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Educational, Scientific and
Cultural Organization

Islamabad
Office

UNESCO Pakistan Country Strategic Document 2018-2022



UNESCO PAKISTAN COUNTRY STRATEGIC DOCUMENT 2018-2022

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LIST OF ABBREVIATIONS

ABL	Activity Based Learning	PTC	Parent Teacher Committee
ADB	Asian Development Bank	QCPR	Quadrennial Comprehensive Policy Review
ASER	Annual Status of Education Report	RBM	Results-Based Management
AJ&K	Azad Jammu & Kashmir	RTI	Right to Information
CARI	Consolidated Approach to Reporting on Food Security Indicators	SDG	Sustainable Development Goals
APCEIU	Asia Pacific Centre of Education for International Understanding	SDC	Swiss Agency for Development and Cooperation
CI	Communication and Information	SIDA	Swedish International Development Cooperation Agency
COAS	Chief of Army Staff	SISTER	System of Information on Strategies, Tasks and the Evaluation of Results
CPEC	China Pakistan Economic Corridor	SMC	School Management Council
CRIHAP	Centre for Intangible Cultural Heritage in the Asia-Pacific	ST&I	Science Technology and Innovation
CSO	Civil Society Organization	UIS	UNESCO Institute for Statistics
DRR	Disaster Risk Reduction	UN	United Nations
EAC	Educate a Child	UNAIDS	United Nations Program on Acquired Immune Deficiency Syndrome
EU	European Union	UCSD	UNESCO's Country Strategic Document
FAO	Food and Agriculture Organization	UNCT	United Nations Country Team
FOI	Freedom of Information	UNDP	United Nations Development Program
GB	Gilgit Baltistan	UNESCO	United Nations Educational, Scientific and Cultural Organization
GDP	Gross Domestic Product	UNFPA	United Nations Population Fund
GREP	Girls' Right to Education Programme	UN HABITAT	United Nations Human Settlements Programme
HH	Household	UNHCR	United Nations High Commissioner for Refugees
IIEP	International Institute for Educational Planning	UNICEF	United Nations International Children's Emergency Fund
ICH	Intangible Cultural Heritage	UNIDO	United Nations Industrial Development Organization
ICT	Islamabad Capital Territory	UNOCHA	United Nations Office of Coordination of Humanitarian Affairs
ILO	International Labor Organization	UNODC	United Nations Office on Drugs and Crime
IMF	International Monetary Fund	UNSD	United Nations Sustainable Development Framework for Pakistan
IOM	International Organization for Migration	UN WOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
ISB	Islamabad	WASH	Water, Sanitation and Hygiene
JSI	Journalists' Safety Indicators	WB	World Bank
KOICA	Korea International Cooperation Agency	WNBR	World Network of Biosphere Reserve
MAB	Man and the Biosphere	WFP	World Food Programme
M&E	Monitoring & Evaluation	WHO	World Health Organization
MDG	Millennium Development Goals		
MGT	Multi-Grade Teaching		
MIC	Middle-Income Country		
NCHD	National Commission for Human Development		
NGO	Non-Governmental Organization		
NORAD	Norwegian Agency for Development Cooperation		
NDMP	National Disaster Management Plan		
OOSC	Out of School Children		
OP III	Pakistan One United Nations Programme III		
PEMRA	Pakistan Electronic Media Regulatory Authority		
PECA	Prevention of Electronic Crime Act		



Government Girls Primary School
Sindh Province, Pakistan



6 sites

World Heritage Sites
Enlisted on UNESCO's List of
World Heritage

2018



44%

Out of school children
22.84 million children, aged 5–16

2017



22%

Internet penetration
44.6 million internet users

2018

YOUNG GIRLS DURING CLASS IN GOVERNMENT GIRLS
PRIMARY SCHOOL IN MOIAN KHAKHIAN VILLAGE, UC
KAIMANJA, MUZAFFARABAD DISTRICT, AJK.



Foreword

With 70 years of Independence, Pakistan has much to celebrate.

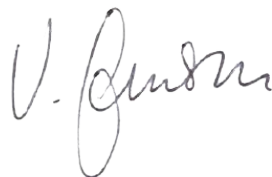
It is my great pleasure to present the UNESCO Country Strategic Document (UCSD) 2018-2022 for the Islamic Republic of Pakistan. This document presents UNESCO's strategic framework for engagement with the Government, other UN Agencies, Development Partners, and civil society to respond most effectively to Pakistan's development needs, priorities, and aspirations.

With 70 years of Independence and a newly elected Government in 2018, UNESCO's constitutional mandate and support to Pakistan remains particularly relevant. UNESCO's support to Pakistan's development includes promoting access to and quality of education, contributing to the preservation and sustainable management of Pakistan's tangible and intangible heritage, promoting creativity and creative industries, integrating heritage and culture within education and development, promoting access to information, and advocating for science, technology and innovation to increase the sustainability and inclusivity of Pakistan's economic growth.

The UCSD is a planning and programming tool for UNESCO and its partners. It helps to define with greater precision, the fields of operation in which UNESCO's interventions are most needed and in demand. It outlines a proposed cooperation framework and highlights UNESCO's contribution to the sustainable development of Pakistan in accordance with the Pakistan One United Nations Programme III (OP III) 2018-2022 and Pakistan's National Development Priorities outlined in the long term development programmes.

Since UNESCO first opened its offices in Pakistan in 1958, by working closely with the Government, Development Partners, and civil society, significant progress has been achieved. Looking ahead, UNESCO is committed to continue to contribute to enhancing the capacity of the Government to meet the increasing needs of the country's young and growing population and to realize the development aspiration of Pakistan becoming an upper middle-income country and achieving the Agenda for Sustainable Development by 2030.

I would like to express my gratitude to all who are contributing to the successful implementation of UNESCO's interventions and programmes outlined within this document. On behalf of the staff of the UNESCO Office in Islamabad, I gratefully acknowledge the continuous support and collaboration of the Government of Pakistan.



Vibeke Jensen
Representative and Director
UNESCO Pakistan

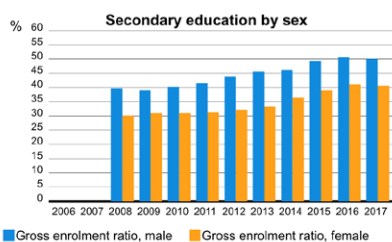
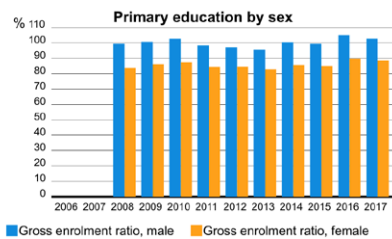


STUDENTS ATTEND THEIR CLASS IN GOVERNMENT GIRLS PRIMARY SCHOOL PINDPARIAN, ISLAMABAD.

Key development indicators

Socio-economic indicators (2018)

Total population (in thousands)	207,775
Annual population growth (%)	2
Total fertility rate (births per woman)	3.50
Infant mortality rate (per 1,000 live births)	64
Life expectancy at birth (years)	66
Poverty headcount ratio at 3.10 PPP\$ a day (% of population)	36.90
GDP per capita - PPP\$	5,042
Annual GDP growth (%)	5.70
Total Operating Expenses	5,002,222



PART 1

STRATEGIC VISION: SITUATION ANALYSIS AND UNESCO'S INTERVENTION RATIONALE

August 2017 marked Pakistan's 70th anniversary and the country has much to celebrate. Whilst recognizing that many areas require further attention, Pakistan has been making steady progress towards a prosperous and accountable democracy.

As the world's sixth most populated country, Pakistan contends with the risk of natural disasters, a large and growing youth population, entrenched poverty and inequality. Pakistan's population has increased by 57 percent between 1998 and 2017, totaling 207.8 million in 2017¹. Sixty percent of the population is younger than 30 years and nearly one-third is living in multidimensional poverty. Projections estimate the population to rise to 250 million by 2030², putting additional stress on Pakistan's economy, society, and environment.

To meet the needs of its rapidly growing and urbanizing population, the country requires continued strong economic growth of 6-10 percent annually. Besides good governance and accountable institutions, Pakistan requires a healthy, well-nourished, skilled, well-educated, and well-informed society that is capable to innovate and to realize its full potential to maintain current high levels of development and growth. All of this requires all stakeholders to work together closely and coherently to achieve sustainable human development.

National Development Vision and Agenda 2030 for Sustainable Development

Pakistan's Government has elaborated an aspirational and ambitious national development plan and vision. The Pakistan 2025: One Nation – One Vision. It's seven development pillars propose economic prosperity through a roadmap that is linked to the Agenda 2030 for Sustainable Development and the Sustainable Development Goals (SDGs) and the Government of Pakistan is giving great importance to meeting the SDG

targets.³

Identifying human and social capital as key drivers to reach its goal, the first pillar of Vision 2025 is 'People First' along with other six pillars: Growth, Governance, Security, Entrepreneurship, Knowledge Economy, and Connectivity.

Pakistan has taken the lead in adopting the Agenda 2030 for Sustainable Development and its 17 SDGs, becoming one of the first countries in the world to take up their pledge to transform lives and protect the planet.

Vision 2025 Pillars	Linkage with SDGs
1 People First: Developing social and human capital, and empowering women.	SDG 1 (Poverty), SDG 3 (Health), SDG 4 (Education), SDG 5 (Gender) and SDG 8 (Decent Work).
2 Growth: Sustained, indigenous and inclusive growth.	The target is virtually identical to SDG 8 (Inclusive and Sustainable Economic Growth and Decent Work). It is also aligned with SDG 10 (Inequalities), SDG 12 (Sustainable Consumption and Production), SDG 13 (Climate Change), SDG 14 (Oceans) and SDG 15 (Terrestrial Ecosystems).
3 Governance: Democratic governance, institutional reform and public sector modernization.	The language is similar to SDG 16 (Peaceful Society).
4 Security: Energy, water and food security.	SDG 2 (Zero Hunger), SDG 6 (Water Security), SDG 7 (Energy Security) and SDG 11 (Urbanization)
5 Entrepreneurship: Private sector and entrepreneurship-led growth.	SDG 9 (Innovation and Industrialization).
6 Knowledge economy: Developing a competitive knowledge economy through value addition.	SDG 9 (Innovation) and SDG 4 (Education).
7 Connectivity: Modernizing transport infrastructure and regional connectivity.	SDG 9 (Infrastructure) and SDG 17 (Partnership).

Source: Vision 2025, p. 10.

UNESCO in Pakistan

As a specialized United Nations agency, UNESCO has been operating in Pakistan since 1958, providing the Government of Pakistan with support over seven decades. The Government of Pakistan recognizes UNESCO as a long-term strategic partner in support of achieving Pakistan's national development plans and priorities.

¹ Pakistan Bureau of Statistics, 6th Population and Housing Census, 2017

² Pakistan One United Nations Programme III (OP III) 2018-2022.

³ Pakistan 2025 - One Nation One Vision. (2018). [online] Ministry of Planning, Development & Reform.



United Nations
Educational, Scientific and
Cultural Organization

UNESCO in Pakistan

A long-term strategic partner of the Government.

The Islamic Republic of Pakistan joined UNESCO on 14 September 1949. In 1984 the Government proceeded to establish a National Commission, the Pakistan National Commission for UNESCO, in support of UNESCO operations in Pakistan. Since its inauguration in 1984, the Pakistan National Commission for UNESCO supports and promotes the work of UNESCO in Pakistan. The Pakistan National Commission is presided by Hon. Shafqat Mehmood, Federal Minister, Ministry of Education and Professional Training.

UNESCO has a distinct comparative advantage and is uniquely positioned to support the Government and people living in Pakistan at different levels and through different interventions. In collaboration with its stakeholders and partners, UNESCO provides integrated policy support, contributes to capacity-building at provincial and national levels, acts as a coordinating and convening entity, promotes international and regional cooperation, exchanges of knowledge, and partnership, compiles and disseminates best-practices and advice, as well as conducts advocacy and awareness raising in areas of UNESCO's mandate and its fields of expertise.

UNESCO Cooperation Modalities in Pakistan:

› Integrated policy support

› Capacity building and technical assistance at national and subnational levels

› Coordination

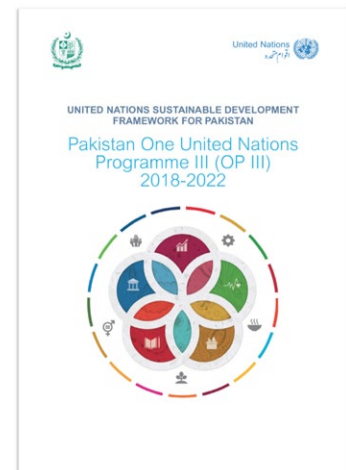
› Advocacy and awareness-raising

› Multi-stakeholder convening

UNESCO's support to Pakistan is built around the United Nations' common support framework for Pakistan, the Pakistan One United Nations Programme III (OP III) 2018-2022, and its shared purpose 'Delivering as One' to achieve the SDGs in line with the Government's priorities.

UNESCO and the United Nations Family

Jointly pursuing the national priorities enshrined in Pakistan's Vision 2025 and the achievement of the Agenda 2030 for Sustainable Development and SDGs, the UN system in Pakistan is jointly implementing the Pakistan One United Nations Programme III (OP III) 2018-2022. UNESCO is contributing to the OP III and has a strong comparative advantage in selected areas leveraging its expertise, resources, and global experience in support of national and provincial stakeholders.



