



LOOKING BEYOND THE EFA GOALS AND THE MDGS

THE CASE OF PAKISTAN

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Introduction

This paper seeks to state Pakistan Coalition for Education's (PCE) position vis-à-vis the post-2015 education agenda, in the context of Pakistan. It has three broad aims. First, it highlights the importance of the on-going global efforts to set the post-2015 agenda. Second, it stresses the need to proactively engage with the current policy debate surrounding the global education goals. Third, it outlines the issues and areas in relation to education in Pakistan that the decision makers both at home and abroad must take into account.

It is argued that the agenda for the prospective education goals must be influenced, as garnering support from the international community is of immense importance for Pakistan. Previously, the country could not make substantial progress towards the EFA goals and the Millennium Development Goals (MDGs). It is about time that we do some introspection about it and take on the new goals with a well-thought-out strategy and renewed vigour. If Pakistan is to perform well in education, it must introduce serious reforms in five key areas, viz.: access, quality, financing, governance and public-private partnership. Enforcement of Article 25-A, dynamic leadership in education, maximum participation of all stakeholders and greater inter-provincial coordination are some of the prerequisites for achieving desirable outcomes in these domains.

The Post-2015 Development Agenda

As the deadline for achieving the Millennium Development Goals (MDGs) expires in 2015, global efforts to craft the post-2015 development agenda are accelerating. The High-Level Panel of Eminent Persons on the Post-2015 Development Agenda, instituted to develop the beyond-2015 vision and co-chaired by the presidents of Indonesia and Liberia and the Prime Minister of the United Kingdom (UK), has recently released its report¹. Recognizing both the strengths and the weaknesses of the MDGs, the report lays stress on eradicating poverty and transforming economies through sustainable development. It acknowledges the progress made towards achieving the MDGs, which resulted in half a billion people graduating from poverty, a decline of 30% in child death rates and a plunge in deaths from malaria by one quarter. However, at the same time, the report is quite mindful of the weaknesses of the MDGs and urges to go beyond these goals. It asserts that reaching out to the poorest people and addressing social exclusion in its extreme form did not resonate strongly with the current goals. The goals also tended to ignore the implications of conflict and violence for development. Most importantly, the

¹ A New Global Partnership: Eradicate Poverty and Transform Economies Through Sustainable Development: The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda. (May 30, 2013). <http://www.un.org/sg/management/hlppost2015.shtml>

THE CASE OF PAKISTAN

MDGs did not put together the economic, social and environmental aspects of sustainable development, thereby showing a lack of commitment towards the latter.

Dwelling on the post-2015 development agenda, the report recommends bringing about five transformative shifts, which include: 1. Leave no one behind; 2. Put sustainable development at the core; 3. Transform economies for jobs and inclusive growth; 4. Build peace and effective, open and accountable institutions for all and; 5. Forge a new global partnership.

The efforts to develop the post-2015 agenda are not oblivious to the importance of education. Rather, it is an area that features prominently in the consultations being held to engender a proactive agenda. Education is one of the 11 global themes the UN system has convened meetings and consultations on, to facilitate the development of the post-2015 agenda². The Global Meeting on Education was held in March, 2013 in Dakar, Senegal. The meeting resulted in a report, which captures the proceedings of the consultation. Highlighting the importance of the Right to Education, the report vows to achieve universal, equitable access to quality education by focusing on the areas of trained teachers, quality learning environments and relevant curricula³. This certainly cannot be achieved, the report suggests, without state responsibility, adequate financing and improved governance.

The current global education goals comprise of Education for All (EFA) goals and the MDGs. The EFA goals were first formulated at an international education meeting in Jometien, Thailand in 1990. The goals initially focused on universal primary education and gender parity. They were then revised in 2000 in Dakar Senegal and a new set of six goals was adopted, which was to be achieved by 2015. These goals are centred on early childhood care and education, free and compulsory primary education, learning and life-skill programmes, adult literacy, gender equality in education and improving all aspects of quality of education. The EFA goals considerably complement or overlap with the two MDGs (2 and 3) on education, which were also developed in 2000 and are targeted on 2015. These MDGs aim at achieving universal primary education and eliminating gender disparity in education⁴.

