

**UNESCO COUNTRY PROGRAMMING DOCUMENT
for the ISLAMIC REPUBLIC OF**

**PAKISTAN
2008-2009**



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Foreword

This UNESCO Country Programme Document (UCPD) for Pakistan is unique in the history of UNESCO's presence in the country. In its first version, it is a UNESCO document that represents the fruits of internal discussions and analyses of the Organisation's achievements and of the possible directions for its interventions in Pakistan over the next years.

Pakistan is one of the eight pilot countries selected for the UN reform, an intensive and rewarding process towards "Delivering as One" humanitarian and developmental assistance to Pakistan during the UNDAF cycle 2008-2010. This UCPD also attempts to respond to the challenges posed to UNESCO by the UN reform process and the ensuing joint programming. It identifies working areas and thrusts where UNESCO has a genuine comparative advantage, and where the Organisation can really make a difference in assisting Pakistan to meet the Education for All (EFA) Goals, the Millennium Development Goals and other internationally agreed targets, norms and standards between now and 2015.

As of now, the UN system agencies, including UNESCO, are finalising the formulation of the One UN Programme in Pakistan. Five Joint Programmes are being designed namely: (1) Education, (2) Environment, (3) Agriculture, Rural Development and Poverty Reduction, (4) Health and Population, and (5) Disaster Risk Management. UNESCO is present in these five thematic areas, in line with its mandate.

This planning exercise will be concluded by May-June 2008, after which the challenges of joint implementation, monitoring and reporting will commence. The culmination of the current formulation phase of the UN reform will thus provide an opportunity to revise and validate the ideas set forth in this UCPD, most likely in the second half of 2008. The second edition of the UCPD will then see the participation of UNESCO national counterparts for the refinement of the document, notably of the Pakistan National Commission for UNESCO (PNCU) with which we work closely and effectively in Pakistan.

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PART I: SITUATION ANALYSIS



Photo 1: Children in a classroom in Punjab province

1. Country Assessment

Pakistan is a diverse multi-ethnic and multi-cultural country. Geographically, the country sits at sea level in the south on the coast of the Arabian Sea before rising to the world's second highest peak in the north bordering China. The River Indus runs the length of the country from north to south, providing vital irrigation to the south and east, where much of the farming occurs. Elsewhere, large tracts of the west are desert, while much of the north comprises forests, mountains and arid plateaus. Climatically, temperatures vary considerably, dependent on environment and time of year. Pakistan experiences some of the world's hottest temperatures during its summer months, torrential rains during the July-August monsoon period, and freezing temperatures in the winter. More than 20 different languages are spoken among the population of approximately 160 million, with Urdu the national language.

Economy

According to the Pakistan Economic Survey (PES) 2006-07, the country's average annual growth rate since independence in 1947 is estimated to have been 2.6%. Since 2003, the country has enjoyed strong economic growth (registering around 7%), making it one of Asia's fastest-growing economies. A confluence of factors, ranging from the draw-down of debt, a strong global economy, significant gains in the service sector, growing foreign direct investment (FDI) into key sectors like telecommunications and banking, economic reform, and an increase in domestic consumption have fuelled growth. As a result, over the period, per capita income has increased significantly from US\$586 in 2002-03 to US\$925 in 2006-07.

Poverty

Poverty has fallen from one-third to less than one-quarter (24% using 2004-05 figures) of the population. Although approximately 13 million people have moved out of poverty, it remains a challenge. The situation also masks the fact that Pakistan has a significant problem with 'cyclical poor'. As its economy slows, so a percentage of those who are currently not classified as poor will again find themselves slipping back into poverty. The percentage of the 'extremely poor' remains unchanged at 1% of total population.

Population Growth

The population is growing at a rate of more than 2% per annum. Around two-thirds of the population lives in rural areas, with 38% of male population and 65% of the female workforce working in agriculture. Pakistan has a notably high percentage of young people; a fact which presents a massive opportunity for the economy, provided employment opportunities are available and skills sets improved. This underscores the need to focus on issues like improving secondary education and skills development. Figures for 2005-06 show that the crude death rate is estimated at 7.1 per 1,000, and infant mortality rate at 70 per 1,000 live births.

Education

Basic education provision in Pakistan needs vast improvement, a fact most obviously highlighted in the low literacy rate. A significant number of children and young people are not in the education mainstream, either failing to enrol in school or dropping out. Across the education system, the calibre of teaching is below standards thus reflecting capacity issues and low

spending on basic education. Given the scale of these problems, scant attention is paid to issues like adult education and literacy, making UNESCO's involvement in this field particularly valuable and recognised. As for Higher Education, under the purview of another institution i.e. Higher Education Commission (HEC), the country has made significant progress. It remains clear that the Government should devote equal, if not more, importance and resources to the basic education system, under the purview of the Federal Ministry of Education.

Culture

Pakistan has a very rich and diversified cultural heritage, which requires preservation and conservation. To date, tourism, eco-tourism and cultural activities have not been able to generate resources or revenue. As such, this is an area, where Pakistan requires international assistance.

The cultural sector, including cultural tourism and eco-tourism has a huge potential for generating services and employment for many Pakistanis. Considering culture as a national priority, the government is developing a National Culture Policy, working on the basis that the diversity of the country's rich cultural heritage, both tangible and intangible, is an 'essential requirement for sustainable development'. The policy aims to foster cultural values through wider participation of people and communities as well as the provision of a healthy environment for training, education and performance of different cultural activities. It is expected that the policy will support and strengthen national cohesion and associate it with diverse religious and social-cultural points of view, helping to create a tolerant and harmonious society. UNESCO advocates for Culture as a pillar for development in its own right. Cultural heritage is thus central to capacity-building programmes for communities while its income-generating potential makes it a cross-cutting theme.

Environment

Pakistan has a sizeable landmass, divided into four provinces, North West Frontier Province (NWFP) in the north-west, Punjab, which runs down its centre, Sindh in the south and Balochistan in the south-west. More than one-half of the population lives in Punjab and yet it is the sparsely-populated province of Balochistan that accounts for 44% of the country's landmass. Resource disparities are a perennial source of friction between provinces and between federal and provincial administrations. This can only increase given the problems facing the country, among which are a host of environmental issues. Water shortages are already a problem, and will increase as a result of pollution of fresh water sources, human activities such as damming, climate change, and water mismanagement. Deforestation is a growing issue as is the need to better manage scarce agricultural land. The overuse of pesticides and other chemicals in the process exacerbates problems.

Disaster Management

Pakistan is prone to natural disasters. Beyond the annual problems such as the widespread flooding that accompanies the annual monsoon, it has also been afflicted with larger, more sporadic natural phenomena, most notably earthquakes. The most recent large-scale earthquake came in October 2005. More than three million people were made homeless, more than 75,000 killed and a further 100,000 injured. A multitude of government and aid agencies responded swiftly, with UNESCO carving out a unique role in post-disaster education rehabilitation and rebuilding.

Cross-Cutting Issues

There are a number of pertinent issues that cut across UNESCO/UN programming. Among the ones most pertinent to UNESCO Islamabad are the gender issues and the conditions of women, the issue of refugees, youth, human rights, and the role of civil society organisations in development. Women, especially in rural areas, tend to be generally discriminated against with society and culture dictating their conduct, and in some cases, limiting access to areas like education and justice. Domestic violence is a largely unexplored, but believed to be prevalent issue, the extreme manifestation of which is honour killing. On the brighter side and highlighting growing awareness of these issues, legislation was changed in 2006 with the aim of improving women's rights.

Pakistan is home to one of the world's largest refugee populations, with around two million Afghans registered in Pakistan, in addition to the three million who have been repatriated since UNHCR repatriation programme began in 2002. These are individuals or their descendants who fled the country during the decade of warfare that followed the Soviet invasion in 1979. Most live in camps in Balochistan and NWFP, and a significant number have left and headed for Pakistan's cities where, given their lack of status, find few opportunities.

Pakistan is a signatory to a number of international human rights conventions and agreements and has a Human Rights Commission.

The government has identified development challenges and opportunities. It intends to implement an integrated and holistic strategy jointly with all stakeholders. Alongside this, it has committed to providing an enabling policy environment within a stable macroeconomic framework through deregulation, privatisation and liberalisation to increase participation of the private sector in the economy.

2. Pertinent Development Issues

Pakistan's national development is currently guided by the Medium Term Development Framework (MTDF) 2005-10 in which achievement of the Millennium Development Goals (MDGs) is accorded second-to-top priority in terms of financial resource. It is clearly stated that 35% of the Public Sector Development Programme (PSDP) will be allocated to meeting the MDGs. In monetary terms, this means an increase from Rps202 billion in 2004-05 (3.1% of the GDP) to Rps597 billion or 6.3% of GDP in 2009-10. The strategy during this period focuses on three elements of growth: infrastructure, human resource, and technology.

With regard to achieving the MDGs that have particular relevance to UNESCO's programmes, the MTDF (2005-10) clearly outlines the following areas:

Poverty Reduction

Poverty is a cause of serious concern for Pakistan and it still lags behind countries with comparative per capita income in most social indicators. Changing circumstances, domestically and globally since 2001, have helped Pakistan first achieve macro-economic stabilisation followed by consolidation and then growth. It is envisaged that this growth will support moves towards poverty reduction. Such policies and programmes are high on the agenda, with a focus on governance, pro-poor policies and participatory processes to empower the poor.

