



United Nations  
Educational, Scientific and  
Cultural Organization

2011 IS THE NATIONAL YEAR FOR LITERACY



# PACADE - UNESCO NEWSLETTER

NO. **6** 2011

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PACADE CLC Village Teachers



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 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](http://www.pacade.org) & [www.pacadelrc.org](http://www.pacadelrc.org))

## FROM PACADE PRESIDENT'S DESK

This sixth issue of the PACADE-UNESCO Newsletter focuses on gender issues and International Teachers' Day.

UNESCO-and-other-UN offices' joint statement on the page 4 of this newsletter on the significance and importance of the Teachers' Day celebrated on October 5 underscores the crucial role of the teachers in providing quality education for purposes of democracy, peace, creation of jobs, socio-economic development and for helping boys and girls become good citizens.



Unfortunately over the years, education in Pakistan has suffered deterioration mainly because the teachers, and in particular, in government schools, have been found to be losing the passion for good teaching. While there has been a substantial increase in their salaries, this welcome development has not resulted in improvement in their performance. Again, as I found during my recent visits to a large number of government high schools the teaching environment leaves much to be desired and is deficient in inspiring students to be creative in their approach to learning and knowledge.

Again, despite government policy and directives, teachers continue maltreating students and resorting to physical beatings. Libraries are seldom visited and laboratories remain under-used. Also headmasters in many schools complained about frequent interference by MPAs and MNAs in routine matters of school management. There is in my view, a pressing need for not only better training of teachers (including gender sensitization and the importance of literacy which PACADE with the support of UNESCO and UNICEF, has been promoting in a large number of government schools all over the province) but also of undertaking remedial measures in regard to above mentioned deficiencies by the education department.

UNESCO could help in undertaking school-education improvement programmes. PACADE would be glad to be associated with the exercise.

A new feature of the Newsletter is brief notes about some of the leading NGOs active in promoting the cause of women in Pakistan. More space will be provided to organizations working for gender issues in our subsequent Newsletters.

Joint Statement by  
**Country Representative of UNESCO, UNICEF, UNDP, ILO in Pakistan**  
*on the occasion of*  
**World Teachers Day, 5th October 2011**



Empowered lives.  
Resilient nations.



On this world Teachers' Day, we would like to acknowledge and commend the role played by teachers in the socio-economic development of Pakistan. Teachers have been, are and will remain the torch bearers of knowledge and social change – they nurture and inspire the future generations. This is vital for bringing peace and democratic stability, for creating jobs and achieving economic development, and for creating respect and harmony between boys and girls, men and women, different beliefs, and ethnic groups.

We also avail this opportunity to highlight the significant contribution of teachers towards improving the learning of students in schools, colleges and universities of Pakistan. Teachers are fundamental in human capital formation: building children and young peoples' capacity to be part of a productive labour force across the entire spectrum of livelihoods and occupations. Dedicated, caring teachers also equip students with the knowledge and attitudes that make them good citizens in a vibrant democratic society, imbued with a sense of civic responsibility. Teachers also enjoy substantial influence in their social environment, being role model for their pupils, and are held in tremendous respect by local communities who seek their guidance in both personal and communal matters. Teachers, along with good parenting, are our children's future and therefore the nation's future - and beyond that - the world's future. You can have a school without a building, without desks, without books, but so long as there is a good teacher, there will be learning.

Given the current challenges that Pakistan is facing teachers have the responsibility to promote peace and instill in their students the universal values of peace, tolerance, equality and respect for diversity. This includes equal rights for all including men and women, all socio-economic groups, and minority groups.

Recognizing the wide gender disparities in education in developing countries, the global theme for this year's World Teachers' Day is 'Teachers for Gender Equality'. Participation rate of girls in education are low in Pakistan and as result the percentage of illiterate women is high. At present, about 40% of Pakistani girls are not enrolled in primary School. Teachers can play a leading role in motivating parents to send their daughters to school and keep them in school and in mobilizing local communities to support girls' education in safe, protected schools. The likelihood of out of school boys and girls is higher to enter the world of work as child labourers, including its hazardous forms. Many out of schools girls enter into invisible form of labour, for example, child domestic workers.

