



United Nations
Educational, Scientific and
Cultural Organization

Featuring Disaster Risk Management in Pakistan

UNESCO - PACADE NEWSLETTER



No. **6**

- Disaster Risk Reduction in Education
- From PACADE President's Desk
- UN Secretary-general on Floods in Pakistan
- Learning Resource on Natural Disasters
- UN Special Envoy Visits UNESCO Project
- UNESCO Disaster Risk Management Programme
- UNESCO Builds Capacity of CAAD on school safety in ICT
- AJK Govt. Mainstreams DRR in Education Sector
- Learning from the past on DRR
- Importance of Risk Assessment of Schools
- Culture of School Safety
- Nine Reasons for Education Re: Conflicts And Disasters
- Responding To The Floods integrated approach
- The Gender Imperative
- Gender Needs in the disaster
- Model Villages Progress
- Review Meeting on Draft Toolkit on Inclusive Education
- The Literacy Forum (TLF) Meeting
- Inayatullah's column
- A Word about PACADE



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: pacadepak@gmail.com

Disaster Risk Reduction in Education

Disaster Risk Reduction (DRR) is a systematic approach to identify, assess and reduce the risks of disaster. It aims to reduce socio-economic vulnerabilities to disaster as well as dealing with the environmental and other hazards that trigger them. It should be an integral part of the way organizations do their work, not an add-on or one-off action. DRR is very wide-ranging: Its scope is much broader and deeper than conventional emergency management. There is potential for DRR initiatives in just about every sector of development and humanitarian work.



Sameer Luqman Qureshi
Project Officer, DRR in Education

The World Education Forum at Dakar and the Dakar Framework for Action explicitly recognized that conflicts, wars and disasters are fundamental obstacles to the achievement of high quality Education for All (EFA). Some 75 million children of primary-school age are out of school and a significant proportion of these children live in places affected by war and disaster. Across the globe, armed conflicts, natural disasters and fragile situations impinge on access to inclusive, quality education and deny far too many children, young people and adults their right to the positive opportunities that education can provide.

The loss of life and property and the challenges that were faced in the aftermath of October 2005 earthquake and 2010 floods tested the resilience and capacity of Pakistan and its people to overcome catastrophes. It is to be re-called that more than 17000 children got killed during 2005 earthquake over 8,000 educational facilities were either destroyed or damaged beyond repair. A reactive, emergency response approach has remained the predominant way of dealing with disasters in Pakistan. There is a clear need to promote the adoption of a risk sensitive approach in development planning and programming in all sectors especially in education. National Education Policy 2009 has laid down principles for Education in Emergencies, similarly National Disaster Management Framework emphasis about the need of DRR in education sector. Education can also serve as a tool to ingrain safety and preparedness in minds of young ones from natural and human made disaster, thus these policy instruments highlight the need of have robust syllabus and teaching methodologies for DRR education.

Besides response oriented initiatives during 2005 earthquake and 2010 floods, UNESCO implemented some substantial initiatives in order to set the pattern of DRR initiatives in Pakistan shifting the national and provincial focus from response oriented approach to mitigation and preparedness approach. In order to do so, UNESCO contributed in One United Nations Disaster Risk Management Joint Programme (One UNDRMJP) in strengthening of early warning capacities in Pakistan and mainstreaming of Disaster Risk Reduction aspects into Education sector by introducing comprehensive school safety programme.

The purposes of UNESCO in the field of disaster risk reduction are to: promote a better understanding of the distribution in time and space of natural hazards and of their intensity; set up reliable early warning systems; devise rational land-use plans; secure the adoption of suitable building design; protect educational buildings and cultural monuments; strengthen environmental protection for the prevention of natural disasters; enhance preparedness and public awareness through education and training in communication and information; foster post-disaster investigation, recovery and rehabilitation; and promote studies on the social perception of risks.

From PACADE President's Desk

This issue of this Newsletter focuses on Natural Disasters in Pakistan, how the challenges were met and how to better understand these natural hazards, setting up warning systems, strengthening protection against these disasters, enhancing awareness of the people through education, better communication as well as, recovery and rehabilitation.



Pakistan has during the last decade or so experienced a devastating earthquake and floods. The government organizations could not

fully cope with the challenges of relief and reconstruction. The affected people in many places like Jaffarabad and Nasirabad in Balochistan and in Sindh are still unrehabilitated and are eking out miserable lives. There of course has been remarkable work done by the UN agencies, other international organizations and Pakistani NGOs. Some of such commendable work has been referred to, in this Newsletter. The publication also contains a statement by UN Secretary General Mr. Ban-Ki-Moon who termed the floods in Pakistan as "a slow motion tsunami". There is, further, a note from the Punjab government website on Model Villages in the flood affected areas.

The concerned government organizations especially NDMA (National Disaster Management Authority) need to better organize themselves to undertake various services starting from warning people ahead of time, gearing to provide protection, relief and to undertake rehabilitation.

UNESCO's efforts in regard to Disaster Management in Pakistan merit appreciation especially in regard to education, risk reduction, risk management and school safety measures.

INAYATULLAH

UN Secretary-general on Floods in Pakistan

As Secretary-General, I have seen the misery of modern day poverty and the heartache of natural disaster. But I have also seen the power of the human spirit, the triumph of the human heart, and the resilience of communities.

I will never forget my visit to Pakistan last year when so much of the country was affected by what I called a "slow-motion tsunami". As the monsoon rains persisted in the north, floodwaters flowed south, bursting riverbanks and devouring much in their path.



For many people around the world the scope and scale of destruction are difficult to comprehend. Vast tracts of land were ravaged by the floodwaters, forcing millions of people to flee their homes. Thousands of villages were washed away;

communities and infrastructure were wiped out. The floods compounded longstanding challenges and revealed deeper vulnerabilities. The enormity of the crisis demanded a global response. The United Nations General Assembly acted quickly to pass a resolution urging governments to offer support to more than 18 million people affected by the floods. This report is an overview of the flood response one year on. It reviews achievements, confronts challenges, and draws lessons from the experience. It also reminds us that we must remain committed and continue to support the flood recovery.

Thousands of lives were saved because of the quick action of many actors, including Pakistani officials and individuals, the United Nations, and the humanitarian community. Together, we worked to avoid a second wave of disaster, mitigating the escalated risks of disease and sickness that could have meant the loss of so many more lives. Throughout this disaster, the people of Pakistan stood strong

with a humbling determination to overcome. I took great inspiration from the courage, perseverance, and dignity of the Pakistani people with whom I visited and spoke. It is that same spirit that we must harness as we face the challenges ahead.

I pledge the continued assistance of the United Nations in the crucial work needed to help people rebuild their lives. Where there was a deluge of floodwaters, let there be an outpouring of support to reverse the damage and set Pakistan on course for a better future.

Ban-Ki-Moon

Learning Resource on Natural Disasters



Disaster Master Game (DMG) is an educational boardgame that deals with natural disaster understanding and prevention. Disaster Master Game (DMG) conveys messages written on the answer cards that help you understand what natural disasters are and how appropriate actions can reduce the impact of natural disasters. This game was produced by Bangkok office in collaboration with UNESCO's Jakarta office and provides both youth and adults with a fun and engaging media through which to learn about and prepare for natural disasters.

