

1. Introduction:

In February 2001, the British Chancellor Gordon Brown announced the Commonwealth Education Fund (CEF). Focus of the fund is on civil society input into Education For All process in a way that urges and enables the governments across the 17 commonwealth countries to meet the EFA goals by 2015 including attainment of gender equity by 2005. CEF is not to support ongoing projects and service delivery but to promote research based advocacy and campaigning on education between Government and civil society.

1.1 An overview of progress

The first year (April 02 – March 03) of CEF in Pakistan saw development of an interim plan spanning six months i.e. September 02 – March 03. Several activities were initiated during this period. Among these are Strengthening Human Rights Commission of Pakistan (HRCP) activities in five districts for budget tracking; Education Management Information System (EMIS); Educational material development and Gender sensitive reading material development. HRCP is in the process of setting up a budget-tracking cell while recruitment of a project coordinator and district monitors is also underway.

EMIS activities being implemented by Sudhaar support the process of involvement of civil society organisations in and provision of accurate data for education planning. One of the strengths of this initiative is very strong coordination with the Government, which has been achieved successfully along with social mobilization; formation of village education committees; data collection and development of union councils plans, in 40 villages of 7 union councils of the target area.

The NGO Khoj is implementing Educational material development and policy level advocacy and is currently in the process of developing and publishing educational materials which, are expected to be completed by the end of April 2003. It is also working on policy level advocacy by holding a series of workshops with the aim of introducing this alternative system of education among other agencies. Such events are anticipated to pave the way for mainstreaming of such approaches in the future.

Progress made in gender sensitive reading material development involves completion of all stages of writing, proof reading and illustration of three new gender sensitive storybooks. These are now being printed.

Due to the increased focus on the consultative process (one federal and four provincial level workshops), aimed at enhancing our understanding of education issues and status of the existing alliances and networks, initiation of some activities was delayed. Among these are Alliance Building, Research study on financing of education and Research study on good practices in NFE. A draft TOR has been developed with regards to NFE. Progress on financing of education pertains to identification of a suitable consultant, two meetings have been held with him and a draft TOR has been developed which would be finalised subsequent to incorporation of comments from concerned. Alliance building is covered in the ensuing section.

The delay in identification of a suitable partner caused delay in initiation and thus resulted in changes in the design of Quality education for peace and democracy. This is now being carried out by ABES under the project title “Changing for children”. The two pronged project design would also feed into Alliance Building, which got delayed as a result of non-existence of a network with a clear advocacy position on education issues in line with the CEF objectives. In light of this a Teachers Network would be established in 8 districts comprising teachers whose capacities would be built in providing quality primary education through introducing joyful

learning methods based on child rights. This network is anticipated to mobilise communities towards and advocate for quality education.

2. Contextual Analysis:

In Pakistan there are about 40 million children in the 5-15 age group, the conventional school going age. Education Sector Reforms 2001-04 (ESR) quote gross primary enrolment at 89% and drop out rates at primary level at 50%. Thus out of 36 million children enrolled in schools, 18 million dropped out before completing primary education, whereas 4 million had no access to school. Overall out of 40 million children, 22 million are out of school. Pakistan's full time child labour force comes from these 22 million children. These include working children, girls, children with disabilities and children from the poorest families. Since the formal education system does not efficiently cater to the most disadvantaged groups of children, particularly girls, large numbers are either out of school or semi-literate leading to very low enrolment and or completion rates at primary level and consequently to an increase in child labour (both in the formal and informal sector) and street children. Most of the girls are engaged in domestic work and informal economic activities.

A wide range of problems plague education in Pakistan which can broadly be attributed to inequitable trends leading to dualism i.e. English vs. Urdu, public vs. private, textbook board vs. other curricula options and urban vs. rural etc. On the micro level, poor physical conditions of schools, shortage of teachers, poor teaching and assessment methods, teacher absenteeism, unproductive teacher training, teachers attitude and harsh behaviour toward children, and low levels of community participation all contribute in driving children away from schools. At the District level, performance of education departments is dismal because of a weak information base, lack of basic facilities, weak understanding of basic issues, a virtually non-existent monitoring and support system, and top down bureaucratic administrative and management practices. Politically appointed teachers, many with questionable academic credentials, effectively prevent any attempt at school improvement. Distribution of resources is often arbitrary and therefore uneven. On the macro level, resource allocation and disbursement before the promulgation of District Devolution Plans has traditionally been top down and intermittent. Education is neither related to human resource development nor to market needs and economic development.

A set of related critical indicators build a compelling argument to address the growing vulnerability of a majority of children in Pakistan to rising deprivation and social risks. The Government has finally acknowledged that it is not primarily low demand, but the quality of supply, which is responsible for poor education indicators. Over 150,000¹ public sector schools deserve urgent state attention to improve quality and in turn access, whilst an enabling environment for alternative education options must be created.

2.1 What is in place currently at National level?

Article 28 of the UN Convention on the Rights of the Child (CRC) ratified by Pakistan in 1990, emphasizes that it is the State's duty to ensure primary education is free and compulsory for all children. The 2nd World Conference on Education for All held in 2000 in Dakar, Senegal reported that many countries had fallen short of the targets set in the Jomtein Declaration in 1990. New targets have been set and strategies designed for 2015 for Education for All. Pakistan is also a signatory to the Dakar Declaration. To meet the commitments made internationally for provision of quality Education for All, education must become one of the top three priorities. The

¹ National Education Policy, (1998), p 29 & 43.

international commitments made by GoP are well reflected in the policy documents, plans and measures put in place to meet the set targets. Pakistan has a national education policy 1998-2010, which is guided by the following:

- Universal primary education
- Improving quality of education
- Addressing gender disparities
- Encouraging private sector investment
- Upgrading quality of higher education
- Reforming the examination system
- Evolving a decentralised management structure

In 2001, Education Sector Reforms (ESR) were approved by the President emerging from countrywide consultations with 600 partners including Federal/ Provincial ministries, NGOs and the private sector. It was a step towards recognising the importance and benefits of inclusiveness at the policy making stage. It is an action plan seeking to implement the National Education Policy in order to achieve the targets set in Dakar and in the draft National Plan of Action. The ESRs follow a sector wide approach covering seven key areas:

- Universal Primary Education (formal and non-formal)
- Elementary education including Early Childhood Education
- Technical “stream-in” and strengthening of secondary education
- Quality assurance (teacher training, curriculum reform and assessment systems)
- Mainstreaming Madrassah (religious school) education
- Higher Education reform
- Public Private Partnerships

ESR strategies are founded on equity based sector wide reforms in the context of the Poverty Reduction Programme and District Devolution Plan, mobilisation of political will, diversified resource mobilisation, community participation, promoting Public Private Partnerships and outcome based planning.

With the new Government in place, the concern is about continuity of the plans made by the previous Governments and the support still required to make decentralisation successful. The portfolio of the MoE, which goes back to the previous Education Minister and an increasing openness to work with CSOs, are encouraging signs.

