



United Nations
Educational, Scientific and
Cultural Organization

UNESCO - PACADE NEWSLETTER



July 9, 2013: No. 9

■ "New Government: New promises for Education"

■ Editor's Note

■ Early Childhood Education

■ Glimpse of Provincial Education Budgets

■ Gordon Brown's Message Stand for Malala

■ UNESCO Celebrates World Day of
Cultural Diversity for Dialogue

■ Press Release on World Day...

■ Message from D.G. UNESCO Ms Irina Bokova,
on World Day...

■ Pakistan Observer for Cultural Diversity

■ UNESCO Islamabad meeting
Education for All Week 2013

■ UNESCO, UNICEF Celebrate E.F.A in Hyderabad

■ UNESCO urges policy makers to recognize
growing demand of trained teachers

■ Press Clippings - Daily Time Dawn

■ One Pakistan News

■ Endorsement of Fata School Safety Action Plan

■ PACADE Symposium at Lahore

■ A Roundtable on Emerging Gender Issues

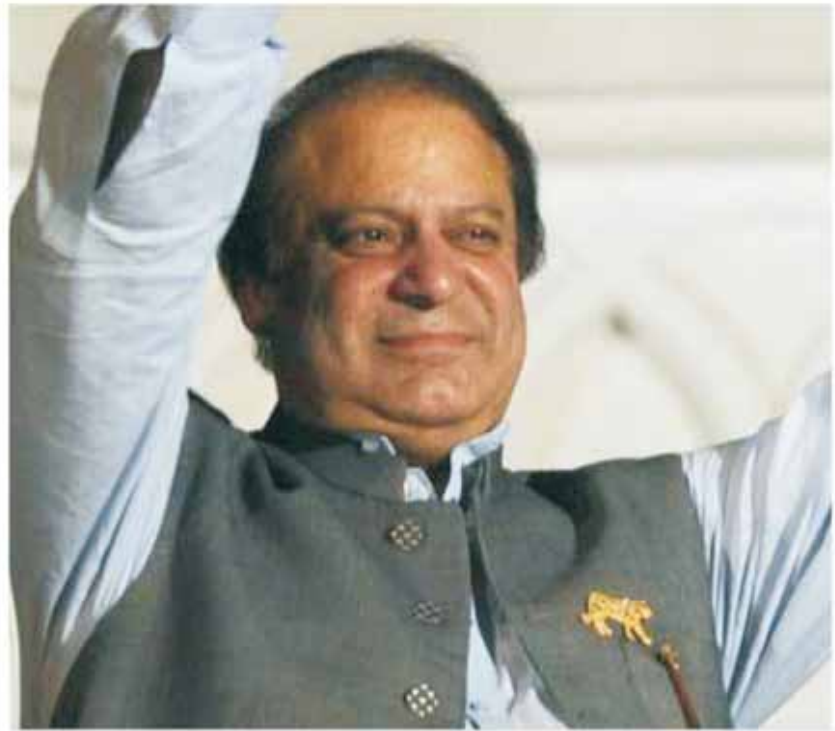
■ PACADE Activities Picture

■ Inayatullah's column

■ A Word about PACADE

PAKISTAN'S

"New Government: New promises for Education"



Education Priority!
Education was one of the very few social service sectors, which was put forth by many political parties as "priority agenda" during election campaigns. Analysis of new government's targets for education sector, as they take the office.



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

Editor's Note

PACADE welcomes the new governments at the centre and provinces.

PACADE finds it gratifying that the leading political parties had recorded their commitments to education including literacy in their manifestos.

PACADE looks forward to the PML-N led federal government and provincial governments to accelerating achievement of DAKAR EFA Goals and UN MDGs.



In this issue of the Newsletter, readers will find narration of diverse activities undertaken by UNESCO Islamabad to promote education and cultural diversity.

A significant feature of the Newsletter is the statement about the allocation of funds for education in various budgets for the year, 2013-2014.

STAND WITH MALALA FOR EDUCATION is the theme of a spirited message from Mr. Gordon Brown, special UN envoy for education.

There is also an account of activities undertaken by UNESCO Pakistan office to celebrate EFA Week and the World Day for Cultural Diversity for Dialogue and Development at Islamabad. Further, there are press clippings covering the related events.

Some of the recent PACADE activities have been shown in pictures. Noteworthy was the initiative to highlight the Emerging Gender Issues, in the Round Table held at the Institute of Social Cultural Studies/Gender Department, University of the Punjab.

We will be closely watching how the new governments proceed to fulfill the promises made prior to the elections to speed up educational programmes and take steps to meet the DAKAR EFA targets and millennium Development Goals.

INAYATULLAH

Early Childhood Education in UNESCO Islamabad

Early childhood is a critical stage of human development, because significant brain development happens during the first years of life and the interactions with the family and a wider environment literally shape the child's development and learning. Expanding and improving comprehensive Early Childhood Care and Education (ECCE), especially for the most vulnerable and disadvantaged children, is first goal of Education for All Dakar Framework of Action.



In 2011, UNESCO Bangkok published the Parenting Education Guidebook and the accompanying Facilitators' Handbook for Parenting Education, based on the findings of scientific research as well as on current practices and needs of the parenting education, as identified through a survey conducted in seven countries in the Asia-Pacific region, including Pakistan. The main idea was to develop a source material and training modules for the guidance of parents/adults attending Community Learning Centers (CLCs) about child development, early childhood education, and other issues relating to young children. A set of 18 modules prepared by UNESCO Bangkok in English were provided to selected countries for translation, adaptation, printing, and piloting. UNESCO Islamabad has translated, adapted and printed Urdu version of these modules, and is considering using these resources for future workshops and application in the field through CLCs and public primary schools. About 60 facilitators of CLCs were offered orientation about ECCE using these modules. In December 2012, CLC facilitators, school teachers, and ECE practitioners reviewed and pre-tested Urdu version. In June 2013 a workshop was conducted to build capacity of teacher trainers in the concept and methodologies of Early Childhood Care and Education (ECCE), and to brainstorm about possible strategies for integration of Parenting Education about ECCE in the regular programmes of Education Departments, Literacy and Non-Formal Basic Education projects and functions of Parent Teacher Associations (PTAs)/School Councils etc.

