



United Nations
Educational, Scientific and
Cultural Organization

Stand up for Malala

Special Issue: Featuring Girls' right to Education

UNESCO - PACADE NEWSLETTER



NO. 4 2012

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Lahore Association
of NGOs



Asia Pacific Bureau of
Adult Education



International Council of
Adult Education

PAKISTAN ASSOCIATION FOR CONTINUING & ADULT EDUCATION

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

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

A Word about PACADE

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

PACADE has held a number of conferences, seminars and workshops for the promotion of adult and continuing education in Pakistan. Mention may in particular be made of the South Asian Conference held in 1987 on the subject of Continuing Education - Key to Effective Living. It has held meetings on law and the citizen, health, education, environment issues and networking. Seminars and workshops on literacy methodologies, functional literacy, community involvement, monitoring, post-literacy and joy of learning have also been held in Lahore, Peshawar, Karachi and Islamabad.

PACADE has made more than 6000 village women literate. It has run Female Literacy Centres in villages near Lahore primarily to test literacy methodologies. PACADE has been particularly keen to highlight and propagate the cause of Female Literacy. It also has had a programme for research on literacy and continuing education including a Journal published for a number of years, another magazine of and for newly literate women as also a number of books. PACADE has of late been working in the field of Gender and has organized a number of workshops to sensitise elementary teachers in 36 districts of the Punjab. More such workshops are on the cards.

One of PACADE's major roles has been to lobby with the government, international organizations and NGOs for the promotion of EFA. In this connection it remains in touch with the central and provincial governments in Pakistan, National Commission for Human Development, education foundations, universities and international agencies including UNESCO, UNDP, UNICEF, Asian Development Bank, and NGOs. As a partner organisation with UNESCO, it has besides other tasks, helped prepare the national strategy for the Implementation of EFA National Plan of Action in Pakistan. Some of PACADE's significant contributions include helping organize Media Forums for EFA as well as the start of a Parliamentary Forum for Literacy. Mention may be made of The Literacy Forum consisting of leading literacy NGOs - an idea pioneered by PACADE and organising the first ever National Literacy Review Roundtables in collaboration with UNESCO and NCHD.

PACADE President was the first Chairman of the National Commission for Literacy and Mass Education. He also held the offices of Federal Secretary and Ambassador. He has been involved with environment education and was invited by the World Bank (EDI) to participate in a number of environment related workshops in India and Nepal. He has been actively participating in the UNESCO, ICAE, ASPBAE and CIVICUS conferences held in Beijing, Hamburg, Melbourne, Dacca, Buenos Aries, Cairo, Beirut, Delhi, Colombo, Bangkok and other places. He was invited to the UN World Conference of NGO's 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.

From PACADE President's Desk

This special issue is about Girls Right to Education and is dedicated to the brave fighter for education in Pakistan, Malala Yousafzai.

It is heartening to find the world acknowledging her fearless stand on girls' education.

The United Nations Secretary General's initiative in mobilizing support for education in Pakistan is most commendable. His special envoy, Gordon Brown, came to Pakistan and met the President and other concerned office-holders. He pledged support for EFA in Pakistan. Pakistan government too announced a special programme for supporting induction of additional three million children in Pakistan's schools. UNESCO executive too has paid tribute to Malala.



As the current EFA programmes in the country are grossly inadequate, we hope government will fulfill its promise of raising allocation for education to 4% of GDP and earmark at least 50% of it for girls' education.

The dire situation of girls' education in Pakistan is authoritatively well-described by MS Pauline Rose Director of Global EFA Education Report (her article on the subject is included in this newsletter) Here is, indeed, a wake up call!

A good news. The Punjab Government Commission for Right to Education, headed by Mr. Justice Khalil-ur-Rehman, has, according to a news report, prepared a draft law for the enforcement of the constitutional obligation regarding the right to education. Hopefully it will be a publicized for consultation with the stakeholders.

One will notice in this newsletter a very impressive array of timely activities undertaken by UNESCO Islamabad Office, throughout the country.

Thank You, Dr. Kozue Kay Nagata for your contribution.

INAYATULLAH

PACADE STAFF NEWS

Congratulations to

Miss. Sophia Malik on her marriage.
Wishing you the very best Mrs. Sophia Hasham.



Welcome

Miss Nasira Yousaf to PACADE as the new Assistant Coordinator.



UNESCO Islamabad on “Girls’ Right to Education”

Guided by the global priority areas of the organization and the commitment it made in May 2011 for “Better Life, Better Future” through the global partnership for girls’ and women’s education, UNESCO Islamabad is taking forward its activities in advocating and promoting education for girls and women in Pakistan through innovations and strategic partnerships with government, civil society and private sector.

Our priority action is to work towards accelerating the achievement of the EFA goals. Gender is an important cross-cutting theme of all education sector programmes of UNESCO Islamabad. We make use of



occasions such as national launching of the EFA Global Monitoring Report to bring politicians, bureaucrats, civil society, teachers and students together to witness and respond to the empirical evidence on the persisting gender gap in youth and adult literacy rates, out-of-school children as well as enrollments in school education. We bring to light hard facts to advocate the need for increased investment on girls’ and women’s education.

UNESCO’s Gender Priority Action Plan (2008 – 2013) prioritizes activities in such a way that “National capacities strengthened to prepare and manage inclusive, rights-based education sector plans and policies that are gender-sensitive and assure equitable access to education.”

UNESCO Islamabad works at three levels. First at the policy level, we bring evidence and advocate the formulation of inclusive and gender responsive educational policies. Second is at the institutional level for capacity-building of the public sector organizations and NGOs in, among others, gender sensitive educational leadership, programming and management, and the third, is at the grassroots level to execute and implement innovative pilot initiatives on, among others, girls’ and women’s education.

Article 25-A of the Constitution of Pakistan guarantees the rights to free and compulsory education for all children of age 5 to 16, which can be considered to be a very encouraging constitutional framework to ensure that no girl or boy in the country is deprived of an access to schooling. But this constitutional provision is yet to be enacted in all provinces and areas, except in Islamabad Capital Territory, because there are no legislative laws to enforce Article 25 A. In Islamabad Capital Territory the legislative laws have been passed both by the Senate and National Assembly. UNESCO now continues to work with other provincial governments in providing the technical support to draft similar laws and advocate for their enactment in near future.

UNESCO education unit in Islamabad is fully conscious of the need to mainstream gender equality in all its programmes and projects. We make sure that funds are allocated for specific activities to eliminate gender disparity in education.

Dr. Roshan Chitrakar
Programme Specialist (Education)

Fakhar-ud-din
Focal Person for Literacy

UNESCO Executive Board pays tribute to Pakistani school girl Malala Yousafzai



© UNESCO/Landry Rukingamubiri

The Director-General of UNESCO, Irina Bokova, has praised the bravery of Malala Yousafzai, the 14-year-old Pakistani girl injured in an assassination attempt on her way home from school earlier this month. The Director-General made her comments at a tribute for Malala organized by UNESCO's Executive Board, during the final day of its 190th session.

The Director-General also reiterated UNESCO's determination to continue the fight to ensure the right of all girls and boys to education. "Whenever and wherever a young girl is forbidden from going to school, it's an attack against all girls, against the right to learn, the right to live life to the full; and it is unacceptable," the Director-General said.

"In April, in Afghanistan, more than 100 high school students from the Takhar province were poisoned by fanatics hostile to girls' education. In Mali, young girls are married by force, recruited by militia, and prevented from going to school and leading a dignified life. Malala is the symbol of all of these young girls. We stand by them all and salute their courage. We support their struggle for the basic right of each individual to an education, in Pakistan and elsewhere."

Shahnaz Wazir Ali, Permanent Delegate of Pakistan to UNESCO, said: "Today as Malala lies in a critical condition in a hospital in the UK, awaiting skull reconstruction surgery, she has become a worldwide icon, a symbol for girls' right to education. As we pay tribute to her here, we also pay tribute to tens of thousands of brave Malalas, brave young girls around the world."

On 9 October, Malala Yousafzai was shot in the head as she travelled home from school in a bus in Swat, in north-eastern Pakistan. According to media reports, the Taleban have claimed responsibility for the attack during which two other schoolgirls were injured. Malala Yousafzai was transferred to a British hospital on 15 October for prolonged medical treatment.

Malala Yousafzai attracted public attention in 2009 when she published a blog telling of her life in Swat, in an area under Taleban control. She then became an activist campaigning for the rights of children and girls.

The day following the attack, on 10 October, the Director-General issued a press release denouncing the attempted murder. She wished to express her support for the Pakistani schoolgirl, who became a symbol of the struggle in favour of the right to education.



MALALA: SYMBOLIZING THE RIGHT OF GIRLS TO EDUCATION



“Stand up for Malala -- Stand up for girls’ right to education!” is the rallying cry of an advocacy event, taking place at UNESCO’s Paris Headquarters on 10 December, the United Nations Human Rights Day. Organized by UNESCO and the Government of Pakistan, the event will accelerate political action to ensure every girl’s right to go to school, and to advance girls’ education as an urgent priority for achieving [Education For All](#).

The event pays tribute to Malala Yousafzai, an astonishingly brave 15 year old girl who survived an assassination attempt for her determined efforts to defend girls’ education in Pakistan, after the Taliban outlawed schools for girls in her native Swat Valley. [The human rights to education and gender equality](#) were both violated by this action.

“Whenever and wherever a young girl is forbidden from going to school, it’s an attack against all girls, against the right to learn, the right to live life to the full; and it is unacceptable,” declared UNESCO Director-General Irina Bokova last month in an [official manifestation of support for Malala](#). Indeed, there is no justification – be it cultural, economic or social – for denying girls and women an education. Humanity stands as a single community when united around human rights and fundamental freedoms.

Malala’s struggle highlights a devastating reality: Girls make up the majority of the world’s 61 million out-of-school children. They are less likely than boys to enter primary school. Harmful practices such as early marriage, gender-based violence, discriminatory laws, prevent them from [enrolling in or completing school](#). Educational disparities start at the youngest ages and

continue into adulthood. [Women represent two thirds of the world's 775 million illiterates](#). Despite making breakthroughs in higher education, women still account for just 29 per cent of researchers.



There can be no equitable and just society without achieving gender equality, beginning with education. UNESCO is committed to the full enrolment of girls and ensuring they stay in school, from primary through secondary and on into higher education. Education accelerates political, economic and social transformation, giving girls the tools to shape the world according to their aspirations. It has a positive impact on child and maternal health, fertility rates, and poverty reduction. It is a life multiplier. For example, women with post-primary education are 5 times more likely than illiterate women to be knowledgeable about HIV/AIDS prevention.



In her famous blog about life under Taliban rule, Malala reacts to the destruction of schools, and especially girls' schools: "Five more schools have been destroyed, one of them was near my house. I am quite surprised, because these schools were closed so why did they also need to be destroyed?" As [UNESCO's 2011 Global Monitoring Report](#) reveals, children and schools today are on the front line of armed

conflicts, with classrooms, teachers and pupils seen as legitimate targets. The consequence, as one UN report puts it, is "a growing fear among children to attend school, among teachers to give classes, and among parents to send their children to school". Saluting Malala's courage, Ms Bokova offered this sobering reminder of the global situation: "This April, in Afghanistan, more than 100 high school students from the Takhar province were poisoned by fanatics hostile to girls' education. In Mali, young girls are married by force, recruited by militia, and prevented from going to school and leading a dignified life. Malala is the symbol of all of these young girls."

How many other girls see their access to education impeded by violence, either threatened or actual? Why are girls and women the principal victims of such threats? Rather than lying on the frontline of conflict, education must be at the forefront of building peace.

UNESCO reacted to news of Malala's shooting, which also left two other girls injured, in an [official condemnation](#). "Guns cannot be allowed to wipe out the right to education or the right to freedom of



expression... It is the responsibility of each and every one of us to stand up against this,” said the Director General. To close the 190th session of UNESCO’s Executive Board, all 58 Member States took up this call, standing in a moment of silence and holding photographs of Malala.

[The launch of the 2012 Education For All Global Monitoring Report in Islamabad was dedicated to Malala,](#)

to emphasize that girls' education is a must if development targets in Pakistan are to be achieved.

“My purpose is to serve humanity,” Malala once said in an interview, with a maturity well beyond her years. Like so many young people today, Malala is helping to change the world. Malala’s passionate advocacy shows the power of aspirations for human rights to move history. UNESCO’s event on 10 December draws strength from her example. There are no immovable barriers to gender equality and education for all. Her dream is ours. We are all Malala.