2.2 Government’s position on EFA and the CEF goals ---- An analysis

CEF Goals: All Commonwealth children to have access to, and to complete good quality primary education by 2015 (the emphasis is on all children) with a focus on girls (achieving gender equity in primary education completion by 2005) and disadvantaged groups of children. This is to be achieved by strengthening the capacity of civil society organisations in developing Commonwealth countries to help governments ensure that the poorest and the most marginalized children are able to enrol in and complete good quality primary education.

The Education Policy of Pakistan as well as ESR, both focus on universal primary education, quality education and reducing gender disparity. Critics feel that a long overdue paradigm shift has taken place in addressing the educational needs of disadvantaged, from an indirect, to a targeted approach. Until the early 90s, poverty alleviation was approached through trickle down policies. The Government of Pakistan embarked upon a country wide national reform and Poverty Reduction Strategy Programme (PRSP), which has been devised in response to the increasing number of people living in poverty (from 29.3 % in 1993-94 to 32.2 % 1998-99). Poverty is seen

as a multi-dimensional phenomenon and strongly related to lack of basic needs, especially, education. The Interim – PRSP (I-PRSP) endorses the fact that ‘Education is the most important factor which distinguishes the poor from the non-poor. The percentage of literate household heads is 27 in poor households, while for non-poor households it is 52 (I-PRSP: 6).

Similarly, the ESR Action Plan has been integrated within the I-PRSP with over 50% of the budget being allocated to education. In addition to integrating ESR components of literacy, UPE and technical education, the I-PRSP’s social safety net programmes, such as “Zakat” (financial contributions) for student stipends, school nutrition programmes for girls, and rehabilitation of schools under the Khushal Pakistan Programme all contribute towards the key ESR areas.

The National Plan of Action for EFA (2000-2015), recently finalized, has poverty reduction as a core objective. Specific time bound programs for UPE (formal and non-formal), Literacy, and ECE, have been planned and budgeted, ensuring a sector wide approach.

The greatest challenge is reaching the most vulnerable through special provisions within all mainstream programs of the government, which are cross sectoral. It is well recognized that education provides capabilities and entitlements to children at risk, and this sector has critical role to perform. Within the Education Sector Reforms Action Plan 2001-2005, and EFA Plan up to 2015, educational opportunities are being enhanced through the launching of formal and non-formal literacy/education programmes for child labourers and children with special needs. The Ministry/Departments of Education, in collaboration with the Ministries/Departments of Health, Labour and Women’s Development, and Social Welfare & Special Education, will undertake this. Pakistan’s ratification of ILO Conventions, 182 against hazardous and exploitative child labour, and 100 for equal remuneration for all and the approved National Plan of Action and Policy against bonded labour and for the rehabilitation of freed bonded labour would further push the Govt. to take practical actions.

In the spirit of the Dakar Declaration 2000 the ESR aims to: ***“Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies”***

Thus, each sub-sector of education targets the socially excluded groups through:

- Integrated non-formal education provision to different age groups where there is no education provision: sensitive to gender and development approaches for disadvantaged girls and boys, women and men.
- Non-formal programmes to target nomads, working children, children at risk, riverine communities and women and children in prison and shelter homes.
- Early childhood provision in targeted schools for improved “katchi” programmes.
- Shelter less schools given buildings at elementary level.
- Primary schools upgraded to elementary level first especially for girls in far-flung areas and under-developed districts.
- Incentives to be provided such as free textbooks, school nutrition, scholarships and loans to students in both government and NGO institutions.
- Skill training of out of school youth in the evening and secondary schools.
- Linkages of technical stream and model technical high schools to industry, micro-credit and poverty alleviation programmes.
- Linkages of women’s literacy programmes and technical high schools to micro-credit and poverty alleviation programs.

- Grant of charter to private universities made provisional on scholarships to meritorious needy students.

In achieving the above, Civil Society Organisations are seen as a strategic partner to improve access, quality, monitor budget spending and school performance and in some cases building capacity of School Councils, support to low cost community based construction and repairs. There are examples of NGOs involving communities and Citizen Community Boards - CCBs (School Councils could also get registered as CCBs under a notification of the Federal government) in the school, village and union council level education planning process. Recognising their potential and actual contribution to the promotion of education, not only have such initiatives been commended at various forums but full support in the form of incentives and procedural notifications is also in place to further encourage and facilitate the contribution of the private sector.

2.3 Major Gaps

The political environment seems conducive with facilitating policies, plans and measures initiated by the Government. However, issues of lengthy procedures, under allocation/utilisation of financial resources, less clarity regarding the authority and role of district representatives at the district level, less than favourable attitudes within the provincial governments towards the newly elected district government and the financing gap are still outstanding and need attention. Devolution is an opportunity that needs to be fully explored, and given support in implementation with the involvement of the CSOs. The issue of little or minimal political priority to education is also important to highlight. In fact it can safely be said that it takes precedence in terms of the dismal situation of education.

Traditionally education planning has been done at provincial and federal levels using a ‘top down’ approach hence, lacking the capacity to respond to local needs, priorities and problems. Ownership, (effective) utilisation of funds according to needs, accountability and transparency are missing mainly due to lack of participation of key stakeholders such as the education department, schools, communities, children and civil society organisations. No mechanisms exist to encourage participation in designing, monitoring and implementation of education plans at all three administrative levels (federal, provincial and district).

Government spending on education is 2.4% of the GNP against the required 6% recommended by the Dakar Framework of Action. Amongst the SAARC countries Pakistan’s investment in the education sector is the lowest.² No mechanisms for budget tracking exist in the current system. Due to bureaucracy, top-down planning, lack of monitoring and support systems and cumbersome project approval processes, funds allocated are under utilized and or inappropriately used, if at all. Thus there is need for communities and CSOs to, not only be part of the education planning process, but also to monitor spending on education at all levels. There is a dearth of strong alliances, hence, a pressing need to establish/strengthen them.

3. National Level CEF Process:

CEF in Pakistan was initiated with a focus on consultations. The consultative process involved a diverse audience, which represented national and local CSOs, media, academia, educationists and relevant government departments. It is important to note that government representation largely remained low or ineffective. Outcomes of consultations have paved way for enhancing the

² Education for All, The year 2000 – Assessment Pakistan, Page 15, Ministry of Education, Government of Pakistan.

understanding of education issues as well as re-confirming the fact that there are no effective coalitions/networks with a clear advocacy position on education issues in line with the CEF focus and objectives.

In order to establish and expedite links with the private sector, a CEF launch has been planned in the coming months. Further links will be developed once a comprehensive and coherent CEF advocacy strategy is in place. This would be done in consultation with all the partners, who would be working under the CEF umbrella.

