



United Nations
Educational, Scientific and
Cultural Organization



Girls' Right to Education Programme in Pakistan

© UNESCO 2018



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Photo Credits: UNESCO Islamabad/ Asad Zaidi
Text and Graphic Design: UNESCO Islamabad & Adgroup

UNESCO Islamabad
7th Floor, Serena Business Complex, Sector G-5/1, Islamabad, Pakistan
www.unesco.org.pk



CONTENTS

Girls' Right to Education Programme	04
Working with Communities	06
Improving School Facilities	08
Working Towards Quality Education	10
Government Collaboration	12
Moments of Reflection	14
Advocacy through Truck Art	16
Human Interest Stories	18
UNESCO Pakistan and SDGs	22

Girls' Right to Education Programme (GREP)

In February 2014, the Government of Pakistan and the UNESCO signed the Malala Funds-in-Trust agreement for establishing the overarching programme "Support to national capacity building to realize girls' right to education in Pakistan". The purpose of the programme is to support the government's efforts in increasing access to and improving the quality of girls' primary education through capacity building and targeted interventions at both institutional and community level. The Government of Pakistan has contributed US\$ 10 million to the fund of which US\$ 7 million are earmarked to UNESCO for a four years programme implementation.

Starting from July 2015, the programme is implemented through nine provincial and area specific sister projects in selected districts of four provinces (Balochistan, Khyber Pakhtunkhwa, Punjab and Sindh), and four federal areas Pakistan Administered Kashmir, Federally Administered Tribal Areas - FATA, Gilgit-Baltistan and Islamabad Capital territory-ICT). These projects aim at achieving the following three objectives:

- (a) Increase girls' enrolment in the primary schools in marginalized communities through mobilization of local communities and advocacy.
- (b) Improve retention and quality of girls' primary education in the marginalized communities through improvement in school physical and learning environment.
- (c) Improve the capacity of relevant provincial and district education officials to create an enabling school environment

for girls' education.

The programme is in progress in 14 very marginalized districts of the country selected in consultation with concerned education counterparts. Basic indicators for education, such as literacy rate, enrolment and retention of girls, and level of learning outcomes in primary grades are quite low in each selected district.

Each province and area based project has three integrated components: (a) improving girls' access through social mobilization and advocacy, (b) improving retention through improvement in school physical and learning environments – activation of parents-teachers committees (PTCs), school management committees (SMCs) and teachers training in multi-grade teaching and activity-based learning and, (c) capacity building of education officials at district, provincial and national level to create an enabling environment for girls' education. All projects are implemented through local civil society organizations (CSOs) as implementing partners in consultation with national, provincial and area education departments.

The programme is making significant progress in transforming the parental and community perception towards girls' education. Over seven thousand out of school girls have been enrolled in the target areas and retention is ensured through the provision of school facilities and improvement in overall learning environment.

The Programme Presence

Balochistan

District Jaffarabad and Ziarat

Khyber Pakhtunkhwa

District Kohistan

Punjab

District Muzaffargarh

Sindh

District Tharparkar

Pakistan Administered Kashmir

District Hattian, Muzaffarabad and Neelum

Federally Administered

Tribal Areas (FATA)

Mohmand Agency

Islamabad Capital Territory

Neelor and Tarnol Sectors

Gilgit-Baltistan

District Gilgit, Hunza, Nagar



Working with Communities

Community mobilization and advocacy remains a key instrument for mobilizing parents to send girls to school. Context specific mobilization and advocacy measures are being carried out to create awareness amongst the local communities and create demand for girls' education. SMCs, teachers, parents, students and community activists are mobilized to create momentum for the promotion of girls' education in their respective areas. This is carried out through a number of community mobilization campaigns, Focus Group Discussions (FGDs), as well as training and engaging local partners and collaborating with provincial and district education departments.

