Report on

Global Action Week for EFA 2011 in Pakistan
# Table of Contents

Acknowledgement 3  
Major Achievements of GAW for EFA Week 2011 4  
Brief Background & Introduction 5  

**Major Activities** 6  
I. Public Dialogue on EFA in Islamabad – the Kick off Event: 6  
II. Awareness walks & rallies 12  
III. The BIG STORY of Women’s Struggle through EDUCATION: 12  
IV. A Nationwide Poster Competition: 12  

Collaborating with ALBBS for the Stamp Design Competition 15  
Focus on education for girls 16  
V. Big Story Dialogues: 18  
VI. Signing & sending of Petitions for implementing  
Article 25 A- The Right to Education and girls and women’s education  
in Pakistan to the President/ Prime Minister/ Chief Ministers/  
Chief Secretaries/Minister Education/ Members of Parliament: 18  
VII. Advocacy Post Cards from below- to decision makers & political  
representatives of Pakistan: 18  
VIII. Fact Sheets & Policy Briefs on Education in Pakistan from the  
ASER Data 2010: 22  
IX. MEDIA and Policy Pieces … GAW for EFA 2011 – ITA Related 23  
IX. GAW Declaration for EFA 2011 33  
X. GAW EFA 2011 Banners across Clusters in 3-4 Cities: 40  
XI. GAW Celebrations in Districts 41  
GAW Islamabad Chapter: 41  
GAW Lahore Chapter: 42  
GAW Peshawar Chapter: 45  
GAW Karachi Chapter: 47  
GAW Faisalabad Chapter: 49  
GAW Multan Chapter: 52  
GAW Rahimyar Khan Chapter: 54  
GAW Muzaffargarh Chapter: 56  
GAW Chiniot Chapter: 58  
GAW PEF Chapter: 60  
XII. GAW Articles’ 62  
Annexure’s 68
Acknowledgement:

In Pakistan, UNESCO education programmes focus on the coordination and implementation of EFA (Education for All) and ESD (Education for Sustainable Development).

UNESCO works closely with the Federal and Provincial Ministry/Departments of Education towards achieving MDG and EFA targets by 2015. UNESCO's emphasis is on strategic, upstream interventions e.g., the current education policy review, aiming to bring about incremental changes in the education system through dialogue with national leadership and capacity building of officials.

UNESCO provided a great support during GAW 2011 and all the ITA goals towards EFA targets were made possible only due to great support provided by UNESCO.
## Major Achievements of GAW for EFA Week 2011

<table>
<thead>
<tr>
<th>Activities</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Entries Received</td>
<td>634</td>
</tr>
<tr>
<td>Post Cards, signed &amp; Posted</td>
<td>2114</td>
</tr>
<tr>
<td>Big Stories Collected</td>
<td>89</td>
</tr>
<tr>
<td>GAW Dialogues</td>
<td>44</td>
</tr>
<tr>
<td>Participants of the Dialogues</td>
<td>1645</td>
</tr>
<tr>
<td>No. of Walks</td>
<td>16</td>
</tr>
<tr>
<td>Participants of the walk</td>
<td>1433</td>
</tr>
<tr>
<td>Petitions Signed and sent to Top 10 Decision Makers of the Country – PM, President, COAS, Speaker, Chief Ministers, Chief Secretaries and Secretaries Education</td>
<td>16598</td>
</tr>
<tr>
<td>Responses Received from the Prime Minister’s secretariat &amp; CADD (Capital Administration &amp; Development Division)</td>
<td>01</td>
</tr>
<tr>
<td>Fact Sheets &amp; ASER Policy Briefs distributed</td>
<td>1270</td>
</tr>
</tbody>
</table>
**Brief Background & Introduction**

The 2011 Global Action Week (GAW) for Education for All (EFA) was celebrated globally from May 2 to 8, this year. However, its preparatory work began from April 2, 2011 and has continued to gain momentum until June 20, 2011 with ITA drafting many critical policy pieces for wider dissemination as a collaborator of UNESCO Pakistan.

The Global Campaign for Education (GCE) in 2011 was calling upon all governments to invest and commit to gender equity by ensuring that women and girls, along with men and boys have an equal chance at education. The GCE firmly believes that governments have the know-how and resources to make sure everyone has the chance to learn. All governments have a responsibility to make sure it happens.

The Big Story was the main action that the GCE was promoting in 2011. The action for this year was revolving around “story telling”. Women and Girls were supposed to tell their personal stories about the impact an education or the lack of it has had on their lives. Men and boys are also supposed to tell their stories but for all of the stories to relate to women’s experiences and why all women and girls must have the right to a quality education.

GAW for EFA 2011 was a part of a sequence of important international events for gender equality and EFA in general, such as the 55th Commission on the Status of Women (22 February - 4 March 2011); the celebration of International Women’s Day (8 March); the 10th meeting of the High-Level Group on EFA (Jomtien, Thailand, 22-24 March 2011) and the 2011 ECOSOC Annual Ministerial Review (Geneva, Switzerland, 4 - 8 July 2011). World Teachers’ Day (5 October) will also focus on gender.

Idara-e-Taleem-o-Aagahi (ITA) Public Trust in its own right as an activist organization and as a Board Member of the Pakistan Coalition for Education (PCE) enthusiastically celebrated the advocacy campaign of Global Action Week for EFA 2011 mainly in collaboration with, and support by UNESCO Pakistan. The outreach was to the entire country as ITA is expanding its presence alongside its nationwide campaign on measuring children’s learning levels through a citizen led survey called ASER Pakistan 2010-2015 ([www.safedafed.org](http://www.safedafed.org)).

Other partners included OXFAM, Dubai Cares, Pakistan Coalition for Education (PCE), Unilever Pakistan Limited(CSR Partners), Foundation Open Society Institute (FOSI) Pakistan, and the South Asia Forum For Education Development (SAFED).

ITA has been consistently advocating with stakeholders’ to promote quality education especially for girls through different outreach activities, GLOBAL ACTION WEEK for EFA is a major advocacy campaign from other campaigns. UNESCO Pakistan is a committed partner for such high level advocacy activities and ITA was honored to have had their support during the week.

The week was a witness multiple activities which were conducted in the target localities of ITA across Pakistan to advocate the message of girl’s education among the stakeholders. The main objective of this campaign was to draw attention to the 18th Amendment Act 2010 and its Article 25 A making education a fundamental right of all its citizens aged 5-16 years of age. It was an opportunity to advocate for girls' education in the country to increase girls' enrollment in the schools, mobilize the communities to draw attention of the departments of education and literacy regarding girls' education, and to improve overall quality of education in Pakistan.
Major Activities implemented through UNESCO support that were planned for the Global Action Week for EFA 2011 were:

- Seminar in Islamabad / Advocacy Dialogues in Provinces
- Awareness walks & rallies
- The BIG STORY by & of women’s struggle for and through EDUCATION
- Pakistan/Country Level Poster Competition
- Signing & sending of Petitions for implementing Article 25 A- The Right to Education and girls and women’s education in Pakistan to the President/ Prime Minister/ Chief Ministers/ Chief Secretaries/ Minister Education/ Members of Parliament
- Fact Sheets & Policy Briefs on Education in Pakistan from the ASER Data 2010
- Advocacy Post Cards from below- to decision makers & political representatives of Pakistan
- Banners across Clusters in 6 Cities

I. Public Dialogue on EFA in Islamabad – the Kick off Event:

A public dialogue on Girls’ and Women’s Education in Pakistan was organized at the Serena Hotel, Islamabad on May 03, 2011 which was chaired by Dr. Nafisa Shah, Chairperson, National Commission for Human Development amongst other eminent activists and Country Director UNESCO Dr. Kozue Kay Nagata and Mrs. Saira Tarar, MNA PML – N and Chairperson of the Chief Minster’s Taskforce on In-Service Teachers’ Training.

The event was organized by ITA mainly with support from UNESCO and in collaboration with UNICEF/UNGEI, PCE and the National Commission for Human Development (NCHD). There were over 130 participants of the event. (Annex A)

Key Participants of the event were eminent panelists, youth and CSOs:

- Dr. Kozue Kay Nagata, representative, UNESCO
- MNA, Ms. Saira Afzal tarar
- Ms. Muqadisa Mehreen, Education Specialist
- Maryam Bibi President Kwendo Kor
- Ms. Farhana Azim, National Commission, PGGA
- Mr. Arshad Saeed Khan, UNESCO
- Ms. Zehra Arshad, PCE
- Ms. Tahira Abdullah, Gender Expert & activist
- Dr. Baela Raza Jamil, Director Programs, ITA
- Youth parliamentarians, students and Girl Guides
- Zubair Torwali – Swat & Master Ayub – A brave teacher of an open community learning centre

The prime objective of the dialogue was to share widely the personal stories of activists and potential ambassadors for Girls’ and Women’s Education in Pakistan from youth and women from the field.

Many Big Stories of transformation through education were heard from parliamentarians, youth leaders and social activists. The dialogue was also a kick off for the signature and petition campaign through stamped post cards and signature sheets to the highest decision makers of Pakistan demanding Education as a Right for Girls and Women NOW!
Pakistan continues to face challenges of: a low overall literacy rate 57% (for girls/women’s 45%); the Net Enrolment Rate (NER) for Primary level (5-9years) is 57% and only 54% for girls and 36% for girls in Balochistan; and the overall NER for middle level (6-8 grades) is 20%, but for girls it is 18% and for sisters in Balochistan only 8%! Mr. Arshad Saeed Khan of UNESCO and Ms. Muqaddisa Mehreen of UNICEF set the context with national and regional facts and figures of girls and women’s education, highlighting challenges that need to be addressed aggressively in Pakistan (annex). Ms. Mehreen highlighted that Pakistan has launched the chapter of Girls Education Initiative (GGEI) whose active chairperson Dr. Nafisa Shah was chairing the current Dialogue as well to advocate for gender equality.

The panelists shared their Big Stories on education transformation in the public forum from their real lives. The panelists who shared their insights and culturally embedded struggles included: Mrs. Saira Afzal Tarar MNA PML N from Punjab, Mrs. Farhana Azim Chairperson Pakistan Girl Guides Association (PGGA), Maryam Bibi the brave CEO of Khwendo Kor in Khyber Pakhtoonwa, Tahira Abdullah a human rights activist, Zehra Arshad heading Pakistan Coalition for Education (PCE). The Young champions from the Rawalpindi Grammar School; Girl Guides of Pakistan, and Quaid e Azam University spoke forcefully. Gul Andaam, Fatima Imam has represented Pakistan in national and international forums. They shared their own unique stories of commitment as young citizens and pledged to participate in the promotion of girls and boys education as the fundamental pillar for social, economic and political reform for Education for All.

Students’ Inspirational Appeals..
Photo and Gul Andaam former Youth Parliamentarian and Student hailing from FATA: ...for me, education is the only catalyst for change. You want to bring a positive change in the society; you give a quality education to the girls of that society. Because the children might be the future of a nation,..mothers thus provide the first schools that the future of your society attends! Thank you so much for listening to me today!

Qaiser Mujeeb (Grammar School Rawalpindi)
...education for Pakistani women is the solution to poverty and the solution for a better Pakistan. In my opinion, girls must have the chance to school and learn how to read. This basic skill will allow them to study their religion and their rights. Women will know what it really says, and not accept someone else's idea. It seems that the only way out of this cycle is a reform, political, cultural and economic.

Asfandyar Khan
I'm luckily the son of a tribal educated mother who has also faced many problems in getting her education today. I'm here just because and I'm proud of her.

...in our society equalization is not there means there is so much difference between men and women. The day when we will realize and consider that women are not less than men and the day when they will get their right that day can be called as independence day .. when our girls and women will get education so they will give us a leading nation because Napoleon said, “O mother give me a good generation, I will give you a leading nation.”

Brave stories and testimonies of personal journeys of single minded struggle and courageous commitment to education, successful indigenous and innovative laearning solutions of the most vulnerable were heard from Mariam Bibi from Kwendo Kor, Seema Shuja from FATA, Master Ayub, Zubair Torwali and Tahira Abdullah. Ms. Farhana Azim, National Commission, PGGA appraised the audience of the amazing outreach of the Pakistan Girls Guides Association (PGGA), an often forgotten resource who are the young champions well trained across the country schools and colleges ready lead campaigns for citizenship and learning amongst girls and women. The sharing by these
esteemed activists and the audience made us feel that we ALL DO NEED TO CONNECT THE DOTS for gender equality in Pakistan, connecting pockets of excellence.

**Ms. Kozue Kay Nagata**, the Country Director of UNESCO a global citizen with the necessary breadth and depth of global experience, forcefully argued for making girls and women’s education a reality in Pakistan. She endorsed all the suggestions made during the dialogue for empowering women through high quality education for social justice and sustained development with a human face. She said that there is no better investment with high returns for education as men have a lower impact but a women’s impact is like a multiplier in society. Women are also the front line peace bearers in society. On the demand side the social norms can be challenged through dialogue for advocacy and partnerships. The partnerships must be both at the grass roots level and the highest levels. The 18th Amendment of the Constitution and Article 25 A that guarantees for the first time education as a fundamental right for girls and boys. But this is only the first step from the demand side. Quantity matters. The current declining GDP for education in Pakistan (2%) in face of the promised 7% for education by the Govt. of Pakistan must be honored. Education without quality is of little value. Teachers are the pivot of quality who can make learning more relevant, flexible and innovative so that it can lead to higher returns. Supply side cannot be sustained if the demand side is not matched with the right attitudes towards education. Mass media has a big role to perform for the promotion of girls and women’s education as the first pillar for social change in a globalized world. Both, the state parties and parents need to comply with Article 25 A of the Constitution. Education is deeply linked to poverty alleviation which is becoming a critical barrier with rising vulnerability. Education must be matched to market demands blended with technical vocational education for livelihoods. All forms of education and skills must lead to higher confidence and self esteem. It is not the degrees per se, that lead to our first liberation but life’s milestones such as obtaining a driving license, a passport, the first income, the first job that makes pathways to the next one providing right attitudes to access equal opportunities.

**Dr. Nafisa Shah**, Chairperson NCHD & PGEI as the Chief Guest for the occasion spoke eloquently about the nexus of terrorism and illiteracy. She appreciated that the Global Week for EFA 2011 is being observed to gain the attention of the government demanding girls and women’s right to education. “Today as we celebrate and mobilize for the Global Action Week for EFA 2011, we know we are competing with the death of a global terrorist. But simply eliminating a master terrorist does not mean that terrorism will go away, or extremism will disappear. It must not surprise us that terrorism finds its greatest supporters where illiteracy flourishes and education levels remain low. The pleas from FATA today that we heard are very well taken as it is a region that has been deprived and marginalized for too long; where the education of girls and women and indeed boys and men has never been a priority.

