



United Nations
Educational, Scientific and
Cultural Organization

2011 IS THE NATIONAL YEAR FOR LITERACY



UNESCO - PACADE NEWSLETTER

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Adult Education



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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 about 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, a 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 literacy programmes. In this connection it remains in touch with the central and provincial governments in Pakistan, National commission for Human Development, education foundations, universities and international agencies including UNESCO, UNDP, Asian Development Bank, UNICEF and NGOs active in Pakistan as well as other international organizations related to EFA.

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 organised 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 and Bangkok. He was invited to the UN World Conference of NGOs in New York where the proposals for the following UN Millennium Summit were formulated in the year 2000. In his capacity as a newspaper columnist, he has been writing for the promotion of literacy and education helping UNESCO Islamabad to involve the media and the parliamentarians in literacy. He has contributed more than two dozen articles on the state of literacy in Pakistan. He was chosen to write the Research paper on Adult Literacy in Asia and Pacific for the prestigious

International Handbook (A publication of the Asia-Pacific Educational Research Association). He has also edited the first ever publication on Continuing Education in Pakistan.

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

FROM PACADE PRESIDENT'S DESK

In this issue, we have highlighted UNESCO's keen interest in taking up the cause of the persons with disabilities. Other educational and cultural initiatives by UNESCO have also been included.

We compliment the new Secretary of the Punjab Literacy & Non-Formal Basic Education Department for expeditiously picking up the pieces and undertaking a review of the programmes with a view to up-scaling and improving the quality of the literacy programmes.



I am personally grateful to the Chief Secretary Punjab, Mr. Nasir Mahmood Khosa for accepting most of my recommendations for accelerating efforts to achieve the literacy targets for the Punjab province as mentioned in my article published in the Daily Nation (reproduced at the end of the Newsletter). Because of his intervention, the next budget for the non-salary development component will be increased by 100%, District Literacy Officers would be up-graded, timely release of funds will be ensured. He has also directed Commissioners of all the administrative divisions to take personal interest in supporting the Literacy Department programmes. I also appreciate his directive to the Law Secretary to prepare a draft law for the enforcement of the Right To Education as provided in Article 25-A of Constitution. Thank you very much Mr. Chief Secretary.

UNESCO – supported PACADE 10 Community Learning Centres have completed their one year programme in Okara and Lahore districts successfully. Around 250 village women have not only become literate, they also have acquired a number of income generation skills. Life skills imparted to them are bound to help them in their day to day life and in household management. PACADE will continue running 2 of these Centres with the help of the local community. Thank you UNESCO.

Useful excerpts from various national and international write-ups on Gender Issues have been included in this issue of the Newsletter for information and reference.

Readers are requested to send us their comments and also provide brief notes about their activities.

INAYATULLAH

Literacy & Non-Formal Basic Education Department, Government of the Punjab

Dr. Pervez Ahmad Khan the new Punjab Secretary for Literacy & NFBE Department is a career civil servant belonging to District Management Group. He has served as Assistant Commissioner, Additional Deputy Commissioner General, Deputy Secretary, Additional Secretary, Project Director and Secretary to Government of the Punjab.



Initiatives of Secretary Literacy & NFBE after joining since November 2011

1. Advocacy with Provincial & District Government

Commissioners' Meetings:

A meeting of Chief Secretary Punjab with Divisional Commissioners was held on 24th December 2011 at Civil Secretariat Lahore. Secretary Literacy & NFBE Department gave a district-wise presentation on the issues and problems of literacy. In the meeting, Chief Secretary announced a 100% increase in non-salary component of development Budget of L&NFBE in the next financial year. He directed Commissioners to call all DCOs and EDOs Education during the Secretary's visits at divisional head quarters and seek to resolve all issues of Literacy Department at district level expeditiously.

Commissioners' meeting decisions:

1. 100% increase in non-salary development budget component
2. Appointment of Literacy Focal Persons for every district
3. Timely release of funds and quick Payment of salary and POL amount
4. Provision of books /material on time

Meetings with EDOs Education from Punjab:

The new Secretary has held a number of meetings with EDOs Education and district literacy staff. He has issued instructions to step up efforts to establish literacy centres and achieve desired results. He has also introduced a new Monitoring Mechanism in the Department.

Literacy Department-UNESCO-BUNYAD Workshop:

UNSECO Pakistan with collaboration of Literacy & NFBE Department and Bunyad Foundation arranged a one day workshop at Sun Fort hotel Lahore. In this workshop different stakeholders from Literacy Department, line Government departments, non government organizations & universities participated. The participants highlighted major issues of literacy in Punjab and chalked out a strategy for future to promote literacy in Punjab. Secretary Literacy & NFBE Department emphasized private-public partnership. He also emphasized the need for integrated movement of all stakeholders with new models for promotion and scaling up of literacy in Punjab to meet the MDGs by 2015.

International Day of Persons with Disabilities



معذور افراد کا عالمی دن



December 3, 2011

To mark the International Day of Persons with Disabilities 2011, a symbolic solidarity walk was organized by Special Talent Exchange Program (STEP) and United Nations Educational, Scientific and Cultural Organization (UNESCO) near Iqra University Islamabad.

