

Youth Global Consultation on

FINANCING EDUCATION ISLAMABAD CAPITAL TERRITORY

19th April 2016

Contents

Acknowledgements.....	3
Introduction	4
Framework for Engagement at the Consultation	7
Summary of Recommendations.....	7
Concluding Remarks.....	8
Annex.....	9

Acknowledgements

The second Youth Global Consultation on Financing Education was held in the Islamabad Capital Territory (henceforth ICT) on the 19th of April 2016. The Federal College of Education graciously hosted and facilitated the ITA team for the consultation on behalf of the **International Commission on Financing Global Education Opportunity** (<http://educationcommission.org/>).

The Education Commission chaired by Sir Gordon Brown, UN Special Envoy for Global Education was established in September 2015 and announced in July 2015 in Oslo. It has three clear objectives:

1. Bring together the best evidence from around the globe about what works to expand and improve learning opportunities.
2. Agree on an investment case and agenda for action.
3. Inspire and persuade leaders – at all levels and sectors – to action.

Students and faculty from the University along with EYAs participated in the consultation process.

This exercise would not have been possible without the active engagement and support of;

Open Society Foundations for supporting ITA's nationwide advocacy campaign for Right to Education for achieving 25 A as a fundamental right under the Constitution of Pakistan

Teams from:

- Campaign: Education Youth Ambassadors (EYAs) in Right to Education (RTE) 25 A Pakistan
- Campaign: ASER Pakistan

Supported by

Idara-a-Taleem-o-Aagahi (ITA) public trust, both National and Provincial teams

Introduction

The world today faces the grave danger of failing yet again to meet the Sustainable Development Goal (SDG s) and SDG 4 with respect to education, and increase the ever widening gap between developed and developing countries if efforts to deliver quality education are not improved considerably. Inaction will lead to more than 124 million children and youth being denied access to schools, and a growing number beyond 250 million children in schools and not learning. According to Alif Ailaan estimates, 25 Million children in Pakistan aged 5-16 are not in school¹ (Alif Ailaan 2015)

Sadly, despite an urgent increase in the need for education funding, in recent years, there have been budget cuts in a number of countries not only by the governments but also international partners. A conservative estimate on annual financing gap for basic education is upwards of \$27 billion projected by 2020, excluding most marginalized children and young people from access and learning entitlements as committed under Article 25 A of our Constitution. Moreover, the finances present are inefficiently allocated across and within countries. Pakistan, a country marred by education crisis has allocated a meager budget of - only 2% of the GDP - to education. Pakistan lagged and was off track to achieve the Millennium Development Goal (MDGs) of universal Primary education and gender equality (MDGs 2 and 3) let alone the more ambitious post 2015 targets or SDGs 2030 particularly SDG 4 and its targets. In order to make quality education a reality for all children, urgent action must be taken by to increase the effectiveness and scale of investments in education. We must also focus on the most disadvantaged and devise innovative mechanisms to finance education in a manner so as to ensure inequalities in education are not perpetuated in the future.

Pakistan has made some progress in education over the years with enrolment rates increasing in all provinces. In the Islamabad Capital Territory, as a positive step towards education, the total education budget has increased in allocation over the past five years in ICT by a significant 51%. Monetarily, it has increased from Rs. 55.67 billion in FY 2010-2011 to Rs. 84.33 billion in FY 2014-2015².

According to ASER 2015, while enrollment rates (98%) and learning levels in primary schools across Islamabad are better than in any other province; we must strive to fulfill our goal of 100% students in schools and learning. To achieve this, the federal capital must develop policies on innovative financing in education and become a role model for the rest of the provinces to follow.

Cognizant of the challenges of education in Pakistan, Idara-e-Taleem-o-Aagahi held its second round of the Youth Global Consultations on behalf of The Education Commission.

