

Girls Right to Quality Secondary Education

# Umang Project

(2018 - 2022)

**Summative Evaluation Report**

January 2023

## AwazCDS-Pakistan

Established in 1995 and is registered as not for profit organization with registrar joint stock companies under Societies Registration Act 1860 and enjoys special consultative status with United Nation's Economic & Social Council (UN ECOSOC). AwazCDS-Pakistan's core mission is to develop integrated and innovative solutions in cooperation with partners at all levels to secure the future of marginalized communities especially by creating rightful spaces and choices of life. For more information please visit [www.awazcds.org.pk](http://www.awazcds.org.pk)

## Umang Program

**Umang:** Umang program was started in March 2018 and ended in June 2022. Program focused on enhancing Quality Secondary Education for girls in Punjab with more focus in South Punjab through system strengthening and increased financing. The main geographical areas for interventions were districts Rajanpur and Lahore. The total 14 districts<sup>1</sup> of south Punjab were also covered on education through Umang Champions who were trained and engaged throughout for small volunteers' initiatives to raise voices for the better education facilities and learning environment. Umang is implemented around 05 main interventions:

- Evidence based research to study dynamics of governance, financing and accountability mechanisms for supporting Girls Quality Secondary Education in South Punjab.
- Capacity building and engagement of Umang Volunteers at district level
- Community mobilization of targeted stakeholders including media, parents, communities at large, potential women councilors, district education authority in district Rajanpur.
- Capacity building of policy makers and advocacy efforts with legislatures of the Punjab Province.
- Mass sensitization through media.

## Introduction of External Evaluator

Mr. Zafarullah Khan is a civic educator, human rights advocate, and researcher. Currently he is serving as the Chief Executive, Ideas for Vision 2047. He launched first-ever 'Constitutional Literacy Campaign' in the country for the citizen's socialization with their social contract-the Constitution of Pakistan. His book; Consistent Parliamentary Cord: Fundamental Rights of the Citizens of Pakistan has been published translated in to Urdu and launched by the Senate of Pakistan. Mr. Khan served as Executive Director (May 2016-April 2019) of Pakistan Institute for Parliamentary Services (PIPS) established through an Act of Parliament. He briefly served as Member/Commissioner-Islamabad at National Commission for Human Rights. Mr. Khan was Executive Director of Centre for Civic Education Pakistan (2002-2016). In 2016, Mr. Khan was given Human Rights Award (Civil and Political Rights) of Federal Ministry of Human rights by the President of Pakistan. Mr. Khan has done M. Phil in Pakistan Studies from Quaid-i-Azam University, Islamabad and M.Sc in Media and Communications from London School of Economics.

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<sup>1</sup> Vehari, Rahim Yar Khan, Bahawalnagar, Bahawalpur, Lodhran, Khanewal, Multan, Muzaffargarh, Dera Ghazi Khan, Rajanpur, Layyah, Bhakkar, Mianwali, Jhang.

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## Acronyms

AJK	Azad Jammu and Kashmir
CNIC	Computerized National Identity Card
CSOs	Civil Society Organizations
DEA	District Education Authority
DWO	Damaan Welfare Organization
ESR	Education Sector Reforms
GB	Gilgit Baltistan
LCG	Legislature Core Group
LG	Local Governments
MoU	Memorandum of Understanding
MPA	Member Provincial Assembly
NGOs	Non-Government Organizations
OOSC	Out of school children
PEEF	Punjab Education Endowment Fund
PEF	Punjab Education Foundation
PEMIS	Punjab Education Management Information System
PEMRA	Pakistan Electronic Media Regulatory Authority
RTE	Right to Education
RTI	Right to Information
SDGs	Sustainable Development Goals
VNR	Voluntary National Review

## Acknowledgment:

I am grateful to all stakeholders (*names and designations enlisted as an annexure-v*) for their time to share their experiences and insights regarding their association and contributions for Umang Project. Special thanks to the leadership and team of AwazCDS for providing all requested information and publications. Also for facilitating logistics to complete this evaluation.

## Executive Summary

Education holds the key to the destiny of a nation. The steering wheel of the modern state is invariably with her educated citizens whose performance closely reflects the educational process of a country. Thus, educational system, infrastructure, resources, inclusivity and standards shall be constantly watched and improved.

Pakistan is fifth most populous country in the world with youth bulge as 64 percent of its population is below the age of 30. Various studies and reports estimate that 22.8 million children aged between 5-16 years who are currently not enrolled in school. More than fifty percent or 12 million of these children are girls. This makes Pakistan-a country with second highest Out of School Children (OOSC) in the world. Despite desire since 1947, to educate every child-the education system in Pakistan has always been in crisis to adequately address this critical issue.

Historic 18<sup>th</sup> Amendment in 2010 constitutionally acknowledged 'Right to Education' (RTE) as a 'Fundamental Right' under Article 25-A. This step gave birth to adoption of laws for free and compulsory education in all the four provinces and for Islamabad Capital Territory. However, the situation on ground has hardly improved.

One of the single largest contribution of Umang Project-Girls Right to Quality Secondary Education implemented by AwazCDS with support from Malala Fund is first identifying the glitches in the non-implementation of the Punjab Free and Compulsory Education Act, 2014 at the forum of its Legislature Core Group (LCG) and later successfully get it appropriately amended. It is an inspiring case study of post-legislative scrutiny. The institutional collaboration with the Provincial Assembly of the Punjab also helped bring girls education on policy radar.

The work of Umang Volunteers, and focused district level engagement with stakeholders in Rajanpur offered imputes and new dimensions to forceful advocacy for girls education. The project made good use of print, electronic and social media and produced series of knowledge products and publications. This summative evaluation has tried to gauge the efficacy of all these interventions.

Almost everyone in Pakistan recognizes the importance of education-including girls education. However, the resources and infrastructure required both hard (classrooms) and soft (teachers etc.) appears to be inadequate. Many times voices have been raised to enhance national expenditures on education up to 4-6 percent of gross domestic product (GDP). However, in reality it has never exceeded 2.3 percent of the GDP. The recent pandemic situation (COVID-19) increased the challenges for education manifolds. The crises exposed digital poverty, inequalities in terms of internet access and lack of preparedness for tele-taleem. Unfortunately, the situation affected the girls much more.

In Pakistan, schooling is as diverse as the Republic. In the education sector, a variety of streams and channels cater to various segments, and classes, of its rising population but without much crisscross. Secondly, education, for decades, figured low on national priorities regardless of the popular and military governments that alternate in Pakistan.

The Umang-Project touched the core of the problem and worked to improve the government sector as an effective service provider. By the official demographic projections, there are eight births every minute in this nation of 220 million. That is almost 500 births an hour, 12,000 a day or 4-5 million per year. The education sector has to take the brunt of this growth where the construction of new schools has no ratio proportion with birth rate. In this way, interventions like Umang-Project serve as a timely wake-up call.

## Methodology

For the purpose of this evaluation of Umang Project-Girls Right to Quality Secondary Education, various methodologies were employed. Besides review of the project documents and programmatic reports, analysis of research based knowledge products, campaign and training materials was done. Along with this desk review the leadership of Awaz-CDS and the project implementation lead in meetings provided insights about the rationale, design and implementation strategies of the project.

Secondly, a series of structured interviews with stakeholders including the legislators associated with Legislature Core Group (LCG), Secretary Provincial Assembly of the Punjab, senior government officials from the School Education Department responsible for planning and budget at provincial level and actual service delivery at the district level, selected Umang Champions, members of District Education Committee in Rajanpur and journalists who contributed to highlight the topic through new (social media, FM Radios and Television) and old (newspapers) media were conducted.

For the broader understanding of the issue the website of the School Education Department Punjab, <https://schools.punjab.gov.pk> was frequently browsed.

