

2018

ANNUAL REPORT

PAKISTAN COALITION FOR EDUCATION

An initiative of Society for Access to Quality
Education (SAQE)

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EDUCATION FOR ALL

Pakistan Coalition for Education (PCE) was formed in 2005 in order to provide a platform to civil society through which they can address key issues on policy advocacy and bridge the gap between policy makers and the civil society. The organization was formed for the development and implementation of policy in context of free and quality education for all. PCE is legally registered as the Society for Access to Quality Education (SAQE) in 2010. PCE is a strong advocate of evidence-based policy advocacy, community awareness and mobilization.

GPE FINANCING CONFERENCE DAKAR, 1 & 2 FEBRUARY

As part of GPE 2018-2020 Replenishment Campaign, GPE held a historic Financing Conference in Dakar, Senegal seeking increased global education financing to meet Sustainable Development Goal 4 and Education 2030 Agenda. The event convened a diverse group of education stakeholders, including 10 heads of states, government ministers and education advocates from around the world making it unique and the highest level education financing event.



Prior to the conference, PCE initiated “Fund the Future: Education Now” campaign seeking increased domestic financing for education. Letters were disseminated to Provincial Chief Ministers, Finance Ministers, and Education Ministers thereby taking all relevant stakeholders on board. The campaign was rigorously taken up on social media as well, seeking time bound and credible pledges from the Pakistan government regarding increased financing of education. In brief, campaign aimed to secure the following:

- *Time bound and credible pledges to increase education spending to 4-6 % of GDP in line with SDG 4 and/or increase spending to 20% of total government expenditure on education*

by 2020

- *Expand tax bases through tax reform and tax justice by challenging tax avoidance, tax evasion and raising new earmarked taxes*
- *Ensure equity in education by prioritizing sensitive allocation and spending to support marginalized groups*
- *Improve data on education financing and ensure a pledging baseline to ensure that all pledges can be monitored, tracked and measured*
- *Transparency in budgeting and increasing scrutiny of education spending*

The GPE Financing Conference saw pledges from both the donor and developing countries. More than fifty (50) developing countries pledged a \$110 billion to education for the duration of 2018 to 2020. Two-thirds of the developing countries that committed to increasing education spending to 20% of overall budget will have reached the goal by 2020. Donor countries also pledged a sizeable increase in funding from \$1.3 billion contributed over the last three years to \$2.3 billion for 2018-2020 period. The United Arab Emirates, the first Arab and Middle Eastern donor to GPE, pledged US \$100 million.

Education stakeholders went on to highlight the importance of education prompting governments to work hand in hand with civil society and the private sector to strengthen education systems in low income countries.

‘The lack of quality education is the greatest threat to my generation’, said Mohamed Sidibay, former child soldier and GPE Youth Advocate from Sierra Leone.

Macky Sall, President of Senegal, while addressing the conference said, "The struggle of education is the mother of all battles . If we lose that battle, we lose all battles." Peace Ayo, Malala Fund Youth Advocate, iterated the importance of educating girls. She went on to say "If we want a great nation, if we want a great world, we must educate the girls." "Education gives today's young people a pathway to fulfill their full potentials as adults," said Henrietta Fore, Executive Director of Unicef.

VOTE FOR EDUCATION CAMPAIGN 2017 – 2018

As 2018 was the general elections year, PCE initiated its Vote for Education campaign to bring education as priority agenda of party manifestoes. In this context, a series of consultation sessions with political parties, youth, girls, teachers, and parents, CSOs were organized to discuss education issues and put together a charter of demand. All major political parties were engaged and as a result, PCE developed an education manifesto comprising of a minimum agenda for education. This education manifesto was disseminated to provincial and local candidates, with leadership of all major political parties including Pakistan Peoples Party, Pakistan Muslim League (Nawaz), Pakistan Tehreek-i- Insaf, Jamat-i- Islami, Jamiat Ulema-el-Islam - (Fazal-ur-Rehman), Balochistan National Party, Awami National party et al. These letters stressed the importance of making education a priority agenda in their respective manifestos' pledges. These letters were also tweeted to all relevant party leadership by PCE and its members.



PCE also collected region specific recommendations from 18 districts across all four provinces through its members and other CSOs. A charter of demands was also put together based on local issues at the district level which was then disseminated through letters to provincial chief minister, provincial finance minister, provincial minister for education and provincial minister for planning and development of the respective provinces. A letter was sent to key anchors urging them to discuss it in their programmes along with education manifesto and same was tweeted to them. PCE shared the education manifesto with other CSOs, Gulmakai champions, other networks like Child Rights movement for wider dissemination and a collective effort.