3.1 Management of CEF:

The CEF is not a mere fund meant to support a diverse range of education initiatives being implemented by CSOs, rather it is a program with specific objectives designed to achieve the over all aim. The criteria for selecting initiatives will largely be determined by the programme strategy that has been developed for the CEF by the three INGOs in Pakistan. All the grants made to the civil society organisations will be made by the CEF in country Management Committee. The three INGO representatives will form this committee and therefore all three will approve of any grants made under this programme. Similarly the progress reports will be shared with the CEF in country Management Committee and they will manage evaluation of the specific interventions jointly. Hence relationship for the partner CSO will be with the CEF rather than an individual INGO, however each INGO takes responsibility for providing support in project implementation to the projects managed by them.

4. CEF Strategy Nationally

CEF national level strategy focuses on awareness raising, practical involvement of civil society and communities in the decentralised education budgeting, planning, monitoring and implementation of education plans as well as supporting innovative ways of ensuring all children have access to quality education would contribute in fulfilling the commitments made internationally by the GoP. Tracking budget spending on education and advocating for increased allocations and effective utilisation of the education budget. Advocacy with key stake holders through campaigns, building and strengthening alliances, research, and promoting linkages with private sector are some of the strategies the CEF partners would implement in Pakistan.

Priority area 1

Strengthening civil society participation in the design and implementation of national and local education plans and frameworks.

Strategic focus:

Involving civil society organisations in practical initiatives backed by strong and effective alliances and forums at both micro and macro levels would encourage and strengthen decentralised planning and implementation of education plans and frameworks. Government of Pakistan's district devolution plan and promulgation of local government ordinance in August 2000, is a concrete move towards decentralisation of decision making and resources, demonstrating a greater willingness to encourage participation of CSOs and all other key stakeholders in important decisions, which affect them and their future generations.

Objective:

To ensure and promote participation of civil society organisations' (CSOs) in the design and implementation of education policies and frameworks in order to achieve Quality Education for All.

Key Activities

1. Education Management Information System (EMIS)

Partner: Sudhaar

Project Period – 2003 – 2005

In collaboration with SCUK, Sudhaar started a pilot programme to introduce child focused EMIS (C-EMIS) approach In September 2001. The proposed project is about continuation of the same project, which is based on the following impact:

- Micro planning and implementation of the District Education Plan in Kasur-Punjab;
- Pre budget school based exercise planned by District Government Kasur and Sheikuhpura, Punjab;
- Union Council based planning and implementation for school improvement in Sialkot and Rahim Yar Khan District (NRSP) in Punjab;
- District Education Planning, micro planning and implementation in Kohat and Manshera Districts of NWFP (SRSP);
- EFA Wing-Federal Ministry of Education, several District Government and international organizations have initiated contacts for using the CEMIS approach in different districts.

The current project also aims at involving communities in data collection, education planning, budgeting and monitoring at grass roots level, ensuring production of reports on time, utilization of data, hence strengthening of EMIS and decentralization of education planning and tracking of education budget. A bottom up approach will be used in the process. The program has two basic components: Firstly, to promote community participation using C-EMIS approach in data collection and informed decision making. C-EMIS activities are expected to provide first hand information on educational facilities and status of school going age children. Secondly, to strengthen the government EMIS in Kasur District and provincial headquarter in Punjab.

Objectives:

- Promote peoples' participation and involvement in developing C-EMIS, and empowering them to analyze collected information and make informed decisions to promote quality education for all children.
- Advocacy by community apex bodies (village to district level) for improvement of school system in Kasur District by facilitating preparation of documented school based plans.
- Support in developing an effective tracking system to promote school enrolment and prevent child labor through the C-EMIS database at the community level.
- Build capacity of Kasur District EMIS Cell to provide information to District Education Department for planning, budgeting and monitoring
- Build capacity of Provincial EMIS headquarter to be able to produce timely and accurate G-EMIS reports, and to develop a district reporting system.

Methodology:

The project interventions are aimed at three levels i.e. grass root level, District level and provincial level. All the three level will be covered through implementation of different kind of activities, mentioned as under:

- a. Grass roots interventions

Sudhaar being a member of the National and District EFA fora in District Kasur, which was formed in 2001 in an attempt to involve civil society for implementation of the Dakar goals, will focus its implementation in the form of formation of QEFA groups in 600 rural and urban localities. These QEFA group together with school councils will be involved in data collection for education, community action and planning, monitoring & resource mobilization at community level. These will further organize and train union council level apex QEFA groups and later on registering them as CCBS, hence contributing towards strengthening the EFA forum having representation from the grass root level in a more meaningful way.

b. District level interventions

Capacities of the DED and DLD and EMIS will be made through training of different personnel in developing and maintaining schools related information, preparing schools development plan, data entry, developing data bases and updating it on three years basis. The data thus generated will be used for identifying sites for formal and NFE schools, "operationlizing" dysfunctional schools and assessing union council educational plans. To support these interventions a child-focused database shall be installed at the DED planning, EDO literacy and District EMIS cell.

Besides the above mentioned, a District Core group comprising civil society organizations and educationist will be organized to monitor funds allocation and utilization in education sector in the District. The project shall seek to integrate the District Core Group with District EFA committee already established by the District Government.

c. Provincial Level Interventions

The Government's currently available data bases at provincial and federal levels will be coordinated with for adoption and inclusion of the quality indicators in the provincial EIMIS. Representation from educationists and civil society organization will further form a Provincial Core Group, which will provide guidelines to policy planners and implementers. The project shall seek to integrate the Provincial Core Group with Provincial EFA Units already established by the Provincial Government. The process and achievements documented as a result of the proposed implementation will be marketed to other District Governments.

Expected results:

The proposed project is expected to achieve the following results at different levels:

Community Level Output:

- QEFA groups will be organized in 600+ communities, which will be trained in collecting data required for the proposed project, and take measure on planning and implementation of the activities as according to the identified needs of their concerned communities. The same communities will also be responsible for monitoring and forming of Union Council Level Apex bodies, through elections.
- 40-50 CCBS will be formed of the QEFA formed during the project period.

District Level Out Put:

- Simplified Birth registration procedures.
- Trained District Education Department (in data collection and school development plans) and CSOs.
- Database installed at the EDO (L) and staff trained to generate reports.
- Siting of new schools and NFE as per the identified need of communities according to the EMIS.
- Trained District Core Group in place.

Provincial Level Out Put:

- Quality Indicators are incorporated in the Provincial EMIS.
- Child focused EMIS integrated with Government EMIS.
- Capacity of Provincial Govt. built through provision of Computer and required software.
- Successful practices identified during the project period will be advocated with all concerned stakeholders for adoption by other District Governments.

2. Policy Level Dialogue

Partner: SOCIETY

Project Period – 2003 - 2005

Baluchistan, the largest province of Pakistan, is least developed especially in terms of social indicators. Overall education rate of the province is 26.6% with female ratio at 15%. Social and cultural barriers coupled with negligence and apathy of the provincial and federal governments has contributed to such a situation. The situation of girls and women is even worse with widespread discrimination and oppression.

Despite this scenario Baluchistan has rich experience of civil society involvement in education. Consequently this knowledgebase can be tapped and used for the benefit of the children of the province especially marginalized children and girls.

