



United Nations
Educational, Scientific and
Cultural Organization

2011 IS THE NATIONAL YEAR FOR LITERACY



PACADE - UNESCO NEWSLETTER

NO. 4, 2011

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Director General UNESCO Madam Irina Bokova



Asia Pacific Bureau of
Adult Education



International Council of
Adult Education

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A Word about PACADE

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

PACADE has held a number of conferences, seminars and workshops for the promotion of adult and continuing education in Pakistan. Mention may in particular be made of the South Asian Conference held in 1987 on the subject of Continuing Education – Key to Effective Living. It has held meetings on law and the citizen, health, education, environment issues and networking. Seminars and workshops on literacy methodologies, functional literacy, community involvement, monitoring, post-literacy and joy of learning have also been held in Lahore, Peshawar, Karachi and Islamabad. PACADE has made about 6000 village women literate. It has run Female Literacy Centres in villages near Lahore primarily to test literacy methodologies. PACADE has been particularly keen to highlight and propagate the cause of Female Literacy. It also has had a programme for research on literacy and continuing education including a Journal published for a number of years, a magazine of and for newly literate women as also a number of books. PACADE has of late been working in the field of Gender and has organized a number of workshops to sensitise elementary teachers in 20 districts of the Punjab. More such workshops are on the cards.

One of PACADE's major roles has been to lobby with the government, international organizations and NGOS for the promotion of literacy programmes. In this connection it remains in touch with the central and provincial governments in Pakistan, National commission for Human Development, education foundations, universities and international agencies including UNESCO, UNDP, Asian Development Bank, UNICEF and NGOs active in Pakistan as well as other international organizations related to EFA.

As a partner organisation with UNESCO, it has besides other tasks, helped prepare the national strategy for the Implementation of EFA National Plan of Action in Pakistan. Some of PACADE's significant contributions include helping organize Media Forums for EFA as well as the start of a Parliamentary Forum for Literacy. Mention may be made of The Literacy Forum consisting of leading literacy NGOs – an idea pioneered by PACADE and organising the first ever National Literacy Review Roundtables organised in collaboration with UNESCO and NCHD.

PACADE President was the first Chairman of the National Commission for Literacy and Mass Education. He also held the offices of Federal Secretary and Ambassador. He has been involved with environment education and was invited by the World Bank (EDI) to participate in a number of environment related workshops in India and Nepal. He has been actively participating in the UNESCO, ICAE, ASPBAE and CIVICUS conferences held in Beijing, Hamburg, Melbourne, Dacca, Buenos Aries, Cairo, Beirut, Delhi, Colombo and Bangkok. He was invited to the UN World Conference of NGOs in New York where the proposals for the following UN Millennium Summit were formulated in the year 2000. In his capacity as a newspaper columnist, he has been writing for the promotion of literacy and education helping UNESCO Islamabad to involve the media and the parliamentarians in literacy. He has contributed more than two dozen articles on the state of literacy in Pakistan. He was chosen to write the Research paper on Adult Literacy in Asia and Pacific for the prestigious

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

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

FROM PACADE PRESIDENT's DESK

PACADE has been able to complete 48 workshops on gender sensitization of elementary government school teachers in 16 districts of the Punjab with the cooperation of UNICEF and the Punjab Department of School Education.

Earlier with UNESCO's sponsorship gender sensitization workshops were organized for school teachers in 20 districts.

This extended exercise has yielded valuable perceptions of male and female government school teachers. A vast majority of the male teachers are quite conservative in their views. They

consider males one degree superior to the females. They invoke Islam to establish that women's role is primarily at home, in bringing up children and dwell on the negative implications of women working outside homes. Although the majority at end of the sensitization workshops favour women doing jobs outside, they underscore the waywardness of modernized women referring to neglect of their obligations to children at home. Women teachers during discussions at the workshops did assert their rights although many of them tacitly conceded men's some what superior role.

It may be noted that sensitization of only a few of the teachers is not good enough. Gender sensitization should become an integral part of all teacher training programmes. Also there is need for sensitization of senior officials of the education departments.

The fall out for EFA and literacy, of the 18th Constitutional Amendment, so far has not been encouraging. While the fate of the NCHD – National Commission for Human Development remains uncertain despite agitation rallies in Islamabad, there is little realization that with the devolution of the subject, the provinces must take expeditious steps to meet the international commitments especially the DAKAR EFA targets and UN MDGs. Punjab should set an example for other provinces. Little, by way of providing such a leadership is however visible.

Mention may be made of the opportunity provided by UNESCO to PACADE to nominate its gender specialist Ms Sophia Malik to represent Pakistan along with a Sangi Foundation social activist at the United Nations Regional Meeting in Kathmandu, Nepal to prepare UN Women's programme for gender equality in the South Asia Region. PACADE will be keenly watching the plans and activities of UN Women office in Pakistan.

