

IDPs In Pakistan - Conflict & Post Conflict Scenario

ITA's Response & Operational Framework

Potential Areas of Engagement



...From Home to Homelessness



Vision

“To Promote Education as a Comprehensive Process for Human and Social Transformation”

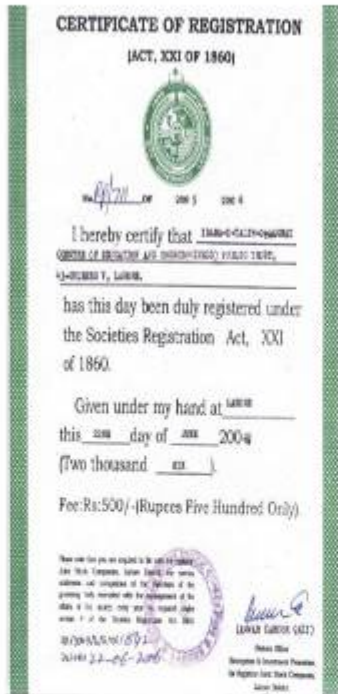
Mission Statement

- **TO** actively promote standard setting in education as a comprehensive multi-dimensional learning experience
- **BY** creating contemporary education systems for optimum equity without discrimination
- **AND** endeavoring to address educational bottlenecks through timely resource mobilization & influencing of public policy.

“Credibility”Does Matter

Certificates

Received by ITA



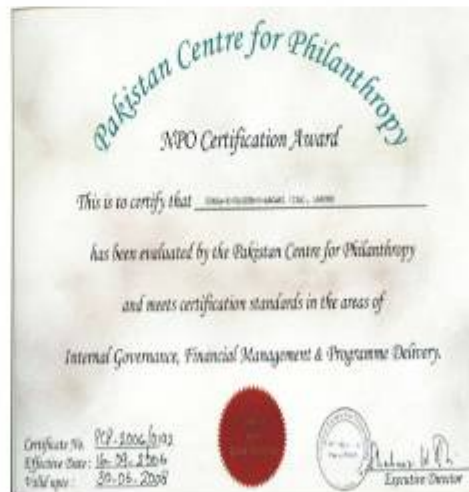
Certificate of Registration
City District Govt., Lahore



Idara-e-Taleem-o-Aagahi
Centre for Education and Consciousness



Certificate of
Congressional Recognition



NPO Certification Award
Pakistan Center for philanthropy



Institutional and Management and
Certification Program (AKU-USAID)



Certificate of Insurance
International Credit Information Ltd



Idara-e-Taleem-o-Aagahi (ITA)
ITA's Education Outreach



- Programme/Project**
- Whole School Improvement Program (WSIP)
 - Teacher Education
 - School Enrichment Program (SEP)
 - Information & Communication Tech. (ICT)
 - Child Labour
 - Education in Emergencies
 - PSU Alumni
 - Human Rights, Democracy & Citizenship
 - District & Local Level Planing in Education
 - Early Childhood Education (ECE) & Corporate Social Responsibility (CSR)
 - Enhancing Girls Enrolment in Remote Areas of Pakistan



Pakistan & IDPs – An Unparalleled Story FATA/PATA - 3 million

- Historical exclusion economic, legal and social rights
- Talibanization
- Support to Afghanistan
- Religion, Identity & Rights
- Violence
- End of girls education – gender exclusion – ‘fitna’
- Non-state actors
- ‘Peace Accord’
- State Capture-
- Pan Islamism – Global

ITA's Response – Conflict – Post Conflict

- Campaign for restoration of child /girls rights to education (Jan. 15- Feb. 17th'09)
 - Petition Campaign (34,000 signatures)
- Campaign for end to talibanization
- Research & Publication(SAPANA)
- Working with IDPs in Host Communities
- Working with IDPs in CAMPs -
 - Swabi - Sheikh Mansoor - Pak. Red Crescent
 - Over 20,000 IDPs in Camp I & 2

ITA's work to date with IDPs

- Support extended to IDPs at Zero Point
 - Health/Water/Basic Needs /Activities w. Children
- Assessment in Host Communities in Rawalpindi 'pushto' – community
- Drop in Centres in Rwp.- (2) established
 - Education/Health/Creative expression / Nutrition /Mothers/ Vocational
- Assessment visits to the Charsadda/Swabi Camps
- Training for Primary Teachers in Swabi
- Philanthropy mobilized

Healing & Learning Centres:

Education: imp. pillar of humanitarian relief

- **Context : Conflict - Post - Conflict - Peace Building**
- **Day Care facility for new borns to 2 years**
- **ECE for 3-5 years**
- **Mothers support groups – trauma counselling/sharing stories and health and hygiene counselling**
- **Primary Education/Training Support**
- **Middle & catch up programs for older children**
- **Youth Groups – Program- Sports/trauma counselling/ citizenship education and conflict education**
- **Clubs: Reading, Leadership & Health**
- **Vocational training- only through certified trainers**
- **Nutrition - well resourced by govt./others ; Supplemental if needed**

Strategy - Main Elements

- **Define Fragility & Post Conflict Context – Sensitization to the Agenda - push the discourse**
- **Focus on YOUTH - pushing beyond primary education- Higher levels of schooling**
- **Integrating education with other sectors –optimise up-downstream investments – not education in isolation**
- **Hire local people to the maximum extent possible**
- **Work with alliances/partners**
- **Management & Expertise within ITA (cooptation of other experts)**
- **Mobilizing resources through trust /accountability and not complex *procurement oriented* arrangements (earthquake exp.)**
- **6 Pushto speaking personnel within ITA**

Fragility & Education

- **Fragility as interpreted by the Working Group implies an investigation into the aspects of education that can mitigate fragility and produce a transformative and positive effect on society.**
 - (INEE 2009)

Desk Study – Findings (INEE)

- State educational provision is a necessary condition for overcoming fragility.
- Education can enhance stability by contributing to social cohesion.
- Secondary education is an effective contribution to overcoming state fragility.
- Education can measurably reduce the risk of civil unrest and violent conflict.
- The perception of inadequate educational service often becomes a grievance that exacerbates state fragility.
- Education systems can be a prime site of corruption and a suitable place to establish transparency.
- Political manipulation of educational provision and content may increase state fragility.
- Education is highly desired by populations affected by state fragility.
- Peace education can have positive effects on students' attitudes.
- http://www.ineesite.org/index.php/post/cerg_study/ Conflict & Education Research Group
- Gender inequalities in these states are greater than elsewhere (Rose.P)

Agenda for Support to Education in Fragile States- Peace Building

- Security Agenda
 - negative and positive political use
 - national identity formation
 - disaffected youth
 - religious schooling
 - social cohesion
- Humanitarian Agenda
 - community-based engagement
 - schools as safe spaces
- Education For All Agenda
 - rights-based approach
 - addressing exclusion
 - active citizenship, tolerance, and peace-building
 - » (Rose. P. Greeley M. 2006 p.2)

Am I Smiling?