The contents of Parenting Education Guidebook and Facilitator's Handbook have been shared with Federal and Provincial Education Departments and the adapted scripts have received good response and welcoming support which is important for sustainability of the Parenting Education initiative. These modules are first of its kind in Pakistan, especially in Urdu language. Feedback received so far about usefulness of these modules indicates that its acceptance level is high. It is hoped that formal and non-formal departments of education in Pakistan will benefit from these modules and integrate in their regular training



Glimpse of Provincial Education Budget 2013-2014

Education priority for Provinces..

Of the total combined budgeted allocation for education, in Budget 2013-14, 82 percent is earmarked for current expenditure (mainly salaries) and 18 percent for development expenditure (construction of new facilities, upgrading existing facilities, etc).

The combined 2013-14 budgetary allocation by all provincial governments for all tiers of education amounts to approximately Rs 424 billion. This figure is nearly 18 percent higher than last year's actual spending.

Among the provinces, Punjab's allocation for education is the highest (approximately R 182 billion), followed by Sindh (Rs 134 billion), Khyber Pakhtunkhwa has recorded the highest increase 30 percent in allocations in the current year compared to actual spending in the previous year. Out of KPK's 72.7 billion of education budget, 44.7 billion pertain to the education budgets of district/local governments.

While allocations for education were increased both at the federal level and in each of the provinces, much remains to be done and the conversation needs to go deeper than simply increasing allocations.



Quality of Education remains a concern

Only 7 developing countries in the world spend less on education than Pakistan (according to the UNDP Human Development Report 2013). Pakistan ranks 177th globally in terms of public spending on education. The federal and provincial governments need to pay attention not only to finding more money

for education but to improving how the money is spent.

BALUCHISTAN:

Balochistan's allocation for education in 2013-14 is Rs 35 billion. This represents 21 percent of the total budget and amounts to 43 percent increase over actual spending in 2012-13



KPK: The 2013-14 allocation for education is 30 percent higher than actual spending in 2012-13.



PUNJAB: Punjab has allocated 15 percent of its total budget outlay for education.



SINDH: Sindh's allocation is Rs 134 billion. District-wise education outcomes in Sindh are amongst the lowest in Pakistan.

GORDON BROWN'S MESSAGE

Stand With Malala for Education for All

MESSAGE BY EN SPECIAL ENVOY, AFTER MILITANT'S ATTACK ON FEMALE STUDENTS OF MEDICAL COLLEGE IN QUETTA

Malala Yousafzai -- the 15-year-old Pakistani girl militants tried to assassinate -- is the first signatory of a new worldwide petition launched today after terrorists, hell-bent on preventing girls being educated, murdered 14 students at an all girls' college in Pakistan.

The full horror of Saturday's terrorist attack on 45 girls on a college bus is only now becoming known. It now seems clear that suicide bombers, including one female terrorist, blew up the vehicle, before following the casualties to a nearby hospital, taking the injured, their relatives and nursing staff hostage and peppering the medical facility with bullets and grenades before blowing themselves up.

This latest atrocity brings to nearly one thousand the number of attacks on Pakistani, Afghan and African schools

and colleges in recent years by terrorists wanting to prevent the education of girls -- and represents a descent into barbarism.

The Secretary-General of the United Nations has issued a statement calling the attacks 'heinous' and Malala herself, urging people to sign the petition, has issued a video and statement, saying:

Those involved in the attack on the Bolan Medical College girls are barbarians and they are devoid of humanity. These terrorists have no religion. They are the enemies of Islam and Muslims. The terrorists have shown that they are cowards and they have no morals and ethics. Lashkar-e-Jhangvi, a hard-line terrorist group with links to al-Qaeda, have now claimed responsibility for boarding a bus carrying 45 students and teachers at the female only Sardar Bahadar Khan

Women's University in Quetta, the capital of the Baluchistan province. Having just completed their day's studies, the girls were targeted by a female suicide bomber who detonated an improvised bomb, killing 14 girls on the spot.

Later as the wounded were rushed for emergency medical treatment, three more suicide bombers invaded the hospital, took the injured, their relatives and the medical staff hostage, eventually blowing themselves up.

The names of seven out of the fourteen deceased students of have been confirmed as Abida Malik, Riyana Aurangzai, Sunam, Noorul Ain, Shugafta, Sadaf and Atia, while the identity of other bodies was yet to be confirmed since they were completely disfigured.



Militants, killing 14 students, attacked Medical College girls' students in the bus in Quetta.



Gordon Brown

(Contd)

GORDON BROWN'S MESSAGE

"...the bloodiest atrocity yet in the escalating violence against female students,..."

GORDON BROWN, EN SPECIAL ENVOY ON EDUCATION

This, the bloodiest atrocity yet in escalating violence against female students, comes eight months after the attempted assassination of Malala and her two friends Kainat and Shazia, targeted by terrorists just because they wanted to go to school. In the intervening months a school principal in Karachi and some of his pupils were murdered as they assembled for a school prize giving ceremony one Saturday morning. A few days beforehand a female teacher in Malala's home of the Swat Valley was assassinated as she drove to the all-girls' school where she taught. Extremists determined to close down girls' schools are partly responsible for the high number -- 30 million -- of girls around the world who continue to be entirely left out of school. Some are in child labour, others have become child brides, but even more are simply discriminated against because of opposition to the very principle of girls' education.