Different segments of community, including local religious leaders, key decision makers, Jirga and Panchayat elders, and community influentials are taken on board using context specific advocacy campaigns. Mother committees, girls' clubs, youth groups and other various voluntary groups are formed in order to expose communities to the importance of girls' education. Alliances are established with key religious figures of the area and the value of girls' education is discussed, especially in accordance with the Islamic teachings and Sunnah. Both conventional and non-conventional methods of communications are used to create demand for girls' education in the target areas depending on the local context and societal dynamics.

Community-based school management system is strengthened by involving communities in identification, prioritization and seeking local solutions to the challenges they face in the way of girls' education. SMCs are deemed as essential players in designing and implementing plans for school development. Over 2,500 SMC members are being trained through a well-designed capacity building programme, which is followed up by refresher courses. Through these trainings, SMCs are better equipped to manage the annual grants provided by the provincial and area governments to support the implementation of the school development plans. Under the programme framework, seed grants are also provided to SMCs with community contribution, in cash or in kind, for the provision of school facilities and other support needed.





Girls' Right to Education Programme
دہلی سطح پر
انجمن بچیوں کی تعلیم
تعمیرت و ضرورت
پاکستان

Improving School Facilities

The programme adopts a focused approach for creating a safe and conducive school environment for girls. Many of the target schools are lacking basic school facilities, like boundary walls, shelters, functioning washrooms, drinking water, minor repairs and other necessary items that hinder girls' enrolment and retention.

In addition to mobilizing local communities to create demand for girls' education, the programme also involves communities in supply side interventions. Communities and SMCs are mobilized for improving the missing school facilities as well as taking ownership and maintaining them. Target communities, particularly SMCs, undertake physical assessment of needs and ensure these requirements are part of school development plan agreed upon by the relevant district education department.

The programme has a different approach for the provision of school missing facilities. These facilities are provided to community through SMCs in order to empower them, create community ownership and ensure the sustainability of interventions to contribute towards the long term programme objectives. A seed grant is provided to SMCs, in case they don't have access to government funding, allowing them to procure raw material and labor from the local markets.

SMCs remain instrumental in engaging with local communities for the provision of missing school facilities and mobilizing communities to contribute their share for implementation of school development plans. Communities' contribution varies in nature based on the local needs and context. Some communities provided skilled and un-skilled labor, while others supplied timber, for instance, for construction and provision of furniture and so on. The provision of these facilities not only helps to accommodate additional out of primary school girls in the existing schools, but also ensures their retention.





Working Towards Quality Education

A large segment of primary school teachers through out the target areas teach in multi-grade classrooms where students of different grade levels are studying in a single classroom. Teachers are practicing Multi-Grade Teaching (MGT) without formal pre or in service training in MGT. Girls often remain unattended with no engagement in Activity Based Learning (ABL) to enhance their knowledge and skills, which often results in poor learning outcomes.

In order to address this issue, a customized training programme has been developed to train teachers and head teachers to build their capacity in ABL and MGT techniques in the classroom. ABL uses child-friendly educational aids to encourage self-learning and allows girls to study according to their own aptitudes and skill levels. While MGT focuses on development of professional knowledge and skills that are necessary for teaching in MGT environment. The training improves teachers' capacity to engage children from diverse age groups and grades in teaching and learning processes in the classroom. The ABL and MGT training is further followed by on-the-job facilitation to individual teachers in the classroom, together with the provision of a number of teaching-learning materials for both teachers and students.

In addition to the capacity building of teachers in ABL and MGT techniques, a reading corner (library) has established in each school to promote reading habits amongst girls. Travelogues, storybooks and other learning materials are also made available, and teachers are encouraged to make use of these materials to engage students in the learning process. In order to encourage students participation in co-curricular activities, recreational material and sports kits are also provided in target schools.





Government Collaboration

One of the main objectives of capacity development of education officials is to facilitate learning in schools through training in effective school management, SMCs, community involvement in school affairs and smooth implementation of educational policies and programmes at district level, especially with regard to girls' education. Capacity development of education officials is designed to ensure that they are fully involved in the programme implementation and creating a conducive learning environment in schools.

