



2017 Annual Report

A Year of Accomplishments.



An Initiative of SAQE

Pakistan Coalition for Education

An Initiative of SAQE

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PAKISTAN COALITION FOR EDUCATION: Championing the Right to Education in Pakistan

Pakistan Coalition for Education (PCE)* is a network of civil society representatives committed to the cause of ensuring access to quality education. PCE envisions "Education for all children and youth in Pakistan, which nurtures them to become critical thinkers and conscientious citizens; promoting harmony, democracy, and justice."

PCE advocates for free and compulsory education for all school going children and youth that enables them to become conscientious citizens and critical thinkers; promoting peace, tolerance, harmony and justice. Since its inception in 2005, PCE has broadened its network to more than 200 members in over 1000 Union Councils of Pakistan. PCE was established through a consultative process involving various stakeholders concerned with introducing educational reforms in the country. The idea was to have an advocacy platform where different civil society organizations can concentrate their efforts for the improvement of education sector in Pakistan.

PCE has focused towards influencing policies pertaining to the endorsement and proper implementation of Article 25-A 'Right to Education' under 18th Amendment of the constitution. All members of the coalition act collectively to influence policies and practices through research-based advocacy and community mobilization to support the promotion of Sustainable Development Goals (SDGs) related to Education. PCE has made significant headway in the areas of Education Governance, Budget Tracking and Financing of Education, Privatization of Schools as a violation of Human Rights, Girls' Education, and Inclusive Education.

LAUNCH OF NEW INITIATIVES TO ENHANCE CIVIC ENGAGEMENT

OUR GRASSROOTS, OUR STRENGTH

PCE is an ardent supporter of the 'bottom-up' approach to instill social change. PCE strongly believes that communities are the key to identifying the various gaps in education system, especially at the grass root level. Civic engagement is at the heart of PCE's advocacy efforts. To engage communities in social accountability initiatives, PCE launched an intervention in two selected districts of Sindh. The purpose was to capacitate communities in order to help them raise effective demands and help identify the challenges being faced by the communities with regards to education. Through this intervention, PCE sought to capacitate communities and equip them with the knowledge to mitigate issues at the local level.

For the scope of this intervention, four Union Councils (UCs) were selected; UC Shah Awais and Shalmani in District Jamshoro and UC Ghotki-1 and Ruk in District Ghotki. All schools from these UCs were surveyed which focused on enrolment rates, dropout rates as well as new enrolments, various types of funds received by the school and its utilization, information related to SMCs and school facilities. Using a specific template, five major challenges faced by the school administration were mapped and recorded. The result of this survey helped in developing a baseline report encompassing the on-ground situation as well as the perceived hurdles faced by the school in-charge. The baseline was also used as evidence to develop training modules specific to these issues.

PCE also held a total of ten (10) Focus Group Discussions in the districts to help identify major issues being faced by communities with respect to education. Based on these findings, capacity building sessions were also organized for key stakeholders including local government officials, School Management Committee (SMC) members and Head Teachers. As a result of the capacity building training sessions and with technical support from PCE's member organization, School Improvement Plans (SIP) have been developed for seven (7) schools of the District Ghotki so far.

Specific format for these plans was also developed and disseminated to SMC members which further enhanced their capabilities in identifying the problems at the school level as well as drafting a plan to introduce a more conducive learning environment.



To form a coordination mechanism between the duty bearers and the right holders, PCE formed People's Action Group for Education (PAGE) on a volunteer basis in District Ghotki. The composition of PAGE includes a representative from local government and education department (district level), local influential figures, school head, civil society representatives, members of the media and SMC member along with parents. PAGE was notified as the designated communication and coordination group on education for the whole district by the Social Welfare Department.

From the platform of PAGE, a media campaign was launched that highlighted the deteriorating condition of schools in the District Ghotki. Special News Reports were prepared that used the data from the school survey that was conducted in the District. These reports were aired on National Television that reached out to the whole country. Articles were also published in the local newspapers, highlighting the wide variety of issues schools are facing in the district. PCE's intervention in District Jamshoro revealed deplorable condition of Education as well as the socio-economic status of the people. It was found that there is a case of corruption, lack of political will and extreme poverty that is contributing towards low enrolment at the government schools of the District.

To further assist the citizenry, PCE developed a *"Social Accountability Framework"* that identifies key entry points for holding government accountable in the current institutional framework.

PEOPLE'S ACTION GROUP FOR EDUCATION (PAGE): CHANGING DEMANDS INTO ACTIONS

PCE has been tracking budget at the district level over the last three years. The tracking exercise entailed a series of district level consultations with local stakeholders that include legislators, major political parties, school administrators and local governments on education budgets to ensure equitable and inclusive access to quality education. Through these consultations it came to light that there is a communication and coordination gap between the School Management, community members and the district administration. To overcome this challenge, PCE along with its member organization HWA Foundation, formed a People's Action Group for Education (PAGE) in District Ghotki. The sole purpose of this group was to work on volunteer basis to identify, prioritize and take action for pertinent education issues at the local level. Over the course of last few months, PAGE has been working effectively to achieve its goal and has produced tangible results. This case study documents the achievements and good practices of PAGE as well as aims to focus on the need to formalize and institutionalize such groups for other areas as well.