We need to walk the talk for EFA and MDGs with our extraordinary citizens who can and do stand TALL. Education must be seen as a social and economic equalizer. The NCHD is making all out efforts across the 140 districts with multiple partners, the government, ITA, UNESCO, UNGEI/UNICEF and many others to make the strategic links for action.

Baela Raza Jamil’s call to making Global Action Week for EFA 2011 the beginning of a movement for five years up to 2015 was fully endorsed. The National Education Policy (NEP) 2009 and the Constitution seeks to positively
address the gender gaps and equity issues. Now with education devolved, the provinces, will have to make all out effort to identify the gaps and bridge them with urgency, the right infrastructure and resources ensuring hiring of adequate local female teachers.

Addressing the youth in the audience Dr. Shah reminded them” that the Big Stories of struggle for education and empowerment of parliamentarians and activists that we heard were of yesterday’s young girls. Like you today, these were the ‘pehli kirans’ (first rays). They shared their first liberation, such as completing matric, graduation or a PhD, getting a driving licence, an identity card, first pay perhaps greater than one’s brother or husband. The narratives are many. But we need to remember that you are the citizens who must demand your justiceable right to Article 25 A as a fundamental right. I hope you will have the courage to take the state to court if need be, if this right is not granted. You will be the trail blazers for turning the tide of illiteracy in Pakistan for girls and boys, for women and men”.

The GAW For EFA 2011 Dialogue was the kick off meeting for the campaign which saw signatures being collected by all volunteers for the citizens’ petitions, demanding Education as a Fundamental Right (article 25 A ) and signing of post cards to key national decision makers in all provinces and the federal capital. The hall was also decorated by panels of relevant EFA Targets as well as displays of the winning entries of the National Poster Competition that were also used for preparation of the Post Cards as well as Posters for GAW for EFA 2011
‘Education helps alleviate poverty’

ISLAMABAD: Speakers at a public dialogue said education helps a lot in poverty alleviation but it must be according to market demands blended with technical and vocational education so that youth could earn livelihood.

The public dialogue was organised by ‘Idara-e-Taleem-o-Aagah’ (ITA) in league with UNESCO, UNICEF, National Commission for Human Development (NCHD) and the Pakistan Coalition for Education (PCE), here on Wednesday.

The dialogue was organised in connection with Global Action Week - Education for All (EFA) 2011. More than 150 youth champions, parliamentarians and human rights activists demanded urgent action for promoting women's education in Pakistan, as a fundamental right, backed by Article 25 A under the Constitution.

Speakers were of the view that education without quality is of little value. Teachers could play their part by making learning more relevant and innovative.

They stressed that media could play an important role in promoting women's education as the first pillar for social change in the world. Both the state partner and parents need to comply with Article 25 A of the Constitution.

Country Director UNESCO Kezue Kay Nagata said that women's education should now become a reality in Pakistan. She endorsed all the suggestions made during the dialogue to empower women through quality education. She said that the 18th Amendment of the Constitution and Article 25 A guarantee education as a fundamental right for girls and boys.

ITA Chairperson, Bena Raza Jamil's call to making Global Action Week for EFA 2011 the beginning of a movement for five years up to 2013 is fully endorsed. The National Education Policy (NEP) 2009 and the Constitution seeks to positively address the gender gap and equity issues.

The dialogue was also inception for the signature and petition campaign through stamped post cards and signature sheets to the highest decision makers of Pakistan demanding 'Education Right for Girls and Women'.

The panelists who shared their views included Saim Afsal Tarar, MNA PML-N from Punjab, Farhan Azim Chairperson Pakistan Girl Guides Association (PAGA), Maryam Riti, CEO of Khwendo Kor in Khyber-Pakhtunkhwa, Tahira Abdullah a human rights activist, Zehra Arshad heading Pakistan Coalition for Education (PCE).

The young champions also shared their own unique stories of commitment as young citizens and asked for the promotion of girls and boys education and political reform for education for all.

Dr Nafisa Shah, Chairperson NCHD spoke eloquently about the nexus of terrorism and illiteracy. She appreciated that the Global Week for EFA is being observed to get attention of the government demanding girls and women's right to education.

The public dialogue ended with important decisions namely welcoming Article 25 A as a Constitutional & Fundamental Right to education for all children/citizens aged between 5-16 years and addressing household poverty through scholarships to girls up to grade X and school feeding programmes encouraging families to send their female children to school.
'Quality education can alleviate poverty'

ISLAMABAD - Education is deeply linked to poverty alleviation and it must be matched to market demands blessed with technical vocational education for career livelihood in a digitized manner and leading the persons towards higher confidence and self-esteem.

These were the unanimous views of speakers at a public dialogue organized by Itida-e-Taleem-o-Aagahi (ITA) here in collaboration with UNESCO, UNICEF, National Commission for Human Development (NCHD) and the Pakistan Coalition for Education (PCE).

In this dialogue held in connection with Global Action Week for Education for All (GAE) 2011, more than 130 youth champions, parliamentarians and rights activists demanded urgent action for scaling up girls and women’s education in Pakistan as a fundamental Rights issue, backed by Article 25 A under the Constitution. Voices were heard unequivocally about the efficacy of female education as the largest and most potent multiplier for Pakistan’s society to secure economic, social and democratic rights in the country.

Speakers were of the view that education without quality is of little value and teachers are the pivot of quality who can make learning more relevant, flexible and innovative so that it can lead to higher returns. They stressed that mass media has a big role to perform for promotion of girls and women’s education as the first pillar for social change in a globalized world. Both, the state parties and parents need to comply with Article 25 A of the Constitution.

Country Director UNESCO Kozue Kay Nagata forcefully argued for making girls and women’s education a reality in Pakistan. She endorsed all the suggestions made during the dialogue to empower women through high quality education for social justice and sustained development with a human face.

She said that there is no better investment with high returns for education and the 16th Amendment of the Constitution and Article 25 A guarantee for the first time education as a fundamental right for girls and boys. ITA Chairperson Hasla Bata Janjua’s call to making Global Action Week for EFA 2011 the beginning of a movement for five years up to 2015 is fully endorsed. The National Education Policy (NEP) 2009 and the Constitution seeks to positively address the gender gaps and equity issues.

The dialogue was also a kick off for the signature and petition campaign through stamped post cards and signature sheets to the highest decision makers of Pakistan demanding Education as a Right for Girls and Women NOW. The panelists who shared their insights and struggles included Mrs. Saira Afruz Tarar MNA PML N from Punjab, Mrs. Farhana Azim Chairperson Pakistan Girl Guides Association (FGA), Maryam Bibi CEO of Khawaja Rehmatullah, Nabobs, and the Pakistan Coalition for Education (PCE).

The Young champions also shared their own unique stories of commitment as young citizens and pledged to participate in the promotion of girls and boys education as the fundamental pillar for social, economic and political reform for Education For All.

Dr. Nazifa Shah, Chairperson NCHD spoke eloquently about the nexus of terrorism and illiteracy. She appreciated that the Global Week for EFA is being observed to gain the attention of the government demanding girls and women’s right to education.

The Dialogue ended with valuable decisions mainly welcoming Article 25 A as a Constitutional & Fundamental Right to Education for all children citizens 5-16 years of age and addressing household poverty through subsidies to girls up to grade X and school feeding programmes encouraging families to send their girl children to school and improve completion rates. It also recommended to build and equip schools affected by emergencies, natural disasters and conflicts.
II. Awareness walks & rallies:

Awareness walks and rallies were organized from throughout Pakistan, there were 16 walks & rallies from Lahore, Multan, Muzaffargarh, chiniot, Rham yar Khan, and Faisalabad and 1433 students, teachers, Government officials, community members and parents participated.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lahore</td>
</tr>
<tr>
<td>Walks &amp; Participants</td>
<td>3 walks</td>
</tr>
</tbody>
</table>

The BIG STORY of Women’s Struggle through EDUCATION:

In total 89 BIG STORIES collected from all over Pakistan during GAW, 2011. These stories have been collected and in the phase of quality review and will be published soon.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lahore</td>
</tr>
<tr>
<td>BIG Stories Collected</td>
<td>10</td>
</tr>
</tbody>
</table>

A Nationwide Poster Competition:

On April 07, 2011 ITA called for poster entries from all over Pakistan with no age limit and the deadline was April 20, 2011. Websites, e-mails & blogs were used to inform the public to make the campaign cost effective. Flyers’ were developed both in English & Urdu Languages to reach out to maximum number of people from all categories of life.
Total entries received were 634 from all over the Pakistan. An independent panel of experts (educators/artists) was established for transparency of the decisions for winners’, a poster evaluation ceremony was arranged at ITA head office, Panel of judges comprised of:

- Ms. Huma Mirza, Technical Advisor- Teacher Education, Canada Pakistan Basic Education Project
- Mr. Abdul Jawwad, Deputy Director- Planning, Directorate of Staff Development, Lahore
- Mr. Khalid Mahmood, Faculty Member, University of Education, Lahore
- Dr. Mumtaz Akhter, Director, Institute of Education, University of the Punjab, Lahore
- Dr. Asrar H Chishti, Faculty, College of Arts and Design, University of the Punjab, Lahore

First three best posters’ were given cash prizes and the others were given certificates of appreciation in a joint prize distribution ceremony with Alif Laila at Children’s library complex, Lahore.

All the provinces & districts participated with great spirit in the competition. 1st prize winning student was from Lahore, a student from Karachi won 2nd Prize. It is an honor for Rahim Yar khan that a student received a bonus prize in the competition.
The best posters selected from the competition were scanned & used as banners, backdrops, posters, & post cards for the overall GAW Campaign 2011.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Entries</td>
<td>Lahore 70</td>
</tr>
</tbody>
</table>

Collaborating with ALBBS for the Stamp Design Competition

ITA collaborated with another key PCE partner Alif Laila Book Bus Society (ALBBS) for the Stamp Design Competition commemorating EFA 2011. It was an occasion to show solidarity with other partners for the EFA global campaign but also use the opportunity for collecting signatures on petitions and filling of post cards.

Through the Stamp Design competition, creative artists and graphic designers (age from 7-16) from Public & Private schools, madaris & an even hospital (children Ward) sent their entries, expressing their views about the need and importance of ‘Women & Girls’ Education’. The call for entries met an amazing response, as nearly a thousand entries were received from all over Pakistan and 42 organizations/ schools took part in the exciting and unique competition.
Focus on education for girls

By Mansoor Malik | From the Dawn Newspaper

http://www.dawn.com/2011/05/09/focus-on-education-for-girls.html

May 9, 2011

As the world last week celebrated Global Action Week (GAW) for Education for All (EFA) 2011, various national and international organisations held dialogues, competitions and walks to advocate the need and importance of women and girls education.

This year the GAW spanning from May 2 to 8 was celebrated which was based on a theme “It is a Right, Make it Right! Education for Girls and Women NOW!”.

The Alif Laila Book Bus Society (ALBBS) in collaboration with Dawn News television, Pakistan Post, Pakistan Coalition for Education (PCE) and Idara-e-Taleem-o-Aagahi (ITA) organised a postage stamp design competition at Children’s Library Complex. The ALBBS received nearly 1,000 entries from children across Pakistan. The competition was participated in by children from public and private schools, madaris as well as from hospital’s children wards. The entries were judged by artists Nazish Attaullah and Sajid Ali.

Through their postage stamp designs, the children had painted pictures to suggest and motivate masses to focus on education of girls and women. Minahil Aamir clinched the first prize, while Sarah Saeed secured second position. Rameesha Kamran and Aymen Imtiaz shared the third prize.

A short film, “Choo Lein Gay Aasman – A Girl’s Story” was also shown at the event. Participants and the distinguished guests also pledged to continue support for the cause.

MNA’s, MPA’s, secretary education, representatives of different government departments, members of the civil society, teachers and competition participants saw the children’s efforts in explaining importance of women and girls education.

The participants also signed a petition to pledge their support for women and girls education. On the next day, the ALBBS organised a walk in partnership with the Pakistan Coalition for Education (PCE) and print and electronic media to highlight the importance of women and girls education.

The students, who participated in the walk, said the GAW was an annual campaign to raise awareness and call on governments around the world to keep their promises on the UN Millennium Development Goal of achieving Education for All.

The society also organized various other activities, including consultations with the media personnel (producers, journalists/hosts of different talk shows) and talks, at different schools and madaris.

During the last week, the ITA organised a public dialogue for GAW – for EFA 2011 in collaboration with the UNESCO, Unicef, National Commission For Human Development (NCHD) and the PCE.

A large number of Young Champions, parliamentarians and rights activists demanded urgent action for scaling up girls and women’s education in Pakistan as a fundamental rights issue, backed by Article 25-A under the Constitution.

They said the right must be backed by law in all provinces so that it could become an actionable right. Voices were heard unequivocally about the efficacy of female education as
the largest and most potent multiplier for Pakistani society to secure economic, social and
democratic rights in the country.

Many big stories of transformation through education were heard from parliamentarians,
youth leaders and social activists. The dialogue was also a kick off for the signature and
petition campaign through stamped post cards and signature sheets to the highest decision
makers of Pakistan demanding Education as a Right for Girls and Women NOW!

The dialogue participants were informed that Pakistan would continue to face challenges of a
low overall literacy rate 57 per cent (for girls/women’s 45 per cent); the Net Enrolment Rate
(NER) for primary level (5-9 years) is 57 per cent and only 54 per cent for girls and 36 per
cent for girls in Balochistan; and the overall NER for middle level (6-8 grades) is 20 per cent,
but for girls it is 18 per cent and for sisters in Balochistan only eight per cents!

The participants agreed that there was no better investment with high returns for education as
men had a lower impact but a women’s education had a multiplier impact in society. They
said women were also the frontline peace bearers in society.

On the demand side, they said, the social norms should be challenged through dialogue for
advocacy and partnerships. The partnerships must be both at the grass roots level and the
highest level.

The 18th Amendment of the Constitution and Article 25-A that guarantees for the first time
education as a fundamental right for girls and boys. But this is only the first step from the
demand side.