In this way, this evaluation is primarily a qualitative summative assessment of the Umang Project. Nevertheless, some quantitative aspects like the schools upgradation and frequency of legislative business in the Provincial Assembly of Punjab have been analyzed.

## Contextualizing the project in historical journey for girls' education in Pakistan

***“...the importance of education and the type of education cannot be over-emphasized...there is no doubt that the future of our State will and must greatly depend upon the type of education we give to our children, and the way in which we bring them up as future citizens of Pakistan... we should not forget that we have to compete with the world which is moving very fast in this direction.”***

***Quaid-I-Azam Muhammad Ali Jinnah message to Education Conference 1947***

Education was one of the first priorities of the newborn country in 1947. The first Educational Conference convened from November 27-December 1, 1947 articulated the vision for education. The Conference envisaged free and compulsory education and formed seven committees including one particularly on women's education. At that time, the literacy rate was merely 16.40 percent (12.20 percent for females).

After democratic disruption in 1958-the National Commission on Education was constituted. It recommended 10-year compulsory education. One of the outcome of this process was enactment of Compulsory Primary Education Ordinance, 1962. First short-lived formal Education Policy was framed in 1970 but was aborted amid odd happenings of 1971 resulting in separation of the East Pakistan.

In 1972, new Education Policy (with emphasis on equality in education, free and compulsory education up to X-grade for both boys and girls) was framed that was replaced with another Education Policy (with emphasis on equal opportunities but separate set-up for male and female) in 1979. Later on, the country had education policies in 1992 (with a goal; improvement in women education) and 1998 (emphasis on achieving universal primary education). Yet another Education Policy was authored in 2009 after extensive consultations with the stakeholders. However 2005 onward the country experienced series of Education Sector Reforms-majority supported by international donors and development partners. These reforms attempted to incentivize enrollments by providing free textbooks and special stipends for girls etc.

This zigzag journey in the jungle of policies and plans indicate that there has been a lack of continuity and every government tried to implement their own ideological vision in education sector. In absence of bi-partisan consensus among political protagonists, we failed to paint a big and broader picture of education in a youth bulge country.

Right from the beginning though girls education had been part of policy and legislative conversations but the courage and sacrifices of Global Champion of Education-Nobel Laureate Malala Yousafzai provided a new impetus. The design and delivery of Awaz-CDS's Umang project supported by Malala Fund conforms to the soul and spirit of her vision. The work of Umang Champions in various districts in fact tried to translate that vision on ground by creatively communicating for the cause of girls education.



### A leaf from History:

In 1912 when Gopal Krishna Gokhale moved the Primary Education Bill in the Imperial Legislative Council, Quaid-i-Azam Mohammad Ali Jinnah fully backed it by saying, ‘..we are convinced that there is no salvation for masses unless the principle of compulsion (*compulsory education*) is introduced in this country.” However he was prophetic when he said in 1912 that “...it will take 175 years (*i.e. till 2087*) in order to get all school-going children to school and 600 (*i.e. till 2512*) years to get all the girls to school.” Quaid-i-Azam Mohammad Ali Jinnah wanted more vigorous steps in educating the people. He also forcefully responded to the critics who said that “if the common population is educated they will become ‘too big for their boots’ and will demand more rights.” Replying to the critics of the Bill he asked; ‘Are you going to keep millions and millions of people trodden under your feet to fear that they may demand more rights, are you going to keep them in ignorance and darkness forever and in all ages to come because they may stand up against you and say that “we have certain rights and you must give them to us.”’

## Overall review of the project:

Evaluating the work of Awaz-CDS established in 1995 it appears they have a passion and record of accomplishment for working on education-particularly girls' education in Pakistan. The organization is equally dedicated to realization of Sustainable Development Goals (SDGs) and is part of Pakistan Development Alliance-a consortium of CSOs/NGOs. Besides working in Pakistan with rights-based approach amid shrinking spaces, its special consultative status with United Nation's Economic & Social Council (UN ECOSOC) enables the Awaz-CDS to flag these issues at global forums.

Umang as an Urdu word denotes a strong drive, desire, ambition, passion and enthusiasm for success. Awaz-CDS started implementing Umang project in March 2018 and it ended in June 2022. The project focused on increasing possibilities and enhancing Quality Secondary Education for girls in Punjab with special emphasis on South Punjab.

The project employed multi-pronged strategies to make tangible progress on its objectives. Despite pandemic (COVID-19) that affected the education sector, the project made recognizable achievements. Meaningful engagement with the Legislators in the Provincial Assembly of Punjab and subsequently a successful amendment in the Punjab Free and Compulsory Education Act, 2014 could be regarded as the significant achievement. This may open up possibilities to improve the Right to Education laws in other federal jurisdictions. The Federal Free and Compulsory Education Act that is for the Islamabad Capital Territory contains similar hampering sections.

Glancing the parliamentary proceedings of the Provincial Assembly of the Punjab, one finds that the members of the LCG also utilized multiple parliamentary tools like resolutions and question hour to highlight the issue of girls education and provision of ample resources-including a call to establish South Punjab Girls Education endowment Fund.

The second intervention was publication of 'Evidence based research to study on the dynamics of governance, financing and accountability mechanisms for supporting Girls Quality Secondary Education in South Punjab' in August 2019. The publication was widely quoted in newspaper articles and social media. The SDGs Taskforce in the Provincial Assembly of the Punjab used the findings of this research to request the Provincial Minister for Education to allocate adequate financial resource for girls education in Southern District in Punjab.

The third intervention i.e. creation of Umang volunteers network in fourteen districts and capacitating them for being an active and effective champions for girls education in their respective districts. They raised voice for better education facilities, teachers presence, and enabling learning environment. They also became 'citizens journalists' for the cause of education. This statement by an Umang Champion is a testimony about the efficacy of this innovative approach. "Awaz-CDS trainings provided me an opportunity to learn from legends like Justice (R) Nasira Iqbal, Saleema Hashmi. I am from a least developed district and we rarely get such opportunities. I will carry this confidence with me throughout my life."

The fourth intervention was community mobilization for girls education in a least developed peripheral district Ranjabbpur. The creation of District Education Committee comprised of the district level officials and various community stakeholders yielded many verifiable impacts. The involvement of local press club, traders associations, religious leaders and women councilors was a unique step to gain community ownership for girls education. This model is worth replication.

The fifth intervention under Umang was thematic engagement with the media for girls education. Not only the Umang Champions contributed articles on education in their local media, they also appeared on local

FM radios. The project was able to occupy ample space for education in both the old (newspapers) and new (social media/websites, FM and TV) media.

These targeted multi-pronged interventions help achieve the following main objectives of the project:

1. To mobilize stakeholders support towards better governance, accountability and increased financing for girls' secondary education.
2. To ensure girls secondary schools are accessible and have adequate facilities for quality education through reforms in planning and addressing socio-economic and cultural barriers.

**Observation:** *By achieving historic law reform in the Punjab Free and Compulsory Education Act-the project attained over and above the specified programmatic objectives.*

## Civil Society's Meaningful Engagement with the Provincial Legislature and Legislators

*"The Umang Project was able to redefine the contours of citizens engagement with the parliamentary institutions", Mian Shafi Muhammad, MPA (PP-258) Rahim Yar Khan and Convener SDGs Taskforce, Punjab*

Awaz-CDS adopted an innovative path to engage with the legislators. It signed a proper Memorandum of Understanding (MoU) with the Honourable Speaker of the Provincial Assembly of Punjab. This MoU opened up spaces of meaningful interaction with multi-party SDGs Taskforce in the Punjab Assembly and led to creation of Legislature Core Group (LCG) on Education. The beauty of this LCG was that it had membership from all political parties that had a mandate in the Provincial Assembly. These parties included; Pakistan Tehrik-i-Insaf, Pakistan Muslim League-N and Pakistan Muslim League-Q, and Pakistan People's Party-Parliamentarians.

