



United Nations Trust Fund
for Human Security

Transformational Change through Human Security: Stories of Success in Pakistan



Helping Promote Inclusive Education in Remote Areas of Pakistan



Seven-year-old Shehzad goes to a UNESCO-supported school in Dera Ismail Khan District in Pakistan's Khyber Pakhtunkhwa province. His community in this remote part of the country has long suffered from natural disasters and internal displacement, amplifying the problems of limited access to basic services that already existed in this region.

Children like Shehzad are the worst affected. He was having a hard time getting to school on rainy days and had problems seeing the blackboard clearly while sitting in his classroom. When Shehzad signalled his difficulties, the UNESCO project team contacted his parents and guided them to the nearest eye hospital to have his eyesight checked. It was discovered that the young boy had a visual impairment that was holding him back. Within a month, UNESCO helped the school upgrade its infrastructure by building pathways and ramps in order to help Shehzad reach his classroom safely and continue his education. The project team plans to screen all the children in the school for eye diseases.

Shehzad and his school were assisted by a joint UNESCO, UNDP and WHO inter-agency project funded by the United Nations Trust Fund for Human Security (UNTFHS) between April 2014 and December 2016. The project targeted vulnerable and disadvantaged communities located in conflict-affected areas of Dera Ismail Khan through an inter-sectoral mechanism. The agencies combined efforts to improve the human security situation in the district, reduce the impact of prolonged conflict, foster peace and stability, and promote education, health and livelihoods.

Improving livelihoods

The main pillars of the project were focused on improving access to education, health, and extracurricular activities by helping restore the local infrastructure; promoting peace, conflict resolution, and education for sustainable development and social cohesion.

"I don't think that these interventions will change Dera Ismail Khan into a metropolis," said Salman Khan Lodhi, Assistant Commissioner-Dera Ismail Khan. "However, they have played an important role in improving the state of basic infrastructure and enhancing social cohesion, especially among youth in the long run."

Conflict and violence in northeast Pakistan have affected local infrastructure such as roads, health centres, schools and water supplies. A key target to improving the region's education was making sure that every child had access to learning. School environments are often barriers to equal participation and opportunities for children with disabilities. Simple modifications to infrastructure can help ensure that all children, regardless of physical ability, are able to go to school and participate in activities. Making gates, classrooms and bathrooms wheelchair accessible and ensuring that teachers are well-trained to assist children who might require special attention are essential parts of promoting inclusive education.

As part of this project, five public schools were made accessible for children with disabilities and 53 teachers were trained in inclusive education. Rooftop rainwater harvesting sites were created to help alleviate water scarcity issues at public schools and safety trainings were conducted at all public schools in the project area. Teacher resource kits on heritage education were developed and 40 instructors were trained. 375 girls and women were made literate through non-formal basic education centres. Radio programmes promoting peace, sports and theatre were also organized and supported in the community.

UNESCO promotes [inclusive education](#) systems that remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics and eliminate all forms of discrimination in the learning environment. Reaching excluded and marginalized groups with quality education requires the development and implementation of inclusive policies and programmes. UNESCO works with governments and partners to address exclusion from, and inequality in, education.

Building a Safer Tomorrow: How Training and Motivation Transformed Musazai Shareef

Dera Ismail Khan is severely prone to natural as well as human-induced hazards. It is situated along the River Indus and is thus frequently affected by the riverine flooding of the River Indus and flash flooding by the nullah/perennial streams especially during the monsoon season. Situated near the North Waziristan of the FATA region, the district has been exposed to frequent terrorism as well as an influx of IDPs migrating frequently from the conflict-affected areas of FATA. In 2008, the National Disaster Management Authority (NDMA) prioritized 50 disaster-prone districts in Pakistan which were further revised in the National Disaster Management Plan 2012-2022. According to the priority, D.I. Khan is among the first 50 disaster-prone districts exposed to riverine, flash flooding and drought hazards.



The target Union Council Musazai Shareef is exposed to flashfloods frequently from downstream perennial rivers from Koh Suleiman and conflicts and IDP crises. According to the 2010 devastating floods, two of the villages in the study area were completely washed away. Besides, drought is a recurring phenomenon that occurs from time to time in the selected UC. Wind storms, epidemics and civil conflicts are other notable hazards.