They also demanded that the current declining GDP for education (around two per cent) in
Pakistan in the face of the promised seven per cent for education by the federal government
must be honoured. “Education must be seen as a social and economic equalizer,” they
stressed.

http://www.dawn.com/2011/05/09/focus-on-education-for-girls.html
Big Story Dialogues:

Each Participating district i.e. Lahore, Faisalabad, Karachi, Peshawar, Swat/Bahrain, Multan, Muzaffargarh, Rahim Yar Khan & Chiniot managed to organize at least one BIG STORY dialogue in each district. In Multan, Muzaffargarh, Rahim yar Khan & Chiniot big story dialogues were also organized at schools in especially rural areas of the districts where according to ASER survey learning level of the students & enrolment of the girls in the schools are very low, to reach out maximum population.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Districts Number of Dialogues and Participants for Each Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAW Dialogues &amp; Participants</td>
<td>Lahore</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Signing & sending of Petitions for implementing Article 25 A- The Right to Education and girls and women’s education in Pakistan to the President/ Prime Minister/ Chief Ministers/ Chief Secretaries/ Minister Education/ Members of Parliament:

During first week of June, 2011 all the signed petitions over 16000 collected from all over Pakistan were first copied in sets of 12 and then dispatched to the following:

- Mr. Asif Ali Zardari, President of Pakistan
- Mr. Yousaf Raza Gilani, Prime Minister of Pakistan
- Ms. Fehmida Mirza, Speaker of the National Assembly
- General Ashfaq Parvez Kayani, Chief of Army Staff
- Chief Ministers of All Provinces
- Mr. Raza Rabbani, Chairman Implementation Commission
- Mr. A. Hafeez Sheikh, Finance Minister of Pakistan
- Dr. Nadeem ul Haque, Deputy Chairman Planning Commission

These letters were demanding, on an emergency basis:

1. Support and funding for EDUCATION OF GIRLS & WOMEN as a partnership with the public sector and non-state partners in education and planning.
2. An increase of the current 2%
abysmal education allocation to 4% NOW!

3. Positive partnerships across public and private sectors to enhance capacity to spend, bridging the gap between primary, middle and secondary education, so that girls and women can be educated across all levels of the spectrum.

4. Special resources and institutional support for out of school children (5-16 years) of age through catch up and non-formal literacy programs across the country

Advocacy Post Cards from below- to decision makers & political representatives of Pakistan:

From all the poster entries best posters were selected and printed as post cards, these post cards were addressed to excellencies of Islamic Republic of Pakistan, all the post cards were dispatched to the districts for signing by the girls & posted between May 2-7 from various locations of Pakistan and monitored as they are received at various Secretariats.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lahore</td>
</tr>
<tr>
<td>Advocacy Post Cards Signed</td>
<td>250</td>
</tr>
</tbody>
</table>
Response from the Prime Minister’s Secretariat & the Newly Formed Capital Administration Development Division (CADD) - A Sad Reflection of a Distanced State – Devolving Responsibility for Convenience

Whilst it is indeed very welcoming that to date, at least the Prime Minister’s Secretariat responded. What is very shocking is what it had to say, relegating the Fundamental Right to Education now Constitutionally embedded entirely to the Provinces. This is the roll back of the state in a sense towards a huge task that needs to have all Ministries/Departments across the country work together. The response is reproduced below:
Subject: Provision of Education to Girls and Women

Please refer to the Prime Minster’s Secretariat (Public) letter No. 76-CA/DECP/2011 vide F.No. 29/4/11.PR.E. for implementation.

2. The Childline, Children & Women’s Affairs & The Pakistan Centre for Education (PCE) may, please, take the notice with the provincial government that the subject has been devolved to them.

3. It is pertinent to mention that the Education Department (L&T) has been taken under the administrative control of the newly created Capital Administration & Development Division (CADD). Hence, the subject matter would now be dealt with by CADD rather than the Department.

4. The issues will be referred to the special officer-Joint Secretary (E&D), CADD.

Enclosure: As above.

[Signature]

[Letterhead: Prime Minster’s Secretariat (Public)]

[Address: Prime Minster’s Secretariat (Public)]

[Copy to:]

1. The Childline, Children & Women’s Affairs & The Pakistan Centre for Education (PCE)

2. The Office of the Director, Technical Education & Literacy

3. Prime Minister’s Secretariat (PMS), Islamabad, H-3 No. 7, Mawar, Sector F-20, Islamabad.
Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petitions Signed</td>
<td>Lahore</td>
</tr>
<tr>
<td>3054</td>
<td>1600</td>
</tr>
</tbody>
</table>

Letter is attached at the end of this report for your reference.

**Fact Sheets & Policy Briefs on Education in Pakistan from the ASER Data 2010:**

Fact Sheets & Policy briefs were prepared by the ASER Centre Research Associates from the Annual Status of Education Report (ASER) data 2010 and disseminated during GAW throughout Pakistan.

1270 Policy briefs & Fact Sheets were distributed throughout Pakistan for creating awareness and sensitizing people for girls’ education. The ASER survey has been supported largely by UNESCO and the Foundation of Open Society Institute; FOSI- Pakistan.

**Titles:**

1. Key Facts and Figures- Women & Girls' education in South Asia & Pakistan

2. Policy Brief No.1- Broadening the base in Education: ECE

3. Policy Brief No. 2- Rural Girls’ in Pakistan: constraints of policy & culture

4. Policy Brief No. 3- Learning level by Gender

5. Policy Brief No.4- Out of School Children: Access and Equity

6. Policy Brief No.5- Mothers’ Literacy Pivotal to Children’s Academic Performance

<table>
<thead>
<tr>
<th>Activities</th>
<th>Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact Sheets and ASER Policy Briefs Distributed</td>
<td>Lahore</td>
</tr>
<tr>
<td>50</td>
<td>15</td>
</tr>
</tbody>
</table>
MEDIA and Policy Pieces … GAW for EFA 2011 – ITA Related

Policy Pieces in the Press and other Media Coverage from the Districts – GAW for EFA 2011

Declaration - All of the policy and media pieces are on the website: www.itacec.org

Some are reproduced below:
The right to education

Does Huma know that now she has the
right to Education as a fundamental right? Probably not. On May 20th, 2011 her name was struck off the school register when she was enrolled in grade 4. Her crime - Huma was helping her family during the wheat harvesting season. Without her help, her family would have had difficulty in coping with the financial strain. Huma’s current belongs to the 20% unenrolled children of Pakistan – the out of school children. Huma is part of an important global statistic. She is one of the 53% girls who are out of school the world over, not because of choice but because of poverty, quality of supply, rigid rules and teachers’ attitudes. She can be labeled as a “push out” first and then a drop out. Huma’s demoralization is deep as she knows that if she is not allowed to reenter the school soon, she will probably never return to formal education. Her re-entry is unlikely as in her village there is no other school other than the one Government Girls Elementary school. There are no non-formal avenues either. Yet Huma represents considerable learning up to grade 4 but will be counted one and labeled as an “out of school child under-enrolled and under-taught”. In 2010, 2,060 children aged 6-16 were interviewed in learning levels in Urdu, Arabic, English and Arithmetic up to grade 2 and 3 under the Annual Status of Education survey (ASER) survey. It is a citizen led household-based house-to-house conducted in 2010 across 32 rural districts of Pakistan. The news was shocking but also as expected. Of the 5-16 year old children, 34% children could read a simple story in their own language, 20% children could read a sentence in English and 18% children could do a third digit division sum. Huma’s demoralization is deep as she knows that if she is not allowed to reenter the school soon, she will probably never return to formal education.

Pakistan’s budget for education has dropped under 7% of GDP. Budgets for non-formal and literacy are a fraction of what they are. Other than Punjabi, there is little attention to non-formal and special children learners. The only ray of hope for Huma is the recently launched campaign by the Chief Minister Punjabi Mini School Scheme on April 7, 2011, called the School Reforms Road Map, mobilizing public administrations, NGOs, Private sector and the donor state to ensure that all school going children by October 31st, 2011. This campaign aims at finding out the number of children enrolled and non-enrolled. Once established, the public in to be mobilized for enrollment at schools. So, Huma does have a chance after all, if the campaign does come to her village.

The sad reality that while this exercise is being undertaken, a ‘fast’ looking across Punjabi teachers from schools are “nihilistically absent because they are on an academic duty. So as children enter they have to face dilapidated schools, especially when teachers are few and far between. The disconnected in education are that bureaucrats in Pakistan. Citizens will begin to demand accountability from the government as Article 25-A is a recognized, justifiable and actionable right. It will remain unimplemented due to poor planning and wasted resources for education. The Government has introduced education of 7% of GDP in education by 2015. To do so the resource gap for education at Pakistan is matched by the political action gap. Education in Pakistan is not seen to offer an easy exit backed entitlement. There is hope that other children think otherwise but continue to know on the school doors. Huma’s return to complete her primary education at least or perhaps secondary according to provisions of Article 25-A (4-16 years).

The Paksitan Education Task Force (PETF) in its I report on Education, has compiled the Prime Minister of Pakistan to declare 2011 as an Year of Education Emergencies claiming that:

- Today one in ten of the world’s children out of school is a Pakistani.
- There is a 9% chance that the government will achieve Millennium Development Goals by 2015 on education.
- Public school teachers get paid two think more than their private low cost school counterparts and earn four times more than the average parent of a student. Despite this, on any given day 10% of students will be absent from their latest teacher.
- The current spending on education is just 1.5% of the annual GDP versus the total subsidies given to PIA, F planner, and Pakistan Steel.

Report on Global Action Week For EFA 2011 in Pakistan
Part I: The right to education May 5, 2011

Daily Mail News

DOES Huma Know that now she has the backing of Article 25-A i.e. the Right to Education as a fundamental right? Probably, not! On May 20th, 2010 her name was struck off the school register when she was enrolled in grade 4. Her crime - Huma was a helping hand for her family during the wheat harvesting season. Whilst she helped mobilize sufficient stock to last her family year long, she lost her space in the village school. Since then, she and her older siblings have been urging the head teacher to re-consider the decision and allow Huma to re-enroll in grade 4. An academic year has just gone by for Huma, but so far she has met with little success to claim her right. She will not give up that easily.

Huma is part of an important global statistic. She is one of the 53% girls who are out of school the world over, not because of choice but because of poverty, quality of supply, rigid rules and teachers’ attitudes. She can be labeled as a ‘push out’ first and then a drop out. Huma’s demoralization is deep as she knows that if she is not allowed to re-enter the school soon, she will probably never return to formal education. Her re-entry is unlikely as in her village where there is no other school other than the one Govt. Girls Elementary school. There are no non-formal centres either. Yet Huma represents considerable learning up to grade 4 but will be counted and labelled as an ‘out of school child un-enrolled and un-lettered’! In 2010, 54062 children aged 6-16 were tested for learning levels in Urdu/Sindhi, English and Arithmetic up to grades 2 and 3 under the Annual Status of Education report (ASER) survey. It is a citizen led household based survey conducted in 2010 across 32 rural districts of Pakistan. The news was shocking but also as expected. Of the 6-16 year old children:

34% children could read a simple story in their own language, of which 37% were female and 63% male.

32% children could read a sentence in English, of which 39% were female and 61% male. 25% of the surveyed children could do three digit division, of which 39% were female and 61% male. What was very revealing is the need for urgent attention to the 20% overall out of school children both un enrolled and drop out. Their learning levels on the same test as in-school counterparts are thus:

24% children could read a simple story in their own language, 20% children could read a sentence in English and 18% children could do a three digit division sum. Huma currently belongs to the 20% un-enrolled children of Pakistan - the out of scholars. Pakistan's budget for education has dipped under 2% of GDP. Budgets for non-formal and literacy are a fringe phenomenon. Other than Punjab, there is little attention to non-formal and second chance learners.

The only ray of hope for Huma is the recently launched campaign by the Chief Minister Punjab Mian Shahbaz Sharif, on April 7 2011, called the School Reforms Road Map, mobilizing public administrators, NGOs, Private sector and the donors alike to ensure that all school going children by October 31, 2011.

Thus each household is being knocked at for finding out the number of children enrolled and un-enrolled. Once established, the public is to be motivated for enrolment in schools. So, Huma does have a chance after all, if the campaign does come to her village. It is ironical that whilst this exercise is being undertaken on a ‘war’ footing across Punjab, teachers from schools are ‘officially’ absent because they are on census duty.

So as children enrol they have to face desolate schools, especially when teachers are few and far between! The disconnects in education are thus boundless in Pakistan. Citizens will begin to demand accountability from the government as Article 25-A is a recognized, justiceable and actionable right. It will remain unimplemented due to poor planning and poorer resources for education.

The Government has announced allocation of 7% of GDP to education by 2015! In 64 years the resource gap for education in Pakistan is matched by the political action gaps! Education in Pakistan is not seen to date as an equity backed entitlement. Huma and her older siblings think otherwise, as
they continue to knock on the school doors for Huma to enrol and complete her primary education at least or perhaps secondary according to provisions of Article 25 A (5-16 years) The Pakistan Education Task Force (PETF) in its March for Education campaign has compelled the Prime Minister of Pakistan to declare 2011 as an Year of Education Emergency claiming that:

Today one in ten of the world's children out of school, is a Pakistani.

There is a 0 per cent chance that the government will reach the Millennium Development Goals by 2015 on education

Public school teachers get paid two thirds more than their private low cost school counterparts and earn four times more than the average parent of a student. Despite this, on any given day 10-15% of teachers will be absent from their duties teaching.

The current spending on education is just 1.5% of the annual GDP - less than the subsidies given to PIA, PEPCO and Pakistan Steel.
Huma is the young drop out/push out from the local Govt. Girls Elementary school is waiting patiently to re-enroll in grade 4 during the Global Action Week for EFA 2011. She will certainly be the beneficiary of the province wide Chief Minister backed 100% enrolment campaign.

Huma is also fortunate that her village has been selected for a pilot for 100% enrollment for preschool and primary age group children 4-10 and improved learning levels as a result of a citizen led campaign for quality Education For All (EFA). The village Rawani about 21 kms from the historic city of Multan was one of the 30 villages of the district where the Annual Status of Education Report (ASER) 2010 learning levels survey was conducted in October 2010. The survey touched 20 households of Rawani. Its results were as follows:

For age group 3-5 there were only 28 children enrolled and 102 un-enrolled. Out of the un-enrolled 49% are girls. In 6-16 age group enrolled were 213, of which 57% are girls. For the same age group the un-enrolled is 113 (35%) of which 19% never enrolled and 16% dropped out and the percentage of girls in un-enrolled is 57%

Rawani has a major crisis in learning levels when tested in Urdu, English and Arithmetic up to grade 2 and 3 levels. Of the 6-16 years of age, only 7% could do arithmetic (3 digit division); 14% could do Sentence level reading in English and 22% Urdu story level reading. For children in grade 5 this was 6%, 31% and 35% and for grade 4 these were 0%, 12% and 31%.

Armed with this data, the ASER team decided to engage in a deeper but more active dialogue with the residents of Rawani. This resulted in action by its citizens and volunteers. They were mobilized to begin a campaign. The campaign would focus on improving the learning levels and enrollment level of children as the diagnosis of the scale and reasons for both access and quality gaps had been identified.

It was at the village baithak (gathering) held at the girls elementary school in March 2011 where Huma’s problem was first raised by her brother. The community of 70 people at the post ASER gathering agreed that some of the problems in learning and attendance of students were because of their own careless attitude towards education and learning. However, they were also concerned about why the teachers came so late to the school at 10:30 am when the school time is 8:00 am? Although sufficient in number (11), the impact of teachers is not very visible.

