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LIST OF ABBREVIATIONS

| | |
|--------------|---|
| AEPAM | Academy of Educational Planning and Management |
| AJK | Azad Jammu and Kashmir |
| BRDB | Biosphere Reserve |
| CIA | Central Intelligence Agency |
| CLC | Community Learning Center |
| CPD | Country Programme Document |
| CRPD | Committee to Protect Journalists |
| CRPDC | Convention on the Rights of Persons with Disabilities |
| CSO | Community Service Organization |
| DMG | Disaster Master Game |
| DRM | Disaster Risk Management |
| DRR | Disaster Risk Reduction |
| EAD | Economic Affairs Division |
| EFA | Education For All |
| EMIS | Education Management Information System |
| FAO | Food and Agriculture Organization |
| FATA | Federally Administrated Tribal Area |
| FEH | Framework for Economic Growth |
| GB | Gilgit-Baltistan |
| GDP | Gross Domestic Product |
| GEM | Gender Empowerment Measure |
| GNI | Gross national Income |
| HDI | Human Development Index |
| HEI | Higher Education Institution |
| HEC | Higher Education Commission |
| ICT | Information Communication Technology |
| IDP | Internally Displaced People |
| ILO | International Labor Organization |
| IOM | International Organization for Migration |
| IWRM | Integrated Water Resources Management |
| KP | Khyber Pakhtunkhwa |
| MAF | MDGs Accelerated Framework |
| MDG | Millennium Development Goal |



| | |
|----------------|--|
| NACTE | National Accreditation Council for Teachers |
| NAVTTTC | National Vocational & Technical Training Commission |
| NDMA | National Disaster Management Authority |
| NEP | National Education Policy |
| NPA | National Plan of Action |
| OP II | Pakistan One UN Program (2013-2017) |
| OCHA | Office for the Coordination of Humanitarian Affairs |
| PBC | Pakistan Broadcasting Corporation |
| PMD | Pakistan Meteorological Department |
| PSLM | Pakistan Social and Living standards Measurement |
| RAHA | Refugees Affected and Hosting Areas |
| SAFRON | Ministry of States and Frontier Regions |
| SC | Steering committee |
| SPA | Strategic Priority Area |
| STI | Science Technology Innovation |
| TEI | Teacher Education Institutions |
| TVE | Technical and Vocational Education |
| TVET | Technical and Vocational Education and Training |
| UCPD | UNESCO Country Programming Document |
| UNAIDS | United Nations Programme on Acquired Immune Deficiency Syndrome |
| UCT | United Nations Country Team |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | United Nations High Commissioner for Refugees |
| UNICEF | United Nations International Children's Emergency Fund |
| UNIDO | United Nations Industrial Development Organization |
| UNPF | United Nations Population Fund |
| UNFPA | United Nations Human Settlements Programme |
| UNODC | United Nations Office on Drugs and Crime |
| UNWOMEN | United Nations Entity for Gender Equality and the Empowerment of Women |
| WHO | World Health Organization |
| WNBR | World Network of Biosphere Reserve |
| WSTF | Water Sector Task Force |





EXECUTIVE SUMMARY

The UNESCO Country Programming Document (UCPD) Pakistan is an essential instrument accentuating UNESCO's voice and action in the development of Pakistan's Education, Science and Technology, Culture, Communications, and Cross-cutting areas. It highlights the roles and responsibilities of Islamabad office by incorporating the framework for coherent governance, managerial and funding mechanisms to empower and support the consolidation of Delivering as One (DaO) UN Pakistan. It also underlines the essence of the 'One UN' concept to ensure focus on outcomes, responsiveness to needs and delivery of results in coherence with other UN agencies.

This document will help the office align its future course of action with the national priority areas defined in Pakistan's Framework for Economic Growth (FEG), within the framework of the Organization's medium-term strategy (37 C/4) and its future vision—shaped by the objectives of Millennium Development Goals (MDG+), and Rio+20. The UCPD will serve as cornerstone for the Organization to strengthen cooperation with its partners and stakeholders in areas of policy coordination and support, and institutional capacity building. Such an interaction garners more importance after the 18th amendment¹ to the constitution, and the introduction of Pakistan's 10th five-year plan in 2011.

The government and UN, in this regard, have demonstrated close linkages between the FEG and One Programme II (OP II 2013-2017), to work on human rights, gender equality, youth, marginalized and vulnerable communities, governance reform, Disaster Risk Management (DRM) and sustainable livelihood. In order to increase relevance, sustainability and impact of UNESCO Pakistan actions, UCPD formulates the integration of its sectoral contributions in a manner so that they are defined through the scope, and within the sphere of, One UN Programme.

UNESCO Pakistan's key priorities and programme focus during the next five years (2013-2017) are outlined under each of the six OP II Strategic Priority Areas (SPAs) stated as: i) Vulnerable and marginalized populations have equitable access and use of quality services, ii) Inclusive economic growth through the development of sustainable livelihoods, iii) Increased national resilience to disasters, crises and external shocks, iv) Strengthened governance and social cohesion, v) Gender Equality and Social Justice, vi) Food and nutrition security for the most vulnerable groups.



¹ An Act approved by Pakistan's Parliament (2010-2011) which devolved most of the federal ministries, transferring their legal and administrative authorities to provinces

PART I

Situation Analysis



Pakistan is a country with enormous resources—human as well as natural—but limited exploitation capacity. Over the past decade it has had its fair share of geo-political turbulence, internal instability, nature’s test and democratic experience. Over that period, Pakistan’s track record in meeting MDGs remains less than impressive. This translates into various development challenges that the country now faces, which range from, poor economy, growing poverty, illiteracy, gender disparity, environmental degradation, deteriorating health conditions, etc. The education sector faces issues in management and governance, stemming disparity in the education system, and in access and provision of services. Likewise, policy implementation and challenges related to management of water resources, energy, climate change and environment confront the natural science sector. Pakistan, though bestowed with an extremely rich culture, falls short in conserving its expansive tangible and intangible heritage. The communications and information sector is marred by straggling access, safety and enforcement of the freedom of expression. Other issues relate to the implementation of the country’s new 18th Amendment, effective mechanisms for DRM, countering the prevalence of gender inequality, and caring for youth and human rights.

1.1 Country Overview

Pakistan became part of the UN System in September 1947, a month after its independence. The country has been hosting UNESCO since September 1958, initially in Karachi as the Regional Center for Reading Material in South Asia, and today as the UNESCO National Office in Islamabad. During its 65 years of existence, Pakistan has gone through several transformations in political, demographic, social and economic spheres. The country has experienced successive direct and indirect wars, spells of democratic and undemocratic governments, and fluctuating economic growth rates. Post 9/11 brought Pakistan back to the center of international attention as a front-line state in the War on Terror, whose impact is strongly felt in the country’s socio-economic and political domains.

These challenges have been further exacerbated by natural disasters, along with an internal mass exodus due to the security situation. Despite all these exigencies, Pakistan’s democratic system has struggled to remain intact. In March 2013, for the first time in the country’s history, the elected parliament completed its constitutional term. It





also passed crucial women-empowerment bills and power-sharing mechanisms, highlighted by the devolution of power to the provinces. Furthermore, Pakistan—in addition to the traditional power centers, i.e. the government and the Establishment—saw the emergence of three important pillars of the governance system namely: an independent judiciary, a vigilant media and a vibrant civil society.

Emergence of unforeseen challenges on multiple fronts dampened the positive economic trajectory that Pakistan had achieved since 2002. Such stresses slowed down some of the likely achievable MDGs, and the past headway on development, poverty reduction and education (see *Table: A for Pakistan's major indicators*). For a country of 180 million people, with high strategic geopolitical importance, such a lag in development indexes poses a risk of instability not only for South Asia, but also for the international community as a whole.

Governance and economic challenges were aggravated by recurrent natural disasters. For instance: the 2005 earthquake killed more than

73,000 people in Khyber Pakhtunkhwa (KP) and Gilgit Baltistan (GB). Floods in 2010 affected 20 million people and inflicted damages worth US \$10 billion to the economy,² while the 2011 floods affected 9.24 million people, and caused 520 deaths in Sindh and Balochistan.³ Natural and man-made disasters resultantly brought enormous physical, psychological and economic strains to the infrastructure, people and economy of this country.

More than 68 per cent of Pakistan's population is under the age of 30.⁴ The country's demography is experiencing a rare youth bulge, which could represent both opportunities and challenges—considering that a considerable number (32 per cent of youth) are uneducated, possessing no life skills.⁵ Despite a deceleration in the country's population growth rate (from 3 per cent to 1.55 per cent) in recent years, the youth cohort (age 15-29 years) has increased by 1.8 million in 2008-09 from that of 2006-07 figures—constituting 27.63 per cent of the total population.⁶

Women in Pakistan need education and empowerment for inclusive engagement in order to act and contribute to society as an equal and effective pillar. Legislative support, institutional protection, societal inclusion, and attitudinal change, are needed on the part of society as a whole to allow women to stand at their rightful place as equal decision-makers in family, community and the national level.



Heritage in Young Hands © UNESCO / Nlqpbai

2 World Bank – DNA, 2010
3 Pakistan Economic Survey, 2011
4 Framework for Economic Growth, 2011
5 Ibid
6 Ibid

Table A: Country Context Key Indicators

| Key Indicators | Figures |
|---|---|
| Population | 180.08 million (2009) |
| Population Growth Rate (Avg. annual) | 2.1% (2010-2015) |
| Urban Population | 35.9% (2010) |
| Urban Population Growth Rate (Avg. annual) | 3.1% (2010-15) |
| GDP | \$160.257 Billion (2009) |
| GDP Growth Rate (At constant 1990 prices) | 3.7% Annual (2009) |
| GDP/Capita | \$886 (2009) |
| GNI/Capita | \$913 (2009) |
| Employment in Sectors | Industry: 21%, Agriculture: 43.6% (2009) |
| Unemployment (% of labor force) | 5.2% (2009) |
| Labor Force Participation | Adult Male: 84.9%, Adult Female: 21.7% (2009) |
| Sex Ratio (Males/100 Females) | 106 (2010) |
| Life Expectancy at Birth | 68.3/67.6 (Females/Males) 2010-2015 |
| Fertility Rate (Live births/woman) | 3.6 (2010-2015) |
| Infant Mortality Rate/1000 Live Births | 57.4 (2010-2015) |
| Contraceptive Prevalence (Age 15-49) | 27% (2006-2009) |
| Literacy Rate* | 56% (male: 67%, female: 38% (2010)) |

Source: UN Data, <http://data.un.org/CountryProfile.aspx?crName=PAKISTAN> (accessed on 21 March 2013)

*UNESCO Situational Analysis of the Education Sector (December 2011)



1.2 Development Challenges

Since independence, Pakistan's economy has experienced a series of boom-bust cycles. Nevertheless, for most of this period its overall economic growth (average 4.2%) remained above the world average.⁷ Such wavering performance corresponds to different eras of domestic and geo-political developments. Since 2000 though, Pakistan's economy has performed well and the country was ranked second best in South Asia (average 6.8%), and its stock markets rated among the best in the world until the onset of the global financial crisis in 2008.⁸ Lately, inflation, rising commodity and fuel prices, energy shortages and successive natural disasters have had a negative impact on growth that hovered around 2.7% in 2011.⁹

Like the rest of Asia's developing economies, Pakistan is experiencing a surge in urbanization. The population living in cities has seen a seven-fold increase in 60 years, and at 37% today it makes Pakistan the second most urbanized country in South Asia.¹⁰ The subsequent birth of meta-urban development has paved the way for resource concentration and increased economic activity. In parallel though, it also brought challenges to the country's developers and policy makers ranging from: urban poverty, lack of space, utilities, housing, waste management, etc. Pakistan's urban system is further weakened by incessant rural influx, lack of resources and near-absence of urban planning and management.

Apart from the changing dynamics of the Pakistani economy, the country's population explosion is seen as another major factor behind urbanization. The country's population growth rate has historically remained high at 3%, and although the fertility rate has reduced in recent years (1.55% in 2011), the momentum generated over preceding decades continues to pour into the labor force by 3% annually.¹¹ Pakistan's demographic cycle should reach its peak in 2030, when the working-age population touches 67%, and dependency ratio will be at its lowest.¹² To absorb such an influx requires GDP to grow from 7

7 One Programme II, 2013

8 Framework for Economic Growth, 2011

9 State Bank of Pakistan, 2011

10 Pakistan Economic Survey, 2011

11 Framework for Economic Growth, 2011

12 One Programme II, 2013



per cent to 8 per cent annually.¹³ Such increased economic output will only be achieved if the country is able to establish vibrant markets and an enabling environment, achieved through sustained human capital investment. This will create a new productivity paradigm away from the brick and mortar traditions, and centered on technology, entrepreneurship and innovation.

On the Human Development Index, Pakistan made some impressive strides between 2005-2009 gaining 18 places. However, by 2010 it dropped back 20 places, leaving it 145th among 187 countries.¹⁴ Of the 32 Millennium Development Goals (MDGs), Pakistan lags behind on 19 indicators, is off-track on 4 indicators, on-track on 3 indicators and ahead on 6 indicators (see Table: B for Pakistan's MDG progress). Among these, the Education sector fares the poorest despite some improvements from 2004 to 2008. The Pakistan Education Task Force 2011 reported the country's education system as being the least effective in the world. The report estimated that 1 in 10 of the world's primary aged, not-in-school children live in Pakistan (globally placing it 2nd worst in out-of-school children). It also indicates that nearly 30 per cent of the country's population lives in extreme educational poverty, i.e. less than two years of education in their lifetime. Furthermore, those admitted to schools suffer from massive drop-out rates before they reach Grade 5 (63 per cent boys, 77 per cent girls, 2011).¹⁵

The problem in education is more glaring along gender lines, where fewer than half of the country's females ever go to school. Such a disparity exists due to societal customs that prevent girls from going out, fewer schools and colleges for women, early age marriages, and lack of employment opportunities for women after education, etc. This "Education Emergency" (as coined by Pakistan Education Task Force, 2011) is equivalent to an estimated lost-yield to the economy on the scale of a flood every year. And, while the country needs to spend 4% of GDP on education to just be on track for the MDGs, its budgetary proportion has rather shrunk from 2.5 % in 2006 to around 2% in 2011. In the long run, uneducated children are a loss of otherwise valuable and productive citizens. All of these factors have heightened the need to call a state of emergency in education. Every child (including children of Afghan refugees) not only has the right to learn, but must be induced with incentives to attend to school.¹⁶



13 Ibid

14 Human Development Report, 2010

15 UNESCO Situational Analysis of Education Sector in Pakistan, 2011

16 UNHCR, 2013



Historically, Pakistan has been an overwhelming agrarian country with agriculture contributing the most in terms of both the economy and occupations. However, today there has been a shift towards the services sector, which now constitutes more than half of GDP, while the traditional contribution from agriculture has shrunk to only 20 per cent.¹⁷ This shift has had major implications on the country's conventional productivity, investment and employment dynamics – as the sub-sectors denoted by services have technically proven to be more value-added and resilient in tough circumstances than conventional agriculture and manufacturing. On the trade front, Pakistan has hopped from import-substitution to export-orientation, and then back to protectionist regimes. Such waffling leaps generated patterns that defied long-term growth consistency, and practically stagnated the percentage of trade-to-GDP over the past 30 years.¹⁸ Similarly, the tourism industry has been hit by incessant setbacks, ranging from law and order safety issues and the lack of infrastructure and promotion, rendering cultural tourism and the associated livelihood opportunities virtually in shambles.

Table B: Millennium Development Goals (Pakistan's Progress)

| MDG Indicators | 2008-09 (Legends) ¹⁹ |
|---|---------------------------------|
| 1. Eradicate Extreme Poverty and Hunger | |
| Prevalence of underweight children under 5 years of age | Lag (worsened since 2006) |
| Proportion of population below minimum level of dietary consumption | Lag (worsened since 2006) |
| 2. Achieve Universal Primary Education | |
| Net primary enrollment ratio (%) | Lag |
| Completion/survival rate: 1 grade to 5 (%) | Lag |
| Literacy rate (%) | Lag |
| 3. Promote Gender Equality & Women Empowerment | |
| Gender parity index (GPI) for primary and secondary education | Slow |
| Youth Literacy GPI | Slow |

17 Framework for Economic Growth, 2011

18 Ibid

19 Table legends explained:

Ahead: Leading the MDGs as of 2009 measures (Likelihood of achieving 2015 targets ahead of time)

On Track: Likelihood of achieving the targets by 2015

Slow: Lackluster progress (Concerted effort required to catch up 2015 target)

Lag: Falling behind the MDGs (Unlikely to reach 2015 targets)

Off Track: Reversal of success in MDGs achieved till 2008 (Highly unlikely to reach 2015 targets)

| MDG Indicators | 2008-09 (Legends) ¹⁹ |
|--|---------------------------------|
| Share of women in wage employment in the non-agriculture sector | Slow |
| Proportion of seats held by women in national parliament | Ahead |
| 4. Reduce Child Mortality | |
| Under 5 years | Lag |
| Infant mortality rate | Off Track |
| Proportion of fully immunized children 12-23 months | Lag |
| Proportion of under 1 year children immunized against measles | On Track |
| Lady Health Workers' coverage of target population | On Track |
| Proportion of births attended by skilled birth attendants | Lag |
| Contraceptive prevalence rate | Lag |
| Total fertility rate | Lag |
| 6. Combat HIV/AIDS, Malaria and other diseases | |
| HIV prevalence among 15-24 year old pregnant women (%) | Ahead |
| HIV prevalence among vulnerable group (active sexual workers) (%) | Ahead |
| Proportion of malarial risk population using effective prevention/treatment techniques | Lag |
| Incidence of tuberculosis per 10,000 population | Lag |
| 7. Ensure Environmental Sustainability | |
| Forest cover including state owned and private forest and farmlands | Lag |
| Land areas protected for the conservation of wildlife | On Track |
| GDP (at constant factor cost) per unit of energy use as a proxy for energy efficiency | Slow |
| Number of vehicles using CNG | Ahead |
| Proportion of population (urban and rural) with sustainable access to safe water | Lag |
| Proportion of population (urban and rural) with access to sanitation | Lag |

Source: <http://www.pc.gov.pk/hot%20links/PMDGs2010.pdf> (accessed on 18 June 2012)



1.3 Education

Despite the youth bulge phenomenon and burgeoning younger population, Pakistan has not progressed satisfactorily in social sectors, especially in education. With nearly half of the adult population unable to read or write, opportunities for acquiring better skills for higher productivity and earnings are constrained. School enrolments are low and dropout rates too high. Budgetary allocation for education has markedly shrunk in recent years, which has not only widened the disparity, but also hindered the provision of quality services. On the legislative front, the passing of the 18th Amendment/Article 25-A has devolved the education portfolio, which presents both a challenge due to a lack of capacity at the provincial level, and an opportunity to actualize the constitutional commitment for the Right to Education).