It is in the same context that a series of policy level initiatives would be held in Baluchistan. The strategy will encompass experience sharing and highlighting of the major issues confronted by the province vis-à-vis education in particular female education. It would involve alliance building and strengthening of the coalitions at the provincial level to work towards quality education. The coalitions will engage with the government to achieve EFA and the gender equity goals. The aim is to contribute to tangible changes at policy level in Baluchistan especially in terms of increasing girls' education.

Objectives

- Forming alliances and coalitions in Baluchistan to further the goals of EFA and UPE.
- Exchange of learning amongst key stakeholders in education at Baluchistan level.
- Lobbying with government in Baluchistan to promote and increase female education in the province

Methodology:

The approach to this project will be three pronged. Firstly Society will share experience with key stakeholders in education. This will not be a one-way activity but the other organisations and agencies will also be invited to share their experiences. The purpose of this will not only be to disseminate information but also to come to a conclusion on the ways to promote education in the province in particular girls' education. It will also lead to the second point, which is formation of alliances and coalitions at the provincial level. This coalition will meet on a quarterly basis. Policy level dialogue with the government will be a very pertinent part of the project as the main aim of the activity will be to lobby with the government. The coalition can function as a pressure group in terms of advocating the achievement of the goals already agreed by the government.

Expected results

- Work towards quality and meaningful education in the province.
- Increase female enrolment in the province of Baluchistan at the end of the three-year period.
- Effective linkages between policy makers and civil society.

3. Changing for Children.

“Initiating Quality inputs in education through establishing a teachers’ network and support system.”

Partner: Adult Basic Education Society (ABES)

Project Period – 2003 – 2005

Situational analysis and problems to be addressed:

There exist clear categories of children that tend to be excluded from the formal schooling system – children from the poorest families, the landless, working children, children of minority groups, children of migrant families, orphans, children affected by HIV/AIDS and those with physical and mental disabilities.

The direct and indirect costs of schooling are one of the most significant factors in excluding all the above categories of children from mainstream schooling. Adding to that is the low quality of schooling, with inadequate infrastructure, large class sizes, demoralized and under-trained teachers, uninspiring teaching methods, overburdened and irrelevant curricula.

Education is a right but in too many contexts, schooling is seen as a privilege or a luxury, as something bestowed on people by a benevolent external agency. While the responsibility to provide relevant and quality education to all remains with the state, it is the civil society, which has to hold the state accountable and mobilize popular support for getting all children to enroll and complete quality education.

The need to support and strengthen alliances and networks that can advocate for quality education for all, thus, becomes imperative. A central challenge is to involve direct stakeholders in the process of planning and design of education programme as their experience is rooted in practical work on ground. The failure to involve key stakeholders -and teachers in particular- often results in plans with misplaced priorities.

At present the teachers are like elements in isolation and have not been given a chance to provide their inputs in preparing the government’s education plans. The design of our educational plan has had a less effective impact in schools and on the progress of students, we in fact in the 21st century are still seeking and are in the initial stages of understanding what quality education means in content and how to ensure the our national education plans respond to it. Many South Asian countries in recent years have adopted an element of advocacy within their education plans and have derived enormous out puts and improved the standard of their educational level. Teachers have been brought together through teachers’ networks with different experiences and were involved in the decision-making process and implementation of their educational planning.

Objectives

Teachers, as direct stakeholders in education, can play a vital role in education planning. To provide them with platform, where they can share their views and come together as a strong lobby, ABES will facilitate consolidation of a teacher network and support system. This will be achieved through establishing Teachers Resource Centres (TRCs) in selected districts. The TRCs, in addition to serving as support centres for teachers, will be springing boards for putting together a national level teachers network. The network will have the following objectives:

- To create opportunities by involving teachers in the decision-making process of educational plan.
- To advocate for implementing component of quality education in local schools as well as in schools of other areas.

- To influence government and other non-government educational bodies' planning by providing input rooting from practical experience.
- To create awareness among the communities about the educational needs of disadvantaged and vulnerable children specially girls.
- To explore the opportunities for the local teachers to improve their professional competencies by providing training.
- The TRCs, in addition to facilitating the consolidation of a network, will also serve as support system for teachers by providing them with trainings. ABES will facilitate trainings and develop training teams comprising of local teachers within these centres.
- To establish a forum for teachers where they discuss issues related with education and suggest education officers for possible remedies.
- Provide orientation to district educators at all levels on social and economic benefits of education with special focus on girls' education and to mobilize civil society at grassroots level to support local school improvement Plan, as active partners.
- Activate the PTAs, SMCs, School Councils, parents and communities to be more responsive towards their roles and responsibilities for providing education rights of the child.
- To mobilize community participation and resources to enable them to participate more actively in delivering their responsibilities and advocating for the rights of the children.

Methodology:

The project area will cover 6 districts (D.I.Khan, Kasur, Dadu, Mirpurkhas, Lasbella, Toba Tek Singh) located in all 4 provinces of Pakistan. However, the materials developed and information gathered would be disseminated to the Education Department and all those NGOs, CSOs who are involved in basic education programmes. The initiative envisages putting in place a Teacher Empowerment Network (TEN) through establishing Teachers Resource Centres (TRCs) in 6 districts across the country.

Expected results.

- A teacher Network will be established having links with marginalized communities.
- The teachers network will form strong linkages with local elected councillors, media and other organizations like UNICEF.
- The teachers network will be able to convey concerns of marginalized children and communities to decision making.
- A link-up teachers communication system will be created through out the country
- Communities will be made aware of their rights of education. Awareness raising on girls' education will also be a focus.
- A network of training team will be established through which quality of teaching will improve.

4. Children Voices

Partner: Human Rights and Education Programme – (HREP)

Project Period – 2004 - 2005

The idea is that the issues highlighted by AAPk and Oxfam through the education projects supported by CEF and as other SCUK projects and lessons learnt, which need to be shared, more widely projected and brought to the attention of the policy makers and implementers, are advocated for by the children. Key messages from CEF supported and other initiatives would be shared through campaigns and other events contributing to the process of Education for All and the CEF objectives. Advocacy could be in the form of campaigns, media events, dialogues covered by electronic media or any other creative means involving young children from all sections of society. Before each advocacy initiative, the change objective would be defined and

agreed upon through a process of dialogue and consultation with children. Two to three events in this regard would be organized. Children are the key stakeholders of education and providing them interesting and meaningful opportunities to raise concerns could potentially be influential in bringing about changes in policy and practice.

5. Education Support Forum (ESF)

Partner: Sarhad Rural Support Programme – (SRSP)

Project Period – 2004 – 2005

Pakistan during the past five decades, has achieved steady increases in economic growth and development levels but these failed to translate in to any substantial progress in social indicators. Human Resource Development, particularly through education, a key sector in the social sphere, registered modest progress. Adult literacy rates and gross enrolment rates at primary level remains low, with high drop out rates.