They asked why girls were not enrolled and parents denied that right continuously? What are their rights as parents? They were concerned that there is constant discouragement by the school teachers for girls to persist education beyond grade 5 or at post primary level even though it is an elementary school up to grade 8? Why are their girls counseled to learn embroideries rather than be at school? In a school with 11 teachers the enrolment of 9 grades is only 140 with 40 in Pre school or Katchi and only 8 in grade 8? Why are no mothers or female family members on the school council? Why can’t the out of school children and mothers have access to second chance and literacy programs?

To do this decisively, it was decided that instead of a sample of households all homes would be targeted for the survey this time around. The inhabitants of the village agreed and also volunteered four educated young people who could help with the campaign. The survey revealed the following:

Out of school children - 215 (never enrolled = 164; and 52 Drop out) - 52 % Girls (much like the results of the Global Monitoring Report 2011. The in School children were 241 (45% Girls) and ever enrolled were 163 (404). The drop outs in Rawani of out of school were 52 of which 48% were girls. Of the drop outs below grade 2 were 11%; at and below grade 5 were 60% and drop out above grade 6 were 29%.

Once this data was collected and this time by the young citizens of Rawani themselves, it is the most effective graphic and real planning tool for Rawani’s households. Happily the ACTION HAS BEGUN !
The good news is Huma has been re-enrolled. Finally her family’s and her own wish is fulfilled. Over 150 children in both girls and boys elementary schools are getting support for learning levels enhancement through a very precise method learnt from three amazing resource persons from Hyderabad (India) – the CAMAL way (Combined Activities for Maximized Learning). This is totally a learner centred confidence building simple but intensive technique forcing the teacher/s to be interactive.
On 22 May 2011 10:47, Baela Raza Jamil <itacec@gmail.com> wrote:

The Story of Two Rural Elementary Schools in South Punjab – the Struggles for Right to Education

Dear All

Yesterday I spent my day at a village called Rawani (21 kms from Multan) where we (ITA/SAFED) are piloting a program to improve a citizen led improvement in learning skills and an enrollment drive to get all children (5-16) into some learning space which is now their fundamental Right Article 25 A of the constitution (18th Amendment Act 2010).

There are two schools there only govt. no private. Boys primary (recently upgraded to elementary grade 8 level) and Girls Elementary recently upgraded to high or grade 10). The boys school comes first and so I stopped first there to see what was happening. Established in 1902 by some bhallay log (good citizens), it has over 200 boys enrolled. But there was one teacher present teaching something in English. The other 4 were not to be seen. The head teacher we found out is actually never there. He works as the clerk for the AEO (Assistant Education Officer); but he also works as the supervisor of the MPA/MNA schemes for school upgradation! He has three jobs and has just been promoted in his scale to (Elementary School Teacher-EST)! However, he cannot be found in the school, has a lot of clout and comes from the same village with the same family name. So I was told that one must beware as he has "roots" for connections!

There was electricity in the school but no fans. Upon asking how much money is lying in the school council account they said it was Rs. 66800 but we will not buy fans as they have been approved in the school scheme since last year! They will come when they come. The government notification says spend this on all aspects and needs for the child's betterment.

The classes were full of mud and children wore uniforms of as many shades as they were in the school. Canes could be found in all classrooms (they said but these are used as pointers and some said the construction work is going on so these are handy tools...for..." what?")

Soon the celebrated /absentee and 'much connected' headteacher arrived hearing that a lady has come in asking too many questions and knowing too many answers. He introduced himself and shared about his important work, his knowledge about sarkari documentation of PC 1 to PC 4 that he has to look after in the new MPA schemes and how the fans cannot be put in as they will 'eventually' come... 46 degrees heat is acceptable!

Well I did what I had to in Rawani for the two schools and their problems (attitudes of head teachers); callousness for children's best interest; as luckily I had organized the presence of a Deputy District Education Officer (DDEO) who arrived 30 minutes after my visit from Multan. I wanted to take systemic actions.. not emotional ones.. and wanted the system managers to see if I had suggested all that is written in the system manuals! She was a good human being and a good officer luckily and she endorsed all decisions in writing... So the 500 children in the two schools looked very happy as they saw the electrician appearing in their schools for estimates on fans etc. Monday May 23rd is the deadline for fans and floor chatais... for children. the money is there... the govt. spending...
guidelines are there.. it is the hearts and minds that needed to be aligned.. ..However the vision for education is no where to be seen in the system.

The parents who came mostly mothers ..whispered to me to please help in changing the harsh attitudes of teachers; ensure that they come on time; teach properly and yes they would like to be included as members of the school council. So parents are interested in their children's education.. in the village of Rawani.

I share this story .. which is only part 1 of a 7 part story of my visit to elaborate that it resonates with our often emotional outbursts regarding our education system.

The National Curriculum 2006 for Grades Katchi through 12 in all subjects is not a bad one at all. In fact it is quite good. It has benchmarks of learning for each subject and grade level; it has standards and the entire focus is on having students' learning outcomes for each subject by grade. It is the SLOs that are to be the focus of examinations/assessments not a textbook or two.. (www.moe.gov.pk). However the tragedy of school education unlike Higher Education is that since 2006 in 4 of the 5 provinces 2010-2011 was the first year of the implementation of the National Curriculum in three grades (in some subjects) and in Balochistan, it is planned for 2012-13 for first year of implementation!

Meanwhile in Punjab all government schools have been declared English Medium! What does this mean? 10 days of training to two -three teachers per school in English speaking, writing and some reading and like magic you raise the black cloth..and now you have English Medium! Friends we have mucked around with the education system since 1947 never done any serious thinking .. and just kept doing patch work as we went all along. Now the fabric so frayed that no matter where we plug it ,,it is in tatters..

So is this not the right time to really rethink and redesign the education system for All Pakistani Citizens which is so desperately needed by all parents and all children of this country .. as I saw in yesterday in Rawani .. without exception.. Let the opportunity of 25 A not go to waste ..it is for the first time that we can truly design what is decent and appropriate for our children 5-16 years of age..

Baela Raza Jamil
Week of Global Action towards education for all

ISLAMABAD: Global Action Week (GAW) 2011 on Education (in All EFA) is an occasion to raise the critical need to invest time, energy, thought and funding to girls' and women's education especially as it is directly linked with the overall progress of the nation.

In this regard, a public dialogue was organized by National Commission for Human Development (NCHD) here in Islamabad with the prime objective to prepare ambassadors for Girls' and Women's Education in Pakistan.

Dr. Nafisa Sadiq, Chairperson of NCHD was the chief guest on the occasion who stressed upon the need to promote gender-awareness and accessible and quality education as a right to girls in order to meet the EFA targets and the Millennium Development Goals (MDGs).

The seminar highlighted that 32% of boys enrolled as compared to only 35% of girls in Pakistan and even when having enrolled, girls are less likely to complete primary education mainly due to poverty, disabilities, and lack of awareness.

Nafisa said that "NCHD has ensured enrolment of 8.2 million out-of-school children, especially girls increasing net-enrolment rate from 52% to 85% and reducing dropout rate from 90% to 20% in rural areas through mobilization of 42,603 volunteers."

The key speakers included Arshad Khan, UNESCO; Sajid Tavil, MNA; Kreethar Dig, Country Director UNESCO; Mustafa Mehrez, Education Specialist (UNICEF); Farzana Arif, National Commissioner of Pakistan Girl Guides Association (PGGA); Tahira Abdullah, activist and Zebiha Afzal, Pakistan Coalition for Education (PCE), and several teachers and students.

Also present there was Marjan Ijaz, a street school teacher who has set a new record in education of teaching poor children working as servants, car washers and dealers in earning their livelihood.

Speakers at the seminar called for government and all stakeholders in the education sector to pay critical attention to linking non-formal girls' education in the country. Under Article 25 A, the 18th Amendment to the Constitution, "education is a fundamental right for children 5 to 18 years, requiring urgent actions for access, quality and equality."

A crucial focus in this regard is girls' literacy which helps in determining children's education and health. In Pakistan, only 1 in 3 women are literate according to Annual Survey of Education Report (ASER) 2010 which was conducted in 32 rural districts of Pakistan. UNESCO representative clarified that "investment in girls' education is possibly the best investment that can be made in the developing world."
‘Education helps alleviate poverty’

Report on Global Action Week For EFA 2011 in Pakistan
GAW Declaration for EFA 2011

The final declaration of the Dialogue for GAW 2011 in Pakistan is as follows:

Welcoming article 25 A as a Constitutional & Fundamental Right to Education for all children/citizens 5-16 years of age

Recognizing that an equity focused approach must engage with groups affected by poverty, marginalization and displacement, belonging to the bottom quintile income groups (where women/girls are disproportionately affected);

Expressing highest concern for continued destruction of girls and boys schools /colleges at the hands of terrorists in conflict and post conflict zones

We demand urgent action to address the above by:

Addressing household poverty through stipends to girls up to grade X and school feeding programmes encouraging families to send their girl-children to school and improve completion rates¹.

Build and equip more schools and reduce distance between school and home. In many rural regions and urban unrecognized slums children /girls are prevented from attending is simply due to distance between home and school; urgently ensuring targeted prioritized placement of schools directly by the government or through PPPs

Rebuild and equip schools affected by emergencies (natural Disasters and conflicts) urgently with government allocating specific budget lines in annual development and recurrent budgets for education in emergencies (rebuilding and capacity enhancing services).

Hire women teachers at all levels of education The presence of a female teacher can help girls and parents feel more confident in sending their daughters to school. Having female teachers provides girls with role models. ² Increasing the female teachers has also been shown to increase enrolment. ³

Make education free and compulsory. 'Making education free and compulsory is the keystone of any national plan to eliminate gender disparity in education and achieve universal education. Faced with an economically driven choice between sending sons or daughters to school, poor families often send their sons.' ⁴ Countries have demonstrated

dramatic rise in enrolments with the introduction of free primary education especially for the poorest fifth households (Uganda: 63% to 83% & poorest from 46% to 82%.

**Support for indirect fees.** Even when education is theoretically free, there are often considerable indirect fees and costs. These can include transport fees; other charges to parents like firogh-e-taleem funds for having their children attend school; paying for escorts for girls to get to school; or finding secure housing for female teachers to stay in rural communities to teach girls.

**Provide basic supplies.** Continued and timely supply of sufficient textbooks with some to spare at primary levels

**Eliminate gender bias from textbooks.** Eliminating gender bias from textbooks and learning materials is imperative.

**Teach in the local language.** Mother tongue and indigenous language instruction is vital particularly at the primary level and girls are often more disadvantaged as they are less likely to be exposed to social environments outside their immediate family.

**Allow young mothers to come back to school.** Girls who become pregnant are often prevented from going back to school after the birth of their child. There is need for policy change to re-admit girls, alongside challenging the stigma and associated bullying which also prevents girls from coming back to school.

**Protect from abuse in school.** Schools cannot remain sites of violence and abuse. Schools must be seen as zones of peace and security; making parents comfortable sending their children/daughters to school.

**Provide a national policy framework.** All of the above must be part of provincial and national policy framework recognizing the challenges that girls face in getting into and staying in school.

**Good practice in adult literacy programmes for women**

**Target older people.** Too often literacy initiatives are focused on youth and young adults, whereas the bulk of illiterate women are over 30 in many contexts.

**Invest enough in literacy.** Good quality literacy programmes are inexpensive, yet even so governments spend shockingly low amounts on literacy. At least 3% of the education budget must be reserved for literacy initiatives.

---

Work cross-sectorally. Helping women access literacy opportunities may require a multi-faced effort across different Ministries, to ensure outreach to women and effective targeting of efforts.

Ensure relevance. Focusing on women’s own literacy objectives, motivation and skills is known to have strong positive effects on outcomes. Recruiting female literacy facilitators from the community also helps motivate women to participate.

Literacy is a long term and lifelong Acquiring and using literacy skills is not a one-off activity but requires sustained learning and application. To prevent learners’ skills from degrading over time, policies and programmes must be defined to encourage sustained participation and celebrate progress.

Endorsed by the Citizens and over 16,047 signatories from Pakistan
Two other policy pieces were triggered:

a) for the women’s Parliamentarian Caucus in Punjab co-hosted by UNESCO and UNICEF/UNGEI and b) A brief inspired by the GAW for EFA 2011 and the recently endorsed 25 A Right to Education is enclosed which has been sent through the PCE platform of which ITA is a Board member


Some Critical Suggestions to Consider for Gender Equity in Education

The 18th Amendment Act 2010 led to the abolition of the concurrent list (Schedule 4 part III), devolving education to the provincial level and inserting Article 25-A. For the first time in Pakistan’s history it has created a tremendous opportunity for all parliamentarians to make a difference extending Education as a Fundamental Right for ALL Girls and Boys (5-16 years). To make this happen we recommend some Urgent Actions

1. In the budget 2011/12 Separate Budget Lines Urgently needed in non-development budget for:
   - Capacity building for Enhanced Responsibilities due to 18th Amendment & Abolition of the Concurrent List (curriculum, textbooks, policy, planning etc.)
   - Education in emergencies, for relief, rehabilitation, recovery and capacity building

2. Endorsing and Retaining core elements of the National Education Policy 2009. It is a comprehensive sector wide policy which took four and a half years to be completed after multiple stakeholder consultations. The Government of Punjab was a major contributor to the NEP 2009. All elements that are not valid anymore after the dissolution of the Ministry of Education and devolution of the sector need to be scanned, vetted and amended with more appropriate mechanisms at the provincial level.

3. Pakistan has always calculated its key education indicators on the basis of 5-9 years as primary age group where as the norm is 6-10 years for primary age group. The age band 6-10 years has been approved by the NEP 2009 pg. 28 (policy action 2). This should be used for all calculations of EFA/MDG indicators unlike the 5-9 years age band. This is an added advantaged as the 6-10 years data reveals always a much better and realistic position as compared to the 5-9 years data, shown below. The 6-10 years age band is also used internationally.

   PSLMs data NER Primary Punjab 2008-2009 with 2 age bands - differences in achievement

<table>
<thead>
<tr>
<th>Net Enrollment Rate (5-9 years)</th>
<th>Net Enrollment Rate (6-10 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>64</td>
<td>60</td>
</tr>
</tbody>
</table>

4. Urgent priority for girls education (5-16 years) is the requirement. In order to ensure gender equity to prevail at every level of the education ladder for both girls and boys (middle and high schools). Currently the transition rate is such that for every 17 children enrolled in primary schools only 3 children reach secondary classes out of which 2 are boys and 1 girls (ASER 2010). Actions needed:
1. Declare a five year plan 2011-2015/16 for ALL Primary schools to become Middle schools by 2015
2. No primary school to be sanctioned by the Schools department only Middle (Gr8 w. katchi/ECE)
3. All primary age groups in hard areas with no school may begin a program with non-formal primary to be upgraded to a sanctioned elementary school as resources become available.