Among the strategies are expansion of employment opportunities for poorer segments of the society, human resource development, and disaster management. Among the policies that have already been pursued is devolution a.k.a. National Devolution Plan, which although incomplete is regarded as something that holds promise for improved access to critical public services for the poor. The government has also introduced systems for comprehensive poverty interventions and micro-credits. The target is to reduce poverty from the current one-third of the country's population to 21% by 2010 and 13% by 2015. On a cautionary note, while it is envisaged that economic growth will support moves towards poverty reduction, pro-poor policies need to be reinforced and sustained for the yields of increasing wealth to benefit all citizens.

Education

Literacy

Literacy levels in Pakistan are improving, but remain a cause for concern, with just over one-half of the adult population literate. Furthermore, although the literacy rate is growing the total number of illiterate people has increased. In 1951 it was 22.54 million and by 2006 it stood at 55 million. Pakistan Education Statistics¹ reveals that the overall literacy rate in the 10+ age group rose from 45% in 2001 to 54% in 2005-06. Over the same period, adult male literacy rate increased from 58% to 65% while that of adult female from 32% to 42%. Alongside this significant gender disparity, there are marked urban-rural differences. For example, the literacy rate in Punjab is 55%, but in Balochistan is just 37%.

¹ Pakistan Education Statistics, Ministry of Education, 2007.

Enrolment

School enrolment is low, despite the increasing enrolment rates of primary and secondary education in recent years. According to the same survey, net enrolment rate at the primary level was 52%, indicating that around six million school-aged children did not enrol. Concurrently, drop-out rates are high. Figures based on NEMIS² (2004-05) show an overall primary drop-out rate of 42% (44% for boys, 39% for girls), while the Pakistan MDG report (2005-06) puts this rate at 26% for primary education. There are also disparities in the drop-out rates. The drop-out rate in rural areas is higher (27%) than in urban parts (15.4%). Similarly, in terms of gender, the high-school drop-out rate for girls is higher than for boys.

Primary Education Focus

There are 122,349 primary schools, but only 38,449 middle/elementary schools (lower secondary) and 25,090 secondary schools. This partially explains the low participation rate at the secondary level which stood at just 22% in 2004. Approximately 1.5 million students attend 12,153 *deeni madaris* or religious schools. The government has sought to bring these schools into the educational mainstream through the Madrassa Reform programme. This was launched in 2002-2003 and is aimed at introducing core curricula subjects.

Budget & Financing

The national education budget has risen, from 1.82% of GDP in 2000-01 to over 2.4% in 2006-07, but is still regarded as low when compared to international standards. Higher education has witnessed the largest budgetary increase, rising sevenfold to 0.5% of GDP since the creation of the Higher Education Commission in 2002. Under the MTRF, the government is committed to raising the education budget to 4% of GDP, doubling the amount of spending on both primary and secondary education, as well as investing heavily in higher education. This is aimed at providing free education up to secondary level, and incorporating technology into the core competences. Alongside this, it is noteworthy that the involvement of the private sector in education has grown, with around 81,103 (33%) of the country's educational institutions managed by the private sector.

The under-utilisation of the budget is a further area of concern. A number of factors contribute to this situation, including: lack of absorptive capacity, non-availability of technical staff, failure to appoint full-time qualified personnel, late submission of reports by implementing agencies or departments, delays in releases by the Government finance departments, among others.

Capacity & Quality

A large percentage of teachers are poorly trained and this, coupled with teacher absenteeism, contributes to low quality educational provision. A general shortage of teachers means that many staff face a high workload and have to teach multi grades simultaneously. Alongside this, there are shortfalls in the materials available, with textbooks often delivered late in the school year or insufficient to meet the numbers of students, basic teaching equipment missing, and in the worst cases, poor school infrastructures. Attention also needs to be paid to hygiene and sanitation issues within schools, to both ensure the health of the students and not deter their attendance. Interventions are under way towards the overhaul of the teaching education system, involving policy, structure, roles, responsibilities, content and delivery at school level. This aims to produce national standards of teacher education and accreditation, while in turn producing good quality education in the classroom.

To date the government has pursued the following:

- Conduction of the first national education census (2005-06), providing a comprehensive database for planning, budgeting and managing education;
- Revision of the curriculum with a group of experts ensuring that it is more responsive to emerging challenges in the modern world;
- Decentralisation of examination and student evaluation to the provinces for uniform educational standards throughout provinces;
- Introduction of model schools and colleges to improve overall standards of educational facilities and remove urban-rural disparities; and

² National Education Management Information System.

- Utilisation of scholarships to provide capable, bright students with quality education in Pakistan and abroad, in an attempt to increase qualified manpower and skill specialisations.

The government still aims to address the following:

- Upgrade human resource capacity;
- Introduce a double-shift system into education centres;
- Improve institutions' physical facilities;
- Promote the use of IT in teaching/learning activities; and
- Emphasise and upgrade technical, vocational education and training.

HIV/AIDS education

In addition to reducing infant, child and maternal mortality, the MTFD 2005-10 identifies preventive health care as a strategy to combat diseases and epidemics such as HIV/AIDS and malaria. The strategy includes building capacity of government personnel for collecting relevant data, monitoring and reporting progress on various indicators. The government is supported by the UN HIV/AIDS programme in Pakistan which centres on four main strategies:

- Creating an enabling environment;
- Strengthening the institutional framework;
- Building the right capacity; and
- Scaling up programme delivery.

UNESCO Islamabad plays a lead role in the areas of awareness raising through education and communication. It seeks to raise the awareness of policy makers over the need to integrate HIV/AIDS information and messages into education, and considers the educational needs of vulnerable groups, such as street children and refugees.

Culture

World Heritage Sites

Pakistan is a country rich in cultural heritage. It ratified the World Heritage Convention concerning the Protection of the World Cultural and Natural Heritage in 1976. Six of its heritage sites have been inscribed on the UNESCO World Heritage list including: the archaeological ruins at Moenjodaro, the Buddhist monuments of Takht-i-bahi and Sahr-i-Bahlol, Taxila, the Lahore Fort and the Shalamar Gardens, the historical monuments of Thatta and the Rohtas Fort. Given the country's history and strong cultural traditions this is a surprisingly small amount of monuments. Furthermore, it is notable that the Lahore Fort and the Shalamar Gardens were placed on the List of World Heritage in Danger in 2000. This reflects an overall lack of awareness, capacity, skills and public funding for the preservation of Pakistan's heritage.

Tourism, Eco-tourism and Sustainable Development

To date, tourism, eco-tourism and cultural activities have failed to generate sufficient resources to protect this heritage, despite its significant potential for income generation and employment creation. As such, this is a particular area where Pakistan requires international assistance.

In order to meet the MDGs by 2015, culture needs to be recognised as an inalienable component of sustainable development. To some degree this has already been achieved. Cultural heritage is central to capacity-building programmes for communities. It is also widely recognised as a cross-cutting theme in the existing Common Country Assessment (CCA), which highlights the potential of culture for income generation, particularly through tourism. The emergence of information-based economies has given a new dimension to the cultural sector, significantly reflected in the discussions of sustainable development. Poverty is often linked with issues of access to opportunities and knowledge, and invariably has a particular impact on social, ethnic and religious groups. As a result, the inclusion of minorities and disadvantaged groups in social, political and cultural life remains an ongoing development priority.

Reflecting this, the government is developing a National Culture Policy, which aims to foster cultural values through the broader involvement of people and communities. Facilitating this will be training, education and performance of different cultural activities. It is expected that the new policy will support and strengthen national cohesion and associate it with diverse religious and social-cultural points of view, supporting the creation of a tolerant and harmonious society.

Gender Mainstreaming

While recognising that marginalisation and exclusion are problems and that there remains a significant number of voiceless poor, the government has taken bold steps to address these issues. As a result, the MTRF 2005-10 focuses on key ingredients for sustainable development, highlighting areas such as decentralisation as well as participatory approaches in the design and implementation of policies, programmes and projects.

Development in this area not only enhances the status of women but also aims to promote women's rights, ensuring their participation as change agents in society. A National Plan of Action has already been prepared and a Gender Reforms Action Programme will be implemented as part of the MTRF. The key strategy is to mainstream gender issues into policies, development plans and programmes, in an effort to promote gender equality.

Communication & Information

Media Growth

Recent years have seen a robust growth in Pakistan's media, particularly radio. Media and journalistic development enjoy support from such professional organisations as the Pakistan Press Foundation (PPF), the Pakistan Federal Union of Journalists (PFUJ), and the Pakistan Broadcasters' Association (PBA) at national level as well as provincial journalists' organisations, civil society, and international journalists' networks and media training organisations.

Vulnerabilities & Problems

Less positively, rapid media expansion often implies competition and inadequate supplies of trained journalists, programme producers, editors and media managers, pointing to capacity issues. Also, an issue is freedom of speech and the government's ability to influence the media. Freedom of speech and expression as well as press freedom is a constitutional right, but the constitution also states that such freedom is subject to reasonable restrictions, one such interest being national security. It was on this basis that the media was curtailed following the imposition of the state of emergency in November 2007. Parts of the constitution were suspended and the media was barred from publishing or broadcasting criticism of the military, the president or the government. More generally, the revenue of media channels and publications partially comes from advertisements released at the government's discretion through the Press Information Department (PID) and the Ministry of Information. This creates concerns regarding government attempts to control or influence media content.