1.3.1 Governance and Management in Education Sector

Low budgetary allocation for education (2.1% of GDP), with an even lower rate of actual expenditure (1.5% of GDP), is adversely affecting progress in access to education, as well as improving its quality.²⁰ According to the National Plan of Action 2013, a total of 5.06 million additional students will be enrolled during 2013/2014 – 2015/2016, with an outlay of around \$1.89 billion. This would mean the net and planned additional enrollment of 5-9 year old children would reach 91 per cent.²¹ This additional student population would create a serious resource constraint, which will restrict possible improvement in education indicators. Moreover, the current limited budgetary allocation is spent mostly on recurrent overhead costs—mainly salaries and day to day operational costs. This leaves very little budget (less than 10% of education budget) to up-grade services and make quality improvements such as, teacher training, curriculum development, provision of school facilities, and monitoring and supervision of educational programmes.

After the 18th Amendment of the Constitution, the functions of the Ministry of Education (along with those of fifteen other ministries) have been devolved to the provinces. It was expected that in the initial phase, adjustment and capacity issues would pose major challenges

20 UNESCO Situational Analysis of Education Sector in Pakistan, 2011

21 National Plan of Action to Accelerate Education-Related MDGs 2013-16, Ministry of Education, Trainings and Standards in Higher Education, 2013



to the current stream of educational policies and projects. This is due to provincial lack of capacity and experience, especially in matters of policy formulation, planning, and management of programmes, particularly at the tertiary level. The devolution thus provides both an opportunity and challenge for UNESCO.

1.3.2 Disparity

Despite relatively improved economic growth during most of the past decades, Pakistan has not progressed satisfactorily in social sectors, especially in education. With an adult literacy rate at only 58 per cent, nearly half of the country's population is unable to read or write.²² Furthermore, equity and equality in education is another major issue. The percentage of population that ever attended school is higher for urban (75 per cent) than rural (49 per cent) areas. The same is true across the gender divide, where males (70 per cent) are more educated than females (47 per cent).²³ According to National Plan of Action to Accelerate Education-Related MDGs 2013-16, among children who never attended school²⁴ the most predominant reason for girls is "parents did not allow" (40 per cent), followed by "too expensive" (16 per cent), "child not willing" (10 per cent) and "too far" (9 per cent). For boys, the reasons are a bit different, with "child not willing" (37 per cent) being the predominant reason, followed by "too expensive" (21 per cent); and "has to help at work" (10 per cent). These are among the challenges to Pakistan's socio-economic and policy level institutions, which considerably limit the capacity of society as a whole in acquiring skills and technical knowledge. To help overcome these disparities, UNESCO has an opportunity and great responsibility to engage with the government and community, for mass sensitization, proactive planning and policy implementation.

The ratio of out-of-school children presents only one of the challenges for Pakistan's education system. Another challenge is the massive dropout rate. According to Pakistan Education Statistics 2012, the total primary level enrollment is 17.3 million students, and the net primary enrolment rate of age 5-9 year old children is 57 per cent for boys, 43 per cent girls.²⁵ And, there are 6.7 million out-of-school children (44 per cent boys, 56 per cent girls). Nevertheless, school enrollment does not guarantee completion of primary schooling; the survival rate at

22 PSLM, 2012

23 National Plan of Action to Accelerate Education-Related MDGs 2013-16, Ministry of Education, Trainings and Standards in Higher Education, 2013.

24 According to National Plan of Action to Accelerate Education-Related MDGs 2013-16, out-of-school children are broadly classified into two groups: (i) children who have never attended school; and (ii) children who dropped out-of-school before completing primary school.

25 Ibid



primary level (reaching Grade 5) of new entrants is just over 70 per cent (71 per cent boys, 68 per cent girls).²⁶ For those who survive the primary level, there are roughly 28,664 secondary level schools (39 per cent public, 61 per cent private).²⁷ The enrollment at this level is approximately 2.68 million (57 per cent boys, 43 per cent girls). Thus, only 15 per cent of children who enroll at the primary level make it to the secondary level.²⁸ For girls, some of the major reasons for such a high attrition rate at the primary level are: “child not willing” (14 per cent), followed by “parents did not allow” (10 per cent) and “too expensive” (7 per cent). For boys, too, the predominant reason is “child not willing” (26 per cent) but this is followed by “had to help at work” (7 per cent).²⁹ At the macro level, this signifies a lack of awareness among communities and parents—especially among those marginalized and/or poor—and vast inequalities in access to basic social services between urban and rural locations.

There is another issue of stark disparity between disabled and non-disabled people in the country. About 2.49 per cent of the population is physically, sensory or intellectually incapacitated. This demands the meeting of educational needs to harmonize learning opportunities for persons with such disabilities.³⁰ In line with achieving the preconditions for equal participation, the government produced a national Policy for Persons with Disabilities (2002) and the National Plan of Action (2004). The country possesses a total of 51 institutions for the disabled, all located in urban areas.³¹ Of these, 50% institutions offer education at the primary level, 15 offer middle level education and the rest offer secondary education.³² Total enrollment in these institutions is 4,295 (65 per cent boys, 35 per cent girls).³³ An overwhelming majority (86 per cent) of students are enrolled in pre-primary and primary classes.³⁴ Here, UNESCO is acting to build capacities of civil and public institutions in accordance with its agreed-upon Salamanca Accord on the Principles, Policy and Practice in Special Needs Education and Framework for Action.³⁵

Pakistan has been hosting Afghan refugees for three decades now, currently with some 1.7 million registered Afghans living in urban and rural areas of the country, while 3.7 million have returned to Afghanistan

26 Ibid

27 Pakistan Education Statistics, 2012

28 Ibid

29 National Plan of Action, 2013

30 UNESCO Situational Analysis of Education Sector in Pakistan, 2011

31 Ibid

32 Ibid

33 Ibid

34 Ibid

35 World Conference on Special Needs Education: Access and Quality, Spain 1994





in the last 10 years.³⁶ Out of this refugee population, 50 per cent are under the age of 14, whereas 70 per cent are under the age of 18 years.³⁷ To help them meet basic needs, Pakistan has been facilitating the provision of education services to refugee children. Regardless of these efforts, the illiteracy rate is still very high among Afghan refugee children. Only 55,000 (3.4%) of 1.61 million registered Afghan refugees have completed primary education, whereas 120,000 (19%) Afghan refugee children of age between 5 and 16 years are enrolled in primary school, of which only 4% of girls and 6% of boys complete the primary education cycle.³⁸

1.3.3 Access and Service Provision

The most striking feature of Pakistan's education system is its inherent inequalities. With low net-primary enrollment rates, the country suffers from an estimated 6.7 million primary-aged out-of-school children,

36 UNHCR, 2011

37 UNHCR, 2013

38 Ibid

mostly girls.³⁹ Poor quality of education due to teacher absenteeism, untrained trainers/educators, unavailability of textbooks and other teaching and learning materials, outdated curriculum, and lack of community involvement are among the factors adversely affecting the situation at the primary level. This absence of quality public education has allowed for the creation of a parallel stream of private schools catering to different socio-economic classes in the country.

Despite a massive difference between the enrollment figures at the primary and secondary levels, Pakistan saw a nation-wide increase in net high school enrollment rates for ages 14-15 during 2004-2010, by an average of four percentage points annually. This rise in enrollment is mainly attributed to an increase in per-capita income of an average middle class family during the same period.⁴⁰

At the level of higher education, Pakistan has a total enrollment of over 1.108 million students annually at 139 tertiary education institutions, 67 per cent of whom are male and 33 per cent of whom are female).⁴¹ According to a Pakistan Council for Science and Technology survey 2009, there are 44,639 researchers attached to Higher Education Institutes (HEI). The major impetus for expansion



in this sector was provided during the 2002-08 era, when the Higher Education Commission's (HEC) share of the budgetary allocation in GDP was increased from 0.53 per cent to 1.50 per cent. During this period the number of research publications rose from 630 in 2002 to 2,863 in 2008 (PCST, 2009). However, despite the formulation of the National Education Policy 2009, and the proposed rise of the Higher Education budget to 5% (supposedly in 2010 and then to 7% in 2015), HEC suffered 40 per cent cuts in 2010 (shrinking its GDP ratio to 0.95 per cent). Thus, the envisioned increase in the Higher Education enrollment rates to 10 per cent by 2015, from the current 3.7 per cent, remains elusive.

According to Pakistan Education Statistics (2011- 2012), the country has 3,257 Technical Vocational Education (TVE) institutes of which roughly 30 per cent are public and 70 per cent are privately run. Net enrollment in these institutions is 289,000 (44 per cent public, 56 per cent private), distributed into 62 per cent male, and 38 per cent female students. Enrollment in TVE is far from being satisfactory as the system is marred with structural flaws which make its graduates ill equipped for the exceedingly competitive national and international job market. Nevertheless, some effort in bridging the gap is being made by its regulatory body, the National Vocational and Technical Training Commission (NAVTTTC), which is responsible for promoting linkages among various stakeholders to address the challenges faced by Technical and Vocational Education and Training (TVET). These measures include training and skill enhancement at the individual level, and initiating campaigns for promoting public-private partnerships. NAVTTTC has also renewed its focus on disadvantaged groups and economically disadvantaged regions.

Community development programmes, in one shape or the other, have been running in Pakistan for the last many decades. These interventions include literacy or non-formal education, with most focusing on income generation activities, while others emphasize capacity building of the local communities. The optimum utilization of collective wisdom—evident in traditional social gatherings like Jirga, Panchayet, Chopal, etc. in rural culture—forms the basis of community learning centers (CLCs). The CLC concept is based on the principles of such long-established clusters, providing opportunities for non-formal, continuing education, life-long learning (knowledge, information, values), and skills training programmes in response to the needs identified by the local communities. In Pakistan, generally non-formal education is provided through the schemes of non-formal basic education, community/home schools, adult/functional literacy centers and vocational/skill training centers.



Religious schools/deeni madaaris, on the other hand, are centers for teaching traditional theological subjects. These are mostly run on voluntary contributions of financial and labor resources. The government is acting to bring these madaaris into the mainstream by introducing science, mathematics and computers. This urgent need to revamp their institutional setup is due to the powerful role they play in imparting basic education, apart from their susceptibility to drift into extremism. Their reach and influence is evident from their expansive network (13,705 schools: 4,501 males only, 2,052 females only, 6,522 mixed) and staggering enrollment of over 1.76 million (1.09 males, 0.66 females students annually).⁴²

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42 PSLM, 2013



1.4 Natural Sciences

“Starting from a humble beginning, the country inherited a paltry infrastructure for science and innovation at its Independence. Pakistan made considerable initial progress by commissioning four strategic councils, which also proved to be the backbone of the country’s scientific research base, namely Pakistan Council for Scientific and Industries Research, the Food and Agriculture Council, the Medical Research Council, and the Pakistan Atomic Energy Commission” (Osama, Hassan, Chatha 2010).

The renaissance of Science and Technology as the driver of economic growth happened in the post-2002 period when the government increased the country’s S&T budget by 6,000 per cent to \$120 million over three years (see Box: 1). Increased focus on higher education clearly turned around the universities both in number and quality, but such a progress could not be matched on other R&D fronts. This momentum was lost in 2009 when the new government slashed HEC’s funding by 40 per cent, and Ministry of Science and Technology budget by half.

STATUS OF SCIENCE AND TECHNOLOGY IN PAKISTAN

A Pakistan Council for Science and Technology survey puts the total number of S&T workforce at around 130,000. Of this, more than 53,000 are researchers, 13,000 are technicians, and around 64,000 are support staff. Out of the 53,000 scientists, about 14 per cent are specialized in agriculture, 16 per cent work in medicine, 18 per cent work in engineering, 24 per cent work in natural sciences, 14 per cent in social sciences, 10 per cent in humanities, and the rest in miscellaneous fields. Pakistan has 162 researchers per million of its population which compares slightly better than India with 140 per million, but fair poorly among the group of other developing countries.

Of all the scientists active in the public sector, S&T organizations and Higher Education Institutions (2008-2009), only 5,205 (or less than 10 per cent) had doctorate degrees. In the early 2000’s, less than 30 per cent of the faculty in public sector HEIs had research degrees. Since 2003, HEC embarked on an ambitious task for creating scientific manpower, in particular, PhDs in natural sciences, computer sciences and information technology, and engineering - primarily in public sector universities. More than 2,700 foreign PhD scholarships were awarded, and a programme of creating 5000 “indigenous” PhDs was initiated within the country. Concerns about the quality of PhDs produced by local universities notwithstanding, collectively, these programs have re-energized the pipeline of scientific human resource within the country, with more than 8,000 PhDs expected over the next three to five years.

Source: Atlas of Islamic World Science and Innovation – Pakistan Country Report: Individual Brilliance, Collective Failure



1.4.1 Policy Advocacy

Pakistan released a new S&T policy in 2011, with a renewed focus on Technology and Innovation as the engine of social and economic growth. However, the establishment of the envisioned ST&I paradigm needs facilitation in the spheres of policy coordination and support, institutional capacity-building and project assistance. At a functional level, the country is faced with new challenges—after the devolution process—of transferring the ‘execution’ of the Federation’s S&T programmes to provincial institutions, which being nascent lack the capacity to formulate, coordinate and effectuate those plans into actions. UNESCO, in this regard, plays a role in forging a well-defined policy roadmap for the new S&T archetype, and could further its participation in the development and execution of practical, accomplishable action-plans. At the project level, UNESCO, in collaboration with its partners, could opt to assist critical social initiatives at the grassroots, by not only scaling-up the capacity to act and respond effectively, but also by broadening the reach of individual initiatives for wider impact.

1.4.2 Climate Change and Environment Protection

According to the Climate Change Vulnerability Index 2010, Pakistan ranks among the top 10 most threatened countries in the world. The estimated cost for the country to adapt to these changes is \$10.7 billion per year for the next 40-50 years (OP II, 2013). This investment is needed for the efficient utilization of natural resources, their management and planning. It is also for the successful execution of a regulatory regime, so that the system’s unproductive and wasteful leakages due to systemic inefficiencies can be plugged. Environmental degradation is estimated to cause a loss of 3 per cent to Pakistan’s GDP annually. These troubles are exacerbated by the growing problems of deforestation, desertification, soil erosion, drop in water table, and the contamination of ground and river water.

1.4.3 Water Resource Management

Pakistan, being an agrarian country, relies heavily on its rivers and ground water to employ and feed its people. According to World Bank Report 2006, the country is fast moving from being water-stressed to water-scarce land. The report also points out that 38.5 million of its people do not have access to safe-drinking water, 50.7 million do not have proper sanitation, and 60 per cent of child mortality cases are water-related. Rising population, urbanization, excessive pumping



of groundwater, and construction of dams on upper streams have exacerbated the already alarming situation. Unless massive efforts are made at policy and implementation levels to address the issue of water, conservation and wastage cannot be addressed. UNESCO, for its part, has remained active on the policy advocacy and mobilization fronts by engaging in international forums like the Friends of Democratic Pakistan's Water Sector Task Force (WSTF) for the implementation of the country's Water Strategy, and by establishing UNESCO Water Chairs and Category-II Centers in the country.

1.4.4 Energy Management

Challenges related to water and the environment are expected to grow with growth in the economy. Pakistan is already encountering 5,000MW of electricity shortage, levying a loss of \$5.8 billion per month to different sectors of its economy, while 30 per cent of the population has no access to electricity, and 80 per cent of the population has no access to natural gas (OP II, 2013). Fuel imports for running thermal power units are evidently painful. At \$11 billion it already eats up one-third of the import bill, and is a major factor behind the widening budget deficit. Lack of foresight in energy projections, half-hearted reforms in the water sector, and lack of crucial policy and project execution is making Pakistan's economy increasingly uncompetitive and unattractive to foreign investors in its own region and globally.