UNESCO Islamabad office in collaboration with UNESCO Bangkok office adapted Pakistani version of Disaster Master Game in English and Urdu to promote understanding of key natural hazards and preparedness among children above age 7. The game has been distributed in various government schools across Pakistan and amongst different institutions including private schools. Similarly, a DVD has also been produced by UNESCO Islamabad which explains the different aspects of DRR. It also explains in detail about how to conduct emergency evacuation drills at school level and minimize the human and collateral loss in case of any eventuality.

The case studies explained in the documentary motivates the students in order to learn more about disaster risk reduction and also to transmit the same amongst peers because we believe that children are the agents of change.



United Nations Special Envoy on Global Education Visited UNESCO DRR and Education for Sustainable Development (ESD) Project in Islamabad College for Girls

UNESCO is currently implementing Education for Sustainable Development project with Ministry of Capital Administration a Development (CAD) in Islamabad College for Girls (ICG). Interventions include in the thematic areas of disaster risk reduction, culture for peace, development of rain water harvesting systems. H.E Mr. Gordon Brown United Nations Special Envoy on Global Education visited Pakistan in November 2012; he visited the UNESCO and CAD project and appreciated the DRR initiatives, culture of peace projects and other activities.

Education for Sustainable Development (ESD) is a relatively new, evolving concept. At its core, ESD promotes the idea of sustainable development by integrating environmental, social and economic imperatives into education for a better quality life in the present as well as the future.



Mr. Gordon Brown, United Nations Special Envoy on Global Education attending the inauguration ceremony in Islamabad Model College for Girls

Despite much progress, the world is faced with great challenges, including rapid population growth, poverty, urbanization, natural resource depletion, unplanned development, violence and terrorism. This scenario, coupled with natural calamities such as earthquakes and tsunamis, is wreaking ecological havoc. The gravity of the situation becomes all the more alarming when we realize that our economic well-being is directly dependent on environmental goods and services.

Mr. Gordon Brown appreciated the disaster master game developed by UNESCO. UNESCO Pakistan and Bangkok office adapted Pakistani version of Disaster Master Game in English and Urdu to promote understanding of key natural hazards and preparedness among children above age 7.



Mr. Gordon Brown, United Nations Special Envoy on Global Education, Ms. Kozue Kay Nagata, Director/Representative UNESCO and Mr. Dan Rohmann Representative UNICEF playing the disaster master game together with students of Islamabad Model College for Girls

UNESCO Disaster Risk Management Programme

Currently UNESCO is implementing two major initiatives in DRR. These include school introduction of comprehensive safety project and strengthening of flood early warning capacities in Pakistan.

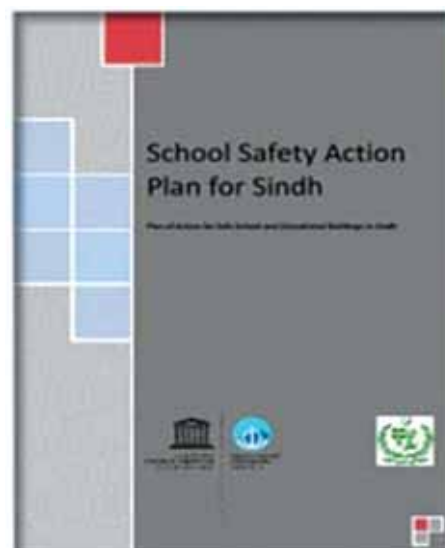
Comprehensive School Safety Project

Pakistan earthquake 2005 had severe impact on education system as over 17,000 students and 900 teachers were killed. Large numbers of schools were destroyed. In the middle of 2007 Pakistan experienced intense storms and a major cyclone causing severe flooding, displacing over 300,000 people and affecting more than 2.5 million. There, generally, is an agreement among experts that many schools collapse due to lack of knowledge and lack of policy formulation and guidelines for school site selection, design, construction, and use of construction material, etc. Equally contributing to such factors is lack of preparedness in schools in terms of evacuation plans, designated evacuation areas, and safety awareness. Although education policy which was drafted in 2009 stressed to continue the education during emergencies but it doesn't established the way forward as to how the issue of DRR will be integrated in education sector. Consequently UNESCO addresses the mainstream of DRR in education sector in strategic.

From policy development to capacity building and from structural to non-structural measures. UNESCO assisted the national and provincial governments in order to develop the policies, guidelines and inter-departmental coordination mechanisms to mainstream DRR in education sector. Similarly advocacy, sensitization and mobilization consultations were organized and technical support was rendered to develop province specific school safety action plans. These policies advise the governments to prioritize the work on school safety and DRR at provincial and district level. Up till now Balochistan, Sindh and Khyber Pakhtunkhwa school safety plans have been developed and endorsed by the respective governments. UNESCO provided technical support to National Disaster Management Authority (NDMA) in launching one million safe schools and hospital initiative of UNISDR in Pakistan and also development of school safety roadmap for Pakistan. Besides this upstream work, UNESCO also sensitized the respective governments to introduce non-structural measures in education sector in order to mitigate the sufferings should any eventuality occur. UNESCO produced the disaster master game and audio/visual materials for school children in order to have first hand information about what to do before, during and after the disasters. Similarly efforts are being made to integrate education for sustainable development (ESD) agenda with DRR.

Get Involved!

- Contribute to school and student safety through school safety activities
- Join international networks including the Disaster Risk Reduction Education Network and the Children and Youth in Disasters Network.
- Share your learning resources for the disaster risk reduction with UNESCO at drreducation.pakistan@gmail.com



Get involved in disaster risk reduction education! Using hands-on models to teach about DRR and school safety by UNESCO in Islamabad

Nature or state?

The winter rains have been with us since last Sunday - torrential and sustained in some areas. Such a vigorous system covering the entire country is somewhat unusual and many people have died as a result of heavy rain and snow. Most of the deaths occurred in Khyber Pakhtunkhwa, the province worst-affected by the downpours which triggered avalanches and flash floods. Some accounts suggest that many more lives may have perished than those that are being reported. Abbottabad, Swat and Mansehra have been cut off by heavy snowfall and landslides and there has been significant damage to electricity infrastructure and telecommunications. By Wednesday, the meteorological office had recorded over 40mm of rain in the federal capital, in many parts of Punjab and across Khyber Pakhtunkhwa, the tribal belt and Azad Kashmir. We cannot stop the rains. But we can consider why natural disasters cause so much misery in our country and why they affect some so much more than others. Natural hazards hit the poor, who live in substandard housing or who must walk to their dwellings along perilous footpaths, far harder than they do the wealthy. A combination of heavy rain and poorly constructed, often mud and straw, houses produces fatalities each time the weather becomes inclement. Those whose homes collapsed on them in Balakot, Garhi Dupatta, Peshawar and elsewhere were among our society's most underprivileged, unable to obtain safe shelter. This should make us think about the degree of inequity that exists in our country and the state's failure to provide so many with a safe roof over their heads. This problem of housing needs to be raised on a national level. It is also time to think about issues such as the location of houses and construction of drainage channels to divert water away from them in hilly areas where flash floods occur. Awareness campaigns also need to be launched so that people know how to respond at times of such disasters. In some cases this could help stave off death. Most important of all is the need, particularly at the government level, to evolve greater respect for human lives. We value the lives of our people too little - and there is a desperate need to change this mindset.