5. Drafting of the law on 25-A must include ALL stakeholders as partners in the education sector.
A law developed in isolation without stakeholders would mean limited ownership of legislation.
Pg. 28 National Education Policy 2009

5.2 ELEMENTARY EDUCATION
92. Primary education is a weak link in education in Pakistan. The Policy focuses attention on two large and critical problems facing the sector: (i) low participation and narrow base of the sector; and (ii) poor quality of provision.
93. Despite some progress in recent years, access rates remain low, as noted in Annex- A. NER at 66% for primary are the lowest compared to the selected reference countries. Even though 2005 rates have improved in 2006-07, Pakistan still faces the risk of defaulting on EFA 2015 targets. The narrow base is further attenuated through high drop out rates. The survival rate to Grade 5 is 72%. Of those who succeed in completing Grade V, there is a further loss to the system through those not making the transition to the secondary level. Pakistan cannot afford to live with the narrow base in the perspective of long term economic and social development of the nation.

Policy Actions:
1. All children - boys and girls - shall be brought inside school by the year 2015.
2. Official age for primary education shall be 6 to 10 years. The official age group for next levels of education shall also change correspondingly.
3. Government shall make efforts to provide the necessary financial resources to achieve the EFA goals.
4. Wherever feasible, primary schools shall be upgraded to middle level.
5. International Development Partners shall be invited through a well-developed plan for expanding school facilities.
6. High priority shall be paid to reducing the dropout rates. An important element of this effort should be to provide financial and food support to children who drop out because of poverty.
7. Food based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls.
8. Schools shall be made more attractive for retaining the children by providing an attractive learning environment, basic missing facilities and other measures.
9. Government shall establish at least two “Apna Ghar” residential schools in each province to provide free high quality education facilities to poor students.
10. Every child, on admission in Grade I, shall be allotted a unique ID that will continue to remain with the child throughout his or her academic career.
To the
Chief Ministers- All Provinces
Chief Secretaries – All Provinces
Parliamentarian Caucuses (Education & Women)
Chairman/Planning & Development – All Provinces
Secretaries /Director: Schools/Depts. of Elementary/Secondary Education- All Provinces

PCE/18 Amendment/06/11
June 20, 2011

Dear Esteemed Decision Makers of the Provinces/Areas:

Sindh, Balochistan, Punjab, Khyber Pakhtoonkhwa, FATA and Gilgit-Baltistan,

Re: 18th Amendment Act 2010- Devolution of Education Responsibilities & Article 25- A Right to Education

It is indeed our honor to address the senior most decision makers in the wake of the 18th Amendment Act 2010. This has led to the abolition of the concurrent list (Schedule 4 Part III), devolving education to the provincial level and presented us with the challenge of implementing Article 25-A. For the first time in Pakistan’s history it has created a tremendous opportunity for ALL DECISION MAKERS to make a difference extending Education as a Fundamental Right for ALL Girls and Boys (5-16 years). To make this happen we recommend FIVE Urgent Actions for your consideration.

4. In the budget 2011/12 Separate budget lines are needed in the core budget for:
   a. Capacity building, especially for changes in curriculum and textbook production
   b. Education in emergencies, for relief, rehabilitation, recovery & capacity building
   c. SNEs(schedule of new expenditures) for teacher appropriation for the upgraded middle and secondary schools to implement 25-A (5-16 year olds)

5. Endorsing and Retaining core elements of the National Education Policy 2009. It is a sector wide policy that took four and a half years to be completed after innumerable provincial consultations. All governments have been major contributors to the NEP 2009. All elements that are not valid anymore after the dissolution of the Ministry of Education and devolution of the sector need to be scanned, vetted and amended with appropriate mechanisms and approved.

6. Instead of reporting our key education indicators through the usual 5-9 age band for primary level, the 6-10 years age band should be used for the primary age group, 11-13 for middle and 14-15 for secondary levels. This is the regional and global norm. The shift in age bands has been endorsed in the National Education Policy 2009 (pg. 28 policy action 2). This not only makes our age bands aligned globally but also vastly improves our key indicators compared to the 5-9 age band data, as shown in the table. The 6-10 age band will also make our data internationally comparable as illustrated below :

<table>
<thead>
<tr>
<th>Net Enrollment Rate</th>
<th>(5-9 years)</th>
<th>Net Enrollment Rate</th>
<th>(6-10 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
</tr>
<tr>
<td>64</td>
<td>60</td>
<td>62</td>
<td>74</td>
</tr>
</tbody>
</table>

Source: PSLMs data 2008-9

7. There is an urgent priority for securing girls’education (5-16 years) and indeed all disadvantaged groups. In order to ensure transition opportunities for children from one level to another, ensuring gender equity for implementation of RTE, there is an urgency to set annual targets so that eventually 100 % of all primary schools will be upgraded to middle and eventually secondary level Resources must be wisely directed to achieve this target enhancing them specifically in the next NFC Award for achieving 25 A.
The transition rate of children is such that every 17 children enrolled (rural areas) in primary schools, only 3 children go up to the higher classes, amongst which, 2 are boys and 1 girl (ASER 2010)!

(www.safedafed.org)

8. **Drafting of the law on 25-A should ensure that it takes ALL stakeholders (teachers, youth, parents, private sector especially non-elite schools, experts, media, NGOs, etc.)** on board. It must be done in such a manner that a set of minimum education codes/standards must be set by all concerned where government is held accountable for implementation. This approach will also set standards for the implementation of the Right to Information Article 19 –A. Use of multiple media from traditional face to face to electronic is critical for an open debate and public comments. A law developed in isolation to the stakeholders would add little ownership to the legislation.

**Your URGENT ATTENTION to the above will be highly appreciated.**

Sincerely

All Board Members of the Pakistan Coalition of Education (PCE)
Representing over 200 Civil Society Organizations in Pakistan and several Coalitions

www.pcepk.org
The Advocacy Work Triggered by GAW For EFA 2011 will continue throughout 2011 by ITA, each month stepping up the pressure by the citizens of Pakistan through alliances and forums for Education as a Fundamental Right

All occasions such as September 8, International Literacy Day, October 5, World Teachers’ Day; December 10, Human Rights Day will be used opportunistically to push the agenda for EFA and gender equity as aggressively as we ALL can.

GAW EFA 2011 Banners across Clusters in 3-4 Cities:

These were the banners distributed & used during the GAW, 2011 to sensitize the community, parents, teachers, Civil Servants, Educators, Students, Girls Guides, and Scouts etc.

A set of four POSTERS developed for GAW for EFA 2011 were boarded up and distributed to all senior Government Officers /Advocacy Partners in Punjab and Sindh offices

To conclude we would like to profoundly acknowledge the support from UNESCO, its Country Director and Education Specialist: Dr. Kozue Kay Nagata and Mr. Arshad Saeed for our evidence based activism in Pakistan. For us UNESCO represents an organization truly committed to education, cultural preservation and support for science and technologies in the service of societies and civilizations. ITA’s philosophy and practice deeply resonates with UNESCO’s human centered sustainable ideology and myriad programs globally and locally.
GAW Celebrations in Districts

GAW Islamabad Chapter

Activities conducted

Big Story Dialogue

No. of Teachers and community members shared their stories = 10

No. of Participants = 100
(Civil Servants, Educators, Students, Girls Guides, Scouts)

Post Cards Signed

No. of post cards signed = 150

Signatures collected

No. of signature collected = 5000

ASER/ EFA Policy notes distributed

No. of Policy Briefs distributed = 100
(Educators, Students, Civil Servants)

GAW Islamabad Summary

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td></td>
<td>500</td>
<td>100</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td></td>
<td></td>
<td>250 posted</td>
</tr>
<tr>
<td>GAW Dialogues</td>
<td>Students</td>
<td>250</td>
<td>10 Big Stories</td>
</tr>
<tr>
<td>Petition Signatures GAW for EFA</td>
<td>Students, Civil Servants, Educators</td>
<td>5000</td>
<td>5000 Signatures</td>
</tr>
<tr>
<td>ASER Policy Briefs GAW for EFA 2011</td>
<td>Students, Civil Servants, Educators</td>
<td>60</td>
<td>150 Policy Briefs distributed</td>
</tr>
</tbody>
</table>
GAW Lahore Chapter:

Activities conducted

Dialogues Big Stories
No. of Teachers and community members shared their stories = 10
No. of Participants= (Civil Servants, Educators, Students, Girls Guides, Scouts)

Post Cards Signed
No. of post cards signed = 250

Signatures collected
No. of signatures collected = 3054

ASER/ EFA Policy notes distributed
No. of Policy Briefs distributed = 50 (Educators, Students, Civil Servants)
Awareness through Walks / Rally's

No. of Walks’ Organized: 03

No. of people participated: 300 (Educators, Students, Girls Guides, Scouts)
## GAW Lahore Summary

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td></td>
<td>160</td>
<td>105</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td></td>
<td>250</td>
<td>250 posted</td>
</tr>
<tr>
<td>GAW Dialogues</td>
<td>Students</td>
<td></td>
<td>10 Big Stories</td>
</tr>
<tr>
<td>Walks -</td>
<td></td>
<td>3</td>
<td>300 people Mobilized</td>
</tr>
<tr>
<td>Petition Signatures GAW for EFA</td>
<td>Students, Civil Servants, Educators</td>
<td>250</td>
<td>3054 Signatures</td>
</tr>
<tr>
<td>ASER Policy Briefs GAW for EFA 2011</td>
<td>Students, Civil Servants, Educators</td>
<td>50</td>
<td>50 Policy Briefs distributed</td>
</tr>
</tbody>
</table>
GAW Peshawar Chapter:

Activities conducted

Dialogues Big Stories
No. of Teachers and community members shared their stories = 5
No. of Participants=85 (Civil Servants, Educators, Students, Girls Guides, Scouts)

Post Cards Signed
No. of post cards signed = 154

Signatures collected
No. of signature collected = 2300

ASER/ EFA Policy notes distributed
No. of Policy Briefs distributed = 800 (Educators, Students, Civil Servants)
## Awareness through Banners and Posters

![Banners and Posters](image)

### GAW Peshawar Summary

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td></td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td></td>
<td>154</td>
<td>154 Posted</td>
</tr>
<tr>
<td>GAW Dialogues</td>
<td>Students</td>
<td>85</td>
<td>5 Big Stories</td>
</tr>
<tr>
<td>Petition Signatures GAW for EFA</td>
<td>Students Civil Servants Educators</td>
<td>2300</td>
<td>2300 Signatures</td>
</tr>
<tr>
<td>ASER Policy Briefs GAW for EFA 2011</td>
<td>Students Civil Servants Educators</td>
<td>800</td>
<td>800 Policy Briefs distributed</td>
</tr>
</tbody>
</table>
GAW Karachi Chapter:

Activities Conducted

Big Story Dialogue:
No. of Participants=25 (Educators, Students, Doctors)

Post Cards Signed
No. of post cards signed = 300

Signatures collected
No. of signature collected = 655
### GAW Karachi Summary

<table>
<thead>
<tr>
<th>Activities</th>
<th>Dates</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td>20-25 April 2011</td>
<td>Students</td>
<td>100 students</td>
<td>53 entries</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td>2-20th May 2011</td>
<td>All</td>
<td>300</td>
<td>300 cards posted</td>
</tr>
<tr>
<td>GAW Dialogues</td>
<td>20th May 2011</td>
<td>Students, Educators, Parents</td>
<td>25</td>
<td>1 Big Story</td>
</tr>
<tr>
<td>Petition Signatures</td>
<td>2-20th May 2011</td>
<td>Students, Civil Servants, Educators</td>
<td>700</td>
<td>655 Signatures</td>
</tr>
<tr>
<td>ASER Policy Briefs</td>
<td>2-20th May 2011</td>
<td>Students, Civil Servants, Educators</td>
<td>200</td>
<td>Policy Briefs distributed</td>
</tr>
</tbody>
</table>
GAW Faisalabad Chapter:

Activities conducted

**Poster Competition in schools**

No. of students involved=70

**Dialogues Big Stories**

No. of teachers and community members shared their stories =06

No. of students=120

**Post Cards Signed**

No. of post cards signed =300
**Signatures collected**
No. of signature collected = 1834

**Walk**
No. of students = 50
No. of schools = 2

**Policy Briefs distributed**
No. of policy Briefs distributed = 15
## GAW Faisalabad Summary

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td></td>
<td>70</td>
<td>70 Posters</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td></td>
<td>300</td>
<td>300posted</td>
</tr>
<tr>
<td>GAW Dialogues- 01</td>
<td>Students Teachers Govt. officials</td>
<td>06- Big Stories</td>
<td></td>
</tr>
<tr>
<td>Walks - 02</td>
<td></td>
<td>50</td>
<td>50 people Mobilized</td>
</tr>
<tr>
<td>Petition Signatures GAW for EFA</td>
<td>Students Civil Servants Educators</td>
<td>1815</td>
<td>1815 Signatures</td>
</tr>
<tr>
<td>ASER Policy Briefs GAW for EFA 2011</td>
<td>Students Civil Servants Educators</td>
<td>15</td>
<td>15 Policy Briefs distributed</td>
</tr>
</tbody>
</table>
GAW Multan Chapter:

Activities conducted

Dialogues Big Story

No. of Teachers and community members shared their stories = 14
No. of Dialogues= 11
No. of Participants= 411  (Civil Servants, Educators, Students, Girls Guides, Scouts)

Post Cards Signed

No. of post cards signed = 10

Signatures collected

signature collected = 279

ASER/ EFA Policy notes distributed

No. of Policy Briefs distributed = 25  (Educators, Students, Civil Servants)

Awareness through Walks / Rally's

No. of Walks' Organized: 03
No. of people participated: 326 (Educators, Students, Girls Guides, Scouts)
### GAW Multan Summary

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td></td>
<td>70</td>
<td>70 Posters</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td></td>
<td>100</td>
<td>100 posted</td>
</tr>
<tr>
<td>GAW Dialogues- 01 School based= 10</td>
<td>Students Teachers Govt. officials</td>
<td>411</td>
<td>14- Big Stories</td>
</tr>
<tr>
<td>Walks - 03</td>
<td></td>
<td>326</td>
<td>326 people Mobilized</td>
</tr>
<tr>
<td>Petition Signatures GAW for EFA</td>
<td>Students Civil Servants Educators</td>
<td>2795</td>
<td>2795 Signatures</td>
</tr>
<tr>
<td>ASER Policy Briefs GAW for EFA 2011</td>
<td>Students Civil Servants Educators</td>
<td>25</td>
<td>25 Policy Briefs distributed</td>
</tr>
</tbody>
</table>
GAW Rahimyar Khan Chapter:

Activities conducted

Dialogues Big Story

No. of Teachers and community members shared their stories = 23

No. of Dialogues: 7

No. of Participants= 335 (Civil Servants, Educators, Students, Girls Guides, Scouts)