Members of the group were selected on volunteer basis through consultative meetings held at the district level. The group has representation from Local Government, District Education Department, School Management Committees, parents, Head Teachers, and members of the Media.

Since its inception, PAGE has held numerous meetings in District Ghotki, supported by HWA Foundation who has provided them technical and logistical support. PCE conducted a school based survey of two selected UCs (Ghotki-1 and Ruk). The findings of the survey were shared with PAGE which helped the group in identifying key issues at the school level.

PAGE has been actively engaging the media. Seven (7) news reports were prepared and aired on ARY News highlighting the deplorable condition of schools in District Ghotki. Though the group works on a volunteer basis, it needs technical and logistical support from other civil society organizations. To sustain this initiative, it needs to be institutionalized through the support of development partners and replicated in other districts with similar circumstances.

IMPACT

PCE believes that demand for education must stem from the grass root level for change to follow. The most impoverished areas are rural districts where schools continue to operate in a deplorable condition. Through its civic engagement initiatives, PCE was able to mobilize communities in the worst performing districts of Sindh to not only identify key issues in education at the local level but also mitigate these issues through collective efforts. For this purpose, PCE conducted capacity building session with local governments, School Management Committees and head teachers to establish a communication loop so as to ensure increased coordination between relevant stakeholders and better governance.

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COMMEMORATION OF INTERNATIONAL DAYS

Each year PCE commemorates International Days to create awareness about education-related issues and advocate for education reform at national, provincial and district level. This year PCE commemorated World Teachers' Day to bring to focus the importance of having the right mentors and guides to further the cause of education in the country. The event was arranged in light of the Global Education Monitoring Report of 2017/18 titled "Accountability in education: Meeting our commitments". The report revealed that teachers often bear the blame for the failings of the public education system. The event was aimed at bridging the gap between teachers, students and other education stakeholders and focusing on the role teachers can play in harnessing critical thinking in students.



Global Education Week

To raise awareness on education issues and generate demand for education at the local level, PCE conducted Global Action Week activities in various districts across Pakistan.

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WORLD TEACHERS' DAY

Pakistan Coalition for Education Commemorated World Teachers' Day in collaboration with Human Development Foundation at Bahria University, Islamabad. "Democratic values begin in the classroom with empowered teachers" was the highlight of the talk organized to discuss the importance of empowered teachers to build sustainable future for societies.

Speaking on the occasion, Mr. Azhar Saleem from the Human Development Foundation lauded the role played by the teachers in shaping the nation and stressed on giving the utmost respect to teachers for they are performing the most sacred duty. He further highlighted the importance of inspiring teachers who have the power to uplift the future of their students. His sentiments were echoed by Mr. Shaheer Ellahi, assistant professor at Bahria University, who reiterated the need to attach prestige to the profession. He lamented on the present relationship between a teacher and a student which has been trivialized by the changing nature of education that views students as products rather than individuals.

Ms. Nargis Sultana from Open Society Foundations addressed the audience about the need for policy focus on teachers which would enable them to be the empowered vessels that impart education based on critical thinking. For this to occur, she stressed on the need for empowering teachers at the grassroots level and to address the disparity prevalent in quality of education in public and private schools.

The discussants also expounded upon the issues of the role of teachers in inculcating democratic values. Ms. Zehra Arshad, National Coordinator of Pakistan Coalition for Education while speaking on the occasion underlined the privileged status of university students who make up for 6% of the country's population. She encouraged the students voting for the first time in the upcoming election to vote for education by choosing those political parties who have placed education as a priority in their manifestos.



The discussion was followed by question and answer session from the students. At the conclusion of the event, the students in attendance applauded the efforts of their teachers and pledged to work to make education accessible to all.

GLOBAL ACTION WEEK FOR EDUCATION

Global Action Week is launched internationally, once a year, by Global Campaign for Education (GCE). The week is marked with active participation from citizens' worldwide, civil society representatives, teachers, students and other education stakeholders to raise awareness on the importance of education. Each year, a different education related theme is brought into focus, thereby highlighting the various challenges and plausible solutions to the various problems prevalent in the education sector.

PCE along with its member organizations commemorated GAW 2017 in 14 districts of Pakistan. This year the theme was centered on the need to "Vote for Education". Various participatory dialogues were used as a platform to draw attention to the



imperative need for all political parties to prioritize education in their party manifestos, for the upcoming general elections of 2018. The member organizations at each event pledged votes to a party that will focus on education as the primary agenda for their election campaigns. As part of the week-long campaign for education, consultative dialogues, awareness rallies and seminars were organized in the district of Swabi, Mianwali, Jamshoro, Hyderabad, Ghotki, Muzaffarabad, Khanewal, Sukkur, Pishin, Dera Ghazi Khan, Bahawalpur, Sheikhpura, Hyderabad, and Quetta.

A variety of education stakeholders, local government representatives, SMC members, politicians, teachers, and students gathered to discuss education reform and policy framework. Each member organization drafted a charter of demands and recommendations that was presented to the local government.