That is why today, in advance of Malala Day on July 12th, we are launching our worldwide petition to demand that global leaders ensure 57 million out-of-school girls and boys are given the chance of education by December 2015, the deadline for the Millennium Development Goals. The fight for girls' education emphasises just

how far short we have fallen in delivering those goals. Goals which set out to help the most vulnerable and the poorest have ended up leaving the most marginalised even further behind. By failing to reach the child labourer, the street child, the rural poor, the trafficked girl and the child bride, we have let down the very people we want to do most to help.

Now, as we approach 2015, many countries have seen the gaps between the rural and urban, the richest and poorest child widen. This shows that unless post-2015 goals include benchmarks for the progress of the most marginalised groups, they may be left even further behind.

Inspired by Malala's vision and determination that every single girl -- and boy -- is delivered their right to an education, today's petition, which will be submitted to the UN on July 12th, calls for all concerned individuals to stand with Malala in demanding world leaders provide the schools and teachers needed to ensure every child is in school and safe.

As Malala has said today: "The innocent girls who died on Saturday have nothing to do with politics and only wanted to empower themselves through education. Obtaining education is every man and woman's birth right and no one is allowed to take away this right from them."

UNESCO Celebrates World Day of Cultural Diversity for Dialogue and Development

Islamabad - 21 May 2013: To increase dialogue and understanding of Cultural Diversity among academia and civil society, UNESCO Islamabad along with UN Resident Coordinator's office and UN WOMEN, organized a seminar to mark "World Day of of Cultural Diversity for Dialogue and Development" with National University of Science Technology (NUST) and their students.



The event allowed the students to learn and interact with panelists representing various minority groups such as Christian, Hindu, Disable persons and transgender communities of Pakistan. Director UNESCO, Dr. Kozue Kay Nagata on the occasion of "World Day of Cultural Diversity for Dialogue and Development" said, "The Universal Declaration on Cultural Diversity adopted by UNESCO in 2001 is a legal instrument that recognizes cultural diversity as "common heritage of humanity".

The event served as an opportunity to students, to learn about the issues of diversity, inclusion and mainstreaming of minority groups in democratic process.



PRESS RELEASE



The UN Joins Hands with Civil Society and Academia to Mark "World Day for Cultural Diversity for Dialogue and Development"

Islamabad: 21 May 2013: "A world of peace and solidarity can only be accomplished by acknowledging and celebrating our diversity. On this day, and throughout our lives, let us take steps - small and large, with families and friends, old and new - that will strengthen bonds, deepen our understanding of the value of cultural diversity and help us to live together better," Ban Ki Moon, the UN Secretary General in his electronic message has said, to mark this year's observance of the World Day for Cultural Diversity.

The UN system in Pakistan led by UNESCO, United Nations Resident Coordinator's Office and UN Women are partnering with a group of civil society representatives from specific backgrounds to promote awareness and education on the tolerance, equality, inclusion and dialogue in a special event that draws lessons from recent national happenings.

At a dialogue held in partnership with the National University of Science Technology (NUST), Islamabad; a diverse group of discussants comprising students, faculty members from universities across the city, human rights defenders, media representatives, members from religious-ethnic and sexual minority groups and the UN, to share their experiences on issues related to equality, participation and inclusion, from May 11th national elections.

Highlighting the critical importance of the day, Kozue Kay Nagata, Director/Representative UNESCO Pakistan asserted, "The objective is to defend against what is seen as a commodification - considered harmful to a disadvantaged culture - supporting its development through promotion operations as protecting human rights of minorities."

Further elaborating upon her point further, Neill Wright Representative UNHCR, Pakistan mentioned that for the UN in Pakistan, harnessing the gains of interaction with and amongst diverse groups to boost shared goals of social cohesion and the improvement of the quality of life of every individual is a crucial priority.

Further to the adoption of UNESCO's Universal Declaration on Cultural Diversity in November 2001, the General Assembly of the United Nations proclaimed 21 May as World Day for Cultural Diversity for Dialogue and Development (Resolution 57/249 to highlight the importance of the values of equality, social justice, peace and solidarity.

The campaign calls on all people - from youth to policy-makers, from religious leaders to journalists, entrepreneurs and others who shape opinions and trends - to speak up for the spiritual, social and economic wealth we derive from cultural diversity.

Message from Ms Irina Bokova,

Director-General of UNESCO, on the occasion of World Day for Cultural Diversity for Dialogue and Development, 21 May 2013

Less than one thousand days from the 2015 deadline of the Millennium Development Goals, we must do everything to accelerate progress. Culture and cultural diversity are not part of the internationally-recognized development goals – but they are key accelerators for meeting them. In this new age of limits, human ingenuity and innovation is one of our most powerful and renewable energies. This is why cultural diversity is so important – as a wellspring of creativity, dynamism and sustainability. We must recognize, support and share this power, on the basis of human rights and universal values.



This is the thrust of UNESCO's 2001 Universal Declaration on Cultural Diversity, and it has never been as salient as it is today -- at a time when governments are rethinking strategies for sustainable growth and seeking new sources of dynamism. As we advance towards 2015 and shape a new global development agenda to follow, we must make the most of the power of culture and cultural diversity.

UNESCO's position is clear. Culture is a driver of development, led by the growth of the cultural sector and creative industries and the benefits arising from safeguarding tangible and intangible cultural heritage. It is also an enabler for sustainable development -- the context in which development policies can move forward, through local ownership, with efficiency and impact. In this context, intercultural dialogue is essential to make the most of diversity, to deepen the roots of development and share its benefits.

2013 is an important year to make this case.