Significant progress has been made globally towards the EFA goals over the past decade. Over a span of 9 years, from 1999 to 2008, 52 million children were enrolled in primary school. The number of out of school children was brought down by 50% in South and West Asia. Sub-Saharan Africa also showed some progress where enrolment rate went up

² IISD (March, 2013). Post-2015 Development Agenda Bulletin. Vol. 208. No. 6. ONLINE AT [HTTP://WWW.IISD.CA/POST2015/EDUCATION/](http://www.iisd.ca/post2015/education/)

³ 'Making Education for All a Reality: Beyond 2015'. (March, 2013). Global Thematic Consultation on Education and the Post-2015 Development Framework.

⁴ ODI (August, 2012) 'Post-2015 Education MDGs'.

THE CASE OF PAKISTAN

by one-third. Importantly, gender parity has improved to a fair extent in regions where gender gap was quite wide. However, the goals have certain challenges to meet as well. In 2010, five years short of the deadline, 61 million children were still out of school. Enrolment rates in conflict-torn countries are quite low compared to other low-income countries⁵. High dropout rates in some regions reverse what campaigns to increase enrolment rate tried to achieve. For instance, in Sub-Saharan Africa, 10 million children drop out. A lot needs to be done in adult literacy as well, as nearly 17% of the world's adults have no basic literacy skills⁶.

Monitoring reports suggest that huge progress has been made towards the two education MDGs⁷. It is Goal 3, the gender parity education goal, towards which the progress has been most phenomenal of all eight MDGs. The primary education MDG though will not be met by 2015. However, if efforts persist at current pace, it might be achieved by 2025.

Education in Pakistan: Issues and Performance

A number of South Asian countries have realized the importance of education and have made significant strides. Bangladesh, which initially had to battle with a range of issues in education, has now come a long way. It has been able to raise the net enrolment rate from 87.2% in 2005 to 93.9% in 2009, and, remarkably, has achieved gender parity as well⁸. India too appears to take education seriously. It has dramatically reduced the number of out-of-school children, as 'there were 18 million fewer children out of school in 2008 than in 2001'⁹. The literacy rate of India has shown vast improvement over a short period of time. It has risen to 74.04% in 2011 from 65.38% in 2001, thus reporting an increase of 9 percent just over a decade¹⁰. Sri Lanka, undoubtedly, stands out in the region. It has a staggering literacy rate of 92%, which is remarkably unusual for a developing country. Its survival to grade 5 is an impressive 97.39% and that of grade 9 87.38%. The country has been performing well against the education MDGs. Its primary net enrolment rate is 97.5% and it has a Gender Parity Index of 0.96% at primary, 1.00 at junior secondary and 1.05 at secondary¹¹. There are all the clear indications that the state in Sri Lanka is firmly committed to the cause of education.

However, when it comes to Pakistan, a different picture emerges. Pakistan sadly has yet to make a dogged commitment to improve the state of education. Despite numerous efforts being undertaken by the government and the third sector, education related indicators in the country are still far from satisfactory. The number of children out of

⁵ UNESCO. (2011). *Draft Report of the Secretary-General on the theme of the Annual Ministerial Review: Implementing the Internationally Agreed Goals and Commitments in Regard to Education*. United Nations.

⁶ UNESCO EFA Global Monitoring Report 2011.

⁷ World Bank Global Monitoring Report 2011.

⁸ Bangladesh Primary Education Annual Sector Performance Report 2010

⁹ EFA Global Monitoring Report 2012

¹⁰ Population Census of India 2011.

¹¹ UNICEF Sri Lanka, Briefing Sheet Education, 2012.