We urge government and civil society, including the private sector, to focus on professional development of teachers by increasing the investment in teacher education, refresher training, and teacher support including taking concrete steps towards improving their working conditions. We also urge the government to give representation to teachers in different legislative and statutory bodies to ensure participation in the decision making process at various levels. We also appeal to the teachers and their participation to give representation to teachers in different legislative and statutory bodies to ensure their associations to fulfill their moral and professional obligations by meeting the learning needs of not only the children enrolled in their schools but also of the children who are not fortunate enough to have access to educations.

We are confident that the teachers of Pakistan can assist the country in achieving the Millennium Development Goals (MDGs) and targets of 'Education for All'. Teachers can contribute significantly in fulfilling the fundamental Right of all Pakistani children of age 5 to 16 years, boys and girls both the free and compulsory education, as enshrined in Article 25-A of the Constitution of Pakistan. Teachers can contribute directly and indirectly, through their pupils, in ensuring that Pakistan is a knowledge based democratic society, help garner support in post-crisis reconstruction, and help in coping with disasters and emergencies through working with local communities, Dream of Muhammad Ali Jinnah, the founding father of Pakistan, who said, "Pakistan is proud of her youth, particularly the students, who are nation builders of tomorrow. They must fully equip themselves by discipline, education, and training for the arduous task lying ahead of them."

Teachers are catalyst for human growth and development, We also call for greater efforts and structure of social dialogue that give teacher a voice in decision-making through their democratically elected organization, without teachers' inputs to shape education reforms, recovery processes are not likely to achieve all their goals.

Once again we laud the contribution and dedication of teachers, particularly the female teacher working in far flung regions of Pakistan, towards building the next generation of peaceful, democratic, and prosperous Pakistan.

Signatures.....  
  
 Kozue Kay Nagata  
 Director/Representative  
 UNESCO Islamabad, Pakistan

Signatures.....  
  
 Dan Rohrmann  
 UNICEF Representative  
 Islamabad, Pakistan

Signatures.....  
  
 Francesco d'Ovidio  
 Country Director

Signatures.....  
  
 Toshijiro Tanaka  
 Country Director

## National Consultation on Implementation of Convention on the Rights of Persons with Disabilities (CRPD), 12 September, 2011, Islamabad

A National Consultation Seminar on Implementation of CRPD was held on 12th September, 2011 at Hotel Serena, Islamabad. The main topic of the seminar was “Inclusive Education/Literacy and barrier free communication and information with special emphasis on Women with Disabilities”. This National Consultation was jointly organized by UNESCO Islamabad and the Special Talent Exchange Program (STEP), Islamabad. Dr. Kozue Kay Nagata, Director/Representative, UNESCO Islamabad made a welcome speech on the occasion. Syed Mustafain Kazmi, Director General, Directorate General of Special Education, Islamabad was the Chief Guest. A large number of participants including organizations working for Disabled Persons from all over the country participated.



Presentations were made on the following topics:

1. Gender Mainstreaming and Women with Disabilities by Ms. Abia Akram, Women Coordinator, DPI Asia Pacific
2. Inclusive Education by Mr. Niazullah Khan, Inclusive Education Expert, Avisenna Consultants, Islamabad
3. Literacy, Right to Education & Barrier-Free Communication and Information by Mr. Arshad Saeed Khan, Senior National Specialist (Education), UNESCO Islamabad

Later during the day, five groups were formed, which presented their groups work in the form of analysis of the sub-themes and summing up with recommendations for implementation of UNCRPD in Pakistan.

The seminar was also addressed by Dr. Shahida Siddiqui head of the sociology department of the University of Karachi, Mr. Atif Sheikh of the Special Talent Exchange Programme (STEP) and Mr. Inayatullah, President of PACADE – Pakistan Association for Continuing & Adult Education.

# World Teachers Day, 5 October 2011

## UNESCO Stands By 1.4 Million Teachers In Pakistan

On the occasion of World Teacher's day, United Nation's Educational, Scientific, Cultural and Communication Organization (UNESCO) vows to acknowledge 1.4 million teachers of Pakistan as one of the key mobilizers to bring the power of literacy to children and citizens of Pakistan.



