

Youth Global Consultation on

FINANCING EDUCATION KHYBER PAKHTUNKHWA

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Acknowledgements

The Youth Global Consultation on Financing Education was held in Peshawar, Khyber Pakhtunkhwa on the 11th of April 2016. The Institute of Education and Research (IER), University of Peshawar 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**

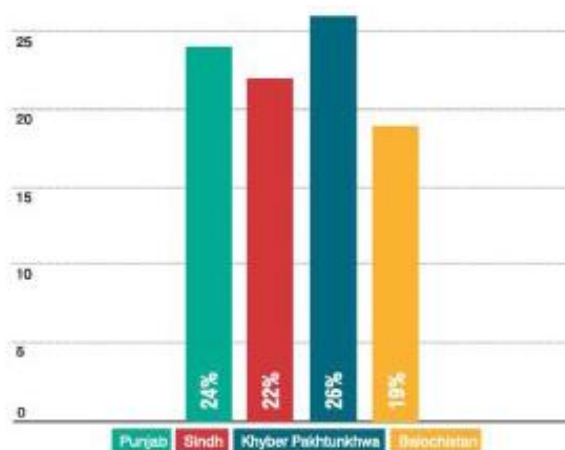
Introduction

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. Particularly, the province of Khyber Pakhtunkhwa as a positive step towards education, earmarked a significant amount for education in FY 2014-15 – 26% of its budget². However, the quality of education remains low. According to ASER 2015, only 42% children of class 5 can read sentences in English and only 38% can read stories in their local language (Pashto/Urdu). The Province is also characterized by grave gender disparities in Education. ASER statistics show that 60% boys in class 5 can read words in English while only 48% girls can do the same. They are also lagging behind in basic arithmetic where only 43% girls and 55% boys in grade 5 can do simple subtraction.

Graph 1: Province wise % of Budget allocated for education – I-SAPS



Source: i-saps.org/

¹ www.alifailaan.pk/

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

Cognizant of the challenges of education in Pakistan, particularly Khyber Pakhtunkhwa, Idara-e-Taleem-o-Aagahi held the first round of the Youth Global Consultations on behalf of The Education Commission. (<http://educationcommission.org/ways-to-engage/global-consultations/>)

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

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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,

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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 Group discussion, the students reviewed the current status of allocation of Finances in education as well as its utilization in order to identify gaps and how to remedy them. Corruption and lack of political will were identified as the major obstacles to achieving better learning outcomes. The education system in Pakistan has a lot of political interference with rampant red tape and nepotism. Budgets are also often underutilized with absolutely no accountability. The repeated civil-military strife in the country and an unstable political environment were also stated as major contributing factors to the profound education crisis.

Some of the key recommendation and inputs given by the active groups were:

- Mass awareness campaigns about financing education patterns and the right to education of every individual at large. The more people know and demand their right, the more they will be able to pressurize the government into investing in education as well as hold them accountable for the corruption and leakages in education
- Mandatory dues to education as part of Corporate Social Responsibility – it was suggested that the government makes it a legal binding upon big corporations of a minimum net worth to dedicate a share of their annual revenue to education.
- Avenues of Public private partnerships must be explored as a means to bridge the funding gap in education and enhance transparency since an external evaluator would be used to have quality education.
- Improve data available on education financing for more efficient planning. Investment specifically aimed at girls education must also be carried out in order to bridge the gender gap in learning.
- Utilization of mineral resources as a means to inject money into the education system. The provinces of Baluchistan and KP are rich in natural resources such as natural gas, gold and copper. Reserves such as Reko Diq and Saindak gold and copper mines could prove to be paramount in funding education given their sheer worth and potential to contribute to human resource development and protection . The government hence must push to use the money

from mining these resources in tackling the education emergency and be a part of the global transparency regimes on extractive industries.

- Education financing and governance must be devolved to lower levels of government, such as local and municipal governments to minimize corruption and bureaucratic procedures. School Management Committees comprising relevant stakeholders such as parents in teachers must be empowered and made autonomous so that funds are released timely and effectively for necessary educational provisions.
- Third party monitors should be hired to visit schools with enabling information and communication technologies to provide instant real time information on funding in education and utilization of funds.
- The role of citizens and communities with regard to enhancing accountability of public officials regarding funding education.

Concluding Remarks

Following the group presentations Mr. Amjad Reba, Assistant Professor IER department, University of Peshawar took the floor for closing comments and lauded ITAs efforts to bring pressing issues such as investment in education to the attention of the masses. He appreciated the active participation of the youth supported by ITA and Right to Education campaign; he said he was positive that the future generations of Pakistan will bring about the much needed change in the education system of the country. He further added that Equality in education is the only way to break free from our problems as a nation. Together we have to build on the progress we have made in realizing our vision of a better life for all.

Peshawar University and its IER department will continue to be an active platform for such research and evidence based activism for reforms and policy changes.





Students from IER, UoP presenting their group recommendations