Poor Library Provision

A related area of concern is the role of libraries. These provide an important part in offering people access to information and help create literate and information-literate citizens. Pakistan is regarded as having too few public libraries. The Department of Libraries, which falls under the control of the Federal Ministry of Education, is in charge of this area.

Natural Sciences and the Environment

Degradation

Environmental degradation costs Pakistan at least 6% of GDP and impacts adversely on livelihoods and health. Pakistan is a heavily urbanised country, with around one-third of its population living in towns and cities. As a result, exposure to urban and industrial pollution is a rapidly growing concern. Forest and rangeland production is also at risk, with rates of deforestation about ten times the regional average. Key problems include inadequate water supply, sanitation and hygiene; soil degradation; indoor air pollution; urban air pollution; and exposure to lead. Inevitably, these effects fall disproportionately upon the poor.

Of all the natural resources, water is, and will continue to be, the key commodity as much as a major obstacle to improved health standards. More than 60% of the population gets their drinking water from hand or motor pumps, and of this number, more than 70% are living in rural areas. Bacterial contamination of water often exceeds WHO limits even for irrigation. Poor quality drinking water has major socio-economic consequences for Pakistan, while growing demand for more irrigation and power generation, industrial expansion and growing human

settlements indicate that seasonal deficits in areas like water and electricity shortages will become more pronounced.

Recent natural disasters, most notably the October 2005 earthquake, have exacerbated an environmental situation that had already been cause for concern. Environment sustainability is one of the eight MDGs, and a major theme of the One UN Reform programme. It receives substantial attention and support from the government, UN agencies, donors and development agencies. To date, Pakistan has made some progress in raising public awareness on environmental issues, and establishing a regulatory and institutional framework for environmental management. Improvements in recent decades have however been marginal and more work is required.

Looking ahead, the government is pursuing a three-pronged approach (2005-10) to sustainable environment use, management and conservation. This approach includes:

- Equitable sharing of benefits of environmental management;
- Increasing community management of national resources; and
- Integrating environmental issues into socio-economic development planning.

Alongside this, an action plan covering water, air pollution, solid wastes, hazardous wastes, noise pollution, forestry and watershed management, biodiversity, range management, desertification and marine pollution will be implemented. Increasing energy generation and renewable energy are included in the plan. Finally, human resource development will be given due attention.

Social and Human Sciences

Social and human sciences remain a low key area and do not enjoy much attention from those beyond the limited intellectual circle. UNESCO's Social and Human Sciences Sector is mandated to advance knowledge, standards and intellectual co-operation to facilitate social transformation where the values of justice, freedom and human dignity can be fully realised. UNESCO's assistance and support to the country's social and human science activities have varied over the years. On one hand, there have been attempts to support social and human sciences research and knowledge sharing through national and regional activities. With this support the Council of Social Sciences (COSS) initiated a study on the profile of 16 disciplines of social sciences in Pakistan including emerging disciplines such as peace and conflict resolution studies, and linguistics. On the other hand, support was provided to activities focusing on cross-cutting themes such as human rights, gender equality, and peace building. Unfortunately, activities in these sciences have yet to make any significant impact. This could be attributed to low budgets and a lack of sustained interest and support from local bodies and social scientists concerned.

COSS, established in Pakistan in 2000, is committed to three areas, namely:

- Contributing to the understanding of national problems through scientific analysis;
- Adopting an interdisciplinary approach towards studying Pakistani society and cultures; and
- Contributing to national policy formulation by providing the required information, data, and publications.

3. Challenges and Opportunities

UNESCO Islamabad's programme planning and implementation will be articulated around the upcoming "One UN Programme in Pakistan" as part of the 'Delivering as One' strategy. This incorporates five areas for joint programming, namely: education; agriculture, rural development and poverty reduction; health and population including HIV/AIDS; environment; and disaster risk management, as well as four cross-cutting issues, human rights, refugees, Civil Society Organisations and gender parity. The UN reform is both a challenge and an opportunity for UNESCO.

By participating in the UN reform process UNESCO has the opportunity to emphasise the linkages between the overall UN strategy and the sectors in which UN and especially UNESCO

are active e.g. Education, Natural Sciences or Culture. UNESCO is ideally placed to do this given its track-record in Pakistan and its history of fostering intersectorality. By way of example, the Organisation is best placed to demonstrate the benefits of investing in culture and developing new approaches to policy formulation in this area. This should serve as a basis for advocating the importance of culture in all spheres of development.

In terms of challenges and as part of the UN reform process, UNESCO Islamabad is expected to allocate no less than 60% of its core and non-core resources to the implementation of the One UN Programme by 2010 while keeping the remaining percentage for stand-alone activities. UNESCO Islamabad has already identified specific areas of work within the five thematic areas that highlight UNESCO unique and indispensable contribution to the upcoming five joint programmes.

A range of challenges remain ahead as shown in the sections below and in the education, socio-economic and cultural indicators in annex II. UNESCO remains very keen to assist Pakistan in its development course.

Education

Challenges

There has been a minimal increase in the education budget in recent years. During the 2003-04 period this figure registered 2.2% of GDP, which rose to just over 2.4% in 2006-07. Most of it is spent on teacher salaries and other recurrent costs. A mere 0.74% of the education budget is allocated to the learning needs of approximately 55 million illiterates.

A major challenge to ensuring access to Education for All (EFA) in Pakistan is its growing population and within this the varying needs of different groups. Ensuring retention/completion/survival rates and reducing the schooling drop-out rate is considered the biggest challenge in the MTRF (2005-10).

Girls' participation and completion rates in Sindh and Balochistan indicate slow progress towards MDG 3 (Pakistan MDG Report 2006) despite this being a priority for the Federal and provincial governments. The progress towards Education for All (EFA) and Goal 2 (Universalisation of Primary Education (UPE)) appears encouraging, but activity towards achieving other goals, including Early Childhood Education (ECE), literacy, quality of education, and gender equality, leave much to be desired.

Notably, Sindh and Balochistan are not financing any adult literacy or ECE programmes. The planned establishment of adult literacy centres across the country might make it possible to achieve the targeted adult literacy rate for men, but meeting this goal for women will remain a challenge.

Opportunities

A number of government initiatives testify to the commitment of the Federal Ministry of Education and provincial governments to achieving EFA goals and MDGs. Among the initiatives are:

- Substantial funding support to the provinces under Education Sector Reforms (ESR);
- Abolition of school fees;
- Provision of free textbooks;
- Incentives for girl students;
- Curriculum reforms;
- Examination reforms;
- Changes in the school calendar;
- Support for private sector and community schools through Education Foundations;
- The creation of the National Technical Education and Vocational Training Authorities (NTEVTA);
- Pay rises for teachers;
- Enhanced participation of the local community and parents in school affairs through School Management Committees (SMC) and Parent Teacher Associations (PTAs); and
- Commitment to increasing the education budget to 4% of GDP.

These reforms have helped facilitate growing public awareness on the importance of education. Coupled with this has been a decline in opposition to girls' education in the districts.

Culture

Challenges

In light of the emergence of information-based economies in Pakistan, culture needs to be recognised as an inalienable component pillar of sustainable development in its own right if the MDG vision for 2015 is to be realised.

UNESCO can play a key role in linking culture – in particular cultural heritage and cultural expressions – to development initiatives particularly through cultural industries and the cultural tourism sector. Pakistan's largely untapped cultural resources can be harnessed at the community level to evolve economic opportunities for the urban and rural poor, especially women and unemployed youth. Participation of women in crafts is prevalent, but needs to be facilitated and linked to potential national and international markets. This can bring about women's economic independence and empowerment, underlining the need to promote policy measures that support the development of cultural industries.

Without awareness-building and statistical data on the cultural resources, formulating a coherent national plan for action in this area is a difficult task. Positively, mapping of these cultural assets at the country level has been reflected as a priority in the National Culture Policy of Pakistan.

Opportunities

Culture and creativity are increasingly understood as an integral component of socio-economic development in knowledge-based economies. Pakistan's status as signatory to the Convention on World Heritage indicates its commitment to heritage protection. Given UNESCO's expertise, the government inevitably looks to the agency to assist in designing cultural policies that will help individuals enhance their quality of life while safeguarding their culture.

Assuming the budgetary contributions of UNESCO partners continue e.g. the Government of Norway and the Getty Foundation, UNESCO will be able to assist the country in developing sustainable training programmes in heritage conservation, community involvement in heritage maintenance and craft promotion. Future activities should also give increased attention to the safeguarding of the intangible cultural heritage. Particular efforts have already been made with a view to the inventory of Intangible Cultural Heritage (ICH) in specific parts of the country, but there is a need to support the transmission of knowledge and skills. This in turn will strengthen the viability of Pakistan's living heritage.

Economically, the development of cultural tourism and eco-tourism, along with craft promotion, affords excellent prospects for increased job opportunities and income generation at both community and national levels. Potential beneficiaries include women, youth, social, ethnic and religious groups, as well as minority and disadvantaged groups.

Communication & Information

Challenges

Political instability and the government's reaction to this currently pose a challenge to communication and information activities. The curtailment on reporting witnessed during the state of emergency highlighted the media's vulnerability in this respect, and sat starkly against a trend that has seen the sector grow in size and independence in recent years. Less positively, the growth in broadcast media since 1999 has been more commercially and/or politically-oriented rather than development-focused. The government is yet to seriously explore the use of non-commercial media (like the five non-commercial FM radio stations that were established in the earthquake-affected areas in 2005) for development.