World Teacher's Day is observed every year on 5th October since 1966 to highlight the role of teachers and to promote international

standards for the teaching profession. UNESCO along with UNDP, ILO and UNICEF has signed a joint statement to recognize need of collaborated support and highlight the issues of teachers in the country, sought crucial to bring education to every child by 2015.

UNESCO in Pakistan advocates; improving the status of teachers with government and the private sector, increasing the investment for initiatives aimed at teacher's professional development, and holding concrete steps towards improving teacher's working conditions. UNESCO also urges the government to give representation to teachers in different legislative and statutory bodies to ensure their participation in the decision-making processes at various levels. Meanwhile, the day also highlights the need of competence among teachers and their associations to fulfill their moral and professional obligations by meeting the learning needs of not only the children enrolled in their schools but also of the children who are not fortunate enough to have access to education.

The theme for this year is: Teachers for gender equality. In Pakistan enrollment rate of girls is particularly low accounting more than 40% girls being out of schools. UNESCO urges teachers to play its role in motivating parents to send their daughters to school and in mobilizing local communities to support girls' education.

### **Teachers in Disaster:**

Today, UNESCO also acknowledges the courage and shows its concern for more than 7000 teachers, who has lost their livelihood directly or indirectly due to the damages caused by recent rains in Sindh and Balochistan. The initial assessments reveal more than 8000 schools have been affected due to the rains in Sindh and Balochistan province during last two months, which accounts for disrupting livelihood for more than 7500 teachers directly or indirectly.

During the floods of 2010, the livelihood of more than 20,000 teachers is estimated to be affected as the floods destroyed around 10,160 schools, out of which 1830 schools were fully destroyed, where as 4223 schools were partially damaged. The floods of 2010 affected enrolment of more than half million students affected. UNESCO supports teachers to enkindle to bring education back to the disaster-hit communities.

# UNESCO – PACADE Community Learning Centres

A CLC is a mechanism, which aims at empowerment, social transformation and a better quality of life through literacy skills, vocational training, resource mobilization and social action.

## **Functions of CLCs**

Learning Centers provide venue for learning, income generation skills and development:

## **Activities**

Following activities undertaken:

- Provision of education and training activities for the community.
- Imparting of life and income generation skills.
- Training of NFE Personnel.
- Community information and resource services.
- Advisory and counseling services.
- Community development
- Provision of linkages
- Promotion of lifelong learning.

PACADE has been running ten Community Learning Centres in two district of the Punjab, Lahore and Okara. These CLCs have completed Nine months successfully.

This project has been funded and supported by UNESCO.

Activities undertaken:

1. Imparted teachers' training for Basic Literacy (Phase I) for 4 days.
2. Provided basic literacy to 225 out of 250 adult village female learners literate.
3. Imparted income generation skills i.e. cutting, stitching, machine embroidery, hand embroidery, krochia, decoration pieces, local crafts etc.
4. Training for Basic Computer Course.
5. Imparted Beautician Skills.
6. Awareness raising programmes.
7. Trips arranged for learners and teachers for recreation.
8. Examination held after completion of the Basic Literacy Phase.



## Coordinator's Comments on Community Learning Centres

One of the serious constraints of Literacy and Non -Formal Education in Pakistan is that it is an adhoc and short-term affair. Usually literacy class is conducted for six or nine months and then the learners disappear after the programme. Similar is the case with out-of- school children's education classes. Due to the lack of permanent centres at the village level, literacy programmes can not meet needs and problems of learners. Literacy programmes should be need-based and should help the learners to identify their real problems and help them to solve the problems through learning and skills related to health, cleanliness, nutrition, family planning, household management and environment etc.



Community Learning Centers (CLCs) seek to resolve bearers problems. A CLC is a multipurpose place for the people. It is by the people, and for the people, is promotes learning, provides knowledge, skills encourages behavior with a view to improving people's quality of life and living standards.

I have come to the conclusion that CLCs are an effective instrument for empowering individuals especially female learners and for promoting community development. In view however of paucity of funds the priority has to be given to Literacy Centres rather than expensive CLCs.

