Introduction:
The Sustainable Development Policy Institute (SDPI) is hosting two mega-events in December 2015: the Eighth South Asia Economic Summit (SAES) titled ‘Regional Cooperation for Sustainable Development in South Asia’ from 7 – 8 December 2015 followed by the SDPI’s flagship event, the Eighteenth Sustainable Development Conference (SDC) ‘Securing Peace and Prosperity’ from 8 to 10 December 2015, Islamabad, Pakistan. A four-day agenda of the two mega events will be shared on SDPI’s website at www.sdpi.org.

SDC’s Overarching theme:
“Securing Peace and Prosperity” is the overarching theme of the Sustainable Development Policy Institute’s (SDPI) Eighteenth Sustainable Development Conference (SDC) from 8 – 10 December 2015 in Islamabad, Pakistan. This SDC will be a prequel to the Nineteenth South Asian Association for Regional Cooperation (SAARC) Summit being hosted by Pakistan in early 2016. Each SDC is designed to be a forum for exchanging dialogues on sustainable development with the academia, civil society, legislators and policy makers.

Countries:
The focus of SDC has been on South Asia over the years. However, we do not limit our scope when it comes to looking at regional cooperation and integration. SDPI is glad to host delegates from Afghanistan, Bangladesh, Burkina Faso, Canada, China, Germany, India, Iran, Kazakhstan, Kenya, Nepal, the Netherlands, Pakistan, South Africa, Thailand, the United Kingdom and the United States of America.

Small Beginnings:
While there have been instances in South Asian history when the governments of SAARC member countries found themselves in a political deadlock, a significant development in the region has been the rise of track-II initiatives towards the promotion of regional cooperation. These initiatives have helped to keep the national governments on track as regards their promise and commitment to the people of South Asia. Many of such issues go well beyond politics or economics and include concerns like...
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**Editor:** Ms Uzma T. Haroon, Director, Sustainable Development Conference Unit, SDPI, Islamabad.

food security and livelihoods, climate change induced natural disasters, migration, connectivity of people and places, energy and water cooperation.

This year SAES secretariat (Sustainable Development Policy Institute – Pakistan) will make a focused effort to involve politicians and civil servants from member countries besides a number of experts already involved in Track-I and Track-II level of South Asian development agenda. The Eighth Summit will take place in Islamabad from 7–8 December 2015 followed by SDPI’s Eighteenth Sustainable Development Conference from 8—10 December 2015. Building on the central themes of the previous Summits and declarations adopted during the 18th SAARC Summit held in 2014, “Regional Cooperation for Sustainable Development in South Asia” has been chosen as the central theme of the Eighth Economic Summit. Policy recommendations from this summit would focus on 19th SAARC Summit which would take place in Pakistan in 2016.

**The key objectives of the Summit are:**

- To identify, analyse and prioritise opportunities and challenges for deepening regional integration with equal focus on inclusive economic growth, broad-based social development, environmental protection and respect for natural resources.
- To discuss roles of, among others, public sector, private sector and regional/multilateral organizations for broadening and deepening cooperation for sustainable development.
- To bring the SAARC thought leaders under one umbrella to serve the official SAARC summit process.

For more information, please view the following weblink: http://www.sdpi.org/summit/concept_note.php?event_id=538

**Sub-themes:**

Under the umbrella of “Securing Peace and Prosperity”, sessions are being organized focusing on various sub-themes. The Conference promises something for everyone’s interest including corridors of development; trade policies and regional integration; climate change impacts and migration; water governance; food security; secure livelihoods; energy trade; narratives from shared history; voice and accountability; business associations and conflict; governance issues in South Asia; women empowerment; youth integration; religious minorities; victimology; and, much more.

**Overarching Vision:**

This SDC will be a thinkers’ agenda, a gathering of regional think tanks working closely with policy makers of their respective countries and representatives of existing and potential SAARC member countries; a congregation of visionaries in Islamabad.

Keeping SAARC’s collective conscience of “promoting peace, stability, amity and progress in the region, particularly respect for the principles of sovereign equality, territorial integrity, national independence” in mind, a mutual respect for each other’s solidarity 1 echoes through the efforts made over the years to achieve sustainable peace in the region. It is hoped that the forthcoming SAARC Summit 2016 will witness once more regional commitment to the cause that “economic, social and technical cooperation among the countries of South Asia would contribute significantly to national and collective self-reliance.”

In view of the above, SDPI’s Eighteenth Sustainable Development Conference would focus on understanding regional integration and the attempt of SAARC countries at various forums recently to establish new corridors to achieve sustainable development in the region and beyond. The Conference would also highlight the global political complementarities across borders, while pushing for a progressive approach of expanding the narrative from the bottlenecks of the peace and development process to wealth of possibilities that South Asia holds within itself and for the entire world.

**Eighteenth SDC: Plenary Sessions**

There will be two to three keynote plenary sessions in which prominent keynote speakers will be invited to address significant areas as highlighted in the overarching theme of peace and prosperity. The plenary each day will be followed by concurrent sessions / panels on sub-themes.

**Conference invitation:**

There is no registration fee. Audience is welcome to participate in this event. However, they are requested to bear their own travel, board and lodging costs. To receive an invitation card, you are requested to fill out your contact details at the following weblink: http://goo.gl/forms/qtt2K3iWz

For updates on the Eighteenth SDC, please visit our weblink: www.sdpi.org/sdc.php.

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Measuring Progress towards Education for All

Khadija Ladhani*

In 2000, at the World Education Forum in Dakar, Senegal, 164 governments agreed on the ‘Education for All: Meeting our Collective Commitments’ framework with an agenda to reach six wide-ranging education goals by 2015. The goals were:

1. Expanding early childhood care and education
2. Attaining universal primary education
3. Developing youth and adult skills
4. Improving adult literacy
5. Gender parity and equity in education
6. Quality of education

Progress has been made around the world since 2000. Despite efforts by the governments, civil society and the international community, we have yet to achieve Education for All. There are still 58 million children out of primary school worldwide and around 100 million children who do not complete primary education.¹

Pakistan has made slow progress on all of these goals, as well as on the MDGs. Adult literacy, net enrolment rates and gender parity levels are still low relative to regional and global comparisons. Due to demographic pressures, conflict situations and inadequate commitment to the goals, more than 6.7 million children are out of school, 62% of which are girls.² Now that the fifteen years of MDGs and Education for All Goals are about to end, where does Pakistan stand?