Lacking library provision is a key challenge. Alongside shortages in public libraries, university and specialised libraries exist in larger numbers, but cater specifically to their own communities, academic or otherwise. Apart from availability, there is need for libraries and documentation centres to share their resources, to network, and to improve access to the public.

Opportunities

UNESCO's experience in promoting the use of media channels to empower communities and to promote communities' access to information should help the government to reorient the use of broadcast media.

A growing sector suggests a higher demand for trained journalists and broadcasters, which in turn provides UNESCO with an opportunity to step up its interventions. An area ripe for attention is building investigative capacity. This in turn will facilitate democratic governance, accountability and citizens' participation in development. Given UNESCO's model journalism education curricula, adapted by the World Congress on Journalism Education, the agency is ideally placed to support building institutional capacities of journalism media training institutes and university journalism departments.

The impact of the state of emergency on the media prompted a backlash, with the government under pressure from a number of quarters to lift the restrictions. The situation highlights the changing atmosphere and awareness regarding the media's role. In turn, this provides a climate conducive to further consultation and collaboration to seek ways and means to bring about legislative change ensuring freedom of expression and access to information for all.

Generally speaking, libraries play an important part in providing people with access to information, not to mention promoting literate and information literate citizenry. There are signs that the attitude of the federal government towards the plight of the country's libraries is changing. The office of the president's press secretary has stated that the Department of Libraries intends to establish mobile library services in the federal area in the near future (no dates given). It has also been reiterated that the physical targets of the National Education Policy 1998-10 will ensure the promotion of a library culture. Furthermore, the government has launched a plan under its Public Sector Development Programme (PSDP) to strengthen and upgrade some libraries to national library status. UNESCO's experience in library development, librarian training, and information management tool development should benefit the development of the country's libraries.

Natural Sciences and the Environment

Challenges

Constraints on environmental performance can be classified as follows:

- Gaps in incentives and accountability;
- Institutional design;
- Gaps in the regulatory framework; and
- Capacity limitations.

In general, the approach to the implementation of environmental projects in Pakistan needs to be revisited. On a yearly basis, more than 90% of government development funds that could deliver environmental benefits are not designed or managed to do so. Furthermore, many projects focus narrowly on achieving increased access to, and use of, natural resources for issues like improved living conditions, human health, income generation, and agriculture. Few are concerned with introducing or strengthening a resource conservation or environment protection measure or system.

The government ratified the World Heritage Convention in 1979. The time is now ripe for UNESCO to provide guidance regarding the convention's use to promote conservation and heritage value education, and to explore new development opportunities such as eco-tourism in the potential natural World Heritage areas. This will also assist the government in honouring its commitments and benefiting from their application.

Opportunities

Pakistan's participation in international activities in natural sciences has been sustained over the years, resulting in continued research and studies of biosphere reserves. It has also prompted greater interest from the government in water and land management in arid and semi-arid zones. Through these and training activities, national scientific research capacities have been strengthened. These studies generate scientific knowledge and record traditional

knowledge and practices regarding environment management that will promote sustained cohabitation between man and the ecosystems in the future.

Approval of the National Environmental Policy (NEP) and the significant increase in the federal budget proposed for environmental management in the MTRF presents both a challenge and an important opportunity for Pakistan's environmental authorities. Vision 2030 launched in August 2007 recognises key challenges in water, energy, infrastructure, climate change, world trade and markets, which will require not only a comprehensive capacity building programme, but also the establishment of incentives at all levels of government to encourage improved environmental performance and institutional sustainability.

In rural areas, people's and communities' well-being is intimately linked to the environment because they are integral parts of the ecosystem and need to be able to secure lifestyles and livelihoods that are in tune with its productivity. Improved governance of local natural resources, rules of ownership and access to land and water as well as participatory management regimes are important for rural communities and their long-term development.

Social and Human Sciences

Challenges and Opportunities

Considering the importance of research to development planning, Pakistan could benefit from strong social and human sciences institutions and programmes. Various studies carried out over the past 25 years suggest that the social and human science disciplines need urgent upgrading if they are to be of benefit to national development. Yet, social and human sciences are not distinctly mentioned in any policy documents researched so far.

PART II: PAST AND PRESENT CO-OPERATION: LESSONS LEARNED



Photo 2: Derawar Fort, Southern Punjab

1. Principal UNESCO Activities and Key Results Achieved

Education

Since the 2004-05 biennium, UNESCO's education programme has consisted of four components, namely:

- Ensuring gender equality under the banner of Education For All (EFA);
- Promoting lifelong learning through literacy and non-formal education at the federal and provincial levels;
- Improving the quality of education through emphasis on the curriculum; and
- Expressing the linkage between education and curtailing the spread of HIV/AIDS.

As co-ordinator of the EFA movement in Pakistan, UNESCO has chaired on several occasions the education donor group. Its multiple functions in this regard comprise the following:

- Supporting the government to review the national education policy and initiate Sector-wide Approaches (SWAps) in line with the Paris Declaration;
- Building capacity of institutions and individuals;
- Organising national events for advocacy purposes;
- Working on illiteracy eradication; and
- Engaging in strategic reforms in teacher education including providing training in HIV/AIDS prevention.

UNESCO Islamabad's achievements since 2004 in the area of education may be summed up as follows:

As the **EFA co-ordinator** in Pakistan, achievements include:

- Preparation and dissemination of key EFA documents through seminars and workshops;
- Capacity building of district education managers through training in planning, management and effective use of Education Management Information Systems;
- Supporting the government in carrying out the first ever National Education Census;
- Awareness-raising for EFA by collaborating with the Pakistan National Commission in three EFA national events involving senior government ministers and extensive media coverage; and
- Training and advocacy activities related to ECE.

Ensuring **gender equality** in education for EFA, which has involved the following:

- Developing and disseminating advocacy materials for girls' education;
- Creating an advocacy network with celebrities' help;
- Identifying gender biases in curricula and textbooks;
- Training five curriculum developers, textbook writers and teacher trainers in gender analysis; and
- Developing female student counselling materials and trainers and subsequently using these to train teachers.

Promoting **lifelong learning** through literacy and non-formal education, which has involved:

- Creating a strategic framework for UN Literacy Decade implementation formulated in co-operation with JICA and the Federal Ministry of Education;
- Undertaking a study on the effectiveness of a non-formal basic education schools project in Sindh;
- Implementing capacity-building of government and NGO staff to build literacy programme management skills, and developing literacy-related learning and advocacy materials; and
- Organising programmes to mark International Literacy Day, which included sensitisation of parliamentarians and the media.

Improving the **quality of education**, which included:

- Developing training materials on human rights education and continuous assessment;
- Undertaking pilot studies on availability of physical education and sports facilities in girls' schools;
- Implementing quality-related activities including support for capacity building of Associated Schools Project Network (ASPnet) schools; training of trainers workshops and seminars; and
- Translating an information kit on Education for Sustainable Development (ESD).

On the issue of ESD, UNESCO Islamabad will carry out with a partner a curriculum analysis of teacher education in this area.

Focusing on education and **HIV/AIDS** involved:

- Raising awareness of the need to integrate HIV/AIDS into education through training and advocacy materials;
- Translating a HIV/AIDS advocacy toolkit into the national language;
- Signing an MoU with UNAIDS;
- Conducting activities related to street children, including a vulnerability study; and
- Seeking to sensitise policy makers and building partnerships with other UN agencies concerning these children's educational needs.

Literacy

Eradication of illiteracy is another particular area of programme interest. The capacity building project being implemented with national partners focuses on enhancing the capacities of Non-Formal Education (NFE) staff and teachers, piloting community learning centres as expandable models, and curriculum/materials development including production of a guidebook for teachers in Non-Formal Basic Education Schools. In addition, UNESCO Islamabad has worked on strategic reforms in teacher education, particularly the joint development of an education programme with UNICEF under the UN reform.

Disaster Risk Management

Following the October 2005 earthquake, UNESCO's unprecedented Earthquake Response Programme (2005-07) offered support to educational management and administrative systems for teacher training, for secondary and tertiary education as well as for non-formal education, including technical and vocational education and life skills. Through its participation in the Education Cluster and leadership of the Education Group in the Early Recovery and Reconstruction (ER&R) Cluster, UNESCO was positioned strategically to promote education not only during the recovery and reconstruction phase, but also in longer term development helping to bridge the gap between relief, recovery and reconstruction.

The following results were achieved:

- 200 senior managers trained in project planning and management;
- A pilot training held for senior managers in management of recovery and reconstruction;
- 86 middle managers trained and additional modules will be developed.

In teacher training, materials in Urdu and English have been developed through collaboration with the government, national educational institutions, international NGOs and UN partners. These materials are based on principles of student-centred learning and cover issues such as

multi-grade teaching, student psychosocial support, child protection and disaster response. A total of 211 master trainers have been trained in using the materials, and 319 secondary school teachers have already been trained through the Directorate of Curriculum and Teacher Education.

