UNESCO creates the condition for dialogue among civilizations, cultures and peoples, based upon respect for shared values. It is through this dialogue that the world can achieve global vision of sustainable development, encompassing observance of human rights, mutual respect and the alleviation of poverty.

With 193 Member States, 7 Associate Member States and more than 50 field offices around the world, UNESCO continues its efforts to build a human culture based on peace and harmony.

“Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.” - UNESCO Constitution
“Without developing human capital—no development, no economic growth, no human rights, as well as rule of law is possible. For economic growth, Pakistan would have to concentrate on free access and equal opportunity to education that could be called education for all.”—Dr. Kozue Kay Nagata, Director General, UNESCO Pakistan.

The UNESCO Office in Pakistan was established in Karachi in 1958, as the “UNESCO Regional Centre for Reading Materials in South Asia”. Its mandate included book promotion and development of infrastructures for the book publishing industries in the region. By 1972, the Center’s activities covered 21 UNESCO Member States in Asia. In October 1989, the office was moved to Islamabad and functioned as the “Regional Office for Book Development in Asia and the Pacific.” Currently UNESCO Islamabad office is functioning as a country office.

For more than 50 years, UNESCO Pakistan has worked to afford education to all Pakistanis without gender discrimination. Eradication of illiteracy in Pakistan is a particularly challenging priority area for the Government and UNESCO. The organization emphasizes upon the preservation of tangible and intangible cultural heritage. The safeguarding of scarce ecological resources is a key priority of UNESCO Pakistan. Moreover, in collaboration with the Government, the organization is working to promote and protect the free flow of information, freedom of expressions as a basic human right.

In the last decade, Pakistan has suffered significantly at the hands of natural calamities – the Azad Jammu and Kashmir (AJK) earthquake in 2005, the Khyber Pakhtoonkhwa (KPK) floods in 2010 and most recently, the floods in 2011 have resulted in the displacement of a large number of people. UNESCO Pakistan came forward to assist those affected by the natural disaster by initiating training and awareness raising on how to cope during disasters. UNESCO is still working with the government for establishing preventive measures such as improving early warning systems.
In the spirit of the United Nations “Delivering as One” policy and as part of United Nations Country Teams, UNESCO Pakistan works in synergy with all UN sister agencies.

Objectives

UNESCO’s main objective is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication and information. The goal is to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms. These principles, which are affirmed for the peoples of the world, without distinction of race, gender, language or religion, are enshrined in the Charter of the United Nations.

UNESCO Pakistan’s programme activities are aligned with UNESCO’s global Medium-Term Strategy 2008-2013, which defines five key objectives for the Organization:

I. Attaining quality Education for All;
II. Mobilizing scientific knowledge and science policy for sustainable development;
III. Addressing emerging ethical challenges;
IV. Promoting cultural diversity, intercultural dialogue and a culture of peace;
V. Building inclusive knowledge societies through information and communication.
Education

UNESCO Pakistan is guided by upholding education as a human right and as an essential element for the full development of human potential. It focuses particularly on bringing all the benefits of education to the poor, to the excluded, to indigenous peoples, to the marginalized and to those with special needs.

Education for peace is a primordial task for UNESCO Pakistan, related to its mission. It will therefore contribute through education to bring about a culture of peace and promote sustainable development. It will further promote intercultural dialogue with a view to integrating the teaching of global citizenship and democratic values into all levels of formal schooling and non-formal systems.

Education is among the key priorities of UNESCO’s mandates. In Pakistan, UNESCO education programmes focus on the coordination and implementation of EFA (Education for All) and ESD (Education for Sustainable Development). The organization aims to provide an environment where educational opportunities are available to all. In order to materialize this dream, the International community has already pledged Dakar 2000 (The Dakar Framework of Action) to achieve “Millennium Development Goals” (MDG) and six goals of “Education for all”.

UNESCO works in close coordination with all the stakeholders in education including the policy makers, development partners, NGOs and the civil society towards achieving these goals.