Although the SDGs Taskforce is headed by Honourable Mian Shafi Muhammad (MPA-PP-258) who hailed from Southern District- Rahim Yar Khan. However, the legislative business in the form of resolutions, questions and private member bill was able to get support from the MPAs from entire Punjab.

Here it is worth mentioning that the catch in the Punjab Free and Compulsory Education Act, 2014 was aptly identified at a training workshop arranged by the Awaz-CDS for the members of LCG under Umang Project in 2020. The said law instead of coming in to force at once had a provision, "It shall come into force on such date as the Government may, by notification, determine and the Government may, in like manner, determine different dates on which the specified provisions of this Act shall come into force." This section of the Act had practically made this legislative leap a non-starter.

Due to the MoU with the institution (Punjab Assembly) Awaz-CDS in collaboration with the LCG was able to pave the way for a unique kind of post legislative scrutiny by the mandate bearers and citizens tracking of legal implementation. Subsequently, on December 22, 2020 "the Punjab Free and Compulsory Education (amendment) bill, 2020" was moved in the Provincial Assembly of Punjab and was referred to Standing Committee on School Education. The Bill was moved by Mian Shafi Muhammad (member in-charge) along with thirteen other MPAs-including 11 women MPAs. The Standing Committee report acknowledged this fact by placing on record-'It was also apprised and appreciated that the legislative proposal under consideration had been submitted by the members of all the parliamentary parties.' This multi-party push increased the chances of the passage of this bill.

The Committee report presented on January 14, 2022 says, "The Administrative Department took a plea that at once enforcement involved certain financial constraints and administrative difficulties gaps as the District Education Authorities in the province had to be regulated through the Local Governments and they were non-functional." Secondly the School Education Department maintained, ""For the purpose of implementation of the Punjab Free and Compulsory Education Act, 2014 approximately 60-65 thousand additional rooms, new human resource and other logistic supports were required but the department already facing the shortage of 80 thousands school teachers. The request was made to the Finance Department to release the financial sanctions for recruitment of 40 thousands out of the afore-referred 80 thousand teachers but it had been allowed to recruit only 16 thousands teachers."

The then Chairperson of the Standing Committee Aisha Nawaz in an interview shared that we were able to push forward this legislative proposal due to multi-party LCG and unwavering support of the then Speaker, Ch. Pervez Elahi. "This could be regarded as an excellent example of post-legislative scrutiny. Together we were able to remove an anomaly in the Act. Now it is the duty of the executive to implement this Act in its letter and spirit." shared Uswah Aftab, MPA.

Later on, the said bill was first passed on June 21, 2022 and was sent to the Governor of the Punjab. The Governor neither assented nor returned as per the constitutional provisions. This was due to on-going political crisis in the province. After the settlement of the crisis, the Assembly passed this bill for the second time on September 13, 2022 and was assented on October 21, 2022 by the Governor.

Here it is pertinent to highlight that the Awaz-CDS was able to involve and motivate more women MPAs for the cause of Girls Education. They spearheaded many initiatives. They took a lead in tabling resolutions. In 2020, nine MPAs tabled a resolution expressing their concern over non-implementation of the Punjab Free and Compulsory Education Act, 2014 even after the six years of the adoption. They also asked to notify the rules to operationalize the law. “Now the ball is in the court of Executive and we will keep monitoring and tracking the progress under the Rules of procedure of the Assembly”, shared Inayatullah Lak, Secretary Provincial Assembly of Punjab during an interview for this evaluation study.

This historic achievement will be remembered for a long as a fruit of meaningful engagement with the legislature, legislators and civil society. This successful model can also pave way for future legislative reforms in the field of education.

## South Punjab Education Endowment Fund

Equitable investments in education are of critical importance. There have been a historical mistrust among the Southern districts that they are not getting a fair deal in terms of budgetary allocations. It is in this context that Awaz-CDS floated an idea of South Punjab Education Endowment Fund and build an impressive case in its publication “Evidence based research to study dynamics of governance, financing and accountability mechanisms for supporting Girls Quality Secondary Education in South Punjab” (August 2019).

On June 8, 2020 the Convener of SDGs Taskforce, Mian Shafi Muhammad, MPA wrote a letter to the then Provincial Education Minister, Mr. Murad Raas quoting Awaz-CDS research. “I have received a letter subjected (Request for giving distinctive attention for supporting girls right to quality secondary education in Punjab during budget of fiscal year 2020-2021). After perusing the same, I am of the view that contents of the above letter are based on ground reality, facts and figures. In this regard, Awaz-CDS Pakistan is working hard for Girls Right to Quality Secondary Education in Punjab. I can understand and endorse the issues highlighted in the letter and I am very much concerned with the problems and asks. Please consider the demands as our daughters deserve special attention for their Right to Education and for building an educated nation.”

A member of LCG, Ms. Sabeen Gul (MPA from Multan) presented a letter of demands on behalf of Umang Project to then Chief Minister, Sardar Usman Ahmad Khan Buzdar before the Budget Session 2020-21 demanding;

- Provincial Education Budget should not be cut down and needs to be increased in this critical period to promote innovative solutions for education.
- Provincial government to address gender gaps in access to education by doing gender sensitive budgeting and as a result of building new girls’ high and higher secondary schools.
- Punjab Government to notify the Punjab Free and Compulsory Education ACT 2014 and to prepare its Rules of Business to ensure enforcement of Right to Education law and safeguard the constitutional guarantee of free and quality education from 5-16 years.

Later on nine MPAs hailing from PTI, PML-N and PPP-P also tabled a resolution for the creation of South Punjab Girls Education Support Fund. However, to realize this demand the civil society along with the LCG would have to do persistent advocacy in the future as well.

## Umang Volunteers

*“We got a chance to sit together, learn together, think together, dream together, explore together, lobby together and work together” an Umang Champion from Jhang*

Awaz-CDS cobbled up a network of Umang Volunteers in fourteen Southern Districts of the populous province Punjab. These districts included Muzaffargarh, Bahawalpur, Rajanpur, Bahawalnagar, Dera Ghazi Khan, Rahimyar Khan, Lodhran, Jhang, Khanewal, Mianwali, Layyah, Bhakkar, Vehari and Multan. These female volunteers hailed from different fields of life and brought diverse set of skills to this network.

The way Umang Champions contributed to advocate for girls education is a worth replication model. They effectively liaised with local mandate bearers, interacted with the education related duty bearers, contributed in local media and monitored girls enrollment. These volunteers also collected information about the education budget at district level. This information was used in knowledge products developed under the project.

The timing of the implementation was marred with the spread of COVID-19. Pandemic exposed the digital poverty along with affordability of connectivity (Internet, cell phones coverage) and other gadgets. Most of the project districts are prone to annual floods and other natural disasters. According to these volunteers, the pandemic disrupted the girls education more severely than any other disaster. They witnessed significant dropout during the pandemic when families lost their already meager incomes. This once again confirm what Nobel Laureate Malala Yousafzai said, “In crisis girls are often the first removed from school and last to return.”

Reading the articles contributed by the Umang champions’ one comes across diversity of advocacy idioms on education ranging from women’s health, over all socio-economic contributions of women, human rights, education as a fence against extremism, education during disasters like floods and pandemic. Article on Tele-Taleem from a least developed Mianwali was interesting opinion from periphery for the policy makers in big cities who often rely on one size fit all solutions without taking in to consideration inequalities on the ground/grassroots. Working with local FM radios remained yet another effective tool. In Khanewal local mosques were involved to announce about tele-taleem via Pakistan Television. “We are not writers or journalists but through this process became citizens’ journalists and wrote and spoke about education in our communities” shared Sana Afzal, Umang volunteer from Jhang. She also shared that working with multiple stakeholder provided us an opportunity to deep dive and learn the complexities of governance especially the bureaucratic hurdles.