Sophia Malik  
Coordinator of the CLC Project



# UNLOCKING WOMEN'S POTENTIAL

## An excerpt from an ASPBAE (Asia Pacific Association for Basic & Adult Education) Report

Gender equality is an important component in all of ASPBAE's work. It calls for governments to ensure that women and girls equally enjoy their right to good quality education and lifelong-learning opportunities. It believes that relevant, meaningful and well-rounded education, starting at the pre-primary level, will lay the foundation for girls and women to make informed choices and take greater control of their lives. It also recognizes that gender equality in education is more than just getting girls into school. It is about developing basics skills and freedoms, liberation from discrimination and violence, guaranteeing equal opportunities, social change and justice.

### ASPBAE's 2010 Report on Promoting Women's Literacy

- Four country studies on women's literacy were initiated with preliminary drafts received for India, Philippines and Indonesia. Data for Papua New Guinea continued to be compiled.
- An integrated study on women's literacy in the Asia Pacific region is being prepared, building on findings of the four country studies. A literature survey, a policy scan and a review of the literacy situation for the integrated study are complete.
- Women's networks for literacy were formed in India and Indonesia. Research, training and education activities were spread across a wider set of women's groups women learners in the Philippines and Papua and New Guinea.
- A series of workshops and meetings with women's groups and women learners were organized in the Philippines, Indonesia and India to devise a policy agenda on women's literacy and empowerment.
- Public forums on women's literacy were held in India and Indonesia with active participation from women learners and community organization. In the Philippines, meetings on women's illiteracy were held with local government bodies and several national agencies. The meetings explored possibilities to improve women's access to education, skills training programmes and literacy courses.
- To strengthen the regional and international lobby on women's literacy, meetings were held with UNESCO Bangkok to promote women's literacy in the region. The project team submitted a proposal to a workshop organized by the UNESCO Institute of Lifelong Learning in Hamburg to develop more effective monitoring systems to improve women's literacy.
- Through DVVI's support, an article on women's literacy and empowerment was submitted to Lifelong Learning in Europe, a journal on adult education in the region. The article is scheduled to be published in September 2011.
- ASPBAE participated in a workshop organized by DVVI called 'Sharing for Learning – Experiences and lessons learned from NFE in Laos and Cambodia'. The workshop was held from 11-12 May 2010 in Vientiane, Laos. ASPBAE shared emerging findings on work being done on women's literacy.

Note: ASPBAE is the acronym for Asia South Pacific Association for Basic and Adult Education, Its email address is: [aspbae@gmail.com](mailto:aspbae@gmail.com)

# Gender Issues in Pakistan

(Culled from different Sources, Workshops, Reports and Research Studies)

Sophia Malik

## Employment status and other dimensions

Informal labour market  
Rise in prices  
Rise in Poverty  
Feminization of the labour force  
Occupational and industrial choice  
Impact on wages

## Low female labour force participation

Underestimation of female activity  
Rise in female unemployment rate  
Employment status  
Concentration of females in a few occupations  
Gender discrimination at home and in the labour market.

## Education

Low literacy  
Low enrollment  
High drop out  
Low pass percentage

## Health

Life expectancy and mortality rates  
Anemia  
Family Planning  
Reproductive Health

## Work

Burden sharing within households  
Discrimination in the labour markets

## Non-Conventional Indicators of gender bias:

Mobility  
Decision Making  
Violence  
Mental distress and mental well-being

## Some Responses to poverty:

Investment in human capital  
Population control  
Employment generation  
Micro credit

## News Clipping for World Teachers Day, October, 2011:

**Daily Times**

October 5, 2011:

World Teachers Day to be observed today with renewed pledge  
Call to raise education budget to a significant level

By Nawaz Khuhro

KARACHI: The World Teachers Day is observed across the globe, including Pakistan, with renewed pledge to lead the country and the nation towards larger development and prosperity. The theme for this year's day is: "Teachers for Gender Equality".

Various programmes in this connection are held at the universities, colleges and government offices to pay tribute to teachers, raise awareness about new teaching trends. The World Teachers Day is celebrated every year since 1994. UNESCO inaugurated October 5 as World Teachers Day in 1994 to celebrate the signing of ILO and its recommendation relating to the status of teachers on October 5, 1966. The day also highlights the recommendation concerning the status of higher education teaching personnel adopted in 1997. The day provides a great opportunity to discuss teaching standards and raise education and teachers issues besides finding a real solution to them.