Eradication of illiteracy in Pakistan is a particularly challenging priority area for the Government and UNESCO. In response to this demand, UNESCO has included Pakistan in its global programme “Literacy Initiative for Empowerment (LIFE)*. In view of the above, UNESCO Pakistan stresses on:
I. Developing training materials and guidebooks for teachers on Early Childhood Education (ECE);
II. Health Education including HIV-AIDS;
III. Capacity building on EMIS, (Educational Management Information System) and analysis of census data;
IV. Working on implementing the National Professional Standards for Teachers and engaging teachers in refresher courses;
V. Promotion of ICT (Information and communication technology) in education;
VI. Advocacy for eliminating gender inequality in education- as well as providing access to those with special needs;
VII. Demand driven quality Technical and Vocational Education and Training (TVET): An initiative to produce manpower equipped with technical knowledge and skills for sustained socio-economic development.

The earthquake in 2005 caused severe damage to the education system, leaving thousands of teachers and students dead in KPK (Khyber Pakhtoonkhwa) and AJK (Azad Jammu and Kashmir). Observing the magnanimity of the human crisis, UNESCO decided to extend its help from day one. UNESCO pledged not only to reconstruct the educational institutions (including TVET institutions) but also to make them better than before. Today, disaster management techniques are also taught at schools in order to save lives and minimize all sorts of losses in times of crisis. Again in 2010, when Pakistan was hit by flood, UNESCO was among the front-liners to save people and later, develop a training manual on Natural Disaster Preparedness and Response.

UNESCO is also supporting efforts for the promotion of competency based training in line with the National skills strategy 2009-13 through development of competency standards, curricula and assessment resources in construction related trades with focus on earthquake resistant construction. During 2010, UNESCO organized a Roundtable in AJK, focusing two crucial issues in TVET, “Promoting Industry-Institution Linkages” and “Popularization of TVET as a Decent Education and Career Option”. It also plans to organize National Roundtable on TVET during 2012, to deliberate upon key issues like sustainable funding, TVET in general education curricula and coordination of TVET in the post 18th Constitutional Amendment scenario etc. UNESCO has developed 5-year Strategy to address the major issues and problems that challenge the efficient provision and development of TVET in Pakistan such as capacity development, teachers training, entrepreneurship education etc.

Goals of EFA

“Illiteracy is a foundation of all learning and an inclusive knowledge society; which grows and develops with embedded values for democracy, reconciliation and peace.” – Dr. Kozue Kay Nagata, Director UNESCO Pakistan.
UNESCO Islamabad attempts to look into Pakistan’s long-term future of science and technology, with an aim to identify areas of strategic research and collaboration, which are likely to yield greatest dividends in the country’s institutional strengthening, strategy formulation, poverty alleviation and sustainable development.

Natural Science

In face of the emerging challenges and untapped opportunities, it has become rather crucial to call for a National Commitment, a “New Social Contract”- whereby UNESCO pledges to be pro-active rather than reactive to the emerging realities. UNESCO Islamabad envisions being a dynamic partner in Pakistan’s STI system development by facilitating in the spheres of policy coordination and support, institutional capacity building, and project assistance. To augment its role in forging a well-defined policy roadmap, it tends to further its participation at Ministerial level “federal and particularly provincial” in development of practical, accomplishable action-plans especially in the aftermath of the newly approved S&T policy and the Framework for Economic Growth. At Institutional level, it tends to promote the capacity building of public and private enterprises for research and implementation so that programs are not just made but executed. Lastly at the project level, UNESCO in collaboration with sister agencies is apt to assist critical economic, social and environmental initiatives at the grass root through financial and technical support, to not only enhance the efficiency but to broaden their reach for wider impact. Through such policy-project-partners coherence, UNESCO believes in eliciting a multiplier effect for better-life and prosperous future.

