



RIGHT
TO EDUCATION
PAKISTAN
Article 25 A



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SEMINAR & POLICY DISCUSSION ON “RIGHT TO EDUCATION PERSPECTIVES FROM SOUTH ASIA”



RIGHT TO EDUCATION: LEARNING & ACCESS
POST 2015 DEVELOPMENT AGENDA

AFGHANISTAN, BANGLADESH,
INDIA, NEPAL AND PAKISTAN



عوامی تحریک برائے معیاری تعلیم



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CONSENSUS STATEMENT

The South Asian Seminar and Policy Dialogue brought forward substantive and quantifiable outcomes debated at length over the day long deliberations on January 17th 2014 in Islamabad Pakistan. The consultation consisted of four sessions and was participated by representatives from Five Countries of South Asia (Afghanistan, Bangladesh, India, Nepal and Pakistan). A common consensus statement was articulated for Pakistan and the Region by the public sector and civil society representatives present.

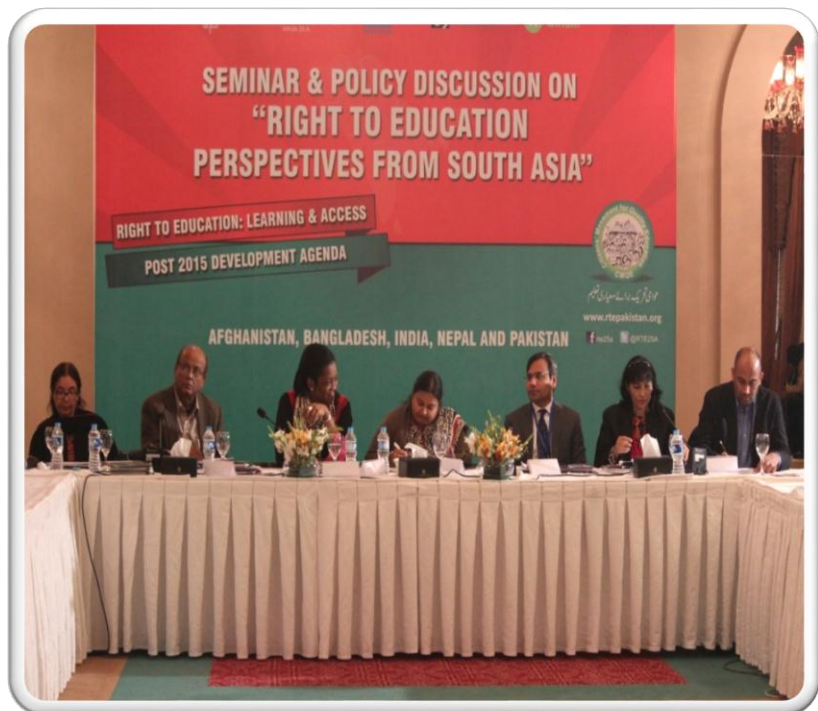
Key Outcomes of the Seminar That Participants Endorsed were in two parts:

Part I: Regional Seminar/Discussion Outcomes – A regional perspective of sharing and learning

Regional Seminars/Discussion on important themes such as Right to Education (RTE) and its implementation practices through Public Sector Commitment, Private Sector Contribution, Public Private Partnerships (PPPs) and Financing of 2015 and Post 2015 Development Agendas are critical; these must be held regularly to highlight country specific and regional challenges and initiatives as well as informing global dialogues

It is vital that Pakistan and its provincial /area governments expedite the RTE, Article-25 A implementation processes, including the key areas of enabling laws, rules of business and procedural elements, that appear to be lagging almost 4 years after the 18th Amendment in April 2010. The country's implementation regimes are slow and it is important to review regional practices (e.g India)

A RTE forum within Pakistan is critical across Provinces and areas to share progress and impediments in expediting the RTE implementation processes and seek support from the Federation on financing of RTE and core standards. Civil society RTE platforms such as PCE/ITA are ready to facilitate this forum.



The RTE regimes in Pakistan and the region are sector wide ensuring quality learning and access at primary, secondary and post-secondary levels; they are inclusive of Early Childhood Education (ECE) and special education which is very welcome; the sector wide, private sector and partnership approaches need to be fully integrated in planning, budgeting and implementation; the inclusive focus sensitive to gender challenges must remain at the heart of the Post 2015 Development Agenda.

Thematic forums on South Asia education systems must be encouraged regularly on, e.g. RTE; ECE; Teacher Education and Preparation; Trends of Private Sector Engagement, Education Choice; PPPs; Learning Outcomes and Assessment Regimes; Gender Equity and Equitable results; Education in Conflict Areas; Education as a multi-sectoral bridge; South Asian Post 2015 Development Agenda core priorities etc.

There is a need to engage with children and youth and hear their voices in their own right as critical constituencies; giving meaningful space in learning and governance arrangements in the sector

Best practices such as the Children's Literature Festival (CLF) and ASER (India/Pakistan) can be shared through a regional forum to focus on children's and teachers' participation in reading and citizen led learning assessment on accountability.