Persons with different spheres of life addressed the participants of the walk, Dr. Kozue kay Nagata Director UNESCO in her address said that disabled persons were highly talented agents for social transformation. As a member of the international community, the Government of Pakistan's action to ratify the CRPD is a significant step forward; however, there are still many measures to be taken, including the formulation of legislation on anti-discrimination.



Dr. K.K. Nagata and Mr. Shahid cutting the tape in Islamabad

She also conveyed the message from UN Secretary General on the day. Mr. Muhammad Atif Sheikh, President STEP said that disability and poverty are intertwined. In fact, the qualitative evidence suggests that disabled people are significantly poor in developing countries, and more so than their non-disabled counterpart. Many people with disabilities are denied education or jobs, the disorder may require chronic health care and these in turn drain the scarce household resources. "Unless disabled people are brought into the development mainstream, it will be impossible to cut poverty in half by 2015 or to give every girl and boy the chance to achieve primary education by the same date which are key among the Millennium Development Goals agreed to by more than 180 world leaders at the UN Millennium Summit in September 2000."

Ms. Lucie Dechifre from Handicap International appreciated the effort and ensured that in disaster affected areas of Pakistan disabled persons will be involved in the processes of rebuilding the infrastructure and all kinds of development interventions. Observance of the Day globally provides opportunities for participation by all stakeholders – Governments, the UN system, civil society and organizations of persons with disabilities – to focus on issues related to the inclusion of persons with disabilities in development, both as beneficiaries and agents.



600 persons with disabilities, people from all spheres of society, representatives of Government, International development organizations, representatives of UN agencies joined the event. Among the other partners such as Sightsavers, Handicap International, British Council, Telenor Pakistan, Iqra University, YFP (Youth for Peace) and Sayya Association supported the walk.

A memorandum from the participants urging the representation of disabled persons at policy making level and reforms for inclusive education was handed over to Ministry of Law and Justice followed by the launching of a nationwide 'Ramp Campaign'.

National Roundtable on TVET 2012

Pakistan is known to be a country of young people as 60% population is below 25 years of age. However, the bitter reality is that the youth cohort completing secondary education is merely 16.3 percent, which obviously suggests that a vast majority of school leavers lack basic life skills necessary for maintaining a decent livelihood. Unless their educational and life skills needs are met attaining the country's economic development goals will remain extremely challenging. Therefore, a sustainable delivery of quality Technical and Vocational Education and Training (TVET) is a critically important aspect of Pakistan education system.



Pre-Roundtable Consultative Meeting

Presently, TVET in Pakistan is confronted with multitude of problems and issues such as low quality and relevance, non-availability of duly qualified and motivated teachers, inadequately equipped workshops and inadequate funding. Concerted efforts are also needed to effectively introduce TVE in general school curricula so that education is linked with the world of work.

In order to provide a forum to discuss the problems and issues that pose challenge to the efficient and effective implementation of TVET in Pakistan, UNESCO Islamabad is supporting the National Vocational and Technical Training Commission (NAVTTTC) to organize a National Roundtable of relevant stakeholders. A pre-Roundtable consultative meeting of stakeholders has been successfully organized on 21 December, 2011. The National Roundtable will be held in second quarter of 2012 wherein key national stakeholders and international experts are expected to participate. The participants of the National Roundtable would deliberate upon various issues such as TVE in general school curricula, sustainable funding, training of teachers, effective coordination etc. and recommend viable solutions on the basis of in-country experiences and lessons learnt and successful practices overseas.