A series of customized training workshops are being organized at national and provincial level. These workshops are attended by representatives of education departments including district education officials and their field staff in the following areas:

First Training

1. Educational planning and management system;
2. Introduction to ABL and MGT;
3. School leadership and classroom support for teachers;
4. Gender equity and equality, gender stereotypes in school culture, curriculum; and
5. Role of educational leadership to reduce gender discrimination.

Second Training

1. Education policy, planning and management, education sector plans, strategic planning for education plans;
2. Gender responsive planning, budgeting;
3. Monitoring on education activities at the local level;
4. Preparation and implementation of district and school level plan to ensure gender responsive school, classroom and curriculum; and

5. Mechanisms, procedures, good practices to prepare, implement, monitor, and report gender responsive education programmes and projects.

Third Training

1. Leadership for change management;
2. Inclusive monitoring and evaluation;
3. Monitoring techniques as part of annual work plans;
4. Adopting IT-enabled data management information systems to better track outcome level indicators; and
5. Social accountability to bridge the expectations gaps between community and education officials.

UNESCO plays an important role in advocating for implementation of the Article 25-A of the Constitution through the 18th amendment. The Article guarantees free and compulsory education to children between the age of 5-16. With the adoption of the Education 2030/SDG-4 agenda, the scope of work for implementation of the Article 25-A at provincial and area levels became more important and require continued awareness raising amongst the state functionaries. In this context, sensitization and orientation of education officials at a district level is carried out through these training workshops.

These workshops remain helpful in creating a conducive environment for both education officials and local communities (teachers, SMCs, parents etc.) for working together for promotion of girls' education. Through these training, interaction of education officials with teachers, SMCs, and parents has been improved.

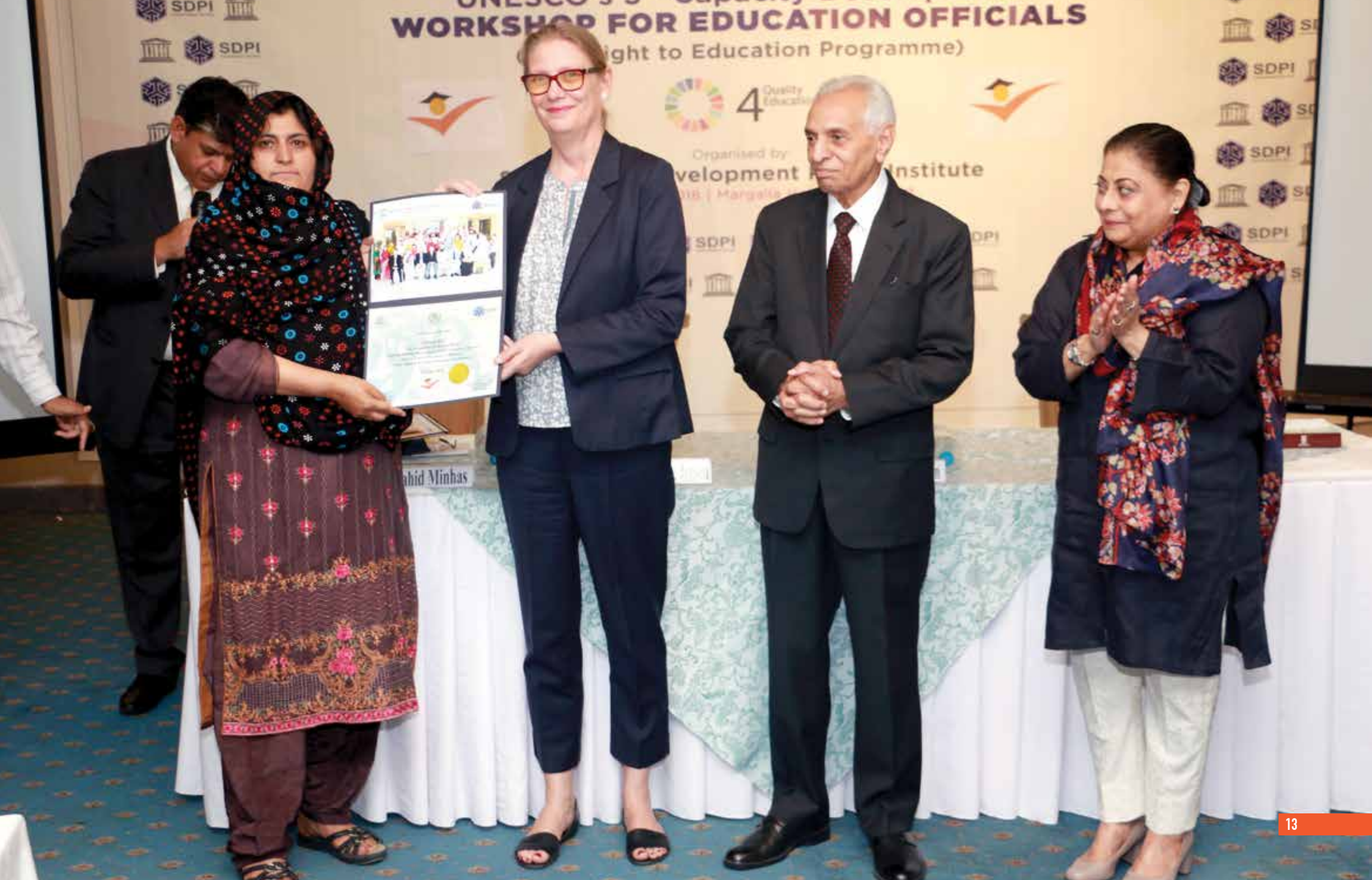
UNESCO's Sustainable Development Goal 4 (Quality Education)