Our Community Learning Centres in Okara and Lahore districts are doing well. Village girls and women are especially keen to learn income generation skills. The programme has been appreciated by the local community. PACADE is grateful to Syed Muhammad Mohsin, Chairman Mitchels' Farms who initially helped secure cooperation of the local influential persons and provided facilities at the Education Complex set up by him and his colleagues in Shergarh.

PACADE was invited by the ICAE – International Council of Adult Education (Head office in Canada) to attend its World Assembly in Sweden. I however was not able to avail of it because of domestic circumstances.

UNESCO and PILDAT have jointly taken the initiative for the promulgation of a specific law to enforce the Right to Education as provided in the new Article 25A of the Constitution. A report about their joint meeting may be seen in side the newsletter.

The Newsletter also contains the Foreword written by Madam Irina Bokova, Director General UNESCO for the EFA Global Monitoring Report 2011.



UNESCO-PILDAT

Public Forum on the Enforcement of Right to Free Education and Article 25-A of the Constitution of Pakistan

A Joint Public Forum was organized on 8th June, 2011, on the Enforcement of the Right to Free Education and Article 25-A of the constitution. Speakers urged the provincial governments to pass necessary legislation for the strict implementation of Article 25-A of the Constitution. The article makes the right to education a fundamental right and makes it mandatory for the state to provide free and compulsory education to all children between 5 and 16 years of age.

The experts urged the provincial governments to increase their education budgets and the federal government to allocate special grants to underdeveloped provinces and areas to facilitate implementation of the article. The forum unanimously adopted an "Islamabad Resolution on Enforcement of Article 25-A".

Experts believed that a separate and independent system for monitoring of enforcement of the Article should be evolved by the provincial governments.

Sardar Aseff Ahmed Ali, MNA, former Federal Minister for Education, Senator S. M. Zafar, former Chairman Senate Standing Committee on Education, Ms. Shehnaz Wazir Ali, MNA, former Chairperson Higher Education Commission, Pir Mazhar ul Haq, MPA, Senior Provincial Minister for Education, Sindh, Ch. Javaid Ahmed, MPA Chairperson, Punjab Assembly Standing Committee on Education, Mr. Ali Sher Madad, Minister for Education Gilgit Baltistan, Mr. Akbar Durrani, Secretary Government of Balochistan, Mr. Fareed Qureshi, Special Secretary, Elementary and Secondary Education, KPK, Dr. Allah Buksh Malik, Provincial Secretary, Literacy and Non-Formal Basic Education Punjab, Dr. Kozue Kay Nagata, Director / Representative UNESCO, Professor Laeeq Ahmed Khan, Education Expert, Dr. Eshya Mujahid Mukhtar, Education Economist and Mr. Ahmed Bilal Mehboob, Executive Director PILDAT spoke at the Forum.

Sardar Aseff Ahmed Ali said that chairman Parliamentary Committee on Constitutional Reforms Senator Raza Rabbani had assured him during discussions on 18th Constitutional Amendment that only those subjects would be devolved which were in the concurrent list. He believed that on matters like education, health and environment, there must be a federal entity overseeing and regulating these affairs for uniform standards across the country. He said that the Parliament did a shady and unwise act in passing the 18th Constitutional Amendment as it devolved subjects of national importance to provinces without deciding any federal role which has created a vacuum.

Dr. Kozue Kay Nagata believed that the insertion of Article 25-A may accelerate the pace of achievement of national and international targets for free and compulsory education but further legislation is needed for the implementation of this Article. Provinces must initiate required legislation urgently. She said that at the moment there is a vacuum of coordination after abolition of the federal education ministry and the Federal Government should have a coordination mechanism in the shape of some independent directorate or commission. She believed that education budget must be enhanced as it is just 2.1% of the GDP. She said that it must be defined clearly who will be monitoring the implementation of Article 25-A. She believed that civil society organizations could be included in the monitoring process. She stressed that there should be common national education policy as without it, provinces may adopt different pathways.

Ch. Javaid Ahmed, presenting Punjab's view said that the Punjab Provincial Government WAs making all efforts for the implementation of Article 25-A. He said that there should be one curriculum in public and private sectors of education across the country.



