jeay Sindh Wara Jean', the composition which has acquired the status of anthem for this day, and men and young children danced their own signature dance to the tune. Famous Sindhi singers like Shazia Khusk and Ahmed Mughal are tight on schedule as their live performances are lined up for three days.

Major programme sponsored by Sindhi media groups and various areas of the city were divided by these groups along with local organizations to spread the festival all over the province. "We believe this is the greatest of all entertainment seasons in Sindh, so the media groups come forward to organise the events along with other local organizations," said Nazim Dahar, who works as senior manager operations at a local Sindhi television channel.

By the look of it, the local organizations that he mentioned certainly meant the political parties whose flags were conspicuous in all major events held in the city. Some observers said that despite claims to the contrary that the festival was a celebration of unity among the people of Sindh, among all the fun and excitement, the flags of various nationalist political parties were too conspicuous to ignore.

They believed that the organized presence of these parties in such numbers made one wonder if the culture day was a sincere expression of love for the culture of Sindh or a contest among these parties vying to flaunt their love for the soil of Sindh.



WEARING the traditional Topi and Ajrak, women and young girls celebrate Sindh Culture Day on Friday. AFP. Related report on Page 18

Prime minister inaugurates the cultural week in islamabad

Prime Minister addressing a gathering after inaugurating the Cultural Week at PNCA building at Islamabad, PM said that we are living in an age of globalisation where nations are exploring innovative ways and employing creative approaches to expand their influence. "The last fifty years impart an important lesson that hard power has its limits. You can conquer a nation physically but you cannot conquer hearts and minds. This brings in the narrative of soft power in the equation; the power of culture, ideas, ideology, and civilization," he maintained.

He said that Pakistan's heritage and culture can be traced back to the ancient Mehargarh civilization that flourished from the Balochistan province, Indus valley civilization of Moenjodaro and Harrapa and the flourishing Gandhara period. "Our culture is deeply rooted in our civilisation, moral ethos and extends over many centuries. We are inheritors of great Sufi traditions, which espouse the message of love, compassion, tolerance, moderation and human brotherhood without any discrimination. We are followers of a religion, which advocates respect for humanity, inclusiveness, peace, integration and human welfare. This is our heritage which we need to safeguard, as if family silver to be passed on to future generations to maintain our distinctive identity," he added.

He said that the way the entire nation came together to denounce the cowardly attack on Malala Yousafzai and her fellow students demonstrates our unflinching resolve to protect our values, our culture and our way of life. "We are on the same page when it comes to safeguarding our core principles of inclusiveness, integration and culture," he added.

He said that as we know, it is culture that creates a bond between diverse communities. Faiz Ahmed Faiz report identified culture and cultural activity as a socio-political activity providing opportunity for full participation of people and a pre-requisite for nation building. "It is ironic that three-and-a-half decades later we are debating whether culture matters rather than how it matters in the context of identify, image building and development," he regretted. "If we in Pakistan, with our treasure-house of cultural resources, are able to safeguard and capitalize upon our traditions, heritage and creativity, we could be among the most sought after nations," he opined. He said that let us strive for an image of Pakistan which is underpinned by our cultural moorings, to become a favoured destination for both culture and commerce.

(Source: The News International)



UNESCO's Recent Events

Standup for Malala - Stand up for Girls' Right to Education



Government of Pakistan has committed to contribute 10 Million US dollars to the global funding of UNESCO for girls' education. This commitment came from President of Pakistan, Mr. Asif Ali Zardari, on the occasion of a high-level advocacy global event called "Standup for Malala - Stand up for Girls' Right to Education", took place at UNESCO's Paris Headquarters on 10 December, 2012.

The event opened by UNESCO Director-General Irina Bokova and President Zardari, will accelerate political action to ensure every girl's right to go to school, and to advance girls' education as an urgent priority for achieving Education For All. The event was attended by French Prime Minister Jean-Marc Ayrault, UN Women Executive Director Michelle Bachelet, former President of Finland Tarja Halonen, Director-General of the Islamic Educational, Scientific and Cultural Organization (ISESCO) Abdulaziz Othman Altwajri and the Special Representative of the Secretary-General for Children and Armed Conflict Leila Zerrougui. They adopted a Statement of Commitment to Girls' Rights to Education, promising "to actively strive to make every effort to end all forms of violence against girls and to eliminate the obstacles that prevent them from attending school."

