

2011 IS THE NATIONAL YEAR FOR LITERACY



United Nations
Educational, Scientific and
Cultural Organization



PACADE - UNESCO NEWSLETTER

NO. **5** 2011

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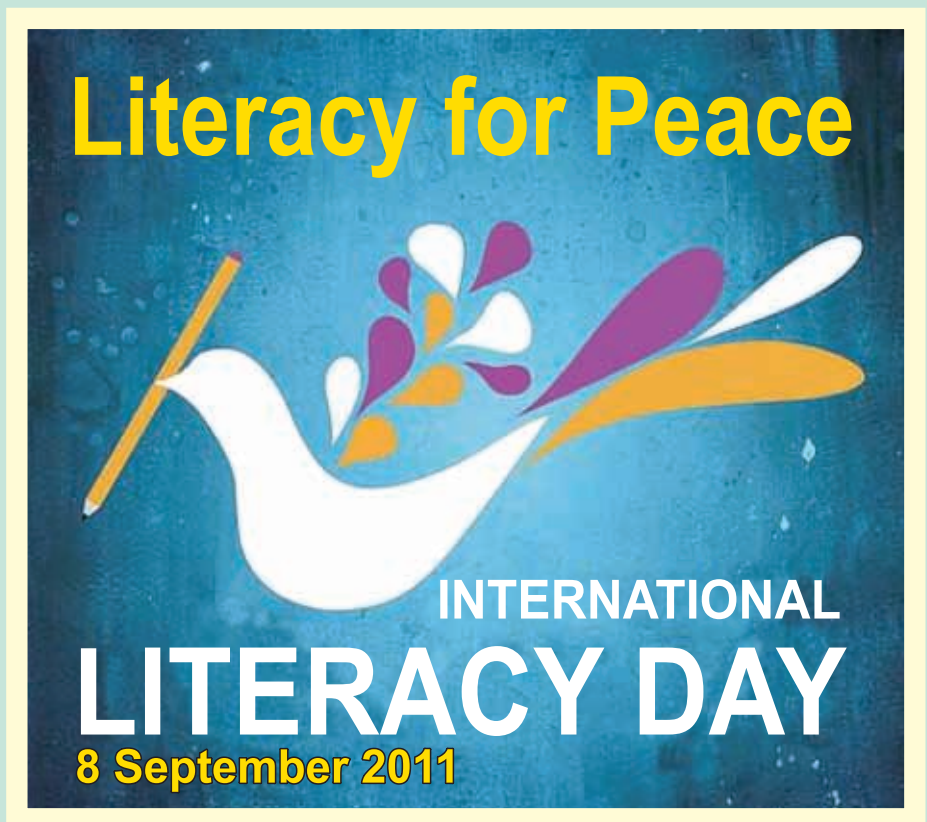
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Inayatullah



Lahore Association
of NGOs



Asia Pacific Bureau of
Adult Education



International Council of
Adult Education

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FROM PACADE PRESIDENT'S DESK

A new feature of this issue of the Newsletter is a brief note of UNESCO Islamabad Office activities.

I welcome this informative addition to the Newsletter and hopefully such a contribution to future issues will become a regular feature.

This issue covers an important Seminar jointly organized by UNESCO and Literacy & NFE Department, Government of the Punjab, on the Right to Free Education as stated in the Article 25-A of the 18th Amendment of the Constitution. Up until now the provision in Article 37-b related to a concern of the State to eradicate illiteracy and provide free and compulsory education as a matter of policy.

The new Amendment makes the Right to Education justiciable. However this provision can be enforced only if a law for this purpose is promulgated. UNESCO Islamabad office has taken the initiative to have such a law prepared in the draft form. Such a law will have to be passed by all the four provincial Assemblies. The seminar stressed the need for mobilizing public opinion and political will to achieve this purpose. The implications of enforcing it too were considered including finances required for its implementation and the how progress would be monitored. The seminar also discussed some of the vital issues pertaining to school education, literacy and international commitments.

Valuable presentations were made at the meeting by Mr. Arshad Saeed Khan, UNESCO's Senior National Specialist for Education, Dr. Allah Bakhsh Malik, Secretary Literacy & NFE Department, Government of the Punjab and Mr. Aslam Kamboh, Secretary School Education Department, Government of the Punjab. Important points from their presentations have been highlighted in the Newsletter. A note has also been recorded regarding the observations made by UNESCO Director, Dr. Kozue Kay Nagata at the opening and concluding sessions of the seminar.

Mention may be made of the Inter-Provincial Forum on Education organised by UNESCO in Islamabad. Its recommendations are given in the Newsletter.

PACADE welcomes the Grant Agreement signed on behalf of UNESCO by Dr. KK Nagata and Mr. Nishikata Takatoshi JICA Representative in Pakistan for Strengthening of Flood Early Warning System in Pakistan.

PACADE congratulates Dr. Allah Bakhsh Malik for the CONFUCIUS award conferred on him by UNESCO.

PACADE was asked by UNESCO to organize a symposium at the Peshawar Press Club in connection with the International Literacy Day. At this meeting, the need for restarting the Adult Literacy Centres in KPK was stressed by Director UNESCO, Dr. Kozue Kay Nagata and Mr. Arshad Saeed Khan, Mr. Mushtaq Jadoon, Secretary Literacy and Education KPK also expected to address the symposium.



From Office of UNESCO Director in Pakistan, Dr. Kozue Kay Nagata

UNESCO Initiatives for a Learning Society in Pakistan Bringing every child into school: Still a long way to go

By inserting Article 25-A in the Constitution during April 2010, Parliament of Pakistan has recognized the right of all children of age 5 to 16 years to free and compulsory education. However, passage of this Amendment will not automatically ensure learning opportunities to millions of children who are deprived of their basic human right. At present, over 7 million children of age 5 to 9 are out of school, and most of these children belong to poor families and disadvantaged groups, particularly the rural girls. Article 25-A necessitates further legislation and formulation of Rules to spell out modalities and norms for the provision of free education to all children and to clarify roles and responsibilities of various stakeholders.