This is the story of Mr. Sheik Ghulam Mahboob, a permanent resident of the village and Union Council Musazai Shareef. Mehboob lives in the village of Musazai Shareef with his family and children. He is professionally trained and works as a Master Trainer (CBDRM) for the District Health Officer and District Government. He has participated as an Assistant Trainer in various courses held under the WHO-funded programme on Health CBDRM. He is a very social and motivated person and is interested in serving the community of Musazai Shareef. When he was talking to us, he was trying to share that he did a lot of struggle for the improvement of his communities as he knows that the community of Musazai Shareef are poor and vulnerable to natural and manmade disasters. He was very sensitive and eager. In this regard, he tries to contact his friends and villagers to organize the community to reduce their vulnerability to natural disasters but is unsuccessful due to a lack of resources and knowledge. Being a graduate he is still unemployed and he tried his level best to get a job. As he is one of the bread earners of his family members as well.

Despite persistent efforts, and in the face of continual setbacks, he found himself disheartened by the outcomes of his endeavours.

Mehboob was registered as H-CBDRM, Water Quality & Hygiene Promotion Training and training of trainers on training skills and participants as per project participant selection criteria. He was registered as a trainer for future trainings on H-CBDRM. He has successfully completed 4 days of training courses at the community level at Parova Dharaban and Musazai Shareef.



He told us *"If we had received this training before the flood we would have not suffered that much, this training not only provided me financial support but I have learnt many things regarding DRM, first aid, search and rescue, water quality monitoring, hygiene and general training skills and by translating these learning in my routine life I would be able to provide for my family"*. He also said *"It was a very pleasant experience as this training provided us with the opportunity to meet each other, the male and women of the village don't gather as normal routine; the*

training session provided us with the opportunity to talk together and meet each other and release the fit fall emotions, I would rather say that it was like recreation for all the women participants of the training. My family and the families of other participants are very happy and thankful to NDMP and WHO for their support and

assistance; I would personally say that such activities will help mould community perception regarding gender and will help empower the women, I would request to WHO and NDMP to continue their support and should design and initiate another project to improve the situation of the women of the area on sustainable basis".



Besides, Mehboob was the first participant amongst those who were trained in the project. With the motivation knowledge and skill provided to him during training by NDMP. He took the initiative and started mobilization in his community and as a result of his self-help initiative and effort, he was able to successfully organise a two-day training workshop on HCBDRM at village Musazai Shareef with available resources. Later on, the same idea was replicated by NDMP in the next project phase in order to motivate other participants to take such initiative.

Breaking Barriers: Hadiya's Journey from Homebound to Entrepreneur in D.I. Khan

Dera Ismail Khan: Deeply entrenched patriarchal norms regulate women's mobility in D.I. Khan to the extent that educated women in the area are often prevented from realizing their potential. These parochial world views have become more augmented due to the volatile security situation in the district whereby violent actors are imposing their ideologies, which aim to limit women's roles in social and economic spheres, on vulnerable populations.

Hadiya Khan, an 18-year-old from the Musa Zai Sharif village in D.I. Khan spent most of her time in her home, reading novels and magazine articles on self grooming. Consistent with traditions that discouraged young women from stepping out of their domestic space, unless absolutely necessary, Hadiya was often barred from meeting her friends who lived in different *mohallahs* (neighbourhoods) of her village. This was despite the fact that her father, a school teacher by profession, allowed her to continue her education in the village high school for girls. In 2015, Hadiya visited (for the first time) her school friends in *Mohallah Sheikhan*, a neighbourhood located a few hundred yards from her house in the village of Musa Zaid Sharif. This break with tradition

happened when the UNDP Youth and Social Cohesion Project (YSCP) organized a cultural festival for women in the village; Hadiya was accompanied by her mother and 20 other women who had rarely ventured (unaccompanied) outside their homes.



As UNDP's project activities expanded, Hadiya became involved with a women's youth group, organized to mobilize young people for development in their villages. More opportunities followed as Hadiya registered for a beautician's training course under a capacity-building component of the YSCP. In this regard, a 20-day training was organized in the multi-function community centre of village Musa Zai Sharif to train women in basic self-grooming and makeup techniques; Hadiya won a bridal makeup competition organized at the end of the training session.



Hadiya invested the prize money from her win to buy some makeup equipment and opened a small parlour in her house. She began earning a daily income which got a tremendous boost during festivals like Eid. In fact, Hadiya managed to earn a few thousand rupees in the first few months which she is planning to invest in buying new makeup articles and upgrading her 'parlour'. She also informed that she had been contacted by two young women from her village who wanted her to do their bridal makeup- they had agreed to pay Hadiya 1,500

rupees for her work. Hadiya is now planning on enrolling for an intermediate degree in a local college- she believes that education is essential for running a successful business and thanks UNDP for organizing an exposure visit for students from her village to universities in D.I. Khan.

"Success is not the key to happiness; happiness is the key to success. If you love what you do then you are definitely going to be successful. I have come a long way from reading about self-grooming in magazines to becoming an actual beautician, thanks to UNDP. Now the same people who criticised me for taking part in the beautician's course come to me for my services."