Post Cards Signed

No. of post cards signed = 270

Signatures collected

No. of signature collected = 444

ASER/ EFA Policy notes distributed

No. of Policy Briefs distributed = (Educators, Students, Civil Servants)

Awareness through Walks / Rally’s

No. of Walks’ Organized: 02

No. of people participated: 159 (Educators, Students, Girls Guides, Scouts)
<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td></td>
<td>45</td>
<td>45 Posters</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td></td>
<td>270</td>
<td>270 posted</td>
</tr>
<tr>
<td>GAW Dialogues- 01</td>
<td>Students, Teachers, Govt. officials</td>
<td>335</td>
<td>23- Big Stories</td>
</tr>
<tr>
<td>School based dialogues: 06</td>
<td></td>
<td></td>
<td>159 people Mobilized</td>
</tr>
<tr>
<td>Walks – 02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Petition Signatures GAW for EFA</td>
<td>Students, Civil Servants, Educators</td>
<td>444</td>
<td>Policy Briefs distributed</td>
</tr>
<tr>
<td>ASER Policy Briefs GAW for EFA 2011</td>
<td>Students, Civil Servants, Educators</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GAW Muzaffargarh Chapter:

Activities conducted

Dialogues Big Story

No. of Teachers and community members shared their stories = 10

No. of Dialogues: 16

No. of Participants = 372 (Civil Servants, Educators, Students, Girls Guides, Scouts)

Post Cards Signed

No. of post cards signed = 90

Signatures collected

No. of signature collected = 845

ASER/ EFA Policy notes distributed

No. of Policy Briefs distributed = 20 (Educators, Students, Civil Servants)

Awareness through Walks / Rally’s

No. of Walks’ Organized: 03

No. of people participated: 372 (Educators, Students, Girls Guides, Scouts)
<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td></td>
<td>80</td>
<td>80 Posters</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td></td>
<td>90</td>
<td>90 posted</td>
</tr>
<tr>
<td>GAW Dialogues- 01</td>
<td>Students Teachers</td>
<td></td>
<td>10- Big Stories</td>
</tr>
<tr>
<td>School Dialogues= 15</td>
<td>Govt. officials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks - 03</td>
<td></td>
<td></td>
<td>372 people Mobilized</td>
</tr>
<tr>
<td>Petition Signatures GAW for EFA</td>
<td>Students Civil Servants</td>
<td></td>
<td>845 Signatures</td>
</tr>
<tr>
<td></td>
<td>Educators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASER Policy Briefs GAW for EFA 2011</td>
<td>Students Civil Servants</td>
<td>20</td>
<td>20 Policy Briefs distributed</td>
</tr>
</tbody>
</table>
GAW Chiniot Chapter:

Activities conducted

**Dialogues Big Story**

No. of Teachers and community members shared their stories = 10

No. of Events: 06

No. of Participants= 97 (Civil Servants, Educators, Students, Girls Guides, Scouts)

**Post Cards Signed**

No. of post cards signed = 400

**Signatures collected**

No. of signature collected = 1514

**ASER/ EFA Policy notes distributed**

No. of Policy Briefs distributed = 60 (Educators, Students, Civil Servants)

**Awareness through Walks / Rally's**

No. of Walks’ Organized: 03

No. of people participated: 226 (Educators, Students, Girls Guides, Scouts)
### GAW Chiniot Summary

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Audience</th>
<th>Number of People Involved</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster Competition</td>
<td></td>
<td>150</td>
<td>150 Posters</td>
</tr>
<tr>
<td>Post Card Signatures</td>
<td></td>
<td>400</td>
<td>400 posted</td>
</tr>
<tr>
<td><strong>GAW Dialogues- 01</strong></td>
<td>Students Teachers</td>
<td>97</td>
<td>10- Big Stories</td>
</tr>
<tr>
<td><strong>School dialogues: 05</strong></td>
<td>Govt. officials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks - 03</td>
<td></td>
<td></td>
<td>226 people Mobilized</td>
</tr>
<tr>
<td>Petition Signatures GAW for EFA</td>
<td>Students Civil Servants Educators</td>
<td>1514</td>
<td>Signatures</td>
</tr>
<tr>
<td>ASER Policy Briefs GAW for EFA 2011</td>
<td>Students Civil Servants Educators</td>
<td>60 Policy Briefs distributed</td>
<td></td>
</tr>
</tbody>
</table>
GLOBAL ACTION WEEK (MAY 2-8, 2011)

Celebrated at: CHENAB HIGH SCHOOL, on May 04, 2011

Organized by: Rabia Mehdi,
               S.S. Mathematics, TICSS-Faisalabad

With the cooperation of: Idara Taleem-o-Agha (ITA)-Lahore

What Is Global Action Week (GAW)?

Global Action Week is an annual campaign to raise awareness and call on
governments around the world to keep their promises on the UN Millennium
Development Goal of achieving Education for All.

GAW 2011 Theme

“Women and Girls’ Education” an issue that still sees 1 in 4 women in the
world unable to read or write—is because we know that girls and women face particular
obstacles that hinder them getting an education.

18th Amendment Act 2010

The theme for this year’s Global Action Week (GAW) is Girls Education with the
slogan of “Girls Education is a right—make it right”, coincides with Pakistan’s
recent initiative under the 18th Amendment Act 2010 of the Constitution for
declaring the Right to Education as a fundamental right.

GAW Activities in school:

- **Introduction:** why are we celebrating GAW?
- **Why female education is important?**
- **Activity: Story telling** by local teachers of school narrating personal
  examples and experiences. (It is aimed to encourage women who have
  benefited from education to share their story and the change that education
  has brought in their lives in comparison with the girls and women who have
  been denied education)
- **Drama performed by students:** Educated VS Uneducated women

RABIA MEHDI, S.S. MATHEMATICS (TICSS-Faisalabad)
Banner and Displays received from ITA

Displays put up in School Hall:

Audience Students:

Female Students of Middle and secondary level were invited to attend the GAW deliberations to get awareness on the significance of education. Male students were also asked to listen the program so as to disseminate the acquired information in their families and civic society.

Story Telling Activity:

FABIA MEKDI S.S. MATHMATICS ITCS-PABLA
ARTICLES

The right to education

Baela Raza Jamil

http://dailymailnews.com/0511/05/Editorial_Column/index1.php

DOES Humā Know that now she has the backing of Article 25-A i.e. the Right to Education as a fundamental right? Probably, not! On May 20th, 2010 her name was struck off the school register when she was enrolled in grade 4. Her crime - Humā was a helping hand for her family during the wheat harvesting season. Whilst she helped mobilize sufficient stock to last her family year long, she lost her space in the village school. Since then, she and her older siblings have been urging the head teacher to re-consider the decision and allow Humā to re-enroll in grade 4. An academic year has just gone by for Humā, but so far she has met with little success to claim her right. She will not give up that easily.

Humā is part of an important global statistic. She is one of the 53% girls who are out of school the world over, not because of choice but because of poverty, quality of supply, rigid rules and teachers’ attitudes. She can be labeled as a ‘push out’ first and then a drop out. Humā’s demoralization is deep as she knows that if she is not allowed to re-enter the school soon, she will probably never return to formal education. Her re-entry is unlikely as in her village where there is no other school other than the one Govt. Girls Elementary school. There are no non-formal centres either, Yet Humā represents considerable learning up to grade 4 but will be counted and labelled as an ‘out of school child un-enrolled and un-lettered’! In 2010, 54062 children aged 6-16 were tested for learning levels in Urdu/Sindhi, English and Arithmetic up to grades 2 and 3 under the Annual Status of Education report (ASER) survey. It is a citizen led household based survey conducted in 2010 across 32 rural districts of Pakistan. The news was shocking but also as expected. Of the 6-16 year old children:

34% children could read a simple story in their own language, of which 37% were female and 63% male.

32% children could read a sentence in English, of which 39% were female and 61% male.

25% of the surveyed children could do three digit division, of which 39% were female and 61% male.

What was very revealing is the need for urgent attention to the 20% overall out of school children both un-enrolled and drop out). Their learning levels on the same test as in-school counterparts are thus:

24% children could read a simple story in their own language, 20% children could read a sentence in English and 18% children could do a three digit division sum.

Humā currently belongs to the 20% un-enrolled children of Pakistan – the out of scholars. Pakistan’s budget for education has dipped under 2% of GDP. Budgets for non-formal and literacy are a fringe phenomenon. Other than Punjab, there is little attention to non-formal and second chance learners.

The only ray of hope for Humā is the recently launched campaign by the Chief Minister Punjab Mian Shahbaz Sharif, on April 7 2011, called the School Reforms
Road Map, mobilizing public administrators, NGOs, Private sector and the donors alike to ensure that all school going children by October 31, 2011. Thus each household is being knocked at for finding out the number of children enrolled and un-enrolled. Once established, the public is to be motivated for enrolment in schools. So, Huma does have a chance after all, if the campaign does come to her village.

It is ironical that whilst this exercise is being undertaken on a ‘war’ footing across Punjab, teachers from schools are ‘officially’ absent because they are on census duty. So as children enrol they have to face desolate schools, especially when teachers are few and far between! The disconnects in education are thus boundless in Pakistan. Citizens will begin to demand accountability from the government as Article 25-A is a recognized, justiceable and actionable right. It will remain unimplemented due to poor planning and poorer resources for education. The Government has announced allocation of 7% of GDP to education by 2015! In 64 years the resource gap for education in Pakistan is matched by the political action gaps! Education in Pakistan is not seen to date as an equity backed entitlement. Huma and her older siblings think otherwise, as they continue to knock on the school doors for Huma to enrol and complete her primary education at least or perhaps secondary according to provisions of Article 25 A (5-16 years)

The Pakistan Education Task Force (PETF) in its March for Education campaign has compelled the Prime Minister of Pakistan to declare 2011 as an Year of Education Emergency claiming that:

- Today one in ten of the world’s children out of school, is a Pakistani.
- There is a 0 per cent chance that the government will reach the Millennium Development Goals by 2015 on education.
- Public school teachers get paid two thirds more than their private low cost school counterparts and earn four times more than the average parent of a student. Despite this, on any given day 10-15% of teachers will be absent from their duties teaching.
- The current spending on education is just 1.5% of the annual GDP – less than the subsidies given to PIA, PEPCO and Pakistan Steel.
Citizens march for right to education

By Baela Raza Jamil

Huma the young drop out/push out from the local Govt. Girls Elementary school is waiting patiently to re-enroll in grade 4 during the Global Action Week for EFA 2011. She will certainly be the beneficiary of the province wide Chief Minister backed 100% enrolment campaign.

Huma is also fortunate that her village has been selected for a pilot for 100% enrollment for pre-school and primary age group children 4-10 and improved learning levels as a result of a citizen led campaign for quality Education For All (EFA). The village Rawani about 21 kms from the historic city of Multan was one of the 30 villages of the district where the Annual Status of Education Report (ASER) 2010 learning levels survey was conducted in October 2010. The survey touched 20 households of Rawani. Its results were as follows:

For age group 3-5 there were only 28 children enrolled and 102 un-enrolled. Out of the un-enrolled 49 % are girls. In 6-16 age group enrolled were 213, of which 57 % are girls. For the same age group the un-enrolled is 113 ( 35 %) of which 19% never enrolled and 16 % dropped out and the percentage of girls in un-enrolled is 57%

Rawani has a major crisis in learning levels when tested in Urdu, English and Arithmetic up to grade 2 and 3 levels. Of the 6-16 years of age, only 7% could do arithmetic (3 digit division); 14% could do Sentence level reading in English and 22% Urdu story level reading. For children in grade 5 this was 6%, 31% and 35% and for grade 4 these were 0%, 12% and 31%.

Armed with this data, the ASER team decided to engage in a deeper but more active dialogue with the residents of Rawani. This resulted in action by its citizens and volunteers. They were mobilized to begin a campaign. The campaign would focus on improving the learning levels and enrollment level of children as the diagnosis of the scale and reasons for both access and quality gaps had been identified.

It was at the village baithak (gathering) held at the girls elementary school in March 2011 where Huma’s problem was first raised by her brother. The community of 70 people at the post ASER gathering agreed that some of the problems in learning and attendance of students were because of their own careless attitude towards education and learning. However, they were also concerned about why the teachers came so late to the school at 10:30 am when the school time is 8:00 am? Although sufficient in number (11), the impact of teachers is not very visible.

They asked why girls were not enrolled and parents denied that right continuously? What are their rights as parents? They were concerned that there is constant discouragement by the school teachers for girls to persist education beyond grade 5 or at post primary level even though it is an elementary school up to grade 8? Why are their girls counseled to learn embroideries rather than be at school? In a school with 11 teachers the enrolment of 9 grades is only 140 with 40 in Pre school or Katchi and only 8 in grade 8? Why are no mothers or female family members on the school council? Why can’t the out of school children and mothers have access to second chance and literacy programs?

To do this decisively, it was decided that instead of a sample of households all homes would be targeted for the survey this time around. The inhabitants of the village agreed and also volunteered four educated young people who could help with the campaign. The survey revealed the following:
Out of school children - 215 (never enrolled = 164; and 52 Drop out) - 52 % Girls (much like the results of the Global Monitoring Report 2011. The in School children were 241 (45% Girls) and ever enrolled were 163 (404). The drop outs in Rawani of out of school were 52 of which 48% were girls. Of the drop outs below grade 2 were 11%; at and below grade 5 were 60% and drop out above grade 6 were 29%.

Once this data was collected and this time by the young citizens of Rawani themselves, it is the most effective graphic and real planning tool for Rawani’s households. Happily the ACTION HAS BEGUN!

The good news is Huma has been re-enrolled. Finally her family’s and her own wish is fulfilled.

Over 150 children in both girls and boys elementary schools are getting support for learning levels enhancement through a very precise method learnt from three amazing resource persons from Hyderabad (India) – the CAMAL way (Combined Activities for Maximized Learning). This is totally a learner centred confidence building simple but intensive technique forcing the teacher/s to be interactive.
Quality education can alleviate poverty

ISLAMABAD – Education is deeply linked to poverty alleviation and it must be matched to market demands blended with technical vocational education for earning livelihood in a dignified manner and leading the persons towards higher confidence and self esteem.

These were the unanimous views of speakers at public dialogue organized by Idara-e-Taleem-o-Aagahi (ITA) here in collaboration with UNESCO, UNICEF, National Commission For Human Development (NCHD) and the Pakistan Coalition for Education (PCE).

In this dialogue held in connection with Global Action Week for Education for All (EFA) 2011, more than 130 youth champions, parliamentarians and rights activists demanded urgent action for scaling up girls and women's education in Pakistan as a fundamental Rights issue, backed by Article 25 A under the Constitution. Voices were heard unequivocally about the efficacy of female education as the largest and most potent multiplier for Pakistani society to secure economic, social and democratic rights in the country.