THE CASE OF PAKISTAN

school is huge, as 12.9 million children are not enrolled¹². In rural areas, 52% girls are out of school¹³. Literacy rate, though expanding gradually, is yet to hit the international benchmarks. The literacy rate of Pakistan was about 10% at the time of independence and as of 2010-11 it stood at 58%. Lack of emphasis on infrastructural development worsens the situation even further. As of 2010-11, there are only 205,652 pre-primary, primary, middle and secondary schools in a country with a population of 180 million. Various facilities in a large number of these schools are missing. 78,286 schools are without electricity; 42,145 do not have access to clean drinking water; 44,403 have no latrines; and 46,944 are without boundary walls¹⁴. This sorry state is attributable in part to the abysmally low public spending on education. The government spent only 2.05% of the GDP on education as of 2011¹⁵. Low financing is certainly a key problem besetting education in Pakistan.

This dismal situation has seriously affected Pakistan's ability to fulfil commitments regarding the EFA goals by 2015. The country has so far only been able to achieve an increase of 66-73% in net enrolment rate, against the target of 100%¹⁶. Pakistan had set itself a target of expanding literacy rate up to 86%; however, it currently hovers at 58%. Projections made by the Pakistan Bureau of Statistics (PBS) indicate that the country will only be able to raise it up to 63% by 2015-16¹⁷. Gender equality in education is another goal, which seems to be eluding us. Data reveal that in primary and secondary education, we are 0.14 and 0.24 short of hitting the target of 1.00 on Gender Parity Index (GPI). Such poor performance against most of the indicators has serious consequences for country's competitiveness in education. No wonder, the country is ranked 113th on Education Development Index (EDI).

National and domestic resources, expertise and assistance alone cannot turn the situation around. It is a herculean task and does require meaningful support from the international community as well. Therefore, we need to engage with the on-going global efforts to set the post-2015 education agenda, to be able to voice our concerns and influence the debate. We should make a strong case for education in Pakistan so that the future strategy is sensitive to our needs and context and corresponds well to our issues, priorities and concerns.

¹² UIS, 2010

¹³ PSLM, 2010-11, Government of Pakistan, PBS.

¹⁴ Pakistan Education Statistics 2010-11, NEMIS, AEPAM.

¹⁵ NEMIS data in Pakistan Education Statistics 2010-11.

¹⁶ PSLM-NEMIS.

¹⁷ Based on PSLM Reports of Pakistan Bureau of Statistics.

THE CASE OF PAKISTAN

PCE's Position and Recommendations

PCE has extensively consulted its valuable members, partners and activists, and has come up with a comprehensive set of recommendations for the post-2015 education agenda in the context of Pakistan. The positions maintained below seek to impress upon the stakeholders the urgency of the situation and urge the federal and the provincial governments as well as civil society, private sector and the international development community to understand the gravity of the problem and take urgent measures to improve the state of education in Pakistan.

But before we discuss recommendations regarding Pakistan in detail, we must say that the future global development agenda should reflect an unequivocal support for education. Education has a cross-cutting and enduring importance in development, and the post-2015 debate must place it in the heart of social agenda. All five major transformative shifts outlined in the High-Level Panel's report should strongly feature education along with specific performance indicators. Moreover, the post-2015 education agenda must be positively flexible and sensitive to regional needs and differences. Regions should be allowed to set their respective agendas and mobilize support and resources. Only then can we come up with a contextual and responsive strategy.

The task of getting priorities straight in Pakistan starts with developing and protecting legal frameworks. We acknowledge that Article 25 A inserted in the constitution of Pakistan through the 18th amendment is a significant step. It should go a long way in promoting education in the country. However, it is regrettable that it is yet to be operationalized. No serious efforts to implement it seem to be underway. We demand that the government commits itself to enforcing this article. This might require opening a public debate and devising rules, strategies and actions. It must be ensured that civil society duly and sufficiently participates in drafting rules and regulations and framing laws related to the article.

The 18th amendment in the constitution has made education a provincial subject. It is highly important that the National Education Policy 2009 is revisited and redrafted to correspond to the changes caused by the amendment.

As efforts to craft the post-2015 education agenda are gathering momentum, it is high time that Pakistan makes a focused effort to influence and inform the debate. In this regard, a caucus consisting of parliamentarians, education and finance experts and civil society representatives must be formed. The caucus should be entrusted with the responsibility to present Pakistan's case and influence the prospective global strategy for education.