The flood report

The problem we perhaps most frequently encounter in our country is the failure of implementation - of laws, recommendations of committees and even court verdicts. The Supreme Court has noted this matter in yet another case, seeking to know why the report of the flood commission set up on its orders in December 2010, a few months after the country experienced the worst floods in its history, has not been made public and why what is suggested in it has not been implemented. It should be noted that, at the time, there were multiple accusations of powerful political figures saving their own lands from the floods even if it meant diverting water towards villages where ordinary people lived. This has led the court to assert that human lives cannot be put at risk for the sake of political interests. The flood commission was empowered by the SC to look into the failure to divert rivers and probe canal breaches - something deemed to have caused major losses. Damages worth around Rs855 billion were inflicted by the floods which also claimed at least 85 lives. The commission's full findings have never been made public, raising a whole new set of questions.

The court has also asked former PML-Q MNA Marvi Memon, now associated with the PML-N, to appear before it. In 2011, Memon had questioned why the commission's recommendations were not being enforced and suggested that this amounted to ignoring court orders. The Sindh Irrigation Department has told the court that the canal banks and other drainage infrastructure that were damaged had been repaired. But the three-member bench headed by Chief Justice Iftikhar Muhammad Chaudhry has sought solid evidence.

Google Earth images have been sought by the court to show, beyond doubt, what work has been done and what is left undone. Clearly the judges do not trust the words of government officials and, given past experience, this is the wiser path to take. The case demonstrates how crucial implementation is. What would be the point if verdicts are given at the SC level but no one cares about them? We can only hope that as the matter is taken up again, some answers can be found to the questions that still linger over the floods that destroyed acres upon acres of land - and homes - across the country.

UNESCO Builds the Capacity of Ministry of Capital Administration and Development on DRR and School Safety in Islamabad Capital Territory



UNESCO and Ministry of Capital Administration and Development (CAD) launched the UNESCO's Disaster Master Game in the Federal Capital. The launching ceremony of the game was held in Islamabad College for Girls F-6/2 Islamabad which was attended by Ms. Riffat Shaheen Qazi Federal Secretary, Ministry of Capital Administration & Development, Dr. Kozue Kay Nagata, Director/Representative UNESCO Pakistan and other officials from different departments.

In her speech the Representative/Director UNESCO Dr. Kozue Kay Nagata urged for behavioral change amongst students in order to respond to any disaster. She said this change can be created through fun, learning and interactive tools, which has long lasting influence on students. Keeping in view the above context, UNESCO Ms. Riffat Shaheen Qazi Secretary CAD applauded the assistance rendered by UNESCO and assures to UNESCO the Ministry full support for initiatives in DRR. Pakistan produced Pakistani version of Disaster Master Game in English and Urdu to promote understanding of key natural hazards and preparedness among children above age 7.

It provides both youth and adults with a fun and engaging media through which to learn about and prepare for natural disasters.



TOT on Disaster Master Game at F.G. Boys Higher Secondary School Barakahu, Islamabad



Disaster master game distribution ceremony at Islamabad College for Girls

Azad Jammu and Kashmir Government Reaffirms Mainstreaming of DRR in Education Sector

Muzaffarabad - 04 - 05 December 2012. United Nations Educational, Scientific, and Cultural Organization (UNESCO) in collaboration with UNICEF, WFP, UN-HABITAT, Department of Education AJK and State Disaster Management Authority (SDMA) organized the workshop on development of school safety action plan for Azad Jammu & Kashmir. Potential stakeholders such as Communication and Works Department, private school management association, local government department, education department district representative and other stakeholders were also invited for the said purpose in order to develop the holistic and need based action plan.



Participants group photo during AJK school safety workshop in Muzaffarabad

Speaking on the occasion Secretary Department of Education Mr. Khawaja Sadiq Dar in his inaugural speech emphasized on the need to provide safer learning environment to the children because children are the future generation. He urged all the participants to pay special attention during these two days and appreciates the support of UN agencies for this initiative.

On first day participants were oriented with various concepts of school safety. Government officials and UN agencies presents their presentations. On second day participants were divided into three groups to suggest expert recommendations in order to develop the need based action plan for AJ&K.



Mr. Khawaja Sadiq Dar, Secretary Department of Education AJK delivering inaugural speech during AJK school safety workshop

Learning from the past on DRR

How the British Did it Better | Usman Qazi

In a relentless pursuit of growth and development, the Pakistani state has ignored colonial-era strategies—that took natural risks, like monsoon floods, into consideration.

The Indus River is unique in more ways than one. If we ignore this, we do so at our own peril. In the last three decades, or more, the Pakistani state has been putting aside concerns for the uniqueness of our river, and relentlessly pursuing multi-billion rupee constructions, endangering existing infrastructure and the lives of our people.



Colonial-era designers were more aware of such natural forces, planning with and around them to prevent the sort of floods we have seen over the last three years. The Pakistani state has not only ignored, but worked against some of the colonial-era planning that helped the British avoid the devastation that we see today. Water flows at incredibly different speeds through the River Indus—anywhere between a few thousand, to millions of cubic feet per second (or cusecs). Colonial era designers of the Indus Basin Irrigation System (IBIS)—the largest contiguous irrigation system in the world—were well aware of these huge fluctuations in water flows from one monsoon season to the next. Since the IBIS was primarily built on the left bank of the river (the east of the Indus River, if you look at an average map), it meant that the right bank (or the west of the river) was empty. There was a reason for this. The right bank sat between the Suleiman mountain range, and the Indus. And that meant that there was less land to irrigate. And that the area needed to be mostly free, so that water flowing from the Suleiman mountains could wash out in the Indus.

This right bank was not just useful to deal with water from the Suleiman mountains. It was also useful to deal with the excess water from the Indus River during monsoon seasons. The British officially picked parts of the right bank, and designated them as "breaching sections" in various land use plans. A "breaching section" was meant to be blown up if authorities feared that the water pressure on the other side of the river may breach the protection infrastructure and jeopardize the canal infrastructure. The geographical depressions in the area between the right bank and the mountain range would hold the excess water and the embankments would be repaired after the Monsoon season. For this reason, no major infrastructure was developed on the right bank in these breaches. Special relief funds were routinely allocated to alleviate the inconvenience of people who would be evacuated from the areas and affected by the controlled breaches.

Pakistan's policy shift

In 1976, technical and safety considerations gave way to political expediency. The Pakistani state started to violate land use plans that would govern the application of lands on both sides of the Indus River. Instead, the state started to construct a number of mega infrastructure schemes, chiefly the Chashma Right Bank Canal and the Indus Highway. Naturally these developments have spawned permanent human settlements, businesses and community infrastructure in areas that the British would earlier call flood-prone.