1.5 Culture

Pakistan boasts an extremely rich culture, an amalgam of diversified people and numerous languages. It hosts the relics of some of the most ancient civilizations (Soan Valley antiquity dates back to two million years). Its culture embodies hues of the Persians, Caucasus, Scythians, Arabians, Buddhists and many others, who brought with them their peculiar traits during periods of conquest and trade through the legendary silk route. The confluence of different peoples and regions bestowed this land with more than 50 regional languages, and gave birth to Pakistan's national language, 'Urdu', which is a mix of five dialects. Other appealing features of this culture include traditional dances, music (23 local musical instruments), poetry, handicrafts and an unmistakable architecture.



1.5.1 Intangible Cultural Heritage

Literature, music and art constitute three spectacular pillars of the Pakistan's intangible cultural heritage. Local poetry has its origin from Persia, and it is embodied into regional music producing a fusion of local folk music, Qawali and Ghazals. Pakistan's different regions have their own individual dance styles, Bhangra, Jhumro, Kathak, Dhammal, etc., which are performed on various religio-cultural occasions such as Holi, Nowruz, and Basant. Cultural industries such as handicrafts are still in their infancy, but the country's rich cultural heritage suggests tremendous potential for growth. Pakistan needs to improve its share of cultural tourism, support creative industrialization, and accelerate the process of culture reforms in order to encourage livelihood opportunities.



1.5.2 Cultural and Natural Heritage

Pakistan has inherited a mix of Greco-Buddhist, Arab, and Persian architectural traditions that influence its historic and modern construction designs. It also hosts some of the most spectacular monuments, spread all across the land, of the pre-Islamic Indus civilizations, the Moghul empire and the Victorian era. Although Pakistan ratified the 1972 UNESCO Convention concerning the protection of the World Cultural and Natural Heritage (World Heritage Convention), the public appeared to have been largely unaware of the historical significance, splendor and archeological uniqueness of several of the country's significant assets. Furthermore, decades of negligence and poor governance has steadily deteriorated the country's natural and cultural treasures, and the current situation presents serious cause of concern in view of brewing environmental threats, modernization pressures and general ignorance. The Government of Pakistan included eighteen cultural heritage sites on its Tentative List (see Annex: I) in 2004. Sites are added after the proposals are put forth by each provincial government. For instance, the Kalash Valley and Udigram Mosque were recommended by the KP government, etc. These limited sites, nevertheless, barely represent the immense diversity and array of natural heritage sites spread all across the country.

Pakistan also has huge tourist potential that remains untapped. A tourism master plan prepared in 2000 classified only 13 per cent of international arrivals into Pakistan as tourists, and even this number has reduced significantly after the deterioration of the general security

environment.⁴³ Still, a number of these cultural and natural heritage sites are very popular recreational areas for local communities and national visitors and have the potential to be further developed.

1.5.3 Return of Illicitly Trafficked Cultural Property

Pakistan has a rich cultural heritage, which like that of many of its neighboring countries, has been the target of looting, theft and illicit exportation. Aware of the importance of the country's cultural properties, the Federal Department of Archeology and Museums, through the Ministry of Foreign Affairs collaborated with UNESCO's Secretariat on several occasions to facilitate the return of illicitly trafficked items, most recently a case involving an allegedly smuggled Gandharan statue at Christie's New York in 2011. Under the UNESCO Convention, Pakistan has already succeeded in recovering 38 Bhuddhist Gandharan sculptures, as well as other antiquities from the United States since 2005 (now displayed at Swat Museum, Saidu Sharif). KP being the worst affected province in antiquities smuggling, it has become the biggest beneficiary of such arrangements. A bilateral agreement between the United States and Pakistan is being discussed for further streamlining the return of cultural relics to Pakistan in the future.

1.6 Communications and Information (CI)

Freedom of expression in Pakistan is under serious threat. The number of journalists attacked and/or killed has seriously affected the environment to exercise this basic freedom. In 2012, Pakistan was ranked 3rd after Syria and Somalia by the Committee to Protect Journalists (CPJ) in terms of killing journalists, making it a global concern for the whole UN System and Human Rights watchdogs. As a result, a chief executive board-based, UN system wide, implementation strategy has been drawn to combat impunity issues and ensure a safer and more free environment for press and media. Pakistan is one out of five pilot countries around the world to implement the UN Action Plan on Safety of Journalists, of which UNESCO Pakistan, under the auspices of the one UN system, is a lead agency.

On the other hand, in the 18th Amendment, a new Article 19-A was inserted in the Constitution acknowledging citizens' Right

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43 UNESCO Situational Analysis of Culture in Four Provinces of Pakistan, 2011



to Information. The Right to Information has become particularly relevant today for guaranteeing human rights, for sustainability of the environment, for the right of political participation and for the fight against corruption. However, implementation of the Article in its true spirit has yet to be realized, as the documents excluded-for-record is too vast, with large areas of exceptions.

The media in Pakistan has come a long way in establishing itself as a largely independent, vigilant and vibrant entity. The country's CI landscape boasts a pluralistic mix of 69 functional channels – 20 of which air news (UNESCO, 2011).⁴⁴ In the tribal and rural areas of the country, radio remains the primary and most consumed form of media. However, the Pakistan Electronic Media Regulatory Authority has issued 138 FM licenses, out of which 115 radio channels are functional.⁴⁵ The state-owned Pakistan Broadcasting Corporation's (PBC) Radio Pakistan and FM 101 has by far the largest outreach, with 31 stations covering almost 80 per cent of the territory and reaching 173.7 million people.⁴⁶ Watching TV still remains an expensive proposition, in general rural settings, and due to discouragement by extremist groups in Federally Administered Tribal Areas (FATA). The internet is also a remote option as the service is hardly available in large parts of the country, and, wherever it is available, it often remains inaccessible due to severe power outages. Mobile phones, however, have become an accessible and affordable communication tool even in remote areas of Pakistan.

The collection and distribution of news remains a difficult task in the semi-autonomous FATA, and regions of Balochistan, as they remain a hotbed of militant and insurgent movements. Such regions remain the toughest news-beat for journalists. The Committee to Protect Journalists reports the loss of thirty-six journalist's lives since 2001. This fatality rate is among the highest in any conflict zone.

1.7 Cross Cutting and Emerging Issues

Pakistan, with a population of 180 million, a challenging geo-political location and circumstances, faces difficulties in handling its underway devolution process, recurrent natural disasters, burgeoning youth

44 UNESCO Situational Analysis of 'Right to Information' in the Communication and Information Sector in Pakistan, 2011

45 Ibid

46 Ibid



population and human rights conditions. The 18th Amendment—due to lack of provincial capacity—has put micro-governance under considerable strain. Earthquakes and repeated floods overwhelm the weak national response capacity, and have strained entire communities already struggling with internal conflicts and a weakened economy. This state of affairs also highlights the predicament that the country is facing in under-utilizing the enormous youth potential, along with the struggle to de-marginalize women and protect human rights.

1.7.1 Governance and Devolution

After 39 years since the birth of Pakistan's Constitution, the Parliament in 2010 took a significant step towards the decentralization and devolution of power. The 18th Amendment to the Constitution elevates the federating system of governance to the next level, and has broad-based implications in the country's political domains, policy development, governance and project implementation. The amendment, though rewarding, comes with intricate complexities such as, lack of capacity at the provincial level in absorbing and executing new responsibilities, fear of in-coherence between different federal units, conspicuous gaps in capacity, disparity among provinces, and a shared concern over national reporting standards on international conventions, treaties, protocols and commitments. However, to keep strategic decision-making within its ambit, the federal government has kept the Ministry of National Heritage and Integration within the new Ministry of Information, Broadcasting and National Heritage. Under Rules of Business, "Cultural pacts and protocols with other countries" and "International agreements and assistance in the field of archeology, national museums and historical monuments declared to be of national importance" remain with the federal government. Under the Constitution, all sites and monuments owned by the federal government, remains the property of the Federation. Likewise, the Ministry of National Heritage and Integration has been assigned a new role to extend technical support to the provinces in areas where they require assistance.

1.7.2 Disaster Risk Management

In recent years Pakistan has been hit by successive external shocks, ranging from Taliban militancy, military operations, recurrent floods, and devastating earthquakes, while embroiled in internal challenges stemming from ethno-political tensions, low-key insurgencies and the periodic outbreak of diseases. These shocks have had an adverse impact on the socio-economic and ecological fabric of the country



so much so that the floods of 2010 alone impacted 20 million people, and caused \$10 billion damage to the economy.⁴⁷ The repeat of this calamity in 2011 afflicted an additional 9.24 million people in the poorest regions. Recurrent challenges, both natural and man-made, have brought severe strains to people through the loss of homes (1.6 million damaged or destroyed) and livelihoods, upheaval from massive internal displacements (2.6 million conflict-affected internally displaced people) and a prevailing atmosphere of disillusionment.⁴⁸ Though the impact of such emergencies has been wide spread, the education sector has been hit the hardest, both at the hands of man-made conflicts and by natural disasters. The record shows that damage to the education sector due to the 2010 floods was \$311 million, and in 2011 it was \$138 million.⁴⁹ In 2010, around 10,192 schools were affected all over the country, while 886 schools were completely ruined or partially destroyed in KP alone, where the educational infrastructure is already inadequate.⁵⁰

47 World Bank – DNA, 2010

48 WHO, 2011

49 Pakistan Economic Survey, 2011

50 World Bank – DNA, 2010



1.7.3 Gender Equality

The Constitution of Pakistan gives equal rights to men and women. However in practice, women rarely stand at par with their male counterparts. According to the Gender Empowerment Measure (GEM) 2007—which quantitatively measures the empowerment of women on a country basis—Pakistan ranks 82 among 93 countries.⁵¹ The global gender gap places Pakistan among the bottom ten countries, and in sub-indexes, for instance, women’s economic participation, educational attainment and health, the country lies among the bottom five.⁵² Major reasons for such poor standing is the culture that bars and frowns upon women who go out of home, whether for education, communal activity or work. Furthermore, Pakistan, being a male dominated society, does not give women a level playing field. This prejudice gets translated into greater dropouts rates, low employment rates, poor health care, and high levels of domestic violence against women.

However, regarding women participation in politics, the country has made commendable strides, unprecedented in the Islamic world such that, from 1999-2010, women’s representation in the country’s parliament increased from 3 per cent to an impressive 22 per cent.⁵³ In past years, the many steps taken for women’s empowerment include:

- Pakistan acceded to the Convention on the Elimination of All Forms of Discrimination Against Women – 1997
- Pakistan developed permanent national Commission on the Status of Women– 2000
- Parliament passed the Gender Reform Action Plan– 2002
- Parliament passed the Women Protection Act– 2006
- Parliament passed the Protection of Women Against Sexual Harassment at Work Place Act– 2010

After the devolution process in 2011, the formulation of laws for women’s empowerment and development has become a provincial responsibility. Gender-related policies and projects are worked on and implemented by the Women’s Development Departments operating at the provincial level.

51 Human Development Report, 2011

52 UNESCO Situational Analysis on Culture in the Four provinces of Pakistan, 2011

53 UNDP, 2012



1.7.4 Youth

Pakistan's youth aged 15–29⁵⁴ form 27.63 per cent of the country's population. Between 2006-07 and 2008-09, this cohort increased by 1.8 million (Framework for Economic Growth, 2011).⁵⁵ The reported overall unemployment rate was 5.5 per cent in 2008-09, but the age-specific unemployment rate for the youth cohort in the range 15 to 24 years was 9.5 per cent. More than one-third of youths live in urban areas and this is expected to reach 50 per cent by 2030. Compared to other growing economies in the region, Pakistan has a larger proportion (32 per cent) of uneducated youths—most lacking vocational and life skills—who end up in elementary occupations or just remain unemployed. Among these, females account for a large share.

1.7.5 Human Rights

Pakistan is signatory to a number of key human rights conventions and treaties. UNESCO, with UN sister agencies and government departments could help ensure that people living in Pakistan, including refugees, people with disabilities, and cultural and ethnic minorities are able to access and benefit from the full range of political, economic, social and legal rights. In this regard, UNESCO has organized seminars and workshops that have involved students, educationists and political leaders to promote international standards enshrined in the Universal Declaration of Human Rights, in particular, the principles of universality, indivisibility and interdependence of all human rights, as well as equality between men and women. The Government of Pakistan ratified the Convention on Rights of Persons with Disabilities (CRPD) in 2011, prior to which no national monitoring mechanism was established to report the status of disabled people to International CRPD Committees. Still, national and provincial governments need to design inclusive measures and formulate the relevant legislation so as to ensure the safeguarding of the rights of disabled people and to promote the Convention.

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⁵⁴ Two different youth age groups (15-29 and 15-24) are reported simultaneously as youth cohort in PSLM as quoted in Framework for Economic Growth 2011.

⁵⁵ All facts and figures mentioned in sub-section 1.7.4 - Youth refers to 'Framework for Economic Growth 2011'





PART II
Past and Present Cooperation



UNESCO Pakistan has been functioning as the country office in Pakistan for more than 50 years. During this time, and with limited resources, UNESCO has been using its broad mandate to strengthen Education, Science, Culture and Communication for poverty alleviation and inclusive development. It has worked to realize the dream of the Right to Education, with particular focus on gender harmonization. The passing of Article 25-A in 2010 is a manifestation of this effort, which elicits a paradigm shift, coupled with immense possibilities for Pakistan's youth. UNESCO has been preserving the tangible and intangible cultural heritage of the country, while promoting it as a tool for peace and harmony, rural employment and sustainable development. In natural sciences, the organization has been at the forefront of strengthening disaster risk reduction capabilities and using S&T for spreading knowledge and awareness. UNESCO is working to protect and promote the freedom of expression, free flow of information, and the safety of journalists as a basic human right.

2.1 Education

Education has remained a key priority area for UNESCO Pakistan. It has run as a guiding principle for cultivating human potential, and upholding basic human rights. UNESCO's programmes have mainly focused on coordination and implementation of Education for All (EFA), and Education for Sustainable Development (ESD), and for cultivating a culture of peace and development. UNESCO has included Pakistan in its global Literacy Initiative for Empowerment (LIFE) programme for strengthening life long skills and eradicating illiteracy. In a broader context it has promoted inter-cultural dialogue with a view to integrate the teachings of global citizenship and democratic values into all forms of formal and non-formal education (see Annex: II for UNESCO's future flagship project in Education). UNESCO also addresses the issue of inequity by adequately targeting and prioritizing marginalized groups and communities by providing educational assistance to scale up their capacities at par with the rest of the population. In order to engage local communities, UNESCO emphasizes a bottom-up approach by facilitating collective responsibility, stakeholder's oversight, community involvement, and the buy-in of ideas to apportion a sense of involvement and ownership among the targeted groups. At the broader level, it has initiated pilot projects like the Mobile Literacy programme; engages with the government in streamlining education policies; builds capacity of the concerned provincial departments; and



strengthens the supply side (institutional strength) and the demand side (sensitizing the communities to get educated) of the equation.

2.1.1 Improving Access and Services

The efficiency of the public education system in Pakistan is considered low, based on various key indicators like high dropout rates, poor quality of education, ineffective utilization of development funds, lack of evidence-based planning, and problems related to education governance. UNESCO, in this regard, has built the capacity of the country's education planners and managers to use modern tools of educational planning and management. Early Childhood Education Resource Centers were established, along with the development of guidebooks for educationists and their capacity building in the provinces. Technical assistance by UNESCO contributed to building capacity of technical staff at provincial and district levels for coordinating the administration of the Education Management Information System.

Literacy and non-formal basic education is a neglected domain of Pakistan's education sector, in terms of weak organizational structure, inadequate annual budgets and low priority in the government development agenda. According to Pakistan Education Statistics 2012 there are only 13,213 Basic Education Community Schools having an enrollment of 550,000, compared to 133,349 formal primary schools. This inadequacy is pronounced by the fact that roughly 42 per cent of the overall population never attended school, and only 20 per cent of the women in the poorest quintile are literate.⁵⁶

In this regard, UNESCO has worked closely at national and provincial policy making levels for mobilizing support and resources to ensure that schools are made conducive for girls (36 per cent of females aged 10 - 24 never attended school),⁵⁷ by providing shelter, security and female teachers. It has also helped in the establishment of non-formal arrangements in areas where there are no formal schools for girls by establishing Literacy Resource Centers. These centers provide professional development for literacy personnel, apart from distributing extensive teaching-learning materials in three provinces (Punjab, Sindh, and KP). UNESCO also has contributed to the opening of about 150 Adult/ Community/ Functional Literacy Centers in different parts of the country. These literacy centers are based on a successful UNESCO Thailand CLC model, and establishes an example for public non-formal education institutions by providing local females with

⁵⁶ PSLM, 2013

⁵⁷ Ibid

basic education; helping them learn local arts and crafts; sensitizing communities on important issues; and delegating ownership of the center to local people. Such a model not only helps stimulate active engagement, but also ensures that the center and its activities are sustained after the end of the pilot phase and donor support.

A review of access to education by income quintiles in Pakistan reveals that, for all areas and both genders, an inverse correlation exists between income and percentage of population who ever attended any formal educational institution (75 per cent urban, 49 per cent rural).⁵⁸ UNESCO, thus, has made education in rural areas its top priority. In 2011, it sensitized about 5,000 illiterate women in its CLCs, to socially empower them in matters such as, their family decision-making, and the education of their children.