The UNESCO describes the World Teachers Day as an event that represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development.

Talking to Daily Times here on Tuesday, a teacher, Ali Gul, said that the education budget of the country was very low as compared to other countries of the world. He said that India had raised its education budget by Rs24 percent but Pakistan's education budget was still at 4.9 percent of Gross Domestic Product.

A lecturer, Ghulam Nabi, said: "I feel shame to tell about salary to any one despite being in Grade 17." He said that because of low salaries of lecturers, the education standards could still not be raised. He called for raising education budget to a significant level so as to lead the country towards the prosperity.

# 15th UNESCO-APEID International Conference

## Inspiring Education: Creativity and Entrepreneurship

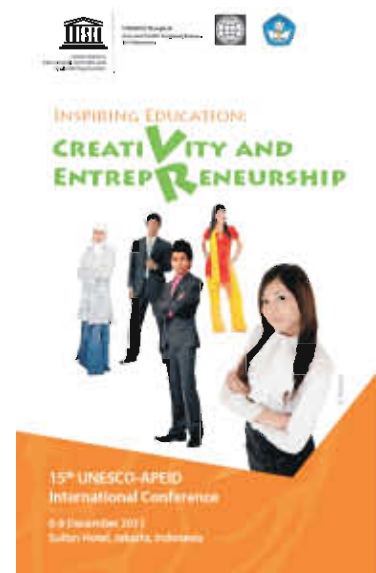
6-8 December 2011, Jakarta, Indonesia

Based in the UNESCO Asia-Pacific Regional Bureau for Education in Bangkok, Thailand, the Asia-Pacific Programme of Educational Innovation for Development (APEID) has organized a series of international conferences since 1995 to provide a forum for policy dialogue, and information and knowledge sharing on development-oriented education innovations and exemplary practices in and beyond the Asia-Pacific region.

This year, UNESCO is convening the 15<sup>th</sup> UNESCO-APEID International Conference, Inspiring Education: Creativity and Entrepreneurship, in collaboration with the World Bank and the Ministry of National Education in Indonesia, to foster discussions on creativity and entrepreneurship, and strengthen their linkages in education and the workplace. More specifically, the UNESCO-APEID Conference will provide a forum to:

- Increase understanding and knowledge of creativity and entrepreneurship;
- Showcase and promote innovative and educational approaches, projects and practices that enhance creativity and entrepreneurship;
- Encourage national, regional and global collaboration across all sectors and levels to improve creativity and entrepreneurship; and
- Facilitate networking and exchange of experiences among policy makers, researchers, educators, administrators, youth and private sector personnel.

Eminent speakers and paper presenters will share their rich experiences in linking theory to practice. Policy makers, educators, academicians, researchers, and representatives from the private sector will be able to examine the broader concepts of creativity and entrepreneurship, and recognize their importance for both personal and economic development. Participants are encouraged to discover how they can optimize creativity and entrepreneurship to nurture children, youth and adults to meet 21<sup>st</sup> century challenges with inspiration, passion and courage, at the same time instil in them honourable ethics, morals and values.



# Information about a Few NGOs Working for Women's Issues and Welfare



Shirkat Gah – Women's Resource Centre is a leading women's rights organisation in Pakistan since 1975.

## What Shirkat Gah Does:

- Shirkat conducts and supports various activities for creating awareness on issues and empowering individuals and organizations through advocacy, research, publications and interventions to work towards sustainable development.
- We advocate for the issues of women and their empowerment by lobbying with their local communities and duty bearers, policy makers, media, national and international civil society and development organizations.
- We build the capacities of local community based and civil society organizations (CBOs and CSOs) through research and awareness sessions on sexual and reproductive health (SRH), livelihoods, violence against women (VAW), environment and sustainable development (SD).
- We initiate, respond to, and circulate campaigns around human rights, good governance, legal reforms, livelihood and environmental issues.
- We conduct baseline research and exploratory visits to selected field sites.
- We conduct interventions to provide support to individuals in crisis, as well as advice and legal assistance through our own resources, and through our institutional and organizational associations.
- Based on our research and areas of intervention we develop numerous publications in English, Urdu and Sindhi which are circulated both nationally and globally. These include research findings, tools for training, awareness and a host of advocacy materials that include guides, manuals, posters, cartoon booklets, etc.
- We participate in numerous national, regional and international civil society coalitions, networks and alliances to benefit our focus areas, like the APWLD (Asia Pacific Forum on Women Law and Development), AWID (Association for Women's Rights in Development) and the IUCN (International Union for Conservation of Nature).
- We use the United Nations system, and opportunities to contribute to the ICPD –'94 (International Conference on Population and Development), Beijing – '95, Millennium Development Goals and CEDAW (Convention on Elimination of all form of Discrimination against Women) processes in particular.