In the colonial era, the British had a plan for how to deal with excess flood water—they would declare areas, on the left bank in Sindh and right bank in Punjab, as breaching sections. Now, when the flood water becomes too overwhelming for the embankments to contain, irrigation managers are faced with the choice of imperiling either the intricate canal system on one bank, or the equally vital newly constructed assets on the other.

With the violation and seemingly irreversible changes of the land use plans, the old rules and protocols about blowing up the officially designated breaching sections in the event of a flood have become redundant—and no new rules are being put in place.

This has given rise to a culture of might-is-right with the more powerful and influential sections of society asserting their prowess to stop embankments breaches where they see it imperiling the assets belonging to themselves or their supporters. This open playing field translated into water breaking the embankments and other lines of flood protection on the right bank of the Indus River downstream of the Guddu barrage near Kashmore, and during the 2010 floods—submerging areas that would not have been inundated under British land use plans and flood management protocols.

This article was also published on www.tanqeed.org

Importance of Structural and Non-Structural Risk Assessment of Schools

Mubushar Hussain

Within our social infrastructure, schools are carrying the most important place where nature and personality development of a child starts. Functional efficiency of schools depends upon many factors, including physical elements like their locations and building designs. It is a common observation that schools are located on marginalized land and buildings are not purpose designed, particularly in unplanned areas and in rural setup. These factors make them vulnerable to natural and other disasters. This situation has surely posed a challenge to our decision makers and development planners. The earthquake of 8 October 2005, which claimed thousands of human lives, heavily destroyed buildings and other infrastructure. As per ADB-WB report of November 2005, 67 % of the total institutions or 7,669 out of 11456 buildings in 9 districts of AJK and KPK were either fully or partially damaged including private institutions. Resultantly, more than 18,000 students and 853 teachers and staff lost their lives. A substantial number of teachers, school staff, and students were suffered from emotional trauma and injuries. Similarly, significant damages were also occurred during floods of 2010 to 2012.



Risk assessment is a means of checking the potential for unwanted situations to occur, enabling decisions to be made about steps which could minimize the possibility of the situation arising. Effective risk assessment leads to the development of effective and informed risk management strategies which in turn reduce the likelihood of serious incidents and/or losses. Risks are divided into two categories: non-structural and structural. Non-Structural risks relate to the danger of falling objects or other risks not connected to the building's safety. Many injuries are caused by objects falling such as poorly secured bookcases and electrical appliances falling in classrooms. Structural risks relate to the safety of the buildings themselves. How likely is a building to collapse or suffer serious damage during an earthquake or other disasters? Structural elements such as beams, columns, floors, walls, and foundation, are designed to resist the expected pushes and pulls of gravity, wind, earthquakes, and other types of loads in order to prevent structural collapse. Strengthening the structural and non-structural elements of a school building to resist natural hazards like earthquake, flood; and human-induced hazards like fire, is an important step toward improving the safety of school communities. Primarily structural elements are to be made disaster resilient during construction or reconstruction/addition & alteration by the building department. Building Code of Pakistan and other spatial standards set at national and local levels for schools are important tools. However, the issue is that even these available tools have not been fully implemented as majority of school buildings are semi-engineered or non-engineered, particularly the private schools. After 2005 earthquake, certain guidelines and related parameters have been developed with international assistance for seismically resistant school buildings in earthquake prone areas in Pakistan. These guidelines are ranging from indigenous construction techniques to the modern confined masonry and frame structures.

The non-structural elements of a building include the decorative details and those functional building parts and contents which support the activities in, and the performance of, the building. Non-structural elements make it possible to enjoy and use a building safely, comfortably, and efficiently as distinguished from the structural elements that maintain the physical integrity of the building. Typical non-structural elements of a building include architectural (windows and partition walls, parapets, cladding etc.), mechanical systems (heating, ventilation, air-conditioning/fans, fire protection, water and sewage etc.), electrical systems (transformers, lighting, emergency power etc.), furnishings and equipment (computers, cabinets/shelving, lab equipment etc.), and hazardous materials (natural gas, chemicals etc.). Securing the non-structural elements improves the safety and security of the school community during an earthquake and other emergencies resulting in safe and clear exit ways for evacuation and to access the building, reduces casualties and improves the likelihood of using the building as a shelter. Disaster risk management plans for individual schools can explain all the relevant risks, strategies their management, and roles and responsibilities school community with a calendar of activities (mock-drills and awareness weeks etc.).

Culture of School Safety

Arshad Khan

The frightening trend of increasing number of disasters and their impacts on our education sector requires urgent measures to create an environment that minimizes losses and damages occurring very frequently in and around schools. In any society, Education sector plays a vital role as it significantly contributes to reshaping a country's future by educating children. Everyday children spend between 5 and 6 hours in schools. Therefore, it is imperative to assess and evaluate whether children spending so much time in and around their schools are safe or not? Does a school have a 'culture of safety' in practice to protect lives of children prone to and at risk of natural and human induced disastrous events?



Culture of safety reflects "the attitudes, beliefs, perceptions and values that employees share in relation to safety". In this context, 'culture of safety' can be defined as a means to reduce the impact of hazardous and disastrous events - through behavioral and attitudinal changes among children - or any possible threat to a school and children. It can also be defined as the habit or practice that an individual or group of people or community adopts to protect itself from any harm or danger whether it is a natural or human induced. It is crucial to understand that the concept of 'culture of safety' has a relevance to the impact of disasters and emergencies affecting the Education sector. There is no denial of the fact that the 'culture of safety' ensures a safe environment to individual, neighborhood, community and society, and a nation altogether. In this connection, school works as a catalyst in enabling the environment of 'culture of safety' by bringing community and institution together to anticipate the future risk.

The question remains how to ensure a '**Culture of Safety**' in practice to **influence the attitude and behavior of children, teachers and others support staff of schools**. Just developing school disaster management plans will not achieve the objective of DRR and school safety unless 'culture of safety' and its practice by conducting mock drills and exercises on a regular basis is made mandatory for every school.

'Safe School': How We Can Make Our Schools Safe?

In order to make school safer, we need to implement a three pronged approach:

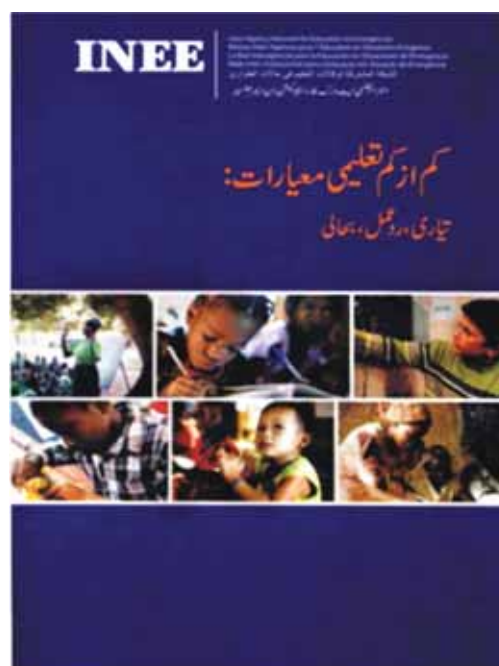
Policy Measures: Provincial and local level rules, regulations, policies formulation such as inclusion of DRR in syllabus, regulatory arrangements to ensure provision and use of school safety equipment to deal with natural and human induced emergency situations. Structural and non-structural measures help ensuring school safety by putting in place the necessary DRR legal and regulatory arrangements and providing an enabling environment for their implementation.