UNESCO in Pakistan is extending support to facilitate the process of enforcement of this important Constitutional provision, through a multi-pronged strategy. UNESCO is extending technical assistance for the preparation of Draft Act of Free and Compulsory Education, which may then be considered by the national and provincial parliaments for approval and promulgation. Simultaneously, UNESCO has launched a drive to sensitize policy makers, including parliamentarians, educational planners, CSOs and media persons about the need for legislation on free and compulsory education. Provincial level Seminars on Right to Education are being organized. First of the series of the seminars was organized on 15th August 2011 in Lahore, which was attended by senior leadership of the province and representatives of all stakeholders. Seminars in other provinces have also been planned. Bringing all children into school is not merely a dream of UNESCO, international community and civil society, it is commitment and constitutional obligation of Government of Pakistan as well.

Mitigation of Flood Affected Children in Sindh

Monsoon floods of August 2010 displaced millions of families, inundated villages and towns, and destroyed crops, buildings, and schools. About 10 thousand school buildings were affected due to floods. Children and women from poor families of rural areas were the worse victims. Although the government as well as international community have made all out efforts to rehabilitate flood affected people, nevertheless, the economic and social damages due to floods were so colossal and wide spread that life has yet not returned to normal in flood affected areas. During and after the floods, UNESCO supported humanitarian and development activities in different parts of the country. Recently, UNESCO received a moderate donation from the employees of Qatari Diar, a private firm in Doha. This donation was given for flood affected children. UNESCO planned distribution of clothes and milk to children enrolled in schools located in flood affected areas of Sindh. Two pairs of clothes (uniforms), shoes, socks, caps, and packages of milk powder have been distributed among 1000 school children in the districts of Dadu, Jamshoro, and Thatta (Sindh). UNESCO staff, including Director UNESCO, Dr. Kozue Kay Nagata personally monitored the distribution process and participated in distribution ceremonies. This assistance to the children in flood affected schools will lessen the financial burden of their education on their parents, will contribute in rehabilitation of their families, and improve prospects of their retention in schools.

Advocacy Campaign on Inclusive Education for Persons with Disabilities: follow up to Pakistan's ratification on Convention on the Rights of Disabled Persons (CRPD) in July 2011

The Convention on the Rights of Persons with Disabilities and its Optional Protocol was adopted on 13 December 2006 by UN General Assembly and Pakistan signed it in September 2008 and recently ratified in June 2011. The Convention is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. It clarifies and qualifies how all categories of rights apply to persons with disabilities and identifies areas where adaptations have to be made for persons with disabilities to effectively exercise their rights and areas where their rights have been violated, and where protection of rights must be reinforced. Pakistan is now legally required to comply with the obligations set out in the Convention as it has already ratified the Convention.

Taking this occasion and under the leadership of Dr. Kozue Kay Nagata, the Representative of UNESCO Pakistan, UNESCO and the local NGO, named, “STEP (Special Talent Exchange Program)” co-organized the National Consultation on Implementation of Convention on the Rights of Persons with Disabilities (CRPD), “Inclusive Education/Literacy and barrier free communication and information with special emphasis on Women with Disabilities”, on 12 September, 2011 in Islamabad, attended by government officials, UN agencies, and other key stakeholders. PACADE also participated actively in this first national consultation event, after the ratification of the Gov of Pakistan.



Inter-Provincial Forum on Education

09 July 2011 Islamabad

Context

The 18th Amendment to the Constitution is a milestone in the history of Pakistan. It has devolved authority to the provinces for school curriculum and recognized provision of free and compulsory education to all children of 5 to 16 years as a fundamental right. On the one side, this historic amendment has paved the way for achievement of Education For All Goals and MDGs, on the other side; it has created new challenges and responsibilities for different organs of the State of Pakistan, particularly for the provincial governments.

Devolution has empowered the provinces, but the disappearance of a platform for inter-provincial dialogue and sharing of views on educational issues has created a coordination vacuum. Educators from different parts of the country, civil society organizations, and international development partners have repeatedly emphasized the need of a forum for brainstorming on opportunities and challenges created as a result of 18th Amendment. Responding to the suggestions from different stakeholders, UNESCO convened an Inter-provincial Forum on Education on 9th July 2011, in Islamabad.



Objectives

Inter-Provincial Forum on Education was organized to achieve following objectives:

1. To provide a platform to national and provincial stakeholders for exchange of views on the challenges relating to education in Pakistan for strengthening coordination and promoting common understanding about various issues
2. To brainstorm on national and provincial priorities and possible strategies, including devolution and Right to Free Education.
3. To share information and promote knowledge about good practices in other countries
4. To brainstorm on mechanisms for mainstreaming the UN mandate and universally accepted norms and values in education

Participation level and Proceedings

Senior officials and representatives from all the Provinces/Areas actively participated in the Forum. National and international experts made presentations on related subjects, and Provincial/Area representatives offered their view points and suggestions. At the end, participants unanimously evolved a set of recommendations.

Recommendations

Participants worked in Groups to evolve recommendations on key issues. Following recommendations were presented in the plenary and agreed upon:

Inter-provincial Coordination: The need of inter-provincial dialogue and regular interaction among Provinces/Area for building a common understanding on key aspects of education was supported by all, through following recommendations:

i. A regular mechanism for inter provincial coordination on education should be established at the national level. This may be in the form of a council or commission, represented by all Provinces/Areas to address issues like meeting international commitments, maintaining national integrity through harmonization of educational standards, and representation of the country and reporting of its progress in international forums outside Pakistan.

ii. Before 18th Amendment, the State of Pakistan has signed a number of international Conventions, Declarations, Treaties, and has thus committed to achieve globally set targets like MDGs, Education For All, and Convention for Rights of Children (CRC). All provinces/Areas, being a component of the State, should endeavour to meet these international commitments.