IMPACT

Commemoration of international days helps raise awareness on sensitive issues and is an effective way of disseminating information to a wider target audience. Through these events, PCE was able to mobilize masses including civil society, students, teachers, and large numbers of people from different walks of life. These days helped bridge the gap between different education stakeholders and also helped develop a consensus on issues pertaining to RTE. More specifically these events:

- Helped sensitize the youth on their voting rights and how they can turn demands into effective action plans
- Promoted a sense of mentorship and leadership among teachers and the youth
- Promoted joint and coordinated action through community mobilization
- Promoted common understanding at the community level that voters must demand from the contesting candidates to prioritize education in their constituencies.

NATIONAL ADVOCACY CAMPAIGNS

To make multi-tiered advocacy efforts, PCE engaged in various initiatives and campaigns at the national level.



To make multi-tiered advocacy efforts, PCE engaged in various initiatives and campaigns at the national level. Among other education issues PCE highlighted the need for increased domestic financing for education, monitoring frameworks, accountability and transparency in budget utilization, sensitive budget allocation for marginalized groups including girls, and regulation of private schools. PCE also made critical headway with its public interest litigation case, filed in three provincial high courts, that is aimed at ensuring the proper implementation of RTE act.

IMPACT

Pakistan Coalition for Education launched its 'Vote for Education' campaign keeping in

mind the upcoming elections of 2018. In this regard, a social media campaign was launched and letters were disseminated to representatives of all major political parties, seeking concrete and time-bound pledges for education reform in the country. Through its multi-pronged campaign, PCE aimed at sensitizing communities on the importance of education agenda in political party manifestos. To further strengthen the demand for informed and measurable commitments in manifestos with regards to education, PCE in collaboration with its members organized a round table conferences in Karachi, Islamabad, and Lahore. Representatives from major political parties were engaged through this platform in order to stress the need for all political parties to make time framed pledges with regards to education in their party manifestos. The platform was used to reflect on manifestos of 2013 and the progress made in line with the education agendas defined by the political parties, five years down the road. Key participants were representatives of political parties, academia, journalists, and members of the civil society. These conferences helped set a context for all political parties to make time bound pledges for the reform of education in their party manifestos and define a new strategy prior to the upcoming elections of 2018. In this regard, PCE presented a minimum 17-point draft agenda for debate and endorsement.

The document aimed to provide a guideline so that education strategies can be improved, prior to the election campaign for 2018.

The key discussion points stemming from PCE's minimum common agenda for education are detailed below:

- Substantially increase domestic financing for education by fulfilling the National Education Policy plan of spending 6% of GDP share and at least 20% of provincial budgets on education.
- The process of drafting National Education Policy needs to be more open, consultative and inclusive of all stakeholders including civil society members.
- Commit funding to each of the 7 targets under SDG4 and funding the gap stemming from extending 9 years of free education to 12 years, so as to include early Childhood education and grade 12 (K-12).
- Institutionalize civil society participation in local and national budgeting process.
- Good governance stems from mutual accountability that can be guaranteed through robust social accountability mechanisms.
- Strengthening of public education system so as to ensure equality in access and quality of education.
- Focus should be shifted from rote based learning to research and participatory modes of instruction,
- Tax net base should be increased to ensure at least 20% public expenditure is spent on education. Progressive tax reforms must include strict regulations against tax evasion and tax fraud.
- Non-salaried budget should increase so as to ensure provision of basic amenities at public schools.

- Local monitoring systems for schools should capitalize human resources.
- Strong checks and balances should be put in place for private schools along with regulatory bodies to ensure uniform curriculum and fee structure.
- Access to national data and open information can facilitate participatory and transparent budgeting allocation and spending.
- Local system of education governance need to be strengthened with participation of communities, parents, teachers, and other relevant stakeholders in citizen participatory mechanisms such as budget making and social audits of the public services.
- Regularly collect and make publicly available data on private schools, their fees and social diversity amongst the pupils attending private and public schools, so as to be able to transparently identify and understand inequalities.
- Establish life skills and vocational skills based learning systems where skills such as first aid, self-defense, agricultural knowledge and small industries skills should be an integral part of the curriculum.
- Ensure that there is a uniform education system in which madrasas and other non-formal education systems are also standardized as dictated by minimum national standards.
- Recommend that the curriculum be revised urgently to include human rights education, civic education, peace building, and harmony in order to steer the goal of education towards making productive citizens of the country.
- Institute an appropriate regulatory and monitoring framework for monitoring the enforcement of Article 25-(A) of the Constitution and the fast-growing private schools operating in weak regulatory mechanisms. Take all necessary measures by immediately setting out a plan to effectively regulate and monitor private schools, to avoid any direct or indirect harmful impact of the private education sector on human rights, in particular ensuring that they do not contribute to discrimination or segregation, and to ensure that the private sector contributes to the fulfilment of the right to education for all in Pakistan.
- Develop funding approaches and formulae that target Out of School Children especially girls, and compensate for disadvantage through weighted funding. Review budget proposals and spending for differential impact on girls and other disadvantaged groups through gender audits and inclusion audits.