Structural Measures: The measures include retrofitting (reinforcing) or constructing multi-hazard resistant school buildings, provision of enough open space and building ramps for physically disabled children.

Non-structural Measures: Preparing school disaster management plans, raising DRR awareness and educating school population i.e. building capacity of students, teachers and support staff by imparting trainings: what to do before, during and after a disastrous event or emergency, and more importantly conducting mock drills and exercises on a regular basis as well as identifying areas that need improvement.

Nine Reasons To Provide Education During And After Conflicts And Disasters

- In 2000, at Dakar, the global community committed itself to achieving education for ALL, including those affected by conflict and disaster: conflict, natural calamities and instability....”
 - Quality education is a fundamental human right, as laid down by International Law. These laws do not distinguish between conflict or disaster-affected populations and those not affected.
 - Education is a fundamental tool for protection of conflict- and disaster-affected children and youth from harm and exploitation.
 - By giving hope for the future and providing order, structure and a sense of normalcy, education can help to mitigate the psychosocial effects of conflict, disaster and displacement.
 - Conflict- and disaster-affected communities place strong emphasis on education, often even giving it priority over more material needs.
- Schooling and non-formal education programmes enable the communication of essential life-saving messages.
- Provision of education during displacement can help to overcome gender disparities.
 - Provision of education in PCPD situations promotes economic and social reintegration and reconstruction.
 - The joint efforts of national governments and the international community to respond to conflict and disasters may provide an opportunity to build back education systems to better standards than before the disaster or conflict.



RESPONDING TO THE FLOODS

Relief and Early Recovery: the integrated approach

UN offices and agencies coordinated with the Government of Pakistan to support national efforts to respond to the floods. Coordinated by OCHA, the UN rolled out the cluster system aiming to strengthen the overall response capacity and effectiveness through promoting and enhancing partnerships and accountability, improving strategic field-level coordination and prioritization, and ensuring predictable leadership in terms of guidance, standards setting, and response coordination.

While the majority of people needed life-saving assistance for many months into the crisis, in locations where the floods had come and gone just weeks from the onset of the disaster, some communities were returning to their homes to rebuild or repair the damage, restore community infrastructures and recover their livelihoods. This meant the UN and other humanitarian actors had to ensure both relief and early recovery support was being provided in parallel and in accordance to the diverse needs of flood-affected people.

Adopting a two-track approach to relief and early recovery, implementing both activities at the same time and in accordance to the needs, the Government and the UN were able to adapt the response to the contrasted nature of the crisis.

Having planned this approach early, identifying objectives, outcomes, outputs, and indicators for all sectors for both relief and early recovery activities, the Government and the UN managed to establish a good link between relief and early recovery activities on the ground.

Six months into the response, with early recovery activities ongoing in the majority of flood-affected areas, on 4 February 2010, the Government of Pakistan announced the relief phase was over, and assumed joint coordination responsibility of the response with the United Nations Development Programme (UNDP) and the newly formed Early Recovery Working Group.

The cluster system was duly replaced by an early recovery focused system of sectoral working groups and thematic groups, with co-chairing between departments of the Government of Pakistan, UN agencies, and other co-chairs.

One year on, with the emphasis of the response solely on recovery and repairing the damage inflicted by the floods, the UN remains committed to assisting the people of Pakistan, helping them rebuild their homes, recover their livelihoods, and restore community infrastructures.



The Gender Imperative

Women and children are particularly vulnerable in any disaster. The challenges that were faced by them in the aftermath of Floods 2010, exhibited the need to constitute an institutional mechanism within DRM structure to integrate their specific needs and concerns in the whole spectrum of disaster i.e. disaster risk management and preparedness, rescue, relief, early recovery, rehabilitation and reconstruction .

Consequently, NDMA established the Gender & Child Cell in August, 2011 with the technical and financial support of various donors. Main purpose of the GCC is to mainstream issues and concerns of vulnerable segments of society; especially women, children, elderly people and those with special abilities.

The GCC organized a series of consultative workshops with a view to raise awareness on gender equality and child protection; thereby leading to a policy draft on social protection. The consultations involved greater interaction with key stake holders including representatives from government, UN and civil society.

The GCC organized a consultative session in Muzaffargarh-AJK, involving key ministers, parliamentarians and government officials. The main purpose of the consultative workshop was to build the capacity of NGOs and government departments in gender perspective & policy on protection, prevention & provision. The session was successful in facilitating and reinforcing synergies amongst various players in the development sector purpose of the session was to sensitize the officials working at the NDMA and other federal agencies about the importance of gender markers with a view to prioritize the projects which had minimum acceptable threshold of gender concerns being addressed.



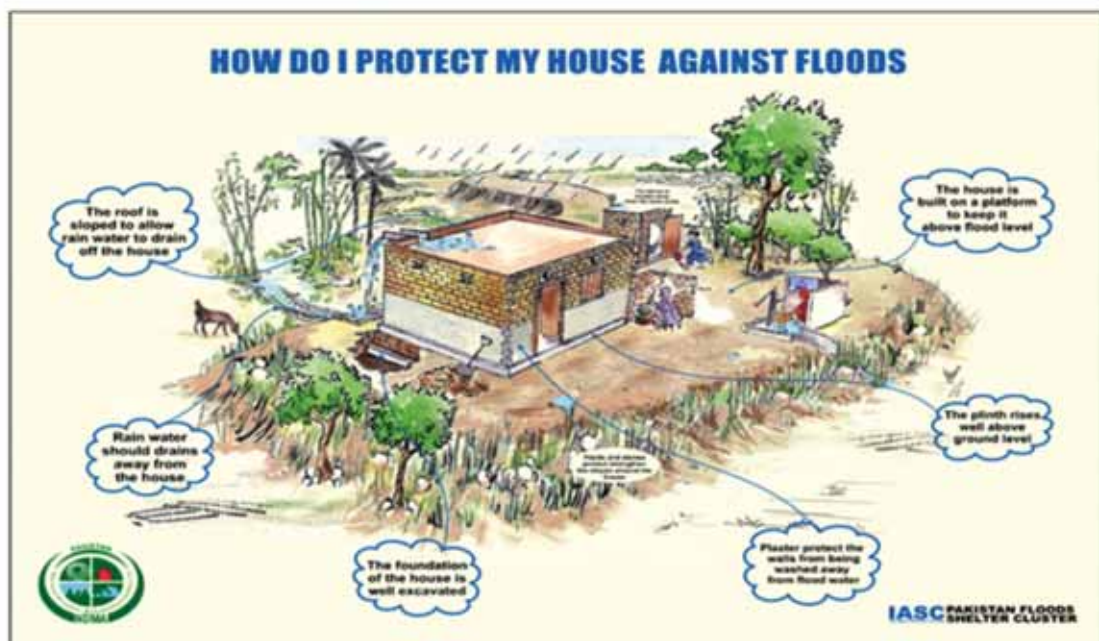
Chairman NDMA Dr. Zafar Qadir, Senator Syed Nayya rBukhari, Ms. Shehnaz Wazir Ali, (SAPM) in a meeting with UN delegation on Gender Policy Dialogue for NDMA

Gender Needs in the disaster

Need for awareness raising on specific needs and concerns of women, children, elderly and people with special abilities during various phases of humanitarian response remained a challenge.