Quality and Equivalence of School Education:

i. National Education Policy (2009) may be taken into account by all the Provinces/Areas.

ii. Whereas provinces have already been empowered in the fields of curriculum development and education policy, there must be a mechanism for maintaining inter-provincial harmony and national cohesion. This can be achieved through building consensus on a common framework and minimum standards to be followed by all provinces and Areas.

iii. Provinces may consider following the vision of National Curriculum 2006, which was developed with active participation and endorsement of all Provinces/Areas.

iv. Textbooks may be developed keeping in view the provincial and national needs and aspirations, along with reflection of universally agreed norms and values and new emerging trends at the global level.

v. Provinces should take concrete steps for developing capacities of their curriculum bureaus, and textbook boards.

Right to Education: Enforcement of Article 25-A

i. In accordance with the requirements of Article 25-A, provinces should legislate to spell out modalities and rules for provision of free and compulsory education to children of 5 to 16 years in their respective areas

ii. Provinces should expand access to education for children in all areas, localities and hamlets, using both formal and non-formal approaches.

iii. Provinces should take special steps for the elimination of gender disparities in education, including provision of special incentives to girls.

iv. Schooling may be linked with poverty reduction schemes and incentives like provision of free books, free stationery, free uniform and school lunch may be offered to reduce opportunity cost and maximize enrolment.

v. Provincial governments should substantially enhance education budget, as increased resources will be needed to fulfill constitutional right of millions of out of school children to free and compulsory education



UNESCO and China to increase cooperation for developing countries

During a visit to China, to address the World University Presidents' Forum and to attend the opening of the 26th World University Games in Shenzhen, UNESCO Director-General, Irina Bokova, met with Chinese President Hu Jintao, on 11 August 2011. Irina Bokova praised China's excellence in education and highlighted that the country has extensive experience, good practices and achievements to share with the developing world.

“We are ready to work with you to transmit these good examples to developing countries,” she said.

In this regard, President Hu Jintao expressed hope that forthcoming events, such as the seminar of Africa-China University Presidents and the Third International Conference on Technical and Vocational Education and Training, “would lead to good progress”. Hu Jintao seized this opportunity to commend UNESCO's “pioneering work” and pledged to increase cooperation with the Organization to promote education, science, technology and culture.



Chinese President Hu Jintao praised UNESCO's "pioneering work" and pledged to increase cooperation with the Organization to promote education, science, technology and culture in developing countries, during a meeting with Director-General Irina Bokova, in Shenzhen, People's Republic of China, on 11 August 2011.

UNESCO Confucius Award for Dr. Allah Bakhsh Malik

Dr. Allah Bakhsh Malik, Secretary Government of the Punjab, Literacy and Non Formal Basic Education Department has been awarded UNESCO Confucius for Literacy 2011. He is the first Pakistani to win this coveted prize.



Dr. Allah Bakhsh Malik

UNESCO signed “Strengthening of Flood Early Warning System in Pakistan” project with Government Of Japan and the Japan International Cooperation Agency (JICA)

The signing ceremony of Strengthening of Flood Early Warning System in Pakistan” project was held on July 12, 2011 at Serena Hotel Islamabad. The official notes for this project were signed and exchanged between Japanese

Ambassador to Pakistan, Hiroshi Oe and Representative of the UNESCO in Pakistan, Dr Kozue Kay Nagata.



The Grant Agreement was signed between Mr. Nishikata Takatoshi Representative, JICA Pakistan and Representative of the UNESCO in Pakistan, Dr Kozue Kay Nagata. The event was attended by Chairman SUPARCO Mr. Bilal Ahmad, Director General Pakistan Metrological Department Mr. Arif Mehmood and Chief of Water Planning Commission Mr. Naseer Ahmad Gillani.

Officials from Economic Affairs Division (EAD) and Indus River System Authority (IRSA) also attended the event.

The Government of Japan is generously funding the project worth \$3.48 million over two years; the objectives of the project are:

1. Strategic Augmenting of Flood Forecasting and Hazard Mapping Capacity
2. Knowledge Platforms for Sharing Transboundary and Community Data
3. Capacity Development for Flood Forecasting and Hazard Mapping

The International Centre for Water Hazard and Risk Management under the auspices of UNESCO (ICHARM) has developed a concise flood-runoff analysis system as a toolkit for more effective and efficient flood forecasting in developing countries. This system is called "Integrated Flood Analysis System (IFAS)". A diagnostic hydrological analysis of floods in the Indus basin will be carried by UNESCO in cooperation with PMD and ICHARM staff to clearly outline the forecasting modelling needs. The forecasting model development will also build on the efforts of the South Asia Flood Monitoring Group using the Sentinel Asia Network through close cooperation with UNESCO's International Flood Initiative (IFI), Japan Meteorological Agency, JAXA, NASA and their relevant partners. A detailed database comprising of the relevant spatial and temporal information will be prepared by UNESCO (local consultant) in cooperation with relevant Pakistan organizations in coordination with ICHARM.

The project will benefit all flood-affected areas by working closely with all relevant departments of the Government of Pakistan. At the technical level, the project's primary beneficiaries are the Pakistan Meteorological Department (especially its Flood Forecasting Division), Federal Flood Commission (FFC) and the National Disaster Management Authority (NDMA).

At the provincial and local government levels, the project will benefit Provincial Disaster Management Authorities (PDMAs) and District Disaster Management Authorities (DDMAs) who, according to the ongoing UN-led disaster need assessment (DNA), are in major need of capacity reinforcement.

PACADE UNESCO Community Learning Centres

PACADE has been running Community Learning Centres in two districts, Lahore and Okara with the support of UNESCO. These centres have completed the first phase. Following activities are being carried out in the second phase of the CLCs.

LITERACY SKILLS

Consolidation of skills of reading, writing and numeracy so that

- I. slow and weak learners could improve capabilities in this respect and use the skills in daily life situations.
- II. Learners identify and solve the problems.
- III. Reading, writing and discussion of short stories and poems which express learners' ideas and feelings.
- IV. Making charts to enhance their knowledge and understanding of their environment, community problems and local activities.

LIFE SKILLS

Life skills to raise awareness of rights and responsibilities, importance of tolerance and how learners can become more knowledgeable about nutrition, health, child care, education of children and household management. Also learning about communication skills, problem solving, time management and gender issues.