Education Financing:

1. Raising tax revenue to increase spending on education

According to the latest EFA-Global Monitoring Report, to finance the MDGs, countries need to raise 20% of national income in tax revenue and to reach the education goals, 15% to 20% of annual budgets³ must be earmarked for education. However, Pakistan collects less than 10% of national income through tax which leads to a deficit in available funds. In contrast, following the EFA recommendations, Nepal collected 13.9% in tax revenue and spent 4.7% of its GNP on education which allowed it to attain primary education for all by 2011.

2. Financing of education – public or private responsibility?

The Dakar Framework recommended that governments lead education financing and proposed that governments spend between 4% and 6% of GNP on education. While emphasis is on increasing public spending on education, the share of household contributions to education is higher in the South Asian countries. In Pakistan, where the government spends less than 2% of GNP⁴ on education, households pay about 4% - rendering their contribution to two-thirds of the total expenditure⁵.

3. Tackling corruption in the education system

While the debate will often be focused on doubling the 2% of GDP, other challenges of education financing continue to bedevil the system. Among the Pakistanis, education was considered the fourth most corrupt⁶ sector in 2010. Examples of this include ghost institutions where the schools and teachers are officially registered and receiving provincial funds but in reality are dysfunctional and not performing their duties. In 2010, the government estimated that around 6,480 ghost schools in Sindh and 5,000 in Balochistan were guzzling funds⁷.

Attainment against MDG goal 2 indicators:

1. Early childhood education

Against the EFA goal of improving comprehensive Early Childhood Education (ECE), Pakistan has reached a pre-primary gross enrolment rate of 66.4% (in 2012-13) for 3-5 year olds⁸.

2. Universal primary school enrolment

By 2015, all countries were to ensure that all children find access to complete, free and compulsory education of good

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¹ (UNESCO 2015, pp. i and 1)
² (Ministry of Education, 2015 p. 02)
³ (UNESCO 2015, p. 241)
⁴ (ibid)
⁵ (UNESCO 2015, p. 260)
⁶ (UNESCO 2015, p. 254)
⁷ (ibid)
⁸ (Ministry of Education 2015, p.19)
quality (Goal 2). In this respect, Pakistan has neither achieved the target of universal primary enrolment, 100% survival rate up to grade 5, or lowering dropout rates. Net Primary Enrolment Rate in Pakistan has barely reached 69% and ICT, Punjab and KP have shown consistent progress in this respect.

Chart 2: Primary Adjusted Net Enrolment Rate 2012-13 by Province and Sex

Enrolling a child at the appropriate age at the beginning of primary education is another measure of progress. According to the report, in Pakistan in 2012, 50% of students from the poorest households and 15% from the richest were two or more years older than the appropriate age in grade 1.

The survival rate to grade 5 has also followed an upward trend from 2001 all the way up to 2013 currently standing at about 67% at the national level.

3. Literacy

The EFA goal pertaining to literacy that Pakistan committed itself to back in 2000 entails achieving a 50% improvement in adult literacy levels by 2015, along with equitable access of education for all adults. The current adult literacy rate stands at 56% (in 2013) against 46.5% in 2001-02. Progress has been as low as 1% per annum and a dearth of national statistics on these indicators limits our capacity to measure real change.

Table 1: Adult Literacy Rates from 2001-02 to 2012-13 by Province

<table>
<thead>
<tr>
<th>Province</th>
<th>2001-02</th>
<th>2005-06</th>
<th>2009-10</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balochistan</td>
<td>26.9%</td>
<td>32.4%</td>
<td>43.4%</td>
<td>43.6%</td>
</tr>
<tr>
<td>KP</td>
<td>35.4%</td>
<td>39.5%</td>
<td>45.1%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Punjab</td>
<td>48.7%</td>
<td>52.0%</td>
<td>56.0%</td>
<td>58.0%</td>
</tr>
<tr>
<td>Sindh</td>
<td>51.2%</td>
<td>53.1%</td>
<td>55.5%</td>
<td>58.2%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>46.5%</td>
<td>49.7%</td>
<td>54.0%</td>
<td>56.2%</td>
</tr>
</tbody>
</table>


An adequate number of literacy programmes are not seen at the national or provincial level, and budgetary allocation for adult literacy remains at an all-time low. Adult female literacy rates are disappointingly low, especially in Balochistan and KP.

4. Gender parity

Worldwide, at the primary level, 69% of the countries are close to or have already attained gender parity. From 1999 to 2012, 50% of Southern and Western Asian countries achieved parity which include Bhutan, India, Iran and Sri Lanka whereas in Nepal the gender gaps were reversed.

In Pakistan, the average adjusted net enrolment rate (ANER) for gender differentials is 83%, however in provinces the gap is wider with FATA showing the greatest disparity gap of 42%.

On the other hand Islamabad has more girls enrolled than boys.

Chart 3: Number of Girls versus Boys enrolled in South East Asia Countries in 2012 versus in 2000

The figure above, from Education for All’s data website, shows that Pakistan has the second largest gender disparity favouring boys (Green bar for 2012) for enrolment in the region, better only than Afghanistan’s. While there has been considerable improvement since 2000 (dull gray bar), the overall challenge remains in Pakistan.

Comparing progress: Pakistan and SAARC countries

In order to create a comparison of the progress towards MDGs by SAARC countries, a dataset containing the Education For All Index numbers from the Global Monitoring Reports from 2004 to 2015 was compiled and can be found on the data.org.pk website. The data was then turned into graphs for visual analysis which follows below.

Overall, the SAARC countries are classified under the low EDI ranks except for Maldives, which with an average score of above 0.9 across all boards places itself amongst the high EDI countries. In terms of trends and rank within the SAARC countries, Pakistan has remained below all or as one of the lowest performing countries – perhaps the only aspect where we rank higher is the survival rate. It is interesting to note that no country has made
drastic efforts towards Education for All - from 2004 to 2015 in all countries the average increase has been of 0.1 points.

Universal primary education is defined by both access/enrollment in primary school and completion of primary education. However, for the purpose of EDI the measuring tool is the primary adjusted net enrolment ratio – which as the name suggests, only factors in the number of students enrolled in primary school.

Adult literacy rate is used to measure attainment of goal 4 of the EFA framework – ‘Improving Adult Literacy’. For the Adult Literacy score Pakistan has picked up over the years though it has been bypassed by Bangladesh and stands above only Bhutan.

Quality of education is measured by survival rate to grade 5. While generally student learning outcomes are used to measure quality of education, that data is not available in a larger scale and hence survival rate to grade 5 is the best available measure of education quality.

Gender parity is measured by the gender-specific EFA index (GEI) – the GEI itself is a composite of gender parity and gender equality data. The GEI is calculated as an average of: Gross Enrollment Ratio (GER) in primary education, GER in secondary education and Gender Parity in Adult Literacy rates. It is important to note that the GEI shows gender – where a number less than one does not necessarily indicate greater numbers of boys than girls.