EFA GLOBAL MONITORING REPORT 2011

The hidden crisis: Armed conflict and education

Foreword

The United Nations was created to free the world from the scourge of warfare. It held out the promise of a future lived in 'freedom from fear'. UNESCO was created to help build that future. In the poignant words of our Constitution, we are mandated to combat through education the 'ignorance of each other's ways and lives' that has fuelled armed conflict across the ages. This year's EFA Global Monitoring Report provides a timely reminder of the history, the ideas and the values on which the United Nations is built. Those values are enshrined in the Universal Declaration of Human Rights of 1948. They are also reflected in the Education for All goals adopted by the international community in 2000. Unfortunately, we are still a great distance from the



world envisaged by the architects of the Universal Declaration – and from our shared goals in education. And we are collectively failing to confront the immense challenges posed by armed conflict. As this new edition of the EFA Global Monitoring Report makes clear, conflict continues to blight the lives of millions of the world's most vulnerable people. Warfare is also destroying opportunities for education on a scale that is insufficiently recognized. The facts are telling. Over 40% of out-of-school children live in conflict-affected countries. These same countries have some of the largest gender inequalities and lowest literacy levels in the world. I hope that, by turning the spotlight on what has until now been a 'hidden crisis' in education, the Report will help galvanize national and international action in four key areas.

First, we need to get serious about stopping the egregious violations of human rights at the heart of the education crisis in conflict-affected countries. We cannot build peaceful societies overnight. But there is no justification for the attacks on children, the widespread and systematic rape of girls and women or the destruction of school facilities documented in this Report. It is unacceptable that, despite a succession of United Nations Security Council resolutions, sexual terror remains a weapon of war – a weapon that is inflicting untold suffering, fear and insecurity on young girls and women, and untold damage on their education. I am committed to working with my colleagues across the United Nations system to strengthen human rights protection for children caught up in conflict. Second, the humanitarian aid system needs fixing. When I visit communities in countries affected by emergencies, I am often struck by the extraordinary efforts they make to maintain education. Unfortunately, aid donors do not match that resolve. The education sector currently receives just 2% of humanitarian aid – and the humanitarian aid system itself is underfunded. All of us involved in the Education for All partnership need to make the case for putting education at the centre of the humanitarian aid effort. Third, we need to be far more effective at exploiting windows of opportunity for peace. United Nations Secretary-General Ban Ki-moon has pointed out that we currently lack the mechanisms needed to support countries making the hazardous journey out of armed conflict. As a result, opportunities for peacebuilding and reconstruction are being lost, at immense human and financial cost. The EFA Global Monitoring Report makes the case for an increase in pooled funding. I am convinced that donors and conflict-affected states have much to gain from increased cooperation in this area.

Finally, we need to unlock the full potential of education to act as a force for peace. The first line of UNESCO's Constitution states eloquently that 'since wars begin in the minds of men [and women], it is in the minds of men [and women] that the defences of peace must be constructed'. No defences are more secure than public attitudes grounded in tolerance, mutual respect and commitment to dialogue. These attitudes should be actively cultivated every day in every classroom across the world. Using schools to vehicle bigotry, chauvinism and disrespect for other people is not just a route to bad education but also a pathway to violence. I am fully committed to UNESCO playing a more active role in the rebuilding of education systems in conflict-affected countries, drawing on our current work in areas such as intercultural dialogue, curriculum development, teacher training and textbook reform. It is now over sixty-five years since the United Nations was founded. The challenges posed by armed conflict have changed. Yet the principles, the values and the institutions underpinning the United Nations system remain as valid as ever. Let us work together in using them to confront the hidden crisis in education and create a world in which every child and every parent can live in freedom from fear.

Foreword by Irina Bokova,
Director-General of UNESCO

PACADE Activities

Gender Equality, HIV/AIDS & Girls Education Sensitisation Programme for Advocacy/Training Sessions for Elementary Teachers

PACADE has completed training for government schools' elementary teachers on Gender, HIV/AIDS and Girls Education Sensitisation on behalf of the Punjab Education Department (Schools) in 16 districts. The project was sponsored by UNICEF. Earlier, PACADE had organized training sessions in 20 districts of the Punjab with the assistance of UNESCO, earlier.

Some indications of the 'Teachers' mindset:

- a. Gender workshops were a part of the plan to inject un-Islamic ideas into the mind of the teachers.
- b. Islam provided solution to all human problems and had laid down the relative positions, duties and responsibilities of men and women.
- c. Teachers emphasized that man could have 4 wives because Islam allows to keep 4 wives. But they don't know the conditions attached.
- d. Male teachers said that men are superior to women, according to Islam.



They were told that Islam stood for equality between man and woman. We should also read our Holy Book with Urdu translation which tells us the duties towards man and woman.

1. Teachers actively participated in the workshop, enthusiastically expressing their views during Group Discussions. It was interesting to watch male and female teachers rebutting others' opinion and responding to each others' ideas and concepts.
2. (a) There was an explicit understanding of differences between the concepts of Sex & Gender and how gender relationships are influenced by family, society, religion and other factors. The messages were well registered as was clear from the oral and written responses of the male / female teachers.