However, the NDMA and PDMA's succeeded in creating an institutional environment that has the flexibility and leadership to create greater impact in the near future. The NDMA initiated policy formulation on gender equality and child protection. This would feed into formulating national policy on social protection.

Furthermore, the NDMA urged the humanitarian community and other relevant stakeholders to incorporate gender and social protection concerns into relief and recovery interventions. The NDMA incorporated women, widows, elderly persons, persons with special abilities and other social demographics into DRR policy.



Model Villages Progress

Background

Pakistan in 2010 experienced worst floods in its history. The unprecedented rainfall caused huge amounts of rapidly moving water to sweep through towns and villages across the Northern provinces before swelling the banks of the Indus River which brought the devastation to the South of the country. Aside from coping with the loss of lives and livelihoods, one of the most difficult situations faced by flood-affected people in Pakistan was the reconstruction of their houses. Having fled the rising waters, many people returned home in the following weeks and months to find they had no shelter for their families. People were forced to sleep under the open sky or to find overcrowded accommodation with friends and relatives. National Disaster Management Authority (NDMA) and Provincial Disaster Management Authorities (PDMA) estimated the figure of damaged/destroyed as 1.75 million.

In Punjab, where nearly 498,000 houses were recorded as damaged or completely destroyed, Layyah, Muzaffargarh, DG Khan, and Rajanpur, were some of the worst-affected districts. There, the torrential rains have wrecked entire villages, swallowed up by rivers that have turned into wrenching torrents sweeping away houses, crops and livestock.

Punjab Government announced the establishment of "Chief Minister Relief Fund for Tameer-e-Pakistan" for all to join in the immense reinforcement, revival and restoration effort following the devastating floods. In response to the appeal of Chief Minister Punjab, number of national and international donors extended their hands and donated substantial grant in cash as well as in kinds for the provision of shelter to homeless.

Chief Minister promulgated the idea for the construction of 22 model villages with initial funds of Rs. 1.35 billion in 7 districts which are affected by devastating flood. The Model Villages are furnished with basic amenities of life and the residents may enjoy their lives with improved standard of living on sustainable basis. It was decided by the Chief Minister, Punjab that the School, Park, Dispensary, Livestock Shed, Livestock Dispensary, Biogas plant, Solar Energy System, TEVTA Center, Community Centre will be constructed in each Model Village. For this purpose, 216 acres of land was acquired by the Government of Punjab in 7 districts.

Initially, this task was assigned to Punjab Rural Support Programme (PRSP), but due to inordinate delay in the completion of the project, Provincial Disaster Management Authority was assigned the responsibility to complete the task with its real spirit. With the support of technical inputs of NESPAK, ACE Arts and collaboration with district administration, PDMA-Punjab completed the construction of model villages in stipulated time period.

(Source: <http://modelvillages.punjab.gov.pk>)

Review Meeting on Draft Toolkit on Inclusive Education

A meeting of experts and practitioners of special education/ inclusive education to review the draft script of the toolkit held on 6-7 February 2013 in Islamabad so as to help improve the draft script of the toolkit. The participants included from Special Education Department, Govt. of Punjab, Directorate of Staff Development, Govt. of Punjab, University of Punjab, Lahore, Allam Alqbal Open University, Islamabad, teachers, head teachers and managers from schools and colleges of Islamabad Capital Territory (ICT), representatives of relevant Civil Society Organizations of Punjab and Islamabad. Recently, Pakistan has taken a number of historical steps towards Inclusive Education under the framework of Education for All. These include; recognition of access of all children aged 5-16 including disabled children to free and compulsory education as a fundamental right through constitutional amendment during April 2010, and ratification of UN Convention on the Rights of Persons with Disabilities (CRPD) on 5th July 2011. UNESCO has been supporting provision of educational opportunities to the children with special needs.



Salamanca Statement and Framework of Action on Special Needs Education, supported by UNESCO during 1994, underlined inclusive orientation of regular education systems to meet learning needs of disabled children without any discrimination. During 2011-12, UNESCO Islamabad office extended technical assistance to relevant organizations for raising awareness about obligations and commitments of Pakistan with respect to CRPD and promotion of inclusive education in the country. UNESCO has supported Department of Special Education, University of the Punjab, Lahore for development of a toolkit on Inclusive Education.

Dr. Kozue Kay Nagata, Director UNESCO Islamabad, in her inaugural speech, appreciated Special Education Department, Govt. of Punjab for their initiation of policy dialogue for promotion of inclusive education and for taking certain strategic actions. She acknowledged the professional contribution by the Department of Special Education, University of Punjab, Lahore, for preparing first draft of the toolkit on Inclusive Education. This toolkit has been developed to introduce and promote the concept of inclusive education and impart knowledge and skills to the educationists for creation of inclusive environment in schools, she informed the participants. She hoped the significant contribution of the participants to improve and enrich content of the toolkit would pave the way for expanding educational opportunities for the disabled children in Pakistan. After two days' extensive reviewing the draft toolkit on inclusive education, the participants appreciated the good work done by the team and recommend very strongly that the effort should continue to make it more purposive even if more financial input is required. The efforts of the team and umbrella of UNESCO were warmly acknowledged. However, by incorporating the suggestions would be more useful for the use of general teachers for the purpose of inclusion, they added.

In the light of suggestions and recommendations, extended by the participating experts, UNESCO Islamabad intends to revise and update Toolkit on Inclusive Education for better and wider use by practitioners of inclusive education in Pakistan.

Pacade executive body meeting

The PACADE Executive Committee Meeting was held on 18th February, 2013 at PACADE office, 101, J-block, Model Town, Lahore.

The following were present:

1. Mr. Inayatullah
2. Mr. RizwanAzeem
3. Mrs. Naseem Sheikh
4. Mr. SaeedKhawaja
5. Mrs. Rubinalmtiaz (she left after 15 minutes)
6. Mr. GhulamMurtaza (accountant)
7. Mr. Umar
8. Ms. Faiqa
9. Ms. NasiraYousaf
10. Ms. Sidra (Teacher)
11. Ms. Zoya (Student)

Chairman of PACADE welcomed the members to the meeting. The follow agenda was then taken up.

1. Review of PACADE activities
2. Expenditure statement
3. Fund-Raising
4. Future Projects
5. Proposals from members

PACADE ACTIVITIES:

Chairman presented a review of the PACADE activities. He informed the members that 10 Community Learning Centres at Wahga Border area and Okara district were successfully completed. One such centre located in Mandianwala was continuing to function, thanks to the teacher Ms. Sidra. He then introduced Ms. Sidra to the members. Ms. Sidra briefly spoke about her centre. She said, that learners were keen to continue coming to the centre, and that there was demand for setting up more centres in the nearby villages. She was asked to visit these areas and submit a report. She thanked to PACADE for guidance and assistance.