Video messages were presented at the event by UN Secretary General Ban Ki-moon, United States Secretary of State Hillary Clinton and the High Representative of the European Union for Foreign Affairs and Security Policy, Catherine Ashton.

Sheikh Waqas Akram, Minister of Education and Training, Government of Pakistan, during the panel discussion, spoke of his country's commitment to education as demonstrated by its new law on universal primary education. Asked about the perception that Malala's defence of education was somehow pro-'Western', he said that since the attack on Malala, "the silent majority had found a voice" and were standing up for girls' education as a right. This was a once-in-a-lifetime opportunity to "galvanize everybody in favor of girls" education".

President Signs Federal Compulsory Education Bill into Law



President Asif Ali Zardari on Wednesday signed into law The Right to Free and Compulsory Education Bill 2012 to ensure provision of free-of-cost education to children from five to 16 years of age. Zardari said he hoped the law would go a long way in ensuring free and compulsory education to the children of the country.

He said pursuing Benazir Bhutto's vision of free and compulsory education, the PPP-led government had fulfilled yet another promise made to the people. He said the law would ensure that that no child remained out of school. The president said under the law, private schools would also be required to provide free education to the disadvantaged students to the extent of 10 percent of the class.

He said Article 25-A had been added to the constitution, adding that the responsibility to provide free education rested with both the federal and provincial governments and that the federal government was responsible for legislation under the article 25-A for areas under its control.

The president urged the provincial governments to follow the law within their respective jurisdictions.

Zardari said the government gave the Education Policy of 2009 as part of its policy to promote education in the country, urging the government to ensure that that no child was subjected to any kind of discrimination whatsoever.

The president said under the law, the federal government would provide free textbooks and uniforms to children in the areas of its jurisdiction besides ensuring that no child was deprived of admission in school and that schools had qualified teachers.

“Free Pre-school education, early childhood care and free medical and dental inspection will be provided to all citizens and no child will now be subjected to physical punishment or mental harassment,” the president said, adding that the government would also create a professional cadre of teachers to promote quality education. He said no fee including admission fee would be charged from the students and the government would provide school buildings, playgrounds, laboratories and other facilities.

The president said as part of the government's initiative for promotion of education in the country, educational awards would be given to teachers, educational administrators and researchers.

Terrorists to be defeated by educating children: Zardari



PARIS: President Asif Ali Zardari on Monday announced \$10 million donation for a global war chest to educate all girls by 2015 set up in the name of Malala Yousafzai, who was shot by the Taliban as she was campaigning for girls' education.

While addressing the ceremony, the president said that the terrorists and extremists would be defeated by giving education to children, particularly the girls.

The "Malala Fund for Girls' Right to Education" is aimed at raising billions of dollars to ensure that all girls should go to school by 2015 in line with the United Nation's Millennium Goals. Pakistan Education Minister Waqas Akram signed the agreement with the UNESCO head Irina Bokova.

"A young determined daughter of my country was attacked by the forces of darkness," Zardari said at the high-profile "Stand Up For Malala" event at the UNESCO headquarters in Paris. "We are facing two forces in the country; Malala represents the forces of peace and we are fighting with the forces of darkness, hatred and violence," he said.

The ceremony drew French Prime Minister Jean-Marc Ayrault, former British premier Gordon Brown, the UN Special Envoy for Global Education, and the former presidents of Finland and Chile.

UN Secretary General Ban Ki-moon, US Secretary of State Hillary Clinton and the EU's top diplomat Catherine Ashton send special videotaped messages of support. Zardari slammed fundamentalists for giving the religion a bad name.

"The first word of the Holy Quran is 'Iqra' which is read," he said, attacking the "fringe minority of darkness, of hatred, of conflict." "What extremists fear is a girl with a book in her hands," he said.

Clinton highlighted the pressing need for universal education, saying: "Closing the education gap is a powerful prescription for economic growth." Ashton said the EU, which on Monday collected this year's Nobel Peace Prize, said the estimated 930,000-euro (\$1.2 million) prize money would be donated to help children affected by war.

Addressing the conference, President Zardari said Malala was the symbol of progressive Pakistan and was attacked by the forces of darkness. The president added that there was a need for long term political reforms which were the key to education. The president said the government will foil nefarious designs of extremist elements with the cooperation of the people. He said the international community should assist Pakistan in ensuring quality education to girls enabling them to contribute to the development of the country.

The President said Pakistan will continue to uphold the ideals of the United Nations to education for all. Pakistan and UNESCO signed historic Memorandum of Understanding (MoU) to establish "The Malala Fund for Girl's Right to Education" to promote girls education in Pakistan and other countries with the support of international community.