PCE 8TH NATIONAL CONFERENCE

PCE hosted its 8th National Conference on the theme of “Fund the Future: Let’s Make Education a Priority” from 21-22 November, 2017. The two-day event was attended by members of the civil society, government functionaries, and members of academia, students and political party representatives who deliberated over the need to prioritize inclusive education in Pakistan. The convention featured multiple panel discussions taking into account various stakeholder perspectives from all over the country on themes of girls’ education and inclusive education.

The final session of the first day underscored the role elected representatives can play

ensuring effective citizen involvement in education policymaking. This panel featured legislators from the Senate and Provincial Assembly including Mr. Taj Haider, Senator Pakistan Peoples' Party Parliamentarian (PPP-P), Ms. Sehar Kamran Senator (PPP-P) and Ms. Rahila Khadim Hussain Member Provincial Assembly Pakistan Muslim League N (MPA, PML-N). Representatives from mainstream political parties touched upon various education issues in their constituencies and elaborated upon the parts of their party manifestos that dealt with education.

The plenary discussion on day 2 focused on exploring emergent advocacy channels for civil society to synergize for the improvement of human rights in Pakistan. The session underlined the various spaces and opportunities present on the national and international level to work together towards attainment and implementation of human rights, especially the Right to Education (RTE). Ms. Natalia from OSF introduced the Open Government Partnership (OGP) and how it can be used as a platform for civic engagement. Ms. Saadia Hussain detailed the various UN advocacy mechanisms and how her organization SPARC has been making use of these mechanisms to effectively advocate for the rights of children. Mr. Rene Raya from ASPBAE underscored the importance of strategic partnerships at regional and global to amplify the effect of national undertakings of civil society organizations. Furthering the discussion, Honourable Justice Chohan highlighted the role of National Commission of Human Rights as an effective advocacy tool that can be used to draw attention to various human right issues in the country.

ANNUAL MEMBERS MEETING

On 20th November 2017, PCE held its Annual Members' Meeting in Islamabad. The meeting was attended by members and partners from various districts and provinces across Pakistan. The meeting discussed advocacy initiatives taken so far and future plans with regards to enhancing sustainable education reforms at the grass root level.

Members shared their experiences, the challenges faced and the measures taken to overcome these challenges at the district level and also discuss the various ways to make the coalition an effective platform at the provincial and district level, reviewed membership criteria and process, and other governance matters. Members also shared updates about the on-going initiatives taken by their organizations in their districts and how these efforts align with the Secretariat's work. This helped identify the opportunities for collaboration and provision of technical assistance. A list of issues along with possible advocacy initiatives for next year were also developed. Members were also encouraged to devise strategies for future engagements with the government to ensure increased education budget allocation and its effective allocation for their respective provinces.

This session helped identifying the communication mechanism between the coalition members and devised a strategy for all coalition members to highlight their efforts. PCE was able to position itself as the only coalition that has been effectively advocating for

education issues in the country since 2005 while building upon each of its members' strength.

PUBLIC INTEREST LITIGATION

Building upon its advocacy efforts at the provincial level, PCE filed public interest litigations on behalf of the citizens of Pakistan to advocate for the effective implementation of Article 25-A. On 19th April 2010 the Parliament enacted the 18th amendment in the constitution whereby it was stated that the "State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law." While Right to Education has been recognized by the state of Pakistan as a fundamental right, through the enactment of Article 25-A, its implementation in true letter is yet to be seen.

The Article 25A of the constitution recognizes education as a "basic" right of the citizens which makes it a justiciable right, whereby the court can exercise its power and its judicial authority to ensure that these fundamental rights are not being violated. It is noteworthy that the existing laws and statutory enactments are inadequate and do not fully encompass the scope of Article 25A of the constitution. PCE has been involved in public interest litigation in the Islamabad Capital Territory and the Provinces of Khyber Pakhtunkhwa and Punjab to ensure proper implementation of RTE act.



PCE has been pursuing the Litigation filed in Peshawar High Court quite aggressively. The results so far have been encouraging. The writ petition filed in Peshawar called upon the Government of KPK through Chief Secretary, Secretary Education and Secretary Finance, Civil Secretariat Peshawar. In the successive proceedings of the case, the court note with a degree of concern that most of the schools in the province of KP lack basic necessities such as safe drinking water, sanitation, proper buildings and furniture.

The Peshawar High Court ordained the Secretary of Education and other respondents to check and collect the data and records for all schools of the province and thereafter submit the details. They were also directed to inform the court about the remedial and corrective measures that have been undertaken or are in the pipeline to address the prevalent issues in schools. Furthermore, the Peshawar High Court directed the Secretary Development to submit a detailed report regarding the poor results in SSC examination. The court called upon the Additional Secretary to submit a performance based report on the missing school facilities and the out of school children that have been successfully enrolled.

While PCE has made significant headway with the petition filed in Peshawar High Court, the proceedings in Islamabad and Lahore High Court have been progressing at a sluggish pace. In Lahore case, there was a change of counsel for the petitioner whereby the former counsel did not cancel the power of attorney; instead the petition was withdrawn from the Court. Thereby, a new petition was filed with new counsel for the petition. In Jan 2016, the petition was clubbed to another case of the same nature. However, the proceedings have not been yielding progress at the desired rate. The petition has been de-clubbed lately and a co-counsel will be engaged to make the proceedings more effective.