(Right to Education Programme)



Organised by
Development Institute

SDPI | Margalla Hills



Moments of Reflection

“After going through the ABL and MGT training programme organized by UNESCO, I observe a visible change in the way my teachers are dealing with the students. I realize that students have developed good manners and ethical values. They willingly take various responsibilities to maintain discipline in the classroom. They present “Message of the Day” during their assembly to promote moral values.

**Ms. Sajida Batool, Head teacher,
District Muzaffargarh, Punjab**

“Students like group work, peer tutoring and different individual activities in the classroom. They also perform outdoor activities such as watering plants, and picking up trash, instructing younger peers to lineup in a queue during assembly, and plant beautiful flowers. All of these activities, they learnt from “life skill cards game” provided by GREP.

**Shamshad Akhtar, Teacher,
District Muzaffargarh, Punjab**





I am thankful to UNESCO for launching GREP in our area. It is an excellent initiative, which is carried out in coordination with Education Department. The programme is progressing well for improvement of girls' education and I have no hesitation in saying that the programme must be appreciated for the increase in girls' enrollment in our area.

**Ms. Misbha Awan, Education Department,
District Muzaffarabad, PAK**

The door to door awareness raising campaign helped identified poor families who could not afford to educate their girls. When SMC was activated and trained, its members collected Rs. 25,000 from the community and supported the enrollment of 21 girls in schools. Community members hope to work for improvement of schools and promotion of girls' education more enthusiastically in future.

**Raja Akram, Chairman SMC,
District Muzaffarabad, PAK**

Advocacy through Truck Art

Truck art is a popular form of regional decoration in South Asia with Pakistani trucks featuring colorful patterns and calligraphy. Inspiring gallery exhibitions, and encouraging vendors to sell amazing miniature pieces to collectors. People are usually surprised when they find out the true artists behind these amazing moving murals. For these truck drivers, their designs represent more than just their creativity. They represent their pride in their work as well as their culture. Picking the right color or portrait to depict on their trucks is trickier and tougher than the countless hours spent on the road.

UNESCO is working with these creative artists by using their unique art form to communicate advocacy messages regarding girls' education in the Kohistan district in Khyber Pakhtunkhwa. The approach, adopted under GREP has been welcomed with open arms by the local communities and is anticipated to compliment efforts to increase girls' enrolment in the area. It is the first time that images of school going girls with messages that are empowering as well as culturally sensitive. Primary school girls are trained to use the same art to beautify their classrooms.