Speakers were of the view that education without quality is of little value and teachers are the pivot of quality who can make learning more relevant, flexible and innovative so that it can lead to higher returns. They stressed that mass media has a big role to perform for promotion of girls and women's education as the first pillar for social change in a globalized world. Both, the state parties and parents need to comply with Article 25 A of the Constitution.

Country Director UNESCO Kozue Kay Nagata forcefully argued for making girls and women's education a reality in Pakistan. She endorsed all the suggestions made during the dialogue to empower women through high quality education for social justice and sustained development with a human face.

She said that there is no better investment with high returns for education and the 18th Amendment of the Constitution and Article 25 A guarantee for the first time education as a fundamental right for girls and boys.

ITA Chairperson Baela Raza Jamil's call to making Global Action Week for EFA 2011 the beginning of a movement for five years up to 2015 is fully endorsed. The National Education Policy (NEP) 2009 and the Constitution seeks to positively address the gender gaps and equity issues.

The dialogue was also a kick off for the signature and petition campaign through stamped post cards and signature sheets to the highest decision makers of Pakistan demanding Education as a Right for Girls and Women NOW. The panelists who shared their insights and struggles included Mrs. Saira Afzal Tarar MNA PML N from Punjab, Mrs. Farhana Azim Chairperson Pakistan Girl Guides Association (PGGA), Maryam Bibi CEO of Khwendo Kor in Khyber Pakhtoonkhawa, Tahira Abdullah a human rights activist, Zehra Arshad heading Pakistan Coalition for Education (PCE). The Young champions also shared their own unique stories of commitment as young citizens and pledged to participate in the promotion of girls and boys education as the fundamental pillar for social, economic and political reform for Education For All.

Dr. Nafisa Shah, Chairperson NCHD spoke eloquently about the nexus of terrorism and illiteracy. She appreciated that the Global Week for EFA is being observed to gain the attention of the government demanding girls and women's right to education.
The Dialogue ended with valuable decisions mainly welcoming Article 25 A as a Constitutional & Fundamental Right to Education for all children/citizens 5-16 years of age and addressing household poverty through stipends to girls up to grade X and school feeding programmes encouraging families to send their girl-children to school and improve completion rates. It also recommended to build and equip schools affected by emergencies, natural Disasters and conflicts. – Agencies

http://dailymailnews.com/0511/05/Islamabad/index.php?id=4
Annexure
# Agenda

## Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>02:30 – 03:00</td>
<td>Registration – Signing of Host Country’s Letters – Statement for GAW</td>
</tr>
<tr>
<td></td>
<td>Chief Guest: MNA, Dr. Nafisa Shah, Chairperson, NCHD</td>
</tr>
<tr>
<td>03:00 – 03:05</td>
<td>Welcome address: Zeela Khan Jamil, Director Programs, UNA</td>
</tr>
<tr>
<td>03:05 – 03:30</td>
<td>Status of Girls Education in Pakistan – Setting the Context – Documentary Investing in Girls Education – Presentations on H4 in Pakistan, by Arshad Saeed Khatt, UNESCO</td>
</tr>
<tr>
<td></td>
<td>Pakistan Girls Education Initiative (PGEI) – Addressing social disparities in Education: By Ms. Masqulisa Mehrin, Education Specialist (UNICEF)</td>
</tr>
<tr>
<td>03:30 – 03:45</td>
<td>Success stories by Parliamentarians – MNA, Ms. Saira联网 / Neelofer Bakhtar</td>
</tr>
<tr>
<td>03:45 – 04:15</td>
<td>The Big Stories by Girls and Women’s Rights Champions</td>
</tr>
<tr>
<td></td>
<td>Farhana Ashin, National Commissioner PGGA</td>
</tr>
<tr>
<td></td>
<td>Taahirah Abdullah, Gender Expert and Activist</td>
</tr>
<tr>
<td></td>
<td>Mariam Bibi, Khwomens.or</td>
</tr>
<tr>
<td></td>
<td>Zehra Arshad, Pakistan Coalition for Education (PCEI)</td>
</tr>
<tr>
<td>04:15 – 04:30</td>
<td>Comments by Youth Champions, PHDAI &amp; Hindi Grammar School</td>
</tr>
<tr>
<td>04:30 – 04:45</td>
<td>Open Comments by the Participants</td>
</tr>
<tr>
<td>04:45 – 04:55</td>
<td>Remarks by –Ms. Karen Allen, Deputy Representative UNICEF Pakistan</td>
</tr>
<tr>
<td>04:55 – 05:05</td>
<td>Concluding Remarks by the Country Representative Dr. Ikuenye Kay Nlaga, UNESCO</td>
</tr>
<tr>
<td>05:05 – 05:20</td>
<td>Address by the Chief Guest Dr. Nafisa Shah – Chairperson NCHD</td>
</tr>
<tr>
<td>05:20 –</td>
<td>Signing Memorands &amp; Petitions &amp; Refreshments</td>
</tr>
</tbody>
</table>

Please bring your CNBC.
## Participants List

### GUEST LIST FOR GAW PUBLIC DIALOGUE

<table>
<thead>
<tr>
<th>S.NO</th>
<th>NAME</th>
<th>ORGANIZATION</th>
<th>DESIGNATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mohammad Farid Quershi</td>
<td>Education Department</td>
<td>Special Secretary</td>
</tr>
<tr>
<td>2</td>
<td>Sarwat Jahan</td>
<td>Education Department</td>
<td>Director Elementary &amp; Secondary Education</td>
</tr>
<tr>
<td>3</td>
<td>Sharafat Ali</td>
<td>Education Department</td>
<td>Additional Secretary</td>
</tr>
<tr>
<td>4</td>
<td>Siraj Muneer</td>
<td>Education Department</td>
<td>Senior Planning Officer</td>
</tr>
<tr>
<td>5</td>
<td>Gohar Ali Khan</td>
<td>Education Department</td>
<td>Exective District officer</td>
</tr>
<tr>
<td>6</td>
<td>Hashmat</td>
<td>Education Department</td>
<td>Senior Planning Officer</td>
</tr>
<tr>
<td>7</td>
<td>Prof. Arbab Afridi</td>
<td>IR Department</td>
<td>Director</td>
</tr>
<tr>
<td>8</td>
<td>Prof. Arshad Ali</td>
<td>IR Department</td>
<td>Professor</td>
</tr>
<tr>
<td>9</td>
<td>Dr. Falak Naz</td>
<td>Khyber Medical College</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>10</td>
<td>Col. Sadiq</td>
<td>Sibyan Academy</td>
<td>Principal</td>
</tr>
<tr>
<td>11</td>
<td>Haji Nisar Ahmed</td>
<td>Govt. High School, Peshawar Cantt</td>
<td>Principal</td>
</tr>
<tr>
<td>12</td>
<td>Shahida Hina</td>
<td>North Western School of Excellance</td>
<td>Principal</td>
</tr>
<tr>
<td>13</td>
<td>Malik Tahir</td>
<td>Hayatabad Model School</td>
<td>Principal</td>
</tr>
<tr>
<td>14</td>
<td>Ayesha Khan</td>
<td>Jinnah International School for Girls</td>
<td>Principal</td>
</tr>
<tr>
<td>15</td>
<td>Seema Khan</td>
<td>IIMS School</td>
<td>Principal</td>
</tr>
<tr>
<td>16</td>
<td>Anwar Sultana</td>
<td>Govt. High School for Girls, Peshawar Cantt</td>
<td>Principal</td>
</tr>
<tr>
<td>17</td>
<td>Shahida Hina</td>
<td>Warsak Model School, Warsak Road</td>
<td>Principal</td>
</tr>
<tr>
<td>18</td>
<td>Niaz Muhammad</td>
<td>Islamia Collegiate School</td>
<td>Principal</td>
</tr>
<tr>
<td>19</td>
<td>Khurshid Ahmed</td>
<td>University Public School</td>
<td>Member Advisary Board, ITA-PESH</td>
</tr>
<tr>
<td>20</td>
<td>Tariq Saeed</td>
<td>ITA - Peshawar</td>
<td>Member Advisary Board, ITA-PESH</td>
</tr>
<tr>
<td>21</td>
<td>Ashiq Ahmed Khan</td>
<td>Pakistan Forest Institute</td>
<td>Member Advisary Board, ITA-PESH</td>
</tr>
<tr>
<td>22</td>
<td>Zafarullah</td>
<td>Brains Degree college</td>
<td>Member Advisary Board, ITA-PESH</td>
</tr>
<tr>
<td>23</td>
<td>Prof. Dr. Zakia</td>
<td>Abasyn University</td>
<td>Member Advisary Board, ITA-PESH</td>
</tr>
<tr>
<td>24</td>
<td>Zakriullah</td>
<td>ITA - Peshawar</td>
<td>Member Advisary Board, ITA-PESH</td>
</tr>
<tr>
<td>25</td>
<td>Sameera Qazi</td>
<td>EBDM</td>
<td>MER Expert</td>
</tr>
<tr>
<td>26</td>
<td>Nasir Azam Sahibizada</td>
<td>UNHCR</td>
<td>Education Officer</td>
</tr>
<tr>
<td>27</td>
<td>Mariam Bibi</td>
<td>Khewando Kor</td>
<td>Chief Executive</td>
</tr>
<tr>
<td>28</td>
<td>Tamsila Shah</td>
<td>Khewando Kor</td>
<td>Training Manager</td>
</tr>
<tr>
<td>29</td>
<td>Uzma Rashid</td>
<td>Khewando Kor</td>
<td>Training Officer</td>
</tr>
<tr>
<td>30</td>
<td>Miss Farzana</td>
<td>Girl Guide House</td>
<td>Commissioner</td>
</tr>
<tr>
<td>31</td>
<td>Miss Rohi</td>
<td>Girl Guide House</td>
<td>President</td>
</tr>
<tr>
<td>32</td>
<td>Hamesh Khan</td>
<td>BEST</td>
<td>Managing Director</td>
</tr>
<tr>
<td>33</td>
<td>Zubair Khan</td>
<td>IDEA</td>
<td>Director Education</td>
</tr>
<tr>
<td>34</td>
<td>Faiz Ahmed Fayaz</td>
<td>CMDO</td>
<td>C.E.O</td>
</tr>
<tr>
<td>35</td>
<td>Fazle Rabi</td>
<td>Afghan</td>
<td>Depty Director</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Institution</td>
<td>Position</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>36</td>
<td>Kamil Khan</td>
<td>BRAINS College</td>
<td>Principal</td>
</tr>
<tr>
<td>37</td>
<td>Khadim Hussain</td>
<td>BACHA KHAN TRUST</td>
<td>Managing Director</td>
</tr>
<tr>
<td>38</td>
<td>Gul Hameed</td>
<td>University Public School</td>
<td>Principal</td>
</tr>
<tr>
<td>39</td>
<td>Miraj</td>
<td>University Public School</td>
<td>Subject Specialist</td>
</tr>
<tr>
<td>40</td>
<td>Miss. Shaheen Akhtar</td>
<td>University Public School</td>
<td>Subject Specialist</td>
</tr>
<tr>
<td>41</td>
<td>Sohail Raja</td>
<td>ICMS</td>
<td>Lecturer</td>
</tr>
<tr>
<td>42</td>
<td>Mr. Ihsanu-Rehman Khatak</td>
<td>University Public School</td>
<td>Sr. Teacher</td>
</tr>
<tr>
<td>43</td>
<td>Mr. Mahmoodullah Jan</td>
<td>University Public School</td>
<td>Teacher</td>
</tr>
<tr>
<td>44</td>
<td>Mr. Farooq Ali</td>
<td>University Public School</td>
<td>Sr. Teacher</td>
</tr>
<tr>
<td>45</td>
<td>Ms. Zahida Kalsoom</td>
<td>University Public School</td>
<td>Sr. Teacher</td>
</tr>
<tr>
<td>46</td>
<td>Arbab Akhlaq Ahmed</td>
<td>University Public School</td>
<td>Sr. Teacher</td>
</tr>
<tr>
<td>47</td>
<td>Mr. Qazi Sharifullah</td>
<td>University Public School</td>
<td>Sr. Teacher</td>
</tr>
<tr>
<td>48</td>
<td>Mr. Ghayur Sethi</td>
<td>Peshawar Model School</td>
<td>Director</td>
</tr>
<tr>
<td>49</td>
<td>10 Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total # of Guests: 58
Excellencies

Mr. Asif Ali Zardari, President of Pakistan
Mr. Yousaf Raza Gilani, Prime Minister of Pakistan
Ms. Fehmida Mirza, Speaker of the National Assembly
General Ashfaq Parvez Kayani, Chief of Army Staff
Chief Ministers of All Provinces
Mr. Raza Rabbani, Chairman Implementation Commission
Mr. A. Hafeez Sheikh, Finance Minister of Pakistan
Dr. Nadeem ul Haque, Deputy Chairman Planning Commission

May 24, 2011

Dear Leaders/Managers of the Islamic Republic Of Pakistan

ON the occasion of the Global Action Week for EFA 2011 (May 2-8) we, the citizens of Pakistan are sending you 20,000 signatures as OUR petition (Urdu and English), entitled 2011 Global Action Week: “It's a right, make it right! Education for Girls and Women NOW!”

We profoundly acknowledge your democratic government’s historic role in passing the 18th Amendment Act 2010 to the Constitution, & Article 25-A declaring the Right to Education (RTE) as a fundamental right.

Your excellencies, the provision of education as a fundamental right has thus become the statutory obligation of the Government to provide free and compulsory education to all children of the age group, five to sixteen years (Katchi – X). No child can be held back, or expelled until the completion of his/her schooling, including children who are challenged.

Article 25-A:  Right to Education: The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."

The 18th Amendment has also devolved education entirely to the provinces leading to major changes in Pakistan's education history such as the dissolution of the Federal Ministry of Education with some institutions retained under the newly created Capital Administration & Development Division for ICT area only. (www.cabinet.gov.pk)

However we must not forget facts outlined by the Education Emergency 2011 Report by the Pakistan Education Task force (PETF) (http://educationemergency.com.pk/):

- Only 1 in every 3 women in Pakistan is literate
- One in 10 out of school children in the world live in Pakistan: Pakistan is second only to Nigeria for the largest out of school population globally! A large proportion being girls
- 3 million Pakistani children will never see the inside of a classroom – girls outnumber boys.
- 25 million Pakistan children aged 5-16 are denied their fundamental right to education.
- 50% of school children in Pakistan (aged 6-16) cannot read a sentence.
- The 2010 Floods emergency marooned 81 out of 140 districts of the country affecting 1.3 million children and 10,000 schools. The set back is profound in access and quality and the MDGs
- GDP to education for schooling in FY 2010-2011 is estimated at 1.5%
Pakistan will only reach EFA/MDG targets by 2041 (Punjab) by 2049 (Sindh) 2064 (Khyber Pakhtoonkhwa) and 2100 (Balochistan) – But this can be reversed! (PETF Projection)

The Global Action Week for EFA 2011 is thus a timely opportunity for Pakistanis to demand at this juncture URGENT IMPLEMENTATION of the Right to Education of every girl and boy in Pakistan 5-16 years old as per Article 25A as determined by law and the rules of business.