(b) Presentation and discussions jolted the minds of a number of teachers holding rigid or extreme views. The need for taking a liberal view of the Quranic injunctions was appreciated.

(c) There was realization that the social structure and environment had to undergo change before a real improvement in thinking and behaviour could take place.

3. The presentation on the importance of promoting of girls' education in Pakistan was also well received. After a lot of discussion about the possible role of schools and teachers for the promotion of girls' education, a number of teachers volunteered to organize programmes for imparting of literacy to illiterate girls and women.
4. Participants found the information provided to them regarding HIV/AIDS most useful. They expressed a lot of interest and raised a number of questions about the disease and its treatment and how the life of a person suffering from AIDS could be made easier by a humane approach and positive behaviour.

It was acknowledged that gender sensitization should be made an integral part of training of teachers.

(Written by: Ms Sophia Malik)

PICTURES FROM WORKSHOPS



“Pakistan - From Food Bowl to Dust Bowl?”

Pakistan is witnessing severe pressures on its natural resources and environment and the effects of climate change are being materializing as precipitation has decreased 10 to 15 percent in the coastal belt and hyper-arid plains over the last 40 years, while summer and winter rains have increased in northern Pakistan. Apart from that, droughts in 1999 and 2000 have caused sharp declines in water tables and dried up wetlands, severely degrading ecosystems. Water availability per capita has sharply declined from 5100 m³/year in 1951 to 1100 m³/year in 2006 just barely above the threshold of water scarcity indicator of 1000 m³/year. If the current trends continue, it could go as low as 550 m³ by 2025. Pakistan is currently experiencing water stress and will soon face outright water scarcity. Pakistan once a food bowl is slowly transforming to dust bowl due to population explosion, deforestation, rapid urbanization, industrialization and climate change.



UNESCO understands there is an urgent need to raise awareness among media and policy stakeholders for coping with water scarcity and climate change adaptation. UNESCO in collaboration with National University of Science and Technology (NUST) organized a dialogue on “Pakistan - From Food Bowl to Dust Bowl?” for media and policy stakeholders on Monday, June 20, 2011.

Professor Dr. Shahbaz Khan (Chief of Section on Sustainable Water Resources Development and Management, UNESCO, Paris, France) was the facilitator of the dialogue. He emphasized on four challenges which Pakistan is facing

- Geo Political Challenges including trans-boundary water sharing
- Technological Challenges
- Population Growth and Lifestyle Challenges
- Climate Change Challenges

To manage geo political challenges, he stressed on introducing “hydro diplomacy” as a key discipline in academia to solve country's trans-boundary water issues confidently by our own experts rather than relying on others. Pakistan is sharing its water boundaries with not only India and China but also Afghanistan while there may be more than 40% shortage of resources in Pakistan. This may lead to new stresses between Pakistan and its neighboring countries already pressed with similar issues of their own.

Talking about the issues of dams, Dr Khan added that there is an increased gap every day between the demand and supply of water and under the given statistics more than 50% of this gap can be filled by investing on infrastructures like dams, to store what Pakistan at least have, today.

But may be dams are not the complete solution, unless there is also investment in knowledge and technological innovations. Presently Pakistan wastes almost 50% to 60% water resources from canals to field levels. There is a need to invest in appropriate knowledge and technology can turn this huge liability into great opportunity by having high water land productivity resulting in Water Smart Pakistan.”

As a third pillar, population and consumption patterns of water usage were under discourse as well. It was said that with the increased population rate, Pakistan is already below critical water availability level of 1000 meters cube per capita per year.

Future water and food needs suggest that there would be a gap 18 MMT (that is about 60% of the present demand) of food, by 2035, and if current practices doesn't improve the power shortages in future are also going to be increased as demand will be doubled by 2025 of the present energy demand. This calls to include a mix of hydro, fossil fuel and nuclear power to generate electricity.

It was also observed that the key messages of water scarcity needs to be understood by all decision makers including politicians, people in ordinary household and specially farmers using water for irrigation, and in this regard media can play a role of catalyst by advocating the right issues for awareness raising.

UNESCO Director Dr. Kozue Kay Nagata stressed on the need for taking urgent steps with regard to natural disaster management in Pakistan. She said that though natural disasters are beyond human control the risk factor can be reduced by means of utilising the immense potential of science and technology. She maintained that Pakistan is a unique country in a way that it not only witnesses floods of biblical proportions but droughts also afflict some of its areas from time to time.