Income Generation Skills

The supervisor, a competent instructor, 3 computer instructors and 2 beautician experts to pay two visits in a week to centres to impart training in various skills. These include:

1. Tailoring
2. Making cushions
3. Decoration pieces including
 - a. paper flowers,
 - b. ribbons and painting on pots.
 - c. Making greeting cards
 - d. Hand Made Fans
4. Cutting, stitching clothes and hand embroidery
5. Computer Training
6. Beautician Skills



Punjab Government UNESCO Seminar
Constitutional Obligations for Punjab
Situation Analysis of Education in Punjab: Challenges and Issues

UNESCO and Government of the Punjab jointly held a seminar on Right to Free Education – Article 25-A on August 15, 2011 at the Avari Hotel Lahore.

The meeting was attended by Dr. Kozue Kay Nagata, Director UNESCO, Mr. Aslam Kamboh Secretary Education, Dr. Allah Baksh Malik, Secretary Literacy & Non-Formal Basic Education, Government of the Punjab, Mr. Arshad Saeed Khan, UNESCO's Senior National Specialist (Education), representatives of NGOs, universities and educational institutions including Mr. Inayatullah, President PACADE and Ms Shaheen Attiq-ur-Rehman, Vice Chairperson BUNYAD.

UNESCO Director in Pakistan, Dr. KK Nagata who earlier welcomed the participants and opened the seminar, made the following points in her concluding address after presentations made by Mr. Arshad Saeed Khan, Dr. Allah Bakhsh and Secretary Education Mr. Aslam Kamboh as well as the points raised from the floor during the discussion session.



Dr. KK Nagata and Mr. Aslam Kamboh

1. There is an urgent need for the promulgation of a law to enforce constitutional amendment 25-A on RIGHT TO FREE EDUCATION. UNESCO in this connection has helped the drafting of the required law for the Senate with the cooperation of ex-Senator Mr. SM Zafar. The implementation of the law will require increase in the education budget to meet financial requirements and the provision of a monitoring mechanism.
2. Steps should be taken to mobilise public opinion and political will for this purpose. UNESCO and other UN agencies can and would like to help in raising such awareness and building up political will at various levels.
3. The Punjab School Department's decision to introduce co-education is a welcome initiative.
4. Taking of measures to strengthen the institutional capacity of education department and its various institutions by the Punjab Government is highly commendable.
5. UNESCO supports the Punjab government's School Road Map.
6. Measures should be taken to raise public awareness of the importance of the awareness of the importance of the education and literacy to build up political will for this purpose. I am optimistic about Punjab government's efforts to achieve the desired goals of improving and strengthening education in the province.
7. Hopefully Punjab would emerge as a successful model for other provinces. In its endeavours the government needs the whole hearted support of all the stakeholders especially the media and the civil society organizations.

Mr. Aslam Kamboh, Secretary Punjab School Education Department in his speech highlighted the government's determination to achieve 100% enrolment in the primary schools in the near future. To achieve this task the government has taken a decision to link appointments, incentives and promotion of education officers to their actual performance. Mr. Kamboh was of the opinion that more than the quantum of money it was the way money was spent that really mattered. Resources and an approach which links resources with targets is more successful than generous financial allocations unaccompanied by a focused attention on ways to achieve results. He referring to education in Sindh he said that 900 well-run schools in Karachi had achieved more than 45000 schools in the rest of the province. Some of the other points made by him were:

- a. Innovative contributions had been made by the Punjab Education Foundation with regard to some of its innovative steps like the public-private partnerships.
- b. Co-education at the primary level is bound to achieve better results and help girls' access to schools.
- c. Presently 40% of the total enrolment of students is in the private sector schools.

Excerpts from a presentation on Right to Free Education: Rationale, History, Good Practices and Constitutional Obligations for Punjab by Mr. Arshad Saeed Khan, Senior National Specialist Education, UNESCO in Islamabad on August 15, 2011.

Article 25-A: A Ray of Hope?

Impetus for EFA and MGDs: Insertion of Article in the Constitution may accelerate the pace of achievement of national and international targets

Legislation for Article 25-A: Implementation of Article 25-A is linked with further legislation, passage of Education Act and framing of Rules etc.

Additional Budget: Enforcement of Article 25-A will necessitate increase in Education budget.

Monitoring: Who will monitor implementation of Article 25-A? Fed Govt.? Provincial Govts. ? Civil Society? Or No One?

Why Free Education: Rationale

Child Labour: If education is not free and compulsory, parents tend to engage or train their children for income generation, from their childhood, depriving children to learn new knowledge and skills and develop their talent

Exclusion based on economic status: Parents, particularly, poor families may not be tempted to send their children to school due to direct costs of education.

Gender bias: When education costs money, in some societies, parents may give preference to boys education only, and neglect girls education.

Social and Economic Inequalities: Education open the door for upward mobility of disadvantaged groups in the absence of free education, social stratification may perpetuate in the society.

Japan's Fundamental Code of Education (1872) (King Meiji)

" there shall, in the future, be no community with an illiterate family, nor a family with an illiterate person. Every guardian, acting in accordance with this, shall bring up his children with tender care, never failing to have them attend school

(An extract from the Preamble to the Fundamental Code of Education, 1872 (Government Document). Children and Youth in History, Item#129)

Free Education: Common Good Practices

Easy access - School nearer to home of children

No fee, no in-direct or hidden charges

Free textbooks and stationary

Uniform: No additional expenditure on uniform

School lunch or Mid-day meals (partially or fully sponsored)

Common Good Practices ... 2

- **Conducive environment** - proper facilities, drinking water, sanitation and hygiene, play ground, teaching-learning aids, child friendly, interest provoking social environment.
- **Incentives** for disadvantaged, stipend or food ration for families
- **Equality of educational opportunities:** common curriculum, all schools follow national standards, UNESCO Convention against Discrimination in Education (1960) - to build confidence of parents on advantages of education