High-level Advocacy Event Stand up for Malala – Girls' Education is a Right!

Monday, 10 December 2012

Historically, girls and women have been excluded disproportionately from education. Although gender equality and girls' education was set as a clear goal and necessary precondition for the attainment of all the Education for All (EFA) goals and the Millennium Development Goals, they face significantly more challenges and have fewer opportunities than boys to access, complete and benefit from education. Indeed, girls are the majority of the 61 million children¹ that are out of school at the primary level alone. This is both a cause and a result of multiple and often overlapping factors. Poverty, residence in remote rural areas or conflict zones, domestic chores, forced marriages and early pregnancies, gender-based violence and other harmful and discriminatory practices and attitudes about the role and status of girls and women negatively affect girls' education. Furthermore, shortfalls within education systems exacerbate gender inequalities and continue to have a negative impact on girls' access to, retention and progress in schools. Discrimination in education laws and policies, negative gender stereotypes in learning material, discriminatory teaching practices, as well as unsuitable and unsafe learning environments and gender-based violence in and around schools push girls to drop out or compromise their performance.

On 9 October 2012, the international community was shaken by the brutal assassination attempt against Malala Yousafzai, a fourteen year-old girl from Pakistan. Malala was attacked by extremists while she was on her school bus because of her known efforts from an early age to promote the right to education for girls, defying obstacles and even death threats. Malala started writing a Blog for the British Broadcasting Corporation (BBC) in early 2009 under the pseudonym "Gul Makai" (the corn flower), detailing her life under Taliban rule, their attempts to take control of the valley and her views on promoting education for girls. The New York Times documented her life as the Pakistani military intervened in the region, culminating in the complete control of Swat Valley by the Government of Pakistan. Malala became a prominent Girls' Right to Education activist, nominated for the International Children's Peace Prize by Desmond Tutu and, later on, she was awarded Pakistan's first National Youth Peace Prize in 2011.

Politicians, international organizations, civil society and eminent personalities, as well as students and citizens all over the world, have condemned the assassination attempt and demonstrated their resolve and deep commitment to ensuring the right of girl to education. The attack against Malala was not an isolated phenomenon. However, it was a reminder of the harsh discrimination, violence and abuse to which girls can be subjected simply because they pursue their right to education.

Thanks to her courage, Malala has become a global icon of hope and inspiration, igniting a positive reaction and leveraging support for girls' education worldwide. Pakistan, Malala's home country, reacted firmly and instantly, expressing its determination to renew commitment and impetus to protect and promote girls' education and the achievements of the EFA goals. Beyond the frontiers of the country, the Government of Pakistan wishes to take this opportunity to mobilize the international community in support of the right of girls to education.

¹ Source: UNESCO (2012). EFA Global Monitoring Report 2012: Youth and Skills - Putting education to work, Paris: UNESCO.

UNESCO, the UN specialized agency for education and a persistent advocate for gender equality, fully supports Pakistan in this effort and reaffirms its commitment to advocating for, promoting and defending the right to education for all, especially for girls. Education and gender equality are engrained in UNESCO's Constitution and mission as fundamental and inalienable human rights that all children, boys and girls, should enjoy unconditionally. In order to create learning opportunities for girls and ensure that education systems are adapted to receive them and respond to their specific needs and circumstances, UNESCO works at multiple levels, reviewing education laws and policies so that they are aligned with the provisions for gender equality, and strengthening the national capacities of education policy-makers, planners, managers and teachers to enable them better to reach girls through good quality, gender-sensitive educational contents, teaching and learning approaches.

Discrimination against girls' education is a serious impediment to attaining the EFA goals and MDGs, as well as to sustainable development. There is not only a need to intensify advocacy efforts and raise awareness on the special challenges and obstacles that girls face in education, but also on the benefits of their education. Investing in girls' education is not just a moral and political obligation; it also is the most cost-effective investment humanity can make for sustainable development and peaceful coexistence. In a study on the cost for EFA, UNESCO estimates that approximately 24 billion USD² are required annually to bridge the gap at the basic and secondary education level. Even if this amount is doubled or tripled, it will still be insignificant compared to military expenditure, estimated at more than 1.7 trillion USD³ in 2011 alone.

With just a few years before the EFA deadline, the international community is intensifying and accelerating efforts towards the attainment of the EFA goals. A prominent example of such efforts is the *Education First* initiative, launched recently by the United Nations Secretary-General to galvanize a renewed commitment to education in order to put every child - girl and boy - in school, improve the quality of learning and foster global citizenship. Another example is UNESCO's *Global Partnership for Girls' and Women's Education*, which was launched last year and that has already been effective in mobilizing attention and resources in support for girls' education, and in scaling-up successful approaches at the country level.

Purpose

In this context and coinciding with the United Nations Human Rights Day, UNESCO and the Government of Pakistan will host a high-level advocacy event at UNESCO Headquarters in Paris (France) on 10 December 2012 in order to advocate for every girls' right to education. UNESCO and the Government of Pakistan will seek to mobilize and bring together representatives of governments, UN partners, international and bilateral organizations, foundations, donors, the private sector, civil society, academics, religious leaders, eminent personalities, the media and other stakeholders in an effort to renew commitment and seek support for girls' education globally.

Goal

Within the framework of EFA and in line with the EFA goals and the priorities of the *Education First* initiative, the overall goal of this event is to advocate for and promote girls' right to education, encompassing all levels and all aspects of education, so that education becomes *available* and *accessible* to all girls, while being *acceptable* and *adaptable* to their specific needs and circumstances.

² UNESCO (2010). EFA Global Monitoring Report 2010: Reaching the Marginalized, Paris: UNESCO.

³ Source: the Stockholm International Peace Research Institute.

Objectives

The objectives of this event are to:

- sensitize the international community about the importance of and the special challenges and obstacles relating to girls' education;
- advance girls' education as an urgent policy priority in view of the EFA Goals; and,
- mobilize support and commitment from various partners in favour of programmes for girls' education.

Expected outcomes

UNESCO and the Government of Pakistan expect that the event will help increase attention on the importance of girls' education globally, and that it will accelerate responses among all stakeholders such as governments, donors, multilateral organizations, civil society, and others partners in order to make girls' education a policy priority and generate funds to meet the goals and targets set for girls' education.

High-level advocacy event
Co-organized by UNESCO and the Government of Pakistan

STAND UP FOR MALALA

GIRLS' EDUCATION IS A RIGHT

Monday, 10 December 2012 | 10 a.m. – 1 p.m. | UNESCO House, Paris



Government
of Pakistan
Gouvernement
pakistanaï

Rencontre de plaidoyer de haut niveau
Co-organisée par l'UNESCO et le Gouvernement pakistanais

SOUTENONS MALALA

L'ÉDUCATION DES FILLES EST UN DROIT

Lundi 10 décembre 2012 | 10 heures – 13 heures | Maison de l'UNESCO, Paris

PROGRAMME

Welcome by moderator **Ms Zeinab Badawi**

Message d'accueil de la modératrice **Mme Zeinab Badawi**

Opening address by **Ms Irina Bokova**, Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO)

Allocution d'ouverture de **Mme Irina Bokova**, Directrice générale de l'Organisation des Nations Unies pour l'éducation, la science et la culture (UNESCO)

Message from **Malala Yousafzai** | Message de **Malala Yousafzai**

Speech by **Mr Asif Ali Zardari**, President of the Islamic Republic of Pakistan

Discours de **M. Asif Ali Zardari**, Président de la République islamique du Pakistan

Speech by **Mr Jean-Marc Ayrault**, Prime Minister of the French Republic

Discours de **M. Jean-Marc Ayrault**, Premier Ministre de la République française

Video message from **Mr Ban Ki-moon**, Secretary-General of the United Nations

Message vidéo de **M. Ban Ki-moon**, Secrétaire général de l'Organisation des Nations Unies

Students' Views | Intervention de collégiens/lycéens

Speech by **Ms Michelle Bachelet**, Executive Director of UN Women

Discours de **Mme Michelle Bachelet**, Directrice exécutive de l'ONU Femmes

Video message from **Ms Hillary Rodham Clinton**, Secretary of State of the United States of America

Message video de **Mme Hillary Rodham Clinton**, Secrétaire d'Etat des Etats-Unis d'Amérique

Students' Views | Intervention de collégiens/lycéens

Speech by **Mr Gordon Brown**, UN Special Envoy for Global Education

Discours de **M. Gordon Brown**, Envoyé spécial des Nations Unies pour l'éducation mondiale

Speech by **Ms Tarja Halonen**, Former President of Finland

Discours de **Mme Tarja Halonen**, ancienne Présidente de la Finlande

Students' Views | Intervention de collégiens/lycéens

Speech by **Dr Abdulaziz Othman Altwaijri**, Director-General of the Islamic Educational, Scientific and Cultural Organization (ISESCO)

Discours de **Dr Abdulaziz Othman Altwaijri**, Directeur général de l'Organisation islamique pour l'éducation, les sciences et la culture (ISESCO)

Video Message from **Ms Catherine Ashton**, High Representative of the European Union for Foreign Affairs and Security Policy, Vice-President of the European Commission

Message vidéo de **Mme Catherine Ashton**, Haute Représentante de l'Union européenne pour les affaires étrangères et la politique de sécurité, Vice-Présidente de la Commission européenne

Speech by **Dr Maitha Alshamsi**, Minister of State of the United Arab Emirates

Discours de **Dr Maitha Alshamsi**, Ministre d'État des Émirats Arabes Unis

Students' Views | Intervention de collégiens/lycéens

Brief statement by **Dr Muhammad Al-Ahmadi Abu Al- Nour**, Representative of the Grand Imam of Al-Azhar, Egypt

Brève déclaration du **Dr Muhammad Al-Ahmadi Abu Al- Nour**, Représentant du Grand Imam d'Al-Azhar, Egypte

Screening of a short film on girls' education | Projection d'un court métrage sur l'éducation des filles

High-Level Panel Discussion | Discussion du panel de haut niveau:

Ms Leila Zerrougui, Special Representative of the UN Secretary-General for Children and Armed Conflict

Mme Leila Zerrougui, Représentante spéciale du Secrétaire général de l'ONU pour le sort des enfants en temps de conflits armés

Dr Husun Banu Ghazanfar, Minister of Women's Affairs of Afghanistan

Dr Husun Banu Ghazanfar, Ministre de la condition féminine d'Afghanistan

Mr Sheikh Waqas Akram, Minister of Education of the Islamic Republic of Pakistan

M. Sheikh Waqas Akram, Ministre de l'éducation de la République islamique du Pakistan

Ms Noura Alfayez, Vice-Minister of Education for Girls of the Kingdom of Saudi Arabia
Mme Noura Alfayez, Vice-Ministre de l'éducation pour les filles du Royaume d'Arabie saoudite

Prof. Wiendu Nuryanti, Vice-Minister of Cultural Affairs of the Republic of Indonesia
Prof. Wiendu Nuryanti, Vice-Ministre des affaires culturelles de la République d'Indonésie

Ms Maria Arnholm, State Secretary to the Minister of Gender Equality of the Kingdom of Sweden
Mme Maria Arnholm, Secrétaire d'Etat auprès du Ministre de l'égalité des genres du Royaume de Suède

Mr David Pearce, Representative of the US Secretary of State Hillary Rodham Clinton
M. David Pearce, Représentant du Secrétaire d'Etat des Etats-Unis d'Amérique Hillary Rodham Clinton

Dr Muhammad Al-Ahmadi Abu Al- Nour, Representative of the Grand Imam of Al-Azhar, Egypt
Dr Muhammad Al-Ahmadi Abu Al- Nour, représentant du Grand Imam d'Al-Azhar, Egypte

Mr Slimane Chikh, Permanent Observer of the Organisation of Islamic Cooperation (OIC) to the United Nations office in Geneva
M. Slimane Chikh, Observateur permanent de l'Organisation de la coopération islamique (OCI) auprès du bureau des Nations Unies à Genève

Mr Kishore Singh, UN Special Rapporteur on the Right to Education
M. Kishore Singh, Rapporteur special des Nations Unies pour le droit à l'éducation

Question and answer period | Session de questions et de réponses

Reading of the “Statement of Commitment to Girls’ Right to Education” by a student
Lecture par un collégien/lycéen de l’« Engagement en faveur du droit à l'éducation des filles »

THIS PROGRAMME MAY BE SUBJECT TO MODIFICATION | PROGRAMME SOUMIS A D'EVENTUELLES MODIFICATIONS

MESSAGE FROM MALALA YOUSAFZAI

For the high-level advocacy event: **STAND UP FOR MALALA - GIRLS' EDUCATION IS A RIGHT!**

Co-organized by UNESCO and the Government of Pakistan (10 December 2012, UNESCO Paris)



"I am thankful to my nation in Pakistan and the whole world for supporting me and the grand cause of education that I stand for.