از رشتم عدنان

خواتین دشمن روایات کا امتناعی بل 2011ء

ماہنامہ چائنہ جنوری 2012ء

شادی کرے گا یا دیگر کسی صورت میں اس کو شادی کرنے پر مجبور کرے گا، اس کو کسی ایک نوعیت کی زیادہ سے زیادہ سات سال اور کم سے کم تین سال قید کی سزا ہوگی اور پانچ لاکھ جرمانے کا بھی مستوجب ہوگا۔ اس شق کے مطابق جو کوئی بھی جبری یا کسی طریقے سے کسی عورت کو شادی کرنے پر مجبور کرے گا اس کو اسی نوعیت کی زیادہ سے زیادہ سات سال اور کم سے کم تین سال قید کی سزا ہوگی اور پانچ لاکھ روپے جرمانے کا بھی مستوجب ہوگا۔ 498-C قرآن پاک سے شادی کو روکنا: جو کوئی بھی ایک عورت کو قرآن سے شادی کرنے پر مجبور کرے گا اسے زیادہ سے زیادہ سات سال اور کم سے کم تین سال قید کی سزا اور پانچ لاکھ روپے جرمانے کا بھی مستوجب ہوگا۔ اس قانون میں کہا گیا ہے کہ جو بھی کسی عورت کو قرآن پاک پر حلف اٹھانے پر مجبور کرے گا وہ اپنی زندگی شادی نہیں کرے گی اور جائیداد میں اپنا حصہ نہیں مانگے گی تو اس کو بھی قرآن سے شادی تصور کیا جائے گا۔ 498-D عورت کو شادی کی منسوختی کا حق: قذف کے جرم کی دفعہ 14 میں اور مسلمانوں کی شادی کی منسوختی کے ایکٹ 1939ء میں جو کچھ بھی لکھا گیا ہے اس کے اوپر اگر ایک شوہر یہ جانتے ہوئے اس کی بیوی نے اس کے خلاف قذف کی عدالت میں شکایت یا رپورٹ درج کرائی ہے وہ اپنی غیر حاضری یا کسی اور وجہ سے عدالتی کارروائی پوری نہیں کر پاتا تو یہ اس کی بیوی کے لئے عدالت میں شادی کی منسوختی کا دعویٰ کرنے کے لئے شہین بنیاد فراہم کرتا ہے اور شوہر کو قذف کے لئے سزا بھی دی جائے گی۔ مجموعی تعزیرات پاکستان میں ایک شق 402-D کا اضافہ کیا گیا ہے جس کے تحت صوبائی حکومت زنا کی سزاؤں میں مداخلت نہیں کرے گی اور ایسی سزاؤں کو معاف کرنے کا کم لے کر بھی اختیار نہیں ہوگا۔ اس قانون کے مطابق تین سٹیج یا درجہ اول کے مجسٹریٹ مقدمہ نمائشیں گے اور کسی کو بنا وارنٹ گرفتاری نہیں کیا جائے گا۔

15 نومبر 2011ء کو قومی اسمبلی نے خواتین کی صلح کے بدلے، وئی یا سوارہ، جبری یا قرآن سے شادی اور خواتین کو املاک میں حق وراثت سے محروم رکھنے کے خلاف قانون منظور کیا۔ جس کے کچھ دہائیوں بعد بیٹھنے بھی اس بل کی منظوری دے دی۔ اس قانون کے تحت صلح کے بدلے، وئی یا سوارہ، جبری یا قرآن سے شادی اور خواتین کو املاک سے محروم کرنے والے افراد کو دس برس تک قید اور دس لاکھ روپے تک جرمانے کی سزائیں کی جائیں گی اور یہ جرم ناقابل عفو و بخشش ہوں گے۔ اس بل کا خلاصہ آسان الفاظ بیان کیا جا رہا ہے۔ یہ ایک خواتین دشمن روایات کا امتناع (فوجداری قانون ترمیم) ایکٹ، 2011ء کا نام سے موسوم ہوگا اور فوری طور پر نافذ العمل ہوگا۔ اس بل کے ذریعے مجموعی تعزیرات پاکستان میں عورتوں کے خلاف جرائم کے عنوان سے ایک نئے باب کا اضافہ کیا گیا ہے۔ مجموعی تعزیرات پاکستان میں (ایکٹ XLV کے حصے 310) جس حصے کو تبدیل کیا گیا ہے وہ پہلے اس طرح موجود تھا کہ اگر کوئی شخص خاندانی جھگڑوں یا جرائم کو نبھانے کے لئے کسی عورت کی بدل صلح، وئی، سوارہ یا کسی بھی ایسے رواج کے تحت کسی عورت کی جبراً شادی کرے گا تو اسے تین سال قید اور پانچ لاکھ روپے جرمانہ کیا جائے گا۔ مجموعی تعزیرات پاکستان کی اس ایکٹ XLV-1860 میں ایک نئے باب XXA کا اضافہ کیا گیا ہے۔ جس میں مندرجہ ذیل شقیں شامل ہیں۔ 489-A عورت کا وراثت میں حصہ سے محروم کرنے سے روکنا: جو کوئی بھی صوبائی یا غیر قانونی ذرائع سے کسی عورت کو وراثت کی تقسیم کے موقع پر منظور یا غیر منظور جائیداد سے محروم کرے گا اس کو کسی ایک نوعیت کی زیادہ سے زیادہ سات سال اور کم سے کم پانچ سال قید یا دس لاکھ روپے جرمانے یا دونوں سزائیں دی جائیں گی۔ 489-B جبری شادی کو روکنا: جو کوئی بھی دیوانی جھگڑے یا فوجداری معاملے کے تصفیے کی بابت بدل صلح، وئی یا سوارہ یا کسی عورت کی

Training Workshop for Museum Professionals from Asia Pacific Region

UNESCO Office Tehran and Islamabad in cooperation with Center for Cultural Heritage Conservation and Management (CCHC&M), National College of Arts, Lahore organized a 5-day training workshop to build the capacity of Museum professionals from Asia

The workshop titled: “Bringing People to Museum and Museums to People” aimed at professional development of young officers with the academic background and experience of museums in countries of Asia-Pacific Region who are in a position to benefit from new ideas and approaches to heritage interpretation and presentation.

UNESCO Director/ Representative Dr. Kozue Kay Nagata attended the opening event of the workshop at National College of Arts, Lahore. The key resource persons, Dr. Richards Engelhardt and Dr. Aysha Pamela Rogers appreciated UNESCO's support for organizing the workshop. Museum professional from Iran, Afghanistan and Pakistan attended the training workshop.