An amazing human capital has been nurtured through focused trainings and meaningful engagements. Most of the Umang volunteers continue to work on pro bono basis on for the cause of education. The experiences of these young ambassadors of education accumulated during their association with this process will continue to serve as a critical mass in future. The Awaz-CDS also keep them involved in their other similar activities. Education in our part of the world historically had been a community concern-this intervention not only revived it rather also engendered it. Lobbying and link with bureaucracy and MPAs, and councilors etc. were the most liked aspects among the volunteers. They also realized the value of demands and sustained pressure from end users of service delivery-the citizens.

Selected Umang Champions during focused interviews for this evaluation appreciated the way they were capacitated through in depth quality trainings. They have a Whatsapp groups and proactively use it to share each other’s experiences. Umang champions are an asset and will be vital for the sustainability of the impact created by this time bound project.

**Observations:** *conversations with the champions revealed widespread sectarian undercurrents that continue to plague education at local level. This concern hardly figure in policy conversations usually conducted in a grand narrative. If not arrested timely this aspect may become a new challenge that will ghettoize education along sectarian lines.*

**Comments:**

“Awaz-CDS trainings provided me an opportunity to learn from legends like Justice (R) Nasira Iqbal, Saleema Hashmi. I am from a least developed district and we rarely get such opportunities. I will carry this confidence with me throughout my life.” Tahreem Batool, Umang Volunteer Khanewal

“Interacting with local MPAs and then visiting the Provincial Assembly of the Punjab was an amazing experience” Sana Afzal, Umang Volunteer Jhang

“Chingchi and carry duba (Suzuki Bolan) have helped improve girls education in remote areas. It provides easy and cheap (affordable) mobility to female teachers and girl students” an Umang Volunteer.



## Model of Community mobilization District Rajanpur

In order to experiment a multi-stakeholder model for the cause of girls education, Rajanpur district was selected by the Awaz-CDS. The choice of the district confirms that they are the marginalized periphery to serve as an experimental lab for a toughest task.

The then Chief Minister, Sardar Usman Buzdar (during the implementation of the project) hailed from the district and the choice was influenced by the odd fact that a person in the driving seat from an underdeveloped district will steer a new kind of passion to address the problems of development deficits and address lingering socio-economic disparities. The then Prime Minister, Imran Khan, publically proclaimed this.

The Awaz-CDS worked with a local partner; Damaan Welfare Organization (DWO) in Rajanpur. Amazingly, a dedicated woman-Ms. Shahnaz leads this organization. The DWO was responsible for all the district level interventions including lobbying meetings with District Education Authority-Rajanpur, creation of and facilitating multi-stakeholders District Education Network and District Education Committee-comprised of the duty bearers and community leaders.

The DWO employed popular and folk traditions of communication in the community-like theater, FM radio; direct meetings with women (especially mothers) through its social mobilizers-particularly women councilors. Through these communicative links, they were able to convince the families, especially the mothers about the importance of girls education. A women councilor from Rajanpur-who was part of the campaign said, "I convinced the mothers that the trend of searching for an educated wife is increasing among educated boys." She said this argument worked as a push factor to promote girls education in some areas.

Unfortunately, there is a culture of early child marriages (especially girls) in less-developed areas owing to multiple factors including abject poverty and societal insecurities. In this context, we need to harmonize our national aspirations-today the Article 25-A of the Constitution expects all children up to 16 to be in schools-but the Child Marriage Restrain Act in Punjab allows marriage at the age of 16. The law needs to be amended to raise this age to 18-the mark that declares one officially as an adult to have a Computerized National Identity Card (CNIC), be registered as a voter and enter into independent agreements.

For the purpose of this evaluation, I had the opportunity to meet multiple stakeholder from Rajanpur District and found them on a proverbial 'same page' to offer a better deal to girls in less-developed areas in terms of education. The District Education officials valued the intellectual contributions and much-required social imputes provided by this project.

Luckily even in the most conservative districts of Pakistan girls education is not resisted theologically. However, there exists a social and economic resistance to girls' education. Therefore, the public policies must address the social-cultural and economic barriers that hamper girls education.

## Educational profile of Rajanpur

Level	Schools-Male	Schools-Female	Students-Male	Students-Female	Teachers-Male	Teachers-Female
Primary	567	423	77,419	47,760	1,972	1,708
Middle	52	34	18,154	8,371	640	408
High	44	26	22,336	16,933	691	513
Higher Secondary	8	4	11,847	4,187	269	120
<b>Total</b>	<b>671</b>	<b>487</b>	<b>129,756</b>	<b>77,251</b>	<b>3,572</b>	<b>2,749</b>

Source: <https://schools.punjab.gov.pk>

The educational profile of Rajanpur District is quite informative. Although there are fewer schools for girls at all levels but like boys, there is a reasonable surge in numbers at High School level. One of the reason is that the stream of private schools education usually merge with the government schools at high and higher secondary levels. Nevertheless drastic decline at the middle-level testify the assumptions about the scale of the problem by Awaz-CDS. Therefore, one can say with a degree of confidence that the Umang Project was a timely and an appropriate intervention to address a very serious concern. However, the sad part remains that there is only 37 percent female participation at all levels of education. This does not auger well for a healthy and gender-balanced future.

The District level community engagement model was quite a successful approach as it monitored stipend for girl students, accessed local education budget and learnt about Right to Information (RTI) laws, checked provision of free textbooks, monitored presence of teachers and tested the efficacy of Insaf Afternoon Schools.

### Lessons learned:

- An effective planning for the provision of education shall be made at Union Council level-with an active involvement of the Local Governments, especially the women and youth councilors.
- Educational facilities shall be holistic. (Facilities, faculty and finances)
- The approaches to implement agreed policies must not change with the changes in leadership in district education departments.

### Advice/Recommendations:

- Expand the network of Community level education champions
- More trainings
- Local governments shall take the lead. Especially engage the youth councilor
- Best teachers and schools recognition at local level. And,
- There shall be a gradual focus on monitoring quality of education being imparted.

## Schools upgradation-a success story

After the acknowledgement of ‘free and compulsory education’ as a fundamental right in April 2010, there was a need of improving the educational infrastructure in the country.

It was on June 8, 2020-almost after a decade that the Government of Punjab upgraded 1227 Elementary schools to High schools in 36 districts of the province. The policy intervention was aimed at utilizing the services of existing teachers and available infrastructure. When contextualized in terms accessibility it was a great leap forward for continuation of education up to 10<sup>th</sup> Grade. The analytical dissection of the school’s upgradation notification reveals that most of these schools are in the rural areas, especially in peripheral districts. Increasing quest and appetite for education in rural areas.

Awaz-CDS through its Umang Champions had advocated for this. Through multiple interventions like liaison with political parties to make attainable pledges in their election manifestos and later track translation of these in to tangible actions. Awaz-CDS held meetings with the manifesto committees of major political parties and shared its well-researched and evidence-based knowledge products with them for the inclusion and emphasis on girl’s education.

Review of project reports and media coverage confirm that the project was able to bring these demands on policy reforms and garner bi-partisan support across the political spectrum. In this regard, the efforts of Legislature Core Group (LCG) for Education (LCG) are quite appreciable. However, there might be other considerations and factors as well, but the work of the Umang Project was at peak at the time of this decision and some credit for a political-cum-parliamentary push could be attributed to this project.