Key issues in education include wide discrepancies, which exist across provinces, urban-rural locations and between genders. Quality of education in public institutions is poor with shortage of trained and motivated teachers, high degree of teacher absenteeism and lack of teaching materials.

In NWFP approximately 2.4 million children out of 3.0 million (aged 5-9) are enrolled in primary schools. This gap is wider in rural areas and in case of girl child. The recurrent education as percentage of provincial budget has dropped from 28.70% in 1998-99 to 27.77% in 1999-2000 to 27.03% in 2000-2001 (source national education budget during 9th five year plan 1998-2003, the figures for 2001-2002 are not available as yet).

NWFP, inhibited largely by Pathans with customs and traditions inherited by them through centuries, is an area that is characterized by a highly conservative society. Women are clearly at the lowest rung of the social hierarchy and as such benefit the least from any intervention be that of government or otherwise. The mobility of women in a Pakhtoon society is largely limited to household activities. In such a scenario women's literacy rate is extremely low, as they are not permitted to go beyond the "boundary walls" of their homes.

Objectives of ESF

- To support the achievement of national education targets and advocate the achievement of EFA and UPE with the government of NWFP.
- Strengthening and supporting Government Education Programme in the province.
- Maintain resource base on key education projects and indicators in education at the provincial level.

Methodology:

The whole theme of the forum would be to advocate the achievement of the goals of EFA and UPE at the provincial level. This would be done through conducting extensive meetings, dialogues and workshops at provincial level, with an aim to improve implementation and partnership among the civil society organizations, education partners, provincial and district governments and extend support amongst the key stakeholders.

The forum would aspire to involve and engage Provincial education department, INGOs, Local NGOs/Civil Society Organizations, teacher groups, academia, and teacher's union etc to work

closely together in a prolonged effort to ensure provincial education objectives are met to further the country's education objectives.

Pre dialogue meetings and dialogues with all the key stakeholders would be carried out initially as the forum envisages that the progress on education requires strong productive partnerships. During the initial stage the participation of the civil society organization in already constituted High Level Reform Committee at provincial level would also be sought.

The civil society organizations, INGOs, NGOs would also strengthen and provide backstopping support in terms of replicating the best and innovative field practices to enhance the efficiency in education sector. The need based support with respect to teacher training, process planning, assistance in task teams in identifying the implementation challenges and strategies for overcoming them and effective tools and techniques for better planning, reporting and analysis would also be provided if, as and when required. The forum would strive better to ensure the participation of women members related to education sector in High level Reform Committee in order to highlight/identify, discuss and address the gender related issues in education at provincial level.

Sharing information –about the forum and about the development in the education sector at provincial level- would be a fundamental principle of the forum. The main objective of development of resource base and web page would be to disseminate information and reduce the duplication of efforts, time and resources.

Expected results

- Increase enrolment of children especially girls and marginalized communities in province.
- Linkages established and strengthened between policy makers and Civil Society organizations in NWFP to promote and support the goals of EFA and UPE.
- Education Mapping within the province.
- Enhance the potential of education in other areas and provide input to improve the curriculum to include other subjects in education such as universal charter of human rights, environment, child rights, and violence against women.

6. Review - Education Decentralization Process

Research - Commissioned by SCUK

Project Period – 2004

A review of the decentralization of education process is planned in order to highlight the areas, which need Government's attention in terms of effective implementation of the policies already in place and the gaps that highlights the need for changes in systems/procedures at the administrative and management level for ensuring that decentralization takes place in real sense of the word. The review will take place through documentation of two case studies. One would represent a positive impact of education decentralization highlighting the wider CBOs and community participation and the other a case where even decentralization did not work identifying the problem areas and with suggestions to further strengthen the decentralisation of education process. The review would be commissioned by SCUK towards mid of 2004. the detail TOR and the consultant will be developed and identified at that time.

Priority Area 2

Enabling local communities to monitor government spending on education, both at the national, district and community level.

Strategic Focus

To support and promote mechanisms, which would empower communities to track government spending to ensure effective utilisation of available resources and advocate for increase in education budget, where required.

Objectives

- Increased awareness in communities with regard to financing of education and its place in national planning.
- Government spending on education becomes more responsive to the educational needs in country.

Key Activities

1. Strengthening HRCP activities in 5 districts for budget tracking

Partner: Human Rights Commission of Pakistan – (HRCP)

Project Period – 2003 - 2005

The project aims to support and promote mechanisms, which would empower communities to track government spending to ensure effective utilisation of available resources and advocate for increase in education budget, where required. The initiative will have activities on two levels: It will give communities information and make them aware of the significance of budget allocations, funds available and priorities. Secondly, it will develop technical skills and mechanisms to track budget allocations and spending at national, provincial and local levels.

This project needs to be seen against the backdrop of concerted efforts to improve education sector at both micro and macro levels, within the context of EFA. It is important to understand the entire cycle of budget making in order to identify gaps in terms of effective allocation and utilization of resources and taking specific advocacy positions around them.

Budget is the most vital instrument of employing control over the subjects. In Pakistan, the whole public spending planning known as annual budget of government of Pakistan is prepared and spent behind the curtain. This annual budget is merely an incremental one without assessing the needs and gaps in different sectors.

The first objective of the project is, therefore, to describe the budgetary process and make communities and other stakeholders understand it. Understanding the budgetary cycle will, on the one hand, prepare the stakeholders for tracking education budgets and on the other hand, sharpen their understanding and subsequent positioning on specific education budget-related issues. National and Provincial budgets will be monitored. 5 districts will be selected for community awareness and district level budget tracking. The project will follow a two-pronged approach which will sharpen the understanding of communities on budget planning and expenditure especially education budgets, on one hand, and developing advocacy positions regarding the budget issues on local and national level with the aim of strengthening the voice of communities and other stakeholders in education planning and spending.

Objectives

- To describe the budgetary process in education sector to stakeholders at the national and district levels.

- To enhance stakeholders capacities to understand their role and participate actively in the process of budgeting and utilization of resources in the education sector.
- To empower stakeholders with the necessary skills for tracking the disbursement and utilization of funds from national to local school levels.
- To share learning with other organizations, alliances and coalitions about successful research and advocacy on education costs and budgets.
- To link up grassroots communities to a national level advocacy strategy to influence government planning and spending on education budgets

Methodology:

HRCF plans to set up a specialized budget tracking cell within HRCF. Which will be involved in:

- Preparation of a manual on reading budgets, allocations, and expenditure statements.
- Preparation of guidelines for district monitors.
- Development of audio-visual material to be used by district monitors and activists for use in sensitising parents and citizens to budget-tracking.
- Four provincial-level workshops to train monitors at the provincial level.
- Five workshops in selected districts and to work out project strategies.
- Two workshops with media persons to evolve understanding of education budgets, expenditures, evaluation procedures, and reporting.
- Share learning - Study of Kenyan budget tracking modules.
- Survey of education facilities in five districts to report on
 - a. Allocation of resources to education.
 - b. Procedures for determining allocations.
 - c. The input, output ratio at the district/community level.
 - d. Parents' assessment of efficiency levels.
 - e. Any blatant wastage, methods of plugging loopholes.
 - f. Possibilities of access to higher levels of studies.
 - g. Official inspection mechanisms.
 - h. Urban-rural and gender balance in facilities.