We must build on the two resolutions on culture and development adopted by the United Nations General Assembly in 2010 and 2011 and move the debate forward -- during the Hangzhou International Congress in China this month, the Thematic Debate on Culture for Sustainable Development convened by the President of the UN General Assembly in June, the ECOSOC Annual Ministerial Review on "Science, Technology and Innovation, and the Potential of Culture, for Promoting Sustainable Development and Achieving the Millennium Development Goals" in July, on the occasion of the launch of the 3rd edition of the Creative Economy Report, coauthored by UNESCO and UNDP (July), during the World Culture in Development Forum, organized by Indonesia in partnership with UNESCO next November, and through a possible third UN General Assembly Resolution on Culture and Development in the autumn.

At a time of change, we must broaden the debate about development to harness culture's transformative power. Recognizing and supporting cultural diversity can help to address both the economic and human rights dimensions of poverty and provide creative, cross-cutting solutions to complex issues -- from health and the environment to advancing gender equality and education for all.

Culture, in all its diversity, can foster a sense of identity and cohesion for societies at a time of uncertainty. It is also a powerful source of creativity and innovation. No development can be sustainable without it. This is UNESCO's message on this World Day for Cultural Diversity for Dialogue and development.

World Day for Cultural Diversity today

Tuesday, May 21, 2013 - Islamabad—World Day for Cultural Diversity for Dialogue and Development will be observe on Thursday (today) to help people learn about the importance of cultural diversity and harmony. The day is an opportunity to help communities understand value of cultural diversity and learn how to live together in harmony. The 2013 campaign, by encouraging people and organizations from around the world to take concrete action to support diversity and aims to raise awareness worldwide about the importance of intercultural dialogue, diversity and inclusion.

To build a world community of individuals committed to support diversity with real and every day-life gestures. To combat polarization and stereotypes to improve understanding and cooperation among people from different cultures. The World Day for Cultural Diversity for Dialogue and Development tends to be marked in countries that embraced their varied cultural history and acknowledged the importance of embracing it. The General conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted the Universal Declaration on Cultural Diversity in Paris, France, on November 2, 2001.

Observance of Education for All Week 2013: “Every Child needs a Teacher”



As the world marks "Education for All Week", United Nations Educational, Scientific and Cultural Organization (UNESCO) urged policy makers to recognize the growing demand of trained teachers in order to provide quality education to all children in Pakistan. A 'Public Forum on Right to Education and Role of a Teacher' was organized on 25th April 2013 in Islamabad jointly by UNESCO and UNICEF to observe Education For All (EFA) Week 2013.

"Teachers, with their hard work, affection and stimulating interaction with children, not only transfer information, knowledge, and new skills to their pupils, but also play a key role in making the teaching-learning a joyful and participatory phenomenon". Dr. Kozue Kay Nagata, Representative of UNESCO in Pakistan, stated at the opening session of the event. She emphasized the welcoming news of ICT Act and Sindh Provincial Act that had been passed, on Article 25-A of constitution on free and compulsory education for all children age 5- 16. The event provided a platform to a wide cadre of educationists; teachers, policy makers and civil society representatives to recognize the fact that untrained teachers are one of the major obstacles in achieving universal primary education in Pakistan.

The deliberations in the event resonated the following three facts, which are part of messages of Global Campaign for Education in the context of EFA, i.e.

- Without teachers, a school is just a building,
- Without trained teachers, schooling is not education,
- Without trained teachers for all, education for all will never be a reality.

The public forum was chaired by **Secretary, Ministry of Education and Training, Mr. Qamar Zaman Chaudhry**, who reaffirmed the commitment towards all six goals of Education for All. Raising the issue of trained teachers in Pakistan, Mr. Qamar Zaman said that educated and professional teachers are mostly concentrated in cities and real challenge about qualified teachers is in rural and remote areas. He added, "Due to absence and inability of teachers to handle the students properly, dropout rate of students in rural areas is higher than urban centers". **Professor Rafiq Tahir, Joint Secretary Ministry of Capital Administration and Development (CAD)** presented an action plan for enforcement of Article 25-A of the constitution and right to free and compulsory education act 2012 in Islamabad. **Mr. Khusro Pervez Khan, Director General National Commission of Human Development (NCHD)**, and **Dr. Shaista Peerzada, Principle, Islamabad College of Girls**, also spoke at the occasion.

UNESCO is a lead agency working with federal and provincial governments' enactment of Article 25-A on free and compulsory education; already notified for Islamabad Capital Territory and Sindh province. UNESCO works to enforce national standards of training and to enhance teachers' professional status in order to assure quality education for all students. The importance of teachers has emerged as a core topic in the discussions about the post-2015 international education agenda.

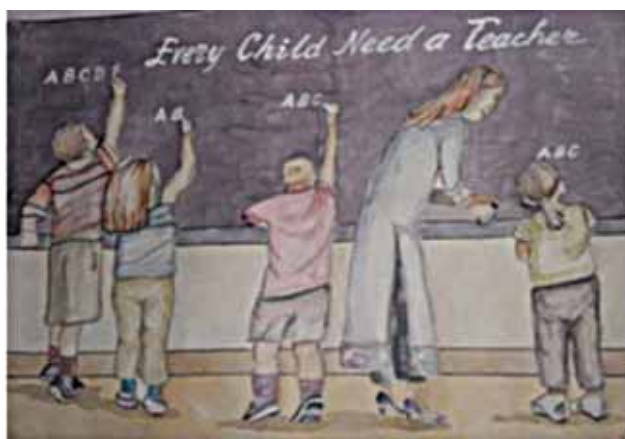
Seminars, relies, and meetings were also organized by UNESCO in the provinces, including KPK, Sindh and Balochistan.

UNESCO & UNICEF Celebrate Education for All Week in Sindh - Right to Education and Role of Teachers

Hyderabad - 27 April 2013: UNESCO and UNICEF in collaboration with Sindh Teacher Education Development Authority and Bureau of Curriculum organized a public forum at Hyderabad to celebrate the EFA Global Action Week in Sindh under the global theme of "Every Child Needs a Teacher".