For the Governments of Sindh, Baluchistan, Punjab, Khyber Pakhtoonkhwa and Gilgit-Baltistan the challenge is not just 100% enrollment of girls but also persistence, retention and transition from one stage of education to the next. Will All the Governments and FATA/AJK work on similar plans to rationalize, re-imagine and restructure their education delivery systems for greater outreach and entitlements to ALL?

Will ALL the governments raise allocations to education as the first line of defense in Pakistan?

On behalf of ALL the signatories and the Pakistan Coalition for Education (PCE) we are seeking an URGENT response to this petition positively. We DEMAND on an EMERGENCY basis:

5. Support and funding for EDUCATION OF GIRLS & WOMEN as a partnership with the public sector and non-state partners in education and planning.
6. An increase of the current 2% abysmal education allocation to 4% NOW!
7. Positive partnerships across public and private sectors to enhance capacity to spend, bridging the gap between primary, middle and secondary education, so that girls and women can be educated across all levels of the spectrum.
8. Special resources and institutional support for out of school children (5-16 years) of age through catch up and non-formal literacy programs across the country.

We are enclosing thematic policy briefs (Facts & Figures) with options for action on the basis of the Annual Status of Education Report (ASER) Pakistan 2010 to help you ACT NOW!

Sincerely

THE CHILDREN, CITIZENS & FRIENDS OF PAKISTAN & THE PAKISTAN COALITION FOR EDUCATION (PCE)

Baela Raza Jamil (Director Programs ITA) & Zehra Arshad (National Coordinator PCE)
Media

Daily Pakistan
4th May, 2011
Global Action Week (GAW) 2011 on Education for All from May 2-8

ISLAMABAD: Global Action Week (GAW) 2011 on Education for All (EFA) is being observed throughout the UNESCO Member States. According to the Ministry of Education, Pakistan, more than 60 million children are out of school, and the education gap between boys and girls is increasing. The event is being attended by policy makers, educators, civil society organizations and legislators.

The participation of organizations in the Global Action Week Education for All (EFA) is being observed throughout the country. A total of 1.6 million boys and girls have been enrolled in the education system, and increasing numbers of children are attending school. The event is being observed by the Ministry of Education, Pakistan, in coordination with the Education Department, Pakistan.

The event is being attended by policy makers, educators, civil society organizations and legislators.

The event is being observed throughout the country. A total of 1.6 million boys and girls have been enrolled in the education system, and increasing numbers of children are attending school. The event is being observed by the Ministry of Education, Pakistan, in coordination with the Education Department, Pakistan.
The Nation
5th May, 2011

‘Quality edu key to alleviating poverty’

UNESCO’s emphasis on education in Pakistan is seen as vital in light of the country’s efforts to combat poverty. Education is a key tool in breaking the cycle of poverty, and UNESCO’s involvement is crucial in this regard.

The importance of education in Pakistan has been highlighted by various international organizations. UNESCO has been at the forefront of promoting education in Pakistan, especially in rural areas where access to education is limited.

The Chinese initiative to support education in Pakistan is a commendable move. By providing scholarships and other forms of support, China is helping to ensure that more children have access to quality education.

In conclusion, education is key to alleviating poverty in Pakistan. UNESCO’s role in this regard is pivotal, and the Chinese initiative is a step in the right direction.
The News
5th May, 2011

Thursday
May 5, 2011

GLOBAL ACTION WEEK

Funding in girls' education urged

An correspondent
Islamabad

A public dialogue organized by the National Commission for Children of Pakistan (NCCEP) urged the role of donors in boosting funds to aid the education of girls and women education especially in the rural areas of Pakistan.

The event was organized in observance of Global Action Week (GAW) 2011 of the Commission on Millennium Development Goals (MDG) in collaboration with the United Nations Children's Fund (UNICEF) and the National Commission for Children (NCCEP).

According to the organiser, the funding gap in education especially girls' education should be reduced. It was highlighted that a lack of funds is a major barrier to the education of girls. The role of donors in this regard is crucial.

The event aimed to raise awareness among the donors about the importance of investing in the education of girls.

UNESCO representative said that while the donor community is ready to provide the necessary funds, there is a need to ensure that these funds are effectively used to support education.

The event concluded with a call to action for stakeholders to work together to ensure that girls receive the education they deserve.
Pakistan Observer  
4th May, 2011  

Global Action week on  
Education for All  

SANA JAMAL  

ISLAMABAD—Global Action Week (GAW) on Education for All (EFA) was the chief event on the occasion. She praised the need to provide gender-balanced, accessable and quality education, and a right to go to school to meet the MDGs and the Millennium Development Goals (MDG).  

The seminar highlighted that 75% of boys go to school as compared to only 57% of girls in Pakistan and now when having toiled, girls are less likely to continue their education due to poverty, traditions and lack of prevention. Ms. Natha said that "NCID has ensured enrollment of 8.2 million out-of-school children, especially girls, increasing net-attendance ratio from 54% to 65% and reducing drop-out rate from 9% to 3% in rural areas through mobilization of 454,669 volunteers."  

The key speakers included:  
Mr. Ashish Kaul, UNESCO; Ms. Zara Taimur, MNA; Mr. Noman Kay Nazeer, Country Director, UNESCO; Mr. Mohammad Rehman, Education Specialist (UNICEF); Farooq Akhtar, National Commissioner of Pakistan Civil Society Association (PGCA);  
Talal Ahmad, assistant and Zabit Ahmad, expert on education, and several others and students.
Week of Global Action towards education for all

Report

ISLAMABAD: Global Action Week 2011 was launched for EFA 2011 as a platform to raise the awareness need for access, afford, energy, health and quality of education and creation of awareness with the utmost priority for the future.

The capital, a pioneer in this regard was presented by the Pakistan Commission for Human Development (PCDH) along with the prime minister to raise awareness and its importance.

Mr. Mian Moh. Chaudhry, Chairman of NEDUO was the chief guest. It was informed that the capital is making the most of the precious education infrastructure and is reaching to give a momentum to the EFA mission under the Millennium Development Goals (MDGs).

The plan is to focus on the education of girls and women, 75% of girls in Pakistan are currently being educated. The capital of the country enjoys the privilege of being the most educated in the world. The capital of the country enjoys the privilege of being the most educated in the world. The capital of the country enjoys the privilege of being the most educated in the world. The capital of the country enjoys the privilege of being the most educated in the world.

Women and NEDUO have committed to improve education for girls. The capital of the country enjoys the privilege of being the most educated in the world. The capital of the country enjoys the privilege of being the most educated in the world. The capital of the country enjoys the privilege of being the most educated in the world. The capital of the country enjoys the privilege of being the most educated in the world.
The right to education

Huma is part of an important global statistic. She is one of the 33% girls who are out of school worldwide, not because of poverty, but because of poverty, quality of supply, rigid rules and teachers' attitudes. She can be labeled as a 'push out' and then a drop out. Huma's demoralization is deep as she knows that if she is not allowed to re-enter the school soon, she will probably never return to formal education.

Pakistan's budget, for example, has increased from 2% of GDP in 2003 to 4% of GDP in 2008. However, this is still far from enough. The government needs to invest more money in education and make it a priority. The world is watching and expects more.
Quality education can alleviate poverty

In Pakistan, education is highly valued and seen as a key to national development. The government and educational institutions are working together to ensure that every child has access to quality education. The Pakistan Education Sector Development Program (PESDP) aims to improve the quality of education and ensure that children have the skills they need to succeed in life.

The government has implemented several initiatives to improve education, including the provision of free textbooks, scholarships for poor students, and the construction of new schools. The government has also increased its spending on education, with the budget for education increasing from 1% to 3% in recent years.

Despite these efforts, there are still challenges to overcome. One of the biggest challenges is access to education. Many children, especially girls, are not able to attend school due to poverty, cultural beliefs, and other factors. The government is working to address this issue by providing scholarships and other supports to keep children in school.

Another challenge is the quality of education. While the government is making progress in terms of access to education, the quality of education is still not at the level that is needed to prepare children for life after school. Educators are working hard to improve the quality of education, but there is still much work to be done.

In conclusion, education is a key to development and poverty alleviation in Pakistan. The government is making progress in terms of access to education, but there is still much work to be done to ensure that every child has the opportunity to receive a quality education.
‘Education helps alleviate poverty’

By Abdul Maqbool

Education is the powerhouse of an individual as well as a nation. It can help alleviate poverty by equipping people with the skills and knowledge to improve their lives and the lives of their communities. Education also helps in the development of critical thinking and problem-solving skills, which are essential in combating poverty.

In Pakistan, the government has been making efforts to improve the quality of education. The introduction of the National Curriculum and the establishment of the National Education Commission are some of the initiatives taken to ensure that education is accessible to all.

However, there is still a long way to go. Many children in rural areas, especially girls, are still not attending school. The government needs to increase investment in education and work towards eliminating poverty, which is currently one of the biggest barriers to education.

In conclusion, education is a powerful tool that can help alleviate poverty. Pakistan needs to continue to make efforts to improve education and ensure that every child has access to quality education.

The Government of Pakistan needs to continue its efforts to improve education and ensure that every child has access to quality education.
Focus on education for girls

By Mansoor Malik

A s the world last week celebrated the Global Action Week (GAW) for Education for All (EFA) 2011 in various national and international organizations held dialogues, competitions and walks to advocate the need and importance of women and girls education.

This year the GAW, spanning May 2 to 8, was organized with the theme, “It is a Right, Make it Right: Education for Girls and Women NOW!”

The Alif Laila Book Bus Society (ALIBS) in collaboration with Dawn News television, Pakistan Post, Pakistan Coalition for Education (PCE) and Manoe-Talq-e-Azadi (ITA) organized a postage stamp design competition at Children’s Library Complex. The ALIBS received nearly 1,000 entries from children across Pakistan. The competition was participated in by children from public and private schools, madrasas as well as from hospital’s children wards. The entries were judged by artists Nazar Attahallah and Sajid Ali.

Through their postage stamp designs, the children had painted pictures to suggest and motivate masses to focus on education of girls and women. Ms. Ahad Aslam clinched the first prize, while Sarah Saeed secured second position. Rahezeha Ramzan and Ayesha Iman took the third prize.

A short film, “Chlo Lein Gay Ausan: A Girl’s Story” was also shown at the event. Participants and the distinguished guests also pledged to continue support for the cause.

MNA, Meena Bokhari, secretary education, representatives of different government departments, members of the civil society, teachers and competition participants saw the children’s efforts in explaining importance of women and girls education.

The participants also signed a petition to pledge their support for women and girls education. On the next day, the ALIBS organized a walk in partnership with the Pakistan Coalition for Education (PCE) and print and electronic media to highlight the importance of women and girls education.

The students who participated in the walk, said the GAW was an annual campaign to raise awareness and call on governments around the world to keep their promises on the UN Millennium Development Goal of achieving Education for All.

The society also organized various other activities, including consultations with the media personnel (producers, journalists and editors), different talk shows and talks at different schools and madrasas.

During the last week, the ITA organized a public dialogue for GAW for EFA 2011 in collaboration with the Unesco, National Commission for Human Development (NCHD) and the PCE.

A large number of Young Champions, parliamentarians and rights activists demanded urgent action for scaling up girls and women’s education in Pakistan as a fundamental rights issue, backed by Article 25-A of the Constitution.

The dialogue participants were informed that Pakistan would continue to face challenges of a low overall literacy rate of 57 percent (for girls women’s 45 percent), the Net Enrollment Rate (NER) for primary level (up to 5 years) is 57.5 percent and only 54 percent for girls and 36 percent for girls in Balochistan, and the overall NER for middle level (5-8 grades) is 20 percent, but for girls it is 18 percent and for girls in Balochistan only eight percent.

The participants agreed that there was no better investment with high returns for education as men had a lower impact but a woman’s education had a multiplier impact in society. They said women were also the frontline peace bearers in society.

On the demand side, they said, the social norms should be challenged through dialogue for advocacy and partnerships. The partnerships must be both at the grassroots level and the highest level.

The 18th Amendment to the Constitution and Article 25-A that guarantees for the first time education as a fundamental right for girls and boys, but this is the only first step from the demand side.

They also demanded that the current declining GDP for education (around two percent) in Pakistan in the face of the promised seven percent for education by the federal government must be honoured. “Education must be seen as a social and economic equalizer,” they stressed.

LIKE previous years, the Punjab University administration and the Islamia Jamiatul Taliban have locked horns with each other over holding of annual book fair—separately.

JIT activists have announced holding of a three-day book fair from May 10 to 12, while the PU administration has decided to hold the event from May 12 to 14 on the same venue—the main corridor of Institute of Education and Research, New Campus.

PU vice-chancellor Dr Mubashir Khan has constituted various committees for organizing the book fair.

JIT activists say they are negotiating with the PU administration for holding the book fair jointly offering it that they will not use the JIT banner but the Taliban Supremo Committee (Students Celebrations Committee). — mansoor.malik37@hotmail.com
`Quality edu key to alleviating poverty`  

ISLAMABAD (AP) - Education is deeply linked to poverty alleviation and it must be matched to market demands blended with technical vocational education for earning livelihood in a dignified manner and leading the persons towards higher confidence and self-esteem.

These were the unanimous views of speakers at a public dialogue organised by Idara-e-Taleem-o-Aagahi (ITA) here in collaboration with UNESCO, UNICEF, National Commission For Human Development (NCHD) and the Pakistan Coalition for Education (PCE).

In this dialogue held in connection with Global Action Week for Education for All (EFA) 2011, more than 130 youth champions, parliamentarians and rights activists demanded urgent action for scaling up girls and women’s education in Pakistan as a fundamental.

Rights issue, backed by Article 25 A under the Constitution.

Voices were heard unequivocally about the efficacy of female education as the largest and most potent multiplier for Pakistani society to secure economic, social and democratic rights in the country. Speakers were of the view that education without quality is of little value and teachers are the pivots of quality who can make learning more relevant, flexible and innovative so that it can lend to higher returns.
Global Action Week on Education for All

SANA JAYA

Islamabad—Global Action Week on Education for All (EFA) was an initiative to raise the civil society in carrying out actions designed to strengthen the global movement, to promote awareness, and to rally support for the EFA movement. A public awareness campaign was organized by National Consultative Forum (NCF) to launch an awareness campaign among educated women and men and to mobilize them for the EFA movement. NCF held a public forum on the theme of "Education for All" and discussed the role of education in promoting peace and development. The forum was attended by over 500 participants from various organizations and civil society groups.
Daily Ausaf
4th May, 2011