Out of the 1227 upgraded schools 430 were in the fourteen districts where Umang project was being implemented. 178 (41 percent) of these 430 schools were girls schools.

District	Total upgraded schools	Upgraded Girls schools	Percentage share of upgraded Girls Schools
Bahawalnagar	36	20	72 percent
Bahawalpur	28	10	36 percent
Bhakkar	16	6	38 percent
Dera Ghazi Khan	20	8	40 percent
Jhang	33	16	48 percent
Khanewal	45	22	49 percent
Layyah	26	8	31 percent
Lodhran	13	6	46 percent
Mianwali	18	7	39 percent
Multan	34	9	26 percent
Muzaffargarh	41	21	51 percent
Rahim Yar Khan	58	17	29 percent
Rajanpur	12	3	25 percent
Vehari	50	25	50 percent
Total	430	178	41 percent

**Source:** Schools upgradation notification of June 8, 2020.

This table confirms huge gender-gap in terms of girls schools with the exception of two districts namely Muzaffargarh where more girls schools were upgraded and in Vehari where an equal number of boys and girls schools were upgraded. The Umang Champions and Awaz-CDS creatively highlighted these disparities to plead the case of improved and expanded infrastructure for girls education in Southern Districts of Punjab.

Members of the LCG had tabled resolutions to address the issue of out of school children, especially girls by increasing the number of schools at high level and take special affirmative actions for girls education in South Punjab.

On October 15, 2020, the Government of Punjab established South Punjab Secretariat comprised of twelve districts in Bahawalpur, Multan and Dera Ghazi Khan Divisions. Three project districts namely Bhakkar, Jhang and Mianwali were not part of this new administrative arrangement. Conversations with the Umang project stakeholders were not charitable towards this new arrangement in terms of any significant improvements in terms of service delivery on the ground. One other factor that resonated in the feedback/monitoring conversations was absence of Local Governments (LGs) in the province throughout (with the brief stint of restored LGs by the Court order) the project phase.

## Education@media

The role of media in promotion of education in Pakistan cannot be ignored. In fact, Pakistani society is highly influenced by media discourses. The country has an impressive public service broadcast system- Pakistan Television is funded by the citizens through PAK Rupees 35 per month through each electricity bills and Radio Pakistan (Pakistan Broadcasting Corporation) and the Associated Press of Pakistan-are funded by taxpayer's money. Since 2002, the emergence of private media has dominated the media-scape. Pakistan Electronic Media Regulatory Authority (PEMRA) auctions licenses with an obligation to devote ten percent of their airtime for public service messages. Similarly, the country has witnessed an amazing expansion of social media. The traditional media i.e. newspapers have dedicated weekly pages for educational concerns.

The project made good media presence on prominent news channels for expanding conversations about girls education. The leadership of AwazCDS frequently appeared on news channels like AAJ News, SAMAA TV, Bol News PTV and Hum News etc. and pleaded the case for more resources and enabling infrastructure for girls education. While the information consumption patterns are rapidly changing in Pakistan, the project was able to make #PunjabEduBudgetNotEnough a top trend on twitter on June 30, 2022 and July 4, 2022 and #GirlsEduMatters a top trend on September 1, 2022.

One of the unique feature of the Umang Project was an effective engagement with the local, regional and national media. Awaz-CDS also utilized its social media platforms to promote the cause of girls education and its supporters multiplied the messages as 'influencers.' The Umang Champions/ Volunteers also served as citizen journalists and contributed a series of articles on education besides participating in programs on FM Radios. The leadership of Awaz-CDS also made appearances on satellite televisions. In Rajanpur, the project also used street theaters for communication with the communities.

With the support of Umang Project the Citizenswire produced a dedicated multi-media edition on girls education.

<http://www.citizenswire.com/citizens-tracking-of-right-to-education/>

## Recommendation:

There is an impressive presence of Campus Radios at University level. Some public service departments like the traffic police and judicial academies have FM radios. It might be worth consideration for the District Education Authorities to establish "FM Radios dedicated for Education". During COVID-19 we realized the importance of Tele-Taleem-it will be prudent to futuristically invest for future in this sector for unhampered provision of education in the times of crisis.

## Knowledge products:

One of laudable feature of Awaz-CDS's work is its well-researched knowledge products, especially its publication: "Evidence based research to study dynamics of governance, financing and accountability mechanisms for supporting Girls Quality Secondary Education in South Punjab" in August 2019 (almost first year of the project). It became a reference point for informed conversations. Number of policy brief and thematic Fact Sheets were also part of this knowledge streams.

Awaz-CDS has also produced a booklet 'Civil Society Perspective on Official VNR 2022 vis-à-vis SDGs 4 and 5' (July 2022) that offers good insights. Sadly the country is 'stagnating' on SDG-4 about education and SDG-5 about gender equality.

For these knowledge products, Umang Champions collected secondary data from relevant education authorities, district monitoring offices and district account offices. These knowledge products generated wider public debates and were widely quoted in various media articles, radio programs, and in social media feeds.

"Sometimes statistics hidden within the statistics reveal quite a strange story. The real situation of peripheral areas is often tone downed in aggregated statistics. Marred with an unpleasant record, Pakistan continues to fail to bring a halt to its increasing female dropout rate in the education sector. A well research report by a civil society organization; Awaz Foundation Pakistan: Centre for Development Services narrates the story of 14 Southern districts of Punjab and notices a positive correlation between girls' years at school and prospects of their better life including increased family income. The focus of research is quality secondary education for girls as the Constitution commands to provide free and compulsory education up to this level. The provision of free education appears to be a distant dream and the economic status of families continues to define the years of schooling children can afford. In poor communities as in the South Punjab due to financial constraints, the boys' schooling is preferred over that of the girls. Besides this aspect, there are many other cultural barriers that hinder girls' chances and opportunities to climb the education ladder," wrote Zainab Zafar in Daily Times, Lahore. (<https://dailytimes.com.pk/633380/dream-of-quality-education-for-girls-in-periphery/>)

## Lessons learned

### *Golden Gains*

1. Trusting women (Umang Champions, Women Councilors, and MPAs etc.) for girls issues help yield results due to 'sisterhood in the cause'. This resource of amazing networking must be further polished and utilized for causes related to education,
2. The Umang project successful engendered discourse on education besides historic reform in the Punjab Free and Compulsory Education Act, 2014. Things can really improve through informed and well researched initiatives,
3. Dedicated citizens/communities engagement with the local political mandate bearers/leaders and the democratic institutions is important. In this regard the art of building alliances is important,
4. Value of evidence based advocacy materials and well-researched publications is undeniable in informing and accurately contextualizing debates.
5. Campaign for Education is a multi-stakeholder reality. Broadening the base is important and District Education Committee in Rajanpur offers a good and worth replication example.
6. Keeping the executive branch on board for civil society interventions is of great importance, as they have to do the actual work on ground.
7. Aligning grass-root initiative with provincial and national level public policy, resources allocation and legislative improvement endeavors is useful. Pushing for engendered education from the lens of SDGs is useful and effective.
8. Media is an effective tool for highlighting the significance of education and more importantly girls education. The project confirmed that activists could become 'citizens journalists' to promote their causes.
9. Right to Information to get information about the budget and its utilization is an effective tool to ensure transparency in public expenditures.
10. Use of technology (Biometric and Information Systems) are important to check ghost teachers and schools.
11. Local Governments are important for democratic oversight of education.
12. Teachers Trainings (Quality aspects) needs to be addressed. Equally important is to focus on Learning Outcomes (Quality aspect) for education support initiatives.

### *Warning*

During interviews with stakeholder from communities, it transpired that sectarian considerations at grass roots are creeping in to the educational sociology.