Expected results:

The objective is to analyse the public spending and its policies with a special focus on education, also to determine its impact at the local and grassroots level. Different stakeholders and beneficiaries will do the budget analysis at the local level. It will reveal the proposed and the actual spending pattern at the local level. With the help of budgetary tools disseminated to them, and the trained local level budget analysts' skills, a budget analysis capacity will be built that will enhance the participation in the public spending. This will also create the space to monitor the ongoing government spending especially on education programs and projects. The strategies evolved from the analysis will help them to advocate at the political level more effectively.

On the other hand an initiation of the participatory budget analysis processes at the national level among the activists and representatives of the different stakeholders and marginalized group representatives would enable them to assess and monitor the whole budget process so that a continuous process of budgetary analysis is initiated. This can initiate a procedure of holding the government accountable. This can also strengthen the collective voice of the marginalized groups that will actually lead to stronger lobby and advocacy mechanism, which will be ultimately reflected in a changed pattern of priorities in public spending. A shift to pro-poor spending from the unproductive, non-productive non-transparent spending will ultimately increase the social and human capital.

Priority Area 3

Supporting innovative ways for civil society to ensure that all children, especially girls and the most vulnerable and disadvantaged are able to access quality education

Strategic Focus

To contribute in facilitating access to quality basic education for the most vulnerable and disadvantaged groups (including girls, working children and poor children), and promoting innovative ways of improving quality of education (formal, non-formal and public education).

Objectives:

- To facilitate access of vulnerable and disadvantaged children, especially girls to quality basic education by supportive innovative ways initiated by CSOs.
- The dropout rate, which is presently very high, especially for girls, is reduced.
- Human rights values and a culture of democracy is promoted in school.

Key Activities

1. Creative Learning

“Creating Learning Organizations by Combining the Principle Logic of Poverty and Education”

Partner: Institute for Development Studies and Practices – (IDSP)

Project Period – 2003 - 2005

The project aims at strengthening existing schools (govt. non govt. etc) by making education more relevant to the community’s needs by building skills of reading, writing and numeracy yet expanding its portfolio, involving the community livelihood education. The initiative envisages Creating Learning Organizations by combining the principle logic of poverty and education with a focus on girls, women and the poor in the communities. The aims is to redirect the energies from illusions of development to the reality within the socio economic roots of the communities by initiating a process where, the community, children and adolescent girls will be connected to address poverty through educational developmental processes.

Objectives:

- To create and develop models of alternative learning in district Loralai of Balochistan province.
- To create spaces for connecting literacy knowledge and poverty in to a learning organization.
- To create and develop at least two learning organizations.

Methodology:

The process would spark from the existing foundations and gradually enhance towards more divers benchmarks. The school would remain the skill building structure by building skills of reading, writing and numeracy yet expending its portfolio it would start involving the community livelihood education i.e. skills of agriculture, dairy farming, cobbling any other local craftsmanship retailing, embroidery, herbal and nurturing of conscious motherhood practices, library operation on income earning basis, and various other skills and crafts related activities that are visible source of income to the community.

The process will continue on the basis of intensive social mobilizations gradually creating the entire community along with its formal, non-formal, government and non-governmental

institutions in a learning organization. The process will lead to identify resource persons and community mentors in the communities. The community members having qualified profession and indigenous skills will be considered as mentors for the young girls in particular and children generally. This mentoring will take place after the literacy lessons in the schools. (It is an assumption that there is a government school but it is under utilized or almost non-effective but it has institutional resource) If there is no formal school in the community then the learning organization will set up its own learning centre. The children will be placed on rotating basis for each skill with the relevant mentor. The mentor will teach the skill by giving work-based assignments. At the end of the day the mentor pays each child a daily stipend. In this way the child gets literacy skill from the school, education for livelihood for the community and at the same time earns some money for his, her work as an internee. If there is no school the school aged children will be the main focus. The mentor gets financial / technical support for her or his business and craft to start or to grow etc. The mentors for intellectual and knowledge-based education will be given assistance to further enhance the knowledge. This technical assistance will come from related government 's line departments. IDSP, non-government catalysts will use tools of social mobilization to further the community resources of knowledge and skills. This process of social mobilization will lead the entire community in reorganizing themselves in to learning organizations. The community would be involved and take ownership of the educational process of its children. The traditional manual workers would get acknowledgement and respect and as a result community will unite in the educational process, rather than divided by false values of elitism. The basis of social mobilization will be on continuous action and reflection using participatory action research method.

Expected Results:

- Identification of Learning Organization comprising a willing community, existing literacy centre, availability of indigenous skills/knowledge and generics with regards to representation as a model.
- Understanding of the community about the project is built and ownership induced. A group is identified and loosely formed that may form the basis of the learning organization.
- Training Course is designed.
- A learning Organization is emerged, training manuals developed and training incorporated.

2. Changing For Children

“Access and Quality in Education for Disadvantaged Children Especially Girls”

Partner: Adult Basic Education Society – (ABES)

Project Period – 2003 - 2005

The project is to contribute in facilitating access to quality basic education for the most vulnerable and disadvantaged groups (including girls, working children and poor children), and promoting innovative ways of improving quality of education (formal, non-formal and public education).

Objectives

- To facilitate access of vulnerable and disadvantaged children, especially girls to quality basic education by supportive innovative ways initiated by CSOs.
- The dropout rate, which is presently very high, especially for girls, is reduced.
- Human rights values and a culture of democracy is promoted in school.
- To finalize and document the theory, processes and basic principles for setting up a child friendly joyful learning environment based on child rights.
- To mobilize community participation and resources and enable them to take charge for providing education rights of the children at all level.

Methodology:

The project area will cover 6 districts (D.I.Khan, Kasur, Dadu, Mirpurkhas, Lasbella, Toba Tek Singh located in all 4 provinces of Pakistan. However, the materials developed and information gathered would be disseminated to the Education Department and all those NGOs, CSOs who are involved in basic education programmes. The project will have two dimensions:

1. Developing an advocacy campaign centred on the EFA goals by clearly positioning ourselves in support of excluded groups. The project aims to engage grass roots communities, local government, education departments by organizing various events and activities at both national and local level
2. Facilitating and building capacities of existing government/non-government/ community primary schools to adopt more innovative ways like child-friendly schools to increase their outreach especially to most disadvantaged children.