The focus of the workshop was beyond the traditional role of the museum and included the concept of the entire historic city as a living museum, getting away from the definition of a museum as a physical structure with four walls and a door and included the cultural spaces, traditional skills, community and other tangible and intangible cultural heritage. Major topics of the workshop were: The city as a Living Museum, identifying cultural spaces, supporting grassroots living culture, revival and support of traditional skills, sustainable development etc.



UNESCO's Rights-Based Education Initiatives

Teaching and learning about human rights is a major aspect of UNESCO's rights-based work in education. Human rights education creates a “human rights-friendly” environment and helps learners to live by and promote human rights in their daily lives. This new project aims to develop a curriculum framework for anti-racism and tolerance. In developing this work the Organization will draw upon past and current activities.

UNESCO carries out human rights education projects, in formal and non-formal settings, on gender equality, violence prevention, ethics education and providing access to education for indigenous people, rural people, child workers, children with disabilities and other marginalized groups. It recently convened the United Nations' first-ever international consultation to address bullying against lesbian, gay, bisexual, transgender and inter-sex (LGBTI) students in educational institutions.

Its 9,000-strong worldwide network of Associated (ASPnet) Schools carries out initiatives such as the Transatlantic Slave Trade Education project to study the causes and consequences of the slave trade and combat racism and discrimination. ASPnet Schools are currently testing an innovative teaching tool on children's rights in several countries.

As part of the strategy for Priority Africa, UNESCO is carrying out studies on Human Rights and Education for Global Citizenship in 10 African countries. The studies aim at identifying problems related to their implementation and assisting countries in the region in their endeavours to adopt effective strategies, programmes and activities.

UNESCO has been promoting the World Programme for Human Rights Education (2005-ongoing), in close cooperation with the Office of the High Commissioner for Human Rights, targeting diverse communities, from students to civil servants to police officers.

The UNESCO-USA-Brazil “Teaching Respect for All” project (launched on 18 January) is the latest of several initiatives the Organization carries out to promote learning to live together.



(Source: [www.unesco.org/Education For All](http://www.unesco.org/Education/For%20All))

A Note about International NGOs working for Education for Women

Over many decades, the UN has made significant progress in advancing gender equality, including through landmark agreements such as the Beijing Declaration and Platform for Action and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Gender equality is not only a basic human right, but its achievement has enormous socio-economic ramifications. Empowering women fuels thriving economies, spurring productivity and growth.

Yet gender inequalities remain deeply entrenched in every society. Women lack access to decent work and face occupational segregation and gender wage gaps. They are too often denied access to basic education and health care. Women in all parts of the world suffer violence and discrimination. They are under-represented in political and economic decision-making processes.

For many years, the UN has faced serious challenges in its efforts to promote gender equality globally, including inadequate funding and no single recognized driver to direct UN activities on gender equality issues.

UN Women was created to address such challenges. It will be a dynamic and strong champion for women and girls, providing them with a powerful voice at the global, regional and local levels.

Grounded in the vision of equality enshrined in the UN Charter, UN Women, among other issues, works for the:

- elimination of discrimination against women and girls;
- empowerment of women; and
- achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security.

(Source: www.unwomen.org)

Excerpts from Gender Perceptions and Impact of Terrorism/Talibanization in Pakistan – A

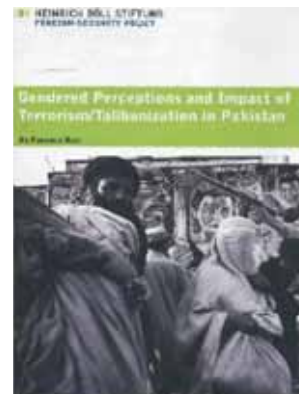
Research study by: Dr. Farzana Bari

Published by: HEINRICH BOLL STIFTUNG

As gender plays a determining role in people's ability to access education, employment, health care and other opportunities to improve their lives, therefore, gender specific approaches are the only way to provide equal opportunities to reintegrate them in post-construction societies. The new consciousness that men and women have gained during the period of Talibanization and displacement due o new roles and responsibilities should also be leveraged to bring changes in women's traditional roles.

Development policies and programmes in conflict areas should have clear gender and youth focus. More than sixty percent of the population in tribal areas is in the age bracket of 15-26 (RIPRTP, 2007). Therefore, it is important that special efforts be made to include youth and women's voices and concerns in all national and community level decision-making processes of reconstruction of

conflict area. Women focused programmes and projects should also be initiated. However these initiatives should be transformative in nature and should be able to move beyond addressing women's immediate needs to bring a long lasting structural change to transform gender relation.



Basic Education and Gender Equality

Education is a fundamental human right: Every child is entitled to it. It is critical to our development as individuals and as societies, and it helps pave the way to a successful and productive future. When we ensure that children have access to a rights-based, quality education that is rooted in gender equality, we create a ripple effect of opportunity that impacts generations to come.