I am thankful also to all the nurses and doctors at the Queen Elizabeth Hospital Birmingham for their outstanding care that helps me get better day by day.

People from Pakistan and all over the world prayed to God for my life and God gifted me a second life.

My dream is to see all children, especially girls, going to school to be educated. I dream of a peaceful world where all human beings are accommodating and tolerant. I wish to see equality and justice for all men and women.

I am on a journey to see my dreamland. It does not matter if I fall down, I will stand again, walk and struggle hard.

Today is the happiest day for me because the honourable President of Pakistan and UNESCO are here to help the poor and uneducated children.

I have received thousands of cards full of good wishes and a lot of gifts which is an honour for me – but if you help others and do something for the education of girls, that would be a greater honour for me and the happiest moment of my life.

The sooner all deprived children go to school, the sooner I will get better.

Thank you all"

Malala

“Whenever and wherever a young girl is forbidden from going to school, it’s an attack against all girls, against the right to learn, the right to live life to the full; and it is unacceptable...This April, in Afghanistan, more than 100 high school students from the Takhar province were poisoned by fanatics hostile to girls’ education. In Mali, young girls are married by force, recruited by militia, and prevented from going to school and leading a dignified life. Malala is the symbol of all of these young girls.”

Irina Bokova, Director-General of UNESCO, Paris, 18 October 2012

“I have the right of education. I have the right to play. I have the right to sing. I have the right to talk. I have the right to go to market. I have the right to speak up.”

Malala Yousafzai, interview with CNN, November 2011

« Partout dans le monde, chaque fois qu’on interdit à une fille d’aller à l’école, c’est une attaque contre toutes les filles, contre le droit d’apprendre, le droit de se réaliser pleinement dans la vie, et c’est inacceptable... En avril dernier, en Afghanistan, plus de 100 lycéennes de la province de Takhar ont été empoisonnées par des fanatiques hostiles à l’éducation des filles. Au Mali, des jeunes filles sont mariées de force, recrutées par les miliciens et empêchées d’aller à l’école et de vivre dignement. Malala est le symbole de toutes ces jeunes filles. »

Irina Bokova, Directrice générale de l’UNESCO, Paris, 18 octobre 2012

« J’ai le droit de recevoir une éducation. J’ai le droit de jouer. J’ai le droit de chanter. J’ai le droit de parler. J’ai le droit d’aller au marché. J’ai le droit de faire entendre ma voix. »

Malala Yousafzai, entretien accordé à CNN en novembre 2011

**STAND UP FOR MALALA,
STAND UP FOR GIRLS’ EDUCATION
CALL FOR ACTION NOW!**

**SOUTENONS MALALA,
SOUTENONS LE DROIT DES FILLES À L’ÉDUCATION
APPELONS À L’ACTION, MAINTENANT !**



High-level advocacy event
Co-organized by UNESCO and the Government of Pakistan

STAND UP FOR MALALA **GIRLS’ EDUCATION IS A RIGHT**


Monday, 10 December 2012 | UNESCO House, Paris

Rencontre de plaidoyer de haut niveau
Co-organisée par l’UNESCO et le Gouvernement pakistanais

SOUTENONS MALALA **L’ÉDUCATION DES FILLES EST UN DROIT**

Lundi 10 décembre 2012 | Maison de l’UNESCO, Paris

COVER | COUVERTURE : MALALA YOUSAFZAI © VÉRONIQUE DE VIGUERIE / GETTY / AFP


United Nations
Educational, Scientific and
Cultural Organization
Organisation
des Nations Unies
pour l’éducation,
la science et la culture


Government
of Pakistan
Gouvernement
pakistanais

STAND UP FOR MALALA

GIRLS' EDUCATION IS A RIGHT

"Stand up for Malala – Girls' education is a right!" is an international declaration of political will to fight gender-based discrimination and to ensure that all girls have a place in school. UN Human Rights Day, 10 December, is a symbolic date to mobilize for this cause, to renew commitment to the Education for All (EFA) goals and to show solidarity with Malala Yousafzai and all the other girls who fight for their fundamental right to go to school.

Malala, a symbol for girls' right to education

On 9 October 2012, the international community was shaken by the brutal attempt to assassinate Malala Yousafzai, a 14 year-old Pakistani schoolgirl, blogger and girls' education activist. Malala was attacked on the school bus by extremists because she promoted girls' education despite many obstacles and even death threats. She has since become a worldwide symbol for girls' right to education.

Girls' education worldwide

Girls make up the majority of the world's 61 million out-of-school children. They are less likely than boys to enter and complete school. Both in and out of school, girls around the world face multiple forms of discrimination and challenges that seriously compromise their education opportunities and learning achievements. At secondary level, only 39% of countries have an equal proportion of girls and boys enrolled. Obstacles preventing girls from enrolling in or completing school include early marriage and pregnancy, gender-based violence and other harmful practices, as well as gender biases, discriminatory laws, attitudes and practices that overlap with poverty and geographical isolation to hinder girls' access to education.

A moral and political obligation

There is no justification for denying girls and women an education. Investing in girls' education is not only a moral and political obligation; it is the most cost-effective investment available for sustainable development and peaceful coexistence.

UNESCO and girls' education

For over 65 years, UNESCO has been advocating for, promoting and defending the right to quality education for all, especially for girls. Education and gender equality are enshrined in UNESCO's Constitution and mission as fundamental and inalienable human rights that all children, girls and boys, should enjoy unconditionally. With just three years left until the 2015 target date for meeting the Education for All goals, notably Goal 5: "Eliminating gender disparities in primary and secondary education", as well as Millennium Development Goals 2 and 3, achieving universal primary education, and promoting gender equality and empowering women respectively, it is time for a renewed push to meet the learning needs of all those left behind, particularly girls.

Pakistan, Malala's home country, and UNESCO are joining forces to protect and promote girls' education, both in Pakistan and elsewhere, by raising public awareness about the persistent challenges that girls face and generating the political will required to tackle the root causes of their exclusion.

In line with the UN Secretary-General's Global Initiative on Education and UNESCO's Global Partnership for Girls' and Women's Education "Better Life, Better Future", this event is an intensified effort to increase awareness and mobilize broad support, partnerships and resources for girls' education.

SOUTENONS MALALA

L'ÉDUCATION DES FILLES EST UN DROIT

« Soutenons Malala – L'éducation des filles est un droit ! » est une déclaration internationale affirmant la volonté politique de combattre la discrimination entre les sexes et de garantir que toutes les filles aient une place à l'école. La date symbolique du 10 décembre, Journée des droits de l'homme des Nations Unies, est une occasion de se mobiliser pour cette cause, de renouveler notre engagement en faveur de l'Éducation pour tous (EPT) et de montrer notre solidarité avec Malala Yousafzai ainsi qu'avec toutes les autres filles qui se battent pour leur droit fondamental d'aller à l'école.

Malala, un symbole pour le droit des filles à l'éducation

Le 9 octobre 2012, la communauté internationale a été choquée par la brutale tentative d'assassinat perpétrée contre Malala Yousafzai, une collégienne pakistanaise de 14 ans, bloggeuse et militante du droit des filles à l'éducation. Malala a été attaquée dans le bus scolaire par des extrémistes parce qu'elle défendait le droit des filles à l'éducation en dépit de tous les obstacles et même des menaces de mort. Elle est devenue depuis un symbole planétaire du droit des filles à l'éducation.

L'éducation des filles dans le monde

Les filles constituent la majorité des 61 millions d'enfants non scolarisés dans le monde. La probabilité pour elles d'être scolarisées et de terminer leurs études est inférieure à celle des garçons. À l'école et en dehors de l'école, les filles du monde entier subissent la discrimination sous différentes formes et sont confrontées à des difficultés qui compromettent gravement leurs opportunités en matière d'éducation et les résultats de leur apprentissage. Au niveau de l'enseignement secondaire, la parité entre filles et garçons scolarisés n'est atteinte que dans 39 % des pays. Les obstacles qui empêchent les filles de fréquenter l'école ou de terminer leurs études sont notamment les mariages et les grossesses précoces, les violences sexistes et autres pratiques néfastes, les préjugés fondés sur le sexe, de même que les lois, comportements et pratiques discriminatoires qui, conjugués à la pauvreté et à l'isolement géographique, entravent l'accès des filles à l'éducation.

Une obligation morale et politique

Rien ne peut justifier que l'on dénie aux filles et aux femmes la possibilité de recevoir une éducation. Investir dans l'éducation des filles n'est pas seulement une obligation morale et politique, c'est aussi le meilleur investissement pour le développement durable et la coexistence pacifique.

L'UNESCO et l'éducation des filles

Depuis plus de 65 ans, l'UNESCO prône, encourage et défend le droit à une éducation de qualité pour tous, en particulier des filles. L'éducation et l'égalité entre les sexes sont consacrées par l'Acte constitutif et par la mission de l'UNESCO en tant que droits fondamentaux et inaliénables de la personne humaine dont devraient pouvoir jouir sans condition tous les enfants, filles et garçons. À tout juste trois ans de la date de 2015 fixée pour réaliser les objectifs de l'Éducation pour tous, notamment son objectif 5 : « Éliminer les disparités entre les sexes dans l'enseignement primaire et secondaire d'ici à 2005 et instaurer l'égalité dans ce domaine en 2015 », ainsi que les objectifs du Millénaire pour le développement 2 et 3, l'universalisation de l'enseignement primaire, et l'égalité entre les sexes et l'autonomisation des femmes respectivement, le moment est venu d'insuffler un nouvel élan en vue de satisfaire les besoins d'apprentissage de ceux qui ont été laissés de côté, en particulier des filles.

Le Pakistan, pays natal de Malala, et l'UNESCO unissent leurs forces pour protéger et promouvoir l'éducation des filles, au Pakistan et ailleurs, en sensibilisant le public sur les défis persistants auxquels font face les filles et en suscitant la volonté politique nécessaire pour s'attaquer aux causes profondes de leur exclusion.

Dans le droit fil de l'Initiative mondiale du Secrétaire général de l'ONU pour l'éducation et du Partenariat mondial de l'UNESCO en faveur de l'éducation des filles et des femmes « Une vie meilleure, un avenir meilleur », cet événement vise à davantage sensibiliser et à mobiliser un large soutien, les partenariats et les ressources pour les filles.

UNESCO and UNGEI Reaffirm Commitment to Girls' Right to Education in Pakistan



UNESCO under the umbrella of United Nations Girls' Education Initiative (UNGEI) organized a special seminar in Islamabad on 23rd October 2012, to reaffirm the commitment to Girls' Right to Education in Pakistan. UNGEI is a flagship for girls' education. It serves as a principal movement to narrow the gender gap in primary and secondary education and to ensure the right to education and gender equality for all children, girls and boys alike. It aims for a world where all girls and boys are empowered through quality education to realize their full potential and contribute

to transforming societies where gender equality becomes a reality. UNESCO, UNICEF, ILO, UNIDO, UNHCR and other UN agencies were represented in the seminar. The UN agency representatives stressed on the need for coordinated actions and responsibility among all stakeholders to meet the targets set for girls' education by 2015, in Pakistan.

Addressing the gathering Director of UNESCO Pakistan Dr. Kozue Kay Nagata echoed the sentiment expressed by the Director-General of UNESCO, Ms. Irina Bokova in her speech delivered on the occasion of launching of the EFA Global Monitoring Report 2012 in Paris on 16th October. Quoting the Director-General Dr. Nagata said "I would like to dedicate this ceremony to Ms. Malala Yousafzai, a young brave activist for the right of girls to the education of Pakistan, assaulted last week, because she wanted to go to school."



Mr. Timo Pakkala, United Nations Resident Coordinator in Pakistan also attended the event. He emphasized that girls' education is a must in order to meet development targets in Pakistan.

The seminar was planned in lieu of UNESCO's Director-General, Ms. Irina Bokova's attribution to Ms. Malala Yousufzai during the international launch of Global Monitoring Report 2012 in Paris on 16th October, calling for global attention to the right of girls and women to education. The event was perceived to be timely as it encompassed findings of UNESCO's flagship document, "Education For All, Global Monitoring Report (GMR) 2012."

The Seminar was attended by a large number of participants represented by civil society organizations, INGOs, NGOs, teachers and students of formal and non-formal education systems.