STI Foresight and Social Innovation
UNESCO Islamabad has embarked on its own strategic planning for the next 5 years which would help in narrowing its future uncertainties, while enhancing the long-term projection capability. In this regard the organization’s engagement with public, private, inter-governmental partners is meant to align UNESCO’s own future course according to, in alignment with the vision and priorities of Pakistan’s major STI stakeholders. In order to be alert to and reap benefits from emerging innovation practices, UNESCO needs to partner in nurturing an environment that brings “below the radar” innovations from margins into the mainstream. In this context a pre-atory survey of the existing social innovations occurring on the fringes of formal innovation system is being conducted by commissioning a series of case studies. Such an exercise would build an understanding of the “local innovation processes and its characteristics,” so that strategies could be made to integrate and transfer the advancements of formal innovation sector to the informal.

Tsunami Early Warning System
In the aftermath of 2004 tsunami in the Indian Ocean, UNESCO-IOC initiated the deployment of ocean related hazards and tsunami early warning system for Pakistan. The programme revisits institutional roles and procedures (tsunami early warning SOPs), and strengthens their response capabilities. One of the major milestones has been the integration of seismic and national tsunami decision support systems to simulate high tides and inundation modeling.

Flood Warning & Management System
In light of successive Monsoon floods and the ensuing havoc to Pakistan’s economy and society, UNESCO has undertook flood response and mitigation initiative to reduce its human and socioeconomic impact. To foster the country’s institutional and human capacity, UNESCO has embarked upon strategic strengthening of Pakistan’s flood early warning system along with the development of flood hazard maps at community level. A possible extension of this programme is the establishment of international and local platforms for timely sharing of hydrometeorological observations for disaster preemption and damage aversion.

The Man & Biosphere Programme
Pakistan’s Juniper forest is among the world’s largest and needs sustainable support to check the threatening trend of depletion. In order to advocate the institutional support of Man and Biosphere (MAB) in this country, UNESCO has added Juniper forest ecosystem of Ziarat into the global network of UN biosphere reserves. The programme tends to consolidate the professional capacity of relevant departments in testing ways of managing natural resources and the nurturing of sustainable local development.

I. Promote the development and institutionalization of a dynamic STI system, along with the creation of knowledge-network, for better integration and sharing of capabilities between different facets of economy and society.

II. Establish preeminence of science in societal development by strengthening policy, processes and institutions to promote social innovation, renewable energy development, environmental protection and disaster & natural resources management.

III. Strengthen the local and traditional knowledge network by structuring its applicability in addressing local needs, along with bridging the gap between industry-university to set up market-driven predisposition and skill development.

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UNESCO, with its specific mandate in the field of culture, sets international standards to protect cultural diversity and promotes culture as an instrument for sustainable development. UNESCO promotes intercultural dialogue to foster pluralism and social cohesion creating space for harmony and peace. At the global level, UNESCO advocates for a better recognition of the role of culture in achieving internationally agreed development goals. Humanity’s tangible and intangible cultural heritage, local practices, expressions and languages are protected through six international conventions – the most recent of which is the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

UNESCO Islamabad, in collaboration with Government of Pakistan, partner NGOs, the civil society and educational institutions, works for the promotion and protection of tangible and intangible cultural heritage with the aim to contribute to economic growth and poverty reduction through promoting creative industries and cultural tourism.

The Organization’s interventions on World Heritage Properties support the States Party’s international commitment towards implementation of the 1972 Convention, concerning the Protection of World’s Cultural and Natural Heritage. In this context, UNESCO Office in Islamabad successfully carried out a number of conservation activities to safeguard the World Heritage Sites in Pakistan – the historical ruins of Makli (Thatta), Lahore Fort and Shalamar Gardens being the most recent ones. With financial support from Norway, UNESCO Pakistan successfully carried out conservation and capacity building projects in 2003 and 2005 at Lahore Fort which aimed at stabilizing the key structures including the mirror ceiling of Shish Mahal, the Akbari Gateway, Royal Kitchen and the Pictured Wall. A similar intervention was carried out at Shalamar gardens with funds from Getty Foundation, whereby the Royal Bath and Eastern and Western Gateways of the Gardens were conserved.

To Safeguard the Archaeological Ruins of Mohenjo-Daro, UNESCO started an International Campaign in 1974, which mobilized around US $23 million for large scale conservation measures, aiming at protecting the site from flooding, control of the ground-water table, implementation of national capacity building activities and for the installation of a conservation and monitoring laboratory.