The event was participated by a large number of educationists, teachers, students, civil society representatives and prospective teachers who are currently enrolled at Associate Degree in Education - ADE in various Elementary Colleges of Sindh. The participants were invited from

various districts of Sindh, i.e. Tharparker, Larkana, Dadu, Khairpur, Mirpurkhas and Thatta. UNESCO and UNICEF engaged a large number of stakeholders in the public forum to share challenges and solutions to improve the literacy rate, to promote enrollment drives at grassroots level and to sensitize the parents and school management committees for the implementation of Right to Free and Compulsory Education in Sindh, which guarantees Education as the fundamental right of all children of the province.



While reading the message of UNESCO Country Director, Dr. Kozue Kay Nagata, UNESCO Provincial Coordinator, Kazi Ayaz Mahessar acknowledged the efforts of Education and Literacy Department for its various initiatives to improve the education standards in the province. Quoting UNESCO Director's speech, he said that; it is important that planners, policy makers, community leaders and all other stakeholders realize and recognize the contribution and potential of teachers for educational development in the society. The teaching profession should receive the recognition it deserves and should be a rewarding career for teachers. Among other speakers at the forum were; Mr. Anjum Pervaiz, Provincial Director of USAID Teacher Education Programme, Mr. Javed Soz, Executive Director, Sindh Community Foundation and Mr. Abdul Majeed Bhurt, Director, Bureau of Curriculum, Government of Sindh. The Public Forum was followed by the exhibition of paintings on EFA theme and slogans. Participants of the seminar took special interest in paintings done by the ADE undergraduates and appreciated their thoughts and ideas expressed in the form of art.

April 29, 2013

UNESCO urges policy makers to recognize growing demand of trained teachers

ISLAMABAD: As the world marks “Education for All Week”, United Nations Educational, Scientific and Cultural Organization (UNESCO) urged policy makers to recognize the growing demand of trained teachers in order to provide quality education to all children in Pakistan. A Public Forum was organized in Islamabad jointly by UNESCO and UNICEF to observe Education for All (EFA) Week here on Thursday.

“Teachers, with their hard work, affection and stimulating interaction with children, not only transfer information, knowledge, and new skills to their pupils, but also play a key role in making the teaching-learning a joyful and participatory phenomenon”. Dr. Kozue Kay Nagata, Representative UNESCO Islamabad, gave these remarks at the opening session of the event. She emphasized the welcoming news of ICT act and Sindh provincial act that had been passed, on Article 25-A of constitution on free and compulsory education for all children age 5- 16. The event provided a platform to a wide cadre of educationists; teachers, policy makers and civil society representatives to recognize the fact that untrained teachers are one of the major obstacles in achieving universal primary education in Pakistan.

Raising the issue of trained teachers in Pakistan, Qamar Zaman said that educated and professional teachers are mostly concentrated in cities and real challenge about qualified teachers is in rural and remote areas. He added, “Due to absence and inability of teachers to handle the students properly, drop out rate of students in rural areas is higher than urban centres”. Professor Rafiq Tahir, Joint Secretary Ministry of Capital Administration and Development (CAD) presented an action plan for enforcement of Article 25-A of the constitution and right to free and compulsory education act 2012 in Islamabad. Khusro Pervez Khan, Director General National Commission of Human Development (NCHD) and Dr. Shaista Peerzada, Principle, Islamabad College of Girls, also spoke at the occasion.

Ref: http://www.dailytimes.com.pk/default.asp?page=2013\04\26\story_26-4-2013_pg11_3

CALL TO PROVIDE EDUCATION TO EVERY CHILD

ISLAMABAD, April 25: With seven million children aged between 5 and 16 out of schools and over 50 million people (over 10 years of age) never having gone to one, it is our collective responsibility to implement Article 25-A which assures education for every child.

This was stated by participants of an event to mark "Education for All Week", organized by UNESCO and UNICEF at a local hotel on Thursday.

Representative UNESCO Islamabad Dr Kozue Kay Nagata said, "Teachers, with their hard work and stimulating interaction, can not only transfer knowledge and new skills, but also play a key role in making the learning experience joyful."

She appreciated that the Islamabad Capital Territory act and Sindh provincial act had been passed based on Article 25-A of constitution Chief Education Section UNICEF, Pilar Angliar, said there would be a shortage of 8million teachers globally by 2015, while the dropout rate of teachers is estimated at 5pc annually. In primary schools, the teaching force is estimated at 400,000, of which 131,000 are female teachers.

"Implementation of Article 25-A will be a challenging task in bringing children from the poorest households, both in rural and urban slums, and from the socially excluded groups," she said.

The joint secretary of the Ministry of Capital Administration and Development (CAD), Professor Rafique Tahir, presented an action plan for enforcement of Article 25-A (right to free and compulsory education) Act 2012 in Islamabad.

He said although in Pakistan governments' claim they give priority to education, allocation of funds for education indicate otherwise.

"Some politicians are saying they will impose education emergency but after 25-A, it has become a responsibility to provide education to every child," he added.

Discussing teachers, he said: "The teacher is leader of education sector. We don't have shortage of teachers but there is a capacity issue. We have over 19,000 teachers in over 1,100 public sector and private educational institution of the federal capital. As many as 350,000 students have been studying under them."

Mr Tahir said 135 countries had legislation promising free education, and Pakistan was included in the list. It was not binding to admit every child between 5 and 16 years in school. Principal of Islamabad College for Girls F-6, Shaista Pirzada said education was imperative to empower society and allow for poverty alleviation.

"Teachers have been working on daily wages, which is insulting for them, since this is equivalent to a labourer's wages. There are 50 students in each classroom in the federal capital and teachers cannot give an average of one minute to each student," he said.