## Conclusion:

Throughout the implementation of Umang Project (March 2018-June 2022) one finds unique enthusiasm, commitment and focused interventions to realize the objectives of this time bound project. This certifies that the design of the project was highly appropriate. It was due to that it became a sort of well thought out process for the cause of girls education in Punjab, especially it's Southern Districts.

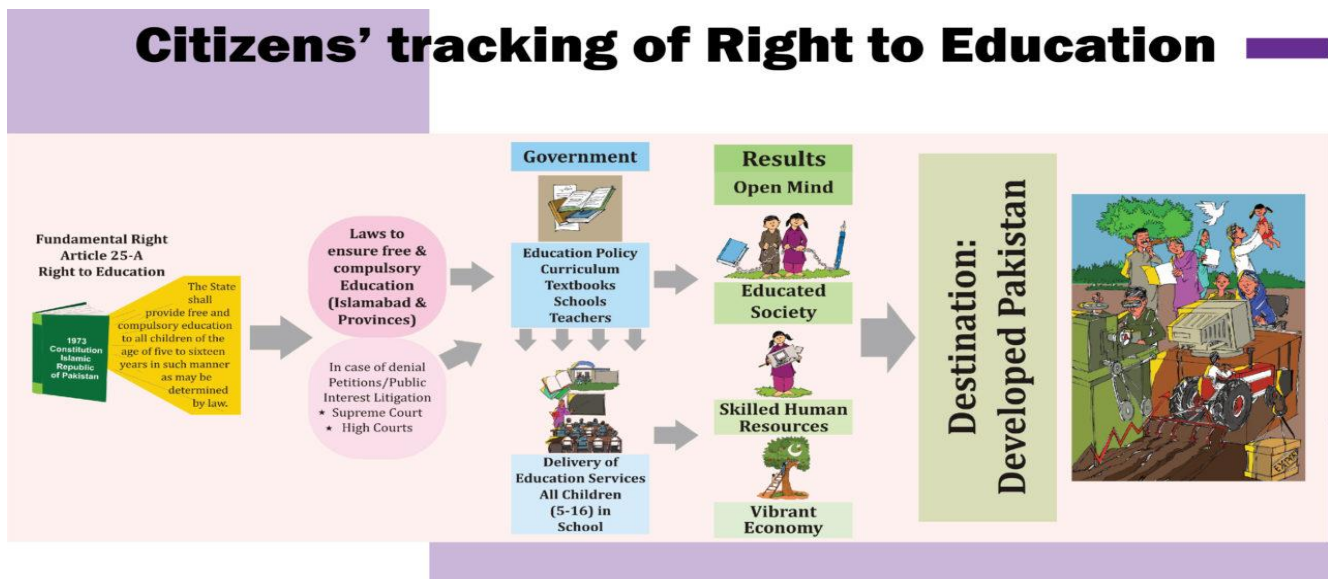
The project achieved to work with all major policy (government) and legislative (assembly) actors at the top level and involved all major stakeholders. Secondly, it demonstrated good ways to work with communities for the cause of girls education. It was due to this teamwork that one could identify some tangible landmarks like improvements in the Punjab Free and Compulsory Education Act, 2014. Based on the lessons learnt during the project following set of recommendations may inform similar kind of interventions in the future.

## Recommendations

- 1 Projects do end the spirit must stay as a process.
- 2 Umang Champions are a great human resource. Although the Local Governments are still missing in Punjab –but when they are there the youth councilors maybe involved for checking the access and quality of education in communities.
- 3 Policy shifts, institutional innovations and legislative leaps are important but financial resources are a mother milk. Campaign for more resources must continue.
- 4 Disasters (COVID-19), floods established the need of gradual shift/use of technology. Address the issues of digital poverty (both gadgets and INTERNET) in less developed areas.
- 5 Teachers training Programs are of vital importance to improve educational sociology and ensure quality education.
- 6 More synergies are required among development partners, implementation authorities and legislators.
- 7 Focus shall also be on quality aspect of education
- 8 The issue of under spending of already meager budgets for education must be addressed.
- 9 We need to reform our educational steps and must consider 18 year (Higher Secondary) of education.
- 10 Public Service time on media must be utilized for causes like education, health and family planning
- 11 Charter of Education-for across the board consensus. This might be possible as 2023 is an election year in Pakistan
- 12 Private schools must be considered in future initiatives, as the education is increasingly becoming a privatized right.



## Annex-i: Tracking Right to Education (Article 25-A)



The 18th Constitutional Amendment made Right to Education a justiciable fundamental right with the following pledge; 'The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.' (Article 25-A of the Pakistani Constitution)

After a decade, the performance on ground is abysmal in all federating units. There were amazing legislative leaps as the law for federal capital-Islamabad was passed in 2012. As of today the Executive has failed to frame the rules that are required to implement this Act. Another catch in operationalization of the law is that the government has to notify the areas where the state will provide 'free and compulsory' education. Islamabad has 50 Union Councils and even after 8-year not a single inch has been designated to bestow the fruits of constitution.

In 2013 Sindh enacted its law for free and compulsory education in the light of Article 25-A of the Constitution. This law was supposed to come in force at 'once' and its rules were notified in 2016. However, there is very little tangible progress on the ground.

Balochistan passed its law in 2014 and with the exception of tribal areas was deemed to have been effective since June 2013. There is hardly any significant progress on the ground.

Khyber Pakhtunkhwa enacted its law for free and compulsory education in 2017. Here again neither the rules have been made nor any operationalization notification have been issued.

In the Constitution of Pakistan Gilgit-Baltistan (GB) and Azad Jammu and Kashmir (AJK) have a different legal status. There are conversations to import the spirit of the right to education in the constitutional arrangement of AJK and in the autonomy order of GB.

After advocacy and trainings by Awaz-CDS, some legislators in the Provincial Assembly of Punjab took-up the issue of rules and notification of areas. They have invoked various parliamentary tools as a wake-up call and push the government to do the needful and they have been successful in their endeavors.