THE CASE OF PAKISTAN

PCE believes that drastic reforms are needed in five key components of education, viz.: access, quality, financing, governance and public-private partnership.

Access and Quality

Teacher Appointment, Training and Performance Assessment

It has been commonly reported that the appointments and transfers of teachers are characterized by arbitrariness and a great deal of political interference¹⁸. Such practices only seek to create disincentives, politicize the education sector and hamper the service delivery. Therefore, it is highly important that specific and well-defined criteria are established to ensure transparency and fairness in appointing and transferring teachers.

Training and capacity development of teachers is another area that requires urgent attention. Due to lack of efforts to upgrade their skill base and build their capacity, it becomes extremely difficult for teachers to stay abreast of current trends in their respective subjects and be familiar with new and innovate ways to disseminate knowledge and engage with the students. There are quite a few programs currently in place that seek to train teachers; but they are sporadic and their outreach is limited¹⁹. There is a dire need for evolving a coherent policy on teachers' overall professional development. Such policy should take into account both pre-service and in-service training and orientation. It should be ensured that the teachers every year have enough time at their disposal to participate in such activities. It is very important to mention here that teacher training programs should duly take into account the needs of the teachers. Therefore, Training Needs Assessments (TNAs) should be conducted at various levels to make such programmes context-specific and to be able to respond to the various learning needs of the teachers.

Studies conducted and the observations made by the experts reveal that overall there has been a steady decline in teachers' language proficiency. Whether it is English, Urdu or any regional language and vernacular as medium of instruction, language proficiency is seriously being compromised. PCE suggests that a separate component should be introduced to enhance teachers' language skills. Such a component would help teachers improve on the basics of language.

To make sure that teachers do not feel disenchanted with their profession and find day to day matters monotonous, it is suggested that teacher education programmes focus on developing reflective practice. Teachers need to be made aware of the importance of self-

¹⁸ Saeed, M. et al. (2013) 'Critical Analysis of Problems of School Teachers in Pakistan: Challenges and Possible Solutions. Vol 4, No. 4. Journal of Education and Practice.

¹⁹ Teacher in Pakistan. <http://unesco.org.pk/education/teachereducation/>

THE CASE OF PAKISTAN

scrutiny and creating effective learning environments through dialogue, participation and reflection. They can serve as change agents only when they attach deeper meanings to their profession and believe in its potential to make a difference in the lives of others²⁰.

Currently, there is no sound mechanism in place to systematically and effectively assess teachers' performance. In the absence of such a mechanism, gauging learning outcomes, distribution of incentives and teachers' promotion and professional grooming become a tricky affair. Therefore, there is a pressing need for developing a comprehensive performance assessment system, which will cover the critical areas of mentoring, monitoring, accountability and upward promotion.

Leadership in Education

PCE believes that education is key to a broad-based socio-economic development in the country. It has immense potential to reinvigorate the economy and enhance the overall wellbeing of the people. Poverty cannot be reduced and health indicators cannot be improved unless special attention is paid to education²¹. Taking up education as a priority area, calls for dynamic and effective leadership. There should be leaders on national and provincial levels committing to the cause of education and undertaking strenuous efforts to promote quality education in Pakistan. A higher degree of political will is required to achieve the EFA goals and the MDGs. And it can only happen through sincere and committed leadership.

Research

Sadly, our education sector is not known for offering a vibrant research environment. Research, on various levels or in many spheres, is either non-existent or is of poor quality. This has serious implications for creating a culture of innovation in the country, for there could be no innovation without a strong research orientation. In this regard, PCE makes three suggestions. First, spending on research should be increased significantly. Second, the component of research should be introduced in all existing programmes at various levels. Third, research should be impactful and linked to practice.