UNICEF has used the same materials to train 11,700 primary school teachers and discussion on the roll-out for secondary teacher training is under way. Secondary education level needs are also being addressed through provision of 36 transitional shelters for earthquake-affected schools. To address adults' needs for non-formal education, including TVE and life skills, the programme has set up six community learning centres in 10 villages, and 34 literacy centres, partially supported by providing teachers' salaries over three months. A full needs assessment of TVE has been carried out and partners identified to support a full TVE plan of action.

UNESCO has also committed resources to provide a humanitarian response to the 2007 floods in the Balochistan and Sindh Provinces under a UN Flash Appeal. The funding has been targeted towards:

- Promotion of the Minimum Standards for Education in Emergencies;
- Provision of school supplies to the affected pre-primary, middle, secondary and non-formal basic education schools; and
- Improving education planning, management and essential support services in the initial post-emergency period.

As part of the UN reform process, UNESCO Islamabad is a member of the Disaster Risk Management Thematic Working Group. In accordance with the 'Delivering as One' principles, mapping of the UN agencies' contribution to a joint disaster risk management programme was carried out in 2007 through a number of workshops. Valuable contributions and the participation of the UNESCO Intergovernmental Oceanographic Commission (IOC) led to inclusion of UNESCO's concerns in the mapping document, particularly in regard to a reliable natural disaster early warning system.

School Hygiene

Beyond these programmes, UNESCO Islamabad has stepped up its effort in promoting an effective school health hygiene and nutrition programme as a major strategy to achieve EFA goals. Guided by the principle to Focus Resources on Effective School Health (FRESH), a partnership of UNESCO, UNICEF, WHO and the World Bank launched during the World Education Forum in Dakar, Senegal, in 2000, UNESCO Islamabad has supported activities aiming at advocating school health programmes to policy planners, sensitising the participants to the significance of school health education, discussing measures to teach health education at school level, and formulating recommendations for introduction of school health programmes in Pakistan.

Culture

In keeping with the priorities of the National Culture Policy and UNESCO's Medium-Term Strategy, UNESCO Islamabad has developed a culture programme underpinned by the following principles:

- Promotion of cultural diversity;
- Strengthening the link between culture and development; and
- Safeguarding tangible and intangible cultural heritage.

Achievements of UNESCO's programme include:

- Stabilisation of the fragile ceiling of the Shish Mahal in the Lahore Fort;
- Preparation of Master Plans for conservation of Lahore Fort and Shalamar Gardens and incorporation of Master Plan recommendations into government of Punjab's national plan;
- Training of federal and provincial level personnel of the Departments of Archaeology (Punjab and NWFP) in conservation of Mughal monuments, project planning and management, monitoring and evaluation, computerised registration of museum objects, and organising museum storage facilities;

- Training teams of young people in all provinces to carry out mapping and documentation of cultural assets, ranging from museum artefacts to handicrafts and intangible culture; and
- Training of women in product design and marketing strategies.

Lahore Fort

In October 2006, UNESCO concluded a Government of Norway-funded US\$1.5 million project on conservation of the Lahore Fort, which successfully re-hung the building's fragile Shish Mahal (Mirror Palace) ceiling. The master plans for conservation of the Fort and Shalamar Gardens, completed with funds from the Government of Norway and the Getty Foundation, focus on:

- Areas of prioritisation for conservation action;
- Baseline documentation and assessment of conditions;
- Upgrading of physical environment;
- Management systems and visitors;
- Maintaining buildings and grounds;
- Systematic monitoring; and
- Community outreach and economic viability.

Gandhara Heritage

Substantive funds from the USA made possible the preservation of the endangered Gandhara assets of three NWFP museums, namely the museums of Peshawar, Sir Sardar Abdul Qayyum and Swat. With support from the Government of Norway, documentation of cultural resources and knowledge systems ranging from crafts to agricultural practices is under way in NWFP. Regular Programme funds (2006-07) have been used to carry out mapping exercises in Sindh and Balochistan, drawing support and reinforcement from the larger project in NWFP. In terms of capacity building, UNESCO trained staff in Peshawar Museum during 2004-05 to develop formats and inventories of museum objects.

Mapping Cultural Assets

Recognising the urgency to protect and promote the country's invaluable cultural heritage, UNESCO and the government have joined hands to map its cultural assets. With support from the Government of Norway, a major initiative is being undertaken in NWFP, based on mapping out cultural resources and knowledge systems from traditional arts and crafts to agricultural practices. The process will enable the documentation of the country's local traditions, skills and historic sites, some of which are fast deteriorating and disappearing. Moreover, it will provide a real insight into the cultural diversity of the nation, its history, identity and knowledge, thereby, advancing the spirit of cultural pluralism. With funds from the Regular Programme (2006-07), the Office has managed to knit together and reinforce mapping exercises in Sindh and Balochistan (on a small scale) with this larger project.

Communication & Information

To date, UNESCO's activities in this field have focused mainly on 'communication'. Furthermore, most of the activities are 'one-offs', the exception being a financial contribution to Gender in Journalism Awards, which recognise outstanding coverage by female journalists and important contributions to gender-sensitive reporting.

The type of work UNESCO has pursued includes:

- Capacity building of media professionals;
- Promotion of press freedom, science popularisation, and gender journalism; and
- Engagement of civil society in media.

In carrying out its work in this field, UNESCO has collaborated with media organisations such as the Asia-Pacific Institute for Broadcasting Development (AIBD), HUM TV, Pakistan TV, the Pakistan Press Foundation (PPF), and the Citizens' Media Commission of Pakistan (CMCP). Development partners such as UNDP, the government agencies concerned, and local NGOs have also been involved.

Subsequent to Communication & Information (C&I) programme implementation, UNESCO has also pursued the following:

- Young media producers have been made aware of the media's programming role in highlighting development issues including HIV/AIDS;
- The capacity of Pakistani women producers has been enhanced to help them to engage with women's issues as a media priority;
- Awareness of women's issues has been raised through interactive community-based radio programmes; and
- Citizen engagement in issues of media policy and practice has increased to better safeguard media independence from governmental control and commercial interests.

Natural Sciences and the Environment

Through its programmes in natural sciences UNESCO seeks to bring about better management of the environment involving civil society and resulting in human security, and to support progress towards achieving the MDGs. Moreover, it stresses ethical approaches to science and technology.

Over the period UNESCO's projects and activities in natural sciences in Pakistan built upon its global experiences and regional expertise through the co-operation of bodies dealing with environment issues as the Intergovernmental Oceanographic Commission (IOC) and the International Hydrological Programme (IHP). UNESCO has developed excellent working relationships with strategic departments and relevant ministries such as the Pakistan Council for Research in Water Resources (PCRWR), Ministry of Science and Technology, Ministry of Environment, Pakistan Science Foundation, and donors. Such progress has been made despite the Islamabad Office's lack of resources.

UNESCO has sought to undertake the following:

- Support efforts to better understand and promote science-based decisions and capacity-building for the sustainable management of water resources;
- Raise awareness of the general public regarding scientific issues relating to the environment, such as a live TV talk show on the World Science Day in 2006;
- Helped the government in its efforts to extend electrification to remote villages through a capacity-building programme for government officials.

This latter programme was developed in collaboration with the German Technical Co-operation agency (GTZ) within the framework of a major rural electrification project. The training programme focused on solar rural electrification, renewable energy technologies, water resources and solar water pumping.

Regional Centre for Water Management Research in Arid Zones

In July 2006, the government formally submitted to UNESCO a proposal for the establishment of a Regional Centre for Water Management Research in Arid Zones. The centre's establishment enhances the south-south co-operation in water and land management in arid and semi-arid zones, especially for the Central and South Asian region. It is envisaged that national capacity will be built at the federal level, especially through training of policy makers and middle-level managers, in turn paving the way for enhanced partnership with neighbouring countries and specialised institutes working on water issues in the region.

MAN and the Biosphere Reserves

For the past 30 years, Pakistan has had only one designated biosphere reserve. That is the Lal Suhandra (Southern Punjab). There have been several rounds of national and international consultation and basic data collection towards the nomination of a second biosphere reserve, namely the Palas Valley (South Kohistan, NWFP). It is envisaged that this would be used as a model learning site for integrated conservation, forest protection and local poverty alleviation. It is also expected that both biosphere reserves will be used to pursue multi-objectives of ecosystem management in conservation, local participation, socio-economic and social-cultural development, and education.

The Palas Valley is a large well-preserved 'ecological unit' with global importance for rare and endangered birds and flowering plants. The Valley, which lies in one of the least developed

districts in Pakistan, has been over-exploited due to poverty. The area has been subjected to multidisciplinary surveys. The Palas Conservation and Development Project (PCDP), implemented in Pattan Tehsil of the Palas Valley, focused on the development of community-based organisations, formed around issues of common interest (such as agriculture, honey production, non-timber forest products). The EU, the government of North West Frontier Province, Ministry of Environment and a number of international NGOs have all supported the project.

International Co-operation

Since 2002, Pakistan along with nine other African and Asian countries have actively and consistently participated in the Sustainable Management of Marginal Drylands Project (SUMAMAD), a joint initiative of UNESCO through its International Hydrological Programme (IHP) and Man and the Biosphere (MAB), the United Nations University (UNU), and the International Centre for Agricultural Research in Dry Areas (ICARDA). A predominantly south-south collaboration, the project aims at reducing vulnerability to land degradation and improving the livelihoods of dry land peoples through improved productivity.