The challenges of quality learning with inclusion in Curriculum is critical in the country and region to promote tolerance and respect for diversity and undertake collaborative ventures in sharing good practices in textbooks and developing joint textbooks on history, social studies, environment/climate change, English, science and mathematics

Part II: On Post 2015 Development Agenda – Emerging Principles and Key suggestions:

The following 12 Principles are reaffirmed for the post 2015 agenda.

1. Human Rights in general and Right to Education in particular should be central to the educational agenda
2. Focus on improving learning based access to ECE, primary, secondary education within a life-long learning spectrum must be included in the principles and scope of RTE laws and rules



3. Access is not sufficient; quality is the most important thrust as a broad and specific approach to learning for entitlements.
4. Quality education for learning outcomes requires quality teachers; teachers should be at the center of education policy agenda and must remain abreast of current professional and innovative trends to learn and facilitate learning with students.
5. Quality education for learning requires quality curriculum that is inclusive, child-centered and unbiased and promotes critical and reflective thinking in children
6. Special and Inclusive education needs should be a focus and the Post 2015 agenda must be cognizant of All Inequalities
7. Role of private sector /partnerships needs to be mainstreamed in target setting, financing and achievement without giving up public sector responsibilities to education as a public good and service- a fundamental constitutional right.
8. Sufficient education finances to ensure implementation; national governments should allocate at least 4- 6% of GDP, short to medium-term targets should be set to reach that goal. Education supporters/development partners must contribute at least 10% to meet the goals.
9. Innovative financing instruments for education as elaborated in Post 2015 Agenda and RTE must be devised to enhance resources for education that are tracked with accountability mechanisms on mobilization and utilization (eg. PPPs/ Grant in Aid/ Diaspora Bonds /Education Cess/Natural Resources dividends etc)
10. Each country to have a consultative Education position document on Post 2015 Development Agenda.
11. Need iterative alignment of education policies and sector plans to RTE & Post 2015 Development Agenda
12. A public mechanism needs to be designed and agreed in each country to track evidence on what works for accelerated implementation of RTE and Global Goals up to 2015 and Post 2015 Development Agenda.

Recalling Bangladesh's endeavor on Post 2015 Development Agenda consultation

Goal no. 6 on education: Provide *high quality basic education to all*. Its elaboration proposed targeting specific segments of the population, particularly within the poor, minority ethnic groups, those in remote locations, and marginalized groups including people with disabilities and living with HIV/AIDS. A “paradigm shift” toward a preoccupation with quality, while retaining the focus on equity, is advocated.

& the statement by Education Stakeholders in Pakistan for the Planning Commission's Vision 2025 initiative:

Vision 2025 of Pakistan: A society where EVERY child, youth and adult (without discrimination) has access to Quality Learning embedded in 21st century approaches for inclusive, sustainable personal, social and economic growth at local and global levels through partnerships.

Endorsed by Panelists and Shared with All Participants

Panelists List

Government of Pakistan Representatives/Panelists

- » Ms. Shaista Pervaiz, Member National Assembly (MNA)-PML-N- Chair
- » Dr. Ali Madad Sher, Education Minister, Gilgit-Baltistan (GB)
- » Mr. Khalid Hanif, Additional Secretary Ministry of Education, Trainings and Standards in Higher Education.
- » Mr. Ghulam Ali Baloch, Education Secretary Balochistan.
- » Professor Muhammad Rafique Tahir, Joint Education Advisor, Capital Administration Development Division (CADD)-Islamabad
- » Mr. Ahmed Ali Komboh, Additional Secretary, School Education Department (SED)-Punjab
- » Ms. Saba Mehmood, Chief program Manager- Reform Support Unit (RSU), Education & Literacy Department, Government of Sindh
- » Mr. Abdul Wali Khan, Deputy Director Education, Khyber Pakhtoon Khwa (KPK)

Participants/Panelists from Afghanistan, Bangladesh, India, Nepal and Pakistan

- » Ms. Razia Stanikzai, Senior Manager Pre service, Ministry of Education (MoE)-Afghanistan
- » Dr. Manzoor Ahmad, Senior Advisor-Institute of Education-BRAC University Dhaka Bangladesh
- » Dr. Parth J Shah, President, Center for Civil Society (CCS)
- » Mr Kamal Pokhrel, Director-Department of Education, Ministry of Education-Nepal
- » Mr. Ahmad Ali, Research Fellow, ISAPS
- » Dr. Faisal Bari, Deputy Country Director-Open Society Foundation (OSF)

Participants/Panelists from Civil Society; INGOs; and UN Agencies

- » Ms. Baela Raza Jamil – Director Programs ITA
- » Ms. Zehra Arshad, Pakistan Coalition for Education
- » Ms. Sadiqa Salahuddin, Executive Director-IRC
- » Mr. Mosharraf Zaidi, Campaign Director-AlifAilaan
- » Ms. Nargis Sultana, Senior Program Officer-OSF
- » Mr. Saeed ul Hasan, Head of Girls Education Program, Oxfam-GB
- » Ms. Euphrates Gobina-UNICEF
- » Mr. Shakeel Ahmad, Policy Specialist-UNDP