A few UNESCO's Coming events

Learning with mobile technologies



How can mobile technologies advance literacy for all, especially in countries that are "book-poor but mobile-rich"? How can they support teachers' professional development to improve education quality? And how can they further gender equality in education and increase opportunities for women and girls?

These specific Education for All-related questions will be addressed during the Second Mobile Learning Week (MLW) which will take place in UNESCO Headquarters in Paris from 18 to 22 February 2013.

Global Forum on Media and Gender: Save the date!

The first Global Forum on Media and Gender will be organized by UNESCO, UN Women, and media and NGO partners globally in November 2013. This will be an important follow-up to one of the critical areas of concern of the Beijing Declaration and Platform for Action, "Women and the Media Diagnosis", and its strategic objectives.



(Source: <http://www.unesco.org>)

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, UNICEF, Asian Development Bank, 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 model Teachers

Munawar Sultana has worked as a Literacy Teacher in PACADE adult literacy centres/community learning centers at Dograikalan, Wagha Border for many years. She was promoted as supervisor. Most of the PACADE donors and other representatives of the organisations have visited her centre and appreciated her performance.



Keeping in view her contribution, President PACADE and PACADE's Board of Directors decided to give her the "Best Performance Award". She has done a lot to make hundreds of village women literate and imparted income generation skills to them. She thus has been instrumental in raising their family incomes considerably.

Sidra Bin Yameen has also been working as a Teacher for last many years at the community learning centre at Mandianwala, Wagha Border. In view of her outstanding performance she too has been declared as a "Best Teacher".



After joining PACADE's CLC she grew high. PACADE is also facilitating her in the situation of the local community. She too has continued running the CLC on her own and her centre has become a popular hub for learning and acquiring skills. After completion of the PACADE CLC programmes, Sidra has made special efforts to impart income generation skills to village women. She deserves appreciation for this noteworthy initiative.

Quotes About Development

"Development is about transforming the lives of people, not just transforming economies."

"Man's mind, once stretched by a new idea, never regains its original dimensions."

"There are two kinds of people. One kind, you can just tell by looking at them at what point they congealed into their final selves. It might be a very nice self, but you know you can expect no more surprises from it. Whereas, the other kind keep moving, changing... They are fluid. They keep moving forward and making new trysts with life, and the motion of it keeps them young. In my opinion, they are the only people who are still alive. You must be constantly on your guard against congealing."

EDUCATION FOR LEARNING TO LIVE TOGETHER INAYATULLAH

16 years ago, a UNESCO world commission came up with a blue-print of Education For the 21st Century. It was headed by J. Delors, a former prime minister of France and included 12 outstanding education leaders and experts from all over the world.

Known as the Delors' report, it identified 4 pillars for a new paradigm of education in the 21st Century. To quote from the report: "If it is to succeed in its tasks, education must be organized around four fundamental types of learning which through a person's life will be the pillars of knowledge----(1) Learning to Know----(formal/informal education) (2) Learning to do-(skills) (3) Learning to Live Together-----and Learning to Be----- (self-realization)."

The report also spoke about 7 over-arching tensions, these being:

1. The tension between the global and the local.
2. The tension between the universal and the individual.
3. The tension between tradition and modernity.
4. The tension between long term and short term considerations.
5. The tension between competition and concern for equality of opportunity.
6. The tension between expansion of knowledge and our capacity to assimilate it.
7. The tension between the spiritual and the material.

A number of national and international meetings were held at various places in many countries, as a follow up of the recommendations of the Delors' report. I was privileged to be invited to one such international conference, held in Melbourne, Australia. The only other delegate to the conference from Pakistan was the then federal education minister. On return to Pakistan I asked the minister to hold a seminar on the Delors' report and the deliberations held in Melbourne. No conference or meeting on this subject has been held in this country, till today.

Last month UNESCO's Regional Office at Bangkok, for Asia and Pacific countries held the 16th Apied international conference focusing on one of the Delors' four pillars viz: Learning to Live Together. In his welcome address, Dr. Gwang-Jo Kim, Director UNESCO Bangkok, referring to the above cited 7 tensions, aptly remarked that the world had changed a lot since 1996 and there was a pressing need to "examine these tensions with reference to current context, bringing new insights and perspectives to the dialogue about the future of education in the 21th Century". Dr. Kim emphasizing the importance of learning to live together said that it was the very "Heart of Education". He added that it was, in the present day and age, crucial that we addressed the need to learn about other people, their history and cultures and thus by "recognizing interdependence as well as the risks and challenges involved, we will be able to develop more effective solutions to manage and minimize conflicts".