After the 2005 earthquake, UNESCO supported the rehabilitation of affected TVET institutions, besides building two industrial training schools for women in Azad Jammu Kashmir (AJK). UNESCO provided technical assistance for the integration of earthquake-resistant design and construction in Diploma of Associate Engineer (Civil) curricula. Subsequent upon their approval by NAVTTC, assessment resources for competencies required for masons and carpenters as per new skill standards were developed. UNESCO promotes national dialogue on TVE by the organization of national roundtables, which include the participation of representatives from all provinces and relevant stakeholders.

2.1.2 Improving Educational Governance

Extensive policy dialogue by UNESCO in favor of EFA, and the sensitization of parliamentarians, civil society organizations (CSOs) and the media led to the recognition of the need for access to free and compulsory education. In April 2010, the country's Parliament approved the insertion of Article 25-A in the constitution, declaring "free and compulsory education a fundamental right of all children of ages five to sixteen years". To achieve this objective, UNESCO has worked on different aspects of EFA. Firstly, technical assistance has been provided to help draft the bill for a constitutional provision under Article 25-A on the Right to Free and Compulsory Education for children of age 5 to 16 years. In the case of Islamabad Capital Territory, the legislation has already been signed by the President of Pakistan, Mr. Asif Zardari, on 19 December 2012 which made the law available. Similar technical assistance is being extended



Culture for Development © UNESCO / FGul

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58 Ibid



to Sindh, Balochistan and Khyber Pakhtunkhwa provinces to facilitate them in passing their respective bills on the Right to Free Education. Secondly, seminars and meetings have been organized at national and provincial levels to advocate for increases in education budgeting—a pre-requisite for expanding access to, and improving quality of, basic education in the country.

2.1.3 Improving Quality of Education

The low quality of education in Pakistan's public sector schools is widely attributed to the absence of functioning mechanisms for the accountability of teachers, their competencies, certification and licensing. Textbooks and examination systems do not promote comprehension, or the application of new emerging knowledge and trends. UNESCO has stepped in to support 'better quality of education—6th goal of EFA—by pioneering the development and promotion of National Professional Standards for Teachers. It has supported the Higher Education Commission (National Accreditation Council for Teachers) for introducing the accreditation of teacher education programmes in Pakistan. UNESCO also worked with teacher education institutions and provincial bureaus of curriculum for the inclusion of global themes like AIDS Prevention Education, Environment Education (Education for Sustainable Development), Peace Education, School Health Programme, and Gender Equality into the next generation of textbooks.

UNESCO works with the Government of Pakistan to bring reform in education in order to meet 21st century demands. It has aimed to promote the use of Information Communication Technology (ICT) in overcoming the issues of Access to Education for marginalized communities, and to enhance the learning environment. To promote this cause, UNESCO has worked closely with Teacher Education Institutions (TEIs) for the introduction of ICT, apart from piloting mobile-based learning platforms for rural women. In 2012, seventy Mobile Literacy Centers were established for mobile learning and computer literacy. UNESCO facilitated the formation of linkages of targeted CLCs, and workshops adjacent to the local markets so that the poverty cycle could be broken through the process of empowerment. Mobile phones have been used as the communication medium for relaying messages on functional literacy like: health, civic education, role of women in development, and knowledge about income generation and savings, etc. These centers have been established in four districts of Punjab Province, where they were able to teach 1,250 illiterate adult females in less than one-half year.



2.1.4 Emergency and Disaster Risk Management in Education Sector

UNESCO Pakistan extended technical assistance for the development of support materials, and for coaching teacher educators and trainers in psychosocial rehabilitation of flood-affected children. It also has built the capacity of education managers in strengthening the recovery, response and reconstruction strategies in post-disaster situations. In disaster-response awareness, UNESCO made available a critical learning resource by producing a pilot version of Disaster Master Game (DMG) to help children and teachers become aware of techniques to cope with calamities. It also prepares schools and communities for effective pre-and post-calamity planning and management.

UNESCO with its sister agency, UNHCR, has played an advocacy role with the Education Departments of KP and Balochistan, in mainstreaming the education of Afghan refugee children in the national and provincial education policies and programmes. It has undertaken sectoral situation-assessment and analyses, the mapping of refugee local education services and resources, along with the training of teachers in Health Education and Health Screening—again with special focus on Afghan refugee children.

After the brutal assassination attempt on the life of teenage activist Malala Yousafzai, a high-level advocacy event was hosted at UNESCO Headquarters in Paris on 10 December 2012. This event marked the beginning of an international sensitization campaign to renew commitment for every girl's right to free education. In order to mobilize support from the international community in favor of girl's education, the Pakistani government itself took the first step and committed \$10 million for the global Malala Fund to intensify efforts towards the attainment of EFA goals. In the light of global impetus, UNESCO Pakistan is precipitating engagement at multiple levels and reviewing education laws and policies so that they are aligned with the provisions for gender equality. As lead agency, it is accelerating efforts to strengthen the national capacities of education policy-makers, managers and teachers, to enable them to better reach girls through good quality, gender-sensitive educational contents, teaching and learning approaches.

UNESCO has conducted various school safety workshops in Balochistan, Sindh, Pakistan Administered Kashmir, Khyber Pakhtunkhwa and FATA, which has resulted in the development of a school safety action plan (a policy document), and interdepartmental provincial mechanisms. It also



Distribution of Uniform in Flood Affected Area © UNESCO / Udi Fakhar

achieved the orientation of the One Million Safer Schools and Hospitals campaign, which culminated in sensitizing the provincial departments to run the programme execution and planning phases on their own. Likewise, after the 2010 floods, trainings to ‘assess school vulnerability from multiple hazards’ and ‘modules for educational building vulnerability and retrofitting’ were conducted by UNESCO in various provinces. These capacity building workshops resulted in the formation of provincial interdepartmental mechanisms for school safety and orientation.

The aim of the Refugee Affected Hosting Area -1 (RAHA) programme was to promote regional stability and compensate for the social, economic and environmental consequences that result from Pakistan’s hosting of three million Afghan refugees. UNESCO took on the role of improving education delivery systems and rehabilitating educational infrastructures from the primary to the secondary levels. Building on the RAHA-1, the RAHA-II started in mid-2012 with a similar aim to fill a development void, specifically in the affected communities, by catering to their needs. Six UN agencies are involved, and UNESCO’s role is to assist and work with the stakeholders in improving the existing education institutions and their services through supports in aspects of policy and strategy development, institutional and technical capacity building, pedagogical practices and teaching learning conditions.

2.2 Natural Sciences

UNESCO Pakistan has supported the development of Pakistan’s Science, Technology and Innovation (STI) system, by facilitating policy coordination, institutional capacity building and project assistance. It has worked to create the knowledge-network for better integration and sharing of capacities between different facets of the economy and society. UNESCO has consistently advocated the pre-eminence of innovation, renewable energy development, environmental protection, disaster risk reduction, water resource management, and the promotion of science education as the pivot for an inclusive and prosperous society (see Annex: II for UNESCO future flagship project in Natural Sciences).

2.2.1 Climate Change and Disaster Preparedness

Early warning systems are the first line of defense against natural disasters, and are especially effective in precluding human cost in the face of catastrophic events. The UNESCO Intergovernmental



Oceanographic Commission played a crucial role in establishing Pakistan's Tsunami Early Warning System and its response capacity to other ocean-related hazards. It helped develop an end-to-end Tsunami Early Warning Standard Operating Procedures in 2010. Capacity building of relevant stakeholders, such as the Pakistan Meteorological Department-PMD (with the delivery of hardware and SeisComp-3 software), helped establish institutional arrangements for coastal hazards in the country. It also strengthened community and local-level risk reduction arrangements at four high-risk localities in Sindh and Balochistan. The intervention also developed a Tsunami and sea level Early Warning System for swiftly determining of location and magnitude of earthquakes, and their potential impact radius along the country's coastline.

In the aftermath of recurrent floods (2010-2011), Pakistan needed an immediate upgrade in its analysis and forecasting capabilities, especially along the Indus River, to predict and assess the likely extent of damages. In order to reduce the human and socioeconomic impact of floods in the country, and to improve their ecological benefits for agriculture and storage, UNESCO with financial assistance from the Government of Japan supported major upgrades to Pakistan's flood



MAB Ziarat Juniper © UNESCO / RShah

response system with the installation and usage of remote sensing technologies. At different tiers of government and its disaster response units such as, national/ provincial/district Disaster Management Authorities (NDMA, PDMAs, DDMA), PMD, and the Pakistan Navy, UNESCO worked to improve their detection and planning capabilities by providing a tide guide and modeling software to bring innovation into the existing systems. Because nearly all the headwater of the Indus River's main tributaries originate in neighboring countries, an essential component of UNESCO's programme has been the development of both international and local platforms for timely sharing of trans-boundary hydro-meteorological data and observations.

2.2.2. Man and Biosphere (MAB)

UNESCO is galvanizing institutional support for the implementation of the Madrid Action Plan in Pakistan, so that biodiversity and natural resources can be protected and play their role in bringing sustainability to local communities. This intervention made the case for the nomination of a new site, the Juniper Forest Ecosystem of Ziarat, for inclusion into UNESCO's World Network of Biosphere Reserves (WNBR). This would be a second site in Pakistan for long-term maintenance and the imparting of environmental services and livelihoods. At present, the Lal Suhanra biosphere reserve, designated in 1977, is the only reserve to exist in Pakistan. UNESCO, within the Statutory Framework of WNBR, provides technical support for the periodic review of this reserve.

UNESCO is focusing on the restructuring of the national MAB committee to establish a multi-stakeholder partnership. This would develop an action plan to expand the network of biosphere reserves in Pakistan, and encourage financial and intellectual support for biodiversity conservation in the country. This committee will invoke linkages with regional and global MAB networks. In this regard, Pakistan has already committed to hosting a South and Central Asia MAB Network (SACAM) Conference, which should provide good regional cooperation for the programme.

2.2.3 Policy Strengthening

Today's policy makers are facing a dilemma of balancing competing pressures in the country's STI systems, those of emerging future challenges and those of the demands of present circumstances. The balance between today's needs and future forecasted trends formed the basis of UNESCO's own STI foresight exercise to help augment



the organization's role in forging a well-defined policy roadmap—strengthening its participation at federal and provincial levels—in line with the country's new STI policy (2011). This exercise will facilitate the development of strategies with the concerned ministries, which could act as action plan for the newly developed policy. At the institutional level, the exercise has identified the need to develop the capacity of public and private enterprises for conducting research and development, and the dissemination of its applications. It also envisions the strengthening of the knowledge-network between universities and industry by emphasizing the sharing of capabilities, efficient utilization of resources and the distribution of information.

In light of UNESCO's science-based post-disaster response in Pakistan (2010), the agency was assigned the role of UN representative with the Friends of Democratic Pakistan (WSTF). UNESCO's Science sector leads the Knowledge Management and Flood Management groups, as well as integrated management of water resources to prepare a water sector strategy with an action and investment plan. The strategy took into account all aspects of water resources and its critical relevance to agriculture, sustainable development and disaster prevention. The knowledge base area of the strategy addresses the improvement and implementation of the national water policy of Pakistan. It lays the conceptual framework for the establishment of a UNESCO Category-II center on water management in the country, in addition to the capacity development of human resource for improving water productivity, and the management of impacts of climate change on water resources.

2.3 Culture

The Culture Section has worked to promote and protect the tangible and intangible cultural heritage of Pakistan, with the aim of contributing towards economic growth and poverty reduction. It also supports the Federation as the state party responsible for fulfilling international commitments towards the implementation of the World Heritage Convention, and the 2003 Convention for the Safeguarding of Intangible Cultural Heritage. UNESCO has helped nurture creative industries, indigenous knowledge and arts, local expressions, regional languages and cultural tourism, for preserving the past, promoting the present and improving the future (see Annex: II for UNESCO future flagship project in Culture).



2.3.1 Culture and Development

Within the framework of Sustainable Urbanization—a component of the Joint Programme Environment OP I—UNESCO Pakistan carried out an intervention in Mansehra City under Protecting Human Subject Research Participant 2010, to generate livelihood opportunities for women. The project was aimed at improving socio-economic indicators of under-privileged households, by encouraging home-based income generation activities through handicraft trainings. Likewise, in Bahawalpur City, UNESCO built upon a previous intervention for Strengthening Pit Loom Weaving Industry to promote the unique potential of traditional art-crafts. In both of these projects, UNESCO aimed at enhancing skills for the development of indigenous innovative products by providing tool kits, creating sustainable market linkages for commercialization and providing financial assistance to make possible alternate livelihoods in drought-affected areas of Cholistan.

UNESCO with financial assistance from the Government of Norway carried out an intervention to map the cultural assets of KP and Punjab. The goal was to establish a national database of Pakistan's cultural assets, (which are uploaded on the UNESCO Pakistan web site).⁵⁹ These assets have brought to light the richness of selected districts, ranging from the natural landscapes of the Kalash Valley, to the deserts in Cholistan, highlighting monuments and structures worthy of attention.

2.3.2 Intangible Cultural Heritage

UNESCO Pakistan has promoted the principles of the Convention for the Safeguarding of the Intangible Cultural Heritage—ratified by Pakistan in 2006—through capacity building initiatives in Bahawalpur district. These trainings accrued more significance after the devolution of the Culture Ministry to provinces, which is heightening the role of provincial and district officials in reaching out and educating the local communities.

2.3.3 Tangible Cultural Heritage

In collaboration with the Federal Department of Archeology, training workshops for World Heritage Site managers, and other relevant staff from the Department of Archaeology and Museum, are being conducted. Participants receive advice and training on best practices

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⁵⁹ <http://unesco.org.pk/culture/assets.html>





of conservation and management, as well as methodologies for periodic reporting on World Heritage Sites in Pakistan.

UNESCO Pakistan has promoted educational activities that enable youth to learn the meaning and significance of Pakistan's heritage sites, along with opportunities to learn about the World Heritage Sites, their history, tradition and ecology (see Annex: I for tentative list of heritage sites). Likewise, recognizing the vital role of teachers, UNESCO has developed the Teacher's Resource Kit and is conducting training with the Associated Schools Project Network (ASPnet). This tool provides teachers with useful guidelines in learning modern educational approaches, in order to teach their students to explore various aspects of cultural heritage and identity, environment, tourism and the culture of peace.

UNESCO carried out a comprehensive geotechnical baseline study of the Jam Nizam-ud-Din tomb in Thatta-Makli, to determine its present structural condition regarding the damage and deterioration of its stone surface, and an evaluation of the soil condition. The agency also conducted a conservation project for Shalamar Gardens, whose importance can be acknowledged by its inclusion, jointly with the Lahore Fort, on the UNESCO World Heritage List (1981). The Master Plan (2006-2011) was based on a series of integrated action plans developed by topographical surveys, graphic documentations, and the identification of conservation needs and priorities. Within the framework of post-Safeguarding Campaign activities for Moenjodaro, a Technical Consultative Committee has been formed, which evaluates proposed activities for the development and preservation of the site, and advises the Moenjodaro Executive Board on scientifically appropriate decisions for conservation.

2.3.4 Managing Emergencies and Crisis in Culture

In response to the 2010 floods, UNESCO sent a scientific mission to Pakistan to help national authorities upgrade their flood management capacity. A scientific project for the hydrological and geohydrological assessment was conducted to evaluate the impact of floods, and the safety of dykes and embankments built earlier during UNESCO's safeguarding campaign. It recommended future mitigation measures and interventions at national and regional levels to safeguard World Heritage properties in Pakistan and preserve national cultural heritage.

UNESCO also utilized local capacities of flood affected areas as a vehicle for economic growth and rehabilitation, especially by engaging women through skills development and technical/ financial support. It supported 300 households (250 women) in the union councils of Makli, Sonda and Jhirik, around the Keenjhar Lake by providing tools, enhancing indigenous skills, and helping them form linkages with the market. UNESCO is also promoting public/private mechanisms to encourage inclusion, and incorporate the needs of women, minorities and people with disabilities in policy and work plans. It is also enhancing understanding of the provincial governments in culture as a whole, particularly in Punjab, Sindh and KP, along with promoting an inclusive environment for women, so that the issue of gender marginalization can be addressed at the policy level.



2.4 Communications and Information (CI)

CI is a specialized section of UNESCO that has been promoting freedom of expression, access to information, security and professional development of journalists, and adoption of best practices in electronic and print media. UNESCO has been a voice for media independence and pluralism, which it conceives as pre-requisite for firmly establishing democratic values. It has advocated through its media advisory service on the formulation and passage of media legislation, and on the sensitization of government and civil society for nurturing a culture of tolerance, mutual acceptance, and flow of free, fair and balanced information. In 2012, UNESCO spearheaded the UN Plan of Action on the Safety of Journalists and the Issue of Impunity, which is a UN-wide initiative to provide an overarching framework for the UN system to work together with all stakeholders, including the national authorities and the various national and international organizations, to improve the safety of journalists and media workers and also to combat impunity.

On the gender issue, women in Pakistan, particularly those who live in rural areas and conservative households, are deprived of information. In this scenario, they are usually not allowed to watch TV, and as they are often illiterate, the access to, or viability of, print media as a mode of information loses its relevance. UNESCO, through the promotion of pilot local radio stations could allow women to have greater access to knowledge and information about their rights, which would foster greater socio-economic change and empowerment (see Annex: II for UNESCO future flagship project in CI).