Bringing culture to the classroom



Human Interest Stories

Exposure visit brings new inspiration

This story is about the contribution of mothers group for promotion of girls' education in the village of Basti Bana Roya in union council Kotla Lal Shah, district Muzaffargarh, South Punjab.

Basti Bana Roya is a poor village consisting of 150 households. Owing to extreme poverty, parents cannot afford the cost of education (uniforms, notebooks, stationary and transport) of their children, especially for girls. The unavailability of a middle school in the village and family restrictions on allowing girls to leave their homes constrain girls' education beyond primary level. As a consequence, many girls are deprived of education and remain out of school in the village.

The mothers group formed by UNESCO's implementing partner in Muzaffargarh, has played an instrumental role in sensitizing local communities. Under the group formation process, Ms. Shahnaz Bibi was elected as the president of mothers group in village of Basti Bana Roya. She played an active part in organizing an interactive theater in the village as part of the awareness raising campaign for girls' education. Later, she was nominated for an exposure visit to PAK in July 2017.

Encouraged by the high motivational level of parents, Ms. Shahnaz returned home with the inspiration to do something about girls in her village. She keenly focused for those who completed their primary education and were unable to pursue middle school education due to long distances to the nearest high school. With her continued interaction with mothers in the village and liaison with district education department, Shahnaz Bibi reports that there are now forty girls enrolled in grade VI in a second-shift in the existing primary school in the village. Confident and hopeful, Ms. Shahnaz shares that she will continue her efforts with parents and community members in the village for enrolling more out of school girls.





A Beacon of Hope in Tharparkar

The district of Tharparkar in Sindh has a unique geography and culture. The celebrations and harmony between religions, sects and minority groups, blend together perfectly, creating a unique and inspirational environment for peaceful coexistence. Tharparkar has produced a large variety of leaders from all walks of life, however, girls' education remains a major issue and has never received due attention from the local leaders and community members. GREP in the district has worked in numerous ways to bring about a change in the local areas. Community members, religious leaders and teachers have worked together to create awareness about the importance of educating girls which has motivated parents to send their daughters to school.

Ms. Shanti Bhai, a primary teacher and a community leader has supported the enrolment of 57 girls through her efforts. Ms. Shanti has played a leading role in social mobilization in Tharparkar, and remained instrumental in mobilizing parents, organizing community meetings, facilitating the formation of mothers group and participating in the many door-to-door campaigns for enrolment of young girls in local schools. Apart from teaching, Ms. Shanti also volunteers by tutoring young girls and helps retaining their interest in education through storytelling, reading and writing. Despite all hardships, Ms. Shanti Bhai is making significant contributions for the promotion of girls' education in the programme area in Tharparkar.

The Wind of Change

The valley of Pakistan Administered Kashmir offers great sights to behold. Its snow-capped mountains and beautiful weather attract tourists from all over the world. However, for Ghee Kot Government Girls Primary School, this weather was more of a hassle. The school was being operated under a rough tent in Union Council Khalyana, district Hattian, and was often closed because of strong wind and storms. In a place where opportunities for girls' education are already scarce, such conditions only worsen the situation.

Realizing the urgency of this matter, UNESCO intervened and took the foremost step of activating the SMC, which after multiple meetings, ultimately produced the school development plan. The plan identified shelter and washrooms as the top most priorities followed by the provision of furniture and storage space.

A seed grant of Rs. 105,000/- was contributed under GREP for the provision of two classrooms and a washroom. For additional contributions, the local partner motivated the members of SMC to mobilize funds through local philanthropists and personal contributions. As a result, an additional Rs. 80,000/- were raised and the construction work went underway with the help of free labor, which was also arranged by the committee.

With this collective effort, the Ghee Kot Government Girls Primary School is once again up and running in a much more effective way. The improved school structure and facilities significantly increased the enrollment as it rose from 23 in 2016, to 38 in 2017, and currently the school lists 52 girls on its roll call. This project brought about a sense of empowerment and ownership for the community, as they experienced strong winds of a lasting positive change.