On June 21, 2011 PACADE's Community Learning Centres situated in the wahga border area were visited by Mr. YUYA YOKOBORI, chief correspondent of the largest – circulation newspaper of Japan namely “The Yomiuri Shimbun” . He was accompanied by Mr. Shafaat Ali Shah, a Pakistani correspondent of the newspaper.

Mr. YUYA YOKOBORI spent much time with the village girls and women attending the learning centres and showed special interest in two of the deaf and dumb learners. He talked to the learners with the help of the Coordinator of the Project Ms Sophia Malik and took pictures.



At Mandianwala CLC



At Dograikalan CLC



Mr. YOKOBORI at the Dograikalan Centre

Regional Workshop on Engendering UNDAFs in the Asia Region Kathmandu, Nepal – 6-7 June 2011

Ms Sophia Malik Coordinator PACADE attended the UNDAF Regional Conference at Kathmandu, Nepal earlier this month. Others invited participants were from India, Sri Lanka, Pakistan and Nepal. Also there were representatives from UN Women, New York Headquarters.

Participants from Pakistan also included Ms Alice, Aisha and Salman (UN Women), Ms Margret (ILO), Mr. Iftikhar Naqvi (Economic Affairs Division) and Ms Asma Ravji (Sangi Foundation.)

Some of the points made in the presentation from Pakistan :

UNDAF IN PAKISTAN

- Change management – time constraints in an insecure and unstable environment
- Conservative cultural/traditional, faith-based environment – high degree of distrust
- Resource constrained – tax revenue base weak, demands on external funding high
- Active core in the public sector and civil society
- OP II – lessons learned applied
- RBM – critical for success

Pakistan representatives actively participated in the workshop.

There is a lot to learn for Pakistan from the work going on in India, Sri Lanka and Nepal for the promotion of Gender Equality and the steps required for the enforcement of Human Rights with particular reference to women.

PACADE proposes to hold a small workshop in Lahore as a follow up of the Regional meeting.



Ms Sophia Malik

International Council for Adult Education

ICAE VIII World Assembly June 14-17, 2011 – A Report from ICAE Secretariat

A world worth living in. Adult learning and education: a key for transformation
Rapporteur: Camilla Croso

The VIII ICAE World Assembly was celebrated between the 15th and 16th of June 2011, in the city of Malmö, Sweden. On this occasion, 700 participants from 82 countries debated with rigor and passion the world we envision as worth living in, the obstacles that hinder its achievement, the transformation that is called for and, within this context, the role of adult learning and education.

In line with its participatory culture, debate among members and invited guests started well in advance of the actual gathering. Between March and April of this year, four series of virtual seminars were held on the structuring themes of the ICAE World Assembly: (1) Lifelong learning for sustainability in a climate changing world; (2) Follow up to the MDGs, the EFA Goals and the CONFINTEA agenda; (3) No right to decent work without decent learning and (4) The Nordic folkbildung and worldwide challenges. Over the period of one month, a total of 68 contributions and comments circulated by email, paving the way for deepened debate at the World Assembly. The choice of the four structuring themes reflect the intention of framing the debate on adult learning and education within a broader perspective and the recognition that debates take place in context, considering time and space.

On the other hand, it is precisely within such a context that education is placed as central in social movements' agenda. Key to the debate is which education is needed, in order to strengthen citizenship, promote critical thinking and action and advance all human rights. In the field of adult learning and education, the International Forum of Civil Society (FISC) prior to the 2009 CONFINTEA Conference, in which ICAE had a leading role, was an outstanding moment for such debate, as can be the follow up and monitoring processes to the Belem Framework for Action as well as to the MDGs and EFA goals that culminate in 2015.

Multiple gender discrimination marks the issue of women and labor. Firstly, the labor market discriminates against women in their access to work, in the stigmatization that takes place, the significantly lower salaries received and in the more difficult ascent to power positions. Furthermore, scarce recognition is given to the value of unpaid care work, which is still strictly associated to the domain of women in gender division of roles. Additionally, a growing phenomenon is the accumulation of work by migrant women who bear a double economic responsibility, working abroad and sending their salaries to their home countries.

We have also seen the raising of voices and movements, articulating collective action around environmental, climate and economic justice. Women have had a pivotal role and are key change agents in struggles over fossil fuel exploitation, pollution and environmental health, for food sovereignty, against privatization of nature, access to renewable energy, among others.

Recognizing the political underpinnings of education is central for bringing about the change we envisage. ICAE and sister social movements and organizations act in defense and promotion of adult learning and education in the perspective of political and social transformation. We place at the heart of our debate and action the fostering of critical thinking, of learning in dialogue with one another, the reading of the world in order to change it. It is inspired in the richness of our collective experience, with what we have learnt with popular education, feminist education, folkbildung, and so many other experiences, that we move forward the struggle for the right to adult learning and education. It is with this understanding and accumulated experience that we demand from the States, from international organizations and other policy makers, appropriate measures towards social, environmental, economic and gender justice and within this, the right for adult learning and education.