Education enhances lives. It ends generational cycles of poverty and disease and provides a foundation for sustainable development. A quality basic education better equips girls and boys with the knowledge and skills necessary to adopt healthy lifestyles, protect themselves from [HIV/AIDS](#) and other sexually transmitted diseases, and take an active role in social, economic and political decision-making as they transition to adolescence and adulthood. Educated adults are more likely to have fewer children, to be informed about appropriate child-rearing practices and to ensure that their children start school on time and are ready to learn.

In addition, a rights-based approach to education can address some of societies' deeply rooted inequalities. These inequalities condemn millions of children, particularly girls, to a life without quality education – and, therefore, to a life of missed opportunities.

UNICEF works tirelessly to ensure that every child – regardless of gender, ethnicity, socioeconomic background or circumstances – has access to a quality education. We focus on gender equality and work towards eliminating disparities of all kinds. Our innovative programmes and initiatives target the world's most disadvantaged children: the excluded, the vulnerable and the invisible.

We work with a broad range of local, national and international partners to realize the educational and gender-equality goals established in the Millennium Declaration 6 and the Declaration on [Education for All](#), and to bring about essential structural changes that are necessary to achieve social justice and equality for all.

Too many of the world's children are out of school or receive spotty, sub-par educations. Each one of these children has dreams that may never be fulfilled, potential that may never be realized. By ensuring that every child has access to quality learning, we lay the foundation for growth, transformation, innovation, opportunity and equality.

Whether in times of crisis or periods of peace, in cities or remote villages, we are committed to realizing a fundamental, non-negotiable goal: quality education for all.

(Source: UNICEF/UNGEI)



CHERY GREGORY FAYE

Head of UNGEI Secretariat

Head of UNGEI Secretariat, Cheryl Gregory Faye

She has headed the UN Girls' Education Initiative Secretariat since 2007.

UNGEI is a partnership working at global, regional and country levels that embraces the United Nations system, governments, donor countries, non-governmental organizations, civil society, the private sector, and communities and families. UNGEI provides stakeholders with a platform for action and galvanizes their efforts to enable girls as well as boys to complete a quality education – an essential step towards sustainable development and the eradication of poverty. As the Education for All (EFA) flagship for girls' education, the partnership



increasingly makes use of gender as an entry point for addressing other disparities in education globally through mechanisms.

Ms. Faye has a rich background in programme management, fund-raising and social development. She held a series of positions with UNICEF including as the organization's Representative in The Gambia, West Africa, its Deputy Representative in Cameroon, and its Communication Officer in Ethiopia. She also served briefly as Child Protection Advisor to the Special Representative of the Secretary General at the UN Peacekeeping Mission in the Democratic Republic of Congo.

During Ms. Faye's tenure, UNGEI has grown to include a total of 34 national partnerships across Africa, Asia-Pacific, Latin America and the Middle East. Major achievements of the partnership during this period include the mobilization of many additional partners for girls' education, including from the private sector; evidence-based advocacy resulting in high visibility and gender being placed high on the EFA agenda globally; and the evaluation of UNGEI's approach to girls' education. A frequent speaker at global education and development fora, Ms. Faye reminds audiences that, in the words of former UN Secretary-General Kofi Annan, "There is no tool for development more effective than the education of girls."

(Source: UNGEI Secretariat)

Put education at the centre of global development beyond 2015

Policymakers need to step up their efforts for the 67 million children still denied a basic education and the 796 million young people and adults without basic literacy and numeracy skills. Much more can be done in three years left before the Education for All and Millennium Development Goal deadline. But there will still be huge tasks to accomplish after 2015. Despite progress in getting more children into school over the past decade, there are still wide gaps in education opportunities between boys and girls, and rich and poor. Many children drop out of school before they have learnt how to read or write. Inequalities in access and learning will need to be given greater attention after 2015.

As convening agency for Education for All, UNESCO needs to take the lead this year in guiding debates on education priorities to ensure education maintains its central position in the global development architecture beyond 2015. The United Nations General Assembly in September is one important venue for UNESCO to work together with other EFA partners to develop a consensus on education after 2015.

(Source: World Education Blog)

(Source: World Education Blog)

Girls' Education: Breaking the Pattern of Gender Discrimination

Education is the tool that can help break the pattern of gender discrimination and bring lasting change for women in developing countries.

Educated women are essential to ending gender bias, starting by reducing the poverty that makes discrimination even worse in the developing world. The most basic skills in literacy and arithmetic open up opportunities for better-paying jobs for women. Uneducated women in rural areas of Zambia, for instance, are twice as likely to live in poverty as those who have had eight or more years of education. The longer a girl is able to stay in school, the greater her chances to pursue worthwhile employment, higher education, and a life without the hazards of extreme poverty.

Women who have had some schooling are more likely to get married later, survive childbirth, have fewer and healthier children, and make sure their own children complete school. They also understand hygiene and nutrition better and are more likely to prevent disease by visiting health care facilities. The UN estimates that for every year a woman spends in primary school, the risk of her child dying prematurely is reduced by 8 percent.

Girls' education also means comprehensive change for a society. As women get the opportunity to go to school and obtain higher-level jobs, they gain status in their communities. Status translates into the power to influence their families and societies.