Infrastructural Development

PCE is also of the view that the government needs to significantly increase its spending on infrastructural development. Owing to a dramatic increase in population over the past many years, there is now a serious shortage of school buildings. It would be better if substantial funds are directed towards building new ones. The new buildings must be spacious enough and there should be a separate room for each class. We now need to do away with the traditional practice of building primary schools of two rooms, housing five

²⁰ Saeed, M. et al. (2013) 'Critical Analysis of Problems of School Teachers in Pakistan: Challenges and Possible Solutions. Vol 4, No. 4. Journal of Education and Practice.

²¹ EU (2013). EU High Level Conference on Education and Development: From Challenges to Opportunities.

THE CASE OF PAKISTAN

different classes. The government should also allocate land for schools and start thinking beyond receiving land donations. Similarly, it is equally important to repair, renovate and maintain the already existing infrastructure. Scores of school buildings around the country are in dilapidated condition. Funds should be allocated on urgent basis to build facilities such as boundary walls, washrooms and provide clean drinking water.

Non-Formal Education

With poverty comes powerlessness; and poorest of the poor living on less than \$1.25 a day, find it increasingly difficult to access education. One effective way of reaching out to people living in abject poverty is non-formal centres of education. Studies exploring the possibility of setting up non-formal educational institutions should be conducted. A detailed policy framework should be developed to cater to the needs of marginalized and disenfranchised people.

Curriculum Reform

Quality in education cannot be ensured, unless we have curricula that impart knowledge and skills, stimulate the intellect, foster creative and critical thinking and promote peace and harmony. Education sector in Pakistan seriously requires broad-based curriculum reforms. We believe that curriculum framework should come from the federal government; however, its specifics should be left to the provinces. Moreover, while developing a curriculum framework or a set of basic guidelines, civil society should be extensively and genuinely consulted. It has been observed that previous attempts to reform curriculum tended to overlook the role of civil society, which resulted in lack of broad-based support for the reforms.

Textbooks

Textbooks are central to any debate centered on education. In order to deliver on the promises of decentralization, writing and producing textbooks should be the responsibility of the provinces. The federal government should take lead in setting up an inter-provincial forum to decide on curriculum related issues. Such a forum will ensure that learning and experiences are shared and there is a greater degree of coordination between the provinces over various issues related to curriculum.

Medium of Instruction

Inextricably linked to the issue of curriculum is the question of medium of instruction. An array of opinion is found on what should be the medium of instruction in schools. We suggest that in order to deal with this issue democratically and fairly, a national language commission must be established. The commission should comprise of representatives from all the provinces and areas like FATA, GB and AJK including parliamentarians, government officials, scholars, experts and civil society representatives, and it should discuss at length nuances surrounding the issue of the medium of instruction.

THE CASE OF PAKISTAN

Reforms in Assessment System

There is also a need to reform the assessment system. Unfortunately, our assessment system in general is such as it abets cramming. Students tend to unreflectively memorize information to get high grades. We now need to turn it around. We should be focusing on learning outcomes to make our assessment system more responsive and viable. We ought to devise a system that seeks to assess what the student has learned and how it can be translated into wider tangible benefits for her/him and society in general. Therefore, we push for introducing meaningful reforms in the domain of 'learning and assessment'.

Financing and Governance

Financing Gap

Financing gap in education is wide and alarming. Bold and desperate measures should be undertaken to redirect the flow of resources towards education. Focusing on filling this gap demands a joint and concerted effort by all the stakeholders. It is suggested that parliamentarians, education experts and civil society representatives come together and discuss ways to raise and mobilize funds and resources. This initiative should be supported by an inter-provincial forum, which will ensure that there is a great degree of coordination between all the provinces.

Efforts should be made to develop a national consensus over increase in public spending on education. A significant chunk of the GDP must be allocated for education and short to medium-term targets should be set to reach that goal.

Development Budget

While there is no denying the fact that the government should significantly increase its spending on education, even within education sector there is a dire need for gradually yet considerably increasing the development budget. A bulk of what is allocated for education normally goes into salaries and recurrent costs, largely ignoring the development needs of the sector. This has serious repercussions for the future needs of the sector. If we are to ensure the provision of quality basic education in the country, we must be aiming at enhancing the outreach of the education sector. This is possible only through a generous increase in the development budget. Moreover, there should be a further breakdown of the budget. School-based, gender-segregated budgets must be prepared to promote and ensure equitable and efficient distribution of resources. School Management Committees (SMCs) must be set up, revitalized, strengthened and empowered to effectively utilize the school-based budgets.