UNESCO Pakistan, through culture, played a significant role in Post Disaster and Post Conflict situations of the country. The organization highlighted that culture is a resource which can be harnessed for economic well-being of flood affected and conflict affected communities and that, through culture, industries can alleviate poverty while engendering pride and identity in communities. A number of activities have been carried out in various districts of Pakistan aiming to economically empower women from conflict affected and flood affected families in Swat and Sindh and poverty ridden areas of Bahawalpur and Dera Ghazi Khan.

Recognizing the urgency to protect and promote invaluable cultural heritage of Pakistan, UNESCO in collaboration with Government and other national partners joined hands to map the cultural assets of the country. With generous support from the Government of Norway, a major initiative was undertaken in selected districts of Khyber Pakhtoonkhwa and Punjab to map out cultural heritage both tangible and intangible including historic sites, knowledge systems of traditional arts and crafts, local practices and skills etc. UNESCO established a platform for sustaining the mapping process in form of a National Database of Cultural Assets, at National Institute of Folk and Traditional Heritage (Lok Virsa). Same activity has been carried out in Azad Jammu and Kashmir (AJK) with core funds.
Journalist films reality of life in Pakistan,

It was a few days before Haidi Chong first met the Chaudhry family of Islamabad, when Chong and her crew arrived and knocked on their door in search of their children.

“I heard that the filmmaker would be back in Islamabad this October,” said Chaudry, who believes they have the ability to put a human face on problems that are often hidden away.

Chaudry has taken a particular interest in Pakistan and Afghanistan. A Pakistani journalist, Chaudry has created more than 15 documentaries for global audiences.


It was at a meeting of the Council of Global Affair in Chicago that Chaudry and Chaudry first met.

Chaudry immediately saw an opportunity to bring a few of her films to the United States and International Development Community. A CNN, PBS and the Discovery Channel covered her career in documentary filmmaking.

Chaudry was assigned to follow the plight of Afghani refugees in Pakistan and the heat in which they lived.

UNESCO is the only UN agency with a clear mandate to promote and protect the free flow of information, freedom of expression and freedom of the press as a basic human right, through sensitization and monitoring activities. It also fosters media independence and pluralism as prerequisites and major factors of democratization by providing advisory services on media legislation and sensitizing governments, parliamentarians and other decision-makers.

UNESCO works to protect media freedom in conflict and post-disaster situations. In 2009, at least 77 journalists and support staff were killed worldwide while trying to do their job. In 2011, 8 journalists died in Pakistan only. UNESCO raises the alarm and works with countries to ensure follow-up and fight against the impunity of these crimes.

UNESCO Pakistan is supporting 20 Press clubs in conflict areas of North and South Waziristan to strengthen their capacity to report the issues of these areas.

Communication and Information sector of UNESCO Pakistan, believes that information and knowledge are the driving forces behind sustainable development.

"19A- Right to information; Every Citizen shall have the right to have access to information in all matters of public importance subject to regulation and reasonable restrictions imposed by law." - 18th constitutional Amendment 2010.

Right to information is among the basic human rights according to the UNESCO constitution. Hence freedom of expression, access to information and security of journalists are key areas of work for UNESCO in Pakistan. Specialized training is conducted for journalists to protect themselves during war and other life threatening situations. UNESCO Pakistan also focuses on introducing better professional practices to media professionals.

UNESCO Pakistan has played a significant role in dealing with national disasters. It has worked to utilize the opportunity to address and highlight malpractices. In 2010, when the floods left more than 20 million people stranded in life threatening situations, UNESCO aired the radio drama “Umed-e-Sahar,” the first radio soap opera, used to humanitarian and development outreach to enable each individual to deal with post-traumatic stress, and health problems. The series of radio programmes laid great stress on highlighting social issues, such as the role of women in society.

UNESCO Pakistan has also drafted a Media Literacy Curriculum, with the contribution from leading international experts in this area. It is designed with the aim to help teachers educating young students to critically interact with the mass media.