Senator Ms. Farah Aqil from Khyber Pakhtunkhwa graced the seminar as the Chief Guest. The Senator condemned the attack against Malala Yousufzai for which she expressed a deep sense of grief. She said, "the conflict has made it arduous for girls to pursue their education." She suggested on increasing the education budget as well as strengthening security and transport for female students in conflict affected areas.

Pakistan slowest in getting poor girls into schools: Report



Pakistan's progress in getting poor girls into schools is less than half of that in India and Nepal, and a quarter of Bangladesh, according to a new report published by United Nations Educational, Scientific and Cultural Organisation (UNESCO) this week.

The report titled "Education For All (EFA) Global Monitoring Report" revealed that Pakistan has reduced the amount it spends on education to less than 2.3 per cent of the Gross National Product (GNP) despite having the second-largest number of

out-of-school girls in the world. The report was released in the wake of the Taliban attack on child rights activist Malala Yousafzai.

"The poorest girls in Pakistan are twice as likely to be out of school as the poorest girls in India, almost three times as likely as the poorest girls in Nepal and around six times as likely as the poorest girls in Bangladesh," stated the World Inequalities Database of Education (WIDE).

The EFA Global Monitoring Report showed how factors such as gender, poverty, location and ethnicity affect a child's education chances. The report added that two-thirds of children out of school in Pakistan are girls – a rate that is worse in only 16 other countries in the world. "The percentage of poorest girls out of school has fallen from 78 per cent to 62 per cent, a much narrower drop than in India (from 66 per cent to 30 per cent), Nepal (from 52 per cent to 22 per cent), and Bangladesh (from 91 per cent to 44 per cent)," the report stated.

Pauline Rose, Director of the EFA Global Monitoring Report said, "How is it possible that since 1999 when governments around the world committed to getting all children into school, countries like Pakistan have managed to consistently fail to address – we must put girls first if we're to crack this challenge. Two thirds of girls in the poorest areas in Pakistan are still not getting the chance of an education – a rate that is not appropriate for 21st century."

She hoped that the attack on the 14 year-old Swat school girl Malala would bring "shame on a country which has ignored the rights of its girls to an education for too long".

Rose further called on Pakistan to change its priorities while stating that the country spends more on the military than it does on education.



Plan to hold 'Stand up for Malala' event in Paris

ISLAMABAD, Nov 6: UNESCO and the government of Pakistan will co-host a high level advocacy event called "Stand up for Malala — Stand up for Girls' Right to Education" in Paris on Dec 10.

President Asif Zardari would attend the event, it was announced on Tuesday.

The president and UNESCO Director-General Irina Bokova have jointly signed the invitation being sent to all UN member states.

Federal Minister for Education and Training Sheikh Waqas Akram said the event would mobilise heads of states and governments, leaders of UN agencies, international and bilateral organisations, foundations, donors, the private sector, civil society, academics, religious leaders, eminent personalities and the media to reinforce commitment to programmes for girls' education.

The event which will mark the 'Human Rights Day' is designed to generate political will and accelerate action in favour of every girl's right to go to school.

According to a statement issued by UNESCO: "The assassination attempt on Malala represents violation of right of girls to education. In far too many countries, girls are deprived of this fundamental human right that is the key to dignity and decent future."

"Discrimination starts early in girls' life. We must harness the global movement of solidarity around Malala to strengthen political will and put in place measures required to ensure that all girls have a place in school."

Link: <http://dawn.com/2012/11/07/plan-to-hold-stand-up-for-malala-event-in-paris/>

Malala ranks 6th on Top 100 Global Thinkers list

By [News Desk](#) Published: November 27, 2012



'For standing up to the Taliban, and everything they represent' made Malala Yousafzai, the 15-year-old child activist from Swat Valley, shine on the number 6 spot of the Top 100 Global Thinkers list.

The list was released by Foreign Policy magazine on Monday, November 26. This year, Foreign Policy honoured people who spoke for freedom of speech, for making themselves heard.

Malala was among four Pakistanis who made it to the list this year.

The child activist, who was shot in the head by the Taliban on her way back home from school on October 9, stood up against the Taliban to fight for her and many girls' right to education. "I shall raise my voice," she said last year. "If I didn't do it, who would?"

An earlier report by United Nations Educational, Scientific and Cultural Organisation's Education for All Global Monitoring Report revealed that Pakistan is in the bottom 10 countries, with 62% girls in Pakistan, aged between seven and 15, who have never been to school.

Other Pakistanis on the list

Former ambassador to the United States, Husain Haqqani and his spouse, Farah Naz Ispahani were placed on number 61 on the list "for pushing tough love for their troubled country."

Haqqani, who once defended Pakistan's stance and brokered discussions in order to pacify the US, said in August that the two countries "should stop pretending they are allies and amicably 'divorce'."

According to Foreign Policy, the couple who shares the same slot on the list "spent their careers fighting the slow-motion radicalisation of Pakistan."

5.1 million Children don't go to school, of which 63% are girls

ISLAMABAD - At least 5.1 million Pakistani children do not go to school of which 63 percent are girls, according to a report released by United Nations Educational, Scientific, and Cultural Organisation (UNESCO).

The tenth Education for All Global Monitoring Report (GMR) of UNESCO recognised a dire need for investment in the future of young boys and girls in terms of spending, quality education and skill building initiatives.

The report was officially launched on Thursday to share Pakistan specific statistics and analysis with major educationists and policy makers.

Dr Kozue Kay Nagata in the opening remarks, quoted from the global speech of UNESCO Director-General Irina Bokova and said, "I would like to dedicate this ceremony to Ms Malala Yousafzai, a young brave activist for the right of education for girls in Pakistan, assaulted last week, because she wanted to go to school". Dr Nagata added, "For Pakistan as a nation, this year's GMR has a special value".

The report revealed that the school age population of Pakistan was 197.5 million. Net enrolment ratio, in primary schools was 74% and 5.1 million children were out of school, 63% of which were girls. The report further said there were 7.27 million adolescents not attending school out of which 3.8 million were female.

UNESCO Senior Education Specialist Dr Roshan Chitrakar told the participants that Pakistan needed to tackle unemployment of the youth, and make them part of the productive labour force through training and education.

Arshad Saeed Khan elaborated in his presentation that according to the GMR only 40% of girls of age 15 or less were literate, which was projected to reach 60% by 2015. The issue thus needed special attention to eliminate gender disparity, he added.

In Pakistan, skill development (including teacher training) expenditure for the year 2008-9 was only 1% of the total education budget.

✓ Malala: a hope for millions

By A Reporter

ISLAMABAD, Nov 10: Former prime minister of the United Kingdom Gordon Brown, who is visiting Pakistan as an envoy of the UN Secretary General, was presented one million signatures supporting the right of education, at an event organised by National Commission for Human Development (NCHD).

The event was organised in collaboration with UNICEF, UNESCO and civil society.

Mr Brown addressed the gathering and declared that Pakistan is one of the leading countries which had shown tremendous progress in the field of education.

He saluted the thirst for education among the people of Pakistan and appreciated the unshakable resolve of MNA Pakistan People's Party (PPP) Dr Nafisa Shah, who heads NCHD, for having worked tirelessly for the uplift of the people through educational

projects.

Federal Minister for Education and Training Sheikh Waqas Akram, who was present on the occasion, said that the credit goes to the government and declared that according to article 25-A of the Constitution, education was the fundamental right of every child.

Chairperson NCHD Dr Nafisa Shah said that the implementation of Article 25-A is the need of the hour and being a fundamental right it should be provided to all the children of Pakistan from age 5 to 16.

"I am saddened and shocked with what happened to Malala Yousafzai, who is a torch bearer for women education in this part of the world. This attack only confirms our view that Taliban are the enemies of Pakistan and of humanity," she said.

She said that the attacks were related and part of a larger plan to attack moderation, federalism and a progressive

Pakistan, which the government struggles to build.

According to Ms Shah, Malala was keen promoter of education in her province, as she had once said: "I would like to establish an education fund and promote education particularly those children involved in domestic labour".

Fahad Hussain as an ambassador the right to education (RTE) critic the insufficient efforts of the government towards the amelioration of plight of education in Pakistan.

He emphasised that extreme measures were required to uplift the marginalised and deprived communities in country.

Ms Beela Raza Jamil, the head Idara-e-Taleem-o-Agahi (ITA), in speech called for revolutionary measures to be undertaken by all the stakeholders to ward off backwardness in field of education.

Call for education emergency

By A Reporter

ISLAMABAD, Nov 10: Speakers at a seminar on Saturday urged the government to impose an education emergency so the country can meet the millennium development goals by 2015.

They also demanded that the budget allocation for education should be increased to 4 to 5 per cent of the GDP.

The seminar, "Education for All - peace for region", was arranged by South Asian Women in Media Pakistan (SAWMP) at the National Press Club in connection with the Malala Day.

Speaking on the occasion, Bushra Gohar, an MNA from the ANP, said Malala was being referred to as an 'agent' by terrorists because of her resistance to them. "Yes, Malala is an agent but an

agent of change." She said whatever Malala had done for the cause of education was primarily our duty.

PPP Senator Robina Khalid criticised civil society and activists for not playing an active role in the Malala campaign. She said it was time to have a massive struggle so we could fight the menace of terrorism.

Safina secretary general Imtiaz Alam said no progressive party had taken any initiative for Malala. Her struggle is being recognised all over the world but our political parties are busy in their own business.

He said Pakistan should have announced November 10 as the official Malala day. He also criticised religious parties for their negative comments on the Malala inci-

dent. PTI Pakistan president Fozia Shahid called for collective efforts to propagate Malala's message to the people in all parts of the country.

Tameela Mazhar, the general secretary of South Asian Women in Media Pakistan, read out a joint statement by SAWMP and Safina to pay tribute to Malala and join the UN call for global campaign on education for all.

Shamoon Hashmi, Mehmooda Ghazia, Harris Khalique and Kishwar Naheed presented their poems paying tribute to the young activist. Students from different schools, colleges and universities on the occasion also hailed Malala's struggle.

Girls' education in Pakistan: victim of conflict and commitment

Posted on 22 October 2012 by Pauline Rose

by Pauline Rose, Director of the Global Monitoring Report

It is reassuring news to hear that Malala is showing signs of recovery after the senseless shooting in Pakistan a couple of weeks ago. I remember reading [Malala's blog on the BBC](#) when we were preparing the [2011 Education for All Global Monitoring Report on Education and Armed Conflict](#). The blog brought home to me the shocking reality of girls' education in places where schooling gets caught in the crossfire of conflict.

In Swat District, where Malala lives, only 1 in 3 girls are in school. But Malala's plight highlights a far wider problem in Pakistan. As the [2012 Education for All Global Monitoring Report](#) published last week finds, the country has the second highest number of out-of-school children in the world—over 5 million—and the second highest number of girls out of school.

The barriers to education faced by Pakistani girls like Malala are stark in comparison with the rest of South Asia. The poorest girls in Pakistan are twice as likely to be out of school as the poorest girls in India, almost three times as likely as the poorest girls in Nepal and at least six times as likely as the poorest girls in Bangladesh. Even in the wealthier province of the Punjab, more than half of poorest girls have never been to school, while the vast majority of the richest have had the opportunity. These comparisons show that inequalities are far wider in Pakistan compared with other countries in South Asia, as revealed by the [World Inequality Database on Education](#) (WIDE), a new website from the EFA *Global Monitoring Report* team that shows how factors such as gender, poverty and location affect a child's education chances.

Conflict in parts of the country is certainly holding back progress in education. But it is not the only reason. The 2012 GMR identifies that Pakistan is one of just a small number of countries that have reduced spending on education, falling from an already low of 2.6% of GNP in 1999 to only 2.3% in 2010. And yet Pakistan spends around 7 times more on the military than on primary schooling. The wide inequalities in schooling opportunities suggest that not only is it vital that the country shows greater commitment by increasing its spending on education, but also that urgent action needs to be target policies towards ensuring that girls from the poorest households have the chance to go to school.

**Percentage of children who have never been in school, aged 7-16
Pakistan 2007**

UN event highlights girls' right to education

Our correspondent

Islamabad

To highlight 'Girls' Right to Education,' the United Nations Educational, Scientific and Cultural Organisation (Unesco) in collaboration with other UN agencies including United Nations Children's Fund (Unicef), International Labour Organisation (ILO) and United Nations Industrial Development Organisation (UNIDO) organised a special event on Tuesday.