One of the key speakers at the conference was the illustrious Chinese professors Zhou Nauzhao who earlier was a part of the UNESCO International team which produced the 1996 report on education for the 21st century. Referring to the current context for the four pillars of education, he observed that there was an imperative need for interaction between globalization and preservation of local cultural identities, participation of people at large in democracy for social cohesion and transition from inequitable economic development to sustainable human development. He proposed the promotion of citizenship values, respect for others' cultures, appreciation of differences, creating awareness of commonalities leading to resolving conflicts through dialogues and working peace and development. He made a spirited plea for making concerted efforts to ensure that Learning To Live Together (LTLT) is universally accepted as an educational response to resolving of differences and conflicts. Quoting from Delors' report, he stressed the "special responsibility" of education in the building of a "mutually supporting world" and further that education must have "an ethical component" and that it should also inculcate "respect" for others' cultural and spiritual values.

I may here refer to an elaborate paper presented at the conference by UNESCO's renowned education specialist, Inna Melnikova on Education As An Instrument For Social Cohesion And Conflict Resolution. Particularly noteworthy are her thoughts about issues relating to conflict prevention. These are summed up below:

- " Education system is not responsive to current societal and economic emergency needs, in particular conflict prevention
- " Lack of reliable data for informed evidence-based emergency policy,
- " comprehensive cost-benefit analysis of the aid needed, monitoring and measurement of the true impact of aid
- " Inadequate financing of the education system and inefficient use of the existing budget to respond to emergency needs, lack of coordination of efforts
- " Low Teacher/administrator competencies to support conflict prevention
- " Inadequate curriculum, learning and teaching materials
- " Lack of openness, transparency, and accountability at all levels of the system

Melnikova also provided formulations of her concluding ideas about a comprehensive programme/strategy for Learning to Live Together and deal peacefully and comprehensively with tensions and conflicts through education. These are:

- " preventive education policy formation, including issues on the financial, administrative, monitoring management with focus on conflict management and peace keeping;
- " capacity development for target groups, first of all for teachers (pre - service and in-service), state/government officials, statisticians, journalists; reinforcement of national capacities of teacher training institutions and teacher educators;
- " gender responsive strategies and education policy formulation in post conflict situation;
- " development of teaching/learning resource materials for school subject oriented curriculum and extra curriculum activities;
- " Resource Center establishment to facilitate knowledge exchange and enhance competencies to identify, share and apply good practices about effective teaching with focus on education for conflict prevention (curriculum, knowledge and skills update, subject-based competencies, teacher retraining).

Pakistan today is a frightfully faction-and-conflict-ridden society. We have to reckon with a daily toll of a number of innocent lives all over the country. The recent spate of terrorist attacks in Khyber PukhtunKhawa is a stark indicator of the escalating reach of the terrorists. Pakistan is reaping the harvest of the brutal American invasion of Afghanistan, its aftermath and the preposterous unleashing of Pakistani forces in the peaceful western border tribal areas in our country by a military dictator.

More than perhaps, any other country, Pakistan needs to take up without delay, besides other necessary measures, well-devised educational programmes aimed at imparting the art and strategies of Learning To Live Together. It would in this connection be desirable to hold seminars and conferences on this theme, seeking guidance from the UNESCO's relevant reports and the deliberations held at the Bangkok International Conference, referred to above. It may also be mentioned that Delors' Report on Education for the 21st Century has been translated in Urdu by the UNESCO Pakistan Commission. This publication should be made compulsory reading for senior officers of the education departments, vice chancellors and headmasters of all public and private schools. UNESCO I am sure, would be glad to extend all possible technical assistance.

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Gender equality: an economic necessity:

By Farakh Shahzad

Pakistan has a population of about 180 million, over half of which are women. Keeping in view the 51 per cent of the total population, it is a smart economics to ensure gender equality as a guarantee towards economic self reliance. By neglecting majority of the segment from the economic mainstream cannot produce better economic outcomes in this generation and the future. Social scientists are unanimous that implementation of gender equality has the potential and dynamics to double the GDP from four to eight per cent that is no less achievement in the current global scenario. For that matter, all you have to do is change the centuries old social misperceptions ingrained in the society. It is an undeniable fact that women in Pakistan remain at the bottom of the socio-economic ladder. Femininity is measured to be the essential concern in the process of socio-economic infrastructure development. Therefore, investment in women's empowerment in Pakistan is the key factor in improving the economic, political and social conditions in Pakistan. Hence, decision making processes for women empowerment; valuation planning and policy formulation should emphasis on main streaming gender equality around Pakistan. Women empowerment is not limited to control over imitation or financial freedom only, rather it is a grouping of literacy, employment and health.