Out of the ten key outcomes set in the OP III 2018–2022, UNESCO contributes to the following in collaboration with federal, provincial, and district governments, alongside other key local partners:

- » Outcome 1: Economic Growth
- » Outcome 2: Decent Work
- » Outcome 6: Resilience
- » Outcome 7: Education and Learning
- » Outcome 8: Gender, Equality and Dignity
- » Outcome 9: Governance



SIGNATURE OF PARTNERSHIP AGREEMENT
WITH REPUBLIC OF KOREA TO SUPPORT UNESCO'S GIRLS' RIGHT TO EDUCATION PROGRAMME.

Partnerships

The UNESCO Office in Islamabad works closely with a diverse range of partners – federal and provincial government counterparts, other UN agencies, international and bilateral development partners, local and international NGOs, local civil society, academia, the media and communities.

The partnership with the Government of Pakistan is key to the success and relevance of UNESCO's interventions in the Islamic Republic. Through its 60 years of operation in Pakistan, UNESCO has built strong relationships with the Government, Partners, Universities, and the Media and is uniquely positioned to support the Government at different levels to meet its national vision and aspiration such as to diversify the economy, to provide high quality educational services and skills development to its citizens, as well as to meet its international obligations.

UNESCO leverages synergies by engaging with all stakeholders, diversifying its funding partners, forming private-public partnerships, and by promoting cross-sectoral working both within UNESCO and across the UN system.

UNESCO Chairs

UNESCO promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work through the UNESCO Chairs Programme. The programme involves over 700 institutions in 116 countries in key priority areas related to UNESCO's fields of competence. Through the network, higher education and research institutions pool their resources, both human and material, to address pressing challenges and contribute to the development of their societies. In many instances, the networks and chairs serve as think tanks and bridge builders between academia, civil society, local communities, research and policy-making. In Pakistan, UNESCO granted three UNESCO chairs:

- ▶ UNESCO Chair in the Conservation and Management of Historic Towns and Urban Centers at the National College of Arts, Lahore
- ▶ UNESCO Chair "Light for Health" at the Pakistan Institute for Engineering and Applied Sciences (PIEAS), Islamabad
- ▶ UNESCO Chair on Information and Communication Technology for Development at the Information Technology University, Lahore

PART 2

SITUATION ANALYSIS: SUMMARY ANALYSIS OF PAKISTAN'S DEVELOPMENT CONTEXT.

SUMMARY ANALYSIS OF PAKISTAN'S DEVELOPMENT CONTEXT.

Pakistan's social indicators point to a combination of both fast and slow progress. While poverty indicators reflect improvements over the past years, the majority of improvements have materialized at slow and unsustainable pace.

While in terms of per-capita income Pakistan is a middle-income country. The Human Development Index (HDI) 2015 ranked Pakistan 147 of 188 countries, placing it in the "low human development" category. Particularly indicators related to health and education show slow advancements vis-à-vis Pakistan's rapid population growth (2.0 percent annually). Inequality remains pervasive as economic progress has not been fully translated into poverty alleviation and the redistribution of resources.

Despite Pakistan's rapid economic development, certain parts of the population — mostly those in remote rural areas and female — still suffer from extreme poverty, diseases, the lack

of medical facilities, and insufficient job opportunities. Further, Pakistan's 'Middle Income Country' status, which was awarded in 2011, has led to a reduction in international aid as donors have shifted their focus to countries in more dire need of assistance.

Pakistan is currently undergoing a demographic transition, experiencing a once-in-a-lifetime demographic dividend as the working-age population bulges and dependency ratios decline. In 2017, 60 percent of the country's population was 30 years of age or younger. Over the next four decades 2.1 million adolescents will enter the labor force every year.

In order for economic benefits to materialize, adequate education and public health policies, as well as policies promoting labor market flexibility and providing incentives for investment and savings, need to be put in place. If not, the demographic dividend will turn into a cost, leading to unemployment and an unbearable strain on education, health, and pension schemes.

Education

Pakistan is among the countries with the lowest spending on education per capita (2.76 percent in 2017)¹ though the overall national education budget has increased by 27 percent since 2010. Access to education and retention remains low with enrollment and completion rates for primary education among the lowest in the world. In 2017, primary school enrollment was below 80 percent and completion rates were below 75 percent.² Similarly, completion rates at the lower secondary level are 46 percent and 36 percent at the higher secondary

levels. Causes for low enrolment and retention rates include, teacher absenteeism, poor quality of education, distances that children, especially girls, have to travel to attend school, coupled with limited transportation options, as well as a lack of school WASH facilities, poverty and food insecurity.

Pakistan's literacy rates are amongst the lowest in the world: Less than 60 percent of the population is literate. The UNESCO Institute for Statistics (UIS) estimated in 2016 that around 25 percent of the Pakistani youth is illiterate with 8.2 percent unemployed with no vocational and technical skills.

¹ UNESCO Institute of Statistics [online] Available at: <http://uis.unesco.org/en/country/pk> [Accessed 23 Oct. 2018].

² UNESCO Institute of Statistics [online] Available at: <http://uis.unesco.org/en/country/pk> [Accessed 23 Oct. 2018].



Government Girls Primary School

STUDENTS ATTEND THEIR CLASS IN GOVERNMENT GIRLS
PRIMARY SCHOOL JAFFARABAD, BALOCHISTAN.

Beyond enrolment, learning outcomes are also a concern. In 2016, 48 percent of Grade 5 pupils in both public and private schools could not read a Grade 2 story in Urdu, and 52 percent could not divide a two-digit sum.³ Challenges regarding the provision of quality education in Pakistan can be attributed to a number of causes, including an insufficient number of teachers, lacking teacher training institutions, inadequate school management, unfavorable school physical and learning environments, poor multi-grade teaching methodologies/approaches, teacher absenteeism, ineffective classroom teaching and learning, and inadequate capacity of education officials especially at the district level. The need for life skills education, a focus of SDG 4, is reflected both in Pakistan's National Education Policy and in national and provincial youth policies. However, much needs to be done to integrate existing policies into teacher training curricula and textbooks.

Pakistan still faces serious challenges with out-of-school children. Currently, it is estimated that 22.84 million children are out of school, leaving Pakistan as one of the countries with the highest number of out-of-school children (OOSC) at the primary level.⁴ Children from the poorest rural households are four times more likely to be out of school than those of the wealthiest urban ones. If business continues as usual, Pakistan will have more than 45 million illiterates in 2030.

Gender disparities are a serious concern, too. It is estimated that 53 percent of the out-of-school children are girls, compared to 47 percent of boys⁵. Particularly girls in rural areas remain a vulnerable group affected by insufficient investment in education and related facilities. This matter is certainly exacerbated by inaccurate perceptions and investments regarding the education of girls in Pakistan. Families often prefer to send their daughters to girls-only schools, especially after Grade 5, which are often not available in their vicinity. In 2017, Pakistan has 42,786 girls primary schools, 9,292 girls middle schools, and 6,906 girls high schools (excluding mixed schools).⁶ This reduced accessibility, especially at the middle and high-school level, often discourages parents to invest in girls' education altogether.

On the positive side, the promulgation of Article 25-A of the Constitution after the Devolution makes education a right and obligates the State to provide free and compulsory education to all children of the age 5 to 16. Article 37-B of the Constitution also reiterates that 'the State of Pakistan shall remove illiteracy and provide free and compulsory secondary education within minimum possible time.

Pakistan is committed to increasing its GDP spending on education⁷ and to raise the literacy rate of children aged 10

3 Annual Status of Education Report (ASER), 2016. (2017). [online] SAFER.

4 5.03 million out of school children on the primary level, 6.40 million at the middle level, 4.88 million at the highest level, and 6.33 million at the higher secondary level.

5 Pakistan Education Statistics 2015-16. (2016). [online] Ministry of Federal Education and Professional Training.

6 Pakistan Education Statistics 2016-17. (2017). [online] Ministry of Federal Education and Professional Training.

7 Pakistan 2025 - One Nation One Vision. (2018). [online] Ministry of Planning, Development & Reform, p.33.



GRADE 3 STUDENTS IN GOVERNMENT GIRLS PRIMARY SCHOOL
MOHMAND AGENCY, EX-FATA

and above to 90 percent in the coming years.⁸ Following the 18th Constitutional Amendment, which delegated more responsibility to the provinces, provincial governments have significantly increased resource allocations for education in their annual budgets.

Culture

Pakistan is richly dotted with thousands of historical and cultural sites including six sites inscribed on the UNESCO's World Heritage List and 25 sites on UNESCO's Tentative List of World Heritage. While Pakistan's rich cultural heritage can make important contributions to sustainable development and possesses great potential for cultural tourism, today, the safeguarding of cultural heritage receives insufficient attention. Culture is not specifically reflected as a priority area in major national development frameworks and has not yet been officially fully recognized as an enabler of sustainable development.

Pakistan has ratified the 1970 Convention on the means of prohibiting and preventing illicit import, export, and transfer of ownership of cultural property in 1981. After the 18th Constitutional Amendment in 2010, the responsibility to prevent the illicit excavation of heritage sites has been devolved to Provincial authorities, while the responsibility to control cross-border trade of antiquities has remained with the Federal Government. A Coordination Committee has been established by the National History and Literary Heritage Division in June 2018 to improve the collaboration with Provincial authorities on heritage matters.

The Federal Department of Archaeology and Museum (DOAM) has undertaken a very important preventive measure by strengthening its inventorying and registration system of objects in collaboration with UNESCO. Similar pilot initiatives

have been undertaken in a number of museums in different Provinces. Despite these efforts and the commitment from the Government, Pakistan remains a source country in the illicit trade market of cultural artifacts. Illegally excavated or stolen artifacts are depriving historians, researchers, and archaeologists from understanding important segments of the region's history.

An effective implementation of the 1970 Convention requires the inventorying and registration of both public and private collections as well as the updating of relevant legislations to regulate the illegal art and antiquity market. A lack of public awareness about the issue, combined with limited financial resources, lack of technical capacity of law enforcement agency, and inadequate coordination with key cultural institutions, continues to prevent the regulation of the trade of cultural properties and contribute to the low implementation of the 1970 Convention.

Natural heritage sites in Pakistan are facing environmental and conservation challenges. Natural hazards which threaten natural heritage sites include the high water table, water salinity, floods, soil erosion, torrential rains, humidity and wild growth. Staff and technical capacities to cope with environmental and conservation challenges are limited. Pakistan's rapid urbanization places a real threat to the country's natural heritage as heritage protection and management are neglected in urban planning and development efforts.

Pakistan has tremendously rich intangible cultural heritage, including social practices, dance, music, storytelling, indigenous knowledge, crafts, traditions, oral traditions and expressions. Intangible cultural heritage is an important factor in maintaining cultural diversity. An understanding of the

⁸ Pakistan 2025 - One Nation One Vision. (2018). [online] Ministry of Planning, Development & Reform, p.101.



LAL SUHANRA BIOSPHERE RESERVE AND NATIONAL PARK
ENROLLED IN UNESCO'S WORLD NETWORK OF BIOSPHERE RESERVES

intangible cultural heritage of different communities enables intercultural dialogue, promotes social cohesion, intercultural understanding, and encourages mutual respect for other ways of life. As of 2018, two elements of Pakistan's rich intangible cultural heritage are inscribed in UNESCO's Representative List of Intangible Cultural Heritage: Falconry, Nowruz, and one item on the List of Intangible Cultural Heritage in Need of Urgent Safeguarding, known as "Suri Jagek".

The importance of intangible cultural heritage is not the cultural manifestation itself but the wealth of knowledge and skills that are transmitted through it from one generation to the next. Pakistan's culturally diverse population provides a rich base of intangible cultural heritage, which can be leveraged as a driver for sustainable development by investing in the creative economy.

The ratification of the 1972 Convention on the Protection of World Cultural and Natural Heritage and the 2003 Convention for safeguarding Intangible Cultural Heritage reflects the commitment of Pakistan to protect its both tangible and intangible heritage. Inventorying of tangible and intangible cultural heritage is being undertaken at the national level and initiatives engaging the relevant provincial institutions are underway.

Pakistan's museums house rich and immensely important collections of antiquities and ethnological objects reflecting the country's rich past. Museums have the potential to serve societies in building national narratives and revitalizing local, forgotten traditions, while stimulating sustainable tourism bolstering the creative economy locally. However, a lack of learning resources and trained staff as well as the limited access to digital technologies inhibit the educational role of museums and visitors get little learning experience by visiting.

Further, due to limited staff capacity and lack of financial resources many collections do not receive the research and preservation they require.