## Annex ii: Education landscape in the project districts

District	Schools-M	Schools-F	Students-M	Students-F	Teachers-M	Teachers-F
Rajanpur	H. Sec 8 High 44 Middle 52 Primary 567	H. Sec 4 High 26 Middle 34 Primary 423	H. Sec 11847 High 22336 Middle 18154 Primary 77419	H. Sec 4187 High 16933 Middle 8371 Primary 47760	H. Sec 269 High 691 Middle 640 Primary 1972	H. Sec 120 High 513 Middle 408 Primary 1708
Rahim Yar Khan	H. Sec 11 High 138 Middle 188 Primary 1011	H. Sec 13 High 96 Middle 186 Primary 1199	H. Sec 12933 High 90547 Middle 61111 Primary 162522	H. Sec 18200 High 63617 Middle 48188 Primary 132711	H. Sec 351 High 2565 Middle 1698 Primary 3319	H. Sec 460 High 1898 Middle 2090 Primary 4957
Jhang	H. Sec 9 High 92 Middle 100 Primary 436	H. Sec 7 High 69 Middle 88 Primary 835	H. Sec 10540 High 65824 Middle 37772 Primary 90505	H. Sec 11745 High 43685 Middle 26946 Primary 90466	H. Sec 314 High 1873 Middle 1185 Primary 1816	H. Sec 278 High 1247 Middle 1106 Primary 3240
Khanewal	H. Sec 14 High 110 Middle 152 Primary 256	H. Sec 15 High 73 Middle 208 Primary 480	H. Sec 12992 High 76924 Middle 75572 Primary 71306	H. Sec 15017 High 58182 Middle 61054 Primary 72176	H. Sec 435 High 2183 Middle 1793 Primary 1265	H. Sec 350 High 1572 Middle 2131 Primary 1840
Mianwali	H. Sec 10 High 81 Middle 92 Primary 387	H. Sec 5 High 49 Middle 70 Primary 602	H. Sec 5908 High 49714 Middle 22926 Primary 49699	H. Sec 5366 High 26447 Middle 16111 Primary 48291	H. Sec 220 High 1524 Middle 879 Primary 1444	H. Sec 150 High 990 Middle 896 Primary 2422
Vehari	H. Sec 13 High 79 Middle 111 Primary 549	H. Sec 10 High 81 Middle 180 Primary 486	H. Sec 15693 High 50173 Middle 40419 Primary 82094	H. Sec 11355 High 48990 Middle 51322 Primary 61699	H. Sec 455 High 1653 Middle 1125 Primary 1789	H. Sec 311 High 1618 Middle 1914 Primary 2017
Bahawalnagar	H. Sec 8 High 105 Middle 146 Primary 805	H. Sec 10 High 89 Middle 217 Primary 856	H. Sec 9578 High 63088 Middle 42021 Primary 116048	H. Sec 13237 High 47574 Middle 46692 Primary 100556	H. Sec 285 High 2064 Middle 1411 Primary 2573	H. Sec 305 High 1675 Middle 2602 Primary 3504
Bahawalpur	H. Sec 12 High 99 Middle 112 Primary 792	H. Sec 15 High 91 Middle 142 Primary 695	H. Sec 12717 High 55094 Middle 27432 Primary 102159	H. Sec 11355 High 43971 Middle 29091 Primary 84544	H. Sec 415 High 1940 Middle 1081 Primary 2404	H. Sec 526 High 1733 Middle 1576 Primary 2978
Lodhran	H. Sec 6 High 59 Middle 67 Primary 208	H. Sec 8 High 38 Middle 82 Primary 367	H. Sec 5438 High 30032 Middle 21037 Primary 40396	H. Sec 7343 High 17264 Middle 19502 Primary 37068	H. Sec 184 High 1042 Middle 702 Primary 897	H. Sec 236 High 664 Middle 911 Primary 1329
Multan	H. Sec 18 High 109 Middle 102 Primary 356	H. Sec 11 High 65 Middle 112 Primary 647	H. Sec 20172 High 68525 Middle 38689 Primary 82312	H. Sec 18257 High 56864 Middle 35865 Primary 76445	H. Sec 676 High 2309 Middle 1064 Primary 1550	H. Sec 608 High 1886 Middle 1378 Primary 2409
Muzaffargarh	H. Sec 11 High 90 Middle 114 Primary 860	H. Sec 5 High 46 Middle 109 Primary 857	H. Sec 10903 High 52984 Middle 34439 Primary 125612	H. Sec 5792 High 29859 Middle 31705 Primary 113556	H. Sec 352 High 1927 Middle 1313 Primary 2969	H. Sec 194 High 1112 Middle 1447 Primary 3039
Dera Ghazi Khan	H. Sec 10 High 77 Middle 107 Primary 798	H. Sec 7 High 44 Middle 84 Primary 570	H. Sec 10648 High 42153 Middle 31832 Primary 107162	H. Sec 11122 High 33287 Middle 22562 Primary 82735	H. Sec 287 High 1274 Middle 982 Primary 2852	H. Sec 273 High 894 Middle 963 Primary 2426
Layyah	H. Sec 6 High 71 Middle 110 Primary 660	H. Sec 3 High 84 Middle 142 Primary 518	H. Sec 7292 High 44275 Middle 28666 Primary 71796	H. Sec 2758 High 42306 Middle 30765 Primary 61440	H. Sec 196 High 1329 Middle 955 Primary 2200	H. Sec 76 High 1400 Middle 1292 Primary 2105
Bhakkar	H. Sec 6 High 71 Middle 95 Primary 467	H. Sec 5 High 43 Middle 104 Primary 550	H. Sec 5503 High 42830 Middle 29582 Primary 61103	H. Sec 2590 High 23838 Middle 24219 Primary 53933	H. Sec 162 High 1315 Middle 938 Primary 1840	H. Sec 98 High 784 Middle 992 Primary 1996

Source: <https://schools.punjab.gov.pk>

### **Annex iii: Education is a human right:**

‘The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.’

#### ***Article 25-A Constitution of Pakistan-1973***

The State shall;

- (a) promote; with special care, the educational and economic interests of backward classes or areas;
- (b) remove illiteracy and provide free and compulsory secondary education within minimum possible period.

#### ***Article 37 Constitution of Pakistan-1973***

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

#### ***Article 26, Universal Declaration of Human Rights, 1948***

- 1. States Parties recognize the right of the child to education , and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
  - a) Make primary education compulsory and available free to all;
  - b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
  - c) Make higher education accessible to all on the basis of capacity by every appropriate means;
  - d) Make educational vocational information and guidance available and accessible to all children
  - e) Take measure to encourage regular attendance at schools and reduction of drop-out rates.
- 2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention.
- 3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and the modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.
- 1) States Parties agree that the education of the child shall be directed to:
  - a) The development of the child’s personality, talents and mental and physical abilities to their fullest potential;
  - b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the charter of the United Nations;
  - c) The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate and for the civilizations different from his or her own;
  - d) The preparation of the child for the responsible life in a free society , in the spirit of understanding, peace, tolerance , equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

- e) The development of respect for the natural environment.

***Article 28 & 29 Convention on the Rights of the Child***

- a) The question for knowledge is an obligation and the provision of education is a duty for society and the State. The state shall ensure the availability of ways and means to acquire education and shall guarantee educational diversity in the interest of society so as to enable man to be acquainted with the religion of Islam and the facts of the Universe for the benefit of mankind.
- b) Every human being has the right to receive both religious and worldly education from the various institutions of education and guidance, including the family, the school, the university, the media, etc, and in such an integrated and balanced manner as to develop the personality, strengthen his faith in God and promote his respect for the defense of both rights and obligations.

***Article 9, Cairo Declaration on Human Rights in Islam***

## **SDGs- Goal 4**

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

EXTRA ORDINARY ISSUE

REGISTERED No. L-7532



# The Punjab Gazette

PUBLISHED BY AUTHORITY

LAHORE MONDAY OCTOBER 24, 2022

## PROVINCIAL ASSEMBLY OF THE PUNJAB NOTIFICATION

October 24, 2022

No. PAP/Legis-3(50)/2020/45. The Punjab Free and Compulsory Education (Amendment) Bill 2020, originally passed by the Provincial Assembly of the Punjab on the 21<sup>st</sup> day of June 2022, was sent to the Governor of the Punjab for assent. The Governor neither assented nor returned the Bill. The Assembly again passed the Bill in its sitting held on the 13<sup>th</sup> day of September 2022. The Bill was again sent to the Governor and assented to by the Governor of the Punjab on October 21, 2022, is hereby published as an Act of the Provincial Assembly of the Punjab.

### THE PUNJAB FREE AND COMPULSORY EDUCATION (AMENDMENT) ACT 2022

ACT XXII OF 2022

*[First published, after having received the assent of the Governor of the Punjab, in the Gazette of the Punjab (Extraordinary) dated October 24, 2022.]*

An  
Act

*Further to amend the Punjab Free and Compulsory Education Act, 2014.*

Whereas it is expedient further to amend the Punjab Free and Compulsory Education Act, 2014 (XXVI of 2014), for the purposes hereinafter appearing;

Be it enacted by Provincial Assembly of the Punjab as follows:

1. **Short title and commencement.**— (1) This Act may be cited as the Punjab Free and Compulsory Education (Amendment) Act, 2022.

(2) It shall come into force at once.

2. **Amendment in section 1 of Act XXVI of 2014.**— In the Punjab Free and Compulsory Education Act, 2014 (Act XXVI of 2014), in section 1, for subsection (3), the following shall be substituted:

"(3) It shall come into force at once."