Punjab - Expenditure on Education

Source: Ministry of Finance, Govt. Of Pakistan

	2006/07	2007/08	2008/09	2009/10
Total Education Expenditure	71,353	76,159	103,979	107,319
Grant Education Expenditure	63,140	71,780	96,220	100,151
Development Education Expenditure	8,213	4,379	7,759	7,168
Education % Total Provincial Expenditure	22.9%	22.4%	25.6%	24.0%
Grand Education Expenditure % of Total Prov. Grant Expenditure	32.7%	32.1%	33.5%	31.8%
Development Education Expenditure as % of Total Proved. Expenditure	6.9%	3.8%	6.5%	5.5%

Trends of Education Indicator in Punjab

Indicator	Actual Rate			Projected (up to 2015)						Annual Growth
	2004-05	2005-06	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	
Primary (NER) 5-9 Years	58	62	62	63	64	65	66	67	68	1
Primary (NER) 6-10 Years	66	70	71	72	74	75	76	77	79	1.25
Literacy 10+	55	58	59	60	61	62	63	64	65	1

Extracts from a presentation on Right to Free Education: Situation Analysis of Education in Punjab: Challenges and Issues by Dr. Allah Bakhsh Malik, Secretary for Literacy & NFE Department, Government of the Punjab.

Punjab School Roadmap

Punjab School Roadmap essentially concentrates on an effective engine for school reforms:

Strong central coordination

Teacher and school leadership support

Scripted lessons and engaging material

Incentives for high performance - Competitive compensation for teachers

Students basic needs fulfillment

High caliber management staff

Universal standards and curriculum

Student assessment

Regular and reliable data collection

- Every child enrolls in school: 100% enrolment
- Every child is retained in school: 100% retention
- Every child learns and makes progress: Ensured quality

Source: School Education Department 2010-11

- ❖ Article 25-A: The 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

Primary Education

- ❖ Enrolment in public sector schools has not conformed with the population growth
- ❖ Enrolment growth rate in public sector schools is continuously falling
- ❖ Percentage of school children enrolled in Government Schools falls as income rises in both Urban and Rural areas
- ❖ Number of mosque and primary schools is 2524 and 43408. Number of Elementary Schools is however 7661
- ❖ Default is by systemic design. Even if all graduates at primary level intend to join Elementary Schools, there is no capacity
- ❖ Achieving UPE by 2015/16 is estimated at the cost of Rs 4046 billion
- ❖ Share of education expenditures in GDP is required to rise from 1.8% in 2009/10 to 6% in 2015/16
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- ❖ Achieving UPE by 2015/16 is estimated at the cost of Rs 4046 billion
- ❖ Share of education expenditures in GDP is required to rise from 1.8% in 2009/10 to 6% in 2015/16
- ❖ Estimated population of 5-9 years age-group in 2009 was 9.822 million including 4.688 million girls. On the basis of past trend of NER at primary stage, 3.73 million children of 5-9 year age-group are out-of-school
- ❖ Analyzed by gender, population (10 + age group) that never attended school comes to 29% for male population and 49% for female population
- ❖ For each middle school for boys there are 6 feeding primary schools and for girls this ratio is 1:5. Number of teachers decreases at higher levels of education
- ❖ There is more number of male teachers' vis-à-vis female teachers at all levels of education except middle level where female teachers outnumber male teachers
- ❖ On average there are: 1.5 teachers in mosque school, 3 in primary school, 12 in middle school, 23 teachers in a secondary school and 40 in a higher secondary school
- ❖ Coverage of public sector education infrastructure at primary level is a major issue
- ❖ Serious issues of access especially for girls

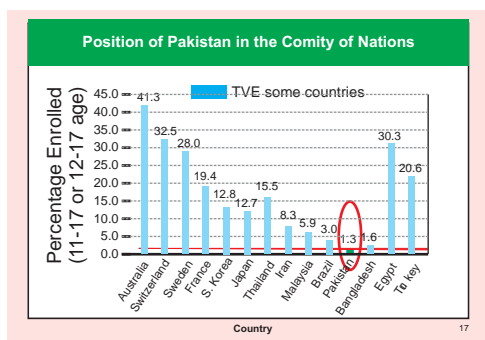
Source: PSLMS 2008-09



Dr. Allah Bakhsh Malik Addressing the Seminar

Way Forward

- ❖ 18th Constitutional Amendment is an opportunity and Article 25-A shall be implemented leading to literate, learned, prosperous, developed and industrialized Punjab
- ❖ Provincial education departments should immediately undertake the task of legislation for implementation of Article 25-A
- ❖ Universal Primary Education - 100% enrollment and retention of children in age cohort of 5-9 years
- ❖ Out-of-school children in age cohort of 5-9 years must be enrolled in Non Formal Schools immediately
- ❖ Adult illiterates must be imparted functional literacy with a lifelong vocational skill
- ❖ Public private partnership in education is a successful model and needs to be scaled up
- ❖ Deeni Madaris must be streamlined into main system gradually but consistently
- ❖ Adequate institutional arrangement and capacity at Primary, Elementary, Secondary and Higher Secondary shall be developed to implement Article 25-A
- ❖ Higher education must aim at knowledge management: knowledge workers for knowledge society and knowledge economy
- ❖ Research and analysis must be basic ingredient of higher education
- ❖ TEVTA and PVTC must expand exponentially and go for public private partnership mode
- ❖ Government must go for a strategy of Education For All - EFA by Education By All EBA Public and Private Sector, NGOs, CSOs and all stakeholders will have to be involved to utilize all resources at optimal level to implement Article 25-A through formal and non formal education means and achieve EFA/MDGs



100% Literacy by 2015

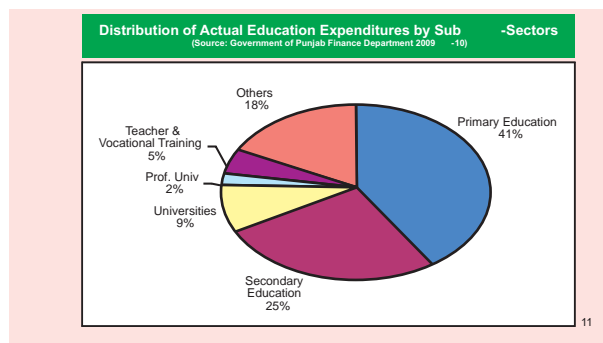
1. Adult Literacy Centers 2011 -15	300,674 ALCs
2. Estimated Cost per center	87000
3. Total Cost of 300674 ALCs in 5 years	87240x300674= 26.23 billion
4. Per year Cost=26231/5	52.46 billion
5. Cost per learner per month	290
6. Cost per center per month	290x25=7250