The event was attributed to Malala Yousafzai. Speaking on this occasion, United Nations Resident Coordinator for Pakistan Timo Pakkala emphasised that the girls' education is a must, in order to meet development targets in the country. The event also encompassed findings of Unesco's flagship document, "Education For All, Global Monitoring Report (GMR) 2012", which was officially launched in Islamabad on October 18.

According to the report, youth (between age 15-24) female literacy rate in Pakistan is 61 per cent against 79 per cent for males. However, youth female literacy rate is projected to be 72 per cent (against 82 per cent for males) by year 2015, whereas adult female literacy rate of older age group (15+) is projected to be 47 per cent. This indicates that young Pakistani females are more educated than their mothers.

The gender-based ratio (female - male) of illiterate youth between ages 15 - 24 is, 64 per cent - 36 per cent. This shows that gender gap still exists. Nearly two thirds (63 per cent) of the 5.1 million out-of-school children of primary school age

group are girls. There are more female adolescents (3.9 million) than male adolescence (3.3 million) who are out-of-school, as stated in the Global Monitoring Report.

Dr. Kozue Kay Nagata, Director, Unesco Pakistan, in her opening remarks quoted from the global speech of the Director-General of Unesco Irina Bokova and said, "I would like to dedicate this ceremony to Malala Yousafzai, a young brave activist for the right of girl's education in Pakistan, assaulted last week, because she wanted to go school". Also, Dr. Nagata added, "Gender equality in education constitutes a basic human right as well as an important means of improving economic outcomes."

Unesco Director in her speech said, "Although gender gap in Net Enrollment Ratio (NER) in primary and secondary schools is getting reduced in major urban centers such as Islamabad, Peshawar, Lahore and Karachi, the gender gap is still high in Balochistan, Federally Administered Tribal Area (Fata), rural Khyber Pakhtunkhwa, interior Sindh, and other conservative communities."

The civil society, NGOs and UN agencies actively participated in the event to exchange views and urged for coordinated actions to promote girls' education in Pakistan.

This event was planned in lieu of Unesco's Director-General, Irina Bokova's attribution to Malala Yousufzai during the international launch of Global Monitoring Report 2012 in Paris on 16th October, calling for global attention to the right of girls and women to education.

Better facilities needed to promote girls education

By Asad Najeeb

DAWN

ISLAMABAD, Oct 23: Contrary to popular belief, most parents in Pakistan understand the need to educate their children, and are willing to do so, if they are assured certain facilities.

This was said by Mr Francesco d'Ovidio, Director of International Labour Organisation (ILO) while addressing the seminar "Girls' Right to Education" at Crown Hotel Plaza here on Tuesday. The seminar organised by JNGEI (UN Girls' Education Initiative), was presided over by Senator Farah Aqil, and included UNESCO representative Dr Kozue Kay Nagata and UN Resident

Coordinator Mr Timo Pakkala.

Mr Francesco presented a succinct summary of the problems faced by children, especially females, in acquiring an education. He said teachers had low-wages and lacked social protection, because of which the standard of education was low.

He dispelled the notion that parents lacked the will to educate children, saying that if security and transport issues were resolved, parents would be willing to educate their children.

He also said that women in Pakistan lacked a role model, a claim that was denied by

Ms Aqil in her speech. She maintained that Pakistanis had role models in the form of Fatima Jinnah, Hazrat Ayesha (RA) and recently Malala Yousafzai.

As the conversation shifted to Malala, the senator said she was grieved by the role of the media in the incident. She said the media had initially created hype around the incident, but was now distorting it by presenting superficial explanations for it.

Ms Farah said "Talibanisation" and lack of funds make it arduous for girls to pursue an academic career. She blamed previous governments for the lack of a

uniform education policy, adding that Article 25-A, which ensured free compulsory education, would be implemented soon.

The speakers proposed several solutions to the imbroglio, including an increase in the education budget, provision of security and transport to females, and the empowerment of mothers in Pakistan. The focus was laid on increasing the budget from the current 2.3 per cent of the Gross Domestic Product (GDP).

Ms Mehnaz Ansar, deputy country director of an NGO, told *Dawn* that the polio campaign by Dr Shakeel Afridi which led to the killing of

Osama bin Laden had made people sceptical about the role of NGOs.

She said it was essential to win the trust of the locals, adding that by winning their trust, her NGO had been able to provide mobile education to girls in Khyber Pakhtunkhwa (KPK).

While discussing the importance of seminars in rural areas, participants said seminars in urban areas were not very useful, but it was important to create awareness around the plight of uneducated children. They said security issues in rural areas were also a huge hindrance in organising public seminars.

Wednesday, Oct

Literacy rate projected to reach 60pc by 2015

Unesco edu specialist says Pakistan spending 9.9pc of budget on education

OUR STAFF REPORTER

ISLAMABAD - Pakistan is spending just 2.3 per cent of GNP and 9.9 per cent of overall government budget on education, India 4.5 per cent of GNP and 12.7 per cent of government budget while Bangladesh is spending 2.1 per cent of GNP and 14.1 per cent of total government budget on education. Arshad Saeed Khan, National Education Specialist, UNESCO, informed this at an event. He said the literacy rate of Pakistan is projected to reach 60 per cent, India's 71 per cent while Bangladesh is estimated to have 61 per cent of literacy rate till the year 2015.

United Nations Educational, Scientific and Cultural Organisation (Unesco) in collaboration with United Nations Children's Fund (Unicef), International Labour Organisation (ILO) and other UN agencies including Unido organised a special event Tuesday to highlight "Girls' Right to Education".

The event was planned in lieu of UNESCO's Director General,

Irina Bokova's attribution to Malala Yousafzai during the international launch of Global Monitoring Report 2012 in Paris on October 16, calling for global attention to the right of girls and women to education.

Timo Pakkala, United Nations Resident Coordinator in Pakistan, also attended the event. He emphasised that girls' education is a must, in order to meet development targets in Pakistan. Pakistan is lagging behind the achievement of MDGs while a lot of work is to be done in education sector in order to achieve the MDGs especially in the remote areas and FATA where the female literacy rate is just 3 per cent.

Dr Kozue Kay Nagata, Director UNESCO Pakistan, in her opening remarks quoted from the global speech of the Director General of UNESCO, Irina Bokova said, "I would like to dedicate this ceremony to Malala Yousafzai, a young brave activist for the right of girls' education in Pakistan, assaulted last week, because she wanted

to go school". Also, Dr Nagata added, "Gender equality in education constitutes a basic human right as well as an important means of improving economic outcomes".

The event was timely as it encompassed findings of UNESCO's flagship document, "Education For All, Global Monitoring Report (GMR) 2012", which was officially launched in Islamabad, Pakistan on 18th October.

According to afore mentioned report, youth (between age 15-24) female literacy rate in Pakistan is 61 per cent against 79 per cent for males. However, youth female literacy rate is projected to be 72 per cent (against 82 per cent for males) by year 2015, whereas adult female literacy rate of older age group (15+) is projected to be 47 per cent. This indicates that young Pakistani females are more educated than their mothers.

The gender-based ratio (female - male) of illiterate youth between ages 15 - 24 is, 64 per cent - 35 per cent. This shows that gender gap still exists. Near-

ly two thirds (63 per cent) of the 5.1 million out-of-schools children of primary school age group are girls. There are more female adolescents (3.9 million) than male adolescence (3.3 million) who are out-of-school, as stated in the Global Monitoring Report.

The Director UNESCO in her speech said, "Although gender gap in Net Enrollment Ratio (NER) in primary and secondary schools is getting reduced in major urban centers such as Islamabad, Peshawar, Lahore and Karachi, the gender gap is still high in Balochistan, Federally Administered Tribal Area (FATA), rural Khyber Pakhtunkhwa, interior Sindh, and other conservative communities".

The other participants emphasized that economic progress is not possible when 50 percent human resources are uneducated.

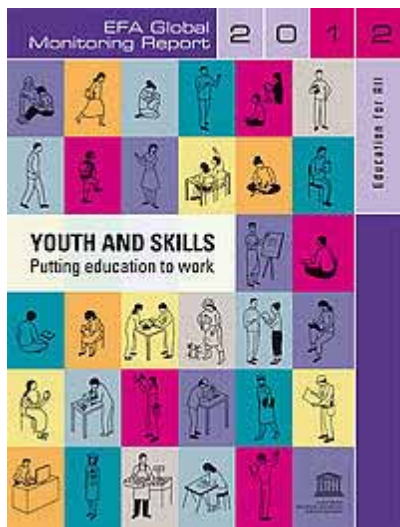
Armed conflicts in society and among groups can be avoided when women have equal access to education and participate in decision-making.

EFA GMR EDUCATION FOR ALL GLOBAL MONITORING REPORT

EFA Global Monitoring Report 2012

Twenty percent of young people in developing countries fail to complete primary school and lack skills for work

Paris, 16 October - The tenth Education for All Global Monitoring Report, *Putting Education to Work*, reveals the urgent need to invest in skills for youth. In developing countries, 200 million people aged 15 to 24 have not even completed primary school and need alternative pathways to acquire basic skills for employment and prosperity. The world's youth population is larger than ever before; one in eight young people are unemployed and over a quarter are trapped in jobs that keep them on or below the poverty line. As the effects of the economic crisis continue to squeeze societies worldwide, the severe lack of youth skills is more damaging than ever.



Despite significant progress in some regions, few are on track to meet the six Education for All (EFA) goals set in 2000, and some are a long way behind. The report looks in depth at youth skills, one of the least analysed of the EFA Goals. It shows that acquiring a lower secondary education is a minimum today for young people to gain the foundation skills they need to find decent jobs. Yet there are 250 million children of primary school age today who cannot read or write, whether they're in school or not, and 71 million teenagers are out of secondary school, missing out on vital skills for future employment.

Poor young populations, urban and rural, are the most in need of skills training. In urban areas, the youth population is larger than it has ever been and growing. In a fifth of countries analysed, poor, urban young people have less education than in rural areas. Over a quarter earn little more than US\$1.25 a day.

The vast majority of the world's poor and least educated live in rural areas, however. Many young farmers facing land scarcity and the effects of climate change, lack even basic skills needed to protect themselves and make ends meet. Women are the most in need. They need training in business and marketing to find opportunities beyond farm work and reduce the obligation of migrating to cities in search of a job.

"We are witnessing a young generation frustrated by the chronic mismatch between skills and work. The best answer to the economic downturn and youth unemployment is to ensure that young people acquire the basic skills and relevant training they need to enter the world of work with confidence," said Irina Bokova, Director-General of UNESCO. "Many, and young women in particular, need to be offered alternative pathways for an education, so that they can gain the skills needed to earn a living, live in dignity and contribute to their communities and society."

Investing in young peoples' skills is a smart move for countries seeking to boost their economic growth. The Report estimates that every \$1 spent on a person's education, yields US\$10-US\$15 in economic growth over that person's working lifetime. Not investing in young people's skills leaves

them either adding to unemployment statistics in rich countries, or trapped in jobs earning poverty line wages in low-income countries.

There are long-term effects of ignoring youth skills in countries the world over. Drawing on OECD data, the Report estimates that 160 million adults in developed nations do not have the skills needed to apply for a job or read a newspaper.

There is a dire need to increase funding to fix this skills deficit. This year's *Education for All Global Monitoring Report* calculates that, in addition to the US\$16 billion needed annually to attain universal primary education by 2015, universal lower secondary school enrolment would cost US\$8 billion. Programmes offering alternative pathways for skills training also need to be dramatically scaled up to reach young people who have missed out.

"There are worrying signs that aid to education may be slowing down just when children and young people need it the most," said Pauline Rose, director of EFA Global Monitoring Report. "Governments and donors must find the money and energy to help young people most in need to acquire the skills they and their countries' economies desperately need. The private sector is the first to benefit from a skilled workforce and must also step up its financial support."

Reallocating aid could help fill the funding gap. US\$3.1 billion of aid to post-secondary education never reaches the educational systems of developing countries as it is used to fund foreign students in donor countries. These funds could be better spent addressing the skills deficit for disadvantaged youth in poor countries. The cost of one Nepalese student's scholarship in a developed country could give 229 students access to secondary education at home.

One of the main beneficiaries of a skilled workforce, the private sector, presently contributes the equivalent of 5% of total official aid to education. Most of that money is given by just five corporations. Private contributions do not always reflect government's education priorities, however, and are often more closely aligned with corporate business priorities. Large amounts of funding go to tertiary education, for example, though only a minority of children make it to that stage and most still lack basic skills. Most of the IT sector's support is channelled to the emerging economies – Brazil, India and China – rather than to developing countries most in need of assistance.