(Source: [www.shirkatgah.org](http://www.shirkatgah.org))

# AURAT FOUNDATION

Established in 1986, Aurat Publication and Information Service Foundation is a civil society organisation committed to work for women's empowerment and citizens' participation in governance for creating a socially just, democratic and humane society in Pakistan. Over the last 24 years, Aurat Foundation has come to be recognised nationally and internationally as one of the leading institutions for enhancing women's economic and political status in the country. The Foundation has also emerged as a major support organisation for civil society organisations working for social change at the community level.

The Foundation works primarily with the collaboration of civil society organisations, networks and groups and has an outreach extending to all of Pakistan's districts. It has a network of information focal points for community level women in rural and urban communities across Pakistan; it has created and is strengthening its network of civil society organisations in all the districts of Pakistan for citizens' participation in addressing issues of concern for women at the district level and below; and it is catalysing critical groups in society to influence policy, legislation and programmes for women's greater economic and political power in society.

## **Overview of VAW (Violence Against Women) Cases in Pakistan: An excerpt from Aurat Foundation Annual Report**

A figure that catches attention at first glance when comparing data on number and percentages of VAW in Pakistan for the years 2008, 2009 and 2010, is that while the total number of cases increased from 2008 to 2009 by 13%, the figures for 2010 show a surprising decline of 6.41% when the sum total of cases is taken in account. In 2010, 8000 cases of VAW were reported against a total of 8548 in 2009. Has there been a real improvement or is it a case of under reporting? Methodology, constraints and limitations of the data for 2010 are given in the annexure, but the subject also merits a deeper look.

This question can be analysed taking into consideration the disastrous floods in 2010, which were unparalleled in the recent history of Pakistan, affecting the most populated areas of the country in the provinces of Khyber Pakhtunkhwa, Punjab and Sindh. The 2010 Pakistan floods began in late July 2010, resulting from heavy monsoon rains in the Khyber Pakhtunkhwa, Sindh, Punjab and Balochistan regions of Pakistan and affected the Indus River basin. Approximately one fifth of Pakistan's total land area was under flood waters. According to official data the floods directly affected about 20 million people, mostly by destruction of property, livelihood and infrastructure, with a death toll of close to 2,000.

Barriers to reporting increase in the event of widespread damage and though little data is available but some indicators suggest that VAW increases under disaster situations, as research shows that sexual and domestic violence are often identified as issues for women refugees in temporary camps. Reports of natural disasters point towards increased incidence of VAW all over the world, from the massive 1998 ice storms in Quebec and Ontario, Canada, to the 2004 Indian Ocean tsunami affected Sri Lanka.

According to general perception, in Pakistan too VAW increased during the floods and in the post-flood scenario, because males were jobless and under severe stress, and as is the norm, the weaker sections of society, most obviously women, became easy victims of the stress. VAW increased more among those flood affectees who went back to their homes, because it was easier for men to batter or torture their wives at home than in the camps. But it is also a known fact that during and after the floods, the state mechanisms for reporting and redress also broke down in the flood affected areas.

# International Day of Rural Women

15 October

"This year's International Day of Rural Women falls at a time of heightened awareness of the important contribution women are making to social progress.[...] I call on all partners to recognize the contribution of rural women to our world, and to help them do even more for our shared future."

*Secretary-General Ban Ki-moon  
Message for the International Day of Rural Women  
15 October 2011*

The first International Day of Rural Women was observed on 15 October 2008. This international day, established by the General Assembly in its resolution 62/136 of 18 December 2007, recognizes "the critical role and contribution of rural women, including indigenous women, in enhancing agricultural and rural development, improving food security and eradicating rural poverty."