PHC seeks explanation on poor exam results of govt schools

Regrets improvement in education sector as claimed by government not visible

Bureau Report

PESHAWAR: A Peshawar High Court bench on Tuesday directed the Khyber Pakhtunkhwa elementary and secondary education department to file report on the alleged poor performance of the government's educational institutions in the recent secondary school certificate examinations in the province by and large and the government's steps for increasing enrolment of out-of-school children.

Justice Qaiser Rasheed Khan and Justice Mohammad Ayub Khan also asked the government if the relevant department acted against the people responsible for poor performance at the government schools.

The bench observed that it was unfortunate that the improvement in the education sector as claimed by the government was not visible despite the spending of billions of rupees during the last couple of years.

It fixed Sept 5 for the next hearing into the petition of a nongovernmental organisation, Society for Access to Quality Education, seeking the court's directives for the provincial government to enrol out-of-school children in line with Article 25-A of the Constitution.

Lawyer Haider Imtiaz defended

the petitioner in the case, whereas additional advocate general Mian Arshad Jan, additional secretary of the elementary and secondary education department Mohammad Arshad Khan and deputy secretary (legal) Enayatullah Khan appeared for the government.

Haider Imtiaz said in KP, hundreds of thousands of children of school-going age had so far not been admitted to educational institutions.

He said a survey put the number of out-of-school children in the country at around 25 million and 22 per cent of them were in KP.

The government's representatives claimed that around Rs22 billion had been spent on the provision of missing facilities, including boundary walls, electricity, water, washrooms and furniture, to schools during the last few

years.

The bench observed that it was alarming that despite the spending of such a huge sum of money, the standard of education in government schools had declined.

It added that most people had enrolled their children in government schools over inability to pay fee of private schools and not over 'good' education offered to them.

The government's representatives said currently, 10 per cent of the government schools were without boundary walls; 35 per cent schools were without electricity; 25 per cent were without potable water, and 11 per cent were without washrooms.

They added that Rs9 billion were allocated in the present 2017-18 provincial budget by the provincial government for provision of these facilities.

The government's representatives blamed the delay in provision of facilities on the non-functioning of parent-teacher councils in around 27 per cent schools saying the funds were to be utilised through those councils under the rules.

The bench directed the government to make efforts for providing missing facilities to schools at the earliest and produce a report within a month.

It observed that it was the need of the hour that the government should take action against the people responsible for the declining standard of education in its schools.

The petitioner claimed that a large number of children begged and scavenged or worked as labourers instead of going to school for formal education.

The writ petition filed in Islamabad High Court initially called upon two respondents Secretary, Ministry of Education and Secretary, Ministry of Finance. Upon further deliberation, the learned counsel for the petitioner requested to implead the Federal Directorate of Education as respondent no. 3 to the case. In ICT, Capital Administration and Development Division has been established to govern Federal Directorate of Education (FDE) and Private Educational Institutions Authority (PEIRA). Therefore, CADD was also sought as respondent no. 4 to the writ petition filed for the ensured provision of free and compulsory education in Islamabad Capital Territory. On 9th May 2017, the counsel for the petitioner also applied for PEIRA to be impleaded as a respondent for the proper adjudication of the petition.

IMPACT

PCE's multi stakeholder advocacy platforms helped in highlighting various education issues for policy makers and put forth mitigation strategies. To help make the interaction more effective, PCE also conducted a session with its member organizations in Islamabad. This session helped in:

- Identifying gaps and areas of improvement as a coalition
- Steps to improve technical support to the coalition members

PCE has also been working on a social accountability framework that will work as a guiding document to define the various entry points in the system. Through this PCE aims

to enable citizens to have the right information in order to be able to hold government accountable and seek transparency in governance. PCE has been making use of participatory mechanisms, such as Public Interest Litigation, to safeguard the right of every Pakistani child to free and quality education.

Currently, PCE is pursuing the writ petition in Islamabad High Court, Lahore High Court and Peshawar High Court. PCE has been very successful in getting all the respondents involved whereby the judge has been pushing the KP government to provide better facilities at schools and ensure better performance outcomes.

REGIONAL AND INTERNATIONAL ENGAGEMENTS

GLOBAL PARTNERSHIP FOR EDUCATION (GPE) BOARD MEETING

Global Partnership for Education (GPE) is working for the betterment of education in 65 developing countries. GPE provides funding to the member states through various projects. The main aim of this partnership is to decrease the dropout rate in schools and to increase quality and better learning environment through different programs. GPE provides an opportunity to developing states, NGO's, INGO's, community based organizations and educational organizations to come forward and work for the betterment of education sector in their respective country. This year Board Chair announced the new Board and Alternate Board members for two-year term (2017-18) that would become effective at the conclusion of the Board meeting. She welcomed and congratulated new members and old who are re-elected. PCE's national coordinator, K. Zehra Arshad got re-elected to the board, she was representing the CSOs from global South. Civil society organizations of global south (CSO2) electorate representatives emphasized the importance of the GPE principle of education as a state responsibility. The GPE board approved the Financing and Funding Framework. It recognizes that this framework requires a significant increase in domestic financing along with GPE and other international financing. FFF will be a holistic framework that consists of a set of flexible funding and financing options for countries to consider based on their needs and interests. Board also gave consent for the establishment of a Knowledge and Innovation Exchange (KIX) funding and Advocacy and Social Accountability (ASA) mechanism.