The Report makes a number of recommendations to address these problems and support skills development for young people:

1. Alternative pathways to learn foundation skills must be provided for an estimated 200 million young people.
2. All young people need quality training in relevant foundation skills at lower secondary school.
3. Upper secondary curricula should provide a balance between vocational and technical skills, including IT, and transferable skills such as confidence and communication which are indispensable for the work place.
4. Skills strategies must target the disadvantaged: particularly young women and urban and rural poor.
5. \$US8 billion is needed to ensure all young people attend lower secondary education. Governments as well as donors and the private sector must help fill the funding gap.

The 2012 edition of the Report follows the launch on 26 September of "Education First", an initiative driven by U.N Secretary General Ban Ki moon who stressed the importance of rallying all stakeholders to overcome the obstacles to achieving "quality, relevant and transformative education."

"Our shared goals are simple," said the Secretary-General on that occasion. "We want all children to attend primary school and to progress to secondary school and relevant higher education that will help them to succeed in life and live as engaged and productive global citizens."

UNESCO Director-General Launches EFA Global Monitoring Report with Call to Action on Youth Skills



The Director-General launched the 2012 edition of the EFA Global Monitoring Report with an appeal to fix the youth skills deficit through additional financing, more programmes to train young people who have missed out on an education and new partnerships between the public and private sector.

"The price societies pay for raising children without basic skills is unacceptably high. This violates individual dignity and human rights. It undermines growth and tills the soil of unrest," said Irina Bokova. "Education is the best investment in the societies we want, in the economies we need. The Report estimates that every \$1 you spend on a child's education yields \$10 to \$15 in economic growth over that person's working life time," noting the urgent need to put education at the top of the political agenda, the goal of the UN Secretary-General's Education First Initiative.

Ringling the alarm on the stagnating progress towards reaching universal primary education, the United Nations' Special Envoy for Global Education Mr Gordon Brown, urged that every failing country should draw up an action plan to address obstacles to schooling, from child labour and early marriage to poor sanitation and lack of facilities in rural areas, which the international community should come into support. "We have made a promise, we have a responsibility to deliver."

LubnaSalek, a youth representative from Egypt, assertively appealed for the voices of youth to be heard: "We are asking governments to be more active, to involve youth and to reach the disadvantaged, to find a real solution to help youth access quality education."

Voices from the developed and developing world highlighted a range of policies for bridging the skills gap. Noting the paradox of high unemployment and skills shortages, South Africa's Minister for Higher Education and Training described initiatives to better align skills with needs, improve the quality of technical and vocational education and training and increase opportunities to do apprenticeships. Andreas Schleicher, OECD Deputy Director for Education, emphasized the impact of combining education with skills development. France's Delegate Minister for Educational Achievement, Ms George Pau-Langevin underlined her country's commitment to quality education for all, and in particular to fight against school failure, which hits children from disadvantaged backgrounds hardest, also noting support for UNESCO's efforts globally. Ms Irene Pritzker, president of the Innovation, Development Progress Foundation (IDP), called for stronger support for market-driven solutions in deprived and unreached areas where parents and communities are taking education into their own hands. The President of the Campaign for Female Education, Ann Lesley Cotton, shared knowledge drawn from 20 years of work in rural communities of Sub-Saharan Africa, in particular the focus on the social environment, community participation, and building a broader rural economy with the full participation of women.

ISLAMABAD - UNESCO Pakistan Launched the 2012 EFA Global Monitoring Report: Youth & Skills

The tenth Global Monitoring Report was launched in Islamabad recognizing the commitment to invest in Youth and Skills. The event saw a large number of participants from not only other United Nations agencies, but also from civil society. With NGOs, working for Education and Skills, and Media were the forefronts' of the event.



Dr. Kozue Kay Nagata in the opening remarks, quoted from the global speech of Director-General of UNESCO, Ms. Irina Bokova said, "I would like to dedicate this ceremony to Ms. Malala Yousafzai, a young brave activist for the right of girls to the education of Pakistan, assaulted last week, because she wanted to go school'. Also, Dr. Nagata added, "For Pakistan as a nation, this year's GMR has a special value".

Secretary, Education and Trainings, Mr. Qamar- Uz-Zaman, thanked UNESCO for launching Global Monitoring Report in Pakistan, which he said is a contribution to highlight the of skills and youth in this country. "We see that education for young people is a burning need, but we can't leave the gap by having an unskilled youth," Mr. Zaman added.

In Pakistan, skills development (including teacher training) expenditure in year 2008/2009 was only 1% out of total education budget. "Education is the best investment in the societies we want. Every 1\$ spent on child's education yields \$10-\$15 in economic growth over person's working life, this calls for global push and commitment for education in this country," said Dr. Nagata, quoted from Director - General UNESCO's comments for Global Monitoring Report. The Global Monitoring Report urges on faster progress for quality education and adult literacy to meet its goals by the deadline of 2015.

Daily Times

Your right to know A new voice for a new Pakistan

UNESCO urges govt to ‘take a stand for teachers’

ISLAMABAD: During events organised on Friday in Islamabad, Karachi, Quetta and Peshawar, UNESCO urged the government and society to stand up and support teachers for their continuous development, professional competencies and lifelong learning; bringing social, economic and intellectual development to the nation.

UNESCO marked the World Teacher’s Day with the slogan, “Take a stand for teachers”. During an event at a local college in Islamabad, UNESCO Director/Representative Kozue Kay Nagata said, “The slogan of ‘Take a stand for teachers’ reminds us of our collective responsibility to recognise and appreciate the role and contribution of teachers to shape our society and social dynamism.”

UNICEF head Dan Rohrman, International Labour Organisation (ILO) Deputy Head Margaret Reade and dignitaries from Ministry of Education, Ministry of Professional and Technical Training, and Capital Development Authority (CDA) officials were also present on the occasion.

City pays tribute to teachers for untiring services

** Teachers criticise federal, Punjab governments for anti-education policies*

** PPLA, Ittehad-e-Asatza mark World Teachers’ Day as ‘black day’ against govt. policies*

By ArsalanHaider

LAHORE: The World Teachers’ Day was observed in the city on Friday to pay tribute to teachers for their contribution in educating generations and ensuring their services for the progress of society.

However, teachers criticised the government’s policies and said teacher, the main pillar of education sector, were being ignored by the government. College teachers observed Black Day against the anti-education policies of the government. This year the theme of the day was ‘Take a Stand for Teachers’. The day focuses on providing quality training to pre-service teachers... strengthening ongoing professional development of working teachers and protection for teachers’ rights.

Several seminars, awareness walks, ceremonies and programmes were held across the city. According to UNESCO, the day represents a significant token of awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development.

Punjab Professors and Lecturers Association (PPLA) and Ittehad-e-Asatza marked the day as

Black Day against the abysmal condition of teachers in the province. They said that teachers in Punjab were facing lack of resources and facilities, adding that the federal and other provincial governments provide time scale to teachers, but in Punjab teachers were being ignored.

Idara-e-Taleem-o-Agahi (ITA) organised a dialogue session at the Children's Library Complex (CLC) which was attended by ITA Director (Programmes) Dr. Baela Raza Jamil, Beaconhouse School System Head of Studies Roohi Haq, Ali Institute of Education Director Dr. Shahid Majeed, ITA Director (Research) Dr. Hafiz Muhammad Iqbal, Punjab Teachers Union General Secretary Taj Haider, ITA Trustee Jamil Najam and Christian Teachers Association Chairman Anjum Paul.

Speaking on the occasion, Dr. Baela said the demand for quality teachers was high but were scanty across the country. She said the learning level of students in public as well as private schools in rural parts of the country were abysmally low and there was a big room for improvement. Referring to ASER report 2011, she said some 40 percent classes were offering multi-grade education and stressed that all classes should be separated by improving classrooms and teachers' strength.

Dr. Iqbal said teachers could play a dominant role in shaping the destinies of individuals as well as developing societies despite the proliferation of information technology. Although there was an issue of quality of education, he said, adding that it still provided more need for developing teachers that could impart quality education.

A ceremony was also organised at the Governor's House, which was addressed by Governor Sardar Latif Khosa. The governor said that education was not only to distribute degrees and jobs but to teach people manners.

Meanwhile, the Joint Action Committee Teachers Punjab and the Punjab Teachers Union (PTU) jointly hold a ceremony at Alhamra, which was attended by Additional Secretary Schools

Mukhtar Nowal, EDO Education Lahore Pervaiz Akhtar, and PTU President Sajjad Kazmi. More than 100 teachers were given award for their services.

Speaking on the occasion, speakers said that it was the responsibility of society to accord due respect to teachers. They said that responsibility also rested with teachers to inculcate true values and confidence amongst the students and play the role for promotion of education. They emphasised that the teachers should keep themselves abreast with the changing trends and methodologies to effectively engage the students in learning.

In his message on World Teachers' Day, University of Education Vice-Chancellor Dr. Faizul Hasan said that a nation and society could only be constructed by targeting better education and to achieve these goals, teachers play a key role that make the students capable of working hard by objectivity and smart work. He paid his gratitude to teachers who spend their whole lives in leaving no stone unturned to make the nation progress by leaps and bounds. He said the day was meant to promise for protecting the status, deference and dignity of teachers and to acknowledge their services, which is the characteristic feature of

nations. He advised the intelligent and hard working citizens to join this esteemed profession and also demanded the government to encourage competent teachers.

*The***Nation**

‘Nations laurelled with sublimity due to teachers’ veneration’

ISLAMABAD - Teachers are deemed as nation builders and are glorified as spiritual parents. This profession has occupied a status of such an industry, which is not only the fountainhead of all human traits but encompasses the whole life of man too. Obviously, the nations are laurelled with sublimity due to veneration of their teachers. While addressing to the walk, conducted collaboratively by Ghazali Education Trust and United Nations Educational, Scientific and Cultural Organisation (UNESCO), renowned poet and writer Prof Anwar Masood expressed his feelings.

Students, teachers from various institutions, civil society members and a large number of people from diversified folks of life including social and educational field, participated the walk held to mark World Teachers’ Day.

Participants of the walk starting from China Chowk to the Parade Ground were holding placards and banners, having slogan of teacher’s veneration and reverence to the participants. It was urged to evoke the role and significance of the teachers by furnishing them with such privilege and facilities as are restricted to the aristocracy and bureaucracy only but they must be encouraged by confessing their valuable services on federal, provincial and district levels.

Acme and zenith of the nation is always concealed in the reverence of the teachers. The nation suffers from delineation by diminishing the respect of the teacher. Teacher is that specific entity to produce efficient and civil pupils and patriotic generations as well. Prof. Anwar Masood, Paying homage to the role of the teachers, expressed that a considerable number of this profession, belongs to an economic strained and middle class. So, it’s the duty of the government to manage their problems and generalize a policy to augment their dignity.

Director UNESCO Dr Kozue Kay Nagata, ex-Member National Assembly Mian Muhammad Aslam and Manager Ghazali Education Trust Abdus Salam reiterated that teachers were the mirrors of educational institutions and non-availability of resources and economic instability were the crucial problems of the teachers. It is an obligatory duty, rests upon the government, to care their services structure and enhance it upon excellent standards.

The participants of the walk, for the safeguard of teacher’s services, increments in their salaries and promotion demanded to organise a commission to chalk out a concert policy. ‘Teachers should be inducting on permanent basis. Professional training courses should conduct at a large scale, to promote the literacy rate; teachers should be kept in priority for the assistance in the projects launched. Teachers should be given better grade according to their skills and qualification. The skill of technical training should be given to the teachers, so

that new generation could be trained by technical hands and along with curricular studies that could play a significant role in nation economic development’.

Accommodation should be provided to the teachers and the government owns the responsibility of teacher’s children education and medical expenses. Special priorities should be conferred to distinguish them from the other folks of society. If the government succeeds to resolve the anxieties, they would perform their responsibilities zealously. It was collectively emphasised, if the governing bodies of the nation admit the significance of the teachers, they, evidently, will enkindle the light of knowledge and learning which will direct the nation to see beyond the horizon of prosperity and development.

Meanwhile, the United States Agency for International Development (USAID) celebrated World Teachers’ Day with fervor and enthusiasm. The day is known in Pakistan as Salam Teachers’ Day and it is an opportunity to recognise the vital contribution that teachers make to Pakistan’s development and appreciate the work done by teachers everywhere, every day.

As a part of this year’s celebration, USAID, through its Teacher Education project, has launched a media campaign called ‘Ustad, Ujaloon kai Ameen’ that pays respect and tribute to teachers and the education community for their selfless role in nation building.