Chairman drew the member's attention to some of the activities under taken by PACADE.

These are:

1. Advocacy Meetings held at Lahore, Peshawar, Islamabad and Karachi to promote the cause of EFA.
2. Participation in the Global Campaign for education particularly with regard to early childhood care and education.
3. Meetings of the Literacy Forum including one posted by secretary department of Literacy and Non-Formal basic education.
4. The meetings with the print and electronic media to discuss issues relating to literacy and school education.
5. PACADE was able to compile and print four UNESCO-PACADE's newsletters, which have been widely appreciated.

EXPENDITURE STATEMENT:

The expenditure statement was presented by the chairman for the period January to December 2012. It was approved by the members.

FUND-RAISING:

Chairman informed the members that an amount of Rs. 205065 was to be paid as rent of the PACADE office and then, PACADE did not have enough funds to make this payment. He asked the members for donations to meet this expenditure. He volunteered to provide Rs. 20000/-. Some of the members responded positively.

Details are as follows:

1. Mrs. Naseem Sheikh = 20000/-
2. Mr. Saeed Khawaja = 20000/-
3. Mr. Rizwan Azeem = 5000/-
4. PACADE accountant Ghulam Murtaza promised to secure Rs. 30000/- from various donors.

FUTURE PROJECTS:

Copies of a new proposed project were distributed amongst the members. The project related to the setting up of a "Women Resource Centre".

Hopefully, chairman said, it would be approved by one of the donors. He added that, more projects were under preparation.

PROPOSALS FROM THE MEMBERS:

Chairman referred to the Japanese' small grant scheme for NGO's and said, that under the said scheme funds could be secured for construction of a building for a PACADE project. He asked for suggestions from the members as to how this could be taken up.

Mr. Rizwan Azeem responded by offering a plot of 4 marlas located on the Riawind road. Chairman said, that PACADE should go for a 10 marlas plot.

It was decided that Mr. Rizwan Azeem and the accountant would explore the availability of 10 marlas plot at a suitable place.

Mr. Rizwan Azeem was also asked to visit the Mandianwala Community Learning Centre run by Ms. Sidra. And make suggestions for expansion of activities and explore possibilities of offering new centres.

Chairman said, that another PACADE Meeting would be held soon and the absentee members would be particularly requested to attend.



The Literacy Forum (TLF) Meeting

The Literacy Forum meeting was held on February 18, 2013 at the premises of PACADE 101, J-Block Model Town, Lahore.

The following participated:

- | | | |
|-----|-----------------------------|------------------------|
| 1. | Mr. Inayatullah | PACADE |
| 2. | Brig. Abdul Basit Rana | NCHD |
| 3. | Mr. Waseem Asghar | NCHD |
| 4. | Ms. Nasira Yousaf | PACADE |
| 5. | Ms. Ayesha Jabbar | Alif Laila |
| 6. | Samreen Mona | Alif Laila |
| 7. | Maj. Gen.(R) M. Saleem Khan | Social Welfare society |
| 8. | Ch. M. Ismail | Social Welfare Society |
| 9. | Mr. David Dewan Masih | Nirali Ketaben |
| 10. | Mr. Azeem-ur-Rehman | Literacy Deptt. |
| 11. | Mr. Faisal Shabbir | ITA |
| 12. | Shahbazshaheen | Azaan Foundation |



The highlight of the meeting was a comprehensive presentation by Director NCHD Punjab Brig. Abdul Basit Rana about the Commissions' activities in the province.

These are summed up as follows:

NCHD's Achievements in Punjab (Since 2002-2012)

- " NCHD has worked in 36 Districts 2002-2010.
- " Establishment 68417 Adult Literacy Centres.
- " Graduated 1.56 Millions female from 64187 ALCs in Punjab.
- " NCHD Trained Teachers 69270 on phonics method.
- " NCHD Trained 10650 Local Area Supervision for monitoring & facilitation purpose.
- " NCHD established 2250 Post Literacy Centre in Punjab during 2006-2008.
- " NCHD Literacy team Provide health education to 1.58 Millions Female.
- " NCHD Literacy team also trained 1.56 Millions female on NIMKOL preparation.
- " NCHD is working in Low Literacy Area in Punjab on priority basis first by focusing them.



Literacy Phase 2 (2012-2013)

- " Now NCHD is working in 11 Focused District & in 7 Tehsils. NCHD Established 2500 ALCs in 2012-2013.
- " NCHD Graduated 61236 female.
- " NCHD is going to established 4230 ALCs in the Focused Area.
- " Now NCHD also focusing on providing Technical education (Skill Development Program) to graduated learners.

The Director was very keen that NCHD should work in close coordination with the Punjab Literacy Department, however, regretted that in spite of his efforts the Department has not responded in this respect. Despite his calls, he has not been able to meet the Secretary of the Department.

Chairman TLF Mr. Inayatullah said that the lack of coordination and cooperation was indeed most unfortunate. He remarked that he would like the Secretary to find time to invite Director of NCHD as early possible.

Representatives of Alif Laila Ms. Ayesha Jabbar and Ms. Samreen Mona spoke about their activities and they promised to send material about the various programmes undertaken by them. Their work was much appreciated. Chairman TLF drew the attention of Director NCHD to the remarkable reading material produced by Nirali Kitaben in various languages. Director NCHD expressed a desire to visit Nirali Kitaben head - office. Vice President TLF Mr. Devid Dewan Masih welcomed NCHD's Director's interest in Nirali Kitaben publications and programmes. During discussion Director NCHD and Chairman TLF while appreciating ITA ASER Programme questioned the figure of the dropout rate shown as 5%. According to all previous estimates the figure is around 30% to 40%. ITA representative Mr. Faisal Shabbir said that he would convey these remarks to NGO's Chairman. Mr. Shahbaz Shaheen representing Azaan Foundation, explained various activities of its 6 months Literacy Programmes in which English is also imparted. He invited the Director NCHD to visit Azaan's office and see the programmes undertaken by the NGO. The meeting was also attended by Mr. Azeem-ur-Rehman, District Officer Literacy Lahore. He talked about some of the previous programmes and informed that no Adult Literacy/CLCs Centres were being opened by the Department this year in Lahore district. During the lively discussions at the meeting besides others Maj. Gen. (R) M. Saleem Khan actively participated in the deliberations. He very much regretted that Punjab Literacy Department was making very little effort to accelerate the spread of literacy in the province. The meeting ended with the resolve that TLF should emphasis the urgency of meeting Dakar Literacy goals in various ways including contribution to the media. It was well understood that the primary responsibility in this respect rested with the provincial government.

UNESCO functions as an advisor to the Government, an advocate of international norms and standards, a convener of relevant stakeholders, a clearing-house for dissemination and sharing of information and knowledge, a laboratory of innovative ideas and a provider of technical assistance to improve national capacity.