2.4.1 Freedom of Expression, and Access to Knowledge

As one of the pilot countries for the UN Action Plan on Safety of Journalists, UNESCO Pakistan developed a charter for converging the advocacy of all partners around this issue in the form of the Islamabad Declaration 2012, signed by all relevant stakeholders. Later, in March 2013, an international conference on the same issue was held in Islamabad, which formed a coalition of national and international stakeholders to converge their assistance to deal with the threat and security of journalists. This assistance could include legislative reforms, capacity building of media and press clubs and having civil society as watchdogs. UNESCO is involved in the training of journalists in conflict areas, along with the development of new modules for online training of professional skills and safety issues.



UNESCO also launched Pakistan's first radio drama series, Umeed-e-Seher, for post-2010 flood communities. It raised awareness in flood-hit areas about the scope and scale of ongoing humanitarian assistance, and provided necessary information about relief and recovery efforts, and health issues. This programme enabled local communities to recuperate and deal with the post-traumatic stress, and helped them to manage challenges on their own.

To strengthen the voices and opinions of Pakistani women through new media technologies and online journalism, UNESCO developed an online journalism course, followed by training and capacity building workshops, for media education trainers at Fatima Jinnah Women's University.

2.4.2 Managing External Crisis and Emergencies in CI Sector

After the flash appeal for assistance after the 2010 floods, UNESCO's extra-budgetary intervention provided crucial information and support to Internally Displaced People (IDP). It facilitated greater aid effectiveness, and reinforced people's understanding of their rights and entitlements under the humanitarian crisis response. By incorporating IDP perspectives and concerns, UNESCO affirmed their ability to make right decisions in the challenges they faced, and lessened their vulnerabilities. It also provided training on the reporting of disasters, production of manuals on humanitarian issues, radio programme production, and techniques for awareness broadcasting.

UNESCO helped strengthen freedom of expression and promote a culture of peace by accentuating human-angled feature stories. This intervention brought journalists from under-reported and off-the-limit areas into the learning loop. UNESCO with its partner agencies trained and equipped journalists, with the appropriate skills to enable them to work more effectively in post-conflict zones.

2.5 Cross-cutting Issues

Under the One UN Programme, UNESCO Pakistan executed a two year project, Towards Gender Parity in Pakistan (2010, 2011), to address the issue of gender equality across the three pillars of the national policy namely: development and empowerment of women: legal and political discourse in policy and practice: and economic and social emancipation of marginalized groups. This initiative achieved the following impact:



- It sensitized marginalized groups through youth-focused adult literacy programmes and pilot projects, by promoting the scale and scope of literacy across all particularly vulnerable sections of society.
- It integrated information on issues of gender sensitization in teaching and learning materials, along with advancing income generation skills for rural women, and promoting the cause for the elimination of gender-based violence. Such educational materials were used in CLCs and other formal/non-formal learning venues.
- It followed with workshops, trainings and awareness raising campaigns on gender equality and marginalization to highlight sex disparities in different walks of life.

UNESCO promotes the human rights of disabled people through capacity development of government partners at both the federal and provincial levels. This facilitation will enhance their capacity to implement the Convention on the Rights of Persons with Disabilities (CRPD), and roll out programmes for the inclusion of disabled people into the mainstream. Pakistan ratified this Convention in 2011, and UNESCO joined hands with the National Disabled People's Organization to observe International Day of Disabled people on 3rd of December 2012 (see Annex: II for UNESCO future flagship project on Gender, and Human Rights).





PART III
Proposed Cooperation Framework



On the basis of extensive consultations, the Government of Pakistan and the UN country team (UNCT) identified six Strategic Priority Areas (SPA), around which the UN Agencies in the country developed their respective Assistance Frameworks for 2013-17 (see Annex: III for details on SPA). These SPAs reflect priorities identified through national and provincial deliberations, and a review of key national frameworks and strategies. The following are the SPAs of the One UN Programme II:

- SPA 1** – Vulnerable and marginalized populations have equitable access to and use of quality services
- SPA 2** – Inclusive economic growth through the development of sustainable livelihoods
- SPA 3** – Increased national resilience to disasters, crises and external shocks
- SPA 4** – Strengthened governance and social cohesion
- SPA 5** – Gender equality and social justice
- SPA 6** – Food and nutrition security for the most vulnerable groups.

Within the framework of OP II, UNESCO Pakistan will be guided by, and partnered with, the UNCT. UNESCO will align itself and benefit from the opportunity of a combined One UN platform (see Annex: IV for link between country programming document, and operational plan). This will help enhance cooperation with sister UN agencies in joint programming—with a focus on reducing transaction costs, duplication, joint monitoring and implementation, for the achievement of better outcomes. In this context, UNESCO's own country programming will be guided by the OP II Management Structure (see Figure: 1). Such an alignment will ensure that UNCT and UNESCO are adequately supported and advised on both programmes and operations, so that strategic oversight can be maintained, and UNESCO will be able to establish its cross-agency role and operational arrangements.

UNESCO being the co-convener of SPA 1—with WHO and UNICEF for the initial 18 months—will ensure OP II coherence across the Strategic Priority Area, by contributing to, and syncing with, the management tiers. It will apprise the UNCT on progress made against its SPA targets, and communicate any challenges which could prompt adjustments to the planned Outcomes. This arrangement will be backed by OP II Management Information System (MIS)⁶⁰ to provide a collective and harmonized framework for organizing and analyzing specific results,



Flood Disaster Pakistan © UNESCO/SILUPTMAN

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⁶⁰ Integrated into One View Funding MIS, that provides sectoral and geographical views of the UN's financial contribution to Pakistan

documentation and the mapping of progress on different indicators. On the other five SPAs, UNESCO will act as a contributing agency, extending support on inter-agency multi sectoral line of actions.

Below is UNESCO's sectoral formulation of the proposed cooperative action plan against each SPA, which strengthens the OP II normative programming principles as well as its operational strategies. In the longer run, these priority areas underpin UN-wide common country programming principles and approaches, which also embody national priority areas of the country's five-year plan (see Annex:V for details on National Priority Areas).

SPA 1: Vulnerable and Marginalized Populations have Equitable Access to and use of Quality Services

In order to contribute towards SPA 1, UNESCO will advocate and build institutional capacities with an aim to strengthen the policy environment and legislation. It will help to streamline budgetary allocations to social sectors—particularly to the education sector from the current rate of 2.1 per cent of GDP to above 4 per cent of GDP—and bolster the accountability mechanism to support equitable access to social services. It will also support the capacity building of service providers at all levels, especially through the use of innovative technologies. And, it will increase public awareness to ensure the practice of safe behavior by vulnerable and marginalized populations.

The most prominent development on the Right to Free and Compulsory Education in Pakistan took place through the 18th Amendment to the Constitution, which includes the provision of Article 25-A: "access to free and compulsory education as a fundamental right for all children of age 5 to 16 years". In this regard, UNESCO is stepping forward to engage and sensitize parliamentarians, policy makers, educationists, community leaders, civil society, and the media to mobilize their support for the strengthening and monitoring of formal and non-formal education systems; to ensure accountability, and to make free education a reality for all children of this country. UNESCO, along with UNICEF and other UN agencies, is promoting an enabling environment for the formation of a coordination agency at the federal level, with the mandate to act as a policy and regulatory body. Such a body would coordinate with Provincial Education Departments in ensuring quality and standards (standardized curricula, certification and accreditation, mechanisms for assuring quality, etc), set the platform to regulate public and private partnerships in education, harmonize data collection to include religious education, and monitor



the overall accelerated MDG Framework. This mechanism would go a long way towards strengthening the present devolution process, and ensuring synergy and coherence in providing education that promotes national unity and integration.

Pakistan will require a substantial increase in its education budget for the achievement of EFA goals, and UNESCO will support initiatives to persuade and convince decision makers in the country to adequately enhance budgetary allocations, so that the policy environment and legislative mechanisms can be strengthened to support equitable access to basic services for human development. UNESCO Pakistan's initiatives are propelled by a consultative process, which will help to "improve the service delivery through political commitment, and strengthened education governance and management."⁶¹

After the 18th Amendment to the Constitution, followed by the complete devolution of school education, provincial departments of education are in dire need of capacity development. UNESCO will offer technical assistance for capacity building of provincial educational departments in areas of curriculum development, which will include

61 National Education Policy, 2009



Flood Management Workshop © UNESCO / RShah

emerging trends in the development of textbooks and supplementary reading materials. Education planners and managers will be trained in compiling information on key educational indicators for better planning, monitoring and implementation, with a view to enhancing the quality of education in schools. Such a mechanism will help realize the goal of education sector development “through the formulation of a policy and planning process that captures linkages across various sub sectors of the educational system”.⁶² Likewise, UNESCO with its partner agencies and government counterparts envisages to develop an assessment framework, designed to assist educators, curriculum developers, text book writers, policy makers, the media and the public by clearly defining elements of learning standards that are suitable for ensuring better accountability, planning, monitoring and implementation of educational plans, especially for marginalized and vulnerable groups.

UNESCO will also organize an advocacy campaign to raise public awareness, and disseminate relevant information to professionals and education managers for the improvement of education system management at all levels. Increased emphasis on wider delivery of education is also part of the new development focus in Pakistan’s Framework for Economic Growth (2012-2016), which emphasizes knowledge, creativity and innovation, as the tools to meet ambitious development targets. On the inter-sectoral front, UNESCO intends to improve cooperation through planned interdisciplinary and crosscutting activities, by embracing ICT for development in education, science, culture and access to information.

UNESCO is also spearheading the flagship United Nations Girls Education Initiative (UNGEI), with the principal objective of narrowing the gender gap in primary and secondary education. To ensure gender equality, UNESCO actively contributed to the drafting and passing of the Right to Free and Compulsory Education Bill – 2012 for Islamabad Capital Territory, and for Sindh. It was hailed as a landmark achievement towards the formulation of countrywide policy, which has become a necessity for Pakistan, keeping in view the prevailing youth bulge and the need for them to be educated and skilled.

UNESCO in co-operation with UNHCR is raising awareness regarding the right to education of Afghan refugee children in Pakistan. The aim of this cooperation is to encourage stakeholders to achieve the Education For All (EFA) goals for all children living in this country, including Afghan refugee children, through policy and capacity reform especially in refugee hosting areas, such as FATA, KP and Balochistan.

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⁶² Ibid



On the question of equality in female education, the incident with Malala Yousafzai attracted global attention to the right of every girl equitable access to education. UNESCO, on 10 December 2012, organized an international event at its headquarters in Paris, where an eminent gathering promoted education as a basic human right, and advocated for its accessibility to all the girls in Pakistan and world over. It also marked the founding of the Malala Fund for Girls' Education at the global level, with the view of sensitizing the international community, and mobilizing their support for girls' education as an urgent policy priority. Pakistan made an initial commitment of \$10 million for this fund.

Moreover, UNESCO, being the lead agency for the Decade on Education for Sustainable Development (DESD), is promoting the concept of ESD by providing educators, civil society organizations and media groups with an opportunity to discuss ideas, share lessons and collaborate to raise awareness for sustainable development. ESD serves as the basis for science popularization, within the broader science and inclusive education framework, by integrating environmental, social and economic imperatives into education. UNESCO is also undertaking initiatives for the promotion of sustainable-environment practices such as, Rainwater Harvesting in Islamabad College for Girls; and the Application of FILTER Technology of Waste Water Treatment, which is a pilot study at NUST Islamabad campus.

SPA 2: Inclusive Economic Growth through the
Development of Sustainable Livelihoods

UNESCO will support sustainable economic growth by strengthening employment opportunities through creative cultural industries, creating decent work environments, and promoting TVET. It will also promote youth employment by encouraging public-private partnerships.

UNESCO envisages a roadmap in heralding progress on sustainable development, through the protection and promotion of cultural heritage (tangible and intangible), culture of peace, and women's empowerment. Enhancement of technical capacities among youth, in both urban and rural settings, would support the creation of an inclusive entrepreneurial and innovative environment, where both the genders stand an equal chance in moving forward.

UNESCO will support the development of ecotourism, cultural heritage preservation and the revival of arts and crafts for sustainable economic development, through its projects like the Conservation





of World Heritage Sites. Such an endeavor will stabilize endangered heritage and promote its conservation as a key vector in sustainable development, apart from strengthening the “social and cultural harmony through conscious use of the educational process.”⁶³ It will also strengthen the implementation of the conventions at the national level, and help the legislative and administrative safeguard frameworks—with particular emphasis on the identification of intangible cultural heritage.

UNESCO plans to strengthen capacity in vocational education policy formulation, planning and implementation at the provincial level for outreach to the most vulnerable and marginalized people. The TVET teacher training system will be strengthened, alongside the development of curriculum, testing and teaching materials. It also intends to develop capacity for the teaching of entrepreneurship education in TVET institutions. Such an emphasis on technical and vocational training by UNESCO is in line with the “emphasis on diversification from general to tertiary education, so as to transform the educational system from supply-oriented to demand-oriented, and in the process prepare the students for practical world” (NEP, 2009).

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63 Ibid

**SPA 3: Increased National Resilience to Disasters,
Crises and External Shocks**

To reinforce national, provincial and district capacities in preventing, assessing and managing risks, UNESCO will play a supportive role in early warning system development, national disaster risk reduction policy implementation, and institutional capacity building in these areas. Holistic strengthening of the disaster management system will benefit vulnerable populations in complex emergencies with the introduction of improved sustainable environmental management practices, climate-change mitigation and adaptation techniques, and education for disaster management and sustainable development. These measures will assist Pakistan in reaching its development goals, including MDG targets.

Pakistani society is presently facing a number of challenges and threats, including extremism, intolerance, and natural disasters, etc. Keeping in view the need to mainstream emerging trends addressing the country's present and future challenges, UNESCO is extending technical support for the institutionalization of Disaster Risk Management (DRM), sustainable development, gender equality, and human rights into the country's education system. This will help improve national, provincial and district capacities to assess and manage risks, while benefiting vulnerable populations by improved institutional mechanisms in disaster response and reduction.

In this regard, UNESCO, through its flagship project Strategic Strengthening of Flood Warning and Management Capacity, will bolster national and regional networks by promoting collaborative hazard risk assessment, mitigation mechanisms and response techniques (see Annex II for details). The improvement in sustainable environmental management practices, including climate change mitigation and adaptation, will help local populations through disaster risk reduction education. Therefore, the disaster risk resilience among vulnerable communities is being promoted by inclusive approaches, through educational means and disaster preparedness trainings.

UNESCO with its sister agencies is already playing its part in mainstreaming Disaster Risk Reduction (DRR) into curricula. Keeping in view the 18th Constitutional Amendment, it is focusing on capacity building of provincial curriculum wings of provincial education departments. There it intends to emphasize school safety programmes, disaster awareness, and climate change awareness through the introduction of the Disaster Master Game, school-level mock activities,



etc. Through the RAHA II programme, UNESCO will improve existing educational services, and promote education for peace and human rights by extending support to stakeholders in the areas of policies, strategies, institutional and technical capacities, and teaching learning conditions. It also intends to support the inclusion of DRM principles in the non-formal educational stream, to prepare concerned educational departments/managers for future emergency situations.

On the environmental front, UNESCO's Man and Biosphere programme for Balochistan's Juniper Forest will be up scaled-up from its pilot phase, to expand local theoretical and practical knowledge, safeguard biodiversity and maintain the ecosystem services. The Juniper ecosystem could prove to be Pakistan's testing grounds for green economy initiatives in sustainable use of natural resources. For science popularization and advocacy, UNESCO intends to foster interaction between scientists, policymakers and civil society, to steer the connection towards an inclusive and interdisciplinary relationship. Such holistic architecture of policy design and implementation will be achieved by promoting broad-based societal participation in STI – advocating central roles for indigenous knowledge and community-based actions, and through wider public awareness and youth engagement.



UNESCO Schools for Afghan Refugees © UNESCO / Karshad

In order to stir economic growth through sustainable livelihood in disaster hit areas, UNESCO Pakistan Floods Emergency Response Plan, and Pakistan Floods Relief and Early Recovery Response Plan will attempt to engage men and women from flood affected communities in stabilizing and developing national sites and World Heritage Sites in Larkana and Thatta districts, and elsewhere. Likewise, UNESCO intends to establish cultural industries as a source of capital asset for economic, social and cultural development in areas of rural Punjab, Balochistan, KP, AJK and FATA.

SPA 4: Strengthen Governance and Social Cohesion

UNESCO supports the decentralization of governance, and will act to strengthen the institutions to be more democratic and accountable, including among other things the engagement of civil society organizations, the media and academia.

In an attempt to strengthen institutional capacity, mainstream vulnerable and marginalized communities, and give them access to quality services, UNESCO's Social Cohesion for Peace Building programme will focus on development of intercultural competences as a building block to education for sustainable development and the creation of a culture for peace. It aims to educate local beneficiaries, especially marginalized groups such as women, unemployed or conflict affected youths, out-of-school children of Afghan refugees, and other affected communities—Afghans and Pakistanis—through the promotion of a culture of peace, inter-cultural dialogue, social cohesion and mutual cooperation. It will provide "minorities with adequate leverage for their cultural and religious development, enabling them to participate effectively in the overall national effort" (NEP, 2009). In the aftermath of increasing sectarianism, UNESCO's push on social cohesion aligns well with Pakistan's Framework for Economic Growth that calls for a new outlook in the country's education system to promote tolerance, dialogue and discourse for lifelong learning in youth. In this regard, UNESCO and its sister agency UNHCR will work to mainstream refugee children into the education system. UNESCO will also extend support for enacting the Right to Information (RTI) legislation⁶⁴ to increase transparency and good governance in public and private sectors, by raising RTI awareness among citizens, government and academia.