Pakistan's tangible and intangible cultural heritage provides a rich base for cultural and creative industries to flourish. With Pakistan's growing young and urbanized middle-class to which cultural and creative industries are important, as well as due to increasing globalization and trade avenues, over the coming years, a unique window of opportunity will continue to open for Pakistan to leverage and promote its creative sectors and industries for job creation and economic growth. Pakistan's total exports of cultural goods have increased from US\$ 60 million in 2004 to US\$ 437 million in 2013 and cultural employment represents nearly eight percent of all employment in Pakistan.⁹

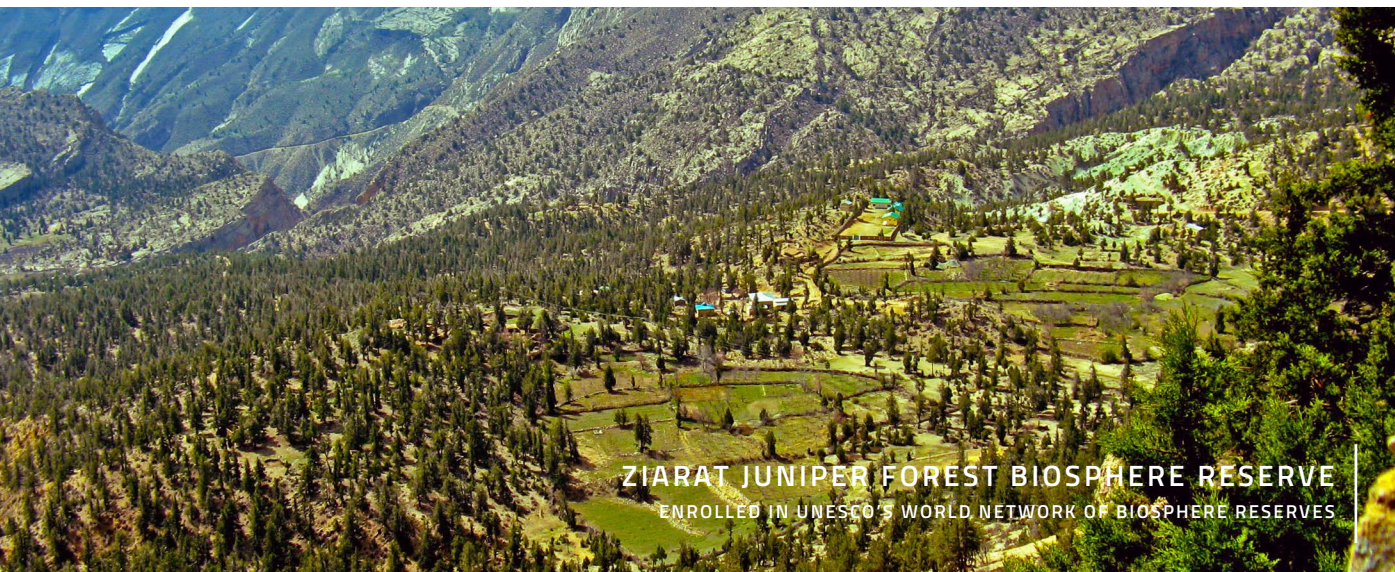
Pakistan has not yet signed the 2005 UNESCO Convention for the Protection and Promotion of Diversity of Cultural Expressions. The development of appropriate policies and measures as per the 2005 Convention can help further develop Pakistan's creative sectors, especially in urban areas in which the contemporary art scene is growing quickly. If Pakistan takes advantage of its creative sectors and industries, a boost in economic growth and job creation as well as and in cultural participation can be achieved.

Natural Sciences

Pakistan's Vision 2025 states that 'Global warming and the attendant climate change, resulting in a significant and lasting change in weather patterns is having a severe impact on Pakistan including increased frequency and severity of natural disasters.'¹⁰ The environmental degradation in Pakistan is further accentuated by rapid growth and urbanization,

⁹ UIS, (2016). Cultural Employment 2016 Data Release. [online] Available at: <http://uis.unesco.org/en/news/cultural-employment-2016-data-release> [Accessed 23 Oct. 2018].

¹⁰ Pakistan 2025 - One Nation One Vision. (2018). [online] Ministry of Planning, Development & Reform, p.67.



ZIARAT JUNIPER FOREST BIOSPHERE RESERVE
ENROLLED IN UNESCO'S WORLD NETWORK OF BIOSPHERE RESERVES

which also affects the conservation of biodiversity hotspots, sustainable and inclusive human development, and economic prosperity.

Pakistan is almost completely dependent on one single water source: the Indus River. Pakistan's National Water Policy, approved in 2018, comprehensively outlines the urgency of water management strategies from policy to community levels. The efficient use of water, highlighted in Pillar IV of Vision 2025, outlines goals for water security and commits to formulating an Integrated Water Resource Management Strategy through the Planning Commission.¹¹ However, with a growing population and inappropriate water management, today, nearly one-fourth of Pakistan's population does not have access to clean water. The ongoing overexploitation of groundwater leads to the irreparable depletion of aquifers, which poses a significant challenge for communities in the years to come.

Pakistan's abundant biodiversity is a source of prosperity and livelihood for urban and rural communities. However, overexploitation and misuse of resources are reducing Pakistan's biological diversity in ways that severely affect current and future generations. The country's deforestation rate is at an alarming rate and the remaining forest coverage is less than two percent of the country.¹² Uncontrolled tapping of forest resources for local livelihood or commercial gains are damaging Pakistan's resources with adverse effects depleting entire ecosystem and leading to development stagnation. The coasts of Balochistan and Sindh experience

unsustainable fishing practices which are causing severe changes in the shallow coastal waters. Pakistan's Vision 2025 recognizes the need for biodiversity preservation, acknowledging 'indications of a decline in biodiversity and key natural resources'.¹³ Comprehensive initiatives are required to introduce and promote sustainable and ecofriendly means to improve the livelihoods and resilience of local communities while conserving the local biodiversity. Being the seventh most vulnerable country to climate change in the world¹⁴, the federal Ministry of Climate Change of Pakistan adopted the National Climate Change Policy in 2012 and established the Pakistan Climate Change Authority in 2017.¹⁵ Inadequate investments, however, pose a considerable challenge for the implementation of policy targets. Recently the Ministry of Climate Change launched two large campaigns: "10 Billion Tree plantation in 5 years" and "Clean and Green Pakistan", which are expected to show visible impact in the coming years.

Pakistan is facing recurrent natural disasters and socio-economic losses caused by a growing number of disasters including floods and droughts. Most affected from these recurrent disasters are marginalized communities including children, women and elderly people who have no mechanism for disaster preparedness. The Government of Pakistan adopted the National Disaster Management Plan (NDMP)¹⁶ in 2012 and the National Disaster Risk Reduction (DRR) Policy¹⁷ in 2013. The Government acknowledges Disaster Management and Disaster Risk Reduction under larger umbrellas. Policies, including the Sendai Framework, provide

11 Pakistan 2025 - One Nation One Vision. (2018). [online] Ministry of Planning, Development & Reform, p.63.

12 Worldbank (2018). Forest area (% of land area). [online] Available at: <https://data.worldbank.org/indicator/AG.LND.FRST.ZS> [Accessed 23 Oct. 2018].

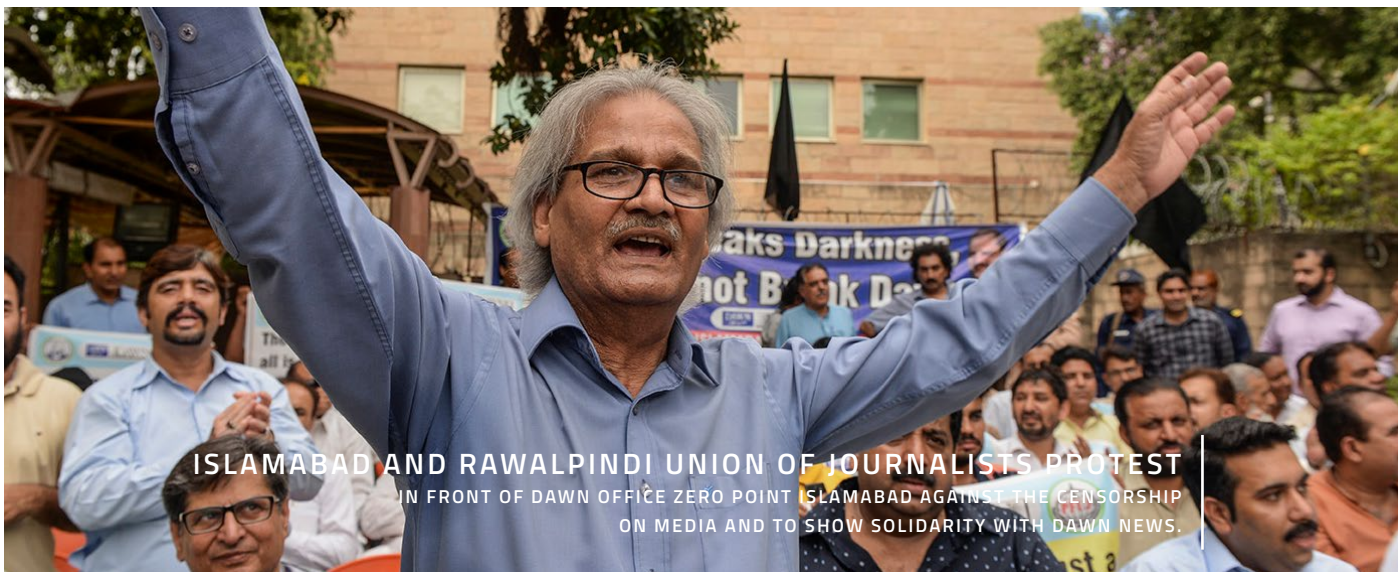
13 Pakistan 2025 - One Nation One Vision. (2018). [online] Ministry of Planning, Development & Reform, p.16. Available at: <http://fics.seecs.edu.pk/Vision/Vision-2025/Pakistan-Vision-2025.pdf> [Accessed 23 Oct. 2018].

14 germanwatch.org. (2017). Global Climate Risk Index 2017.

15 National Climate Change Policy. (2012). [online] Ministry of Climate Change.

16 Pakndmp.com. (2018). The Network of Disaster Management Practitioners (NDMP). [online]

17 National Disaster Risk Reduction Policy. (2013). [online] Ministry of Climate Change.



guidelines and targets for better disaster risk management. However, lacking resources and poor legislation at the local level do not empower provinces to design mechanisms to sufficiently prevent or mitigate the impact of disasters. For an effective implementation of early warning systems and disaster risk reduction mechanisms, Pakistan's flood and drought management capacity, including the preparedness and response capacity of provinces, and local communities particularly children, women and elderly, needs to be strengthened.

Science, Technology and Innovation (STI) are key elements behind the economic development of any country. Pakistan has a national STI policy and strategy but due to lack of investments and governance, existing policies are not sufficiently implemented. STEM education (Science, Technology, Engineering and Mathematics) and women participation in Sciences is crucially important for sustainable development. However, to date, the quality of STEM education in Pakistan is lacking behind when compared regionally.¹⁸

Effective water and natural resource management, disaster risk management, and biosphere conservation schemes are all supported by science, technology, and innovation for economic growth and have become an urgent priority.

Communication and Information

The Vision 2025 acknowledges access to information as a key pillar in strengthening democratic governance, accentuating its crucial relevance for development. Largely due to the rise of private broadcast media and to the expansion of internet and telecommunication technologies, Pakistan's media industry

has remarkably grown and transformed since 2002. This expansion, however, remains concentrated in bigger cities, making the technical capacity and awareness across different provinces uneven.

Pakistan has a vibrant media landscape which serves as an alternate political force, providing the public with an outlet and platform for public discourse. However, given the countries low literacy rates at around 58 percent, many Pakistanis depend on broadcast media for information which gives the media tremendous power to influence and shape the public opinion. While social media is becoming increasingly powerful, less than 22 percent of Pakistan's population currently has access to the Internet.¹⁹ To ensure that all citizens, especially the youth representing over 60 per cent of the population, can exercise their right to information and their freedom of expression, media and information literacy competencies need to be strengthened.²⁰

Despite having improved in the World Press Freedom Index over the last decade, Pakistan remains 139 out of 180 countries in the world rankings in 2018.²¹ The Prevention of Electronic Crime Act (PECA) passed in the National Assembly in 2016, was criticized by the then opposition and media rights organizations claiming the Act could potentially limit freedom of expression and of speech on the Internet. Meanwhile, the federal Journalists Welfare and Protection Bill, which is in discussion since 2011, has not yet been approved.

Women are severely underrepresented in Pakistan's media sector. Less than five percent of the estimated 20,000 journalists in Pakistan are women, according to the Pakistan Federal Union of Journalists. Women working in media

¹⁸ Alif Ailaan .2017. Powering Pakistan for the 21st Century; Vol I of III: How Maths and Science Power Nations. Islamabad. Alif Ailaan. vi-44 pp.

¹⁹ Internetworldstats.com. (2018). Pakistan Internet Usage and Telecommunications Reports. [online] Available at: <https://www.internetworldstats.com/asia/pk.htm> [Accessed 23 Oct. 2018].

²⁰ National Human Development Report 2017. (2017). UNDP, p.54.

²¹ RSF. (2018). Pakistan : Reporters without borders. [online] Available at: <https://rsf.org/en/pakistan> [Accessed 23 Oct. 2018].



are not only threatened while in the field, but also face workplace harassment and discrimination. Representation of female role models or subject experts in the Pakistani media appears low, except women being projected as victims, which has significantly increased over recent years. Media is an indicator how societies deal with gender issues across many levels: in the Global Gender Gap Report 2016 and in 2017, Pakistan ranked 143 out of 144 countries and has dropped 31 positions within ten years. If given sufficient attention, media can play a significant role reducing deeply rooted gender stereotypes and disseminating information on basic civil rights and democratic participation of both men, women, and transgenders, especially in remote rural areas of Pakistan,

PART 3

COOPERATION FRAMEWORK AND PARTNERSHIPS

UNESCO initiatives focus on the populations most in need through targeted interventions supporting the Government and people living in Pakistan. UNESCO interventions focus on overcoming bottlenecks and barriers to ensure that development reaches key populations.

UNESCO interventions reflect the UN's core programming principles, which are central to all development stages:

- ▲ Human rights, addressing inequalities and discrimination, including gender equality;
- ▲ Sustainability, reducing environmental risks, fighting climate change, increasing resilience;
- ▲ Accountability, underpinned by strengthened national capacities, robust data, and results-based management.



SCHOOLCHILDREN BRIEFED BY SITE ATTENDANT AT THE DHARMARJIKA STUPA IN TAXILA.