COLLECTIVE CONSULTATION OF NON-GOVERNMENTAL ORGANIZATIONS (CCNGO/EFA)

Global meeting of UNESCO's collective consultation of non-governmental organizations was held in Seam Reap, Cambodia with regards to Education for All. National Coordinator PCE, Ms. Zehra Arshad and Chairperson Ms. Amima Saeed participated in the event along with a number of representatives from regional, international and national NGOs. The primary focus of the session was to discuss the various challenges faced by civil society after 18 months of adoption of the global education agenda. The event also highlighted

the activities undertaken and the opportunities identified by international and national NGOs since the onset of Education 2030 agenda. The members of civil society engaged in a dialogue on global policy analysis, right to education as a pro bono, advocacy and the importance of the community endeavors for education. The attendees exchanged information on the actions taken so far to ensure the smooth implementation of SDG4 Education 2030. The session aimed at increasing cooperation and networking among the members of civil society and UNESCO at both regional and international level, redefining role of civil society in the implementation of Education 2030 agenda and the action plan for 2017-2019. Revised working procedures on account of SDG 4 were outlined and a Coordination Group for 2017-2019 was elected to ensure greater collaboration and support in terms of advocacy and awareness raising.

3RD ASIA-PACIFIC MEETING ON EDUCATION 2030 (APMED 2030)

UNESCO hosted its third Asia-Pacific Meeting on Education in Bangkok, Thailand. The main objective of the gathering was to identify the key challenges being faced by South Asian countries to understand and implement SDG4.7 in its entirety. The meeting clarified key elements of the SDG 4.7 for all member states and the way to channel its implementation at different levels of education through capacity building, changing curricula, assessments and teaching methods. The technical session spanned over 3 days and included a combination of group and plenary sessions. The sessions highlighted different modalities for proper implementation of SDG 4.7 and the holistic approach towards competency development. The need to define teaching methods that are more centered towards the learning abilities and needs of the learners. PCE's national coordinator, Ms. Zehra Arshad, attended the event and presented her views on the challenges and major concerns of the civil society in Pakistan. At the event, various strategies were outlined that would help translate the key areas of Target 4.7- such as human rights, gender equality, cultural diversity and global citizenship- into teacher education, curriculum and textbooks. Ms. Zehra was part of the drafting committee that prepared national action plan for the proper execution and application of Target 4.7.

COLLECTIVE CONSULTATION OF NON-GOVERNMENTAL ORGANIZATIONS (CCNGO/EFA)

The Asia South Pacific Association for Basic and Adult Education (ASPBAE), the National Campaign for Education Nepal, ActionAid International, the Education Support Program of the Open Society Foundations and the Privatization in Education and Human Rights Consortium (PEHRC) hosted a series of meetings between the 7th and 13th of September, 2017 in Kathmandu, Nepal. These events convened diverse stakeholders working on issues around the Right to Education with the purpose of discussing concerns raised with regards to the growth of private actors in education provision. Ms. Nida Mushtaq, Research Coordinator PCE and Ms. Zehra Arshad, National coordinator attended the event on behalf of PCE and presented their unique perspectives on the growth of private sector in Pakistan. As the issues related to the growth of private actors in education are

increasing, the momentum of civil society mobilization and response is also growing. For this purpose, various civil society organizations collaborated to have meaningful dialogues and devise common strategy while setting out a way forward. Civil society organizations have been working on a common strategy that will be adopted to encourage their respective governments towards policy making which ensure free, quality and compulsory education for all its citizens.

ASIA PACIFIC EDUCATION COALITIONS' CONSULTATION MEETING

Pakistan Coalition for Education met with other Asia Pacific Coalitions' for education in Hanoi, Vietnam between October 9th and 11th, 2017. The consultation was hosted by Vietnam Association for Education for All (VAEFA) and organized by Asia South Pacific Association for Basic and Adult Education (ASPBAE). The regional platform helped bring together participants from 27 countries. The main objectives of the meeting are detailed below:

- Strengthen capacities of Asia Pacific coalitions in advocacy work towards SDG4/Education 2030 implementation and monitoring, within the wider SDG processes
- Share key updates and advocacy plans of Global Campaign for Education (GCE) and regional partners towards greater complementation and collaboration of advocacy work at all levels (global, regional and national).
- Strengthen coalition engagement with the Global Partnership for Education (GPE) especially on improving local education groups, active engagement with CSO representatives at GPE Board to inform GPE agenda and processes, and active involvement in GPE replenishment campaign.