1. Non Formal Basic Education Schools 2011 -15	122,124 NFBES
2. Estimated Cost per center per annum	80000
3. Total Cost of 122,124 NFBES for 5 years	80,000x122,124= 97.70 billion
4. Cost per annum	9770/5=19.54 billion
5. Cost per learner per month	267
6. Cost per center per month	267x25=6675 cost

PKR 123.93 billion required over period of 5 years to achieve 100% Literacy

Source: Literacy and Non Formal Basic Education Department 2010 -2011, Five Year Strategic Plan

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Best Literacy Teachers Awards

ON INTERNATIONAL LITERACY DAY (September 8, 2011) AWARDS WILL BE DISTRIBUTED TO THE BEST NON-FORMAL BASIC EDUCATION & LITERACY TEACHERS BY THE LITERACY & NON-FORMAL BASIC EDUCATION DEPARTMENT

A Special Meeting at Peshawar

PACADE has been asked by UNESCO to organize a special meeting at Peshawar Press Club to mobilize media and public opinion with a view to persuading the KPK government to restart the (discontinued) Elementary Education Foundation (EEF) Literacy programmes. Also to highlight the importance of the 18th Amendment and in particular the promulgation of a law to enforce Article 25-A regarding the Right to Education Dr. Kozue Kay Nagata, Director UNESCO is expected to chair this meeting.



Dr. Kozue Kay , Director UNESCO Addressing at International Literacy Day at Peshawar Press Club also in the picture are: Mr. Inayatullah, President PACADE, Mr. Mushtaq Jadoon, Secretary School Education Department Government of KPK, Ms. Musarrat Jehan, Director Elementary School Education Department, KPK, Mr. Arshad Saeed Khan, Senior National Specialist for Education.

A Few Press Clippings

THE EXPRESS TRIBUNE, MAY 15, 2011

Students Forced To Work In Landlord's Fields By Headmaster And Teachers

Punjab Chief Minister Muhammad Shahbaz Sharif recently took notice of a report about government school students being forced to labour in fields by the school headmaster.

Sialkot executive district officer (EDO - Education) Riaz Ahmed Sohi told reporters that the Government Boys Elementary School Ismailkay – Satrah headmaster Mushtaq Ahmed had been suspended for forcing school children from grade 1-5 to toil in the fields of a local landlord. An initial inquiry revealed that the landlord was a relative of Ahmed and that he had been forcing elementary school children to work in his fields so that he would not have to pay for labourers.

THE NEWS International, Sunday, July 24, 2011

An excerpts from Punjab CM's speech on the Road Map for School Education:

We are still struggling, we are still trying to provide 100 percent enrolment in our primary schools. Is it not a shame? 63 years down the lane? Our education department, Mashallah, is almost the same as like army. What have we not done to honour a teacher, to address loopholes, so that you are attentive towards doing a good job. I have inducted 40,000 teachers without any faintest array of political interference. This has never happened in Pakistan, that teachers are inducted totally on a merit based system. This is the first time in Pakistan that induction on merit has taken place. I was told that out of 43 benchmarks, 38 have been achieved.

DAWN, THURSDAY, JULY 21, 2011

How To Improve Education By Ameena Saiyid

One television channel should be dedicated to teaching mathematics and language initially at the primary level. The language programme should aim not only at teaching the language in a pleasant, enjoyable and encouraging the reading habit. Another subject, supplementary education should concentrate on mathematics with the goal not only of providing numeracy but also of building concepts. Pakistani children must be taught concepts, understanding as opposed to rote learning which is destroying our system of education. Governments should provide a PTV channel as well as TV screens in government schools exclusively for this purpose.

PAKISTAN TODAY, (MONDAY, AUGUST 22, 2011)

9 PRIMARY SCHOOL TEACHERS FIRED OVER FAKE DOCUMENTS

PTB Books a case of 'teaching Mistake'

THE Punjab Textbook Board's Urdu, English, Pakistan Studies and Islamiyat/Ethics textbooks are littered with various mistakes that range from altogether wrong information, misinformation and lack of updated information. These mistakes are instrumental in fanning hatred, widening rural-urban divide besides causing biases at cultural, communal, sectarian and gender levels. The PTB curriculum review committees have failed to identify the mistakes – primarily because neither they involve experts from civil society nor the elected representatives and run its activities behind closed doors.

A series of mistakes have recently been identified in 34 Urdu, English, Pakistan Studies and Islamiyat/Ethics textbooks being taught at Class-I to X level by education consultant Amir Riaz. He has published his research report on PTB textbooks titled "What are we teaching to our children?" Mr Riaz launched his report and gave a multi-media presentation at a consultative meeting, which was attended by representatives of PTB, various NGOs, intellectuals, writers and media persons at a local hotel last week.

PTB Director (Humanities) Shahida Javaid's statement was most interesting as she said, "If this analysis had been presented a few months back, the mistakes in textbooks for 2012 would have been removed." She said the board would try to republish all books, which contained objectionable material against any minority as well as misquotations.

Mr Riaz said there were glaring mistakes in Urdu translation of historic Lahore Resolution 1940, Quaid-i-Azam's speech at Decca (now Dhaka) and famous Allahbad address of Allama Muhammad Iqbal. In Class-VIII Pakistan Studies textbook, he said, the translation of 1940 Resolution was different from the words printed at Minar-i-Pakistan. He showed a slide of the text printed in the book as well as the text written on Minar-i-Pakistan.

Referring to misinformation tantamount to ignoring former prime minister Nawaz Sharif's contribution, Mr Riaz stated that the authors did not include motorway among famous Pakistani roads in Pakistan Studies textbooks for Class-V at page-57 and Class-IX textbook (page-73).