As a result of these activities girls' education came out as a major pledge in all parties manifestoes, seven political parties include the top three political parties in the country, committed to girls' education in their manifestos. Comparison of the 2018 manifestos of these parties with their 2013 manifestos reveals that across all seven parties, there was an increase in the number and scope of commitments to girls' education. Education is priority agenda for new government a national task force on education is formed by the government to enroll Out of School children in Pakistan among them 50% are girls.

GLOBAL ACTION WEEK FOR EDUCATION, 22 - 28 APRIL

Global Action Week for Education (GAWE) is an international annual campaign led by the Global Campaign for Education (GCE). The week is celebrated globally by the public worldwide to raise awareness on the importance of education. Every year, teachers and civil society members work towards raising awareness on different education related themes.

Keeping in view, the upcoming elections of 2018, PCE's Global Action Week campaign was themed "Vote for Education". The campaign aimed at sensitizing grass root communities on the power of their vote and how it can be used to generate demand for pertinent issues including education reform for girls. The campaign was organized in eighteen (18) districts of Pakistan from all four provinces.

An education manifesto was prepared by PCE prior to the commencement of the campaign. To host a nationwide campaign on voter education, PCE shared this common education agenda with civil society organizations and coalition members for endorsement. The document was then disseminated to all major political parties including PPP, PTI, PML-N, JI, JUI-F, MQM, NP, highlighting pertinent education issues including the improvement of girls' education. An online campaign was also conducted through PCE's Facebook and twitter accounts.

PCE's education manifesto was tweeted to media cells of all major political parties, their manifesto committees and other political party representatives. At the local level, PCE's education manifesto was also shared with participating coalitions to be distributed to

the local contesting candidates from their respective districts. This document put forth concrete pledges that were meant to inform education manifestos of all political parties and could be incorporated as timeframed, measurable commitments in party manifestos. It received positive feedback from key legislators including Deputy Chairman Senate.



To ensure equitable, inclusive and quality education and promote lifelong learning for all Pakistanis as agreed upon globally in form of Sustainable Development Goal 4, Civil Society organized by Pakistan Coalition for Education put forth a concise document titled 'charter of demands' to district government functionaries and local political leaders. This charter was shared at all district level consultations and thereby disseminated as collective policy asks to the respective provincial minister of finance, provincial minister of education, provincial minister for planning and development and provincial chief ministers.

Macky Sall, President of Senegal, while addressing the conference said, "The struggle of education is the mother of all battles. If we lose that battle, we lose all battles." Peace Ayo, Malala Fund Youth Advocate, iterated the importance of educating girls. She went on to say "If we want a great nation, if we want a great world, we must educate the girls." "Education gives today's young people a pathway to fulfill their full potentials as adults," said Henrietta Fore, Executive Director of Unicef.

REGIONAL WORKSHOP ON THE CSO SPOTLIGHT REPORT FOR THE 2019 HIGH LEVEL POLITICAL FORUM (HLPF), 6 & 7 MAY

PCE is a member of the Asia South Pacific Association for Basic and Adult Education (ASPBAE). ASPBAE is working with national coalition in at least six countries in developing 'Civil Society Spotlight Reports' for the HLPF 2019 processes.

A meeting was convened in this regard in Bangkok, Thailand. PCE's Research Coordinator, Nida Mushtaq, attended the meeting on behalf of PCE. The objectives of the meeting are detailed below:

- Create a deeper understanding of SDG and SDG4 /Education 2030 processes, in particular the High Level Political Forum (HLPF), and the Voluntary National Review (VNR)
- Come to an agreement on the format, content, process, timeline of the Country Spotlight Report on SDG 4 for HLPF 2019;
- Agree on the content and key messages of the thematic

spotlight reports on education financing, youth, and gender and skills

- Facilitate sharing and coordination between and among ASPBAE and National coalitions concerning SDG/SDG 4 processes at national, regional and global levels.

GPE BOARD MEETING, BRUSSELS, 12-14 JUNE

The key outcomes of the GPE board meeting are detailed below:

- A paper was presented that called upon the Board to review actions of improvement identified in the GPE results report. The document called upon partners and civil society representatives to address the key challenges they face in their role as outlined by the GPE results report.
- Improving efficiency of Education Sector Program Implementation Grant (ESPIG) processes
- The Board approved Euro as the second holding currency of GPE Fund
- The Board approved the extension of countries eligible to access the Multiplier during the 2018-2020 period
- The Secretariat emphasized that due to a successful Replenishment, there is an expectation of around 70 grants to be approved in 2018-2020, which results in an increase in transaction costs related to grant application and approval processes. The Board decision language was largely approved, with a few minor modifications.