ICAE world assembly, Sweden

A Brief on UN Women's Work in Pakistan

The General Assembly voted unanimously on 2nd July 2010 to create a new entity to accelerate progress in meeting the needs of women and girls worldwide. The establishment of the UN Entity for Gender Equality and the Empowerment of Women – known as UN Women – is a result of years of negotiations between UN Member States and advocacy by the global women's movement. It is part of the UN reform agenda, bringing together resources and mandates for greater impact. UN Women became operational on 1st January 2011 and officially launched on 24th February 2011



United Nations Entity for Gender Equality
and the Empowerment of Women

UN Women in Pakistan

UN Women Pakistan provides technical advisory and support to the delivery and implementation of gender equality and women empowerment agenda in Pakistan. UN Women is uniquely positioned to support initiatives of the government and non governmental organizations leading towards a full realization of gender equality and women's empowerment commitments in line with the national and international gender equality and human rights commitments such as, amongst others, the Constitution, National Action Plan for Women's Empowerment as well as the Beijing Platform for Action, CEDAW, Millennium Declaration and the Millennium Development Goals.

UN Women provides support to innovative initiatives that promote women's human rights with special focus on their economic security, political participation, and freedom from violence. UN Women works around the world in partnership with the governments, non-governmental organizations and networks, the UN and other development organizations working towards gender equality.

UN Women stands committed to base its work on theory of change that is premised on three focus areas by:-

- Aligning laws and policies of the governments to create a conducive environment for women's empowerment and human rights;
- Strengthening institutions and organizations in work processes, resources, and capacities to fulfill obligations to the Convention on the Elimination of Discrimination Against Women (CEDAW), as well as other global, regional and national normative agreements;
- Supporting community level initiatives that demonstrate how changes in practices and attitudes can be achieved to enable implementation of commitments to gender equality and women's empowerment.

One UN and UNESCO

The UN Education JP aims at supporting Government of Pakistan in strengthening its capacity and service delivery, achieved sustainable political commitment, and enhances budgetary allocations, enhanced levels of enrolment and completion rates, elimination of gender disparity, increased levels of adult literacy and non formal education, improved quality at all levels of education, including technical and vocational education.



The Education Joint Programme has the following structure:

| JP Education: Components and PAs | | | |
|---|---|------------------|----------------------------|
| Co-chairs of TWG (Education): UNESCO & UNICEF | | | |
| JPC | JPC Title | Convening Agency | PAs |
| 1 | Pre and Elementary Education | UNICEF | UNESCO, UNICEF, WFP, UNHCR |
| 2 | Adult Literacy and Non-Formal Basic Education | UNESCO | ILO, UNFPA, UNHCR, UNESCO |
| 3 | Education system Strengthening | UNESCO | UNICEF, UNESCO, UNDP, WFP |
| 4 | Secondary Education and TVE | ILO | UNESCO, UNIDO, ILO |

Achievements in Education JP

- 2010 JAWP was prepared and then approved in the meetings of TFs and JPSC, and signed with GoP.
- JAWP for 2011-12: Preparation of Draft JAWP for two years is in progress – First draft has been prepared and has been shared with the Stakeholders.
- JP Education Review was held on 12th May, 2011 with all the national and provincial stakeholders. Progress of Education JP in 2010 was discussed and many strategic actions were recommended.

Punjab bows to Amend diktats

(18th Amendment)

Published: June 24, 2011

LAHORE – The Punjab government is ready to take steps for the provision of free education for the people from age 5 to 16 in accordance with the mandate of the 18th Constitutional Amendment, the Lahore High Court heard on Thursday. “The matter will be considered threadbare by the authorities in the upcoming policy-formulation meeting, a provincial Law Officer informed the court. The court is hearing the petitions filed by Syed Feroz Shah Gilani and Muhammad Ahsan Farooq for the enforcement of the fundamental right of education enshrined in the 18th Amendment, now a substantive part of the Constitution. The law officers gave assurance that the matter would be addressed soon. Later, the court disposed of the petitions seeking directions for ensuring compulsory education free of cost to all from 5 to 16 years of age. After the assurance, the petitioner counsel submitted that he would not press the matter anymore at this stage. After hearing the arguments, Justice Nasir Saeed Sheikh disposed of the pleas. The petitioners earlier submitted that the respondents were overlooking their constitutional obligations by not giving compulsory education to the citizens of the said age group despite the fact that right to education was fundamental. They said that less than two per cent of the national budget was spent on education and no heed was paid to introduce a uniform education system in the country to enforce and implement the constitution requirement of ensuring 'equality of opportunity' to everyone. The petitioners contended that in the modern age, the value and importance of education could not be undermined for the progress and prosperity of a nation. Not that but Islam had also laid tremendous stress on acquiring education and this fact, has necessitated provision of education to everyone within the said age, he added. He contended further that ignorance towards the value of education was open to cause serious situations to the country in times to come. In terms of Article 25A, he says, provinces have been obliged to cater to the needs of education of the people of the said age. He prayed the court to direct the federal and provincial governments to make arrangements for providing compulsory education to the people of the said age group and for the purpose, foolproof measures should also be adopted so that at tehsil and district level no ghost school could come about as it was witnessed in 1998 during the tenure of Chief Minister Shahbaz Sharif when as many as 40,000 ghost schools were detected through a military survey.