Inayat Ullah Lak  
Secretary

## **Annex v: Interviews conducted for the purpose of this evaluation**

1. Mian Shafi Muhammad, MPA, Convener SDGs Taskforce Punjab Assembly
2. Ms. Uswah Aftab, MPA
3. Ms. Ayesha Iqbal, MPA
4. Ms. Aisha Nawaz, Chairperson, Standing Committee on School Education
5. Mr. Inayatullah Lak, Secretary Provincial Assembly of Punjab
6. Mr. Qaiser Rashid, Additional Secretary (Planning and Budget) School Education Department, Punjab
7. Ms. Tahreem Batool, Umang Volunteer, Khanewal
8. Ms. Sana Afzal, Umang Volunteer, Jhang
9. Mr. Kashif Qureshi, DJ FM Radio Pakistan
10. Ms. Shahnaz, Executive Director, Damaan Welfare Organization, Rajanpur
11. Mr. Abu Bakar, District Education Officer (Literacy) and Member District Education Committee
12. Ms. Kausar, Woman Councilor, Rajanpur
13. Mr. Ziaur Rehman, Chief Executive, AwazCDS
14. Ms. Marriyum Amjad Khan, Campaign Manager, AwazCDS



## Annexure-vi: Project End Evaluation Terms of Reference (TORs)

**Title:** End evaluation of Umang project- Girls Right to Quality Secondary Education

**Organization:** AwazCDS-Pakistan

**Office location:** Islamabad

### Introduction:

**AwazCDS-Pakistan:** Established in 1995 and is registered as not for profit organizations with registrar joint stock companies under Societies Registration Act 1860 and enjoys special consultative status with United Nation's Economic & Social Council (UN ECOSOC). AwazCDS-Pakistan's core mission is to develop integrated and innovative solutions in cooperation with partners at all levels to secure the future of marginalized communities especially by creating rightful spaces and choices of life for more information please visit [www.awazcds.org.pk](http://www.awazcds.org.pk)

**Umang:** Umang program was started in March 2018 and ended in June 2022. Program focused on enhancing Quality Secondary Education for girls in Punjab with more focus in South Punjab through system strengthening and increased financing. The main geographical areas for interventions were districts Rajanpur and Lahore. The total 14 districts<sup>2</sup> of south Punjab were also covered on education through Umang Champions who were trained and engaged throughout for small volunteers' initiatives to raise voices for the better education facilities and learning environment. Umang is implemented around 05 main interventions:

- Evidence based research to study dynamics of governance, financing and accountability mechanisms for supporting Girls Quality Secondary Education in South Punjab.
- Capacity building and engagement of Umang Volunteers at district level
- Community mobilization of targeted stakeholders including media, parents, communities at large, potential women councilors, district education authority in district Rajanpur.
- Capacity building of policy makers and advocacy efforts with legislatures of the Punjab Province.
- Mass sensitization through media.

### Major Objectives:

1. To mobilize stakeholders support towards better governance, accountability and increased financing for girls' secondary education.
2. To ensure girls secondary schools are accessible and have adequate facilities for quality education through reforms in planning and addressing socio-economic and cultural barriers.

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<sup>2</sup> Vehari, Rahim Yar Khan, Bahawalnagar, Bahawalpur, Lodhran, Khanewal, Multan, Muzaffargarh, Dera Ghazi Khan, Rajanpur, Layyah, Bhakkar, Mianwali, Jhang.

Type of Evaluation	Summative - End of Project Evaluation
<b>Objectives of evaluation</b>	<ol style="list-style-type: none"> <li>1. Provide an analysis of impact created by the intervention (intended and unintended both) by relating problem the project intended to address.</li> <li>2. Execute the sustainability of impact (if any) created by the intervention</li> <li>3. Capture the understanding if improved in behavior regarding Importance of Girls Secondary Education.</li> <li>4. Scope of work required to realize SDG4.</li> </ol>
<b>Scope of Evaluation</b>	<ul style="list-style-type: none"> <li>• This study will cover the time period of the project life span i.e. from</li> <li>• March 2018 to June 2022</li> <li>• Geographically the study will focus the target districts (Lahore and Rajanpur)</li> <li>• <b>Target groups</b> of the evaluation will be Umang volunteers, partner organization, potential women councilors, parliamentarians, member of education committee at Rajanpur level, communities, project implementation team etc.</li> <li>• Evaluation will be carried out according to project's scope of project and interventions included in it.</li> </ul>
<b>Methodology</b>	<p><b>Primary Data Collection:</b> Interviews with target groups.</p> <p><b>Secondary Data assessment:</b> Review of documents (case studies, privilege motions, resolutions, education bill passed under Umang's interventions).</p>
<b>Evaluation Start and End Dates</b>	<b>Field data collection:</b> 10 <sup>th</sup> October to 18th October 2022.
<b>Anticipated evaluation Draft Report Date</b>	28 <sup>th</sup> October, 2022.
<b>Anticipated Evaluation Final Report Date</b>	10 <sup>th</sup> November, 2022.

### Principles of the Evaluation:

The main principles that will underlie the design of the end of project evaluation are:

1. Evaluation design will clearly help out what has been achieved
2. The findings will clearly be divided into Relevancy of the project, coverage, efficiency, effectiveness, impact and how sustainable the impact is?
3. Evaluation report will be evidence-based.
4. The findings will bear recommendations and a holistic conclusion on how and where we need to focus more for realizing girls right to quality secondary education.
5. Respect for the security and dignity of respondents, program participants, staff and other Stakeholders will be ensured in all the stages of the assignment.



### **Deliverables:**

The consultant will require to produce the end of project evaluation report for project (in soft) with detailed narrative, figurative and comparative analysis from the data collected along with the most significant success or unsuccessful areas.

### **Responsibilities of the organization:**

1. Review and inputs to final survey tools on the basis of the scope of evaluation.
2. Facilitate overall data collection process in the field.
3. Provide relevant documents to the consultant.
4. Review and give feedback on draft report.
5. Effect payments based on agreed terms and conditions in the contract.

### **Responsibilities of the Consultant:**

1. Determine the target group to interview.
2. Developing evaluation tools
3. Data collection
4. Data entry, clearing, analysis and interpretation
5. Present top line finding to organization's management staff
6. Present first draft of the main findings in a draft report for comments and feedback. Make
7. necessary adjustments for final report;
8. Incorporate comments and produce final document. The final document will be submitted
9. in soft copy.
10. Maintain pictorial record

### **Logistics:**

Logistic arrangement will be the responsibility of the organization.

### **Report Contents:**

- Title page
- Table of Contents
- Acknowledgements
- Glossary/Acronyms and Abbreviations
- Background of the evaluation
- Methodology- brief over the methodology, tool used, the way data was collected etc.
- Executive Summary (with key evaluation findings divided into relevancy, coverage, efficiency, effectiveness, impact and sustainability), leading to recommendations and conclusion about the findings.
- Detailed analysis of the evaluation.
- Case Study
- Key lessons learned
- Recommendations & Conclusion
- Annexures

### **Budget:**

PKRs 450,000 inclusive of tax.

**How to apply:**

Interested consultancy firm/ consultant may send their CVs mentioning background experience of evaluation and working on educational project's evaluations by applying through online portal.

Application deadline is 29<sup>th</sup> September (5:00 pm PST). Only shortlisted candidate will be informed for further processes.

*Awaz Foundation Pakistan*



*Centre for Development Services*

**Awaz Foundation Pakistan : Centre for Development Servies**

**Website: [www.awazcds.org.pk](http://www.awazcds.org.pk), [www.pda.net.pk](http://www.pda.net.pk)**

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