CIVIL SOCIETY ORGANIZATION (CSO) LEARNING EVENT, 2 & 3 OCTOBER



Pakistan Coalition for Education held its Annual Civil Society Learning Event where CSO representatives and coalition members from across Pakistan participated and were capacitated on key aspects of civil society's role in education governance. Over a span of two days, PCE team along with notable experienced personnel from the development sector. Mr. Rene Raya, Lead Policy Analyst from ASPBAE commenced the first session on the "Guiding principles on private sector in education" wherein he discussed the obligations of states with respect to private involvement in education and the need to ensure that education remains a human right that is in reach for all children no matter what their social, religious, ethnic or economic background.

Mr. Ahmed Ali from I-SAPS held a session on education financing and the need to place an increased focus on effective distribution of allocated resources and a need-based model that is targeted towards catering the schools in the far-fetched areas of the country. He

called attention towards the data gaps that create a vacuum between the realities on the ground and the policy frameworks and sector plans produced by every province. "Despite knowing the out of school children's number for years, we are unable to locate where the highest concentration of OOSC exists in the country" he said. However, he concluded that the country has been making progress, albeit gradual, but the effort is being made by all government and nongovernmental bodies in their respective capacities and urged all coalition members to do the same and steer clear of sweeping statements that present a bleak picture of the education system.

The event was concluded with an active interactive session with a very diverse group of participants who proposed a number of initiatives that they could take in their respective regions using their relative advantages, with the constant support of the national secretariat of PCE and other experts present at the event.

PCE'S 9TH ANNUAL CONVENTION, 4 OCTOBER

PCE organized its 9th Annual Convention themed around “Promoting peace and security through inclusive education” in Islamabad. The convention aimed to bring together all stakeholders in education on one platform to discuss various different challenges that the public education system continues to grapple with.

The discussion was compartmentalized into three sessions;

the first one being “Making education inclusive” which was aimed at highlighting the need for education policies to be more sensitive and inclusive of marginalized communities including differently abled children and gender minorities. Ms. Zehra Arshad, National Coordinator of PCE started the session by emphasizing on the lack of credible data on education, specifically inclusive education in Pakistan which ultimately leads to an absence of policy frameworks on the issue. Mr. Atif Sheikh, Executive Director of STEP echoed her words and added that the term “special education” that was used up until 2002 to refer to education for children with disabilities has been counter-productive and rather detrimental to the cause of inclusive education since it has led to further alienation of the persons with disabilities and done the exact opposite of ‘including’ them in the system. Fellow panelists claimed that with the right set of resources and sensitization trainings in the existing schools, the government does not need to build separate “special” schools and can make existing educational institutions more inclusive for children with disabilities.

The second session focused on the importance of “Safe schools” and the need for strict policies to investigate and prosecute crimes against schools. The discussants also advocated for and explored the possibility of Pakistan signing the Safe Schools Declaration. Ms. Raheela Saad, Head of Gender & Child Cell at NDMA, highlighted the importance of making schools a safe space during disasters, after disasters and in the long term by equipping children with the capabilities to be able to protect themselves in case of emergencies and natural disasters.



The last session was focused around the “role of civil society in High Level Political Forum (HLPF) 2019” and the experts discussed the National Framework on SDGs that the government has adopted and the progress Pakistan has made with respect to SDG-4 so far. The panellists educated the audience on the process of Voluntary National Review (VNR) at HLPF 2019 and the importance of shadow reporting by the civil society. The session concluded that Pakistan has not set the targets high enough for 2030 to be able to live up the commitments made in line with SDG-4 and urged the experts and CSO representatives working on education to join together and engage in consultative processes to assist government in better operationalization of SDG Goal 4’s targets.

The sessions were followed by an interactive session where the audience members brought forth very pertinent questions and valuable comments with respect to the discussion and the event was concluded by Ms. Zehra Arshad, who reiterated the need for active engagement among all stakeholders to improve the future of the education system in Pakistan and took note of all the valuable input by the discussants and participants.

GIRLS LEADERSHIP AND LIFE SKILLS TRAINING SESSION 2018, 17 & 18 OCTOBER



PCE in collaboration with the Pakistan Girl Guides Association organized a two day training session with over 200 girl guides at the PGGGA headquarters in Islamabad. The training was aimed at inculcating leadership and life skills in the young upcoming generation of girls and teach them how to navigate through life while looking after themselves as well as the people around them. The sessions were focused around recognizing personal assets, building self-confidence, and polishing decision making and leadership skills.