THE LITERACY FORUM

A land mark initiative taken by PACADE relates to the setting up of The Literacy Forum which consists of Literacy NGOs based in Lahore. The Literacy Forum meeting was held at Children Library Complex at the end of December.

Mr. Inayatullah welcome the Secretary for Literacy & Non-Formal Basic Education, Government of the Punjab, Dr. Pervez Ahmad Khan and all participants.

He spoke about the purpose of The Literacy Forum. The Forum was get up to strengthen NGOs working for achieving the goals of EFA (Education For All). Participants introduced themselves and informed about their organisations' activities.

The Secretary for Literacy and Non-Formal Basic Education Department took keen interest in the activities of NGOs as narrated by TLF members. He raised many questions and informed about the Department current programmes.

He said that he would circulate a few important questions and expect responses from members.

He also volunteered to host the next TLF meeting at his office.

At the end, Mr. Inayatullah thanked and appreciated Secretary's deep involvement and concern for accelerating the achievement of EFA goals.



UNESCO – PACADE Community Learning Centres

PACADE has run 10 Community Learning Centres in two districts, Lahore and Okara with the support of UNESCO.

The aim of the project was to bring about a change in the thinking and behaviour of the village women.

250 girls and women were enrolled in the centres. They were made literate by imparting literacy and numeracy skills. The programme also served to raise awareness of their rights/responsibilities as well as their competence by providing life skills and income generation skills. Thus enhancing their capacity as members of their household management and the community.

PACADE will ensure continuation of two CLCs. One in Mandianwala and second in Shergah, Okara. These centres will provide the facility for training in the following skills:

1. Tailoring
2. Cooking Classes
3. Beautician
4. Health
5. Computer

A library is also being set up in these centres.

The local community is cooperating with PACADE in supporting these centres.



PACADE Annual General Meeting

PACADE Annual General Body Meeting was held in December 2011. After Talawat, President PACADE welcomed the members and presented an overview of the activities of the NGO during the year 2011. He highlighted the new dimensions added to the PACADE programmes, in particular gender sensitization of teachers and education administrators. He underscored the close partnership with UNESCO and referred to the ongoing Community Learning Centres programmes in Lahore and Okara districts. Other activities included participation in UNESCOs' Special Education meetings and holding forums with the Media to promote the cause of literacy in Pakistan. PACADE has further, kept a good working relationship with the Punjab Department of Literacy and Non- Formal Basic Education. The government recognizes PACADE'S advisory role. He informed the members that the new Literacy Secretary attended the Literacy Forum meeting organized by PACADE and promised to consult the Forum while formulating future government literacy projects.

The General Body meeting members approved the 2010-2011 PACADE Audit Report. PACADE budget, accounts and especially the expenditure for the 2011 year Mr. Muhammad Anwar asked for more information about the gender project which was provided to him by the PACADE Accountant.

Dr. Nosheen Butt, a new member, invited the attention of the members to the need for raising awareness about the importance of Urdu as the national language and launching campaigns about sanitation and cleanliness.

The previous PACADE office-holders were re-elected with the exception of the general secretary. Mrs. Nasim Sheikh was elected as the new General Secretary. Others elected for various committees are:

Major General(R) Muhammad Saleem	Chairperson Programmes committee
Mr Farooq Awan	Convener Events Committee
Mr Muhammad Anwar	Convener Advisory committee
Dr Zafar Umer	Convener Health Education committee
Ms Fauzia Malik	Convener Media committee
Mr Rizwan Azeem	Convener Fund Raising Committee
Ms Sophia Malik	Convener Gender Promotion & Environment Activities
Mr. Inayatullah	Chairperson Civic Education Group

PACADE teachers Munawar and Sidra recalled their long association with PACADE and thanked the Organization for the literacy centre programmes, run in the villages.



Information about Education NGOs



Society for the Advancement of Education (SAHE)

سوسائٹی برائے فروغِ تعلیم

"All Pakistani children not only have the right to go to school but an equal right to get quality education"

The Society for the Advancement of Education (SAHE) is a not-for-profit, non-governmental organization established in 1982 by a group of concerned citizens and academics to respond to the deteriorating standards of education. SAHE is one of the first NGOs to focus on the cause of accessible quality education for the disadvantaged in Pakistan and through its pioneering work has played a pivotal role in the civil society movement.

Our charter is based on the need for an educated and enlightened youth, aware of its roots, and conscious of its potential, thereby, helping produce a cadre that could define the ideals that society needs to pursue.

We have extensive experience and expertise in implementing indigenous models of human resource development through strong networking relationships with NGOs and institutions of higher learning, and of associating with well-known researchers and teachers

We have collaborated with local NGOs in different districts and provinces for providing training to both government and NGO teachers/staff to ensure the involvement of local organizations and to contribute to the development of sustainable networks and structures.