Rural women play a critical role in the rural economies of both developed and developing countries. In most parts of the developing world they participate in crop production and livestock care, provide food, water and fuel for their families, and engage in off-farm activities to diversify their families' livelihoods. In addition, they carry out vital functions in caring for children, older persons and the sick.

"The empowerment of rural women and their role in poverty and hunger eradication, development and current challenges."

(Source: [www.un.org/ruralwomenday](http://www.un.org/ruralwomenday))



# One UN and UNESCO

The UN Education JP aims at supporting Government of Pakistan in strengthening its capacity and service delivery, achieve sustainable political commitment, and enhance budgetary allocations, increase levels of enrolment and



completion rates, elimination of gender disparity, increased levels of adult literacy and non formal education and improved quality at all levels of education, including technical and vocational education.

The Education Joint Programme has the following structure:

<b>JP Education: Components and PAs</b>			
<b>Co-chairs of TWG (Education): UNESCO &amp; UNICEF</b>			
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, 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.
- Joint Progress Report on Education

## PICTURES FROM PACADE ACTIVITIES



5<sup>oct</sup> World Teachers' Day 2011

عالمی یوم اساتذہ 2011

پاکستان میں تعلیم کا حق ایک جائزہ - خلاصہ

تعلیم انسانی ترقی کو یقینی بناتی ہے، جیسے کہ امریتا سین نے بحث کرتے ہوئے کہا کہ تعلیم انسانوں میں ایسی صلاحیتیں پیدا کر دیتی ہے جو انکو آمدنی اور ذرائع مختلف کاموں میں تبدیل کرنے میں مدد دیتی ہے اور یوں وہ باشعور فیصلے کر کے بہتر معیار زندگی حاصل کرنے کے قابل ہوتے ہیں۔ یونیسکو نے بھی تعلیم کے مختلف فوائد ترتیب دئے ہیں جیسے کہ ذاتی خود مختاری اور بہتر آگاہی جو معاشرتی ترقی کا باعث بنتی ہے۔ تعلیم یافتہ افراد ہی تعلیم کو فروغ دیتے ہیں یہی وجہ ہے کہ پڑھے لکھے معاشرے ہمیشہ ترقی پسند ہوتے ہیں۔ اور ان جیسے بے شمار فوائد کو سامنے رکھتے ہوئے پوری دنیا میں لاتعداد اعلیٰ تعلیم اور تحقیق کے ذریعے تعلیم کا ایک حق تسلیم کیا گیا ہے۔ مثلاً ایجوکیشن فار آل (EFA)۔ یونیورسل ڈیکلریشن آف ہیومن رائٹس یا ملینیم ڈویلپمنٹ گولز (MDGs)۔

پاکستان نے بھی حال ہی میں تعلیم کو ایک بنیادی حق تسلیم کیا۔ اس آرٹیکل (25A) کے مطابق:

"حکومت 5 سے 16 سال کی عمر کے تمام بچوں کو مفت اور لازمی تعلیم اس طرح مہیا کرے جس کا طریقہ کار قانون میں وضع کیا جائے"

چونکہ یہ آرٹیکل بنیادی حقوق کے زمرے میں آتا ہے لہذا اس کا لاگو کرنا حکومت کے لئے لازمی ہے۔ اس سے پہلے یہ بات یوں درج تھی کہ "تعلیم کا حق حکومت کی ذمہ داری صرف اس صورت میں ہے اگر ذرائع موجود ہوں۔ مزید برآں یہ شق بھی پالیسی کے اصول کے زمرے میں آتی تھی یعنی اس کو حق تسلیم نہیں کیا گیا تھا۔ آرٹیکل 25 پر حالیہ دستاویزات میں دارالحکومت اسلام آباد کے لئے ایس۔ ایم ظفر کی جانب سے سینٹ میں پیش کیا گیا ایک ڈرافٹ ہے۔ جو یونیسکو کی مدد اور PILDAT اور PILER کے تحقیقی مسودوں کی بنیاد پر تیار کیا گیا ہے۔