EDUCATION

The Government of Pakistan is fully committed to implementing SDG4. UNESCO supports the implementation through four pillars of intervention:

- Pillar 1: Sector-wide Education Policy, Planning, and Coordination.
- Pillar 2: Increasing access to and improving the quality of education in Pakistan.
- Pillar 3: Education for Sustainable Development (ESD) and Preventing Violent Extremism (PVE)
- Pillar 4: Heritage Education

Pillar 1 Sector-wide Education Policy, Planning, and Coordination.

UNESCO assists the Government of Pakistan in education sector planning to raise the quality and reach of education. UNESCO supports the development of national and provincial Education 2030 strategies along with relevant coordination and monitoring mechanisms for an effective and efficient implementation. To enhance coordination among education stakeholders, UNESCO is leading inter-agency coordination and assisting government efforts to strengthen education sector planning.



NATIONAL LAUNCH OF 2017/18 GLOBAL EDUCATION MONITORING REPORT.

To enhance girls' education in Pakistan, UNESCO builds stakeholder's capacity through targeted capacity building interventions in Pakistan.

Pillar 2: Increasing access to and improving the quality of education in Pakistan.

In partnership with and funding support from the Government of Pakistan, UNESCO supports government efforts and builds national capacity for improving access to, and the quality of, education across Pakistan, particularly for girls and vulnerable groups in the most disadvantaged areas. Through targeted interventions at both institutional and community level, UNESCO and its implementation partners increase access to and improve the quality of girls' primary and secondary education.

UNESCO's flagship Girls' Right to Education Programme (GREP) focuses on increasing enrolment and improving retention and quality of learning for girls in remote districts of Pakistan. Working with local implementing partners and government entities in all provinces and areas of Pakistan, the programme, which is in successful implementation since 2015 is creating tangible results, increasing enrolment rates, improving retention rates, and transforming the parental and community perception towards girls' education.



GIRLS ATTENDING CLASS IN GOVERNMENT GIRLS PRIMARY SCHOOL
PATTEN VALLEY, KOHISTAN DISTRICT, KHYBER PAKHTUNKHWA PROVINCE

UNESCO continues and expands the GREP programme horizontally as well as vertically including secondary education. UNESCO shares lessons learnt with local Governments to be mainstreamed into provincial policies and plans. The GREP programme has three (3) integrated components:

- a. improving girls' access through social mobilization and advocacy
- b. improving retention through improvement in school physical and learning environments – activation of parents-teachers committees (PTCs), school management committees (SMCs), and teachers training in multi-grade teaching and activity-based learning
- c. capacity building of education officials at district, provincial and national level to create an enabling environment for girls' education. All projects are implemented through local civil society organizations (CSOs) as implementing partners in consultation with national, provincial, and area education departments

As part of the expansion of the GREP programme, UNESCO in Pakistan focuses on student learning through Activity Based Learning (ABL), Multi-Grade Teaching (MGT), the establishment of reading corners, the revitalization of school management councils, and the provision of missing school facilities to ensure that essential prerequisites for effective learning are addressed. ABL and MGT are complemented by creative and artistic initiatives through curricular and extracurricular activities, encouraging teachers to work as facilitators, enabling students to make their own choices and creating their own learning.

Pillar 3: Education for Sustainable Development (ESD) and Preventing Violent Extremism (PVE)

UNESCO strengthens national capacity for integrating sustainable development, global citizenship into education policies, curricula, teacher education, and student assessment. Under the umbrella of SDG 4 target 7 'Ensure

that all learners acquire the knowledge and skills needed to promote sustainable development', UNESCO engages with national policy stakeholders across all levels introducing new concepts, guidelines, and strategies on different aspects of education. Through Government capacity building, the UNESCO Office in Islamabad promotes that learners acquire the knowledge, skills, attitudes, and awareness to promote key elements of sustainable development, including intercultural understanding, tolerance, and respect.

UNESCO builds an understanding and raises awareness of Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) among national and provincial stakeholders, including its mainstreaming in formal and non-formal education through system-wide interventions such as policy revision, teacher training, curricula reforms and pedagogical support.

UNESCO promotes education as a tool to prevent violent extremism. Recognizing the catalytic role of education in fostering youth resilience, UNESCO is supporting the mainstreaming of madrasa students for the promotion of peace education, tolerance, interfaith dialogue and harmony in the society. Pakistan is part of an Asia-Pacific regional initiative that creates enabling conditions for school leaders, principals, and Deni Madrasa teachers to revisit teaching practices in view of building peaceful social cohesion and embracing diversity with the focus on schools and madrasahs as 'places for intercultural and interfaith dialogue.

Pillar 4: Heritage Education

UNESCO support initiatives on Heritage Education aimed at promoting respect for cultural diversity and fostering the integration of intangible cultural heritage in formal and non-formal education for strengthening its transmission and safeguarding.

Specifically, UNESCO advocates for and raises awareness of Pakistani communities, especially the youth, about respect



ARTISTS PAINTING A BRIDGE WITH TRADITIONAL TRUCK ART
KOHISTAN DISTRICT, KHYBER PAKHTUNKHWA

for cultural diversity and the promotion of cultural rights and gender equality, inspiring young generations to get involved in the protection of cultural and natural heritage and becoming engaged citizens who respect and understand other cultures in Pakistan's pluralistic society.

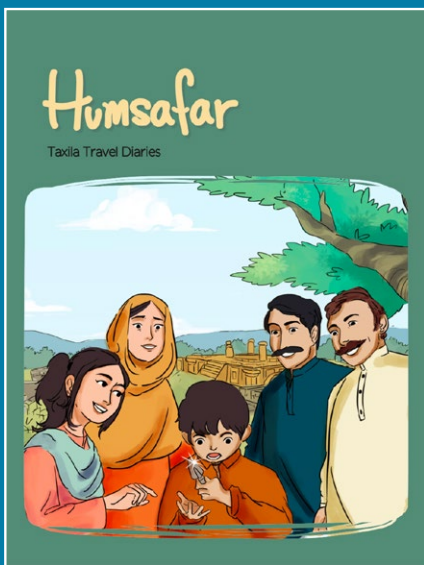
UNESCO promotes heritage education at different levels, including through a) advocacy efforts that encourage Government to integrate culture and heritage education in the national curricula, textbooks and teaching curriculum, b) developing teaching resources and learning material for students, e.g.

travelogues, teachers resource kits, and activity-based learning material, c) training teachers to integrate heritage into their teaching, d) improving the educational role of museums and e) promoting local art and crafts.

In the Punjab province, as part of the Punjab Tourism for Economic Growth Project (PTEGP), UNESCO builds the capacity of communities surrounding selected religious sites through a community-centered approach to promoting respect for cultural diversity through education.

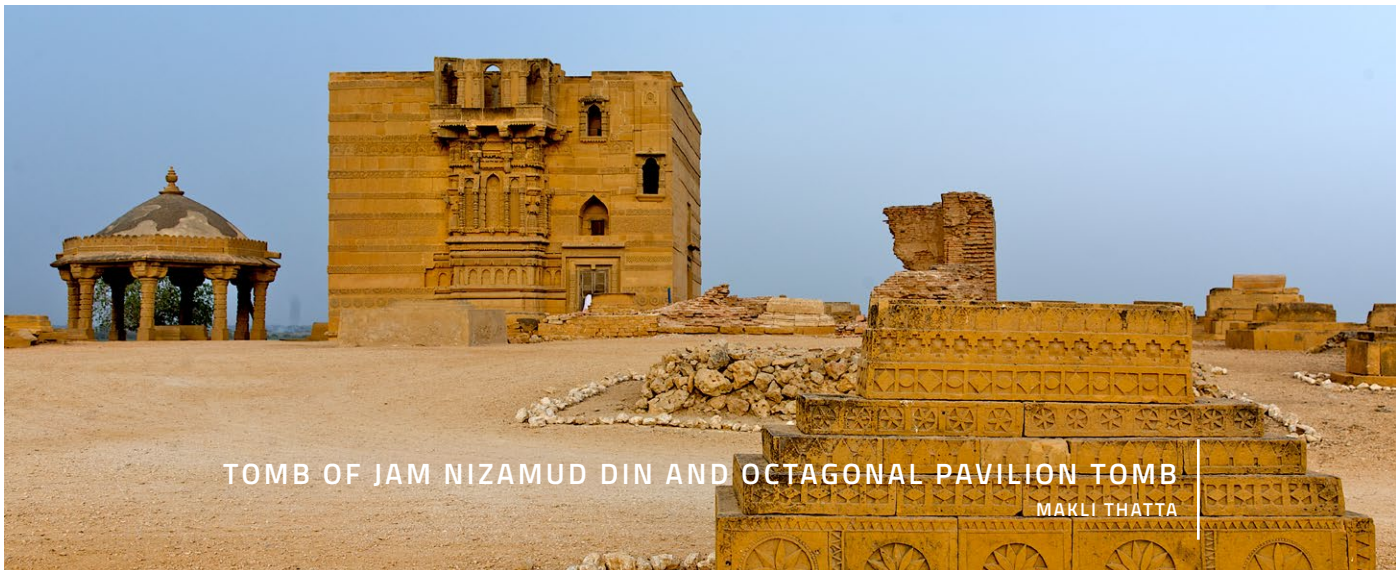
Case Study

Humsafar Books (Taxila Travel Diaries)



In 2018, UNESCO partnered with the Society for the Advancement of Education (SAHE) and developed a travelogue for Taxila which serves as supplementary teaching material to transmit the knowledge of cultural diversity, values of pluralism, tolerance and mutual respect among children. The travelogue builds awareness of teachers and students about their rich and unique culture and its importance for peace and social cohesion. The storybook is showcased at the Taxila museum and disseminated to school children visiting the museum at a nominal price.

The Humsafar travelogues are a book series of six books developed and disseminated by UNESCO in Pakistan to provide supplementary educational materials that are enhancing students' understanding of Pakistan's history, culture, places, and people as well as their own context. The travelogues seek to promote cohesion, harmony and mutual respect among school children. Books are available in the English and Urdu language and are disseminated among partnering schools across the country.



TOMB OF JAM NIZAMUD DIN AND OCTAGONAL PAVILION TOMB
MAKLI THATTA

CULTURE

Under the framework of the National Policy for Culture, UNESCO focuses its interventions on strengthening national authorities in their ability to safeguard and promote Pakistan's national heritage, culture and creative industries, and museums. Activities that safeguard and promote cultural diversity, peacebuilding, gender equality, sustainable tourism, and cross-cultural understanding in Pakistan are undertaken in relation to the 1954, 1970, 1972, and 2003 Conventions, which Pakistan is a signatory Member State of. UNESCO supports the implementation through four pillars of intervention:

- Pillar 1: Tangible Heritage, Sustainable Protection and Management
- Pillar 2: Intangible Cultural Heritage
- Pillar 3: Museums and Creative Industries
- Pillar 4: Heritage and Sustainable Development

Pillar 1: Tangible Heritage, Sustainable Protection and Management

In line with the 1954 and 1972 Convention, UNESCO supports the Government in developing inclusive policies for the protection and promotion of Pakistan's rich tangible cultural heritage. UNESCO supports the Government in fulfilling its mandate to relevant world heritage conventions and Action Plans and advises on treaties that have yet to be ratified.

Specifically, UNESCO enhances institutional capacity and provides technical assistance to the Government to develop management plans, policies and, guidelines for sustainable management of heritage sites, museums, urban regeneration, and for the effective conservation and management of World Heritage.



WOMEN FROM LOCAL COMMUNITY AT WORLD HERITAGE SITE OF MAKLI ENGAGED IN MAKING GLAZED CERAMICS - SULTAN IBRAHIM TOMB IN THE BACKGROUND.



KALASHA WOMEN DANCING TO CELEBRATE CHILAM JOSHI FESTIVAL
KARKAR VILLAGE BAMBURET VALLEY, BUMBURET, CHITRAL DISTRICT, KHYBER PAKHTUNKHWA

UNESCO strengthens national cultural mapping capacities to enhance the collection of data of, information on, and best practices of cultural and creative industries contributing to sustainable development. UNESCO further supports the documentation of heritage sites as a prerequisite to undertaking well-informed conservation and protection measures.

Among other activities, UNESCO supports the furnishing of 3D and spatial documentation of the Makli Necropolis World Heritage Site, as well as supports the Government in developing the nomination dossier and management plan for the Karez community-based water management heritage site (Enlisted on the Tentative list of UNESCO World Heritage) together with its partners. To promote less known heritage sites in Pakistan, UNESCO, with other partners, is developing a coffee table book on heritage sites along the Grand Trunk Road in Pakistan.

UNESCO works with men and women in communities, raising awareness and engaging them in safeguarding efforts to address issues concerning the protection of cultural property.

In line with the 1972 Convention, UNESCO links the conservation of cultural heritage sites with livelihood opportunities for local often marginalized communities, as successfully done in the Makli Hills revitalizing the glazed tiles production within local communities with a special focus on engaging women. UNESCO further strives to implement “cash for work” activities for the rehabilitation of cultural heritage assets damaged or destroyed by disasters or violent unrest.

In the Punjab province, under the Punjab Tourism for Economic Growth Project (PTEGP), UNESCO supports local Government to design policy measures and institutional reform for the long-term conservation and management of Punjab's cultural heritage sites to enhance cultural and religious tourism in the Punjab region. Supported sites include the Mankiala Stupa,

the Katas Raj Temples, Rohri Sahib, Sacha Sauda Sahib, Darbar Sahib, and the Uch Sharif Monument Complex. UNESCO builds institutional capacity of duty bearers and custodians to improve the conservation and presentation, as well as engages its network of local and international experts and supports the development of site management plans focusing on the sustainable protection and management of the properties. Through comprehensive training, UNESCO further enhances the technical capacity of conservationists, institutions, and local communities in the protection and management of their heritage sites.