64 Under Article 19-A of the Constitution of Pakistan and the Universal Declaration of Human Rights

Pakistan is one of the five pilot countries where UNESCO has launched the United Nations Action Plan Against Impunity. This plan supports coordination and collaborative actions, by various national and international support groups, to highlight the cause of safety and security of journalists in Pakistan. To strengthen the cause of Freedom of Expression, UNESCO is engaging key stakeholders to discuss ways of combating such violence, and to build the country's capacity to deal with the journalists' safety. The UN Action Plan in Pakistan also aspires to work with all the UN agencies to mainstream this issue in their core programming.

UNESCO's activities in Freedom of Expression and Freedom of Information are promoted as basic human rights, through awareness-raising mechanisms, policy assistance, and network building. The agency will support the government to develop legislative instruments to defend human rights, especially press freedom. Independent media associations and networks will be strengthened to promote and monitor the freedom of expression. Partnerships with professional associations and media organizations will be galvanized to address the inequality and stereotypical image of women and marginalized communities in Pakistan's society. UNESCO also works with academia to strengthen the technical capacities of future journalists, especially women, on gender issues and science education.

SPA 5: Ensure Gender Equality and Social Justice

UNESCO will promote the protection, respect and fulfillment of civil, political, social, economic and cultural rights of all, especially for women and marginalized groups, by emphasizing and integrating human rights at all levels.

UNESCO will strengthen the policy environment and help stimulate legal reform processes, in terms of domestic legislation vis-à-vis UN human rights conventions, for enabling the provision of key social and basic human services. In this regard, technical support will be provided to Government of Pakistan for implementation of CRPD through UNESCO's projects on Mainstreaming Persons with Disabilities into Communities and National Development. Assistance will also be provided to strengthen the capacity of government counterparts in monitoring and reporting mechanisms for CRPD in Pakistan, in order to report the progress to the CRPD committee in Geneva. This will help position and strengthen the human rights mechanisms, especially for the disabled and marginalized, in the protection, fulfillment and integration of their human rights at all levels.



Likewise, the mechanisms to provide access to education will be strengthened to empower rural women in exercising their basic right to education. The capacity of education departments, institutions and civil society organizations will be developed/strengthened to establish gender sensitive education systems. Above all, gender mainstreaming in all plans, projects and activities will be practiced so that all segments of society can equally contribute towards national development. Continuous efforts will be made to provide education services to refugees and IDP, as part of the broader effort to ensure basic human rights for all.

SPA 6: Food and Nutrition Security for the Most Vulnerable Groups

UNESCO, in collaboration of its sister UN Agencies, will augment—through school health and feeding programmes—nutritional security, especially for vulnerable and excluded groups, during extreme and challenging conditions and circumstances.

UNESCO will upgrade and strengthen the education system, by highlighting food scarcity, nutrition and diet issues in school teachings and promote their inclusion into curricula. It will help address the nutritional and health education needs of the young and other marginalized groups.

Partnerships, Resource Mobilization and Monitoring

To promote the shared vision and the proposed cooperation framework, UNESCO will broaden the commitment and ownership of its current and future programmes and agendas, by further strengthening its alliance with the government, policy makers and stakeholders. To strengthen the programme activity externally—at both the funding and implementation ends—UNESCO will continue to work closely with a range of development partners, donors and civil service organizations. Such extensive linkages within and outside the UN are pertinent for UNESCO to achieve its broader goals across its multi-sectoral domain (see Annex: VI for UNESCO's proposed partners, SPA-wide outputs).

The OP II document lays out the amount of resources required by UNESCO over the next five years (2013-2017)—which is estimated to be \$41 million combined from both the regular and extra-budgetary allocations. The significance of extra budgetary funding from donor



agencies and the governments carries new importance. Multilateralism within and outside the UN system, including bilateral understandings with the donor community and private sector, will become the centerpiece of the UCPD and its proposed cooperation framework. The devolved context in Pakistan requires UNESCO to go extra miles in strengthening its cooperation with the new interface institutions. The Pakistan One UN Fund, with its revised terms of references, is another venue for streamlined provision of donor resources for UNESCO's joint programmes (see Annex: VII for SPA inter-sectoral relationship).

UNESCO with its partner agencies will work towards the implementation of an inclusive monitoring and evaluation framework that will respond to core design elements of the One UN Fund, and help improve results-based management and accountability mechanisms. This will serve as a tool for regular assessment of One UN efforts, create linkages between financial investments and programmatic results, enable allocation based on performance, and enhance the organizational learning at project and programme levels. Such a mechanism will also streamline the allocation of funds with provincial and federal counterparts, and help UNESCO and other partner agencies to address capacity and resource gaps, extend support for transitional arrangements and pave the way for joint monitoring and evaluation of SPA 1.



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Annexure



Annex I

UNESCO's Tentative List of Heritage Sites

1. Archaeological Site of Harappa (30/01/2004)
2. Archaeological Site of Mehrgarh (30/01/2004)
3. Archaeological Site of Ranigat (30/01/2004)
4. Archaeological Site of Rehman Dheri (30/01/2004)
5. Badshahi Mosque, Lahore (14/12/1993)
6. Baltit Fort (30/01/2004)
7. Chaukhandi Tombs, Karachi (14/12/1993)
8. Hiran Minar and Tank, Sheikhpura (14/12/1993)
9. Mansehra Rock Edicts (30/10/2004)
10. Port of Banbhore (30/01/2004)
11. Rani Kot Fort, Dadu (14/12/1993)
12. Shah Jahan Mosque, Thatta (14/12/1993)
13. Shahbazgarhi Rock Edicts (30/01/2004)
14. Tomb of Bibi Jawindi, Baha'al-Halim and Ustead, and Tomb & Mosque of Jalaluddin Bukhari (30/01/2004)
15. Tomb of Hazrat Rukn-e-Alam, Multan (14/12/1993)
16. Tomb of Shah Rukn-e-Alam, Multan (30/01/2004)
17. Tombs of Jahangir, Asif Khan and Akbari Sarai, Lahore (14/12/1993)
18. Wazir Khan's Mosque, Lahore (14/12/1993)

UNESCO World Heritage List

1. Archaeological Ruins at Moenjodaro (1980)
2. Buddhist Ruins of Takht-i-Bahi and Neighbouring City Remains at Sahr-i-Bahlol (1980)
3. Fort and Shalamar Gardens in Lahore (1981)
4. Historical Monuments at Makli, Thatta (1981)
5. Rohtas Fort (1997)



Annex II

UNESCO Pakistan Flagship Projects

Education: Supporting Education System in response to Contemporary Challenges (2013-2014)

Objective: To strengthen national capacities in educational policy formulation and planning for sustainable development, progress towards EFA, and to promote the right to quality education and gender equality

Background: Pakistan's education system suffers from deep policy and institutional structural problems, and exhibits low education indicators, especially in rural areas and for females. This situation is compounded by poor capacity in proper planning and management of the country's education managers, which is marred by low budgetary allocation and even lower spending to improve the quality of education. The persistence of low school enrollment ratios and high dropout rates are the outcomes of an educational system that is suffering from lack of capacity and resources.

Project & Components: Keeping in view the role of support systems in improving efficiency and quality of education, this Joint UN Programme on education sets out a series of interventions to address the system's inadequacies. It contributes to strengthening the capacity of the education system in Pakistan by supporting the coordination and partnerships among stakeholders, at district and provincial levels. These inter-provincial forums allow discussion on challenges faced by the education system, chalking out solutions, implementation techniques and dissemination to federal and provincial governments. Through this programme the capacity of education managers will be strengthened by modern techniques in planning, management and monitoring. This empirical approach will result in equipping them with the latest knowledge and skills regarding the usage of EMIS data for evidence-based planning and management, at the provincial level. At the district and community level, the programme equips teachers and students with emerging themes through the provision of modules and supplementary learning materials. This includes resource materials distributed on an HIV/AIDS and School Health



Programme in schools, with the sensitization of education managers and teachers on these and other related issues. It also includes policy dialogue with the HEC, and provincial educational departments for the implementation of National Professional Standards for Teachers, their accreditation, certification, and licensing.

| Targets | Potential Impacts |
|--|---|
| <ul style="list-style-type: none"> • Capacity building of education managers and planners regarding EMIS data at provincial and district levels • Capacity building of provincial education departments in curriculum and textbook development • Preparation of advocacy materials on an HIV/AIDS and School Health Programme, and adolescence education, including distribution in schools • Orientation and capacity building of teachers on said issues | <ul style="list-style-type: none"> • Better collection, compilation and dissemination of education data for preparation and accurate forecasting of financial and technical educational policy models • Covering up the capacity lag in textbook development at the provincial level, especially after the 18th Amendment • Children better aware of, and prepared for, emerging national issues, lessening susceptibility towards indisposition |
| <p>Action Plan</p> | |
| <p>Education system strengthening aims to build capacity for the institutionalization of quality assurance mechanisms for teacher education. It intends to produce evidence-based information and data sets on learning achievement of students at primary and elementary levels; with the production and dissemination of advocacy materials on learning conditions. Particular effort will be made to enforce the implementation of Article 25-A of the Constitution on “free and compulsory education”, as a fundamental right for all children aged 5 to 16 years.</p> | |



UNESCO Pakistan Flagship Projects

Natural Sciences: Strengthening Capacity for Flood Warning and Management (2013)

Objective: To reduce the human costs and socioeconomic impacts of flooding in Pakistan by improving the social, economic and ecological benefits of floods and supporting safer human settlements near the flood plains.

Background: The floods of 2010 overwhelmed Pakistan's national, provincial and local disaster/flood management capabilities, because of the partial implementation of past national response and contingency plans. Limitations of an existing flood early warning system, insufficient disaster preparedness and emergency response mechanisms—particularly at the community level—played havoc with human life, infrastructure and the economy. Vulnerable communities in flood prone areas also lacked awareness, sensitization and education regarding localized hazard, flood risk reduction, emergency preparedness and response functions.

Project & Components: This project was launched in 2011 with a UNESCO—Government of Japan collaboration, and weaves around three pillars: a) strategic augmenting of flood forecasting and flood hazard mapping capacity, b) building of a knowledge platform for sharing trans-boundary databases and community flood management information, and c) capacity building of government institutions in flood forecasting and flood hazard mapping. Built onto these components are short-term and medium-term interventions to provide the much needed support for immediate strengthening of the country's early warning systems. Strategic augmenting of flood forecasting and hazard mapping capacity is expected to update and strengthen the existing databases and information network technologies in Pakistan. Establishing knowledge platforms for sharing trans-boundary data and community flood-risk information would yield an effective and efficient response-centered flood warning data sharing services at the citizen-government interface between Pakistan and neighboring countries. At the community level, increased awareness of local and provincial decision makers on flood management issues would be made sure within the participatory framework. Likewise, capacity development activities for integrated flood management in the framework of Integrated Water Resource Management at national, basin and sub-basin levels focus on strengthening the government's capacity to produce and disseminate flood forecasting and hazard mapping through training courses.



| Targets | Potential Impacts |
|---|---|
| <ul style="list-style-type: none"> • Capacity building of flood forecasting capabilities of PMD, by updating and augmenting the existing flood early warning system and flood management responses at district level • Development of updated inundation and flood hazard maps using existing river bathymetric, remote sensing data, historic and recent flood data, and digital elevation maps • Strengthening the government’s capacity to produce and disseminate flood forecasting and hazard maps, through trainings | <ul style="list-style-type: none"> • Enhanced preparedness of the country’s agencies to forecast floods during extreme conditions; in targeted flood prone Indus river catchments and nearby floodplain • Improved sustainability of resettlement through risk reduction, timely evacuation, and safe rebuilding, which are enabled by access to updated flood hazard map information |
| <p>Action Plan</p> | |
| <p>UNESCO, with this project, is aiming to forge regional cooperation, based on lessons learnt and skills acquired, and intends to upscale the project to strengthen flood management capacities of other flood-prone countries in the region. This expanding-of-horizon based on sharing mechanisms would allow vulnerable countries to turn the socio-economic impact of floods, from cataclysm into gainful occurrences. At national level this project will cover flood forecasting and modeling of Pakistan’s Indus river basin along with other rivers, for instance the Jehlum, Ravi, Sutlej and Chenab.</p> | |



UNESCO Pakistan Flagship Projects

Culture: Strengthening 'Culture for Development' in Punjab province (2013)

Objective: Strengthening human and institutional capacities for safeguarding intangible cultural heritage through effective implementation of the 2003 Convention on the Safeguarding of the Intangible Cultural Heritage

Background: Pakistan ratified the Convention on the Safeguarding of the Intangible Cultural Heritage in 2006. However, effective implementation of the Convention has yet to be realized, mainly due to inadequate understanding and lack of competence among concerned authorities/agencies regarding mechanisms of the Convention. After the passage of the 18th Amendment and the devolution of the Ministry of Culture to the provinces, the need to build capacities at the provincial/district level has taken on added importance in order to effectively reach out to communities and local administrations.

Project & Components: This programme promotes the safeguarding of indigenous knowledge and oral traditions, reviving and protecting local arts and crafts, documenting ancient folklores, traditional dance and music, and collectively showcasing the cultural diversity and richness of greater Punjab civilization. It tends to establish respect and mutual appreciation for intangible cultural heritage of communities, and raise awareness about the importance of cultural diversity at local, national and international levels. Its multi-pronged approach implements an integrated capacity-building strategy to identify the needs of Punjab Province at the community level. UNESCO's Master Trainers, in this regard, design workshops—tailored to local specifications—to train concerned government departments on the implementation of the Convention, including the preparation of Urgent Safeguarding List (USL), and Representative List (RL). Such exercises would prove instrumental in highlighting the roles and responsibilities of various stakeholders, while providing them with thorough understanding of their obligations at the provincial and district levels. Enhancement of capacities at different levels of government is meant to establish the standards and promote the spirit of the Convention, alongside fostering knowledge of the mechanisms of international cooperation established by it.



| Targets | Potential Impacts |
|---|---|
| <ul style="list-style-type: none"> • Capacity building of the concerned government departments of Punjab, through practical and participatory training workshops for the preservation and promotion of provincial intangible cultural heritage • Community-appropriate inventory training of stakeholders under the 2003 Convention in research planning, design and documentation • Preparation of the nomination files for USL, RL, and proposals for the register of best practices, to be able to request for international assistance | <p>Implementing objectives and key safeguarding concepts of the Convention, as well as national obligations of the party state, and mechanism for international cooperation</p> <ul style="list-style-type: none"> • Building a critical mass of provincial capacities and their heritage inventory, for the development of sustainable framework in safeguarding un-documented intangible cultural heritage |
| <p>Action Plan</p> | |
| <p>UNESCO intends to broaden the scope of this project to encompass other provinces, and aims at building critical mass of national/provincial capacities, both in government institutions and civil society. Such an intervention is intended to provide each province with a sustainable framework for safeguarding intangible cultural heritage and the Convention on a long-term basis. The project intends to mainstream the participation of communities at the district level in cultural mapping activities, conservation, and continuation and conveyance of the country’s live heritage to future generations. In the future, this could be replicated in other regions of the country including Sindh, KP, Balochistan, AJK, FATA.</p> | |



UNESCO Pakistan Flagship Projects

Culture: Strengthening 'Capacities of Provincial Government Agencies for the Preservation and Conservation of Cultural and Natural Heritage' (2013-2014)

Objective: Strengthening human and institutional capacities for the safeguarding of cultural and natural heritage through effective implementation of the 1972 Convention for the Preservation of the World Cultural and Natural Heritage

Background: In the domain of cultural heritage, the 18th Amendment Act has devolved some powers to provincial governments. In addition, the Concurrent List, which registered all heritage sites in Pakistan, was also abolished. Consequently, the provincial governments now make provisions to amend laws concerning the protection of heritage. This has partly been done in the Province of Punjab, however other provinces lack human as well as financial resources to do so. The enormity of the task to conserve and protect cultural and natural heritage in the provinces seems to be further exacerbated by lack of competence among concerned authorities/agencies, including a lack of understanding of the mechanisms available under the World Heritage Convention.