Similarly in Pakistan Studies textbook for Class-IX and X at page-65, he said there was a chapter on Atomic Energy but the authors were neither ready to give credit to the elected prime minister nor to mention his name. He said the situation was same in Khyber Pakhtunkhwa, Balochistan, Sindh and Islamabad.

He also observed that it was astonishing that even rulers of Punjab had no time to read the curriculum once as it contained hatred material against their party. He said dictators had been praised in all textbooks which were published in an era of democracy.

By Mansoor Malik

Mr Riaz said the textbooks' analysis showed that less than 10 per cent content related to peace and tolerance. Citing an example, he said, there were 165 lessons in Urdu and Pakistan Studies books for Classes-VI, VII and VIII that included 58 lessons on religion including 57 on Islam. He said none of these 58 lessons carried reference to any other religion or character that reflected positivity. On a serious note, Mr Riaz stated that four out of 58 lessons spoke against certain Muslim schools of thoughts.

Referring to lack of information about Punjab for students studying PTB textbooks in Punjab, he said, all the 34 books had 871 lessons, while only 35 lessons contained information about Punjab, which was less than five per cent. Stating that the textbooks also reflected gender bias, he said the lessons excluding science, geography, environment and a part of poetry, showed that 210 lessons contained male characters, while women characters were shown only in eight lessons that constituted less than one per cent. The portrayal of women in pictures is also not suitable and tantamount to gender bias. The education consultant suggested that transparency and consultation could be the only way out to have a balance, unbiased and appropriate curriculum and textbooks. He suggested that the PTB should constitute review bodies that should have representatives from the civil society and the elected representatives.

He also suggested that the PTB should be strengthened as a regulatory body and empowered to monitor all types of textbooks being used by public and private sectors as well as madrasahs.

The PTB director (Humanities) invited Mr Riaz in the review committee to explain mistakes and give suggestions to update the syllabus.

Writer and columnist Shafqat Tanvir Mirza said primary education must be imparted in mother tongue as it would help children learn easily. He said now Urdu must make room for Punjabi otherwise the tussle between the two languages would continue.

Annually, he said, some 100,000 students selected Punjabi subject in matriculation examination of Lahore Board of Intermediate and Secondary Education alone, while there was not a single teacher available in schools falling under the jurisdiction of the Lahore board.

An International Education Expo will also be organised at the congregation, which will conclude with a students' "Umeed-i-Pakistan" Million March. – mansooralik173@hotmail.com



Asia South Pacific Association
for Basic and Adult Education
Learning Beyond Boundaries

COURSE INFO

The Basic Leadership Development Course, or the BLDC, is a 6-day residential course for participants from all over the Asia South Pacific and Central Asia. It brings together ASPBAE's members from diverse cultural backgrounds and offers participatory and interactive methods to enhance learning practices and build leaders in the field of adult education and lifelong learning.

ASPBAE Basic Leadership Development Course will be organized on September 12-17 2011, Medan, Indonesia.

THE BASIC LEADERSHIP DEVELOPMENT COURSE, OR THE BLDC, IS A SIGNIFICANT LEARNING EVENT HOSTED BY ASPBAE FOR ITS MEMBERS.

International Literacy Day, 8 September



On International Literacy Day each year, UNESCO reminds the international community of the status of literacy and adult learning globally.

Despite many and varied efforts, literacy remains an elusive target: some 796 million adults lack minimum literacy skills which means that about one in six adults is still not literate; 67.4 million children are out-of-school and many more attend irregularly or drop out.

The theme for the 2011 International Literacy Day is "Literacy and Peace".

Insufficient funds blamed for dismal literacy rate

Bureau Report

FESHAWAR, Sept 3: Speakers at a seminar held here on Friday urged the civil society organisations, media and political parties to put pressure on the government to allocate sufficient budget to increase literacy rate in the country.

The seminar was held under the auspices of Unesco in collaboration with Pakistan Association for Continuing Adult Education (PACADE) in connection with the World Literacy Day, at the Feshawar press club.

PACADE head Inayatullah also spoke on the occasion. Farhat, Secretary Elementary and Secondary Education Mushafiq Jabeen, Director Education Services Jinnah and renowned educationist Ashraf Saied Khan shared their views.

The Unesco Country Director Dr. Kozou Kay Nagata said this year World Literacy Day placed a special focus on the essential relationship between literacy and peace. She said lasting peace was founded on respect for human rights and social justice; and literacy, the foundation of all education and lifelong learning, was one of those rights.

"Literacy is a prerequisite for peace because it carries multiple benefits, cutting across the human, cultural, social and economic spheres," she said, adding that in today's knowledge driven societies, lack of literacy was more than just synonymous with exclusion and marginalisation.

According to recent figures, said Dr Nagata, around 796 million adults, mainly girls, lacked basic literacy skills and 67 million other school-going children were out of school, whereas 77 million adolescents of lower secondary school age were deprived of their right of education, running the risk of creating a new generation of illiterates.

The Unesco country director said that this unacceptable situation was holding back all efforts to reduce poverty and advance human development and was violation of fundamental freedoms and a threat to peace and security.

She mentioned that literacy was a development accelerator and a force for peace.

"Literacy empowers individuals, equipping them with skills and confidence to seek out vital information and to make informed choices that have a direct impact on their lives, and secondly it is a good time for individuals to effectively participate in democratic processes and thereby it also strengthening a mutual understanding by enabling one to share ideas and to express, preserve and develop his/her cultural identity and diversity," she said.

Dr Nagata urged the need for political will to literacy, backed by adequate resources to scale up effective programmes, calling upon international organisations, civil society and private sector to make literacy a policy priority so that every individual can develop their potential and actively participate in shaping more sustainable, just and peaceful societies.

Other speakers called upon the political leaders to lead education campaigns in their respective constituencies and expressed concern over insufficient allocations to literacy projects.

The government should take steps on its own to enhance literacy rate instead of looking for foreign assistance and aid, they maintained.