Pakistan focuses its studies on the Dingarh/Lal Suhandra biosphere reserve. Using harmonised methodological approaches, participating scientists not only carry out surveys and studies to identify traditional knowledge and management practices in coping with dry land conditions, but also work on conservation of freshwater resources and biodiversity in the manner compatible with the needs of local populations, using a community-based approach. In co-operation with UNESCO Headquarters, UNESCO Islamabad and the MAB programme, the Pakistan Council for Research in Water Resources (PCRWR) organised the Fourth International Workshop in Islamabad in January-February 2006. The scientific knowledge gained from this project has been disseminated to ensure transfer of knowledge to other arid and semi-arid regions of the world.

2. Resources

The Regular Programme budget constitutes a small portion of UNESCO Islamabad's total budget for education and culture. The budget for education increased from US\$679,000 in the 2004-05 biennium to US\$1.195 million for the 2006-07 biennium, while extra-budgetary allocations for the same period amounted to more than US\$7.02 million. For Culture, the 2006-07 Regular Programme budget amounting to US\$57,300 was supplemented by US\$2.65 million from the Government of Norway and the Getty Foundation.

In Communication and Information, the small 2006-07 Regular Programme allocation of US\$61,146 was augmented by US\$29,500 from UNESCO Tehran's Cluster Office for women's scriptwriting training (US\$10,000), the communication and development workshop held under the auspices of Himmat Society (US\$7,500), and national/provincial workshops on citizens' media involvement (US\$12,000).

UNESCO Islamabad did not manage budget in the social and human sciences Sector. Activities in those fields were carried out by the cluster and regional offices covering Pakistan as well as Headquarters.

As for Natural Sciences, the amount of US\$25,000 from the Regular Programme was allocated in 2006-07 to a major rural electrification project funded by GTZ in Balochistan province.

3. Lessons Learned

Programming has highlighted that for long-term impact UNESCO should no longer support one-off activities, but instead plan and implement medium-term interventions based on the country's needs. Experts and stakeholders should be consulted at all stages to ensure the responsiveness and success. Flexibility should also be built into the interventions to allow for adjustments as necessary.

Experience has also taught that overlapping responsibilities and programmes remains a problem. To counter this, it is important to maintain frequent communication and sharing of

information with partners to enable mutual timely support while avoiding duplication of efforts and activities.

One of UNESCO's global comparative advantages is the intersectoral and interdisciplinary approach it can bring to a programme. The UN reform process and strategy make it all the more important to utilise and strengthen this advantage. By way of example, efforts should be focused on the synergies between culture and environmental management, in particular biodiversity conservation. Joint interventions with the government, encompassing education, culture and communication and information, hold the promise of having a greater impact.

PART III: PROPOSED CO-OPERATION FRAMEWORK



Photo 3: Skills development for young women

Given that Pakistan is a pilot country for the UN reform with all UN agencies working towards “Delivering as One” through joint programming, most of UNESCO’s interventions in 2008-10 will be aligned with and incorporated into these (5) joint programmes. As of 2008, UNESCO is present in all five of the UN One Reform programme’s thematic working groups and co-chairs the Education group and the UN Communications Group.

UNESCO Islamabad’s proposed co-operation framework consists of a set of joint programmes and initiatives, particularly in the field of education, and other activities pertaining to UNESCO’s mandate. A summary table of results expected to be achieved by the end of the biennium 2008-2009 is presented at the end of this document in annex I. UNESCO’s proposed action will be carried out in the Organisations’ areas of competence as follows:

Education

UNESCO’s primary role should be that of a facilitator and co-ordinator between government and development partners in education in general and the EFA-related thrust in particular. UNESCO’s strengths are invaluable in building capacity for planning, implementation, monitoring and evaluation of education and EFA-related programmes. Particular attention will be devoted to assisting the government in donors’ coordination in education and the strengthening of education governance and management.

In literacy development, the Regional Bureau and UNESCO institutes should supplement the resources of UNESCO Islamabad with the aim of contributing to capacity building and materials development, since Pakistan is a selected LIFE (Literacy Initiative for Empowerment) country whose literacy rate is among the lowest in South Asia.

Given the absence of a policy framework that co-ordinates national standards and teacher education, the government would greatly benefit from UNESCO’s present assistance in this field through co-ordination for improved networking of public and private institutions working on teacher education.

Cross-cutting issues like gender, Education for Sustainable Development (ESD) and HIV/AIDS also need to be incorporated in all national programme activities.

Culture

A two-track approach is envisaged to sustaining the link between culture and development with the aim of poverty reduction for all social groups. One is to promote the inclusion of minorities and disadvantaged groups in the nation’s cultural life so that respect for cultural diversity becomes a key element in development strategy as a whole. This will help guarantee human rights, democracy and peace building, all essential to achieving the MDGs by 2015.

The other is to harness the potential for creativity in culture-related programmes including tourism that can lead to job creation and economic growth. Within the framework of the UN reform UNESCO Islamabad is linking its cultural programme with poverty alleviation, emphasising the benefits generated by cultural industries and tourism. It is employing policy

guidance and capacity-building activities to transform talent and creativity into a viable industry, which will both offer employment prospects while also sustaining diversity of expression.

UNESCO Islamabad proposes strengthening activities related to mapping of cultural assets through Regular Programme funds and further fundraising for the next six years. So far the exercise has been conducted in Sindh and Balochistan and is now under way on a much larger scale in NWFP. Local communities have been fully involved, increasing the sense of pride in, and ownership of, their cultural heritage. The Office proposes strengthening the process through further fund-raising and with RP funds over the next biennium. The ultimate aim is to develop a national database of cultural assets.

Communication & Information

The importance of access to information and dialogue between people and the government regarding development and humanitarian policies affecting their lives should be advocated in an attempt to promote communication as a means to citizen empowerment and national development.

Development project formulation focuses completely on actions and resources required for meeting project goals. Two-way communication between project implementers and beneficiaries is often neglected and considered unimportant, despite the fact that it is a good means by which to measure the relevance and impact of project goals, targets and activities. For this to be a central instrument to overall development strategy, it is necessary for Communication for Development (C4D) to be incorporated not only in country programmes, but also in national and provincial policies.

In support of the UN reform, communication should depart from public information and top-down communication instead, focusing on helping the country to build sustained two-way communication as a strategy for achieving development goals. This requires legislative reviews to ensure the media's editorial independence and development of people's communication capacity along with creation of public service broadcasting network.

Content is an essential element of communication and UNESCO should seek ways and means to promote collection of local knowledge and contents by local libraries or resource centres.

Natural Sciences

UNESCO will adopt a two-pronged approach to carry out upstream as well as downstream activities. In so doing, UNESCO will play its normative role by providing technical backstopping to policy makers. UNESCO will also transfer skills and integrate best practices based on its regional success stories into the implementation of environment projects. There are great opportunities for piloting some innovative projects with global co-operation in fresh water management as well as by exploring potential interventions for bio-diversity and protecting the country's rich eco-systems by bringing international recognition to Pakistan's biosphere reserves.

Social and Human Sciences

With the sector's activities in human rights and youth, assistance from the Regional Office in UNESCO should be sought as necessary to support collaboration with other UN agencies and local partners, such as a youth focal point group, which has been involved in advising the government on the draft Youth Policy.

PART 4: PARTNERSHIPS



Photo 4: Saiful Malook, Kaghan Valley

Education

Given that Pakistan is one of eight countries piloting the UN reform, most of UNESCO interventions in education will be incorporated into the respective joint programmes. In line with the Paris Declaration, UNESCO should lead the development partners to support government moves to fulfil education and EFA targets. UNESCO's partnership with other UN agencies, donors, and NGOs will need to be strengthened and made more effective through the implementation of the One UN Programme and Sector Wide Approaches (SWAPs).

Culture

Under a new inter-agency collaboration, ILO, UNIDO and UNDP are expected to partner with UNESCO in culture-related industry projects such as handicrafts, and cultural and eco-tourism programmes, which provide opportunities for job creation and women's empowerment. UNESCO Islamabad will continue to raise funds with development partners on the premise that culture is an instrument for self-sustaining economic growth.

Partnership with governments at the local, district, provincial and federal levels will continue in mutually-agreed-upon priority areas.

Communication & Information

Within the framework of the UN reform, UNESCO will be able to take advantage of inter-agency programmes and resources to partner with traditional and new media channels at both urban and rural levels to facilitate communication for development (C4D) as much as to engage citizens, particularly women and youths, in upstream communication through media development. Partnerships will take into account the range of local languages and non-media groups such as youth forums.

Partnerships with local and international media associations and media training organisations should continue to enhance the capacities of journalists to write, report and investigate issues of national and societal importance.

Natural Sciences

To implement future programmes and activities, UNESCO will co-operate with the Secretariat of the World Water Assessment Programme (WWAP), the International Hydrological Programmes, the Ministries and Departments concerned, including the National Committee of Pakistan for MAB.

Implementation support will be sought from relevant UN agencies (UNDP, UNICEF, FAO, UNIDO, WHO, FAO), intergovernmental institutions (GEF, ADB, WB), and NGOs (IUCN, WWF, WET, LEAD). The World Heritage Centre, Pakistan National Commission for UNESCO, Regional networks on MAB in Asia will also partner in these projects.

Social and Human Sciences

Partnership should be sought from local social scientists, COSS, youth groups, and UN Agencies as well as NGOs working on human rights, poverty research and youth issues.