References:


* Ms Khadija Ladhani works with the Alif Ailaan Data Depository Project at the Sustainable Development Policy Institute, Islamabad. She tweets @ladhanikhadija
Mercury Amalgam Use at Private Dental Clinics in Selected Cities of Pakistan

Dr. Mahmood A. Khwaja*

Earlier studies carried out at the Sustainable Development Policy Institute (SDPI) have indicated alarmingly high levels of mercury vapour in indoor and outdoor air at dental sites, including dental teaching institutions, dental teaching and general hospitals. Studies have also indicated lack of adequate information regarding mercury related issues in BDS syllabus/curriculum offered at the dental teaching institutions in Pakistan. This study has been undertaken to assess the status of dental mercury amalgam use and practices at private dental clinics in three main cities of Pakistan - Peshawar, Islamabad and Rawalpindi. The SDPI team visited “Private Dental Clinics,” Peshawar, Islamabad and Rawalpindi from 15 June – 1 July 2015 and carried out a questionnaire based survey and gathered opinion regarding mercury dental amalgam use in dentistry. Only qualified medical graduate dental doctors in-charge of the private clinics were interviewed and through questions, mercury dental amalgam use related issues were raised. Printed copies of published Urdu and English articles on dental mercury amalgam use, based on earlier research carried out at SDPI, were also shared with all the dental professionals interviewed.

Summarized overall data is described in Table 1 and also presented graphically in Figure 1 for easy comparison.

Private Dental Clinics in Peshawar

Dental clinics sites visited in Peshawar were Khyber Bazar, Dabgari Garden (Peshawar City), Saddar Bazar (Cantonment area), Nothia Qadeem, Qayyum stadium, University Road, University Town, BISE Bazar and Hayyatabad. Among the respondents 23% were females. Mercury dental amalgam is still in use at 58% of the clinics visited. Some 61% respondents view was that the present syllabus/curriculum offered at dental teaching institutions, lacked information regarding occupational health and safety, mercury contaminated waste management, non-mercury based alternatives material and supported the present curriculum review and revision (Figure 1 & Table 1). Some 61% dental professionals interviewed suggested banning the dental mercury amalgam use immediately. In response to the question if non-mercury based alternatives material could be used for pregnant women and children, 46% response was yes, 37% no and 17% were un-decided.

Private Dental Clinics in Rawalpindi

In Rawalpindi, most of the private dental clinics visited were along Saidpur Road (48%), in/around commercial/markets areas and other localities in Rawalpindi. Among the respondents 24% were females. Mercury dental amalgam is still in use at 60% of the clinics visited. Some 72% respondents view was that the present (Table 1 & Figure 1) syllabus/curriculum offered at dental teaching institutions lacked information regarding occupational health and safety, mercury contaminated waste management, non-mercury based alternatives material and supported the present curriculum review and revision. Some 60% dental professionals interviewed suggested banning the dental mercury amalgam use immediately. In response to the question if non-mercury based alternatives material could be used for pregnant women and children, 64% response was yes and 36% no.

Private Dental Clinics in Islamabad

Findings of Islamabad survey showed strikingly different trends of opinion as compared to Peshawar and Rawalpindi among the dental professionals offering dental health care service in the federal capital (Table 1 & Figure 1).

Private dental clinics survey was carried out in F-sectors (60%) and G-Sectors (40%). Among the respondents 17% were females. Mercury dental amalgam is no more used at 88% of the clinics visited (only 12 % clinics still continue to use it). Some 80% respondents view was that the present syllabus/curriculum offered at the dental teaching institutions lacked information

<table>
<thead>
<tr>
<th>S. No</th>
<th>Dental Mercury (Hg) Amalgam Use: Issues/Questions</th>
<th>Peshawar (%)</th>
<th>Islamabad (%)</th>
<th>Rawalpindi (%)</th>
<th>Overall (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continued use</td>
<td>Yes 58</td>
<td>No 42</td>
<td>Yes 12</td>
<td>No 88</td>
</tr>
<tr>
<td>2</td>
<td>Alternatives (No Hg) preference for pregnant women &amp; children</td>
<td>Yes 45 (un-decided 21)</td>
<td>Yes 97</td>
<td>No 03</td>
<td>Yes 68</td>
</tr>
<tr>
<td>3</td>
<td>Present BDS curriculum be revised</td>
<td>Yes 61</td>
<td>No 39</td>
<td>Yes 80</td>
<td>No 20</td>
</tr>
<tr>
<td>4</td>
<td>Ban on dental mercury amalgam use</td>
<td>Yes 58</td>
<td>No 42</td>
<td>Yes 84</td>
<td>No 16</td>
</tr>
</tbody>
</table>

Table 1: Mercury Dental Amalgam Use at Private Dental Clinics in Peshawar, Islamabad & Rawalpindi
regarding occupational health and safety, mercury contaminated waste management, non-mercury based alternatives material and supported the present curriculum review and revision. Some 84% dental professionals interviewed suggested a ban on the dental mercury amalgam use immediately. In response to the question if non-mercury based alternatives material could be used for pregnant women and children, the overwhelming response (97%) was yes and only 3% no.

**Recommendations:**

To safeguard public health and for the protection of environment, it is strongly recommended:

- Following the best preventive approach, i.e. waste reduction at source, mercury emissions/releases streams, through an environmental waste audit, be identified within dental sites so that, accordingly, control measures for the same are designed and implemented at the earliest.
- Best in-house environmental practices (BEPs) and use of best environment friendly technology be encouraged, standard operating procedures for mercury handling, transport and use be developed and implemented. An institutional mercury waste management plan put in place at all mercury use sites and the same be periodically monitored and evaluated, by the management.
- Non-mercury dental fillings be offered and advised to patients by the dentists.
- Mercury specific legislation, including national emissions/releases standards, minimum mercury levels in products including dental amalgam, and protocols for permits/license be introduced for establishing and functioning of private clinics/teaching hospitals/dental colleges.
- Minamata Convention on Mercury (2013) be ratified by Pakistan and other countries at the earliest time possible. In the revised BDS curriculum the following topics should be included:
  - a brief on the need, objectives and the relevant provisions of “Minamata Convention on Mercury,” with reference to mercury in products (dental amalgam), health and environment.
  - the toxicity and health hazards resulting from mercury/mercury amalgam use, protection and control measures for the same, minimization of mercury exposure and guidelines for environmentally sound mercury contaminated waste management.
  - promotion of cost and clinically effective mercury free alternatives such as glass ionomers and resin composites. Capsulated mercury use and adaptation of mechanical mixing instead of motor and pestle for preparation of mercury amalgam.