Director General National Commission of Human Development Khusro Pervez Khan said he could quote several examples of students that had continuously failed in class I for seven years, indicating flaws within the education system. Secretary Ministry of Education, Qamar Zaman Chaudhry, said educated and professional teachers are mostly concentrated in the cities, but the real challenge was to train those in the rural and remote areas.

An Education Walk was also held in F-9 Park to mark the need for education in connection with the Global Action Week (GAW) organized by Pakistan Coalition for Education (PCE).

Addressing the participants of the walk, federal minister for Capital Administration and Development (CAD), Dr Younas Soomro said the education system needed major reforms that could be fruitful if experts, policymakers and civil society representatives consulted each other and came up with a tangible modus operandi based on ground realities.

There were three events planned by PCE in which over 700 students from private and public schools participated.

The PCE organized the "Teachers' Day Out" in F-9 Fatimah Jinnah Park, in which approximately 400 to 500 students and teachers took part. The day started with a small march by the students, followed by awards for the best students and teachers from various schools.

Afterwards, the chief guest gave a speech on the importance of education in Pakistan, and the event culminated with the signing of a banner stating "I vote for education, do you?"

A small painting activity was also held at the PCE premises in F-10, which involved both teachers and students. Almost forty students participated from three schools. The event took place between 10am and 1pm, in which participants were asked to paint their views on the education system.

The third event was co-arranged with the Islamabad Traffic Police (ITP), in which two schools participated and were briefed by the ITP Education officers.

Posters and leaflets regarding the awareness of traffic signs and education were prepared by PCE and were distributed in Saidpur Village and Golra Sharif by the students.

Education for All Week: Every Child needs a Teacher

Islamabad: As the world marks Education for All Week, United Nations Educational, Scientific and Cultural Organization (UNESCO) urged policy makers to recognize the growing demand of trained teachers in order to provide quality education to all children in Pakistan.

A Public Forum was also organized here Thursday on this issue jointly by UNESCO and UNICEF to observe Education For All (EFA) Week.

Teachers, with their hard work, affection and stimulating interaction with children, not only transfer information, knowledge, and new skills to their pupils, but also play a key role in making the teaching-learning a joyful and participatory phenomenon.

Dr. Kozue Kay Nagata, Representative UNESCO Islamabad, gave these remarks at the opening session of the event. She emphasized the welcoming news of ICT act and Sindh provincial act that had been passed, on Article 25-A of constitution on free and compulsory education for all children age 5- 16.

The event provided a platform to a wide cadre of educationists; teachers, policy makers and civil society representatives to recognize the fact that untrained teachers are one of the major obstacles in achieving universal primary education in Pakistan.

The deliberations in the event resonated the following three facts, which are part of messages of Global Campaign for Education in the context of EFA, that is Without teachers, a school is just a building, Without trained teachers, schooling is not education and Without trained teachers for all, education for all will never be a reality.

The public forum was chaired by Secretary, Ministry of Education and Training, Mr. Qamar Zaman Chaudhry, who reaffirmed the commitment towards all six goals of Education for All. Raising the issue of trained teachers in Pakistan, Mr. Qamar Zaman said that educated and professional teachers are mostly concentrated in cities and real challenge about qualified teachers is in rural and remote areas.

He added, Due to absence and inability of teachers to handle the students properly, dropout rate of students in rural areas is higher than urban centers .

Professor Rafiq Tahir, Joint Secretary Ministry of Capital Administration and Development (CAD) presented an action plan for enforcement of Article 25-A of the constitution and right to free and compulsory education act 2012 in Islamabad.

Mr. Khusro Pervez Khan, Director General National Commission of Human Development (NCHD), and Dr. Shaista Peerzada, Principle, Islamabad College of Girls, also spoke at the occasion.

Ref: <http://pakistan.onepakistan.com.pk/news/city/islamabad/204762-education-for-all-week-every-child-needs-a-teacher.html>

Endorsement of Fata School Safety Action Plan

Peshawar - 20th June 2013: One day consultative workshop on “Endorsement of FATA School Safety Action Plan” was organized by UNESCO in collaboration with FATA Disaster Management Authority (FDMA), over 45 participants including FDMA, Directorate of Education FATA, Works and services department FATA, representatives from FATA line departments, academia, Representatives from UN agencies, civil society organizations actively participated in the event.



Director General FDMA Mr. Arshad Khan and Director Education FATA Mr. Rooz Wali Khattak graced the event as chief guests. While giving opening remarks Mr. Muhammad Haseeb (Assistant Director training and capacity building FDMA) thanked UNESCO for initiating much needed school safety action plan for FATA, he also explained role of FDMA in promoting concepts of Disaster Risk Reduction. Mr. Shah Zar khan (Deputy Director Directorate of Education, FATA) emphasized on vulnerabilities of educational institutions in FATA, he also said that GODFORBID, if any catastrophe like earthquake 2005 occur educational institutions will be on very high risk. He also mentioned that informal concepts of DRR needed to be formalized at institutional level, UNESCO efforts are highly appreciated to formalize and support Directorate of Education FATA and FDMA in preparation of school safety action plan. Mr. Kashif DRR advisor FDMA presented roles, responsibilities, mandate, and initiatives of FDMA in the field of DRR; he also presented objectives of school safety action plan.

Representatives from WFP shared national and global perspectives of DRR and UN-Habitat presented structural issues related to DRR. Participants were divided into three groups namely 1) Policy and Curriculum group 2) Capacity building group and 3) Structural and non structural. Each group then presented their concerns in the relevant area which will be incorporated in the final version of KPK School safety action plan. Participants of the workshop unanimously endorsed FATA School safety action plan. In his concluding speech Director General FDMA appreciated UNESCO for realizing the need of school safety action plan. He endorsed the FATA school safety action plan. It will be implemented in letter and spirit, he added.