Women empowerment is an important and functional concept in the development of a community as it represents women as active agents rather than inactive recipients of development policies. We have a golden saying of the founder of Pakistan who had well anticipated the future role of women in the society even before the formation of Pakistan. Quaid-e-Azam said in a speech in 1944, "No nation can rise to the height of glory unless your women are side by side with you; we are victims of evil customs. It is a crime against humanity that our women are within the four walls of the houses, like prisoners." The lives of Pakistani women have changed during the past 30 years and they are more empowered and emancipated then they were ever before. More and more women are entering the workforce today as their predecessors, who made the first time at the work place and also made life easier for other women, lent them the encouragement to do so. But a lot more is yet to be done. There is an undeclared social resistance impeding the level of 100 per cent gender equality in our society. To analyse that, we need to break down 'gender equality' into dimensions of equality between men and women. These dimensions include human capital such as education and health, economic opportunities and differences in voice and agency - the ability to shape outcomes within households, institutions and society. We have found a paradox; for instance, look at the last 30 years, you find in some areas gaps have closed quite dramatically, a striking example being education. But some gaps like equality in opportunities and decision making are persisting, even as development occurs. It is objectively understood that there are low rates of female labour force participation as in South Asia. This state of affairs exists in terms of gaps in earnings and productivity even within rich countries. Look at Germany and the US - there's a gap in what men and women earn. Rich countries also show comparative gaps in women's political participation. We need to instill in our political leadership a strong sense of shift from our past perceptions. In face of the growing economic challenges of the dynamic world, the major emphasis must be focused on the fact that it's an economic necessity for women to work, something which couldn't be ignored. To understand the prevailing paradoxes, we have to revise our priorities and review our social value system that is highly biased against a significant component of the society by its counterpart. We have to neutralise our vision to honestly examine what goes on in the household, interactions with markets, how employers treat men and women, and legal and service-delivery institutions. A cross-cutting priority is ending the reproduction of inequality over time; ensuring attitudes regarding gender aren't perpetuated and reinforcing our confidence in a world free from gender specific unequal level playing tilted against a class of people who make 51 per cent of our society.

Gaps in earnings and productivity are explained by how men and women divide their time in our social scheme of things. Due to social norms, women spend more time on family care. Industries alone can't settle this natural phenomenon. So the message is - great globalisation is happening and there is no other way, but to change. You still need directed policy action. You still need legislation with the power of enforcement. From Khyber to Karachi, gaps exist between laws empowering women and their implementation. The wisdom demand us the establishment of a federal accountability mechanism to implement Pakistan's international commitments including Convention on Elimination of all Forms of Discrimination Against Women (CEDAW) and Millennium Development Goals (MDGS) as it remains the sole responsibility of federal government under the ministry of human rights. An essential step to help improve lives of Pakistani women is to provide platform for inter-provincial and regional dialogue which may well pave way for a national framework on gender equality and women empowerment. Gender equality is, first and foremost, a human right. Women are entitled to live in dignity and freedom from want and fear. Empowering women is also an indispensable tool for advancing development and reducing poverty. Empowered women contribute to the health and productivity of the whole family and community and further improve prospects for the next generation. The importance of gender equality is underscored by its inclusion as one of the eight Millennium Development Goals (MGDs) that all 193 United Nations member states and at least 23 international organisations have agreed to achieve by the year 2015. It is, therefore, being acknowledged as a key to achieving the other seven goals which include eradicating extreme poverty, reducing child mortality rates, fighting disease epidemics such as AIDS, and developing a global partnership for development. MDGs focus on three major areas of human development: bolstering human capital, improving infrastructure, and increasing social, economic and political rights, with the majority of the focus going towards increasing basic standards of living. The condition of women has undergone undeniable improvements during the last century. But these improvements haven't happened everywhere and even where they have been the strongest, well, they are far from being strong enough. Gender inequality still lingers unchallenged: it's one of those things that are hard to see precisely because they are right in front of our eyes. We need gender equality now, because more opportunities for women are more opportunities for us all.

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Culture and Heritage



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