**Bibliography:**


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**Non-Tariff Barriers (NTBs): Major Hindrance for Trade Integration in South Asia**

**Muhammad Adnan**

Generally Non-Tariff Barriers commonly known as NTBs are the restrictions resulting from explicit market requirements, conditions, and prohibitions that make exportation or importation of products costly or difficult. These barriers arise from various measures taken by authorities and governments in the form of government regulations, policies, and laws in order to protect the domestic markets/industries from foreign competition.

All kinds of NTBs increase the cost of doing business. It discourages and disappoints traders, and also compels consumers to pay more for buying the final product. Making a free trade agreement does not guarantee a high degree of intraregional trade unless NTBs are removed. NTBs cannot be removed or brought down overnight. These can be phased out or replaced with less distortionary forms of barriers.

Talking about NTBs in South Asia, complex custom procedures and quality standard regulations, inefficiency of transport arrangements, institutional incapacities, different kinds of standardization and certification processes, duty structure, packaging/labelling requirements, long negative lists, and also political insecurity in the region are the major non-tariff
barriers. NTBs are the root cause of insignificant and insufficient intraregional trade in South Asia. These are continuing to hamper trade within South Asia and are also costing much more for a regional country to trade with another regional country than outside.

There still exists a huge potential of increasing regional trade but South Asian countries have yet not been able to enhance the gains from the steps taken through regional integration. South Asian Free Trade Area (SAFTA) agreement which was made to facilitate free trade among South Asian countries is not yet able to provide fruitful results. There is still an insubstantial enforcement of the agreement especially the Article 3(2)(d) that states: “SAFTA shall involve the free movement of goods, between countries through, inter alia, the elimination of tariffs, para tariffs and non-tariff restrictions on the movement of goods, and any other equivalent measures”. The main reason of the weak enforcement of this article is the frequency of NTBs imposed by the member countries in their particular areas.

Intraregional trade often reduced by various NTBs is only 5% of total trade as compared with 58% in EU, 52% in NAFTA and 26% in ASEAN. According to a study by CUTS International, if all the tariffs can be removed completely under SAFTA it may lead to increased intraregional trade by 1.6 times. Another study by SDPI and CUTS International showed that the costs amounting to 34.81% of the value of total intraregional trade can be saved if regional countries commence least reforms to harmonize, regulate and remove NTBs.

Regional countries are importing various products from other countries irrespective of the fact that regional products within the region are more price competitive. Keeping the quality aspect aside, this shows that key deterrent here is NTBs. The removal of NTBs on exports is very much necessary for enhancing the welfare of producers and on imports to increase the welfare of consumers.

NTBs can be addressed through latest technology, progressive approach and with shared vision. Effectively and efficiently addressing NTBs and other infrastructure related issues which are deterring trade would provide much more gains in the region for all regional countries, and removing NTBs in this region will encourage countries to support each other in order to involve in exceptional intraregional trade which can further contribute in expanding exports and increasing regional growth.


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An Analysis of the Non-tariff Barriers in South Asia*

Sajid Amin Javed**

Despite the opening up of borders for trade globally, trade in South Asia remains restricted; tariff and non-tariff barriers keep hindering free trade in the region. Of the two types, non-tariff barriers (NTBs) - categorized into technical and non-technical - are considered to be more efficient in restricting trade. Out of the non-exhaustive list, quotas, embargoes, sanctions, and levies are the major trade restrictive measures. Even in the presence of South Asia Free Trade Association (SAFTA), South Asia remains far from realizing its true trade potentials. One plausible explanation of this limited intra-regional trade (only 5% of total official trade) may be the strong presence of non-tariff barriers. Compared to this, East Asian intra-regional trade is tenfold higher than that of South Asia.

Motivated by the burden of history, political ties, ideological differences and the ongoing ups and downs in bilateral relations, the non-tariff barriers vary from country to country in South Asia and every country treats the other country with different non-tariff barriers. Bangladesh, for example, restricts Indian exports by imposing ban on imports of poultry products, imposing 15% of value-added tax, non-acceptance of cargo, radioactivity tests, letter of credit requirements and reluctance to open new trade routes. Pakistan restricts trade with India by limiting time for trade of certain items. Nonexistence of transit trade agreement of Pakistan with India hinders regional trade twofold; it affects bilateral trade of Pakistan and India; and, on the other side it affects bilateral trade of India with Afghanistan indirectly. Furthermore, some Pakistani banks do not accept letter of credit of Indian banks and the clearance through Asian Clearing Union (ACU) is mandatory. In addition to custom duty, custom tax of 15% and withholding tax of up to 6% on selected products are also imposed.

India also restricts Pakistani exports by using different non-tariff barriers. Indian banks do not accept letter of credits issued by different Pakistani banks. Furthermore, different Pakistani products have to get licensed from the Bureau of Indian Standards and this restricts the exports considerably as the licensing mechanism is complicated and time taking. Additionally bio-security and sanitary requirements are mandatory for all products and this makes trade a difficult task as the procedure is hectic and time consuming. In case of textile products, pre-shipment inspection certificate and detailed tests are required which further contribute to already existing limited trade between the two neighbouring countries. Also India protects its producers of powdered milk, maize, sunflower and crude sunflower, seeds and mustard oil by imposing Tariff Rate-Quota (TRQ). Countervailing duty of 4% is imposed on all products whereas national calamity duty is charged on tobacco products, motor spirits, polyester and motor vehicles. Similarly, NTBs by Bangladesh on Pakistani exports include primarily pre-shipment inspection of all items, requirement of free sales certificate from
two developed countries for pharmaceuticals and radiation free certificate for food products.

In the member countries of SAFTA, regional transit trade agreements are almost non-existent resulting in higher transportation costs and reduction in trade consequently. Along with the traditional non-tariff barriers, South Asia has some non-traditional barriers which reduce trade among the South Asian countries and lowers the degree of integration. Most importantly, however, regional conflict in South Asia has also contributed in part to the region being less integrated. Resolution of conflicts between India and Pakistan could unravel opportunities for other SAARC countries, possibly leading to better economic integration of the region.