ANNEX I:
UCPD-Pakistan: Results Matrix 1 (outcomes/ results included in the UNDAF/One Plan)

UNDAF/ One Plan expected outcome/ result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilisation target in US\$
<p><i>Education</i></p> <p>Sustained political commitment and increased budgetary allocations to primary education and implementation of effective strategies to meet EFA and Millennium Development Goals and targets by 2015</p>	<ul style="list-style-type: none"> • Government budget allocation to become more than 4% against GNP • SWAps are fully implemented under the government's leadership with good donor harmonisation • UNESCO as the information messenger and clearing house • Increased awareness among planners and decision makers about the need and significance of ECE 	<ul style="list-style-type: none"> • Number of EFA advocacy meeting/conference/workshops • Budget allocation • Provincial SWAps documents in place • Number of informative materials and documents shared with development partners • Advocacy and capacity building interventions on ECE 	N/A (as of July 07)	N/A (as of July 07)
<p>Improved learning outcomes of all children</p> <p>Improved quality of teacher training</p> <p>Improved teacher education, especially for women</p> <p>Improved guidance and counselling of youth about career opportunities, TVE and life skills</p>	<ul style="list-style-type: none"> • Qualified and professional teachers produced under the clear policy framework • Assured quality of teacher education programmes • Continuous professional development through networks and co-ordination among teacher education institutes, staff and teachers • 10,000 teachers trained through scaled-up training (regarded as best practice) • Capacity of teacher educators, curriculum developers, and education managers strengthened for inclusion of life skills, including HIV/AIDS prevention education, and health education/adolescence education into school curricula 	<ul style="list-style-type: none"> • Policy framework in place and National standards for teacher education in place • Guidelines for teacher accreditation and certification in place • Number of co-ordination and network meetings at national and provincial levels • Number of participants in the co-ordination and network meeting • Number of teachers trained • Number of manuals and guidebooks produced on life skills/AIDS prevention education 	N/A (as of July 07)	N/A (as of July 07)

UNDAF/ One Plan expected outcome/ result	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources in US\$	Mobilisation target in US\$
Increased access to, and budget allocation for, literacy and non-formal basic education	<ul style="list-style-type: none"> • Raised awareness about the country's literacy situation and higher budget allocations for the literacy 	<ul style="list-style-type: none"> • Number of literacy advocacy meetings and conferences • Number of participants in those events 	N/A (as of July 07)	N/A (as of July 07)
Improved functional literacy, including income-generating skills, and life skills programmes for youth and adults, especially girls, women, at-risk and marginalised groups	<ul style="list-style-type: none"> • Improved national capacity for developing and implementing literacy programmes • Well-established and comprehensive curriculum and material on literacy and post literacy in place • Expanded community learning centres and pilot other innovative literacy programmes • Promoted literate society and reading habits through ICT and mobile phones 	<ul style="list-style-type: none"> • Number of NFE personnel trained • Number of literacy teachers/facilitators • Number of training materials developed • Curriculum and guideline for post literacy in place • Number of CLC established and learners • Number of learners who obtained sustainable literacy 	N/A (as of July 07)	N/A (as of July 07)
Improved utilisation of financial and human resources through improved institutional capacity of district education personnel	<ul style="list-style-type: none"> • Enhanced capacity to manage education statistics and the analysis of these at the national and provincial levels 	<ul style="list-style-type: none"> • Number of government officials trained • Number of training manuals and guidelines developed 	N/A (as of July 07)	N/A (as of July 07)

ANNEX II:

A quick view on education, socio-economic and cultural indicators in Pakistan Primary Education (Grade 1-5)

Basic Information

Indicator	Sex/Sort	Data	%	Year	Data Source
Number of pupils	male	9,546,629	57%	2006	PES 2005-06 ¹
	female	7,287,788	43%		
	total	16,834,417	100%		
Primary school age population	total	19,764,000	100%	2004	EFA GMR 2008 ²
Number of teachers	public	354,117	80%	2006	PES 2005-06
	private	86,451	20%		
	total	440,568	100%		
	male	242,479	55%		
	female	198,089	45%		
	total	440,568	100%		
	rural	310,874	71%		
	urban	129,695	29%		
	total	440,568	100%		
	male	243,000	54%		
female	207,000	46%			
total	450,000	100%			
Number of schools	public	139,821	89%	2006	PES 2005-06
	private	16,911	11%		
	total	156,732	100%		
Out of School Children	male	2,332,110	37%	2005	EFA GMR 2008
	female	3,970,890	63%		
	total	6,303,000	100%		

Access to Primary Education

Indicator	Sex	Data	Year	Data Source
Gross Intake Rate (GIR) %	male	128%	2005	EFA GMR 2008
	female	103%		
	total	116%		
Net Intake Rate (NIR) %	male	100%	2005	EFA GMR 2008
	female	80%		
	total	90%		
Gross Enrolment Ratio (GER) %	male	99%	2007	PSLM 2006-07 ³
	female	81%		
	total	91%		
	male	99%	2005	EFA GMR 2008
	female	75%		
total	87%			
Net Enrolment Ratio (NER) %	male	60%	2007	PSLM 2006-07
	female	54%		
	total	56%		
	male	77%	2005	EFA GMR 2008
	female	59%		
total	68%			

Internal efficiency

Indicator	Sex	Data	Year	Data Source
Repetition Rates (all grades) (%)	male	2.3	2006	PES 2007 ^{iv}
	female	1.9		
	total	2.1		
	male	3	2005	EFA GMR 2008
	female	3		
	total	3		
Dropouts Rates (all grades) (%)	male	37.1	2006	RTSE 2006 ^v
	female	25.0		
	total	39.0		
	male	-	2004	NECIRC 2005 ^{vi}
	female	38.7		
	total	42.7		
Survival Rate to Grade 5 (%)	male	48.0	2007	PES 2007
	female	49.5		
	total	48.6		
	male	62.9	2006	RTSE 2006
	female	75.0		
	total	61.0		
	male	68	2005	EFA GMR 2008
	female	76		
	total	86		

Teacher information

Indicator	Sex/Sort	Data	Year	Data Source
Trained Teachers (%)	male	92.4	2007	PES 2007
	female	75.2		
	total	84.6		
	male	94	2005	EFA GMR 2008
	female	76		
	total	86		
Pupil/teacher ratio	public	32	2007	PES 2007
	private	18		
	total	29		
	total	38	2005	EFA GMR 2008
Female Teachers (%)	total	46	2005	EFA GMR 2008

2. Pre-Primary Education (age group 3-4)

Basic Information

Indicator	Sex/Sort	Data	%	Year	Data Source
Number of pupils	male	3,949,481	55%	2006	PES 2005-06
	female	3,185,966	45%		
	total	7,135,447	100%		
Number of teachers	male	455	13%	2005	PES 2005-06
	female	2,950	87%		
	total	3,405	100%		
	rural	620	18%	2005	EFA GMR 2008
	urban	2,785	82%		
	total	3,405	100%		
Number of schools	public	287	27%	2005	NEC 2006 ^{vii}
	private	794	74%		
	total	1,081	100%	2006	PES 2005-06
	total	794	100%		

Access to Pre-Primary Education

Indicator	Sex	Data	Year	Data Source
Gross Enrolment Ratio (GER) %	male	53%	2005	EFA GMR 2008
	female	48%		
	total	50%		
Net Enrolment Ratio (NER) %	male	44%	2005	EFA GMR 2008
	female	39%		
	total	41%		

Teacher information

Indicator	Sex	Data	Year	Data Source
Pupil/teacher ratio	total	41	2005	EFA GMR 2008

3. Secondary Education

(Middle: Grade 6-8, Secondary: Grade 9-10, Higher Secondary: Grade 11-12)

Basic Information

Data/indicator		Sex/Sort	Data	%	Year	Data Source
Number of students	Middle	male	3,093,313	59%	2006	PES 2005-06
		Female	2,169,010	41%		
		total	5,262,323	100%		
	Secondary	male	1,251,058	59%	2006	PES 2005-06
		female	881,950	41%		
		total	2,133,008	100%		
	H.Sec	male	425,732	50%	2006	PES 2005-06
		female	427,803	50%		
		total	853,535	100%		
Number of Teachers	Middle	male	109,158	35%	2006	PES 2005-06
		female	201,595	65%		
		total	310,753	100%		
		rural	176,282	57%		
		urban	134,471	43%		
		total	310,753	100%		
	Secondary	male	164,789	45%	2006	PES 2005-06
		female	197,399	55%		
		total	362,188	100%		
		rural	145,663	40%		
		urban	216,525	60%		
		total	362,188	100%		
	H.Sec	male	35,466	51%	2006	PES 2005-06
		female	33,959	49%		
		total	69,425	100%		
rural		23,236	33%			
urban		46,189	67%			
total		69,425	100%			
Number of Schools (excludes British System schools)	Middle	public	15,255	39%	2006	PES 2005-06
		private	24,115	61%		
		total	39,370	100%		
	Secondary	public	10,425	46%	2006	PES 2005-06
		private	13,484	54%		
		total	22,909	100%		
	H.Sec	public	777	68%	2006	PES 2005-06
		private	358	32%		
		total	1,135	100%		