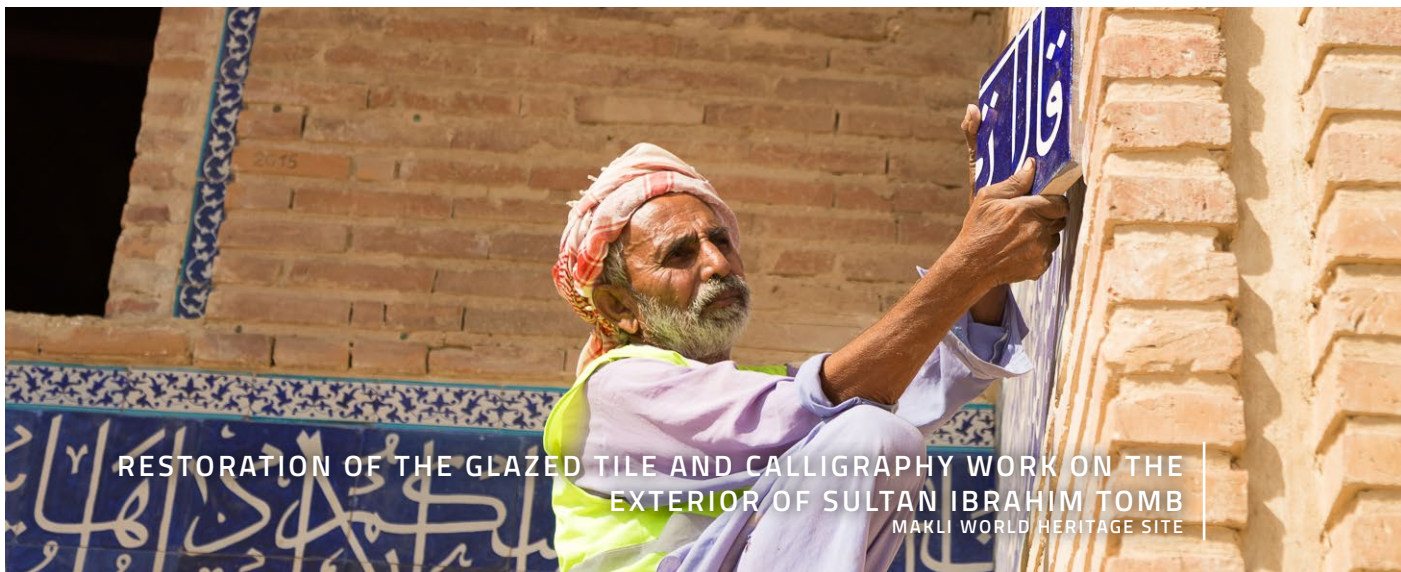
Pillar 2: Intangible Cultural Heritage (ICH)

Within the framework of the 2003 Convention, UNESCO strengthens the capacities of stakeholders to safeguard tangible and intangible cultural heritage and promotes sustainable tourism. UNESCO places a strong emphasis on the transmission of intangible cultural heritage and traditional knowledge and puts a focus on creating sustainable livelihoods through indigenous practices.

Besides working with the National History and Literary Heritage Division, UNESCO engages provincial institutions and communities, including youth, women, and indigenous



KALASHI WOMAN AT CHILAM JOSHI FESTIVAL IN BARIR VALLEY, CHITRAL DISTRICT, KHYBER PAKHTUNKHWA.



people, to maintain and grow the national Intangible Cultural Heritage (ICH) inventory. By engaging communities, specifically youth and women, in the process, UNESCO creates a wider framework for the safeguarding of tangible and intangible heritage, and, in parallel, helps to promote livelihoods and tourism.

In northern Pakistan, UNESCO strengthens the resilience of Kalasha communities through the protection and promotion of their tangible and intangible cultural heritage and by developing and promoting sustainable ecotourism. With UNESCO support, community-led capacity-building workshops and training are conducted, which allow the regulation of tourism and maximize economic growth through sustainable heritage management.

Pillar 3: Museums and Creative Industries

UNESCO promotes museums as places beyond the display of artifacts: as places with a broader vision and function to serve society and people, promoting lifelong learning, respect for the diversity of cultures, and to build national narratives. UNESCO in Pakistan strengthens the role of museums, including the Hund, Chitral and Islamabad Museums, by making collection displays and museum spaces more interesting, leveraging technology to engaging visitors in a more interactive manner and offer a better learning experience, as well as through training of museum staff in storytelling. Emphasis is placed on creating exhibitions that highlight women's roles in society. The digital inventorying and documentation of museums provides better access to and information about museum objects to the general public and other relevant stakeholders through an online portal.

UNESCO supports Pakistan's cultural and creative industries through a three-pronged approach: 1. UNESCO strengthens national capacity to collect data, information, conducts culture policy mappings of existing legislation relevant to cultural and

creative industries, as well as demonstrates how cultural and creative industries contribute to sustainable development. UNESCO maps existing policies and legislations that are relevant to the cultural and creative industries (CCI) in order to identify challenges and gaps that future policies should address. 2. UNESCO empowers young creative entrepreneurs by providing business development opportunities through a creative entrepreneurship incubator programme. In line with the principal objectives of the 2005 Convention, entrepreneurs not only receive training in and know-how of business development, but also learn about the 2005 Convention, the global sustainable development agenda, and how global frameworks can support their work at the local level. UNESCO engages in initiatives promoting decent work opportunities in the cultural and creative industries, placing emphasis on promoting women's and youth entrepreneurship in productive sectors. 3. Through awareness raising, UNESCO sensitizes various levels of governments, cultural and non-cultural actors as well as the general public on the importance of cultural and creative industries and their contribution to the sustainable development of Pakistan.

In the Punjab province, UNESCO supports the protection and promotion of cultural heritage through documentation and promotion of cultural and creative industries.



LOCAL SCHOOL VISIT TO MUSEUM TO ENHANCE THE EDUCATIONAL ROLE OF MUSEUM.



PREPARATION OF GLAZSOLIDIFIED GLASS CRUSHED TO POWDER BEFORE ADDING TO GLAZE MIX.

Besides research studies that document cultural and creative industries, UNESCO organizes exhibitions and promotional events engaging young artists and entrepreneurs to develop market linkages.

Further, UNESCO strengthens the capacity of the Lahore and Taxila Museums to promote inter-cultural dialogue and to contribute to tourism by developing online galleries and virtual tours of their collection, as well as by organizing exhibitions on cultural pluralism. UNESCO further supports developing the cultural and creative industries surrounding.

Pillar 4: Heritage and Sustainable Development

Recognizing the strong links between sustainable development and cultural heritage, UNESCO in Pakistan strengthens national capacities to promote culture as a driver of sustainable inclusive economic growth, social cohesion, and sustainable development. Cultural tourism is an economic driver based primarily on the safeguarding of cultural heritage and the promotion of cultural activities and industries. The relationship between tourism and culture provides a unique opportunity to enhance the international profile of destinations, to enable resource creation to increase competitiveness, to benefit local communities, and to encourage dialogue and mutual understanding.

In the Punjab province, as part of the Punjab Tourism for Economic Growth Project (PTEGP), UNESCO supports the Government in the protection and promotion of cultural heritage for sustainable tourism of the region's religious



UNESCO WORLD HERITAGE CENTER INTER-REGIONAL WORKSHOP ON THE ROLE OF LOCAL COMMUNITIES FOR SUSTAINABLE DEVELOPMENT IN KARACHI.

cultural heritage sites (Sikh, Buddhist, Hindu, and Muslim). With the overall goal to foster tolerance and peace by increasing cultural awareness and respect for diversity through community outreach and education, UNESCO provides policy advice and capacity building to stakeholders, as well as supports developing cultural and creative industries, all of which are contributing to sustainable development. UNESCO takes a community-centered approach and builds the capacity of communities surrounding the sites, promoting respect for cultural diversity through education and maintaining the sanctity and spiritual value of the sites through consultation with key stakeholders in the religious communities.



NATURAL SCIENCES

Through its different lines of work in the field of natural sciences, UNESCO promotes environmental sustainability through Biosphere Reserves and GeoParks, through Disaster Risk Reduction (DRR) activities, as well as through Natural Resource Management and towards fostering policies and capacity building in science, technology, and innovation for sustainable development. UNESCO supports the implementation through three pillars of intervention:

- Pillar 1: Promotion of Environmental Sustainability through Biosphere Reserves, GeoParks, and Integrated Water Resource Management
- Pillar 2: Disaster Risk Reduction (DRR)
- Pillar 3: Science, Technology, and Innovation (STI)

Pillar 1: Promotion of Environmental Sustainability through Biosphere Reserves, GeoParks, and Integrated Water Resource Management

Promoting environmental sustainability, UNESCO supports the Government of Pakistan in the implementation of the National Biodiversity Strategy & Action Plan (2017 – 2030). National stakeholders are supported in the sustainable management of existing Biosphere Reserves, and capacity building and technical advice is provided for the screening, evaluation, and preparation of nomination files for protected areas for a designation under the UNESCO's Global GeoParks and Man and the Biosphere (MAB) Programmes.

UNESCO's Man and Biosphere Programme (MAB): Protected areas enrolled in the UNESCO Man and Biosphere (MAB) Programme combine the natural and social sciences, economics and education, and improve human livelihoods, as well as safeguard natural and managed ecosystems. As

part of its support, UNESCO builds technical capacities in inclusive planning, biosphere protection, ecosystem-based management, and natural heritage through regional and sub-regional training. UNESCO directly supports national authorities, including the Ministry of Climate Change and the MAB National Committee in the management of the



ZIARAT JUNIPER FOREST BIOSPHERE RESERVE IN BALOCHISTAN.



POTHOHAR PLATEAU
IN NORTH-EASTERN PAKISTAN

Lal Suhanra Biosphere Reserve and the Ziarat Juniper Forest Biosphere Reserve both of which are enrolled in the UNESCO's World Network of Biosphere Reserves (WNBR).

UNESCO's Global GeoPark Program: UNESCO's Global Geopark Program is a response to the prevailing needs to conserve and enhance the value of geological formations with global significance. UNESCO Global Geoparks are single, unified geographical areas where sites and landscapes of international geological significance are managed with a holistic concept of protection, education, and sustainable development. UNESCO plans to build capacity and assist Pakistan in the establishment, nomination, and management of Global Geoparks and supports in the evaluation of the Salt Range in the Pothohar Plateau as a possible Global GeoPark.

Water Resource Management: As part of the International Hydrological Programme (IHP), UNESCO assists the Government of Pakistan and local communities in sustainable water resource management. To this end, UNESCO supports the implementation of the national water policy and promotes the sustainable use and reuse of water resources and continues to establish demonstration sites on rainwater harvesting and wastewater management, as well as scales up projects which have been tested in various climatic conditions in the country. Among other interventions, UNESCO scales up the NUST FILTER project, which is using a bio-remediation technique for wastewater treatment. Moreover, UNESCO is supporting the development of a digital inventory of the Karez Water System of Pakistan.

Pillar 2: Disaster Risk Reduction (DRR)

In the field of Disaster Risk Reduction (DRR), UNESCO supports authorities in strengthening early warning systems including tsunami early warning system and flood warning and management through a project initiated after the 2010



TRAINING WORKSHOP ON FLOOD MANAGEMENT THROUGH FLOOD EARLY WARNING AND FORECASTING SYSTEM IN ISLAMABAD.

floods in Pakistan. UNESCO further supports government officials and communities, with special focus on women, in disaster preparedness, as well as enhances floods and droughts management capacities as part of a regional multi-hazard DRR programme.

Pillar 3: Science, Technology, and Innovation (STI)

Science, technology, and innovation (STI) are universally recognized as key drivers for poverty eradication and essential components for achieving the Sustainable Development Goals (SDGs).

In this regard, UNESCO assists with strengthening national capacities in reviewing the national STI policy and its implementation as well as to provide support for provincial governments in formulating their STI policy frameworks. UNESCO is further supporting the standardization of engineering education, improvement of STEM education, and promoting women's participation in STEM in light of current and future needs in the field of Science.



COMMUNICATION & INFORMATION

Through its different lines of work in the field of communication and information, UNESCO promotes peace and intercultural dialogue, access to information, as well as gender equality and the self-expression and participation of women, youth, and members of marginalized communities, strengthening pluralism and public debate in Pakistan. UNESCO supports the implementation through three pillars of intervention:

- Pillar 1: Access to Information
- Pillar 2: Supporting Media Development
- Pillar 3: Gender and Media

Pillar 1: Access to Information

Under the framework of SDG 16 Target 10 “Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements”, UNESCO develops the public’s capacity for informed decision making and participation in the political and civic life through increased access to information.



INTERNATIONAL PROGRAMME FOR THE DEVELOPMENT OF COMMUNICATION (IPDC) TALKS IN ISLAMABAD.

At the policy level, UNESCO organizes joint initiatives with the federal and provincial governments, a variety of national and international partners, and relevant stakeholders to support Pakistan in advancing access to information and achieving SDG 16 target 10. UNESCO raises awareness through advocacy events and liaises with relevant government entities to promote monitoring and reporting on the progress of SDG 16 Target 10. UNESCO consultations and working group meetings also provide a platform for the provincial Right to Information Commissions to share progress, challenges, and opportunities.