Given the situation, the way forward for realizing trade potentials and South Asian regional integration is based on conflict resolution, infrastructural development on the borders, sea ports, land ports and railway network. Different transit trade agreements among the countries can be drawn for cross border trade facilitation. Country wise difference in customs rules and regulations harm integration. There is a dire need for harmonization of customs rules, regulations, valuations and customs procedures and they must be the same for all countries. The confidence building measures (CBMs), especially between Pakistan and India, may set the very foundation of mutual trust between the two which, in turn, may help realize the above stated measures. All countries could decide on uniform non-tariff barriers. Civil society organizations in general and policy think tanks in particular, in close collaboration with respective governments, have a greater role to play in South Asia. They can form pressure groups and raise awareness amongst policy makers to frame trade friendly legislations and regulations. A gradual decline in non-tariff barriers must be advocated through the SAARC forum.

* This article has been published in SARCist under the title “Non-tariff barriers in South Asia- A Commentary” and is available at http://thesarcist.org/Opinion/121

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Forthcoming SDC Anthology: Pathways to Sustainable Development

Forthcoming SDC Anthology: Being jointly published by the Sustainable Development Policy Institute (SDPI) and Sang-e-Meel, it will be launched at SDPI’s Eighteenth Sustainable Development Conference in December 2015.

There is no shortage of publications and anthologies on sustainable development where academics share their research and policy proposals. So what could possibly make this compilation of essays, speeches and scholarly papers unique?

For the first time, in the history of our 68-year old country, this book has brought together the views, policies and ideas about sustainable development of the crème de la crème of Pakistan’s leadership – from the country’s sitting President and Federal Minister, former Ministers and a former State Bank Governor – with discourse of the country’s activists, economists, philosophers, journalists, and student researchers. It is this convergence, and sometimes clash of interesting, unusual and potentially transformative ideas between leaders in the echelons of power with practitioners and scholars that offer valuable insights into charting new pathways for bringing about positive shifts in South Asia that makes up the mix of this book’s chapters.

This volume is not constrained by national boundaries either. Climate change, development, ecological, education, energy, food, gender, health, planning, trade and water challenges from neighbouring Afghanistan, Bangladesh, India and Nepal are juxtaposed with those in Pakistan, sub-Saharan Africa, European Union and Central Asia.

It is here that we travel from regional to local stories – from the great Himalayan mountainous region to the Indus-Brahmaputra-Ganges Delta; from arid nomadic deserts to the Rhine River; from education challenges in a small district in Nepal to the struggles of the landless in a village in East Bengal; from the efforts of women entrepreneurs in India to the barriers faced by women in Muslim societies due to gender inequality sanctified in religious tradition; from the economic impacts of post-2014 Afghanistan on bordering regions in Pakistan to the health threats to dental professionals. Each one singular and yet with a commonality of perspective: to make the world a fairer, better and more just place for the ‘enhancement of peace, social justice and well-being, within and across generations.’

Sarah Siddiq Aneel
Why We Need an Inclusive Global Climate Agreement *

Elishma Noel Khokhar**

Twenty one years since climate negotiations started in 1994, the world is geared towards signing a binding climate agreement by December 2015 in Paris. The new agreement, which will come in force by 2020, is perceived to influence countries’ capacities to adapt to changes and to set forth new mitigation commitments. Current negotiations have numerous agenda items on the list ranging from the impact of climate change on national economies with a focus on multiple sectors, particularly adaptation, mitigation, energy disaster management, and climate resilient development, which will heavily influence the national interests of the participating countries.

Inclusive global process needed

Consequently, the complexity of the negotiations calls for a democratic, transparent process not only open to the general public but one that also includes the global citizens’ voice as a central feature of the agenda at Paris in December 2015. As per the United Nations Framework Convention on Climate Change (UNFCCC) Article 6 of Lima Declaration on Education and Awareness, it is the duty of signatory states to educate, train, raise public awareness, foster public participation, and enable public access to information on climate science, policy making, and international cooperation to meet the objective of the Convention and to promote climate-resilient sustainable development as the cornerstone to its democratic function.

To make the process of climate negotiations transparent and accountable as stated under Article 6, UNFCCC endorses a World Wide Views global citizens’ consultation. The World Wide Views methodology channels participatory democracy in the simplest sense, in that it allows ordinary citizens to voice their opinions regarding climate agreements in order to include their views in the policy making process. In this way, the initiative helps to bridge the widening democratic gap between citizens and policy makers in an increasingly global policy making landscape.

 Pakistani citizens given a voice on climate deals

The first World Wide Views consultation was held in 2009 where 4,000 citizens participated on the issue of Global Warming from 38 countries, whilst the second was held on the issue of Biodiversity in 2012 respectively.

The Sustainable Development Policy Institute (SDPI) Islamabad, partnered with UNFCCC, Mission Publiques, the Danish Board of Technology and the French National Commission for Public Debate, to lead the consultation on 6 June 2015 in Pakistan. The successful event was inaugurated by the Minister for Climate Change, Senator Mushahidullah Khan, along with noted speakers such as climate scientist, Dr. Tariq Banuri and SDPI Executive Director, Dr. Abid Suleri.

Citizens’ perspective on the climate-energy nexus

For Pakistani citizens, who contributed to the consultation for the first time, the event was a unique opportunity to raise their voice on a key development issue and make their mark on the upcoming global climate agreement.
unbiased information material and having debated with fellow citizens. The broad themes included 1) the importance of tackling climate change 2) tools for tackling climate change 3) UN negotiations and climate agreements 4) fairness and distribution of efforts and 5) making and keeping climate processes.

Under the climate-energy theme, 40 per cent of citizens supported the imposition of a carbon tax for all countries with gradually increasing costs for countries that do not reduce their emissions. More than half of the respondents supported subsidisation for low-carbon energy such as wind, solar, marine and geothermal energy for cutting greenhouse gas emissions. There was also a broad consensus over tackling lack of awareness through educational programmes on climate change. Utilizing indigenous knowledge in developing solutions for climate change issues was highlighted. Mixed reviews, however, were received over fossil fuel exploration. Some 45 per cent were of the view that fossil fuel exploration should be stopped whilst 22 per cent wanted it to continue. Respondents were also divided over whether Pakistan was tackling climate change issues. Some 43 per cent of citizens felt that climate change was a national priority, 45 per cent felt that it was not a priority, whilst 4 per cent voted that it should not be a priority at all. Some 67 per cent of participants concluded that a long term zero emission goal should be part of the Paris climate agreement.