(<http://educationcommission.org/ways-to-engage/global-consultations/>)

¹ www.alifailaan.pk/

² I-SAPS "Public Financing of Education in Pakistan" 2015. i-saps.org/

Through these consultations ITA intends to stir debates about innovative means of financing education to fulfill Pakistan's national and international commitments to education and Inspire and persuade leaders - at all levels and sectors - to action.

International Commission on Financing Global Education Opportunity³ Is the outcome of the Oslo Summit on Education for Development (July 2015) where Pakistan's Prime Minister Mian Muhammad Nawaz Sharif chaired a panel on education emergencies and contributed through the powerful article "Schooling and social change in Pakistan", announcing the SDG Secretariat in Pakistan and reiterating increase of GDP from 2 to 4 % for education. <http://www.project-syndicate.org/commentary/pakistan-schools-and-social-change-by-muhammad-nawaz-sharif-2015-07>

The Commission's launch coincided with the adoption of the Sustainable Development Goals (SDGs) 2030 mindful of 124 million children and youth denied access to schools and more than 250 million not learning. .

The Commission is co-convened by Prime Minister **Erna Solberg** of Norway, President **Michelle Bachelet** of Chile, President **Joko Widodo** of Indonesia, President **Peter Mutharika** of Malawi and the Director-General of UNESCO Irina Bokova. The UN Special Envoy for Global Education, **Gordon Brown**, serves as the Chair of the Commission with 25 commissioners representing diverse geographical and disciplinary backgrounds

The Commission's launch coincided with the adoption of the Sustainable Development Goals (SDGs) 2030 mindful of 124 million children and youth denied access to schools and more than 250 million not learning.

³ International Commission on Financing Global Education Opportunity. <http://educationcommission.org/>,

The Commissioners including Baela Raza Jamil – Adivser/Trustee ITA are
(In two columns please)

1. **Anant Agarwal**, CEO, edX; Professor, MIT
2. **José Manuel Barroso**, Former President, European Commission
3. **Felipe Calderón**, Former President, Mexico
4. **Kristin Clemet**, Managing Director, Civita; Former Minister of Education and Research and Former Minister of Labour and Government Administration, Norway
5. **Aliko Dangote**, CEO, Dangote Group
6. **Julia Gillard**, Chair, Global Partnership for Education; Former Prime Minister, Australia
7. **Baela Raza Jamil**, Adviser/Trustee, Idara-e-Taleem-o-Aagahi (ITA)
8. **Amel Karboul**, Secretary-General of MEF (Maghreb Economic Forum); Founder and Chair of Change, Leadership & Partners (CLP); Former Minister of Tourism, Tunisia
9. **Jakaya Kikwete**, Former President, Tanzania
10. **Jim Kim**, President, World Bank Group
11. **Yuriko Koike**, Member of the House of Representatives, Former Minister of Defense, Japan
12. **Anthony Lake**, Executive Director, UNICEF
13. **Ju-ho Lee**, Professor, KDI School of Public Policy and Management; Former Korean Minister of Education
14. **Jack Ma**, Founder and Executive Chairman, Alibaba Group
15. **Graça Machel**, Founder, Graça Machel Trust
16. **Strive Masiyiwa**, CEO, Econet Wireless
17. **Teopista Birungi Mayanja**, Founder, Uganda National Teachers' Union (UNATU); Deputy Director Education Services, Kampala Capital City Authority
18. **Shakira Mebarak**, International Artist; Founder, Fundación Pies Descalzos
19. **Patricio Meller**, Professor, University of Chile; President, Fundación Chile
20. **Ngozi Okonjo-Iweala**, Chair, GAVI; Former Minister of Finance, Nigeria
21. **Sheikha Lubna Al Qasimi**, Minister of International Cooperation and Development, United Arab Emirates
22. **Kailash Satyarthi**, Founder, Bachpan Bachao Andolan
23. **Amartya Sen**, Thomas W. Lamont University Professor and Professor of Economics and Philosophy, Harvard University
24. **Theo Sowa**, CEO, African Women's Development Fund
25. **Lawrence Summers**, Charles W. Eliot University Professor and President Emeritus,

The Commission has three clear objectives:

1. Bring together the best evidence from around the globe about what works to expand and improve learning opportunities.
2. Agree on an investment case and agenda for action.
3. Inspire and persuade leaders – at all levels and sectors – to action.