“The US Government, through USAID, is helping Pakistan’s children and young people lead successful lives by enhancing their access to a high-quality education. Giving teachers the tools they need to be successful in the classroom has been one of USAID’s main objectives. In collaboration with universities and teacher training colleges, the United States is helping Pakistan revolutionise the way it trains its teachers,” said Jo Lesser-Oltheten, Director Office of Education at USAID.

The Teacher Education programme helps improve and modernize pre-service teacher education and training systems. The program provides international staff for teacher training institutions, forges linkages between Pakistani and U.S. universities, builds state-of-the-art facilities, and helps develop syllabi and teaching guides.

Meanwhile, Teachers in Pakistan deserve our respect and gratitude. Each day 1.3 million Pakistani teachers travel long distances to teach 3.7 million students in government schools, be it primary, secondary or high schools. Informed Director United Nations Children Fund (UNICEF), Dan Rohrman who was speaking at an event to mark World Teachers’ Day. Resonating with the sentiments of Rohrman, Deputy head of International Labour Organisation (ILO) , Margaret Reade, added that ‘we need to be aware, to be educated and to learn to understand and grow into the kind of people that can access and promote decent work’.

The United Nation Educational, Scientific and Cultural Organisation (UNESCO) Islamabad had organized the event to marked the day Friday with a slogan, “ Take a stand for teachers! “. During the events organized in Islamabad, Karachi, Quetta and Peshawar, UNESCO urged the government and society to stand and support teachers for their continuous development, professional competencies and lifelong learning; bringing social, economic

and intellectual development to the nation. “The slogan of “Take a stand for teachers” reminds us of our collective responsibility to recognize and appreciate the role and contribution of teachers to shape our society and social dynamism”, said Kozue Kay Nagata, Director/ Representative of UNESCO, Islamabad during an event organized in Islamabad at a local college, where dignitaries from Ministry of Education and Technical , and Ministry of Capital Administration and Development (CAD) representatives of teachers unions, formal education teachers as well as non-formal education teachers were also present.

Paying homage to teachers Ms. Nagata while addressing to teachers and educationists said, “teachers must be rewarded and compensated properly for their hard work, and as UNESCO we affirm our role in supporting and advocating for teacher’s status enshrined in the ILO/ UNESCO Recommendations of 1966 and 1997 concerning the Status of Teachers”.

Director UNESCO and UNICEF both stressed on the need of realising the Fundamental Right of all Pakistani Children to Free and Compulsory Education, as guaranteed in Article 25-A of the 18th Amendment of Constitution of Pakistan; for which trained and professional teachers is a pre-requisite.

Meanwhile, a seminar was also held to mark the day organised by Idara-e-Taleem-o-Aagahi (ITA) and National Commission for Human Development (NCHD). Speaking at the occasion Khusroe Parvaiz, the Director General of NCHD said those successful nations, societies and individuals have reached heights of progress due to the efforts of their teachers. World Teachers’ Day is being celebrated in all parts of the country including troubled regions such as Swat and South Waziristan so as to promote the positive role of teachers. He said in developed societies the role of teachers is very different to that in the less developed nations for which we need to work to reduce this inequality.

The chief guest of the event Sardar Shahjahan Yousaf, Minister for State for Education and Trainings also addressed on the event. Asifa Asad, Vice President of private schools association, Islamabad while addressing the seminar shared her concerns of the ignorance private schools have been facing from the government. Students from different schools and colleges participated in the event, performed tableau and delivered speeches on the day.

*The***Nation**

ISLAMABAD – Allama Iqbal Open University (AIOU) will establish 39 teachers' resource centers across the country, enabling them to impart skilled-based education to its students. The centers will comprise teaching labs, lectures hall and video conferencing system. This is part of AIOU's plan expanding its countrywide network to all nock and corner of the country, ensuring education for all. The resource centers will also work as Model Study Centers.

This was stated by Prof Dr. Nazir Ahmed Sangi, Vice Chancellor AIOU, while addressing World Teachers' Day function held here Friday at the University's main auditorium. The function was arranged by AIOU's Academic Staff Association (ASA). Dr. Roshan Chitrakar, Director UNESCO was the chief guest on the occasion, who lauded AIOU's role in providing quality education to the people at their door-step.

The Vice Chancellor further said that the AIOU has started working on accessibility of quality education through 'state-of-the-art' technology for all segments of society by setting up model study centers and regional campuses across the country. While highlighting the AIOU's plan for helping the poor students, he said the University allocates Rs. 10 million in each academic semester for this purpose. The students are facilitating by paying their fee, other academic funds and books from their own resources.

The university will also soon launch a students' support campaign to collect funds from the well-to-do the people to increase the financial support for the needy students.

Dr. Roshan Chitrakar in his speech that the function has provided an opportunity to reaffirm our collective commitments to promote education uphold the status of teachers and giving them maximum facilities for educating the students in befitting manners.

President ASA, Prof Dr Syed Zafar Ilyas and the Secretary General, Dr Muhammad Ajmal also spoke on the occasion and thanked the Vice-Chancellor for the initiatives he was taking for the benefit of teachers' community and up-grading the working of the University.

PACADE Skills Training Centres

A PACADE Community Learning Centre is located at Mandianwala near Wagha Border - thanks to the enterprising PACDAE CLC teacher Ms Sidra Bin Yamin who with PACADE's help has made special efforts to establish the Centre on a regular basis.

Another Community Learning Centre is being run by community at Dograikalan Village near Wagha Border. With the help of community this centre will start a PACADE Beauty Parlour in this area in nearing future on the demand of girls in centre and area because there is no such activity in the area and women go to outside the village to get benefit from this. Now they can prevail the opportunity in their area.



PACADE Promoting Gender Equality

PACADE has been working for the education and empowerment of women for a long time mostly in rural areas. More than 6 thousand women in a number of villages have been imparted literacy, life skills many of them income generation skills. It has also been active in organizing gender sensitization workshops for school teachers all over the Punjab province.

It has operated Community Learning Centres for women in a number of villages in different districts of the Punjab.

Mention may particular be made of computer and beautician skills classes. These have been quite popular and there is demand for more much centres.

Rural women have the capability to reduce poverty. The fight against rural poverty depends on increased efforts to redress gender imbalances and empower rural women.

As part of their ongoing work to make men and women equal partners in rural development,

PACADE has organized a number of activities for rural women to make them confident and capable – providing literacy skill, life skills and vocational training at the CLCs and Literacy centres. These centres also focus on gender equality and women empowerment efforts. These centres provide a forum for promoting awareness about women's rights, knowledge and practical tools for income generation.

By attending these centres besides literacy and income generation skills, women's awareness about their rights and responsibilities has increased and one may well expect them later to intelligently participate in the community affairs.

These centres also serve as Information Centre. People especially women get the benefit and come to these centres for information about legal aid, how to operate a bank account, identity card process and health including hygiene, child care, reproductive health, family planning matters are also discussed in these centres. This activity should be continued for women to entertain, consult and get the information which they want and need.



(Sophia Hasham, Coordinator
PACADE)

Joint Message by Irina Bokova, UNESCO Director-General; Anthony Lake, UNICEF Executive Director; Helen Clark, UNDP Administrator; Guy Ryder, ILO Director-General; and Fred van Leeuwen, General Secretary of Education International.



On this World Teachers' Day, we take a stand for teachers. Teachers are the foundation of good schools, and good schools are the pillars of healthy and democratic communities.

Teachers are the keys to reaching the Education for All goals.

An estimated 1.7 million more teacher positions are required to reach the goals of Universal Primary Education by 2015. As we recruit new teachers, we must continue to improve the quality of teaching and learning. Governments are urged to provide teachers with access to training opportunities and continued professional development, based on appropriate qualifications. Attracting committed and diverse teachers requires environments that value professional autonomy and equality. Teachers need to be supported in fulfilling their responsibilities to students, and their voices must be listened to by school leaders, education systems and public authorities. Teachers' salaries must be set objectively and fairly, such that remuneration is commensurate with the importance of the profession and the qualifications and responsibilities of individual teachers.



Teachers, in turn, must be accountable to their students and communities. The teaching profession is encouraged to design and implement teacher codes of conduct, based on the highest ethical and professional standards, and to be oriented around the goal of teaching all students effectively and equally.

This World Teachers' Day is an opportunity to honour the women and men who inspire, challenge and nurture us. On this day, we call for the creation of supportive teaching environments, adequate teacher training and safeguards for the rights of teachers. We must break the vicious cycle of declining professional conditions for teachers in order to improve the quality of learning for all. The world expects a lot from teachers – they, in turn, are right to expect as much from us. This World Teachers' Day is an opportunity to take a stand for all teachers.

World Teachers Day, 5 October 2012

World Teachers' Day was held on 5 October to celebrate the essential role of teachers in providing quality education at all levels. It also commemorates the anniversary of the 1966 signature of the UNESCO/ILO Recommendation Concerning the Status of Teachers. The 2012 events had focused on the theme *"Take a stand for teachers!"*

On the occasion of World Teacher's day, UNESCO urged the government and society to stand and support teachers for their continuous development, professional competencies and lifelong learning, bringing social, economic and intellectual development to the nation.



ISLAMABAD - Teachers & Students Mark World Teachers' Day with UNESCO



UNESCO Islamabad marked World Teacher's Day today, with a slogan, *"Take a stand for teachers!"*. During the events organized in Islamabad, Karachi, Quetta and Peshawar, UNESCO urged the government and society to stand and support teachers for their continuous development, professional competencies and lifelong learning, bringing social, economic and intellectual development to the nation.

The slogan of "Take a stand for teachers" reminds us of our collective responsibility to recognize and appreciate the role and contribution of teachers to shape our society and social dynamism, said Dr. Kozue Kay Nagata, Director/ Representative of UNESCO, Islamabad during an event organized in Islamabad at a local college, where head of UNICEF, Mr. Dan Rohrman, and Ms. Margaret Reade, Deputy Head of ILO were also present along with dignitaries from Federal Ministry of Education and Professional and Technical , and Capital Administration Authority (CAD) officials. Representatives of teachers unions, formal education teachers as well as non-formal education teachers also attended the event. Paying homage to teachers Ms. Nagata while addressing to teachers and educationists said, "teachers must be rewarded and compensated properly for their hard work, and as UNESCO we affirm our role in supporting and advocating for teacher's status enshrined in the ILO/ UNESCO Recommendations of 1966 and 1997 concerning the Status of Teachers".

Talking on the occasion, Mr. Dan Rohrman, Director UNICEF said, "Teachers in Pakistan deserve our respect and gratitude. Each day 1.3 million Pakistani teachers travel long distances to teacher 3.7 million students in government schools (be it primary, secondary of high schools)". Resonating with the sentiments of Mr. Rohrman, Representative of ILO, Margaret Reade, added that we need to be aware, to



be educated and to learn to understand and grow into the kind of people that can access and promote decent work.

Director UNESCO and UNICEF both stressed on the need of realizing the Fundamental Right of all Pakistani Children to Free and Compulsory Education, as guaranteed in Article 25-A of the 18th Amendment of Constitution of Pakistan, for which trained and professional teachers is a pre-requisite.

During the whole day's events organized in different cities local educationists, policymakers, stakeholders and community leaders gathered on this forum to affirm the need of having professionally trained and motivated teachers, they stressed the need of enacting provincial acts on the article 25-A of free and compulsory education in provinces, once Islamabad has already taken a step by passing the bill in senate.



Awareness Walk on the eve of World Teachers' Day, 5th October, 2012 in Islamabad

In continuation to the activities organized to pay due credit to the teachers, **An awareness walk was organized by UNESCO and Ghazali Trust, Islamabad** from China Chowk to Parade Avenue, Islamabad. A large number of representatives of Teachers' Unions, educationists, teachers, school children, and representatives of civil society organizations participated in the walk. They also carried banners and placards highlighting the importance of a teacher in educating society.



UNESCO as a specialized UN agency is geared to bring Education For All in Pakistan supporting government and people of the nation build an educated and intellectual future for coming generations.

Seminar on World Teachers' Day organized by Allama Iqbal Open University, Islamabad

World Teacher's Day was organized by UNESCO in collaboration with Allama Iqbal Open University Islamabad at its auditorium where teachers and students from different departments participated. On this occasion the Vice Chancellor announced that Allama Iqbal Open University (AIQU) will establish 39 teachers' resource centres across the country enabling them to impart skilled-based education to its students. The VC said that the centres will comprise teaching labs, lecture halls and video conferencing system. This is part of AIQU's plan expanding its country-wide network in every nook and corner of the country, ensuring education for all. The centres will also work as model study centres.