Project & Components: In support of efforts undertaken by the provincial agencies/institutions to identify the cultural and natural heritage sites in their region for updating the Tentative List of sites for future nomination, this project will assist with capacity building, and the identification of regional skills and knowledge available in order to develop a network of expertise in support of this process. Regional capacity development activities will be conducted for government agencies, NGOs' research and learning institutions, and professionals with a view to promote an inter-provincial cooperative network in support of the efforts to preserve and conserve the natural and cultural heritage. The activities include a community-based process by which communities will gain an understanding of the significance of the heritage, while drawing on the diversity of knowledge and skills, and respect for the values of the communities.



| Targets | Potential Impacts |
|--|--|
| <ul style="list-style-type: none"> • Capacity building of the concerned government departments in provinces through practical and participatory training workshops for the identification, preservation and conservation of cultural and natural heritage • Training communities in inventorying, mapping and other relevant capacities needed to assist with the identification of cultural and natural heritage sites • Preparing the nominations ensuring an integrated process respecting a wide range of stakeholders including, local knowledge systems, values and skills | <ul style="list-style-type: none"> • Developing a nationally recognized inventory of cultural and natural heritage, updating heritage laws, and increasing capacities of provincial agencies to adequately preserve the heritage • Promoting the core concept of world heritage, the potential benefits to sustainable development of communities related to sites at local, national and international levels • Preparation of future nominations, assuring an integrated process respecting a wide range of stakeholders at all stages. |
| <p>Action Plan</p> | |
| <p>In support of the world heritage strategic objectives, this project will work towards a more balanced and representative World Heritage List. It will ensure the effective conservation of world heritage properties, increase the capacities for better understanding and implementation of the World Heritage Convention, and enhance public awareness and involvement of communities. Furthermore, it will support an inter-provincial network in order to address the imbalance of competencies at the provincial level, and strengthen abilities to adequately protect and preserve Pakistan’s rich cultural and natural heritage.</p> | |



UNESCO Pakistan Flagship Projects

Communications and Information: Community Radios in Conflict Areas for the Promotion of Freedom of Expression (2014-2015)

Objective: Establish Community Radios owned and run by the locals in information stricken communities to promote the free flow of information and knowledge for sustainable development

Background: Radio is the primary and most consumed form of media in rural Pakistan. Government's own radio broadcast, the PBC, covers 80 per cent of the country's territory, reaching 96.5 per cent of the population, and remains the only viable source of information in the country's tribal belt. According to FATA Communications Strategy Report 2009, over 80 per cent of adult men and nearly 70 per cent of women in FATA regularly listen to radio.

Project & Components: After UNESCO's successful community radio initiative in Sri Lanka (1981), the concept is being brought to Pakistan in partnership with local communities and the PBC. Five areas will be identified in FATA based on severity of information paucity, remoteness and proneness to instability. Community mobilizers of local NGOs present in those areas will be selected to represent their respective communities, while PBC will provide the technical infrastructure for localized radio programme coverage. UNESCO and PBC will recruit and train personnel from the communities to develop programming grids suited to local customs and requirements. Their training modules will cover capacity building in education, health, and skills-based programming, broadcasting techniques, and the dissemination of local and national news items. A team will also be trained in producing and compiling information and entertainment packages, with the broader focus on inculcating messages of harmony, inclusiveness and tolerance. Public-private marketing clusters will act as revenue generators to instill sustainability, while the station will establish itself as the locality's information source inside and outside the community. UNESCO and its partners meanwhile will conduct periodic evaluations of the content, the functioning and attainment of information goals of the cluster, and the latent impact on the community.



| Targets | Potential Impacts |
|--|---|
| <ul style="list-style-type: none"> • Establish five community radios in information deficient areas of FATA • Training local communities in information collection, programme development, broadcasting techniques and information dissemination • Establishing and training locals for marketing-cluster on revenue generation techniques • Setting up local guidelines on the dissemination of DRR programmes, the importance of education (females in particular), health, family planning, livelihood creation and moderate interpretation of religion, etc. | <ul style="list-style-type: none"> • Increased level of awareness about the Right to Information among marginalized communities • Cognizance of latest developments on political, economic and security fronts, and alerts about imminent disasters and emergencies, along with knowledge of how to face them • Development of information tools for improved reporting, and flow of information in conflict zones • Realization of socio-economic development of communities settled away from urban centers |
| <p>Action Plan</p> | |
| <p>This pilot project aims to lay out the community radio model in other vulnerable districts of Pakistan, especially KP and Balochistan. UNESCO and PBC intend to create a sustainable and market-oriented radio communication archetype to promote a culture of peace, incorporate inclusiveness, and behavior change strategies in information-deficient communities. In the future, effort will be made to strengthen this project in Pakistan’s other conflict and disaster-affected areas including the FATA and RAHA communities.</p> | |



UNESCO Pakistan Flagship Projects

Communications and Information: UN Plan of Action on the Safety of Journalists and the Issue of Impunity (2013-2014)

Objective: Promotion of a free and safe environment for journalists, in both conflict and non-conflict situations, with a view of enabling an informed citizenry that is capable of strengthening the freedom of expression, peace and development in the country.

Background: Journalists play an increasingly prominent role in society, but when they are threatened, attacked or killed information flows shrink and entire communities are cowed. Citizens are deprived of the necessary information to develop their own opinions and take informed decisions about their lives and development. It becomes even more important in a vibrant, nascent democracy like Pakistan's, where the role of journalists in upholding the right to press freedom takes even more significance. Recognizing the high murder rate of journalists in this country, a holistic approach was needed to address their safety, and combat impunity for crimes against their exercise of the freedom of expression.

Project & Components: March 7, 2013 marked the launch of the United Nations Action Plan Against Impunity in Pakistan. A two-day conference in Islamabad affirmed UNESCO's resolve to support national and international efforts to promote security and safety of journalists through the coordination and collaboration between different media groups and civil society. The operationalization of an implementation strategy and a work plan will be coordinated by UNESCO in cooperation with the UN family, particularly UNDP, the High Commissioner for Human Rights (OHCHR), and the United Nations Department for Public Information (UNDPI). At the national level, this will require the adaptation of the strategies and work plans, as well as a successful coordinating mechanism rooted in comprehensive and broad-based national ownership. Further levels of operationalization will also be accomplished on specific work plans among the UN participants, as well as each of the external partners who are able to align and/or expand their programmes in relation to the overall aim.



| Targets | Potential Impacts |
|---|---|
| <p>Strengthening the UN coordination mechanisms in order to work in close cooperation and in a harmonized manner to ensure effective implementation of this plan of action</p> <ul style="list-style-type: none"> • Support the state’s organs in guaranteeing the right to freedom of expression and press freedom, as well as their efforts to strengthen the safety of journalists • Reinforce the work of intergovernmental institutions and other organizations, such as NGOs, professional associations, academia and media houses, and promote the harmonization of their work on the issue of safety and impunity in cooperation with the UN system • Build partnerships among all stakeholders in media development programmes, awareness-raising campaigns and actions aimed at promoting the safety of journalists and combating impunity by sharing information and good practices | <p>Safety of journalists and the issue of impunity are integrated within the UN-system, planned national activities and the feasibility of creating new activities is studied and put in place</p> <ul style="list-style-type: none"> • National institutions are assisted to develop legislation and mechanisms guaranteeing freedom of expression and press freedom, particularly regarding the safety of journalists and the issue of impunity • The work of civil society, professional associations, media houses and academia is reinforced and harmonized with other national partners, including relevant actions of the UN system at the country level |
| <p>Action Plan</p> | |
| <p>Actions at the national level will be adapted and further developed to the local context and needs. It will be reflected as such in over-arching national strategies where these can be agreed upon among participants. The modality of implementation includes a wide range of actions in the areas of safety and impunity, such as multilateral and bilateral meetings, support for policy and legislative development, advice on institutional design in the criminal justice chain, conferences and seminars, media development programmes, and online innovative activities or any other type of action with the objective of supporting the UN Plan.</p> | |



Gender Equality and Human Rights: Mobile Literacy: Public-Private partnership (2013)

Objective: Sensitization of communities of targeted areas for attitudinal change and bringing sustainability of literacy for lifelong learning by passing on relevant and new information through the innovative use of mobile phones

Background: This is a unique partnership between the private sector and UNESCO Pakistan. Pakistan's literacy rate has dropped in recent years, and among the many reasons for semi-literates relapsing back into an illiterate domain is their inability to retain interest in reading—besides the non-availability of educational materials. Keeping this in mind, UNESCO Pakistan designed in 2010-11 a project implemented via mobile phones—making it the tool and source of a natural learning process and knowledge promotion. It empowered rural women through courses lasting two to five months, and successfully targeted 1,500 learners in 60 centers over a period of two years.

Project & Components: An 87 per cent satisfaction rate among learners during the first two phases in 2009-2010, and no dropouts from literacy centers during the period, spoke volumes for the programme's success. UNESCO thus launched the 3rd phase in collaboration with its partners⁶⁵ (5 March till 15th September, 2012). This time a new multi-pronged strategy was devised to adopt other forms of ICTs, namely computers and the internet, to enhance the class-learning experience. UNESCO's interactive DVD, *Becoming Literate*, was made available on-line to learners, along with the lessons, on mobile phones to support literacy. In the first two months learners would go through the primer based conventional literacy programme. After the two months they were provided with mobile phones and trained to operate them to send/receive simple messages. Besides pre- and post-evaluations, weekly and monthly tests were conducted to track the literacy of each learner. For sustainability of the project, and for developing a sense of ownership among the stakeholders, community members were assembled in Village Education Committees (VECs), to involve them in planning, execution and evaluation phases of the programme. In the post-incubation period, these committees were envisioned to work as administrative bodies for all centers, and were responsible for

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⁶⁵ Mobilink (2,500 sims, 4 months free sms service), Nokia (mobile sets, e-Taleem on-line educational platform), Implementing partners: Bunyad Foundation, Department of Literacy and NFBE, Govt of Punjab and Dhaka Ahsania Mission Pakistan



mobilizing funds for meeting the centers running costs. Mechanisms were put in place for the supervision and monitoring of these centers on regular basis.

| Targets | Potential Impacts |
|---|--|
| <ul style="list-style-type: none"> • Educating 2,500 rural women aged 15-25 years through 100 literacy centers (Punjab 80, KP 20) • Instilling an understanding of basic mathematics and the usage of calculators for day-to-day problem solving • Teaching essential knowledge in religion, general knowledge, health, environment and disaster risk reduction • Mobile usage and computer near-literacy for income generation opportunities | <ul style="list-style-type: none"> • Improvement of literacy skills, knowledge and awareness on issues related to health, education, the environment and disasters, along with the ability to understand and tackle related issues • Increased participation and intelligent decision-making by women in matters related to female and child health, hygiene, family planning and religion • Increased motivation for parents to send their children, especially girls, to school |
| <p>Action Plan</p> | |
| <p>Public-private partnership will be strengthened to upscale and institutionalize the mobile literacy system in the education sector. Already a new component, which is a virtual mobile curriculum (with Nokia mobile phones), was introduced to train teachers in some provinces, e.g Punjab, KP and Islamabad. Furthermore, geographical replication of success of the first phase will be initiated in Sindh. In addition to basic literacy training, new subjects such as early childhood education and mathematics at the middle level will be introduced.</p> | |



UNESCO Pakistan Flagship Projects

Human Rights: RAHA in Pakistan-Afghanistan Frontier Areas (2013-2014)

Objective: Improvement of livelihoods, public services and policy environment in RAHA communities through engagement with and capacity development of local stakeholders to rehabilitate public institutions and enhance social cohesion

Background: The aim of the RAHA programme is to promote regional stability and compensate for the social, economic and environmental consequences wrought on Pakistani communities by the presence of more than 3 million Afghans over the past 30 years. Even after large-scale repatriation since 2002, there are still 1.7 million registered Afghans in Pakistan. Eight UN agencies have worked together in coordination with the Economic Affairs Division and the Ministry of States and Frontiers Region (SAFRON) to contribute to achieving the RAHA I project objectives. Building on achievements of and lessons learnt in RAHA I, the RAHA II programme started in mid-2012 with a similar aim to fill a development void, specifically in the affected communities located along the Peshawar-Torkham Freeway, by catering to their needs.

Project & Components: The RAHA project is developed around five inter-related outcomes: a) Greater social cohesion and empowerment through community development: b) Recovery and enhancement of livelihood opportunities and productive infrastructure: c) Restoration of social services and infrastructure: d) Enhancing social protection for co-existing communities: and e) Restoration and improvement of the environment. All these outcomes have both short and medium term interventions built into them to provide the much-needed support, while building on these entry points to address the longer-term structural issues. UNESCO's component of this project falls under the outcome, Restoration and Improvement of the Environment, that has two outputs: 1) Educational delivery system from primary to secondary level improved, and 2) Educational infrastructure from primary to secondary level rehabilitated.



| Targets | Potential Impacts |
|--|---|
| <ul style="list-style-type: none"> • Conduct training workshops for teachers and managers to improve educational planning and management • Develop supplementary reading materials for students on key emerging issues • Activate school management committees and strengthen school management through community participation and management trainings • Distribute teaching and learning kits to schools • Provide the missing facilities needed in primary, middle and secondary schools of selected union councils | <ul style="list-style-type: none"> • Educational leadership and management skills of 252 head teachers enhanced • Capacity building of 743 primary school teachers (346 females), including their knowledge in pedagogy, multi-grade teaching, and disaster risk • Training of 65 officials from the education department and 35 participants from NGOs to develop master trainers in minimum standards for education, particularly in preparedness, response and recovery • Minimum standards reference booklet translated and designed/printed (4000 copies in total), as a pocket reference for use in the provinces • Development and adaptation of the Pakistani version (pilot version for testing) of Disaster Master Game to promote understanding of key natural hazards and preparedness among children (Grade IV) • Reactivation and strengthening of 259 parent-teacher councils • Improvement in the teaching and learning environment of 299 schools • Provide thirty-four most needy middle and high schools with school furniture • Repair of twenty-nine flood damaged primary to high schools in two union councils of Nowshera district |
| Action Plan | |
| <p>In the second phase of RAHA, a more extensive coordination with the government is needed for the smooth implementation of the project to get the desired result and to avoid any complications during the critical time frame.</p> | |



Strategic Priority Areas (One UN Programme)

The Framework for Economic Growth (FEG) provided a firm basis for UN engagement with Pakistan's emerging national development priorities. Among the FEG's pillars of inclusive growth, the Government and UN prioritized youth and vulnerable communities, urbanization issues including population growth, governance reform and capacity development, sustainable livelihoods and industrial development, demonstrating the close linkages between the FEG and the second generation One UN Programme (OP II). In addition to engagement with the center, UN's prioritization was substantively influenced by provincial and regional plans, along with consultations with key donors and actors from a wide spectrum of civil society. On the basis of extensive dialogue, the Government of Pakistan and the United Nations Country Team (UNCT) identified six (6) key Strategic Priority Areas (SPAs) around which the UN system in Pakistan is developing a framework for action for the period 2013-17. The SPAs reflect priorities identified through national and provincial consultations and a review of key national frameworks and strategies. The six SPAs are the foundation of the One UN Program in Pakistan:

SPA 1. Vulnerable and marginalized populations have equitable access and use of quality services

Outcomes

- 1.1 Policy environment, legislation, budgetary allocation and accountability mechanisms strengthened in support of equitable access to social and basic services for human development
- 1.2 Increased public awareness/behavior change to ensure vulnerable and excluded populations practice safe behavior, as well as access to and use of quality services, including housing
- 1.3 Capacity for equitable social service delivery improved at all levels, including using innovative technology

SPA 2. Inclusive economic growth through the development of sustainable livelihoods

Outcomes

- 2.1 Creation of employment opportunities & decent work through industry, construction, services, vocational/skill training, agricultural & cultural development, as well as promoting youth employment & public-private partnerships
- 2.2 Industrial development, both urban & rural, emphasizing SME / SMI development, women's participation, clean development & sustainable energy supply & use at affordable cost
- 2.3 Equitable and fair trade promotion enhanced
- 2.4 Key causes & consequences of population growth addressed



Strategic Priority Areas (One UN Programme)

SPA 3. Increased national resilience to disasters, crises and external shocks

Outcomes

- 3.1 National, Provincial & District capacities to prevent, assess, reduce & manage risks are developed
- 3.2 Vulnerable populations benefit from improved sustainable environmental management practices, including climate change mitigation & adaptation
- 3.3 Vulnerable populations in complex emergencies benefit from improved prevention, risk reduction & response (mitigation), and are assisted to reach development goals including MDG targets
- 3.4 Country policies, plans & institutions are enabled to prevent and manage cross-border challenges

SPA 4. Strengthened governance and social cohesion

Outcomes

- 4.1 The capacity of institutions to be more democratic and accountable is strengthened, including, inter alia, the engagement of civil society organizations, media and academia
- 4.2 Rule of law and public security institutions strengthened to enhance public trust and social stability, and to provide improved safety and security, including measures to address transnational crime and trafficking
- 4.3 Improved accountability and access to quality social protection and other services for excluded and vulnerable people
- 4.4 Strengthened decentralized governance

SPA 5. Gender Equality and Social Justice

Outcomes

- 5.1 Government and civil society are active and accountable in eliminating discrimination against women and girls.
- 5.2 Political, economic, social & legal rights of all, & especially excluded groups, are respected, protected & fulfilled, including through institutional strengthening & capacity development of duty bearers.
- 5.3 Human rights institutions strategically positioned, & advocating for integrating human rights at all levels.

SPA 6. Food and nutrition security for the most vulnerable groups

Outcome

- 6.1 Household food security increased.
- 6.2 Nutrition security increased, especially for vulnerable and excluded groups.