UNESCO is geared to lay down ethics and guidelines for media to cover conflict without sensationalizing. The basic security training of the press clubs in reporting conflicts is a key priority of UNESCO Pakistan that will be carried out in collaboration with its partner organizations.

UNESCO Pakistan has conducted an online course to empower women journalists as opinion leaders. It further seeks to build journalist networks and encourage active participation of journalists in local and national press clubs.
UNESCO strives to further the scope for seeking knowledge, establish standards and propagate intellectual cooperation in order to aid social change advantageous to the universal values of justice, self-determination and human dignity.

The Social and Human Sciences sector of UNECO Pakistan, acts as a catalyst to understand and infer socio-cultural and economic conditions. The Sector researches, identifies, analyses and recommends plans for implementation. It helps lessen the gulf between what is and what ought to be. The sector therefore finds out what should be; calculates what could be and focuses on the present conditions. In the field of the ethics of Science and Technology, UNESCO establishes standards, creates legal instruments, advises governments and coordinates intergovernmental organizations. The advancement of human rights is a major part of SHS and concerns results in developing regional plans for human security.

The continuation of SHS’s universal programmes—Management of Social Transformation (MOST)—in Pakistan is part of the strategy to promote the development and use of social scientific knowledge that contributes to a better understanding and management of social transformations.
Born in Osaka (Japan) in 1956, Ms Nagata obtained a Bachelor of Arts degree in Indo-Pakistani Studies from the Tokyo University of Foreign Studies (Japan, 1981), a Master of Arts in Education from the California State University (Bakersfield, USA, 1983) and a Master of International Public Policy (MIPP) from The Paul H. Nitze School of Advanced International Studies at the Johns Hopkins University in Washington DC (USA, 1997). She subsequently gained a PhD in Development Studies from the Nihon Fukushi University in Nagoya (Japan, 2008).

Ms Nagata joined the International Labour Organization (ILO) in Geneva in 1984, as Associate Expert. She went on to work as an Assistant Statistician at the World Trade Organization (ex-GATT), also in Geneva, from January to September 1988.

From October 1988 to July 2001, Ms Nagata worked as a Social Affairs Officer with the United Nations Economic and Social Commission for Western Asia (ESCWA), based in Baghdad at that time (ESCWA Headquarters is now in Beirut). During this period, she worked in three duty stations (Baghdad, Amman and Beirut). She was notably involved in the organization of the Arab Regional Preparatory Meeting for the Population Conference in Cairo (1993), and of the Arab Regional Preparatory Forum for the World Summit for Social Development (1994).

In 2001, Ms Nagata was temporarily re-deployed to the UN peace-keeping operation in East Timor (Timor Leste), where she served as the Chief of the Social Services Division in the Ministry of Labour and Solidarity of the United Nations Transitional Government in East Timor (UNTAET). From July 2002 to August 2006, she worked as the Economic Affairs Officer at the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) in Bangkok, where she led the process of regional preparations for the International Convention on the Rights of Persons with Disabilities (CRPD), which entered into force in May 2008. She also headed the launch and implementation of the second Asia-Pacific Decade of Disabled Persons (2002-2013).

In August 2006, she became an Economic Affairs Officer in the Development Cooperation Branch of the Office of ECOSOC Support and Coordination, United Nations Department of Economic and Social Affairs (UN DESA) in New York. Since 2006, she has been serving as the Senior Economist in the same Office and has been heavily involved in the substantive servicing of the operational activities segment of ECOSOC, held every year, and the Development Cooperation Forum (DCF). Among other things, she contributed to the 2007 version of the Triennial Comprehensive Policy Review of the Operational Activities of the United Nations for Development (TCPR) and the Asia-Pacific Regional DCF.

In the course of her professional career, Ms Nagata has authored several articles, book chapters, reports and lectures on various socio-economic issues in developing countries of the Arab and Asian regions.

Dr. Kozue Kay Nagata
Director of the UNESCO Office in Islamabad and Representative of the Organization in Pakistan.