At the community level, UNESCO promotes access to information and empowers youth through media and information literacy programmes. UNESCO acts as a convener and facilitates systematic interactions between distinct media stakeholders, such as government officials, journalists, and civil societies, to strengthen dialogue, information, knowledge-sharing, and mutual understanding.



MEDIA WORKERS CONTINUE TO RAISE VOICE AGAINST CENSORSHIP AND THE SUPPRESSION OF FREE SPEECH IN THE COUNTRY.

Pillar 2: Supporting Media Development

UNESCO strengthens democratic governance in Pakistan through training and capacity building of media professionals for a balanced, inclusive, and objective election reporting. UNESCO builds the capacity of male and female media professionals to provide election coverage that gives voters comprehensive, accurate and reliable information on all aspects of the electoral process to build the public's confidence in electoral processes in upcoming national and provincial elections. The important role of media in informing the public is further amplified during crucial periods such as elections, which were held in July 2018. Moreover, in the post-election context, issues related to transparency, by-elections, and evaluating the effectiveness of polling materials, methods, and transmission remain relevant and UNESCO continues to support journalists through fellowship programs as well as promotes democratic discourse.

Supporting the safety of journalists in Pakistan, UNESCO initiates surveys on the safety of journalists, analyzing the national media safety landscape on the basis of UNESCO's Journalists' Safety Indicators (JSI). Produced reports reflect the actual safety situation of journalists as reported by

various international and national organizations and covers actions taken by Government, civil society organizations, academia, the media, the UN system, and other international organizations to improve the safety of journalists. UNESCO's JSI indicator reporting further promotes concerted and coherent advocacy and promotes legislative efforts over time by providing concrete information on key issues, both positive and negative.

Pillar 3: Gender and Media

UNESCO actively promotes a balanced, strong, and gender-responsive media environment in Pakistan. The fundamental human right of freedom of expression can only be fostered with the inclusion and equal representation of both men and women in the media. UNESCO thus creates spaces for the active participation of women across media sectors on both the supply and demand sides.

Further, UNESCO is strengthening gender equity and diversity in Pakistani media through awareness raising, capacity building, and institutional support. UNESCO strives to achieve gender balance in all its interventions and weaves gender mainstreaming into training and capacity building programs as a cross-cutting theme.



UNESCO TRAINING ON BALANCED, INCLUSIVE, AND OBJECTIVE ELECTION REPORTING IN KARACHI.



Part IV

KEY RISKS AND ASSUMPTIONS

The Government of Pakistan acknowledges the wide range of socio-economic and environmental challenges that could affect the country's pursuit in the achievement of the Agenda 2030 for Sustainable Development and the SDGs. Pakistan is prone to natural disasters including earthquakes, tsunamis, floods, and droughts. Rapid urbanization and the growing youth population without adequate education or employment opportunities pose a serious challenge to federal and provincial governments and development partners and pose a risk in the pursuit of sustainable development in Pakistan.

Other key risks include:

- Pakistan's 'Middle-Income Country' status has led to a reduction in international aid as donors shift their focus to countries in more dire need. Thus, funding opportunities for UNESCO's programmes and activities, which are to a large extent funded by donors, continue to change.
- Insufficient capacity of national counterparts and implementation partners can hinder the effective implementation of UNESCO programme and activities and requires strong monitoring of programme activities.
- Due to the prevailing security situation, limited movement and difficulties in getting NOC (No Objection Certificates) from government authorities can cause significant delays in the implementation of UNESCO projects, which in turn makes it difficult to get more funding from donors.
- Frequent transfer and posting of Government officials at various levels cause delays in the implementation of UNESCO project activities.



PART V

MONITORING & EVALUATION

Successful implementation of a country programme requires an appropriate monitoring and evaluation (M&E) framework which enables progress and achievement assessment as well as contributions towards intended outcomes. UNESCO Islamabad's M&E framework is based on the Results-Based-Management (RBM) approach and is an integral part of UNESCO's monitoring mechanism of the UNESCO Programme and Budget document (C/4 and C/5) and Pakistan One United Nations Programme III (OP III) 2018-2022.

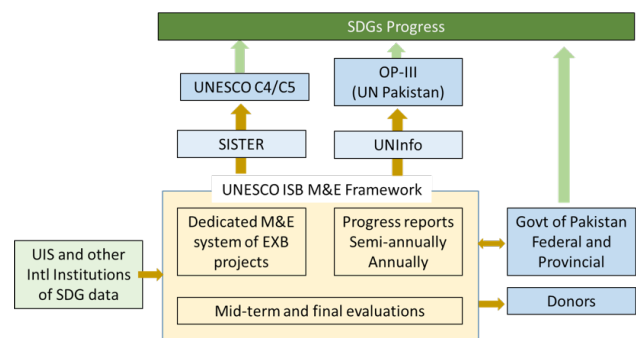
Main data sources for the monitoring of the country strategic document are planning and monitoring units of the relevant line ministries both at the federal and provincial level, as well as the Pakistan Bureau of Statistics, Independent Research Institutions, and the monitoring database of Pakistan UNInfo (OPIII). Internationally comparable data from UNESCO Institute for Statistics (UIS) is also utilized for international benchmarking and comparison. A dedicated M&E system has been set up and is operationalized, along with capacity development support of implementation partners, to respond to specific monitoring needs of donors. Furthermore, appropriate mid-term and final evaluations are conducted for projects funded by extra-budgetary sources.

UNCSDF monitoring is based on the following principles:¹

- Inclusiveness:** Monitoring progress and making sure that necessary course corrections are consultative and involve key stakeholders and beneficiaries.
- Credibility:** Data and other evidence used by UNESCO to review progress and decide on course corrections should be reliable, credible and based on proper definition and methodology.
- National ownership:** Data should be drawn from national sources to the extent that relevant and robust data are available in the required frequency. National partners should be involved in reviewing UNESCO and OP III related data.

- Sustainability:** Monitoring mechanisms and systems are sustainable and reflect transitions and phase-out arrangements for the UN system. Support to national capacity development on monitoring, data collection and analysis will reinforce the sustainability of actions.
- Transparency:** UNESCO is committed to transparency and accountability vis-à-vis all its stakeholders. At the country level, along with the UNESCO Transparency Portal, transparency efforts include the sharing of monitoring and evaluation data, as well as lessons learned, and regular project status updates through project-specific websites. UNESCO places great importance on engaging stakeholders and collectively demonstrating efficiency and effectiveness in supporting national development priorities.

The following diagram illustrates the M&E structure of UNESCO Islamabad programme implementation. A detailed M&E framework can be found in Annex B.



¹ UNSDF COMPANION GUIDANCE on M&E by UNDG, p-4

ANNEX A - COOPERATION AND PARTNERSHIPS MATRIX

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No.	Proposed UCSD outcome and related projects	Partnerships	National Framework	OP III	Relevant SDG	INDICATIVE RESOURCES (\$)					
						Total amount needed	Available (RP/XB)	To be mobilized			
EDUCATION											
Pillar 1: Sector-wide Education Policy, Planning, and Coordination.											
Outcome 1: National policies and provincial education sector plans are mainstreamed into SDG4 Education 2030											
1.1	Supporting the development of national and provincial Education 2030 strategies along with relevant coordination and monitoring mechanism for effective and efficient implementation	Ministry of Education (Federal and Provincial level),	Pakistan National Vision 2025; Draft National Education Policy	Outcome 7: Education and Learning	SDG 4, SDG 5	150,000	30,000	120,000			
Pillar 2: Increasing access to and improving the quality of education in Pakistan.											
Outcome 2: Increased access, retention and improving girls' learning outcomes through capacity building and targeted interventions at both institutional and community levels											
2.1	Support to National Capacity Building to Realize Girls' Right to Education at national level.	Ministry of Education (Federal and Provincial level, Government of Italy, KOICA, EAC	Pakistan National Vision 2025; Draft National Education Policy	Outcome 7: Education and Learning	SDG 4, SDG 5		348,438				
	> Khyber Pakhtunkhwa									301,633	
	> Federally Administered Tribal Areas (EX-FATA)									324,615	
	> Gilgit Baltistan									254,034	
	> Punjab									301,833	
	> Pak Administered Kashmir (PAK)									194,483	
	> Sindh									308,735	
	> Balochistan									140,343	
	> Islamabad Capital Territory (ICT)									395,977	
2.2	Mainstreaming out of school primary children in Pakistan									6,139,581	1,514,408
2.3	Support to National Capacity Building to Realize Girls' Right to Education in Punjab and Gilgit-Baltistan					3,400,000	1,200,000				
2.4	Support to Girls' Right to Education and Safe Guarding Cultural Heritage through Education in Pakistan					1,768,868	825,471				

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No.	Proposed UCSD outcome and related projects	Partnerships	National Framework	OP III	Relevant SDG	INDICATIVE RESOURCES (\$)		
						Total amount needed	Available (RP/XB)	To be mobilized
2.5	Empowering Adolescent Girls' through Education in Pakistan (Transition from primary to secondary education)					4,000,000	0	4,000,000
Pillar 3: Education for Sustainable Development (ESD) and Preventing Violent Extremism (PVE) <i>Outcome 3: Full aspect of Target 4.7 of SDG 4 is incorporated and reflected in national policies and provincial education sector plans</i>								
3.1	Strengthening national capacity for integrating sustainable development, global citizenship into education policies, curricula, teacher education and student assessment	Ministry of Education (Federal and Provincial level); APCEIU	Pakistan National Vision 2025	Outcome 7: Education and Learning	SDG 4, SDG 5	1,500,000	100,000	1,400,000
3.2	Prevention of violent extremism through Education in Pakistan	Wafaq-ul-Madaris, Ministry of Education (Federal and Provincial level); APCEIU				2,500,000	0	2,500,000
Pillar 4: Heritage Education <i>Outcome 4: Cultural heritage linked to Education and learning to promote value of heritage, inclusive and stable society human rights and sustainable development.</i>								
4.2	Mobilizing Youth (and other stakeholders) for integrating Safeguarding Cultural Heritage in formal and non-formal education.	Department of Culture, Archaeology, Sports, Tourism & Youth affairs, KP, Federal Directorate of Archaeology and Museums, NGO's and Academia			SDG 4, SDG 5, SDG 8, SDG 11, SDG 12	600,000	450,000	150,000
4.3	Heritage consciousness for Sustainable Development through World Heritage sites and interpretation centers: Project in South Asia					150,000	0	150,000

Education funding gap to be mobilized: \$ 8,320,000

ANNEX A - COOPERATION AND PARTNERSHIPS MATRIX

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No.	Proposed UCSD outcome and related projects	Partnerships	National Framework	OP III	Relevant SDG	INDICATIVE RESOURCES (\$)		
						Total amount needed	Available (RP/XB)	To be mobilized
CULTURE								
Pillar 1: Tangible Heritage, Sustainable Protection and Management								
<i>Outcome 1: Pakistan's culture safeguarded and promoted to contribute to sustainable development and tourism through capacity building and Inclusive policies in heritage protection and the promotion of cultural and creative industries benefiting the most vulnerable, including women and youth.</i>								
1.1	Protection and promotion of cultural heritage of Punjab for sustainable Tourism and Economic Growth	Government of Punjab, Local and international Experts, Academic Institutions, NGOs, World Bank Loan, SDC, Regular Fund-UNESCO	Draft National Cultural Policy, Pakistan National Vision 2025: Pillar I, Pillar II	Outcome 1 Outcome 2 Outcome 6 Outcome 8	SDG 4, SDG 5, SDG 8, SDG 11, SDG 12	2,800,000	2,800,000	0
Pillar 2: Intangible Cultural Heritage								
<i>Outcome 2: Capacity and resilience of duty bearers and right holders (including indigenous people enhanced to safeguard tangible and intangible heritage and promote Indigenous knowledge/resources to mitigate the impact of climate change and generate livelihoods.</i>								
2.1	Strengthening the resilience of Kalash communities through the protection and promotion of cultural heritage.	Department of Culture, Archaeology, Sports, Tourism & Youth affairs, KP, NGO's and Academia, Government of Italy, EU, SDC, Republic of Korea	Draft National Cultural Policy, Pakistan National Vision 2025: Pillar I, Pillar II	Outcome 1 Outcome 2 Outcome 6 Outcome 8	SDG 4, SDG 5, SDG 8, SDG 11, SDG 12	1,000,000	600,000	400,000
Pillar 3: Museums and Creative Industries								
<i>Outcome 3: Museums and creative industries promoted to foster intercultural dialogue, appreciate cultural diversity, and promote sustainable development..</i>								
3.1	Improving the educational Role of Museum in Pakistan				SDG 4, SDG 5, SDG 8, SDG 11, SDG 12	400,000	150,000	250,000
3.2	Strengthening regional and national capacities to develop cultural and creative industries for the diversity of cultural expressions in Asia/Pacific (K-FIT)	Department of Culture, NHLH, Incubation Centers, World Bank Loan, SDC, Regular Fund-UNESCO			SDG 11, SDG 12	200,000	100,000	100,000