The panelists underscored the various issues and challenges in education systems across the Asia Pacific such as shrinking spaces for civil society, privatization in education, decrease in diversity, inclusivity and democracy in public education. The sessions also focused on the challenges and opportunities in advocating for equitable and inclusive education. Suggestions were also made on how to involve government agencies in order to strategize the implementation of SDG4 and education processes in emergency situations. Furthermore, the sessions were used to highlight the various challenges and opportunities in financing SDG4/Education 2030. National Coordinator, Ms. Zehra Arshad presented PCE's experience with regards to budget tracking, monitoring and advocacy in Pakistan. Ms. Zehra, also a board member of GPE, detailed the various CSO2 mechanisms and opportunities for coalitions to engage and CSO feedback and consultation processes on GPE's Advocacy and Social Accountability (ASA) and Knowledge and Innovation Exchange (KIX) funding mechanisms.

GPE FINANCING CONFERENCE, DAKAR

As part of GPE 2018–2020 Replenishment Campaign, GPE held a historic Financing Conference in Dakar, Senegal seeking increased global education financing to meet Sustainable Development Goal 4 and Education 2030 Agenda. The event convened a diverse group of education stakeholders, including 10 heads of states, government

gministers and education advocates from around the world making it unique and the highest-level education financing event.

Prior to the conference, PCE initiated “Fund the Future: Education Now” campaign seeking increased domestic financing for education. Letters were disseminated to Provincial Chief Ministers, Finance Ministers and Education Ministers thereby taking all relevant stakeholders on board. The campaign was rigorously taken up on social media as well, seeking time bound and credible pledges from the Pakistan government regarding increased financing of education. In brief, campaign aimed to secure the following:

- Time bound and credible pledges to increase education spending to 4-6 % of GDP in line with SDG 4 and/or increase spending to 20% of total government expenditure on education by 2020
- Expand tax bases through tax reform and tax justice by challenging tax avoidance, tax evasion and raising new earmarked taxes
- Ensure equity in education by prioritizing sensitive allocation and spending to support marginalized groups
- Improve data on education financing and ensure a pledging baseline to ensure that all pledges can be monitored, tracked and measured
- Transparency in budgeting and increasing scrutiny of education spending

The GPE Financing Conference saw pledges from both the donor and developing countries. More than fifty (50) developing countries pledged a \$110 billion to education for the duration of 2018 to 2020. Two-thirds of the developing countries that committed to increasing education spending to 20% of overall budget will have reached the goal by 2020. Donor countries also pledged a sizeable increase in funding from \$1.3 billion contributed over the last three years to \$2.3 billion for 2018-2020 period. The United Arab Emirates, the first Arab and Middle Eastern donor to GPE, pledged US \$100 million.

Education stakeholders went on to highlight the importance of education prompting governments to work hand in hand with civil society and the private sector to strengthen education systems in low income countries. ‘The lack of quality education is the greatest threat to my generation’, said Mohamed Sidibay, former child soldier and GPE Youth Advocate from Sierra Leone. Macky Sall, President of Senegal, while addressing the conference said, “The struggle of education is the mother of all battles. If we lose that battle, we lose all battles.” Peace Ayo, Malala Fund Youth Advocate, iterated the importance of educating girls. She went on to say “If we want a great nation, if we want a great world, we must educate the girls.”

IMPACT

Through international engagements and events, PCE has been able to view progress made against SDG 4 targets in a global and regional context. These events help provide a platform to share experiences that can help regional and international coalitions in planning, enhancing and amplifying their advocacy initiatives. The events bring together

multiple education stakeholders from around the world to discuss, debate and devise strategies for education reform in line with the international treaties such as SDGs and Education 2030 Agenda.

RIGHT TO EDUCATION (RTE): ENGAGING WITH UNIVERSAL PERIODIC REVIEW

In early 2017, PCE had submitted a parallel report to the UPR addressing the issue of human rights implications of dwindling finances and the resulting commercialization of education in Pakistan. The UPR is a mechanism of the United Nations (UN) Human Rights Council (HRC) intended to complement, not duplicate, the work of other human rights mechanisms, including the UN human rights treaty bodies. This is the first international human rights mechanism to address all countries and all human rights. Each member state of the UN is periodically reviewed on the status of human rights every five years.

The ultimate goal of UPR is the improvement of the human rights situation in every country with significant consequences for people around the globe. The UPR is designed to prompt, support, and expand the promotion and protection of human rights on the ground. To achieve this, the UPR involves assessing States' human rights records and addressing human rights violations wherever they occur. The UPR also aims to provide technical assistance to States and enhance their capacity to deal effectively with human rights challenges and to share best practices in the field of human rights among States and other stakeholders. The reviews are conducted by the UPR Working Group which consists of the 47 members of the Council; however, any UN Member State can take part in the discussion/dialogue with the reviewed States. The documents on which the states are reviewed are based on:

- 1) information provided by the State under review, which can take the form of a "national report";
- 2) information contained in the reports of independent human rights experts and groups, known as the Special Procedures, human rights treaty bodies, and other UN entities;
- 3) information from other stakeholders including national human rights institutions and non-governmental organizations (OHCHR 2018).