THE CASE OF PAKISTAN

Equitable Financing

Not all sub-sectors, groups, stakeholders and actors in education receive even treatment. Some areas either due to path dependency or vested interests get preferential treatment. It is therefore federal and provincial governments' responsibility to ensure equitable financing. All important matters and variables such as gender responsiveness, access and location should be kept into consideration while formulating budgets.

Innovative Financing

It is about time that we quit solely relying on conventional forms of financing. There is a lot that we can and must raise through innovative financing. The federal and the provincial governments must realize that finding new ways of financing is an imperative. Time and efforts should be devoted to raising and mobilizing resources domestically. This can be done in a better manner in a devolved or decentralized context. Both provinces and districts should be legally enabled and allowed to generate resources for funding educational facilities and services. Funds raised through innovative financing can then be used to conceive and run pilot projects. It will provide impetus to inventiveness in the sector.

Local Government

PCE believes that good education governance largely relies on effective local governance system. Unless there is a strong local governance mechanism in place, education related indicators cannot be improved and efficiency and accountability cannot be ensured. Therefore, utmost efforts should be made to developing and enforcing a vibrant local governance system. It is recommended that there should be devolution at district level to ensure the effective and democratic financing, planning and management of services in education. It is chiefly the responsibility of the political parties to progressively legislate on this issue and thereby lend boost to education around the country.

Public-Private Partnership

Public private partnership is an area with immense potential but with risks as well. While such partnership can be explored and developed towards promoting education in Pakistan it is important to ensure that public interest must not be compromised in favour of profit or other pragmatic considerations. Otherwise, it is likely to cause disparities along class lines if the educational process is driven by the demand of the market. Some quarters are alleging that privatization is being promoted in the garb of public-private partnership. It is the government's responsibility to place public wellbeing above everything while forging partnerships across sectors.

The experiences of countries including Pakistan in implementing PPP initiatives show mixed results. Access and affordability issues impact on equity which exacerbates education disparities affecting especially the poor and other disadvantaged groups.

THE CASE OF PAKISTAN

Quality is an issue for the entire education system – neither privatization nor PPP should be taken as the solution to improve education quality. Transparency and participation of stakeholders are serious concerns in PPP programmes.

To make the most of public private partnership, it would be wise if collaboration is context-specific. This would help address the needs of local communities in a better way. To enhance transparency in partnerships, civil society should be encouraged to monitor different public sector initiatives aiming at the welfare of the people. Moreover, local partners working at the grassroots should be empowered by involving them in decision making and monitoring service delivery and outcomes.

Conclusion

Findings of the report released by The High-Level Panel of Eminent Persons on the Post-2015 Development Agenda suggest that the proposed development vision is ambitious, as it challenges some of the assumptions the MDGs were predicated on and chalks out a plan in which sustainable development and all its components find a central place. The global consultations and conferences gave due recognition on the critical importance of education and identified it as one of the 11 themes that must be addressed. The proposed education agenda, unveiled by the Global Meeting on Education, too, sounds promising as it vows to achieve universal, equitable access to quality education by focusing on the areas of trained teachers, quality learning environments and relevant curricula.

Nevertheless, the articulation of the post-2015 agenda by the High-Level Panel on education quality, equity and governance needs stronger statements and clearer strategies to address the critical gaps in education. Quality should not be equated merely with outcomes on reading, writing and numeracy, but should underscore the point that education must be relevant, context-based, gender-sensitive and culturally appropriate. Education should also promote critical thinking, cooperation, human rights and social justice.

Clear and strong affirmative policies and actions, along with the required resources, are needed to ensure equitable access to quality education. Such policies and actions are essential precisely to overcome the economic, social, cultural and physical barriers that impact on the schooling and learning of disadvantaged and at-risk groups, particularly girls and women, the poor, the socially-excluded, minority groups and persons with disabilities.