ANNEX A - COOPERATION AND PARTNERSHIPS MATRIX

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No.	Proposed UCSD outcome and related projects	Partnerships	National Framework	OP III	Relevant SDG	INDICATIVE RESOURCES (\$)		
						Total amount needed	Available (RP/XB)	To be mobilized
Pillar 4: Heritage and Sustainable Development								
<i>Outcome 4: Culture protected and safeguarded in the event of man-made and natural disasters and conflict.</i>								
4.1	Strengthening coordination and Institutional Capacity for effective protection and management of World Heritage specifically during the disaster and conflict situation	Provincial Directorate of Archaeology and Museums, Departments including Climate Change, NDMA, PDMA's, Republic of Korea	Draft National Cultural Policy, Pakistan National Vision 2025: Pillar I, Pillar II	Outcome 1 Outcome 2 Outcome 6 Outcome 8	SDG 4, SDG 5, SDG 8, SDG 11, SDG 12	200,000	50,000	150,000
4.2	Safeguarding the Rock Carving of Gilgit Baltistan from the development interventions and man-made disasters.	Department of Culture GB and Provincial Departments including Climate Change, NDMA, PDMA's, Republic of Korea				200,000	0	200,000
4.3	Comprehensive DRR plans for at least two World Heritage Sites Developed	Directorate of Archaeology and Antiquities				200,000	0	200,000

Culture funding gap to be mobilized: \$ 1,300,000

ANNEX A - COOPERATION AND PARTNERSHIPS MATRIX

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No.	Proposed UCSD outcome and related projects	Partnerships	National Framework	OP III	Relevant SDG	INDICATIVE RESOURCES (\$)		
						Total amount needed	Available (RP/XB)	To be mobilized
NATURAL SCIENCES								
Pillar 1: Promotion of Environmental Sustainability through Biosphere Reserves and GeoParks								
<i>Outcome 1: Capacity of duty bearers strengthened in sustainable management of the cultural and natural resources; Biosphere reserves increased and demonstrated good practices for natural resource management and mitigation of climate change impact.</i>								
1.1	MAB Programme of Pakistan	Ministry of Climate Change, Provincial Forests, Wildlife and Fisheries Departments, NGOs, INCOs, Academia, Government of Pakistan, Italy, SIDA, NORAD, GIZ, Kingdom of Netherland, Global Environmental Fund, Green Climate Fund, UNDP	Pakistan Vision 2025, Pillar IV, National Disaster Management Plan 2012, National Disaster Risk Reduction Policy 2013, National Disaster Risk Management Framework, National Climate Change Policy 2012, Pakistan's Intended Nationally Determined Contribution (PAK-INDC) to Paris Agreement.	Outcome 6	SDG 6, SDG 8, SDG 11, SDG 13, SDG 15	3,000,000	0	3,000,000
Pillar 2: Disaster Risk Reduction (DRR)								
<i>Outcome 2: Bolstering resilience and sustainable resource management by 2022. Enhancing Water Capacities at National and Provincial Levels for a Water Secure Pakistan. Promoted demonstration sites to showcase sustainable use of fresh and wastewater reuse to improve water security,</i>								
2.1	Enhancing Water Capacities at National and Provincial Levels for a Water Secure Pakistan	Federal Flood Commission (FFC), Federal Ministry of Water Resources, Federal Ministry of Energy, Federal Ministry of Climate Change, Pakistan Meteorological Department (PMD), Indus River System Authority (IRSA), Pakistan Council of Research in Water Resources (PCRWR), Water and Power Development Authority (WAPDA), National Disaster Management Authority (NDMA), Provincial Irrigation Departments, Provincial Disaster Management Authorities (PDMAs), Academia, UNESCO Jakarta, Govt of Japan and SDC.	Pakistan Vision 2025, Pillar IV, National Disaster Management Plan 2012, National DRR Policy 2013, National Disaster Risk Management Framework, National Climate Change Policy 2012, Pakistan's Intended Nationally Determined Contribution (PAK-INDC) to Paris Agreement.	Outcome 1 Outcome 6 Outcome 8	SDG 6, SDG 8, SDG 11, SDG 13, SDG 15	3,830,000	1,830,000	2,000,000

ANNEX A - COOPERATION AND PARTNERSHIPS MATRIX

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No.	Proposed UCSD outcome and related projects	Partnerships	National Framework	OP III	Relevant SDG	INDICATIVE RESOURCES (\$)		
						Total amount needed	Available (RP/XB)	To be mobilized
2.2	Wastewater Management Project	WASA, NARC, NUST, Academia, Local Governments, Municipal Authorities, Public Health and Engineering Departments, EPA and Provincial EPDs, Government of Pakistan, KOICA, ADB, WB, SIDA, SDC, Kingdom of Netherland	Pakistan Vision 2025, Pillar IV, National Disaster Management Plan 2012, National DRR Policy 2013, National Disaster Risk Management Framework, National Climate Change Policy 2012, Pakistan's Intended Nationally Determined Contribution (PAK-INDC) to Paris Agreement.	Outcome 1 Outcome 6 Outcome 8	SDG 6, SDG 8, SDG 11, SDG 13, SDG 15	2,000,000	0	2,000,000
2.3	Inventory of Karez Water System of Pakistan	Ministry of Water Resources, Ministry of Science and Technology, Provincial Irrigation Departments, Provincial Water Authority, Academia	Pakistan Vision 2025, Pillar IV, National Disaster Management Plan 2012, National DRR Policy 2013, National Disaster Risk Management Framework, National Climate Change Policy 2012, Pakistan's Intended Nationally Determined Contribution (PAK-INDC) to Paris Agreement.	Outcome 1 Outcome 6 Outcome 8	SDG 6, SDG 8, SDG 11, SDG 13, SDG 15	20,000	20,000	0

Pillar 3: Science, Technology and Innovation (STI)

Outcome 3: STI policies developed on provincial level

3.1	STI Policy Framework development on provincial level	Provincial Planning and Development Departments, Education Departments, Industries Department, Academia, Government of Pakistan and France.	Pakistan Vision 2025, Pillar 4, Energy Water and Food Security, National Disaster Management Plan 2012, National Disaster Risk Reduction Policy 2013, National Disaster Risk Management Framework, National Climate Change Policy 2012, Pakistan's Intended Nationally Determined Contribution (PAK-INDC) to Paris Agreement.	Outcome 1: Economic Growth, Outcome 6: Resilience, Outcome 8: Gender Equality & Rights	SDG 6, SDG 8, SDG 11, SDG 13, SDG 15	400,000	0	400,000
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Science funding gap to be mobilized: \$ 7,400,000

ANNEX A - COOPERATION AND PARTNERSHIPS MATRIX

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No.	Proposed UCSD outcome and related projects	Partnerships	National Framework	OP III	Relevant SDG	INDICATIVE RESOURCES (\$)		
						Total amount needed	Available (RP/XB)	To be mobilized
COMMUNICATION AND INFORMATION								
Pillar 1: Access to Information								
<i>Outcome 1: Enhancing norms and policies related to freedom of expression, including press freedom and the right to access information, online and offline, and are reinforcing the safety of journalists</i>								
1.1	Promoting access to information and empowering youth through media and information literacy programmes	Ministry of Education, Higher Education Commission, PPF, MMfD, Media House, Shehri	Vision 2025 Pillar 3 and 6, RTI Laws, The Prevention of Electronic Crimes Act, 2016, National ICT policy 2012, Ministry of Planning, development and reform 5 year plan for mass media, culture and national heritage	Outcome 7	SDG 16.10, SDG 4.7	400,000	0	400,000
1.2	Developing the public's capacity for informed decision making and participation in the political process through increasing access to information	TNN, EX-FATA Research Center, Shehri	Vision 2025 Pillar 3, RTI Laws, The Prevention of Electronic Crimes Act, Provincial and Federal RTI Commissions operating procedures	Outcome 9	SDG 16.10, SDG 10.2	150,000	0	150,000
Pillar 2: Supporting Media Development								
<i>Outcome 2:</i>								
2.1	Strengthen democratic governance in Pakistan through the capacity building of media professionals for balanced, inclusive and objective election reporting	Election Commission of Pakistan, Federal and provincial governments, Journalists and editors - women as well as men, Government of Japan, UNDP	Vision 2025 Pillar 3, ECP guidelines for media coverage, Election Act 2017	Outcome 9	SDG 16.10	400,000	400,000	0
2.2	Building a balanced, strong, and gender-responsive media environment in Pakistan	Federal and provincial governments, various local partners, including PPF, MMfD, RMNP, Government of Japan, UNDP	Vision 2025 Pillar 1 and 3, Sustainable Development goals National Framework, Draft Bill on Protection and Welfare of Journalists	Outcome 8 Outcome 9	SDG 16.10, SDG 5	300,000	300,000	0

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No.	Proposed UCSD outcome and related projects	Partnerships	National Framework	OP III	Relevant SDG	INDICATIVE RESOURCES (\$)		
						Total amount needed	Available (RP/XB)	To be mobilized
2.3	Capacity building of media professionals for improved media reporting on terrorism and violent Extremism	PFUJ, PPF, Pakistan Institute for Peace, MMfD, IBA Center for Excellence in Journalism	Vision 2025 Pillar 3, Draft Bill on Protection and Welfare of Journalists	Outcome 9	SDG16	100,000	10,000	90,000
Pillar 3: Gender and Media Outcome 3:								
3.1	Strengthening gender equity, diversity and representation in Pakistani media through awareness raising, capacity building and institutional support.	DRF, Media House, IRADA	Vision 2025 Pillar 1 and 3, Draft Bill on Protection and Welfare of Journalists, protection Against harassment of women at workplace Act 2010, Ministry of Planning, development and reform 5 year plan for mass media, culture and national heritage	Outcome 8 Outcome 9	SDG16, SDG5	500,000	0	500,000

Communication & Information funding gap to be mobilized: \$ 1,140,000

ANNEX B - MONITORING & EVALUATION FRAMEWORK

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	OUTCOME/OUTPUT	INDICATOR	BASELINE	TARGET	DATA SOURCE	FRE-QUEN-CY	RE-PORT-ING
EDUCATION	Outcome: National policies and provincial education sector plans are mainstreamed into SDG4 Education 2030	Number of SDG-4 main-streamed education sector strategies and plans	0	4	Progress Reports by the Provincial Education Departments/ Local Education Development Groups	Semi-annually	SISTER, UNInfo
	Output: Strengthened national capacity to systematically mainstream SDG-4 (Education 2030) into national education policies and provincial education sector plans	Number of staff trained for the development of SDG-4 streamline education policies and plans	5	100	UNESCO Activity Progress Reports	Semi-annually	SISTER, UNInfo
	Outcome: Full aspect of Target 4.7 of SDG 4 is incorporated and reflected in national policies and provincial education sector plans	Number of education sector strategies and plans fully incorporated with Target 4.7	0	5	Progress Reports by the Federal/ Provincial Education Departments/ Local Education Development Groups	Semi-annually	SISTER, UNInfo
	Output: Strengthened national capacity to incorporate full aspect of Target 4.7 into national education policies and provincial education sector plans	Number of government officials, youths, media persons and CSOs' members who have full understanding of concepts, approaches and practices on ESD, GCED and Education for health and well-being	10	200	UNESCO Activity Progress Reports	Semi-annually	SISTER, UNInfo
	Outcome: Increased access, retention and improving girls' learning outcomes through capacity building and targeted interventions at both institutional and community levels	Number of OOSC (Primary) enrolling to schools	124000	+ 100,000 enrolled	Dedicated project M&E system	Semi-annually	SISTER, UNInfo, Donors
		% increase in retention	64%	75%	Dedicated project M&E system	Semi-annually	SISTER, UNInfo, Donors
		% of students who met the minimum requirement in student learning achievement tests	TBS	70%	Dedicated project M&E system	Semi-annually	SISTER, UNInfo, Donors
	Output: Increased parental and community support for girls' education.	No. of enrollment	124000	+ 100,000 enrolled	Dedicated project M&E system	Semi-annually	SISTER, UNInfo, Donors
	Output: Strengthened community-based school management systems through mobilization and activation of local communities including PTCs/ SMCs	No. Training of PTC/SMCs members and other stakeholders	0	2000	Dedicated project M&E system	Semi-annually	SISTER, UNInfo, Donors
		No. of schools with functional Community-based school management system	0	2000	Dedicated project M&E system	Semi-annually	SISTER, UNInfo, Donors
Output: Strengthened teachers capacities to systematically practicing inclusive, activity based learning (ABL) to improve girls' participation in the class room	No. of teachers trained for ABL and MGT	0	2000	Dedicated project M&E system	Semi-annually	SISTER, UNInfo, Donors	
Output: Strengthened national capacities for better education management and planning skill to achieve SDG-4 at the local level	No. of provincial and district education officials trained for education planning, management and budgeting	0	150	Dedicated project M&E system	Semi-annually	SISTER, UNInfo, Donors	