DAWN – 22-06-2011

Jobs perish in sight of parliament

ISLAMABAD, June 22: Police Wednesday busted the protest of the employees of the National Commission for Human Development (NCHD) against the closure of their department when the employees tried to march on the nearby parliament building. Police used batons and tear gas to stop the several hundred protesters who had been camping in the vast square in front of the presidency and the parliament for some days. Their seething anger boiled over after the Senate decided that the NCHD would be disbanded on June 30 under the 18th Amendment and the 16,000 teachers and other professionals it employed must be paid all their dues by then. Inside the National Assembly, meanwhile, Minister In-charge of Cabinet Secretariat Khurshid Ahmed Shah announced responding to a call attention notice that the government would take the issue of NCHD employees to the Council of Common Interest as three provinces, other than Sindh, had refused to absorb the employees after the NCHD is devolved to the provinces. He said the ruling PPP's policy was to provide jobs to people, not to deprive them of their employment. About 10 protesters, five of them women,



ISLAMABAD: Police arrest a protesting NCHD worker outside the Parliament House.

were injured and 40 were arrested in the fracas that ensued when the disgruntled NCHD workers jumped over the barbed wire fence that blocks the way to the parliament. A policewoman and a head constable were also injured in the scuffle. Police officers justified their use of force on the ground that the protesters were violating Section 144 restrictions in the city. The NCHD is being abolished because the 18th Amendment has transferred education, among other subjects, to the provinces. The prospect of the NCHD being disbanded because of the unwillingness of some provinces to fund it after its devolution had created unrest among the thousands of teachers of NCHD feeder schools and adult literacy centres across the country. Hundreds of them set up a camp in Islamabad to highlight their fears of losing their jobs. Their presence for days, holding banners and placards, attracted public attention to their plight. PPP MNA Justice (retired) Fakhru Nisa Khokhar even joined their protest for a brief period. The NCHD has been working since 2002, providing support to government line departments at grassroots level to achieve four out of the eight Millennium Development Goals. Those were: universal primary education, promotion of gender equality through women empowerment, reducing child mortality and improving maternal health. NCHD protesters told the media that theirs was the only organisation that possessed complete data regarding out-of school children, locations where no government schools are present, tools for reporting on enrolment and dropouts, and much more. Abdul Fatah Marro, member NCHD Joint Action Committee, described the closing of NCHD as “an extreme step and sheer injustice to the thousands who had been serving the programme for 10 years.” According to him, 7,000 schools would be closed, denying 500,000 children education. “Is this what we want for our future?” he asked. Saima Rana, NCHD Coordinator for Punjab, found it strange that the federal and provincial governments wanted to abandon a trained workforce of thousands of professionals, with a training-cost-tag of millions of rupees. “Instead of giving them a regular cadre and make best use of them, our rulers are laying off technical human resources,” she lamented.

A PERSONAL VIEW

LITERACY DISASTER IN PAKISTAN INAYATULLAH

Bad news for literacy. The National Commission for Human Development is being abolished – a fallout of the 18th Amendment of the Constitution. Apart from the human cost of 34000 employees working for NCHD projects all over the country losing their jobs (provinces are unwilling to accommodate them despite assurances by Raza Rabbani, chairman of the Implementation Commission), the commission's literacy, primary education and health support programmes will cease to exist. This will be a severe blow to the already shrunken EFA programmes at the centre and in the provinces.

At a Pildat meeting in Islamabad on Tuesday last, the former federal education minister, Sardar Assef Ahmed Ali deplored the total devolution of Education to the provinces. He stressed the need for a federal entity to oversee and regulate education and health affairs for the purposes of uniform standards across the country. He called the devolution of education to the provinces an "unwise" act as no clear role of the federal government had been provided under the Amendment. (The time for putting up a spirited resistance was when the decision was under way when he himself was holding the portfolio. He possibly did make an effort but it was not good – and – strong enough).