Access

Data/indicator		Sex	Data	Year	Data Source	
Gross Enrolment Ratio %	Middle	male	57%	2007	PSLM 2006-07	
		female	44%			
		total	51%			
		male	38%	2005		EFA GMR 2008
		female	28%			
		total	33%			
	Secondary	male	57%	2007	PSLM 2006-07	
		female	35%			
		total	48%			
		male	12%	2005		EFA GMR 2008
		female	10%			
		total	11%			
Total secondary	male	31%	2005	EFA GMR 2008		
	female	23%				
	total	27%				
Net Enrolment Ratio %	Middle	male	20%		2007	PSLM 2006-07
		female	16%			
		total	18%			
	Secondary	male	10%	2007	PSLM 2006-07	
		female	9%			
		total	10%			
	Total secondary	male	24%	2005		EFA GMR 2008
		female	18%			
		total	21%			

National Examination Results (Pass rates)

Indicator	Sex	Data	Year	Data Source
Secondary School Certificate (SSC) Grade 10	MF	66%	2006	PES 2005-06
Higher Secondary Certificate (HSC) Grade 12	MF	65%	2006	PES 2005-06

* Note: Gender disaggregated data not available

Internal efficiency

Indicator		Sex	Data	Year	Data Source
Completion rates %	Secondary total	MF	41.5	2004	UIS 2006 ^{viii}
	Middle	MF	38	2005	GED 2007 ^{ix}
Pupil/teacher ratio	Secondary	MF	32		
	total		37		

4. Literacy

Indicator	Area	Sex	Data (%)	Year	Data Source
Adult Literacy Rate (15+)	Total	male	65%	2006	PES 2007
		female	37.6%		
		total	51.8%		
		male	65%	2007	PSLM 2006-07
		female	38%		
		total	52%		
	male	64	2005	GED 2007	
	female	35			
	total	50			
	Urban	male	78%	2007	PSLM 2006-07
		female	61%		
		total	70%		
Rural	male	57%	2007	PSLM 2006-07	
	female	26%			
	total	41%			
Adult Literacy Rate (10+)	Total	male	67%	2007	PSLM 2006-07
		female	42%		
		total	55%		
		male	65%	2005	RTSE 2006
		female	40%		
		total	53%		
	Urban	male	79%	2007	PSLM 2006-07
		female	65%		
		total	72%		
		male	76.7%	2004	RES, 2007*
		female	60.9%		
		total	69.7%		
	Rural	male	60%	2007	PSLM 2006-07
		female	30%		
		total	45%		
male		56.1%	2004	RES 2007	
female		27.5%			
total		42.3%			
Youth Literacy Rate (15-24)	Total	male	76.8%	2006	PES 2007
		female	55.1%		
		total	66.4%		
		male	77%	2005	EFA GMR 2008
		female	53%		
		total	65.1%		

5. Financial Information on Education

Expenditure on Education as % of GDP

2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
1.82%	1.79%	1.86%	2.20%	2.13%	1.92%	2.42%

Source: Pakistan Economic Survey 2006-07, Finance division, Govt. of Pakistan, 2007

Total Public Expenditure on Education

	Data	Year	Data Source
As % of GDP	2.3%	2005	EFA GMR 2008
	2.4%	2005	GED 2007
As % of total Government Expenditure	11%	2005	EFA GMR 2008

Financing Education in the Public Sector (2005-06) 1\$=60Pak Rs. (Federal Govt. only)

Sector	Pak Rs. (mil.)			\$ (mil.)			%
	Revenue	Develop ment	Total budget	Revenue	Develop ment	Total budget	
Ministry of Education	2,282.8	4,520.5	6,803.3	38.0	75.3	113.4	14.95%
Higher Education Commission	10,493.4	11,700.0	22,193.4	174.9	195.0	369.9	48.76%
Federal Govt. Education Institutions	1,027.7	32.9	1,060.6	17.1	0.5	17.7	2.33%
Federally Administered Tribal Areas (FATA)	2,079.5	1,300.0	3,379.5	34.7	21.7	56.3	7.42%
Federally Administered Northern Areas (FANA)	656.5	323.8	980.3	10.9	5.4	16.3	2.15%
Azad Jammu Kashmir (AJK)	3,362.4	390.0	3,752.4	56.0	6.5	62.5	8.24%
Federal Govt. Special Education Institutions	239.0	782.6	1,021.6	4.0	13.0	17.0	2.24%
Cabinet Division	17.5	-	17.5	0.3	-	0.3	0.04%
Establishment Division	52.8	-	52.8	0.9	-	0.9	0.12%
Youth Affairs Division	-	301.5	301.5	-	5.0	5.0	0.66%
Ministry of Scientific & Technological Research	-	144.8	144.8	-	2.4	2.4	0.32%
Ministry of Women Development	-	8.1	8.1	-	0.1	0.1	0.02%
Defence Division (Pak Army, PN, PAF, Cantt. Boards)	1,332.9	-	1,332.9	22.2	-	22.2	2.93%
Ministry of Health	4.6	-	4.6	0.1	-	0.1	0.01%
Ministry of Water & Power	147.1	-	147.1	2.5	-	2.5	0.32%
Ministry of Railways	17.0	-	17.0	0.3	-	0.3	0.04%
Ministry of Interior (CDA)	5.0	-	5.0	0.1	-	0.1	0.01%
Ministry of Petroleum & Natural Resources	40.6	8.3	48.9	0.7	0.1	0.8	0.11%
Ministry of Industries & Production	199.1	-	199.1	3.3	-	3.3	0.44%
Ministry of Communications	46.3	-	46.3	0.8	-	0.8	0.10%
Ministry of Labour & Manpower	541.7	-	541.7	9.0	-	9.0	1.19%
IT & Telecom Division	246.0	-	246.0	4.1	-	4.1	0.54%
Ministry of Religious Affairs	1,937.7	-	1,937.7	32.3	-	32.3	4.26%

Sector	Pak Rs. (mil.)			\$ (mil.)			%
	Revenue	Development	Total budget	Revenue	Development	Total budget	
Pakistan Baitul Mal	229.9	-	229.9	3.8	-	3.8	0.51%
National Commission for Human Development (NCHD)	1,042.2	-	1,042.2	17.4	-	17.5	2.29%
Overseas Pakistani Division	1.9	-	1.9	0.03	-	0.03	0.004%
Total	26,003.5	19,512.5	45,516.0	433.4	325.2	758.6	100%

Financing Education in the Public Sector (2005-06) 1\$=60Pak Rs. (Provincial Governments)

Provinces	Pak Rs. (mil.)			\$ (mil.)		
	Revenue	Development	Total budget	Revenue	Development	Total budget
Govt. Punjab	6,188,189	9,256,536	15,444,725	103,136	154,276	257,412
Govt. Sindh	4,558,969	1,018,088	5,577,057	75,983	16,968	92,951
Govt. North West Frontier Province	1,438,306	3,192,623	4,630,929	23,972	53,210	77,182
Govt. Balochistan	1,368,051	1,990,581	3,358,632	22,801	33,176	55,977
Total	13,553,515	15,457,828	29,011,343	225,892	257,630	483,522

Source: Financing of Education in the Public Sector, MoE, 2006

6. Other key data

Indicators	Data	Year	
Total population	158.1 mil.	2005	
Life expectancy	63.6	2005	
Probability at birth of not surviving to age 40:	15.4%	2000-2005	
Population below income poverty line (less than \$1) :	17.0%	1990-2005	
(less than \$2):	73.6%	1990-2005	
(National poverty line)	32.6%	1990-2004	
Total fertility rate (per woman)	4.0	2000-2005	
Population with sustainable access to improved sanitation	59.0%	2004	
Annual population growth rate	2.8%	1975-2005	
Physicians (per 100,000 people)	74	1990-2004	
Population undernourished	24.0%	2002-2004	
Children (under 5 years) under weight for age	38.0%	1996-2005	
Under five mortality rate (per 1,000 live births)	99	2004	
People living with HIV/AIDS (adults)	0.1%	2005	
Telephone mainlines (per 1,000 people)	38	2005	
Mobile phone users (per 1,000 people)	82	2005	
Internet users (per 1,000 people)	67	2005	
GDP per capita (US\$)	711	2005	
PPP GDP per capita (PPP: Purchasing Power Parity) (US\$)	2,370	2005	
GDP annual growth rate	1.39%	1990-2005	
Share of income or consumption	Poorest 10%	4.0%	2002
	Poorest 20%	9.3%	2002
	Richest 20%	40.3%	2002
	Richest 10%	26.3%	2002
Official ODA received (US \$million)	1,666.5	2005	

Source: Human Development Report 2007/08, UNDP

ⁱ Pakistan Education Statistics 2005-06, AEPAM, MoE, 2007

ⁱⁱ Education For All Global Monitoring Report 2008, UNESCO, 2007

ⁱⁱⁱ Pakistan Social and Living Standards Measurement Survey 2006-07, Federal Bureau of Statistics, 2007

^{iv} Pakistan Education Statistics 2007, AEPAM, MoE, 2007

^v Retention and Transition patterns of children at School Education 1995-56 to 2004-05, AEPAM, MoE 2006

^{vi} National Education Core Indicators and Regional Comparison, AEPAM, MoE, 2005^{vi}

^{vii} National Education Census 2006, AEPAM, MoE, 2006

^{viii} UNESCO Institute for Statistics, 2006 (<http://stats.uis.unesco.org/>)

^{ix} Global Education Digest 2007, UNESCO Institute for Statistics, 2006

^x Reforms: Education Sector 2004-2007, MoE, 2007