The post-2015 development framework should include a clear statement on the obligation of governments and donors to provide the necessary financial resources to achieve the education priorities with clear accountability mechanism to ensure that governments deliver on their commitments. Finally, the meaningful participation of civil society in decision processes and representation in governing bodies must be ensured to strengthen accountability and transparency in education governance.

THE CASE OF PAKISTAN

It is an imperative that Pakistan, a country with an unsatisfactory performance in education, articulates its interests and endeavours to influence the global agenda before it is finalized. Engaging with the policy makers at home and abroad requires a careful appraisal of the problems the education sector in Pakistan faces today. Various issues, such as policy reforms and implementation, teacher training and performance assessment, research orientation, infrastructural development, curricula reforms, public spending on education, equitable and innovative financing, effective local government system, the role of civil society in monitoring and assessing the processes and outcomes, characterize the five key domains of access, quality, financing, governance and public-private partnership. Responding to these issues and gathering support to resolve them has become a pressing concern. It is high time that all stakeholders come together, initiate debate, forge a consensus and convincingly present the case of Pakistan at all esteemed and influential global forums.

THE CASE OF PAKISTAN

Annex A

Experts' deliberations/ Recommendations during write-shops of National Consultation on Pakistan's Post-2015 and Post-Election Education Agenda held on June 5, 2013 organized by Pakistan Coalition for Education

1. Pressurize political leadership especially ruling parties both in federation & provinces to announce schedule to enact and implement articles 25A of the Constitution
2. Pressurize political leadership especially ruling parties both in federation & provinces to announce schedule to enact and implement articles 25A of the Constitution
3. Education budget must be increase immediately to at-least 4% of GDP. Efforts must be undertaken to further increase education expenditure to meet the international benchmark of 6% of GDP
4. It should be acknowledged that education is a multi-sector enterprise where commitment, resources and expertise lie with different stakeholders
5. Revisit and redraft the NEP 2009 in context of 18th amendment
6. Gender biases must be addressed comprehensively in the entire educational system. Affirmative policies and actions must be set in place and implemented thoroughly to ensure that girls and women have access to quality education at all levels. Discriminations and violence against girls in school must be seriously addressed.
7. Gender biases should be removed from textbooks and school curricula by promoting working women through lessons both in rural & urban Pakistan
8. Declare education emergency in all districts where female literacy is less than 50%
9. Upward mobility of teachers should be linked with their professional qualifications
10. Effective system of mentoring, monitoring, and accountability in the teaching profession should be developed and in-placed with the consultation of education experts

THE CASE OF PAKISTAN

11. National language commission must be made to deal with the issue of medium of instruction
12. Curriculum framework (Curriculum Guidelines) should come from the federal government but specifics should be left to the provinces. Unlike previous practice federal government will bound to develop curriculum guidelines by consultation with all stake holders' i-e political parties, provincial governments, civil society & donors. There should be an inter-provincial forum to sort out curriculum related issues
13. There must be a core forum led by parliamentarians, including finance and education experts, supported by the civil society that provides a forum for post 2015 agenda in the specific context of Pakistan.
14. Question papers for exams should be based on learning outcomes rather than textbooks
15. A comprehensive and sustained programme must be implemented to significantly reduce and eventually eradicate illiteracy, particularly female illiteracy. Literacy programmes must go beyond basic literacy and must be linked to human development concerns, livelihood improvement, social awareness and participation in community affairs.
16. Immediate and sustained actions must be done to progressively reduce the number of out-of-school children in both rural and urban areas throughout Pakistan.
17. An effective, transparent and participatory tracking system must be installed to monitor progress in education. Such monitoring system should look closely into issues related to access, equity and inclusion of disadvantaged and at-risk groups to ensure that immediate appropriate measures are done where actions are failing.
18. Ensure meaningful participation of relevant stakeholders in the financing, delivery and evaluation of education at district , provincial , federal and national level to fulfil national and international commitments