PCE's engagement in this reporting process fell under the information from non-governmental organizations. After submitting a joint report, which was endorsed by its members and partners earlier in March last year, the coalition has been engaged in advocacy of the report. In this regard PCE held meetings with the First Secretaries of targeted diplomatic missions in Pakistan. These include Germany, Norway, the Netherlands and Denmark. Recommendations derived from the parallel UPR submission were shared with these missions as potential recommendations which the states can raise during the working group review in UPR. In addition to these meetings, the UPR submission report and the summary were also shared with the embassies of Japan, Sweden and France.



Later in October, a month before the review, the coalition also participated in the Pre-sessions of the UPR which was a good opportunity to reach out to the diplomats of other UN members in Geneva. During the Pre-sessions, the coalition presented its report to various missions which included Portugal, United States, Canada, Estonia, Germany, Sweden, Ireland, Italy, Norway and the Holy See amongst others. Meetings with the UN special rapporteurs on Right to Education as well as briefing to the Human Rights desk of the United Nations Office of High Commissioner of Human Rights were also held to highlight the issue. This space also proved to be a good connecting point with other Pakistani Civil Society Organizations to apprise them of the issue. One notable connection forged at this forum was cordial introduction with the National Commission for Human Rights, an independent state institute established to protect human rights in Pakistan.

The UPR of Pakistan occurred on 13th November, at the Human Rights Council in Geneva. Several countries raised their concerns on Right to Education. Seven countries recommended Pakistan to ensure all children have access to quality education without any discrimination. Additional recommendations focused on increasing education budget to ensure education rights for all, especially girls.

STRATEGIC ALLIANCES

OPEN GOVERNMENT PARTNERSHIP

Pakistan joined the Open Government Partnership (OGP) in December 2016. The Open Government Partnership is a multilateral initiative that aims to secure concrete commitments from governments to promote transparency, empower citizens, fight corruption, and harness new technologies to strengthen governance.

In the spirit of multi-stakeholder collaboration, OGP is overseen by a Steering Committee including representatives of governments and civil society organizations. As part of this commitment, the Pakistan government and civil society will develop a set of shared

commitments on open government issues as part of a National Action Plan (NAP). PCE become a member of the civil society alliance, steered by Accountability Lab to work in close coordination with government to ensure openness and transparency in governance. The alliance was to provide its input on the NAP in the areas of right to information, open data, citizen participation in decision making, and openness/access to justice among other themes.

MOU SIGNING BETWEEN PCE AND PAKISTAN GIRL GUIDES ASSOCIATION (PGGA)

PCE and PGGA formally joined hands for the common cause of advancement of girls' education in the country. A memorandum signing ceremony was organized between Pakistan Coalition for Education (PCE) and Pakistan Girl Guides Association (PGGA) on January 11th, 2018. The MoU was signed by National Secretary PGGA, Ms. Tahira Ahmed and Ms. Zehra Arshad, National Coordinator PCE at PGGA head office in Islamabad. Both signatories agreed on aligning their efforts and activities towards ensuring the improvement of girls' education and raising awareness around gender specific issues.

PGGA has been playing an active role towards character building of young girls in far flung areas of the country. PGGA and PCE are well suited to complement each other's work by making concerted efforts towards the common goal of providing greater opportunities and advocacy platforms to girls, so that they may contribute as productive citizens of the society. Both parties outlined detailed agendas for collaboration and strategized future commitments to girls' education.



FINANCIAL REPORT

Maqbool Haroon Shahid Safdar & Co. Chartered Accountants

Auditors' Report

We have audited the accompanying financial statements of **Society for Access to Quality Education** which comprise of the balance sheet as at June 30, 2017 and the income and expenditure account, the statement of changes in funds and the statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

The management of society is responsible for the preparation and fair presentation of these financial statements in accordance with approved accounting standards as applicable in Pakistan, and for such internal control as the management determine(s) is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with approved auditing standards as applicable in Pakistan. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

In our opinion, the financial statements present fairly, in all material respects, the balance sheet of **Society for Access to Quality Education** as at 30 June 2017 and of its deficit, its statement of changes in funds and its cash flows for the year then ended in accordance with the approved accounting standards as applicable in Pakistan.

Maqbool Haroon Shahid Safdar & Co.
Maqbool Haroon Shahid Safdar & Co,
Chartered Accountants

Date: 24 August 2017

Place: Lahore

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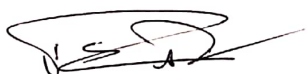
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FINANCIAL REPORT

**Society For Access To Quality Education
Income and Expenditure Account
For the Year Ended June 30, 2017**

	Note	2017 Rupees	2016 Rupees
INCOME			
Restricted grants	11	26,349,195	38,162,043
Unrestricted grants		4,098,918	7,059,183
Other income/ (loss)	12	(1,357,506)	73,962
		29,090,608	45,295,188
 Direct project expenses	13	29,178,526	32,490,507
Administrative expenses	14	2,778,613	7,750,709
Other operating expenses		-	563,638
		31,957,138	40,804,854
 Net surplus/ (deficit) for the year		<u>(2,866,531)</u>	<u>4,490,334</u>
(Transferred To Unrestricted Funds)			

The annexed notes form an integral part of these financial statements.



FINANCE MANAGER



GENERAL SECRETARY



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