Expected results:

- Finalize and produce a modified teacher training package on Joyful learning methods and teaching materials with new topics on emerging gender disparities, creating learning opportunities for disadvantaged and vulnerable children, creating opportunities for girl-child education and the role of parents and communities towards education rights of the children.
- Advocacy and awareness raising materials will be produced that will help in achieving the objectives of the project.
- Minimum five Schools will be involved with each Teacher Resource Centre in the district as laboratory schools that will get support through teacher training, materials, monitoring etc.
- A School Start-up-Pack will be developed which will provide the teacher, supervisors, communities, CSOs and education department etc. with the following:
 - Understanding on “What is a community-based school. Knowledge about, “The community’s responsibilities and ownership of the school – who is involved.
 - Understanding about Children’s learning needs in the primary years.
 - Understanding of what are child friendly and joyful learning approaches and the role of the child in the classroom.
 - A Handbook for Teachers..... How I Make A Difference?
 - Knowledge about roles and responsibilities of all stakeholders in the community schools programme.
 - Methods of Classroom activities of each day, children working together, children investigating issues and concerns in the village, children asking questions, children having fun while learning.
 - Classroom observation schedule and supervisors performing the role of Creative Support Advisors.
 - A Teacher Training Package.
 - Training package (for community awareness raising and roles and responsibilities of Community School Councils (CSC) or Village Education Committees (VEC).
- Through advocacy communities and other stakeholders will be made aware about the education rights of every child / girl. It will reduce the disparities and exhale equity.

3. Alternative educational material development & Policy advocacy

Partner: Khoj

Project Period – 2003 - 2005

Khoj, a local NGO is currently working in District Sheikhpura of Punjab Province, bringing innovation to the way of teaching by using phonetics in primary and adult literacy. The methodology has proven to be very effective both for children and adults. Some of the students have reached to the level, where they are preparing to appear for matriculation examination. The

tremendous results of the initiative are still unseen and need attention of the policy makers, donors and other concerned.

In early 1990s Khoj, inspired by the Freirian principles, launched its first project of developing a teacher's manual, teaching aids and other educational materials. At the same time, two groups of women were formed. These groups became instrumental in the learning needs of socially and economically disadvantaged women. Now those two groups have grown into a regular program for women and children and has four projects both in urban and rural Punjab.

The proposed project has been developed keeping in mind the above mentioned as well as enhancing Khoj's capacity as an institution for much better results in the future.

Objectives:

- To promote Khoj methodology through advocacy with government and other organizations.
- To improve access to quality elementary education for marginalized children especially girls.
- To compile and print education material used in Khoj methodology.
- Developing organizational capacity of Khoj through OD.

Methodology:

Every effort will be made to coordinate closely with the concerned District Government for implementation of the Khoj methodology in some of the Government schools. In this regard a Memorandum of Understanding will be signed with the Govt. for taking responsibility in supporting its schools as well as allowing Khoj to exercise the methodology and show results to the Govt. At the same time, advocacy events will help share the experiences with a bigger audience.

Focus of the project would also be to provide educational opportunities to the underprivileged and marginalized, especially girls. Khoj methodology will be implemented in selected schools as well as schools set up by Khoj in the target villages of District Sheikhpura. The intended beneficiaries would be dropouts, those who did not have a prior opportunity of getting education and girls. As the idea is to strengthen the Government school system, Khoj would focus on mainstreaming of children in the Govt. schools available in the periphery and would try to strengthen the quality of education in these schools by introducing the Khoj methodology and coordinating with other organisations in the area involved in similar activity.

Khoj, as mentioned earlier, has been working on an innovative way of teaching and learning. The methodologies have evolved with the passage of time and gaining experience. It is therefore time that all the material (teaching manuals as well as students material) is consolidated and put in a form that can be shared with other CSOs and the Government. It would help Khoj in scaling up of the approach in an easier way. During the proposed project the material will be further refined and printed.

In keeping with requirements pertaining to extensive fieldwork and sound administrative and financial systems and procedures, Khoj has been making every effort to achieve proficiency in these. However the need for further improving the afore mentioned cannot be denied in order to achieve enhanced output. It is envisioned that capacity building of such an organization which has pioneered an approach in the field of education, would pave way for visible results which would not only be internal but would spread its effectiveness across the board also.

The project would be implemented in 6 – 8 Villages of District Shiekhupura in the existing Government as well as in the schools to be established by Khoj. Following beneficiaries are expected to directly benefit from the project:

Children:

- Children of 8-14 years age group (out of school children/ drop outs, working/ child labourers, girls etc). 5-7 year will be encouraged to enrol in formal schools, if available. In case where there is no access, children of 5-7 will be prepared using Khoj methodology for mainstreaming in formal schools in the nearby villages at a later stage.

Others:

- Adults enrolled in government literacy centres.
- Teachers in Khoj and Government schools.
- Parents and community members.
- Government Department and other CSOs.

Expected results:

- Khoj's methodology is recognized as a viable approach in improving access to marginalized children especially girls to quality elementary education.
- 10 schools of NGOs and Govt. institutions use Khoj's methodology in their NFEs.
- 300 children complete quality elementary education.
- Of the 300 children, 50-60 % are girls.
- 50% of the total beneficiaries are mainstreamed for continuing education into the Government schools available in the peripheries.
- The developed material is printed and disseminated.
- The potential implementers will have greater knowledge of the Khoj methodology and course content.
- Uniform course content will be introduced in a more disciplined way by the potential implementers.
- Organizational management capacity of Khoj enhanced.
- Programme implementation improved.

Note: Please refer to Annex 1 for Process and Impact indicators for all the above activities under the three PAs.

5. Links between national, regional and international work

The CEF consultation workshops, which started with a national level consultation and was followed by four provincial level consultations, enabled the CEF Team to solicit opinion and suggestions of diverse elements of the public and private sectors. During the consultative process, one of the major strategies to affect CSO participation was the creation and or supporting of coalitions, networks and alliances. Several suggestions were given e.g. a forum for education, which could work through the grassroots to the district level and be inclusive of NGOs, intellectuals and philanthropists. The district forum could then constitute a provincial forum, which in turn would form a national forum. As regional initiatives develop, linkages would be made through continuous sharing of information with CEF UK. Linkages with initiatives at international level, as appropriate, would be established.

5.1 Issues on which links would be sought

- To make primary education free and compulsory by the government at all levels.
- To bring gender parity in the enrolment and access to quality education within the decade.
- Increase the budget allocation to education in the national and provincial budgets.
- To ensure that through advocacy at regional and international levels, Govt. ensures implementation of the plans and stand true to the commitments made at the international level.

In order to deepen the links between education work at different levels – local, national and international, one needs to ensure that future campaigning work is rooted in local mobilization. Local level presence of the three implementing agencies and their partners must be harnessed more effectively for campaigning by seeking coherence and connections in our work. Local level action research can feed into national policy work and local level mobilization can be the foundation for building wider public pressure.

As envisioned in CEF, education alliances would be supported and strengthened. There is a need to promote a more ‘campaigning’ mode in the work of national coalitions ensuring stronger links between national and local work and developing comprehensive communication strategies to reach out to involve a wider public audience.

Similarly, CEF presents a good opportunity to facilitate and support the emergence of dynamic national, regional and international structures to strengthen southern perspectives and to advocate and lobby national governments in North and South, as well as bilateral and multilateral development institutions (and other international development actors) to ensure action on commitments in Dakar and to make these commitments good in a post-Dakar context.