Tale of an Inspiring Teacher

The 2012 floods caused widespread damage in many parts of the country. Infrastructure was badly effected and many families lost their houses and livelihoods. The district of Jaffarabad also incurred heavy damages with thousands left homeless. Most of the schools across the district were also severely damaged and rendered non-operational. As rebuilding efforts were carried out, communities started returning to normal life with time. While parents resumed domestic routines and jobs, children resumed their education. For Government Girls Primary School Chandio, however, returning to its normal routine was not so easy. It had lost much during floods and did not present a conducive environment to its teachers and students. Although the children were keen to resume their education but, in the absence of their teacher, there was not much they could do.

In April, 2016, finally a new teacher, Miss Jameela Bibi, was assigned to the school. A motivated individual, she commuted 16km daily to reach the school. Under GREP, the local partner conducted teacher training on multi-grade teaching and activity based learning to build her capacity to take the reins. Along with the training, improving the condition of the flood affected school was also focused by

making necessary repairs and providing supplies.

Coupled with Miss Jameela's determination, the training significantly improved her teaching skills as she felt ever more confident in her ability to connect with the students and to teach them in an effective and engaging manner. With the improved school building, Miss Jameela decorated the class room with visual charts outlining teaching plans. She worked with her students in groups and engaged them in extra-curricular activities. Her efforts managed to transform the school into an exciting place for girls.

Miss Jameela thanks UNESCO for school provisions, and particularly for the trainings delivered to her. She requests that such trainings should become a regular feature as they really help in enhancing the skills of interested teachers, like herself.

The effort helped increasing the girls' enrolment from 57 to 80 and, not just that, the parents are also inspired and work closely with teachers to improve the overall learning environment for their children.

UNESCO Pakistan and SDGs



EDUCATION

- Support to provincial and area governments for improving access to, retention and quality of primary education, especially for girls, in most marginalized areas of Pakistan.
- Support to provincial education departments to develop equity-focused and gender-responsive Education Sector Plans to address key priorities and challenges in education.
- Technical support for mainstreaming SDG-4 targets in provincial and area education sector plans.
- Support provincial governments in creating awareness on SDG-4 target 4.7 to develop the knowledge, skills, values and attitudes learners need to acquire through education for a peaceful, tolerant, secure and sustainable world.

CULTURE



- Raising awareness and capacity on the 2005 convention and providing entrepreneurship opportunities to artist, artisans, performers and young creative entrepreneurs.
- Building the institutional capacity in sustainable management of heritage sites, promoting tourism and engage community in decent work opportunities that stem from cultural and creative industries.
- Build the capacity of teachers in integrating heritage in to teaching and learning.



SCIENCE

- Technical support to Ministry of Water Resources in developing the road map and action plan for National Water Policy.
- Building capacities of federal and provincial departments in flood management and warning systems.
- Supporting cities in adopting the wastewater treatment facilities to manage wastewater.
- Awareness raising and environmental education.
- Support research in natural resource management.
- Training and capacity building in ecotourism.
- Promote biosphere reserves and associated research.

COMMUNICATION AND INFORMATION



- Promoting fundamental freedoms by advocacy and awareness raising events.
- Capacity building of media professionals to strengthen democratic discourse.

UNESCO



United Nations
Educational, Scientific and
Cultural Organization

UAN: +92-51-111-710-745 | Fax +92-51-2600250
7th Floor, Serena Business Complex, Sector G-5/1, Islamabad.
Email: islamabad@unesco.org | www.unesco.org.pk

UNESCO



United Nations
Educational, Scientific and
Cultural Organization

UNESCO Islamabad

7th Floor, Serena Business Complex,
Sector G-5/1, Islamabad, Pakistan
Email: islamabad@unesco.org
Website: www.unesco.org.pk
UAN: +92-51-111-710-745
Fax: +92-51-2600250