On the whole there was widespread consensus amongst Pakistani citizens that climate change is a global concern and that a conclusive Paris agreement is imperative for tackling the issue. The results of the global consultation will be presented at Paris COP21 and are being disseminated widely to inform both global and Pakistani policy and decision makers and other important stakeholders. Full results are available on the official World Wide Views web platform:

http://climateandenergy.wwviews.org/results/

*The article has been modified and updated. It was previously published in the PRISE website blogs section on 19th May 2015: http://prise.odi.org/comment-toward-an-inclusive-global-climate-agreement/

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Forces of Divergence in Pakistan*

Sajid Amin Javed**

Thomas Picketty, the French economist known for his work on wealth and income inequalities, has challenged the old economic verities about an inverted U-shaped relation between economic growth and inequality. Discussing increasing primordial tendencies in global capitalism, he identifies the inheritance being the key factor behind skewed distribution of wealth. Huge reception of his work voices the urgency and need to curb this enlarging gulf of inequality globally. The political movements in Europe and America have also pushed this debate into public space and popular consciousness across the world over. The ripple effects of it could also be felt in Pakistan but were contained mostly to elite discussion forums.

Pakistan is a country with an array of social inequalities ranging from health to education inequalities and from skill to income and wealth inequalities prevailing across inter and intra gender and regions. The suppression of the deprived is not only persistent but is widening over time. The distribution of income across the population became skewed more towards the rich and, over the period (1987-2010), income share of bottom 20% declined from 8.8 to 7 and that of top 20% increased from 43.5% to 48.7% worsening the ratio of the highest to lowest quintile. The top 20% clased income 7 times higher in 2012 as compared to 5 times than their counterparts in bottom 20% in 1980 (Jamal 2014).

Similarly, the share of top decile (10%) in total consumption increased from 30.3% in 1990 to 31.3 in 2011-12 while that of middle 50% (the middle class) declined from 49.2% to 48.5% over the same period resulting in Palma index increasing from 1.48 to 1.55 in 2011-12 (Burki et al. 2015).

Accordingly, the per capita income Gini coefficient witnessed an increase from 0.350 in 1987-88 to 0.407 in 2010-11 indicating the inequitable distribution of the growth benefits and the widening disparities (Jamal 2014). The disparities are higher in rural areas as compared to the urban ones. These statistics have stronger implications suggesting a failure to curb the rich-poor gap during the last three decades.

The labour market in the country does not paint a different picture. The increase in the wages of elementary occupation is not at parity to the increase in noble occupations including professional and managerial jobs. To be exact, over the last three decades, the real wage of elementary occupations actually decreased as ratio to the wages paid to managerial and professional jobs. These differences in wage values across gender and occupations, increasing over time, help explain the coincidence of upgradation of skills on the one hand and rising inequality amongst skilled and unskilled workers on the other in the country. The same is true for the formal and informal markets divide.

These diverging inequalities, along with other factors, emerge primarily from disparities in the access to quality education. Inequalities in education leave a long lasting impact on all types of social inequalities. Born poor are more likely to stay poor because the poor parents are unable to buy them good
education which, in turn, chokes off the other opportunities available limiting the poor to elementary occupation in the labour market leaving them destined to lower levels of income again.

This transmission of poverty through intergenerational educational immobility goes generation to generation and the persistence can be severe in magnitude and hard to get rid of if the opportunities of education are not equitably distributed. Failure (success) in education defines how one lives the adult life in terms of social participation, child welfare and social security systems etc. Breaking the socioeconomic status-success (failure) interlinkages, education serves as the leveller only if access to educational opportunities is equitable.

Since the times of Dr. Mehbubul Haq, idea of functional inequality is in vogue in policy epicentres of Pakistan. Re-distribution has never remained popular nor is there any sombre policy attempt made for serious overhauling of the entrenched structures of inequality causing divergence in opportunities available to ones looking for deliverance. Markets are presented as protagonist which, through in built mechanisms of distribution, reduce inequality. However recent studies submit contrasting evidence at the household level that is structural and intergenerational. Provision of equal opportunities has been considered as one of the key objectives of economic policy as it enhances opportunities of social mobility for all income groups. Equality of access to opportunities of quality education, based on the “ability of anyone” ensures, for the marginalized and deprived, riding the economic ladder up. Excluded from the quality education, one is left unable to take advantage of the opportunities available in the labour market. Provision of quality education, across the globe, has emerged, therefore, to be the single most effective tool to combat “chronic poverty”.

Unfortunately, findings of a study based on Pakistan Panel Household Survey (PPHS) 2014, present a bleak picture of structural inequality for Pakistan that extends to generations. Shift in consumption patterns, profusion in number of cell phone users or increase in sales of durable items do not eliminate inherited legacies of inequality. Educational attainment of a child, and resulting occupational choice and, consequently, the social status is almost completely determined by socioeconomic status of the father. Disparities are evident at all levels of education. One of the striking indications from the data is that only 9% of the sons whose father never attended a school are likely to get graduate and above degree while the rate is 60% for the sons whose fathers have graduation or a higher level of education. Furthermore, 50% of the sons never attend school if their fathers were illiterate. At the same time fathers with graduation or higher level of education correspondently influence the education attainment of their sons. Almost 60% of their sons would attain higher education and directly capture the blue-collar jobs in the labour market (Javed and Irfan 2014).

The picture becomes even gloomier when comparison is made between rural and urban populations. The family background impact is even stronger in the rural areas as the probability is 74% that a son will end up with graduation or a higher degree given that the father at least holds a graduation degree. This probability is 46% in urban areas. Hold the hands of father up in the ranking, and you ride high (Javed and Irfan 2014). The rural peripheries are affected by a deep malaise of economic stagnation in agriculture, poor quality of public education system and bad conditions of physical infrastructure. Dipankar Gupta has carved a snapshot of Indian village infested with deep cultural and spiritual discontent which is directly dependent on the diminishing position of village as a production unit that is equally applicable to any Pakistani village. Recent crop failures and low rates for agriculture produce are actually reifying the probability that this generation of middle to small farmers will be left behind in the soaring competition for sustainable livelihood.

Alarmingly however, a digression in the equitable distribution of the opportunities in education is documented for Pakistan. A son born before 1980 has 13% chances of earning a graduation degree or above even if he was born to a father who never attended school, but the likelihood declined to 7% for the one born after 1980 (Javed and Irfan 2014). The opportunities of education, though increased over the last decades, distribution thereof turned more skewed toward higher quintiles of population at all levels of education. The indicators of distribution of the opportunities available in the education market indicate a looming large impact of family background on the education of child and the size of the impact increases over the time.

A society wherein opportunities are equitably distributed in education, the children can rise up to the noble occupations including managerial and professional jobs irrespective of the occupation their fathers were in. In Pakistan, however, the chances of riding to the highest ladder of managerial and professional jobs are only 1.5% for the son born to a father working in elementary professions. Also, a very high ratio of sons, having the fathers working in high ranked occupations, is falling to lower ranked occupations suggesting an alarming situation of regression in occupational status where the sons’ generation is falling behind their fathers.