A Word about PACADE

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

PACADE has held a number of conferences, seminars and workshops for the promotion of adult and continuing education in Pakistan. Mention may in particular be made of the South Asian Conference held in 1987 on the subject of Continuing Education Key to Effective Living. It has held meetings on law and the citizen, health, education, environment issues and networking. Seminars and workshops on literacy methodologies, functional literacy, community involvement, monitoring, post-literacy and joy of learning have also been held in Lahore, Peshawar, Karachi and Islamabad. PACADE has made about 6000 village women literate. It has run Female Literacy Centres in villages near Lahore primarily to test literacy methodologies. PACADE has been particularly keen to highlight and propagate the cause of Female Literacy. It also has had a programme for research on literacy and continuing education including a Journal published for a number of years, a magazine of and for newly literate women as also a number of books. PACADE has of late been working in the field of Gender and has organized a number of workshops to sensitise elementary teachers in 36 districts of the Punjab. More such workshops are on the cards.

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

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

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

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

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

A PERSONAL VIEW LITERACY YEAR 2011 IN PAKISTAN INAYATULLAH

September 8 was the International Literacy Day 2011.

A headline in one of the leading newspapers of the country – DAWN – was: “Punjab's 3.8 million illiterate kids mock literacy day.” The correspondent's report inter alia made the points that all indicators on the literacy and education front were depressing as even the existing schools were being closed in the name of “rationalization” instead of increasing their number to at least meet an enormous 3.2 percent population rate. This report may not be all correct as the population increase rate is certainly much less than 3.2%. But the fact remains that around 35 million people in the Punjab are presently illiterate while the literacy programmes taken in hand fall far short of the targets laid down in the National Plan of Action. Attaining the committed rate of 86% by the year 2015 remains a distant dream.

Again while Punjab is the only province where the literacy department is headed by a whole time secretary, a recent economy drive has resulted in the abolition of all the posts of EDOs literacy in the districts. Thus adding to the burden carried by the EDOs education. What is not realized is that there is a big difference between the formal and non-formal education. The non-formal approach is flexible and open to experimentation in approach and methodology. The hardened formal education teachers, planners and managers including the EDO Educations are not professionally suitable for organizing and managing non-formal basic education programmes. In the International Literacy Day meeting on September 8 in Lahore, the nature and importance of non-formal education was rightly highlighted.

Sadly the position regarding literacy programmes in the other 3 provinces is no better. In fact it is much worse as elucidated below.

The number of literacy centres run by the Balochistan has not exceeded a few hundred during the last five or six years with the result that there are areas in the province where the literacy rate is less than even 10%.

As for Sindh it will be instructive to look at a statement released by the Sindh (attached) Department of Literacy and Non-Formal Education on September 8. Some of the information dished out is:

- 78% women in rural areas cannot read and write.
 - 77% girls and women in rural areas have never attended schools.
 - More than one third of the students leave schools before passing class 5.
- Added to the Sindh Government's publicized information sheet are the following rhetorical slogans:
- “Education is the key to Nations development”
 - Our commitment is Education For All
 - Our Goal: all people in Sindh must be educated
 - Let us join hands for a Literate and Enlightened Sindh.

The actual position on the ground is that only a fraction of the number of literacy centres required to be set up under the National Plan of Action have been started. There is not even a remote possibility to achieve the committed DAKAR EFA goals by the year 2015.

Thousands of schools in Sindh have remained closed because of the forcible occupation of the buildings by waderas and other local influentials. The quality of instruction imparted at the learning centres is poor and monitoring system is practically non-existent. Literacy programmes could with advantage be out sourced to Sindh Education Foundation headed by Anita Ghulam Ali. This has not been done despite Foundation's willingness to take up this work.

Now a look at Khyber Pakhtunkhwa It is tragic to find that a most promising literacy programme started by the Elementary Education Foundation in KPK under the dynamic leadership of its first managing director, Mushtaq Jadoon has been totally stopped (because of the reported personal whim of the ANP education minister) bringing the literacy efforts in the province to a standstill. The irony of it is that 2010 was declared the National Literacy Year by the Mr. Yousaf Raza Gilani while presiding over a meeting, in Peshawar to “celebrate” the International Literacy Day.

To cap the above account of the state of Literacy programmes in Pakistan, the National Commission for Human Development too has been starved of funds with the result that almost all the literacy programmes have been halted in the provinces. The hope for the revival of these programmes (which at one stage had around 50000 literacy centres running all over the country) is fast disappearing. After 18th Amendment under which education has been devolved to the provinces, NCHD's activities will, with luck, in future, be confined to federally administered or controlled territories.

To add to the “depressing” literacy situation in the country, it has come to light that thousands of teachers running the non-formal basic education schools for out-of-school-children have not been paid salaries by the National education Foundation for the last 10 months.

As no funds were provided to undertake the activities planned for the National Literacy Year in 2010, the Prime Minister had shifted special literacy activities to the year 2011. The year 2011 has entered its last quarter and there are no signs of any National Literacy Year programme being implemented.

After the 18th Amendment, with education now a provincial subject, with the Ministry of Education abolished and with no mechanism for planning and monitoring of literacy programmes at the national level, the whole responsibility for the promotion of literacy has fallen on the provinces. Considering that after the National Finance Award much larger financial resources have come to the provincial governments, it was expected that enhanced allocations would be made for education including literacy. This however has not happened because of lack of political will and a general unconcern for literacy in the civil society and even the media. In South Asia, Pakistan provides lowest allocation for education in real terms less than 2% of GDP. India and Nepal on the other hand are allocating 4% on education.

Whatever little activity one sees on the literacy horizon in Pakistan is because of the excellent work done by UNESCO in Pakistan to keep the issue alive. Credit also goes to UNICEF, JICA, some other international donors and a few NGOs working for the cause of literacy and non-formal basic education. Notice needs to be taken of the special efforts being made by the Director UNESCO in Pakistan, Dr. Kozue Kay Nagata and PILDAT to persuade our law makers in the central and provincial elected houses to promulgate an appropriate legislation with a view to enforcing the new Article 25-A inserted in the 18th Amendment of the Constitution which has made the Right to Free Education justiceable. Hopefully this law will soon be passed.

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Pictures from pacade activities