Dr. Kozue Kay Nagata
Director/Representative
UNESCO Islamabad

POOR STATE OF BASIC EDUCATION IN PAKISTAN INAYATULLAH

Our media, both print and electronic is saturated with noise and fury about politics, violence and corruption scandals. Seldom do they focus on social issues especially education and health. There may periodically be an exception or two but these subjects hit the headlines only when there a tragic happening like girls fainting in a school or patients dying because of administering of lethal spurious medicines. Also, while there is a lot of publicity about higher education now and then and news about distribution of laptops, there is hardly any mention of the tens of millions of illiterates in the country or the state of the school education.

In this context, it is a matter of considerable satisfaction that a non-government organization has been undertaking surveys of school education in Pakistan and publishes a report on both "access to" and "learning outcomes" in both public and private schools as also statistics about the out-of-school boys and girls.

The Annual Status of (school) Education Report (ASER) released the other day, this year too, reveals a dismal picture. Just read some of the highlights of the Report.

1. Close to 1/3rd of the children of 6 to 16 year of age in Balochistan and Sindh are out of school.
2. This ratio rises to 61.2 percent in Sindh and 77.7 percent in Balochistan in regard to early childhood education.
3. In Punjab, the ratio is less although quite large in numbers being 17% or so. KPK too comes close to this figure.
4. In government schools in Punjab the average absentee student ratio is as high as 14% while it is much higher in Balochistan and Sindh.
5. Almost 75% of the students drop out of schools before reaching class 10th while millions leave in the first two years in the primary schools.

The position is equally depressing in regard to the state and standards of "learning outcomes" as given below.

- a) 93% of children in Balochistan cannot read a class two text story in Urdu or the regional language.
- b) While upto 77.6% cannot properly read sentences. Even in the case of class 5th students these ratios were found to be 64% and 28%.
- c) In Sindh 84% of the class 3rd students could not read properly the class 2nd text story while the ratio for the class 5th students was 40%.
- d) In the Punjab and KPK, these ratios were around 70% for class 3rd and for class 5th students, it ranged from 33% to 56%.
- e) In terms of English reading, the failure rate in Balochistan is as high as 94% for class 3rd students and 68% in class 5th.
- f) In Punjab only 26.7% of class 3rd and 61% of class 5th students could read English sentences.
- g) Around 70% of children in Sindh and Balochistan could not solve three digit sums.
- h) The failure ratios in Math in Punjab and KPK was 44.5% and 55.9% respectively.

The survey also includes the figures about the lack of basic facilities like toilet and drinking water, as also the availability of libraries and computer laboratories.

What is urgently called for is another exercise to follow up on these findings to bring about necessary improvements as aptly stressed by Ms. Nargis Sultana of the Open Society Foundation.

How correct are these survey figures? In the absence of any other scientific assessment, one may have to acknowledge the value of this exercise. Mr. Justice Khalil-ur-Rehman, speaking on the ASER launching seminar in Lahore while appreciating its data, emphasized the need for such surveys on the part of the government, as well. As Chairman of the Right to Education Commission (25-A Article of the Constitution) set up by the Punjab Government, he disclosed that the Commission had gathered its own data using all the available resources and that a comprehensive report had been prepared. Hopefully this report would be made public soon.

All in all, the picture emerging from the ASER survey is quite dismaying. In my own visits to a number of high schools in the Punjab sometime back, I found the infrastructure fairly satisfactory. What I found missing was the passion for teaching amongst the staff and an increasing reliance on the part of students, on tuitions. In many schools I found students being mistreated and even physically beaten. It was disappointing to find that libraries and science laboratories in these schools were hardly visited by the students. In many schools the science labs lacked minimal equipment. Many libraries were found closed. Headmasters complained of undue interference by the politicians and the district education staff. A welcome feature in the Punjab schools was the well-provided computer labs.

All in all, the state of school education learning-outcomes-wise is quite depressing. At the Lahore ASER launching, the speakers rightly emphasized the urgent need for improving the syllabus and content. Leading Human Rights activist, I. A. Rehman expressed his deep dissatisfaction at what is being taught in the schools. The students are indeed the architect of the future of the country. Rehman pointed out that less than 5% of the GDP was being spent on the social sector in Pakistan.

In most of the surveys relating to education or meetings held to boost its cause, what is generally left out is the huge numbers of illiterates in this country and how little is being done to increase literacy to catch up with the rest of the world. Imagine a country where nearly half of its population and two thirds of its women cannot read and write. Can a country make any real progress if such a large number of its inhabitants remain deprived of the basic human skills of reading and writing? And this in the 21st century when computer literacy has become a must for even routine functioning of the society!

With the 18th amendment, education in Pakistan, has ceased to be the concern of the central government except for the federal territories. There is now no national planning, standard setting or monitoring. Already in Balochistan and Sindh literacy programmes are practically non-existent. In the Punjab which had taken the lead by setting up a full-fledged literacy department, there has been a slowing down of activities. The number of adult literacy centres has been reduced considerably while a much smaller number of CLCs are being setup. The government is disappointingly oblivious of the international commitment to achieve the 86% literacy targets by the year 2015. All the plans earlier prepared and beautifully printed by the Department have been forgotten. The truncated National Commission of Human Development has with difficulty, managed to survive and is presently struggling to supplement to some extent, the grossly inadequate efforts of the provincial governments. The 2012 Global EFA Monitoring Report findings for Pakistan are indeed alarming. Pakistan according to its assessment, will not be able to achieve any of the Six Education-For-All goals by 2015.

The writer is an ex-federal secretary & ambassador and a freelance political and international relations analyst. Email: 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 Centers 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 sensitize 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 organization 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 organizing 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.

Natural Disasters in Pakistan



Pakistan Earthquake 2005



Floods affected more people and also caused massive damages compared to other disasters in Pakistan



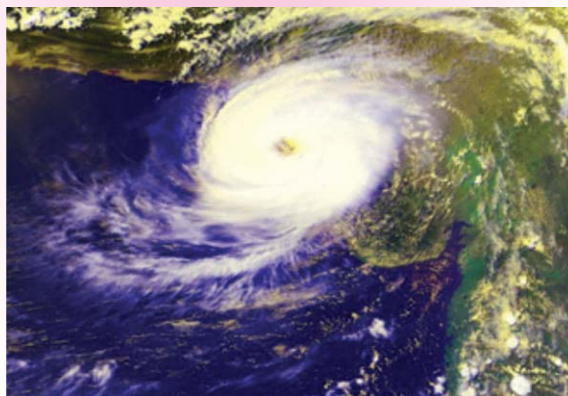
Landslides in GB, AJK and in some parts of KPK areas seriously disrupts the normal life



Drought has become a frequent phenomenon in the country due to rise in pollution and climatic changes



Glacier Lake Outburst Floods (GLOF) pose grave threats in the Hindukush-Himalaya region



Cyclone 2A making landfall near Karachi. Pakistan has a 1,046-kilometre (650 mi) coastline along the Arabian Sea

PAKISTAN ASSOCIATION FOR CONTINUING & ADULT EDUCATION

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

Fax: 092-42- 35830148, E-mail: pacadepak@gmail.com