The Education Commission is a major new global initiative engaging world leaders, policy makers and researchers to develop a renewed and compelling investment case and financing pathway for achieving equal educational opportunity for children and young people. The Commission's report is to be presented to the UN Secretary-General, who has agreed to receive and act on the report's recommendations, at the United Nations General Assembly in September 2016.

Framework for Engagement at the Consultation

The session started with welcome remarks from the ITA team and a comprehensive presentation on the overview of the Education Commission, the current status of education in Pakistan and its shortcomings in providing quality education for all in light of the 18th amendment, article 25-A, and the SDG 4. It further highlighted the gaps in education financing in Pakistan and potential innovative methods to fill this gap.

Following the presentation, the audience was split into five groups, each group evenly consisting of students (college/university) and youth groups. The faculty at IER, UoP as well as the ITA team facilitated these group discussions. The participants were also provided packages with a clear discussion guide as well as supplementary material on cases of innovative financing methods being used across the globe allowing the team to gather inputs and recommendations in a systematic way.

Following the group discussions and breakout session each group presented their recommendations and inputs

Summary of Recommendations

During the breakout session and discussion on Financing Global Education, each of the four groups of participants identified reasons for lack of financing of education and presented their recommendations. According to the audience, the obstacles being faced included lack of awareness; lack of investment in education, especially in backward areas; and political instability. Ever increasing population and poverty were cited as the most important reasons as well as lack of political will and rampant corruption on all levels of the government.

- The need for string willed and honest leaders. The students spoke about the recent Panama papers and claimed that our politicians should invest their money at home as opposed to abroad to increase economic growth. They asserted that it is important to elect committed and competent politicians as they are the ones who decide how the resources are allocated.
- Political stability is required. They claimed that policies change after each successive government comes to power and projects are abandoned.
- Full utilization of resources is required. Whatever amount is allocated in budget for education must not be misused by the state apparatus. They also identified intersectoral coordination as key in efficient utilization of resources.
- Mass media and call-to-action campaigns to create awareness. This would also entail seminars in backward areas and trainings for school administrations.
- Use of PPPs and standardized laws across the board for corporate Social responsibility so that companies generating high revenue are legally bound to contribute to education to bridge the funding gap.

- Teachers and parents who are members of SMCs and PTAs must be trained by the government. Trained committees will be able to make efficient use of funds.
- Extraction of resources should be supervised by the government and the revenue should go to financing education
- To increase sources of funding for education, the government must expand upon its tourism industry and levy greater taxes on tourism especially in the northern region of Pakistan that attracts visitors from all over the world to finance education.
- A merit based scholarship program aimed specifically at women as part of Gender Responsive Budgeting in Pakistan.
- Use of Information and Communication Technologies for education to make learning cost effective for example virtual learning, online courses of technical and vocational training for people living far away from centers, especially women who may not have the liberty to leave their houses.

In their presentation, some students explored how other countries, such as USSR and UK, have progressed due to investment in research and education. They also mentioned other factors such as their disciplined lifestyle.

Concluding Remarks

Mr. Zeeshan Siddiqui, Program Officer at Oxfam delivered the concluding remarks. He stated that financing education is a technical matter and changes in spending patterns are now being seen. He noted that accountability and utility are yet to be seen. Furthermore, he observed that the students were more interested in knowing about the political will of leaders and of policies of the government. Thus, he informed them about the existence of policies but lack of their implementation. Speaking of companies involved in extraction of minerals, he informed the audience that those companies are not socially accountable in practice. He then emphasized the importance of fully utilizing our resources and not being hesitant in utilizing our skill set as it will create a ripple effect. He claimed that the need is to begin with self- accountability, and “we (the students) are the leaders.”

Annex

Pictures