Human capital theorist and proponents of human development paradigm have attributed great importance to education for climbing up the ladder of social mobility. But leaving education to markets has further expanded the gulf in educational attainment among different classes. The market has an inherent tendency of segmenting the targeted markets; same has happened with education market in Pakistan. From Montessori to higher education, one can note mushrooming chains of schools/colleges and universities in private sectors. Each offers different educational opportunities is equitable.
Degree from a quality university will increase the probability to capture better employment positions available in the market. Private market of education pushes a majority out of the competition. Thus competition for blue-collar jobs remained a prerogative of scions from higher income groups. While working class father could not buy good education so his son either has to find work in the same profession, or if lucky, then could migrate to the Gulf for joining similar elementary jobs. Glaring inequalities in educational attainment reduce the scope for poor groups to climb up the ladder of social status and discourse of meritocracy sounds very naïve to their poor ears.

The levelling attributes associated with education seem not to be working and have little impact in Pakistan. Quality education remains a privilege for those who can buy it. Continuous distancing of state from social policy has happened at the detriment of already poor and marginalized sections. The invisible hand of market is visibly pushing the socio-economic stratification to new levels.

The fallouts of these trends are already becoming evident. The demographic dividends which could pull the economy out of stagnation is, ironically, becoming a social burden in Pakistan. Good education out-classes bad education and higher socioeconomic status stands the key to good quality education in the absence of state ensuring a quality education for all. At the same time, the wage earning profile for poor is lower compared to people from higher socioeconomic position even if the education level are constant for both.

The policy makers must understand that the entrance to basic level of education system, the primary level education, has a long lasting impact as it is the first point of breaking the family background-educational outcome nexus. Exclusion of the deprived from the quality education at this very first level, results in a large looming parental background impact on the eventual outcomes of the child. The trend of poor parents sending children to poor schools (public schools in our country) and the rich parents buying good quality education from private school systems needs to be curbed by the state. The divide is extraordinarily sharp at the primary level of education. The equality in educational quality in terms of the teaching quality, study environment, medium of education and syllabus should be ensured at all levels but particularly at the primary level because the skills learned here sets the base for the quality of skills to be acquired at the higher levels of education. For this herculean task to be achieved, the doctrine of minimal state intervention has to be put on halt. Quality education is costly and if left only to the hands of private sector the class and status distinction will remain intact and keep perpetuating the inequalities in wealth and income. These structural forces of divergence need to be curtailed and tamed.

The point is not about abandoning the private sector to provide good quality education; rather it is the public sector that must offer increased quality of education. The rich cannot be held responsible for their affordability to buy good education rather the poor need to be backed up with the affordability by the state. The “family background” free entry into education and exit to the labour market must be ensured in order to provide equitable access to all segments of society irrespective of their socioeconomic status. The returns on education are more a function of quality rather than the years completed. The education system of Pakistan seems to reinforce the differences in family background.

Educational policy, based on fairness and inclusion, ensuring equitable access to quality education, is not only associated with more equitable growth but also ensures a social transformation towards less unequal society. A careful examination is also needed on “out of school” going children as the bulk of these come from the poor parents and this dynasty can fall in “under education trap” strengthening the poverty trap further if not checked. Education needs to be framed and treated as a lever equalizing the society. A continuous operation of one superior elite education system, sensitive to parental socioeconomic position, can polarise social strata highly. To compensate the family background, the state has a greater role to play; the one beyond the debates on budgetary allocations of 4% as the money, though necessary, does not suffice to guarantee the equitable access to quality education. The call is for educational reforms.

References

*This brief is a simplified version of the article published in the Pakistan Development Review under the title of “Intergenerational Mobility: Evidence from Pakistan Panel Household Survey”. A very simplified version of this also appeared in the Business Recorder on 20 September 2015 (p.18).

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Brig (Retd) Mohammad Yasin**

To appreciate the benefits of clean air, awareness of the causes and consequences of environmental pollution is necessary. Such awareness should come through an understanding or appropriate knowledge of the subject. However, in our culture, understanding, knowledge and awareness are very seldom enough to bring about the desired results. Educated and informed citizens are as much responsible for the existing poor hygiene and sanitary conditions as are the uneducated and the uninformed. Same goes for environmental pollution, may it be through industrial emission and wastes, spreading filth, garbage mismanagement, vehicular noise or pollution. It is our misfortune but that’s the way we are, indifferent to the necessity of breathing clean air. For a cleaner Pakistan, our attitudes towards the issues involved have to undergo the desired change. Such a change cannot be brought about by harsh legislations, elaborate environmental organizational setups, well publicized meetings and seminars alone. What is required is a calculated approach towards this indifference to clean environment through a well-planned motivational campaign effectively using the electronic and print media.

Millions of national flags are printed for the 14th August celebrations each year. These are then seen in the garbage dumps. It is not only a wasteful effort; it is also a gross dis-respect to our national flag because these are thrown away like waste paper. Some years back such flags used to be dropped on major cities through the aviation aircraft. Fortunately wisdom dawned on the ground. He bent down, picked up the flag, folded it and put it in his pocket. It conveyed an important message to the hosts. On our houses, we hoist national flags on 14th August to renew our pledge for safeguarding its respect and to show to our children that we identify ourselves with our country and our hosts. On 14th August to 14th August to renew our pledge for safeguarding its respect and to show to our children that we identify ourselves with our country and our flag. What impression would our children be forming in their young minds upon seeing these flags in the garbage dumps? Through such an attitude we sow the seeds of indifference in our children. So it goes, like father like son.

Our roads are seldom repaired but dug up every now and then by WAPDA, followed by gas companies, municipal corporations and cantonment boards. What is left is destroyed by rains, because of the absence of drainage. The cycle is constantly repeated. All it requires is the creation of small joint planning/monitoring cell. We may be responsive to the idea but we are indifferent to implementation.

You receive your electricity bill when it is close to the due date; you rush to the bank, stand in a long queue because the bank staff is indifferent to your time and your plight and assign only one person to receive bills from the 300 persons lined outside. Next day you receive the gas bill and you go through the torture once again. There are yet other tortures which lie in wait. There are other government agencies where you have to labour to obtain your bills to avoid accumulation of dues which would be difficult to clear in one go. In our country how difficult it is even to deposit revenue in the government treasury? No wonder our government remains poor.