P I C T U R E S

"Global Campaign For Education" PACADE Symposium
April 25, 2013





Can schools be a part of solving ongoing conflicts?
We're moving forward very quickly technologically as a species, but we are not evolving very quickly in terms of our cultural empathy and our ability to live together. Education is at the center of this process.
From 10 Questions of Ken Robinson TIME Magazine June 10-2013

A Roundtable on Emerging Gender Issues in Pakistan

A Roundtable on Emerging Gender Issues was held on Thursday, May 2nd, 2013 at Institute of Social and Cultural Studies Punjab University, under the joint chairmanship of Mr. Inayatullah Chairman PACADE and Madam Samar Fatima Chairperson Department of Gender Studies Punjab University.

Mr. Inayatullah opened the meeting by welcoming the participants and especially Dr. Samar Fatima Head of the Department of Gender studies. He said that the purpose of the Roundtable was to review the situation in Pakistan with regard to gender issues such as gender discrimination and gender violence. He referred to a recent UN report on gender violence in India where a new law has been promulgated as a reaction to the gang raping of a young woman in New Delhi. According to the UN findings, violence against females in India is on the increase. Pakistan is no better. He invited participants to speak about their own perception of what could be done to bring about an improvement in the status and treatment of females in Pakistan.

Aurat Foundation's efforts to sensitize women regarding their political role at the local and higher levels, as also Behbud's contributions including imparting of income generation skills providing health facilities and undertake disaster and other relief measures were very much appreciated.

Assistant Professor Mrs. Raana Malik talked briefly about the activities of the Department of Gender Studies. She referred to the subjects and courses taught at the Department and the research being carried out about women's problems and gender issues. She informed that students were assigned to NGOs and private sector institutions to see themselves how welfare and development work was managed by NGOs and their organizations with particular reference to treatment and status of women.

Ms. Nudrat Kamal a lecturer in PU, pointed out that there was lack of awareness of human rights amongst women. She made the observation that even the male population was generally ignorant about their human rights. In her opinion it is the state's duty to provide for the social needs of both men and women in terms of education, health, transport and a comfortable life to enable them to live properly and raise their children. She thought that pressure should be built on the state authorities to invest more in the school system and improve the condition of the adults.

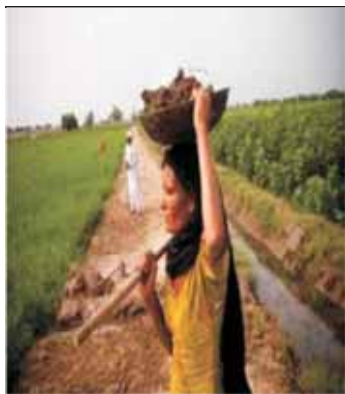
Ms. Saba Lodhi lecturer in Gender Studies PU was very much concerned about the moral values going down. She thought that increasingly the liberal atmosphere affected lives of young men and women in various ways and was instrumental in creating gaps especially in the TV channels between the present and past generations in regard to values and behaviors.

Ms. Fouzia Sadaf Malik made the observation that women often were keen to continue with their professional careers. But they had problems regarding giving full time to their jobs. She suggested that life being so hard for them, they should be employed on a part-time basis so that they find time also for their families especially children. She proposed that transport and day-care centres should be provided to enable women to meet their obligations to their offices and their families.





Ms. Zaib-un-Nisa Deputy Director of Social Welfare Department described the programmes being undertaken by the Department and referred to the institutions set up for destitute and disadvantaged women. She also talked about Sanat Zars where women learnt various income generation skills. Ms. Dur-e-Shahwar, project manager APWA, talked about community participation. She mentioned cases where girls eloped and created problems for their families. She was of the opinion that some studies should be carried out to examine such incidents, with a view to finding ways of remedying the situation.



Mr. Nayar Salman Haider from PSRD (The Pakistan Society for the Rehabilitation of the Disabled) stated that his organization worked for disabled women providing interest free loans to make them earning members of the family and respectable members of the society. Mr. Shahzad from Bunyad Organization recounted various projects undertaken by Bunyad to educate women, raise their awareness about health and nutrition and imparting income generation skills. In the opinion of Dr. Zafar Umar it is our males who exploit religion to keep women subdued and backward. Dr. Samar Fatima reviewed the work done by the Gender Department during her tenure which included the setting of a computer lab. She commended the initiative taken by PCADE to hold the Roundtable. She complimented the participants for raising and discussing important points regarding emerging issues and hoped the Gender Department staff would benefit from these deliberations. She stressed the need for more research on the problems faced by working women. She expressed the desire for PACADE to continue collaborating with the Gender Department and hold more such useful meetings. Mr. Inayatullah thanked Dr. M. Zakria dean of the Institute of Social and Cultural Studies as well as Dr. Samar Fatima Head of the Gender Department PU for making a success of the Roundtable on Emerging Gender Issues. He appreciated the active participation of the various NGOs whose representatives were present at the Roundtable. He also welcomed the contribution made by the Gender Department academic staff and hoped that the cooperation between PACADE and the Department would continue. Mr. Inayatullah regretted that because of sudden illness Mr. Roshan Chitrakar Deputy Director UNESCO, could not come to the Roundtable.

PICTURES

The Literacy Forum (TLF) Meeting



Why do people need to find their element?

There are a lot of people who don't enjoy the work they do at all. They tolerate it and wait for the weekend. But I also meet people who love what they do and couldn't imagine doing anything else. The expression we use is that they're in their element. It's what ignites their energy.