Our Objectives

- **To work** for improvement in the mainstream education system that continues to affect the overwhelming majority of children in Pakistan
- **To assess** the problems in the education system so as to work on and recommend appropriate solutions
- **To review** the curriculum and promote texts that are accessible, interesting and supportive of the development of a tolerant and enlightened world-view
- **To share** with teachers modern and effective approaches towards teaching and to sensitize them to techniques to which children have been found more receptive
- **To assist** with institution building in education & encourage innovation; enhance the pool of trained teachers; promote among administrators better management techniques and a democratic culture so as to broaden the movement for educational reform and provide education to girls in high poverty areas
- **To influence** education policy through advocacy and campaigning by building coalitions of like-minded individuals and organizations.

(Source: www.sahe.org.pk)

A word about ALADIN



ALADIN, the Adult Learning Documentation and Information Network, has been established to support networking and capacity building between documentation centres and libraries in the area of adult learning and literacy. It emerged in 1997 from a CONFINTEAV workshop in Hamburg which focused explicitly on adult education documentation and information.

ALADIN is working towards facilitating global access to information and documentation on adult learning and serving as an information broker between researchers, practitioners and policy makers by:

- sharing relevant information on adult learning;
- correcting the uneven distribution of adult learning documentation and information resources;
- providing training in adult learning knowledge management.

Today it comprises of 96 documentation centres in 49 countries in all regions of the world, with some being complex university libraries and research units, some being small NGO resource centres and others being virtual collections.

The various activities of ALADIN are co-ordinated by Lisa Krolak, the Head of Documentation at the UNESCO Institute for Lifelong Learning (UIL), in close co-operation with the international ALADIN Advisory Committee.

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Gender bias

Women can get away with a lot more than men'

Safinaz Munir believes society is more accepting of the role of women now

KARACHI

While most speakers at the day-long International Women Leaders Summit on Wednesday agreed that corporate culture for women had generally improved in the country over time, a strong difference of opinion emerged during different panel discussions as to whether gender bias still existed in boardrooms across Pakistan.

"We didn't face any gender bias in the past 22 years. Not even once. In fact, female managers can get away with a lot more than their male counterparts in our society," said Safinaz Munir of Sana Safinaz, a leading fashion brand, during a panel discussion titled "Local entrepreneurs success stories: Can local go global."

Agreeing with the view of Munir, businesswoman Saulat Salahuddin, who runs an international promotional products company, said she never felt the need to play the gender card. "I received tremendous support from everyone. Women can do all that men can do. And a lot more," she said, adding that women should simply stick to strong work ethics and remain steadfast in their professional careers.

However, their views were in contrast to the general consensus among the participants of another panel discussion titled "Role of business organisations to promote gender diversity."

"The reason few women

get to the top of a corporation is that the entire corporate structure is built around the way men lead their lives," said Engro Corporation Limited President Asad Umar.

He said annual performance appraisals were originally devised keeping in view the corporate leaders of that time. "Who were those executives? They were 99% men. So there're structure biases in the way we appraise performance of female employees," he said.

Umar said diversity in boardrooms always led to better decision-making. He called for "constructive engagement" of the corporate sector with NGOs like Alliance Against Sexual Harassment (AASHA) to get rid of the harassment element at workplace.

Speaking on the occasion, Karachi Chamber of

"The reason few women get to the top of a corporation is that the entire corporate structure is built around the way men lead their lives,

Engro Corporation Limited
President Asad Umar

Commerce and Industry (KCCI) President Mian Abrar said the participation of businesswomen at KCCI increased phenomenally in the past eight years. "KCCI is the 8th largest chamber of commerce and industry of the world. Yet the role of businesswomen was almost non-existent from 1934 to 2004."

Saying that two out of eight board members of his company were women,

GlaxoSmithKline Pakistan CEO Salman Burney said it was about time gender stereotypes were done away with. He said women should draw inspiration from global and Pakistani corporate leaders and overcome the barriers to growth that restricted their success in the business world.

Addressing the summit, Pepsico's country manager for Pakistan and Afghanistan Jehanzeb Qayyum Khan said female representation in the company at the global level was low until 10 years ago. Khan said Pepsico had only one female employee when he joined the company 13 years ago. "Today, our worldwide CEO is a woman. The head of our Asian Pacific business is also a woman. 30% of our employees are women and 25% of employees in senior positions are also women."

Sharmeen earns first Pakistani Oscar nomination

Sharmeen Obaid-Chinoy became the first Pakistani filmmaker to earn an Oscar nomination with her film 'Saving Face', which was nominated in the 'Documentary, Short Film' category, as the Academy Awards nominations were released on Tuesday. Obaid-Chinoy, who has directed several documentary films, won an Emmy Award in 2010 for

her documentary 'Pakistan: Children of the Taliban'. Saving Face, which



the Karachi-based filmmaker has co-directed with Daniel Junge, tells the story of a British-Pakistani plastic surgeon who donates his time to heal acid-attack victims in Pakistan. The film is set to be released in March this year, while the Oscars will be held on February 26.

MONITORING DESK

LITERACY TOO, MR. CHIEF MINISTER INAYATULLAH

My compliments to Mr. Shahbaz Sharif for taking keen interest in promoting the cause of school education and taking significant steps to provide standard educational facilities to the poor and the disadvantaged.