UNESCO Deputy Director Dr. Roshan Chitrakar said that the function has provided an opportunity to reaffirm our collective commitments to promote education, uphold the status of teachers and giving them maximum facilities for educating the students. Certificates were also distributed amongst the teachers for their outstanding performance in their respective fields.

PESHAWAR - World Teachers' Day

World Teachers Day was celebrated on 5th of Oct 2012 in Peshawar with implementation support from Peshawar University Teachers Association (PUTA). Over 200 participants including teachers, students, education department officials, media, UN agencies representatives, civil society, representatives from different teachers associations and people from different walk of life were present in the seminar, held in PUTA hall, University of Peshawar.



Minister for information and culture, KPK Mr. Mian Iftikhar Ahmad graced the event with his presence as chief guest. Large number of senior university, colleges and school teachers were also present as dignitaries in the seminar. Event started with welcome note from provincial coordinator UNESCO - KPK, PUTA President talked about good memories and contribution of teachers in his life. Dr. Irshad Tirmazi represented Director UNESCO Islamabad Dr. Kozue Kay Nagata and read her message for WTD 2012.

Other speakers in the seminar were Minister of information and culture, KPK Mr. Mian Iftikhar Ahmad, Vice chancellor University of Peshawar Mr. Qibla Ayaz, representative of senior teachers including Professor Dr. Rajali Khatak, Professor Inayat ullah afghani, Dr. Sara Safdar, School teachers association president Arbab Khan Afridi. 9 senior teachers in recognition of their life time services for the profession were awarded shields by UNESCO, Minister Information and culture KPK presented these shields. All participants of the seminar observed one minute standing silence to give respect and thank all their teachers.

KARACHI - World Teachers' Day celebrated in Sindh with the Teachers of Yesterday, Today and Tomorrow

World Teachers' Day was celebrated with enthusiasm, zeal and commitment in Sindh at a jointly organized event at Marriott, Karachi by Sindh Teacher Education Development Authority, Government of Sindh, UNESCO and USAID. Participated by a large number of teachers, representatives of teacher unions, parliamentarians, development partners, media and civil society organizations, there was a festivity, cheers and standing ovation for the teachers. **Senior Minister, Education & Literacy Department, Pir Mazhar-ul-Haq**, presided the ceremony for teachers and applauded the hard work of teachers. He expressed his commitment in improving the quality of teaching and in raising the status of teachers in the society. He spoke of various interventions launched by present government on professional development of teachers, including Associate Degree in Education (ADE). He shared amidst the roar of clapping that the Sindh Government is trying its best in improving the cadre of teaching and trying to bring it competitively closer and equal to cadre of doctors and engineers.



Representatives of Teacher Unions praised the efforts of Senior Minister and Education Department in improving the access and quality of education in the province. They particularly admired various professional development interventions launched by the current government. They resolved to work together with the Education Department in improving the education standards in the province by promoting education for all and taking action against the ghost teachers.



Earlier, **while reading the message of Director UNESCO, Islamabad, Provincial Coordinator, Kazi Ayaz Mahessar**, emphasized on the importance of improving the working conditions and status of teachers. He stressed that teachers are the key in realizing the fundamental right of all Pakistani Children to Free and Compulsory Education, as guaranteed in Article 25-A of the Constitution of Pakistan.

USAID presented the success stories of their recent intervention in launching ADE - Associate Degree in Education through Sindh Teacher Education Development Authority. The associate degree in education prepares the future teachers in the state-of-art and modern techniques in teaching. About 100 candidates are currently enrolled in ADE in Sindh. Among the notable participants at the event were the Members of Provincial Assembly, Ms. Humaira Alwani, Ms. Kulsoom Chandio, Ms. Rashida Panhwar, USAID Education Advisor, Ms. Aabira Sher Afgan, Dean Faculty of Education, Ms. Perveen Munshi, Vice President of Corporate Development in Vienna, Mr. Iqbal Tareen, Editor daily Nawa-e-Waqt, Mr. Saeed Khawar, Editor daily Jang, Mr. Nazir Leghari and Director Institute of Education Development - Aga Khan University, Dr. Muhammad Memon.

QUETTA – WORLD TEACHERS' DAY



Government of Baluchistan will be launching gender free schools across Baluchistan. Presently we have some twenty schools running in different districts. Mr. Munir Ahmad Badini Secretary Education Government of Baluchistan said at the celebration of World teachers Day at Baluchistan Boy Scouts Headquarters organized by Directorate of Schools with the support of UNESCO and Save The Children. He further said that soon his department will be introducing uniforms for teachers so that they shall give a separate and respectful look. Mr. Badini said that teachers are the main pillars of any society and they can make and break any society. Societies which respect their teachers go a long way in the development of their country and nations.

Addressing a gathering of NGOs, Teachers, Civil Society members, students and media personal he went on to say that Government of Baluchistan will be initiating a university of excellence for teacher training and capacity building. He said that PITE will be doing this job and will be working as Centre of excellence for teachers. Government has initiated a reform agenda where she will be separating Executive and Academic cadres as good teachers can't be good administrators and vice versa. While saluting teachers he commended the role played by UNESCO in the uplift of Education in Baluchistan.



World Teachers' Day was celebrated by Directorate of Schools in collaboration with UNESCO and Save The Children in a simple but graceful manner at Quetta. The children, teachers and parents participated in it. Activities included debate competition, painting, skits and tubules. A division base essay competition was also held at all six divisions of the province in which teachers wrote essays on the theme "Take a stand for teacher". A special full page supplement was published in the Jang newspaper which not only highlighted the services of the teachers but also shared achievements of the department over the years.

Additional Director speaking on the occasion saluted the teachers and paid homage to teachers. He specially thanked UNESCO and lauded its support for the development of Education in Baluchistan. He promised to make it a permanent feature of Directorate in the years to come.

LAHORE – WORLD TEACHERS' DAY

UNESCO Islamabad supported Punjab Department of Literacy and NFBE for organization of a Seminar on the eve of World Teachers' Day in Lahore on 11th October, 2012. As per theme of this year "Take a stand for the Teachers", the Department invited many educationists along with Director UNESCO Islamabad for a key note speech on the occasion. The event was attended by a large number of teachers, students, vice-chancellors of the universities, government officials and media.



Director UNESCO Islamabad made the speech on the role of the teachers in combating illiteracy and highlighted that Pakistan's sustainable economic growth depends on its human resources of the next generation, young women and men. She emphasized that Pakistan certainly need qualified and competent teachers, particularly good female teachers, dynamic teachers with global ideas, dedicated to motivate communities and parents to send their children to school. She emphasized the Department of Literacy & NFBE and Department of Education that we need teachers, who can convince that "Education is truly good investment in our life".



Chief Guest of the event was Justice (Retd.) Khalil-ur-Rehman Khan, Chairman, Punjab Compulsory Education Commission. In his concluding address, he explained and highlighted the role of teachers in the education system to eradicate the illiteracy from the province. He also advised the teachers to serve to nation without any prejudice. He advised the teachers to gain more and more knowledge in order to provide quality education to all.

Pakistan and EFA global report

By: [Inayatullah](#) | October 27, 2012

In the year 2000, education ministers, civil society stakeholders from 164 countries, along with senior representatives of international donor agencies, met in Dakar, Senegal, and committed themselves to achieve the six goals of Education For All (EFA). These are:

- Expand early childhood care and education.
- Provide free and compulsory primary education for all.
- Promote learning and life skills for young people and adults.
- Increase adult literacy by 50 percent.
- Achieve gender parity and equality.
- Improve the quality of education.

All the countries have prepared their national plans of action to achieve these goals. An international team of experts was setup by UNESCO to monitor the progress made by the committed countries.

Let's take a look at a summary of highlights of the 2012 Global Monitoring Report (GMR), which this year focused on "Youth and skills: Putting education to work":

Goal 1: Improvements in early childhood care and education have been too slow. In 2010, around 28 percent of children under five suffered from stunting and less than half the world's children received pre-primary education.

Goal 2: Progress towards universal primary education is stalling. The global number of out-of-school children stagnated at 61 million in 2010. Of 100 children out of school, 47 are never expected to enter it at all.

Goal 3: Many young people lack foundation skills. In 123 low and lower middle income countries, around 200 million of 15 to 24 years old have not even completed primary school, equivalent to one in five young people.

Goal 4: Adult literacy remains an elusive goal. The number of illiterate adults has dropped by just 12 percent between 1990 and 2010; around 775 million adults were illiterate, two thirds of them girls and women.

Goal 5: Gender disparities take a variety of forms. In 2010, there were 17 countries with fewer than nine girls for every 10 boys in primary school.

Goal 6: Global inequality in learning outcomes remains stark. As many as 250 million children could be failing to read or write by the time they reach grade 4.

The report has identified 10 important steps to be tailored to various countries' needs and priorities. These are:

- Provide second-chance education for those with low or no foundation (literacy and numeracy) skills. Make it a policy priority and allocate adequate funds for this purpose.

Tackle the barriers that limit access to lower secondary school. Provide free education and ensure access for achieving universal lower secondary education by the year 2030.

Make upper secondary education more accessible to the disadvantaged and improve its relevance to work. Its curriculum should focus on capacity to solve problems and a balance of vocational and general subjects, including ICT.

Give poor urban youth access to skills training for better jobs. Enhance standards and value of apprenticeships and provide young people access to funds to start their own businesses.

Devise policies and programmes for youth in deprived rural areas by training them in agricultural techniques to meet the local needs of farmers as also training in entrepreneurial and financial management for off-farm initiatives.

Link skills training with social protection (microfinancing and productive assets transfer).

Prioritise the training needs of disadvantaged young women by providing microfinance, livelihood assets and stipends.

Harness the potential of technology to enhance opportunities for young people.

Improve planning by strengthening data collection and coordination of skills programmes. The governments need to work more closely with business and trade unions to improve the relevance of skills training.

Mobilise additional funding from diverse sources dedicated to the training needs of disadvantaged youth. The governments, aid donors and the private sector, along with trade unions, enterprises and youth groups, should cooperate to raise funds.

How has Pakistan fared in meeting the Dakar goals? The report paints a dismal picture.

Pakistan has some of the worst education indicators, globally.

According to Pauline Rose, Director of the GMR, the country has the second highest number of out-of-school children in the world - over five million - and the second highest number of girls out of school: "The barriers to education faced by Pakistani girls like Malala are stark in comparison with the rest of South Asia. The poorest girls in Pakistan are twice as likely to be out of school as the poorest girls in India, almost three times as likely as the poorest girls in Nepal and at least six times as likely as the poorest girls in Bangladesh. Even in the wealthier province of the Punjab, more than half of poorest girls have never been to school. These comparisons show that inequalities are far wider in Pakistan compared with other countries in South Asia.

"Conflict in parts of the country is certainly holding back progress in education. But it is not the only reason. Pakistan is one of the few countries that have reduced spending on education, falling from an already low of 2.6 percent of GNP in 1999 to only 2.3 percent in 2010." Pauline strongly recommends that Pakistan must show greater commitment by increasing its spending on education.

Again, Pakistan is one of the very few countries where the number of illiterates keeps rising. According to GMR, more than one and a half million people would have been added to the huge pool of about 50 million illiterates in the country by the year 2015.

After the (unfortunate) abolition of the Ministry of Education with the 18th Amendment of the Constitution, there is no EFA planning and monitoring agency in the country. The entity left in Islamabad is only for the federal territories. The National Commission for Human Development, too, has barely survived and is struggling to develop a respectable programme. It is, indeed, tragic to find that presently there is hardly any worthwhile literacy programme being launched in the provinces of Balochistan, Sindh and Khyber Pakhtunkhwa.

Punjab, which had blazed a promising trail by setting up a full-fledged literacy department, has suffered a decline. Its budget has been reduced. And its adult literacy programme has been drastically cut down. What is worse is that the post of EDOs Literacy in the districts has been abolished and the manifestly inadequate staff placed under the EDOs Education (who are already overburdened, and lack orientation and interest in non-formal education).

It is time that the dynamic Chief Minister of Punjab turns his attention to the present most unsatisfactory literacy programme and accelerates efforts to catch up with the fast moving world. Less than 1,000 adult literacy centres are proposed to be setup this financial year, as against the required 20,000 or so. Can Punjab afford to have, in this day and age, 35 million illiterates, who cannot read the number of a bus or the calendar? With the present state of affairs no wonder that Pakistan will fail to achieve even one of the six EFA goals by the year 2015.

The writer is an ex-federal secretary and ambassador, and political and international relations analyst.
Email: pacade@brain.net.pk

PACADE ACTIVITIES



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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