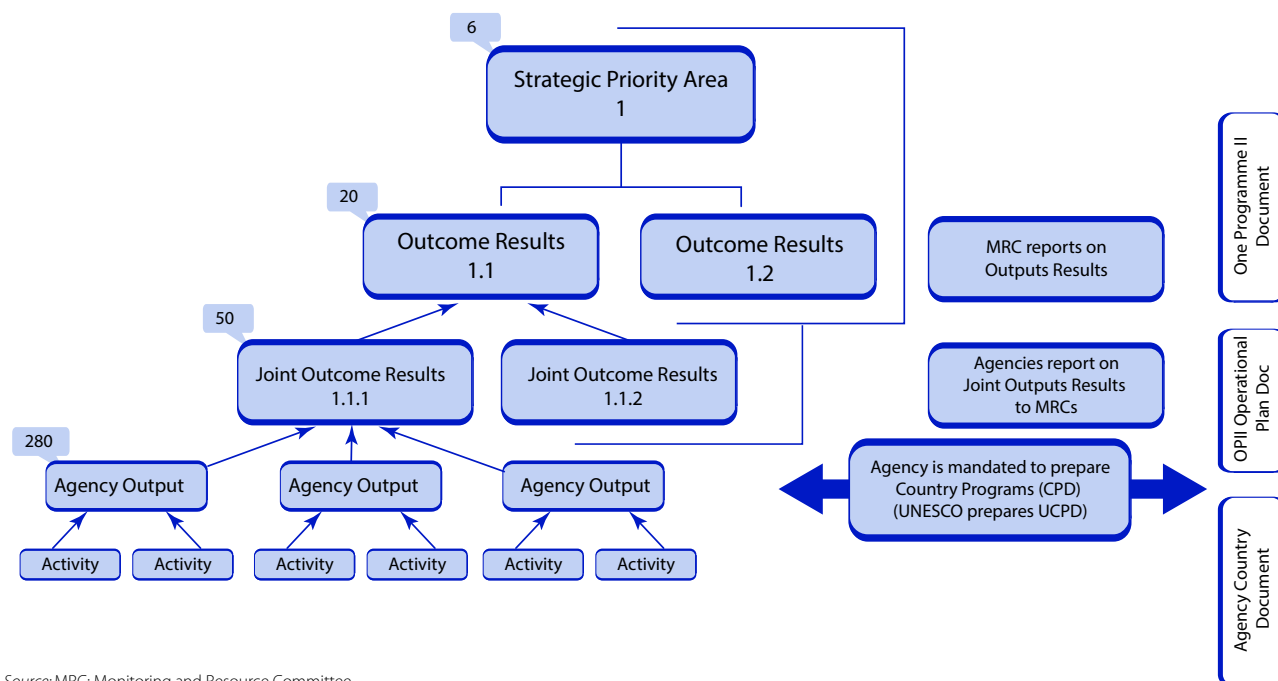
Source: Pakistan One UN Program (2013-2017)



Annex IV

Flow of Results and Linkages between the Agency Country Programming Document, Operational Plan, and One Programme Document

The Country Programming, below, has been structured to reflect the dynamics of new OP II Management Arrangement, with UNESCO's proposed cooperation framework and the Agency's new strategic direction. This arrangement will help create conditions necessary for a shift from the operational to strategic issues, and decision-making within UNESCO, and across all the UN bodies. In this context, UCPD provides a generalized view of the Agency's mandated sectors, while highlighting challenges in the achievement of National, and Millennium Development Goals. The Document sheds light on a future plan-of-action and cooperation in consistent with OP II RBM approach (demonstrated at tier 3 below), designed to converge focus on SPA results.



Source: MRC: Monitoring and Resource Committee



Annex V

National Priority Areas (Framework for Economic Growth)

The 'Framework for Economic Growth' is the Government's 10th five-year plan (2012-2016), which intends to tackle structural problems rooted in the country's economy (unsustainable fiscal policies, economic distortions, loss-making public enterprises, declining productivity) and the society (demographic pressure, population explosion, illiteracy) by taking a modern remedial course rather than hauling onto traditional approaches. Productivity and innovation, good governance, trade liberalization, market competitiveness and vibrancy, creative cities, connectivity, youth and community engagement are the lynchpins of the new strategy, which are to be brought together to inject broad-based sustainable growth away from donor driven, subsidy-ridden and sector selective economic plans. The New Strategy thus underscores:

1. Emphasis on productivity and efficiency beyond the brick and mortar approach
2. Building a better government and market taking the view that good government complements efficient, competitive and connected markets
3. Recognition that economic well-being is a result of a variety and frequency of economic transactions. Policy, law and regulation must seek to minimize transaction costs and allow speedy and frequent transactions
4. Focus on urban development as a crucible for the nurturing of innovative entrepreneurship and productivity
5. Inclusion of youth through community development and the provision of market opportunities, while continuing to impart skills and education.

In short, the growth strategy seeks to increase the return on investment through measures to improve the investment climate, reduce the cost of doing business, and dissolve impediments to entrepreneurship. While physical investment will be required for growth, it has been duly realized that such investment can only happen in an enabling environment.

Source: Pakistan' Framework for Economic Growth (May 2011). Planning Commission of Pakistan



Annex VI

| UNESCO Pakistan SPA-wide Outputs (In light of Pakistan One UN Programme 2013-2017) | | | | | |
|---|--|--|--|-------------------------|--------------------|
| Strategic Priority Area | One Plan Expected Outcome | UNESCO's Output | Performance/Monitoring Indicators | UN Partner Agencies | Core Budget (US\$) |
| SPA 1 Vulnerable and marginalized populations have equitable access and use of quality services. | 1.1 Policy environment, legislation, budgetary allocation and accountability mechanisms strengthened in support of equitable access to social and basic services for human development | Technical assistance provided to national/provincial/area Governments for enforcement of Article 25-A "right to education" | <ol style="list-style-type: none"> 1 Legislative bill related to Article 25-A passed and rules framed and date of enforcement notified 2 Percentage increase in education sector specifically on expanding access and offering incentives to out-of-school children | UNESCO IOM UNICEF | 1,593,200 |
| | | Support to capacity development to compile and analyze information on key educational indicators for better planning, management and appropriate budgetary allocation on education at all levels | <ol style="list-style-type: none"> 1 Up to date data on all key indicators and all service providers of education is accessible to planners, stakeholders, and general public through printed reports and online 2 Minimum of 10% annual increase in development budget of education sector, primarily to expand access and offering incentives for out of school children | UNFPA | 1,593,200 |
| | | Partnerships among civil society, local communities, private sector and Governments strengthened for monitoring of formal and non-formal education & training systems and accountability of duty-bearers. | <ol style="list-style-type: none"> 1 Mechanisms for accountability of education managers, school heads, and teachers with respect to quality of service delivery are instituted and functioning | UNESCO UNICEF | 1,365,600 |
| | 1.2 Increased public awareness and behavioral change to ensure vulnerable and excluded populations practice safe behavior, as well as access and use quality services, including housing | Quality and relevance of curricula improved through capacity development and inclusion of emerging trends such as peace and social harmony, disaster risk reduction, human rights, school health programme, etc. | <ol style="list-style-type: none"> 1 Institutional capacity of Curriculum Bureau and Textbook Boards strengthened in modern approaches of curriculum reforms and textbook development 2 Curriculum and textbooks integrated DRM, Human Rights, Health and Hygiene, Gender Equality and Peace Education | UNESCO | 1,549,100 |
| | | Establishment of community networks to provide access to information on basic social services | Number of network groups, forums, centers formed/mobilized for vulnerable groups to be aware, have ownership and act as pressure group for accountability | UNICEF UNESCO | 1,327,800 |
| | | Pilot programmes on adolescent education developed and implemented | <ol style="list-style-type: none"> 1 Concepts and information about school health, AIDS Prevention, and Adolescence Education reflected into school and teacher training curricula 2 Textbooks and teachers' guidebooks integrated contents on puberty, changes in the body, and prevention against STIs including HIV and AIDS | UNESCO UNFPA | 1,549,100 |
| | | | | | |



| UNESCO Pakistan SPA-wide Outputs (In light of Pakistan One UN Programme 2013-2017) | | | | | |
|---|--|---|---|--|--------------------|
| Strategic Priority Area | One Plan Expected Outcome | UNESCO's Output | Performance/Monitoring Indicators | UN Partner Agencies | Core Budget (US\$) |
| SPA 1 Vulnerable and marginalized populations have equitable access and use of quality services. | 1.3 Capacity for equitable social service delivery improved at all levels, including using innovative technology | Strengthened capacity of educational managers for improved management of education systems at all levels | Training modules based on Training Needs Assessment (TNA) developed, printed, and disseminated | UNESCO UNICEF WHO UNODC UNAIDS | 659,250 |
| | | Quality of pre- & in-service teachers and facilitators training – formal & non-formal – improved through instituting systems of Accreditation, Certification, Accountability, Transparency and use of ICT | Regular training courses made part of staff development, placement, and promotion policies by education authorities | UNESCO | 1,538,250 |
| | | Education departments' capacity developed and advocacy campaign launched in order to expand literacy and non-formal basic education programmes and adequately increase the education budget to include the use of ICT and modern technology for excluded groups | 1 Planners and policy makers sensitized about the role and significance of literacy and NFBE for socio-economic development and achievement of EFA Goals 2 Capacity of organizations implementing literacy and NFBE programmes strengthened leading to improvement in quality of outputs | UNESCO, WHO, UNICEF, | 1,481,480 |
| | | Development of medium to long-term action plans for education sector human resource management | Capacity of education departments is strengthened in modern techniques and tools of planning, data collection, projection of needs and costing, etc. | UNESCO WHO | 659,250 |
| SPA 2 Inclusive economic growth through the development of sustainable livelihoods | 2.1 Creation of employment opportunities and decent work through industry, construction, services, vocational/ skills training, agricultural, cultural development, as well as promoting youth employment and public-private partnership | Development of economic opportunities for vulnerable groups through programmes and policies for promotion and preservation of cultural heritage and development of cultural and ecotourism | 1 Number of Master plans for conservation and development of World Heritage Sites in Pakistan developed | UNDP UNESCO FAO UNHABITAT | 136,500 |
| | | Evidence based inclusive policies on TVET formulated and implementation capacity of provincial/area TEVTAs/TVET Agencies and TVET institutions strengthened | 2. Number of provincial policies on cultural promotion in place | UNIDO IOM UNESCO | 117,000 |
| | | Support to capacity building of rural women and youth in traditional and modern skills and establish home-based enterprises | 3 Capacities of number of relevant institutions/stakeholders built in preservation of cultural heritage and tourism promotion and safeguarding Intangible Cultural Heritage | UNIDO IOM UNESCO UNWomen ILO | 136,500 |

UNESCO Pakistan SPA-wide Outputs

(In light of Pakistan One UN Programme 2013-2017)

| Strategic Priority Area | One Plan Expected Outcome | UNESCO's Output | Performance/Monitoring Indicators | UN Partner Agencies | Core Budget (US\$) |
|--|--|---|---|--|--------------------|
| SPA 3 Increased national resilience to disasters, crises and external shocks. | 3.1 National, provincial and district capacities to prevent, assess, reduce and manage risks are developed | Reliable integrated multi-hazard early warning system developed to reduce risks for vulnerable groups | Technical up gradation in early warning system | FAO UNDP UNESCO UNHABITAT WHO IOM WFP UNWomen OCHA | 630,000 |
| | 3.2 Vulnerable populations benefit from improved sustainable environmental management practices, including climate change mitigation and adaptation | Integrated natural resource management programmes, such as Man and Biosphere, developed and implemented | Number of plans for promotion of renewable energy solutions developed | UNDP UNIDO FAO UNEP IOM UNHCR | 270,000 |
| | | Disaster risk reduction and prevention aspects mainstreamed in education sector to promote knowledge and skills on DRM among various sectors/ departments including education | Number of schools and hospital made safe | UNESCO | 292,500 |
| | | Climate Change adaptation plan and demonstration projects established especially for improved water management and conservation | Number of adaptation and mitigation plans developed with community participation | UNESCO WHO UNHABITAT UNDP | 227,500 |
| | | Knowledge platform for data exchange on trans-boundary water issues established through the demonstration of good practices | Number of data exchange mechanisms/channels in place | UNESCO | 130,000 |
| | 3.3 Vulnerable populations benefit from improved prevention, risk reduction and response (mitigation), and are assisted to reach development goals including MDG targets | Information mechanisms strengthened to inform and prepare vulnerable populations to reduce the risk of disasters including climate change | Number of information mechanisms such as radio programmes | UNICEF WHO OCHA | 40,000 |
| | | Support to livelihood capacities development of disaster & conflict affected communities through cultural industries and social cohesion | Number of persons (men and women) from disaster affected communities involved in skills enhancement programme and engaged in alternative means of livelihoods | UNIDO WFP UNESCO UNDP UNHCR | 60,000 |



| UNESCO Pakistan SPA-wide Outputs (In light of Pakistan One UN Programme 2013-2017) | | | | | |
|---|---|---|---|--|--------------------|
| Strategic Priority Area | One Plan Expected Outcome | UNESCO's Output | Performance/Monitoring Indicators | UN Partner Agencies | Core Budget (US\$) |
| SPA 4 Strengthen Governance and Social Cohesion | 4.1 Civil society and media are better able to promote participation of people in democratic processes and public dialogue and discourse | Institutions, and key stakeholders including civil society organizations, media and academia made aware, through proactive advocacy on key human rights issues specially on safety and impunity of killing of journalists | Number of stakeholder/civil society networks established and functional | UNHABITAT UNESCO | 47,500 |
| | | Support for enacting 'Right to information' legislation (under Article 19-A of the Constitution of Pakistan and the UDHR) | Number of structures/mechanisms introduced to encourage openness, freedom of expression and accountability | UNWomen UNDP UNESCO | 95,000 |
| | 4.3 Improved accountability and access to quality social protection and other services for excluded and vulnerable groups | Grassroots communities especially women are aware about voters' rights, and civil society and media act as watchdogs for fair electoral systems at community level | 1 Number of relevant stakeholders (including stringers and journalists) provided training in electoral fairness and reporting 2 Degree of awareness among the general public and marginalized groups on voter rights | UNICEF UNESCO | 47,500 |
| | | Support for promoting diversity of culture, inter cultural tolerance, and peace through advocacy and capacity building of duty bearers and rights holders | 1 Number of duty bearers and rights holders trained in peace building theory and practice to promote social harmony 2 Number of modules/resource material developed to promote cultural diversity and peace education | UNICEF UNESCO | 150,000 |
| SPA 5 Ensure Gender Equality and Social Justice | 5.1 Government and civil society are active and accountable in eliminating discrimination against women and girls | Educational departments, institutions and civil society strengthened to establish gender sensitive and inclusive management systems | 1. Number of MIS that include comparable disaggregated data 2. Number of policy briefs based on disaggregated data publicly available 3. Number of entities capacitated on application and use of disaggregated of data | UNESCO UNICEF UNAIDS WHO | 127,000 |
| | 5.2 Political, economic, social and legal rights of all, and especially excluded groups, are respected, protected and fulfilled, including through institutional strengthening and capacity development of duty bearers | Policies, Capacities of educational institutions and duty bearers developed to ensure that fundamental human rights of excluded and vulnerable groups are fulfilled | Number of interventions delivering on rights issues faced by excluded groups | UNESCO UNIDO ILO WHO UNAIDS UNHABITAT UNDP | 63,500 |

UNESCO Pakistan SPA-wide Outputs

(In light of Pakistan One UN Programme 2013-2017)

| Strategic Priority Area | One Plan Expected Outcome | UNESCO's Output | Performance/Monitoring Indicators | UN Partner Agencies | Core Budget (US\$) |
|---|---|--|--|---|--------------------|
| SPA 5 Ensure Gender Equality and Social Justice | 5.3 Human rights institutions strategically positioned, and advocating for integrating human rights at all levels | Technical support provided to national monitoring mechanisms and civil society to monitor the progress on implementation of core international human rights treaties and norms | Number of shadow reports | UNESCO UNICEF UNWomen | 63,500 |
| SPA 6 Food and nutrition security for the most vulnerable groups | 6.2 Nutrition security increased, especially for vulnerable and excluded groups | Education systems of provincial/ Area Governments strengthened to ensure that food, nutrition and health education needs of excluded and vulnerable groups are fulfilled | <ol style="list-style-type: none"> 1 Gender sensitive, multi-sectoral & sector specific integrated nutrition policies, strategies & plans developed 2 Gender sensitive, multi-sectoral & sector specific integrated nutrition strategies & plans implemented | UNESCO UNICEF FAO WHO UNWomen | 254,000 |



Annex VII

Conceptual Inter-Sectoral Relationship

In order to increase the relevance, sustainability and impact of UNESCO Pakistan actions, UCPD formulates the integration of its sectoral contributions in a manner that they are defined through the scope, and within the sphere, of the One UN Program (as shown in diagram below). For equitable access of quality services to the vulnerable and marginalized populations, UNESCO's different sectors work to strengthen the policy environment at both the federal and provincial levels, for the provision of basic social services for development, and the implementation of Education for All (EFA). Development of sustainable livelihood for inclusive economic growth is achieved by the preservation of cultural heritage, and promotion of eco-tourism, skills development and local arts and crafts industries. Increased national resilience to disasters, crises and external shocks is brought about by strengthening the mechanism for pre-and post-disaster preparedness, Disaster Risk Reduction (DRR) education, and support for livelihood and recovery. Such actions are backed by multi-hazard Early Warning Systems, integrated natural resource management, and platform for exchange of trans-border information. Strengthening of governance and social cohesion is centered on bolstering institutional support for democratic governance, and enacting the Right to Information legislation. To ensure Gender Equality and Human Rights, technical support is provided to the Government and to civil society to establish human rights monitoring mechanisms and inclusive management systems. And, for the Food and Nutrition Security of the most vulnerable, the education system is strengthened (e.g. school feeding scheme) to fulfill the needs of the marginalized populations.





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