The sessions were activity-based and carefully designed to nurture every participant's analytical skills, all the while teaching them the importance of self-confidence and being sure of themselves in life. The first session urged the girls to self-reflect and looking at the course of their life, identify their individual personality traits, both negative and positive. The training facilitator, Ms. Zehra Arshad urged the girls to look back and in hindsight, identify major milestones in their lives that

shaped their beings. The girls used flip charts to brainstorm and identified factors that helped them achieve and overcome major hurdles in life including aspects of their own personalities as well as external factors such as the people around them. The second session engaged the girls in an activity where they listed two examples of language and behaviors that "build up" and "put down" confidence and pledged to be more careful with the language they use to interact with others as well as the words they use while conversing with themselves.

The last session focused on polishing the participant's decision making abilities, breaking down the process of making a decision into different stages on the basis of logic, emotions, social consequences and evaluation of the outcomes for themselves and for the people around them. The girls thoroughly energized and manifested a visible difference in confidence by coming to the front and sharing their experience and learnings with all the participants, inspiring

BOL KAY LAB AZAAD HAIN TERAY, 13 DECEMBER



PCE organized an art showcase titled “Bol Kay Lab Azaad Hain Teray” in Islamabad. The rationale was to use the creative expression of art, both performing and visual, to highlight pertinent issues around girls’ education. The event comprised of musical performances, motivational speeches, dance performances and a stage play that touched upon a variety of crucial issues such as family pressures, socio-cultural obstacles, defunct schooling system, shortage of girls’ schools, absence of female teachers and poor quality of teaching.

complexity and depth the artwork depicted. The top three artists received cash prizes and all the participants were awarded with certificates concluding the event. The event was attended by a host of students from public and private institutions, parents, CSO representatives, media personnel, girl guides from Pakistan Girl Guides Association as well as policy makers. The event was covered by various local and national newspapers prompting an important and timely discussion on the importance of girls’ education.

PCE also held an art competition themed around “Barriers to Girls’ Education” across all private and public schools around Pakistan and received over 70 brilliant art pieces by young budding artists highlighting powerful themes such as child marriage, domestic violence, corporal punishment, discrimination against girls by families and inaccessibility of quality education, in their art work. The paintings were exhibited at the art showcase, leaving the audience spellbound by the

FINANCIAL REPORT



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Independent Auditor's Report to the Management

Opinion

We have audited the financial statements of **Society for Access to Quality Education** which comprise the statement of financial position as at June 30, 2018, and the income and expenditure account, statement of changes in funds and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements give a true and fair view of the financial position of the society as at June 30, 2018 and (of) its financial performance and its cash flows for the year then ended in accordance with approved accounting and reporting standards as applicable in Pakistan.

Basis for Opinion

We conducted our audit in accordance with the International Standards on Auditing (ISAs) as applicable in Pakistan. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants as adopted by the Institute of Chartered Accountants of Pakistan (the Code), and we have fulfilled our other ethical responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

The management is responsible for the preparation and fair presentation of the financial statements in accordance with the approved accounting and reporting standards as applicable in Pakistan, and for such internal control as the management determine(s) is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Society's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs as applicable in Pakistan will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

*Tariq Abdul Ghani Maqbool & Co., a Partnership firm
registered in Pakistan and an independent member
of Geneva Group International (GGI), a Swiss entity.*

As part of an audit in accordance with ISAs as applicable in Pakistan, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for expressing an opinion on the effectiveness of the Society's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society's to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.


Tariq Abdul Ghani Maqbool & Co.

Chartered Accountants

Muhammad Safder, FCA

(Engagement Partner)

November 26, 2018

Lahore

**SOCIETY FOR ACCESS TO QUALITY EDUCATION
INCOME AND EXPENDITURE ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2018**

	Note	2018 Rupees	2017 Rupees
INCOME			
Restricted grants	10	17,545,117	26,349,195
Unrestricted grants		4,945,988	4,098,918
Other income/ (loss)	11	305,398	(1,357,506)
		22,796,503	29,090,607
Direct project expenses	12	21,512,489	29,178,526
Administrative and general expenses	13	6,204,773	2,778,612
		27,717,262	31,957,138
Net surplus/ (deficit) for the year		(4,920,759)	(2,866,531)
(Transferred To Unrestricted Funds)			

The annexed notes form an integral part of these financial statements.



FINANCE MANAGER




GENERAL SECRETARY



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