Noteworthy are his initiatives to establish computer labs in all government high schools and set up Danish schools for the talented poor boys and girls. A land mark contribution on his part is the creation of the Education Endowment Fund and providing billions of rupees for providing funds to deserving students and educational institutions.

There is, however, so much more to do to improve and streamline school education system. In a previous column I had pinpointed some of the weaknesses and distortions which beset the working of government high schools. Let me recall some of the pointed out lacks and defaults: "A number of educationists including headmasters and old teachers I talked to, singled out teachers' apathy and lack of passion to teach as a major deficiency. Teachers generally take their task as a joyless routine with the result that the learning environment remains uninspiring. This in spite of a big raise in their salary. Their main interest is making money through tuition of the school students – in many places at the school premises after the classes are over. Another critical point is that the total time for instruction – short school hours, frequent holidays, long vacation, special declamation sessions, daily assembly and other breaks – leave grossly reduced time to complete studies which have gained volume over the years. Add to it the frequent teachers' absenteeism.

A disturbing development has been the transfer of English teachers from the primary schools to the high schools without replacements. Now that education in the sixth class onwards is in English medium, most of the students coming from primary schools – poorly (or not all) taught English language – are just not in a position to read or comprehend the subjects in English. This has posed a serious problem. Another baffling phenomenon is that a large number of teachers selected for posting in rural areas reside in the cities. Thousands of them travel long distances (in some case as far as 80 kilometers) to reach the school in the morning and then return home. They are not entitled to any conveying allowance. Thus they sometimes skip classes and save cost of travel.

The mother of most of the evils of the school system almost unanimously voiced by a number of senior teachers and supervisory administrative staff, is blatant political interference. MPAs and MNAs literally order officers and headmasters to do their bidding in matters of discipline. Even the assignment of teachers to different classes is sometimes dictated by politicians. There is also the unpardonable practice of getting relatives and hangers-on appointed as teachers. In most such cases these appointees remain at home and seldom visit the schools or their offices. Even strong-willed headmasters yield to such pressures for fear of being transferred to far off places.

Last but not the least most of the libraries and science laboratories in the government high schools either remain closed or infrequently used. Most of the 9th and 10th class science students in a number of high schools in the districts I talked to, had never been to a science laboratory".

I pen this column to draw the Chief Minister's personal attention to find time to focus on the Challenge of Literacy. Rhetorically it is often stated by our leaders that without literacy there can be no sustained development and that no real progress can be made if the bulk of the population of a country remains illiterate.

While it is true that Punjab is the only province in Pakistan which has a full-fledged department of literacy and non-formal-basic education, it is also a fact that instead of making a headway overtime, this department has to say the least, slowed down and failed to meet the committed targets, by a wide margin. There are 3 reasons for this decline in performance.

One. A frequent turnaround of the secretary of the department. More than half a dozen of them have held the charge for short periods and left. Each of them spent part of the little time they spent in the department in replanning and redesigning the programme.

Two. The first whole time minister was followed by an additional charge holder. This unsatisfactory arrangement continues till today.

Three. The posts of the EDOs Literacy in all the districts of the province have been abolished and their work handed over to EDOs Education. EDOs Education are not only already over burdened, their formal education orientation inhibits them to understand and direct the non-formal education approach and practices. They infact, harbor a bias against non-formal education.

Presently around 40 million people out of the total Punjab population of 91 Million are totally illiterate. They cannot read the number of a bus or the calendar. The number of out-of-school children is around 7 million.

Pakistan is internationally committed (in terms of UNLD, UN MDGs and Dakar Declaration targets) to achieve 86% rate of literacy. The literacy rate claimed to have been achieved is 58% for the country and 60% for the Punjab province. At the present rate of progress with population increasing and number of illiterates going up, Punjab will not achieve the committed target even in the next 20 years. According to UNESCO Global Monitoring Report, Pakistan will be one of the few countries which will fail to achieve all the 6 Education For All goals.

Punjab cannot afford to keep 4 crore of its people deprived of the basic human skills of reading and writing in this day and age when knowledge society alone can compete successfully and make headway.

It is good that under the 18th Amendment of the Constitution, the newly added Article 25-A has made the Right to Free and Compulsory Education justiciable. This right however will become enforceable if a law to this effect is promulgated.

So Mr. Chief Minister do please pay personal attention to make up for the last time and expeditiously take the following essential steps:

1. Restore the posts of EDOs Literacy in the districts.
 2. At least double the Literacy Department's budget (Even that will not be sufficient to meet even half of the planned targets).
 3. Issue instructions to initiate the process to promulgate a law to enforce Article 25-A regarding the Right to Education.
 4. Appoint a whole time Minister for Literacy.
 5. Issue instructions that the new whole-time Secretary of the Department shall stay at his post at least for three years.
- In this much urgently needed endeavour, UNESCO and JICA can be relied upon to extend fullest possible cooperation and support considering the valuable contributions they already are making for the promotion of literacy in Pakistan.

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PACADE ACTIVITIES IN PICTURES



Scene from Civic Forum Meeting



Chairman PACADE with Volunteers



Scene from PACADE Annual General Body Meeting



Coordinator at a CL Centre



A Scene from The Literacy Forum Meeting