Ken Robinson TIME Magazine

NEGLECTED NATIONAL GOALS

INAYATULLAH

Pakistan's new minister for planning and development Mr. Ahsan Iqbal has acknowledged that it was not appropriate to provincialise the subject of education under the 18th Amendment. In a speech the other day, in Islamabad, he emphasized the crucial importance of a national curriculum. While the Higher Education Commission has been saved and a large sum of Rs 57 billion allocated to it in the budget presented by the finance minister to the National Assembly, the budget speech made no reference to the Education For All goals set in Dakar in the year 2000 to which the government of Pakistan is committed, nor was there any mention of the Millennium Development Goals.

The Global Monitoring Report released in 2012 paints an unsatisfactory picture of Pakistan in regard to the 6 EFA goals. According to it, most of the targets would not be achieved by the year 2015 by Pakistan. The position regarding to the MDGs is more or less similar.

A promising development incorporated in the 18th Amendment was the addition of Article 25-A which makes it obligatory on the state to provide education to all boys and girls in the age bracket of 5 to 16 years. This provision will become enforceable after an enabling law has been passed. The centre and the Sindh governments have enacted the required legislation. The remaining three provinces have yet to pass such a law. No steps, however, have been taken to begin implementation of the law in the Sindh province or the federal territories. (A similar law passed in India is under implementation.)

What are the EFA Goals and where does Pakistan stand in achieving the targets? These are:

Goal:1

Expanding and improving comprehensive early childhood care and education.

Goal:2

Ensuring that by 2015 all children, particularly girls, have access to, and complete, free and compulsory primary education of good quality.

Goal:3

Ensuring that the learning needs of all young people and adults are met.

Goal:4

Achieving a 50 per cent improvement in levels of adult literacy by 2015.

Goal:5

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015.

Goal:6

Improving all aspects of the quality of education.

Of these EFA Goals, the most important relate to primary education and literacy. More than 7 million children are reported to be out of school today. The net primary schools enrolment rate is less than 70%. As for quality, less said the better. Literacy-wise Pakistan is to achieve a rate of 86% by 2015. The present rate is estimated to be around 58%.

The main reason for this poor performance is lack of political will. This lack translates itself into inadequate financial allocations. Masharraf's government abolished the National Literacy Commission. Later a new Commission for Human Development, a semi-government enterprise was setup under the chairmanship of Dr. Nasim Ashraf. With education no longer remaining a federal subject, this Commission has barely managed to survive and is presently struggling to partially carry out its mission.

With no national direction, no national leadership, support and monitoring, literacy is presently a very low priority in the provinces. There is hardly a sustained literacy programme in Balochistan, Sindh and KPK. Punjab which had taken a lead in the early years of the last decade too has done little to launch programmes to meet the targets. The last decade saw the turn-around of more than half a dozen literacy secretaries. They spent most of their time planning, re-planning and printing beautiful booklets on glossy and highly expensive paper-JICA readily providing funds for such items. These plans remain unimplemented. The result is that during the whole of the 2012-2013 financial year only a very small number of literacy centres were opened despite advocacy efforts on the part of UNESCO and civil society organizations. No one in government, neither the Departments of Education and Literacy, nor the Planning and Development Board bothered to examine this dire state of affairs while knowing well that the province is fully committed to the achievement of the set goals by the year 2015.

Will there be, after the present elections, a change of attitude and policy in regard to literacy and basic education in the provinces? Punjab and Sindh continue to be ruled by PML(N) and PPP respectively. Hopefully Punjab will turn a new leaf. One may, well look forward to a definite move forward in KPK. The PTI manifesto commits the party to initiate effective steps to accelerate the process of achieving ambitious literacy goals. It has commissioned a master literacy plan. The Party has also pledged to increase spending on education "from 2% of GDP to 5% of GDP in 5 years".

According to its manifesto, PML(N) is "determined to bring about an educational revolution in the country by taking following steps:

< National Education Emergency will be declared to eradicate illiteracy on war footing basis

< A national literacy movement will be launched in which volunteers from all the segments of society will be motivated to participate.

< In consultation with the provinces, initiate legislation to provide a road map for achieving 100% enrollment up to the middle level and 80% universal literacy and strive to meet the target of 'Education For All (EFA)' and 'Millennium Development Goals (MDGs)' related to education within the given time frame.

< Drop out rate at primary level will be reduced by providing missing facilities in schools and free text books, offering incentives, especially for girls.

< Facilities for teacher training will be expanded at a rapid pace in collaboration with the Provincial Governments to improve the quality of education and ensure a quality teacher in every classroom.

< Teaching at all levels will be made an attractive profession. Efforts will be made to bring in high caliber teachers by offering better salary, improved service structure and other benefits. Training and refresher courses will be conducted at all levels and their promotion will be linked with their qualifications and performance.

< Increased resources will be allocated for education sector ensuring proper and timely utilization of funds to reach the UNESCO target of 4% of GDP by 2018".

The story about the achievement of MDGs is equally disappointing. One may in particular refer to the maternal mortality rate and under-five mortality ratios. These still are far above the targets. According to a recent Countdown to 2015 Report launched in Kuala Lumpur, in Pakistan the demand for 44% antenatal care is 28% and postnatal care is 39%. Around 32% children below 5 years of age are under weight and 44% are stunted.

Already UN/UNESCO/UNICEF /and other related agencies are seized of post 2015 planning exercises to ensure that the EFA and MDGs Goals are not only expeditiously achieved all over the world but more ambitious programmes are launched to provide adequate education and health care services to one and all.

It is time the new governments in Pakistan move fast to make up for the lost time to achieve the unmet goals.

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 closely works with UNESCO and produces the UNESCO-PACADE Newsletter.

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.




GLOBAL CAMPAIGN FOR EDUCATION






Closing the Trained Teacher Gap



UNESCO - PACADE



Every child in the world has the **RIGHT** to a quality education.



UNESCO - PACADE
EDUCATION