We have gone through the process of national and provincial elections a number of times. We are so indifferent to our own good that every time we generally elect the ones whom we know would “make hay while the sun shines”. A change in our attitude to analyze as to who would be a worthy public representative could change our fortune but we do not care. These are but a few examples how our attitudes have hardened to remain indifferent and we have elected to be miserable. What are the causes of this decay and what can be done to arrest and then correct the situation? Will we find solace in the prayer of Alcoholic Anonymous “God, grant me the serenity to accept things I cannot change. The courage to change things I can. And the wisdom to see the difference”. The Holy Quran says, “lo, Allah changes not the condition of those who themselves do not change their condition”. It appears that the courage to change things has been denied to us. Perhaps we do not deserve that kind of courage. History is witness to the courage and wisdom of the leaders of some nations who brought their nations out of decadence and put them back on the road to progress, prosperity and happiness. How desperately we need that kind of leadership.

There is a feeling that unless a leadership from amongst the middle class comes up, things would not change. To bring up leadership from amongst the middle class, the system of public representation will have to be changed. Who will change the system and what is the guarantee that the new middle class leadership will not fall back on the previous system and become indifferent to the needs of the nation. There is no guarantee but the risk is well worth taking.

Do we want clean environment? You randomly pick up 100 persons and ask them, do you want clean air to breathe, do you want good wide roads to commute and do you want clean and airy houses to live? All of them would emphatically say, yes. Then you ask responsible officials of the municipal corporations and cantonment boards, why don’t you provide clean surroundings, good roads and clean drinking water to the people of your area of responsibility? Their answer would be, “we do not have the resources, population has multiplied, the cities have expanded but our resources have not increased”. The resources may not have been enhanced but certainly the attitudes have changed. Enhancement of resources and developing the right attitudes are two different things altogether.

Where do we go from here, that is, how do we correct the
attitudes? Hardened attitudes are very difficult to change. Our best bet would be to concentrate on our children. The parents at home and the teachers in school appear to hold the key. Can they both join hands to bring up a generation who would then do what we failed to do? To start with, the subject of environment should be included in schools, colleges and universities. At the school level, half a day per week should be devoted to cleanliness, hygiene and sanitation. Inter-class and inter-school competitions on cleanliness, hygiene and sanitation should be organized and winners and runners up trophies should be instituted. Similarly at home, the parents should require the children to clean their rooms and items therein. Parents should inspect rooms of their children and reward the ones doing a good job. During summer vacations, students should do community work on the above lines.

We are very fond of organizing walks for various causes. Instead we should organize cleanliness drives where the participant should clean up specified areas. Similarly Muslim Missionaries should do this kind of work, perhaps in addition to preaching Islam. In Friday sermons, religious leaders should speak on cleanliness at least once a month instead of narrating stories which we have been hearing since childhood. Public representatives should organize cleanliness drives in their areas at the village and munhalla (community) level and should themselves lead the cleaning parties. The municipal corporations and cantonment board officials should do the same instead of wasting their time in gossip and consuming tea.

Pakistan was to be the ‘land of the pure’. The pure cannot be unclean and unhygienic. Then who are we? Let us ponder for an answer.

*This is an edited version of the article that was published in The Nation daily dated 1 November 1995.

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Centre for Capacity Building: July – September 2015

The Centre for Capacity Building [CCB] is a leading training and learning centre at SDPI to capacitate individuals and institutions in the areas of research, grooming leadership, management and development communication. In August 2015, the CCB conducted a four days’ Training of Trainers for medical professionals titled Advanced Teaching Skills and Methodologies. This workshop was organized in collaboration with the Fred Hollow Foundation (FHF), a leading Australian Organization with the support of Australian Aid. The workshop was held in a local hotel in Islamabad. Professionals from four FHF partner organizations, i.e. Layaton Rahmatulla Benevolent Trust (LRBT), Karachi; College of Ophthalmology and Allied Vision Sciences (COAVS), King Edward Medical University, Lahore; Pakistan Institute of Community Ophthalmology (PICO), Hayatabad Medical Complex, Peshawar; and, Al-Shifa Trust Eye Hospital, Rawalpindi. This training workshop was innovatively designed for the young teaching professionals to groom and shape the Pakistani youth in a productive manner. Fourteen participants attended the workshop. Brig. (retd.) Mohammad Yasin, Brig. Dr. Mowadat. H. Rana, Mr. Shahid Minhas, Ms Munazza Gillani, Mr. Asif Mehmood, Ms Nisa Mirza and Dr. Hana Mahmood were the resource persons for this workshop whereas Mr. Farooq Awan, Country Manager FHF Pakistan, was the guest of honour who shared his thoughts and appreciated participants for their active participation. On behalf of SDPI, a plaque was presented to the Guest of Honour, Mr. Farooq Awan, on this occasion.

An open enrolment workshop on Writing Funding Proposals for Research Projects was conducted by the Centre for Capacity Building from 25-27 August 2015 at Islamabad. The objective of

Left to Right (1st Row Sitting):
Sobia Ehsan, Shazia Noreen, Rabia Mobeen, Professor Mowadat Hussain Rana (Trainer), Mohammad Yasin (Trainer) Dr. Mahwash Khan, Ayesha Sarfarz, Uzma Abbasi, Dr. Fatima Ansari, Sadaf Nawaz (SDPI)

Left to Right (2nd Row Standing):
Asif Mehmood (Trainer), Mehreen Tanveer, Momina Javed, Amara Sundus, Faheem Ullah Marwat, Shahid Minhas (Trainer), Zia Ur Rehman, Naseer Jan, Azmat Jehan
the workshop was to equip participants with the knowledge and skills of writing effective, concise and winning proposals. A total of ten participants attended the workshop. Dr. Vaqar Ahmed, Brig. (retd.) Mohammad Yasin, Mr. Shahid Minhas, Mr. Shakeel Ramay and Mr. Muhammad Shaban were the resource persons.

From 15-16 September, the Centre for Capacity Building conducted a training workshop on Communication and Presentation Skills at Islamabad. Brig. (retd.) Mohammad Yasin, Mr. Shahid Minhas, Mr. Asif Mehmood were the resource persons of the workshop. It enabled participants to understand the process and essentials of effective communication as well as to design and deliver a presentation by using new techniques. Participants were also imparted with the practical use of Prezi software as a new way of preparing effective presentations. Participants delivered the live presentation on various themes. At the end of workshop, participants were awarded certificates for successful completion of the workshop.

Upcoming Training Workshops

October 2015

1. Project Management using LFA, 20-22 October 2015
2. Financial Management for Program Managers, 27-29 October 2015

November 2015

3. Leadership, Gender and Social Change Management, 3-5 November 2015
4. Statistical Package for Social Sciences [SPSS], 3-5 Nov 2015
5. The Art of Report Writing, 17-18 November 2015

December 2015


January 2016

7. Organizational Management for Professionals, 5-6 January 2016

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