Most importantly now is the time to root all our work in our clear positioning and passionate engagement in support of most disadvantaged and excluded groups.

5.2 Plan and time frame for linking with regional networks, CEF activities

The CEF implementing partners need to be aware that we need to work strategically and use the limited time and resources in the best and most efficient way possible. Therefore networking with all the key stakeholders/civil society organisations in the country needs to be arranged as soon as possible. An advocacy strategy would be developed with the consultation of these key stakeholders.

At a regional level CEF teams would meet in the near future to share experiences, CEF process and determine guidelines for linking up at the regional level. It would clarify the way forward for a more intense involvement in achieving the CEF goal. Links could also be made to any regional initiative on education for learning and building on the tested out approaches.

6. Gender issues

According to the economic survey of Pakistan (1999-2000) the current literacy rate in Pakistan is one of the lowest in the world. Even in South Asia, Pakistan ranks very low and only Bhutan precedes it. Out of the 76 million total adult population, about 49 million (two thirds) are illiterate of which women constitute about 60%.

In 2005, Pakistan would account for 40% of South Asia’s out-of-school children, compared to 27% in 1995, and the majority of these will be girls. Around 50% of girls and 30% of boys do not enter school and among those who do there is a 50% drop out rate by year two.

The issue of girls’ education has been raised many a times amongst all the key stakeholders and can be attributed to a range of social and cultural factors but most prominent is the underlying belief that educating girls is not an investment for a poor family and so when resources are limited, boys receive preferential treatment. Girls’ education is also often seen to be incompatible with the traditional values of the community. Non-flexible timings of schools, which prevent girls from performing their domestic responsibilities and fitting schooling around these is deemed to be another reason for gender disparity in education. But we must not use tradition as an excuse

for gender inequality in education. Most of the cultural resistance to girls' education evaporates where schooling is genuinely accessible, of a reasonable quality and is gender sensitive. At the very least, there exists an interplay between culture and education policy, that needs to be examined more closely.

One of the other issues, which is cross cutting and is prevalent throughout the society, is "Violence Against Women" which can be termed as a consequence of unequal power relations between genders and the prevalent system of patriarchy. Through the CEF this issue needs to be highlighted and measures for its elimination can be suggested to the government. Awareness raising amongst civil society can also prove to be fruitful so as to highlight the issue and suggest ways to eliminate the menace.

While there is no simple way that could increase gender equity, there are possible ways forward like mainstreaming flexible & innovative approaches; provision of safe learning environment; improvement in teacher training by using child-centred and gender sensitive approaches to teaching and learning; education programs for women and rooting out of budgetary discrimination against women's education. These need to be raised consciously at the policy level with the government along with information from the "3rd Priority Area" needs to be fed into the overall work of the CEF. This can then be used to lobby with the government.

It should however be mentioned that 2005 is a very ambitious time frame for achievement of gender equity. Considering the current trends it will be very difficult to achieve this goal.

7. Monitoring and Evaluation

All the three CEF implementing agencies view regular monitoring and evaluation as an integral part of the project management. Consequently, the project will have a strong focus on project monitoring and evaluation and subsequent dissemination of project learning through sound documentation for sharing project outcomes both nationally and internationally. Monitoring indicators will be jointly developed in the coming months. Specific advocacy related indicators would also be developed for each priority area. SCUK's M&E Coordinator will work jointly with counterparts in Oxfam and Action Aid to support regular monitoring of progress against the indicators. Periodic evaluation will be undertaken to assess progress in terms of improvement in practice and policy, its effectiveness at the practice level and over all impact against set targets, which will provide a direction for making necessary adjustments in the project design and improved project implementation. A mid term and project end evaluation will be conducted in addition to any joint review visits, if and when required. Regular quarterly progress reports will also be a means of reviewing the progress and documenting the learning.

The meaningful participation of civil society in the formulation of any education policy at any level will be a means to measure the progress. Meaningful participation implies that the civil society will be fully prepared to put their point of view forward to the government at all levels and in a concerted manner. It will also mean that they are organised and have one voice in this endeavor. For this purpose they may advocate changes through campaign strategy.

Dialogue and discussion with key government functionaries and ministers to bring changes in education policy is imperative. This change should not only be at policy level but should trickle down to the implementation level. Thus there exists a need for the civil society to approach the government and lobby for the EFA and gender equity goals.

The changes in national policy and practice can be gauged from the overall changes in the policy documents as well as from the allocation and utilisation of more resources for education at all levels.

Indicators for each initiative under the three PAs along with the following would be unpacked, developed and refined in the forthcoming CEF monitoring indicators development workshop, for improvement in the school system, access and gender equity:

- Increase in number of schools in identified far-flung areas where there is a genuine need for such.
- Improvement in teacher training especially for primary school teachers.
- Increase in salary of teachers
- Increase in enrolment of students especially girls

8. Risks and assumptions

Since the announcement of CEF in 2001 and inception in 2002 the situation in Pakistan has been evolving and changing rapidly. These are mainly centered on the political processes. Global developments have affected the country as well; particularly the post 9/11 scenario, whereby any changes in the global economic situation affects the country. Thus in the coming future the overall environment can effect changes for the positive or the negative.

In the case of global environment the fall out of the Iraq situation may adversely affect the progress of the CEF. This may be in terms of economics as well as a volatile political situation. Internally very conservative parties now govern two of the provinces that plan to segregate the educational institutions in the areas where they govern. If enforced, it would take women back and hinder their empowerment.

One of the classic problems for NGOs developing policy and advocacy work in recent years is the divorce that exists between their grassroots program work and the policy undertaken in capital cities. The challenge is then to build clear links from grassroots to the national level. In the quest to achieve EFA, we must never forget what education is for. National and international campaigning and policies while needing focus must not be reductive, assuming that getting children into school is an end in itself. We need to ensure that we keep a strong focus of quality – particularly from a vantage point of equity. Another challenge is to make education more relevant and responsive to the community's needs. Very often in our context, education is more dis-empowering rather than empowering as it often overlooks the need of the community. While focusing on primary education, we must not ignore secondary schooling in the larger context. Investments in education must include balanced investment in secondary education to avoid future bottlenecks.

At national level, amidst fears that Pakistan may fall well short of the EFA goals, genuine political and bureaucratic commitment for systemic change and resource allocation is still missing despite cosmetic changes to put the paperwork in place. At international level, resource commitments from partners and institutions continue to elude us with continually shifting goalposts and new conditional ties.

CEF's prime focus being lobbying and advocacy through alliances, a common risk alliances often run into is the lack of a 'campaigning' mode. Often coalitions tend to become 'entities' in themselves and the very purpose of their existence is lost in bureaucratic details.

On a positive note the governments of Punjab and NWFP have made education up to Matriculation compulsory and free. However this needs to be followed up with the government at all levels to practically assess the implications of such an announcement.