ANNEX B - MONITORING & EVALUATION FRAMEWORK

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OUTCOME/OUTPUT	INDICATOR	BASELINE	TARGET	DATA SOURCE	FRE-QUEN-CY	RE-PORT-ING
Outcome: Pakistan's culture safeguarded and promoted to contribute to sustainable development and tourism through capacity building and Inclusive policies in heritage protection and the promotion of cultural and creative industries benefiting the most vulnerable, including women and youth	Number of institution following best practices.	Currently the Department of Archaeology, Punjab has relevant expertise.	At least 50 %	Site management Reports.	Annual	Sister, UNInfo
	%age rise in budget allocation by institutions to adapt and implement good practices	5% of the Development Budget of Auqaf Department, Punjab allocated to Conservation	At least 20 %	Conservation reports		
	Integrated framework and management policies, plans of the selected sites implemented	No such frameworks for selected sites	At least 80%	Annual budget reports		
Output: Support provided to build the capacity of relevant stakeholders to Protect cultural heritage and promote sustainable Tourism.	PI 1. Number of documentation studies/assessments on the sites, training workshops in the areas of conservation, management, legal, policy, documentations, heritage impact etc undertaken engaging all the stakeholders (% women participants, and/or % by different profile of stakeholder).	Hazard Assessment at Makli and Mohenjo-daro Site	Studies done on at least 5 sites	Progress/Final Reports, workshop reports, studies	Annual	Sister, UNInfo
	Number of integrated management plans (including DRR component) developed	Hydrological study undertaken at Mohenjo-daro; Bio Growth study at Taxila, historic studies of	At least 5 training workshops; Management plans for at least 5 sites developed			
Output: Museums and creative industries promoted to foster intercultural dialogue, appreciate cultural diversity and sustainable development.	PI-1. Number of research studies conducted.	Pilot exercises of mapping cultural assets conducted in 2009 at District Multan and Bahawal pur by UNESCO	Mapping of cultural and creative industries in 4 cities.	Research Reports	Annual, biannual	Sister, UNInfo
	Number of trainees engaged in capacity-building workshops aiming at enhancing the entrepreneurial and management capacities of women working in the cultural and creative industries".	No baseline	At least 50 person engaged in each training	Progress Reports		
	Number of the Exhibitions and promotional events organized with the involvement of local artisans, businesses engaged in cultural industries.	No baseline	At least 3 exhibitions	Workshop Reports, Attendance sheets		
Outcome: Cultural heritage linked to Education and learning to promote value of heritage, inclusive and stable society, human rights and sustainable development.	Number of sites and museums engaging the visitors and youth and promoting appreciation for diversity and fostering creativity.	Currently Taxila Museum has the capacity to provide such facilities.	At least 2 museums and 2 sites	Project reports	Annual	Sister, UNInfo
	Number of policies updated to support cultural and creative industries.	Currently no such mechanism exists; 2005 Convention not ratified.	At least 20% of selected sites; Action taken to ratify the 2005 Convention	Monitoring and evaluation reports		

CULTURE

ANNEX B - MONITORING & EVALUATION FRAMEWORK

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	OUTCOME/OUTPUT	INDICATOR	BASELINE	TARGET	DATA SOURCE	FRE-QUEN-CY	RE-PORT-ING
CULTURE	Output: Relevant Institutions supported to promote the educational role of museums.	Number of Training Workshops and awareness raising sessions/ events organized engaging schools (teachers, students) and local community in relation to promote museums as a place of learning and promoting an inclusive society and sustainable development.	Activities undertaken under the UNESCO project focusing on Taxila Museum	At least two museums	Progress, final reports, workshop reports, attendance sheets	Annual	Sister/ UNInfo
	Output: Local community and school going youth supported to ensure the continued transmission of valuable local knowledge, life skills and competencies to future generations.	Number of Training Workshops and awareness raising sessions/ events organized engaging schools (teachers, students) and local community. Number of Government institutions supported to engage the community and local youth in safeguarding tangible and intangible heritage.	UNESCO organized almost 5 workshops engaging teachers under few projects implemented in the past	At least 10 workshops and awareness raising sessions and events organized. At least 2 Govt. institutions supported to engage the community and local youth in safeguarding tangible and intangible heritage	Progress, final reports, workshop reports, attendance sheets	Annual	Sister/ UNInfo
	Output: Ratification of 2005 Convention promoting through developing case studies to identify the potential of creative businesses and building the capacity of young creative entrepreneurs	Number of training workshops engaging start-ups and accelerators Number of case studies developed	UNESCO organized awareness raising workshops in 2016 engaging creative entrepreneurs on 2005 convention	At least four case studies of successful Pakistani cultural and creative industries. A training module for entrepreneurs at start-up and accelerator phases of business developed tailored to the needs of creative business. At least one training workshop organized engaging young creative entrepreneurs.	Progress, final reports, workshop reports, attendance sheets	Annual	Sister/ UNInfo
	Outcome: Capacity and resilience of duty bearers and right holders (including indigenous people enhanced to safeguard tangible and intangible heritage and promote Indigenous knowledge/resources to mitigate the impact of climate change and generate livelihoods.	PI 1. Number of relevant institutions following best practices in for safeguarding tangible and intangible heritage	Heritage not part of DRR policy	At least 20%	Periodic reports	6 years	WHC
	Output: Govt., community and relevant stakeholders supported to safeguard intangible cultural heritage, including the Kalash and enhance community resilience.	Number of training workshop conducted on documenting and safeguarding heritage destination management and Sustainable ecotourism. Number of databases on local heritage established or strengthened.	Community based inventorying exercises and workshops on craft promoting and fruit drying undertaken at Kalash Valley.	At least one workshop in each area organized.	Drafts/copies of the policies, recommendations, Progress/workshop reports.	Annual	Sister, UNInfo
	Outcome: Culture protected and safeguarded in the event of man-made and natural disasters and conflict.	Number of heritage sites protected during disaster. Number of standard practices followed by relevant institutions	No DRR plans available At least one DRR plan developed and implemented	At least one site	Periodic reports	6 years	WHC

ANNEX B - MONITORING & EVALUATION FRAMEWORK

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	OUTCOME/OUTPUT	INDICATOR	BASELINE	TARGET	DATA SOURCE	FRE-QUEN-CY	RE-PORT-ING
CULTURE	Output 1: Coordination mechanisms strengthened to ensure the integration of the cultural heritage protection within DRR, civil protection, emergency response systems and protocols for enhanced preparedness, response, and recovery for culture in the context of disasters.	Number sites benefiting from coordination mechanisms	No such mechanism exists	At least one site	Periodic Reports	6 years	WHC
	Output 2: "cash-for-work" activities implemented for the rehabilitation of cultural heritage assets damaged or destroyed by disasters or violent unrest.	Number of sites benefiting from such arrangements during disaster and conflict	No such arrangements exist	At least one such project during disaster	Project reports	Annual	Sister/ UNInfo
	Output 3: civil-military cooperation in times of conflict strengthened.	Number of sites benefiting from such arrangement	No such arrangements exist	At least one such project during the time of conflict	Project reports	Annual	Sister/ UNInfo
NATURAL SCIENCES	Outcome: Early warning systems for natural disaster further strengthened	#Increase in area covered by validated and calibrated – final version – of IFAS model and other models and increased in number of automatic weather stations (AWS) increased	? as of 2018	1 forecasting model per 5-years; 10 AWS each year for next 3 years	Government of Pakistan, UNESCO Islamabad, Progress report of Partner	Annual	Sister, Donor
	Output: Biosphere reserves increased and demonstrated good practices for natural resource management and mitigation of climate change impact	# increased in approved biosphere reserve from International Coordinating Council of the Man and the Biosphere (MAB), and increase in number of government official trained for good practices of biosphere reserves	2	3	Survey of Pakistan, Ministry of Science, partner reports	Completion of project	Sister, UNESCO MAB Committee
	Output: Promoted demonstration sites to showcase sustainable use of fresh and wastewater reuse to improve water security	Number of demonstration sites increased for wastewater reuse	1	4	Progress reports, site visit	At completion of activity	Donor, SISTER
	Output: By 2022, capacity of duty bearers strengthened in sustainable management of the cultural and natural resources	Number of duty bearers trained sustainable management of the cultural and natural resources	100	300	Partner reports, photos, workshop attendance	Once a year	Donor, SISTER
	Output: By 2022, capacity of the vulnerable communities strengthened to mitigate and recover from natural and human induced disasters	Number of community trained in community based disaster risk reduction techniques to mitigate and recover from natural and human induced disasters	150	800	Partner reports, photos, workshop attendance	Once a year	Donor, SISTER
	Output: Support provided to strengthen the capacity of Government and communities to mitigate the impact of man-made and natural disaster on both Tangible and intangible cultural heritage.	Number of officials trained from National and Provincial Disaster Management Authorities, Ministry of Culture, National Heritage and Integration, and other relevant authorities to mitigate the impact of man-made and natural disaster on both Tangible and intangible cultural heritage.	200	600	Partner reports, photos, workshop attendance	Once a year	

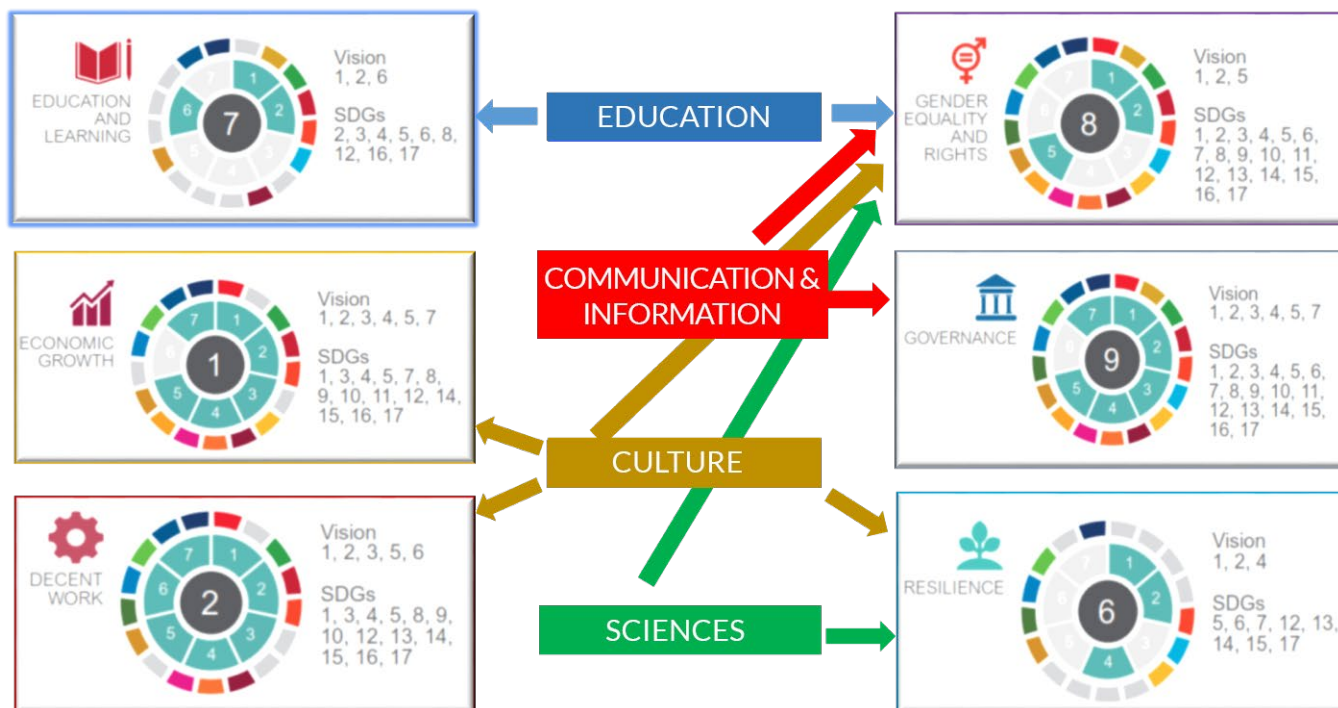
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OUTCOME/OUTPUT	INDICATOR	BASELINE	TARGET	DATA SOURCE	FREQUENCY	REPORTING
Outcome: By 2022, duty bearers in Pakistan will contribute to fostering an enabling and inclusive environment for freedom of expression in Pakistan that includes the safety of journalists and implementation of access to information legislations.	Number of reports submitted by the government to UNESCO DG on number of journalists killed in line of duty and judicial follow up in Pakistan	0 as of 2018	1 per year	Government of Pakistan, UNESCO Islamabad	Annual	UNESCO HQ
Output: Federal and provincial governments have the ability to monitor and report on SDG 16 target 10	Number of awareness raising workshops on SDG 16.10 disaggregated by gender	0	10	Participants list, Workshop reports, Photos	Every 6 months	SISTER, UNInfo, Donors
Output: Marking international days observed by UNESCO raised awareness and promoted opportunities for knowledge exchange and dialogue between relevant stakeholders	Number of international days celebrated	4 (since 2017)	6	Events reports, Photos, Participants list	Every 6 months (and / or after each event)	UNInfo, Donors
Output: Monitoring and evaluation surveys – JSI and MDI – published	Number of JSI and MDI surveys carried out	1 JSI, 0 MDI	2 JSI, 1 MDI	Surveys, Reports, Pictures of data collection (if available)	Every 6 months (to mark progress) or as survey(s) are completed	SISTER, UNInfo, Donors
Output: Strengthened capacity of media professionals to develop balanced, inclusive and objective election reporting and foster peaceful democratic discourse	Number of journalists, editors & students trained on electoral reporting & on addressing information needs of underrepresented groups	0	300	Training attendance sheets, Photos	Every 6 months	SISTER, UNInfo, Donors
Output: Building capacity of journalists to improve reporting on terrorism and violence	Number of journalists and media professionals trained,	National Counter Extremism Policy Guidelines Pakistan	70			
	Number of training material/Manual for Pakistan developed/adapted		1			
Output: Increasing access to information for communities in remote areas to enable their participation in the political process	Number of community members engaged through awareness raising sessions, ICT material distribution and media campaign,	Sporadic awareness raising campaigns expected by KPRTI Commission (The project is intended for former FATA region which has been merged with KP province)		Training attendance sheets, Photos	Every 6 months	SISTER, UNInfo, Donors
	Number of campaigns					
Output: Promoting access to information and cross-sectoral empowerment of youth through media and information literacy programs	Number of individuals trained or provided MIL resources,	22 % of population have access to Internet and only 5 million Pakistanis are part of social media; PEMRA guidelines for TV channels is not followed; targeted training on MIL is carried out by few CSOs	300			
	Number of organizations, CSOs, schools adopting MIL in their regular programming		20			

ANNEX C - PROGRAMME ALIGNMENT WITH SDGS, NATIONAL VISION 2025 AND UN ONE PROGRAMME (OPIII)

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