With massive and persistent protests, the Higher Education Commission has managed to survive. There was a strong lobby for it in the universities, students and the media. Hardly anyone speaks for literacy in Pakistan. 6 Crore utterly illiterate Pakistanis have no spokespersons to plead their case. Brave initiatives by UNESCO and NGOs like Pacade, Bunyad, Khwendo Kore, Sadiqa's Indus Resource Centre and Qurratul Bakhtiari (in Balochistan) do keep the issue alive but our governments, donors and even the media, have generally neglected it. Hardly a voice was raised when most regrettably the National Literacy Commission, fell a victim to an economy drive during the Musharraf regime.

There are three irrefutable reasons why the government must mend its mindset and seriously take up the cause of literacy. One, as rhetorically stated again and again by our rulers that without substantial increase in literacy, no nation can make real progress. In this day and age when only knowledge societies can successfully compete in the economic and social arenas, how can a people march ahead when most of them cannot read the number of a bus or a calendar. Two article 37-B of our constitution clearly states that the "State shall be responsible for eradication of illiteracy and provision of free and compulsory education upto secondary level within minimum possible time". The 18th Amendment has now made the Right to Education justiciable by adding the following provision: "State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law" (UNESCO and PILDAT have been making commendable efforts to have such a law promulgated to enable the citizens to seek the Constitutional right for compulsory and free education of their children).

Another set back on the literacy front has come from the Punjab province where the posts of EDO's literacy have been abolished in all the districts, placing Dos literacy under the already overburdened EDOs education. The creation of the posts of EDOs Literacy was hailed as a most desirable step earlier this decade when a full-fledged department of literacy was established. The doing away of EDOs literacy and reducing the literacy department's role would further show down the already deficient literacy programmes. The position in the KPK province is also worrisome where financial allocations for the Elementary Education Foundation have been very much reduced resulting in a sharp decrease of the number of literacy centres.

The situation in Sindh and Balochistan is much worse as only a few hundred literacy centres have been opened in these province during the last many years.

There are no autonomous entities for literacy in these provinces while financial allocations for literacy have been disappointingly inadequate.

Considering this unconcern and neglect, no wonder Pakistan sits today at the lowest rung of the international literacy ladder. According to the UNESCO, EFA Global Monitoring Report 2011, in the World EFA Development. Index, Pakistan's ranking is close to the bottom-at 123 while India is at 61 and Bangladesh at 100. The Report also suggests that if the current state of literacy efforts continue, none of the Six Education For All (Dakar) goals would be achieved in Pakistan by the year 2015. And except for gender disparity to some extent, the education component of the Millennium Development Goals will also remain unmet.

The recent adverse developments mentioned above – the virtual mowing down Literacy Department in the Punjab province, the abolition of the National Commission for Human Development, dropping the axe on the National Education Foundation, reduction of the literacy programme in KPK, the continuing reprehensible neglect in the provinces of Sindh and Balochistan along with the disappearance of the federal ministry of education (required for purposes of overall national planning, standardization monitoring and for linkages with international organizations), together is bound to spell a disaster for the cause of literacy in Pakistan.

It is time the media and the political opposition turn their attention to this disastrous situation with respect to the future of literacy and basic education in Pakistan and concentrate on the tasks to be undertaken namely (a) the promulgation of a law for the enforcement of the Right to Education as spelt out by UNESCO and PILDAT (b) putting pressure for a federal coordination mechanism for proposes of standardization, setting national goals and overall

monitoring of provincial basic education programmes (c) full restoration of the department of literacy in the Punjab with the district staff placed under the EDOs literacy (d) setting up full fledged literacy departments in the provinces of KPK, Sindh and Balochistan (e) and launch advocacy initiatives for the provision of requisite literacy programmes and adequate financial allocations with a view to accelerate progress towards the achievement of EFA targets and MDGs.

The Media can effectively help by highlighting the issue in its daily talk show programmes. The political opposition should requisition special sessions of the national Assembly and the Senate to debate the urgency of promoting literacy with a view to meeting the mentioned constitutional obligations.

Hoping against hope, may one draw attention of our debonair prime minister to his publicly declared commitment for literacy when quite sometime week at Peshawar, he declared a National Literacy year. Does he know that the programme chalked under the literacy year framework has remained on paper only as the amount sanctioned by him for the activities to be undertaken remains, after a lapse of more than one year undisbursed.

For a change Mr. Galani do make a serious effort to honour to your public commitment for the cause of literacy.

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Pictures from PACADE-UNICEF Gender Sensitization Workshops in Punjab Districts

