

Peer training guidelines for
RIGHT TO EDUCATION

ACTION FOR RIGHT TO EDUCATION IN PAKISTAN

funded by
The United Nations Democracy Fund

Project Title: Action for Right to Education: A necessity for community development in Pakistan

Project Summary: This project aims to mobilize citizens, especially youth, to promote democratic rights and civic participation of Pakistanis, particularly those of women and vulnerable minorities. It aims to achieve this by generating increased awareness and support among youth, school teachers and communities at large for Article 25-A of the constitution, which gives all children between ages of 5-16 the right to free and compulsory education. Activities include trainings, creation and dissemination of education material, social media campaigns and public forums.

Three books were formulated on Article 25-A, the first one was the [Blue Book](#) which highlighted the Right to Education (RTE) Acts and Rules of Business formulated for each act in Pakistan (see annex-1)

[Green book](#) highlights the evidence on implementation of RTE on selected themes (see annex-1).

[Yellow book](#) highlights the Voice: Guide to building advocacy cases (SDG 4.1, 4.7A and 4.A) (see annex-1).

Project objective:

Develop a long-term mechanism for citizens' participation in governance and democratic development by increasing support and awareness for right to education among youth, teachers, and communities at large.

Peer trainings:

After the initial training, which will be a Training of Trainer (TOT) workshop, 75 youth (5 from each district x15) and 75 teachers (5 from each district x15) will be selected to volunteer to host trainings with their peers both youth and teachers; who upon successful completion of a training event, the volunteers will receive a certificate by ITA for this program. These trainings and TOTs will kick start a social movement through which trained volunteers will raise awareness regarding the right to education in their district/province as well as be skilled in tools that can be used to help enroll/ retain students in schools. This peer to peer education is an integral part of the project and one that allows for effective communication, i.e. participants who have been trained will be more aware of on ground realities in their respective districts and will similarly also know the best possible way of communicating and mobilizing their respective communities.

Action Plan:

Following, the day long training on Right to Education, Article-25-A that was conducted in 15 districts across Pakistan targeting 50 youth and 50 teachers in each district, five youth and five teachers were selected/volunteered in every district to take their work further to the field for activism and advocacy. **The purpose of this note is to suggest various organized actions/activities for advocacy and activism that can be well tracked and replicated across the country.** The activities are designed to accelerate awareness of the respective acts of that province.

The active involvement of youth, teachers, community leaders, and other stakeholders will further broaden the scale and scope of this projects' impact. With more knowledgeable community leaders, teachers and active youth, who know their fundamental rights in their own province, can counsel, advise and provide voice to families in their respective communities, we are bound to see an increase in enrollments, demand for quality Education and a decrease in dropout rates. Furthermore, in cases where parents are willing to enroll their children in schools but are unable to do so due to external factors such as missing facilities, lack of access to schools, distance etc., these awareness sessions that inform them of their rights and will put them in a better position to demand and fight for them at the local /district and provincial levels. This will not only put more pressure on the government to fulfill its duties but will also act as a monitoring mechanism for social accountability, as more and more people will begin to hold government accountable. 10 EYA mentors (05 Teachers & 05 Youth) have been selected for further expansion of follow-up activities in each district.

Following is the list of activities that will be covered during follow-up sessions. Each EYA mentor will be supported to complete to ensure the sustainability of the initiative.

- Community Meetings (25-30 Participants) with clear understanding of the core entitlements as per the provincial law (about govt and local govt. responsibility; role of teachers for quality and care: responsibility of SMCs/SCs/PTSMCs/PTCs and role of parents/guardians) regarding right to education -25 A.
- Active Enrollment campaign identifying out of school children of eligible school going age to be enrolled in school right up to September 30, 2019.
- Making Short Video Clips on the positive actions undertaken or challenges of RTE/25 A in their villages/mohallas
- Social Media Campaign on key issues 'images and messages' -
- Social Accountability Initiative- mapping tracking school facilities – teachers presence (ASER School Tools) and attitudes towards students or early marriages,etc. in local areas..

1) Community Meetings



A meeting with community elders will be convened by EYA mentors (youth and teachers) to share the concrete details and significance of Right to Education Act (of each province/area) that can equip the community to reflect on roles of various key stakeholders (government, teachers, parents and private schools). A 2-3 hour long gathering will include the presentation of RTE act (of specific province/area) and related key education statistics (ASER). Community elders will be briefed about the SMC (school management committee/school council, Formation, Duties of Teachers, Responsibilities of Govt. /state and parents. Chart papers and supplementary materials for meeting will be provided by ITA.

EYA mentors can use impromptu role plays-street theatre and scripted dialogues for highlighting a particular issue. They can make videos of voices of the community to use in social media program after taking permission from the community.

Posters (in Urdu, English, Sindhi etc) -on key aspects of the act and responsibilities will be presented that will be left in the community for easy reference.

Poster (simple flex) on RTE 25-A Acts (***This will vary with each Provincial /areas act with clear simply written synopsis not silly cut and paste each time and Urdu/Sindhi translations*** – Urdu Translation already on the www.rtepakistan.org website)



"The State shall provide free and compulsory education to all children of age 5-16 years in such a manner as may be determined by law"



X

UNDERSTANDING & PROPAGATING THE BALUCHISTAN COMPULSORY EDUCATION ACT, 2014

http://rtepakistan.org/wp-content/uploads/2014/07/The_Baluchistan_Compulsory_Education_Act_2014.pdf

(Summary Version of Core Areas-for Advocacy by Citizens-Youth & Teachers)

"An Act to provide free and compulsory education to all children of the age of five to sixteen years."	
<p style="text-align: center;">Main Definitions and Articles In this Act</p> <ol style="list-style-type: none"> "Act" means the Baluchistan Compulsory Education Act, 2014 "Area" means a geographical area of up to a 2 kilometers radius from a child's place of residence "Child" means a child of either sex girl or boy, whose age at the beginning of the school year is not less than five years and not more than sixteen years "Education" means the education pertaining to all or any of the class I to X in a school, of a minimum quality as per prescribed standards "Free Education" means that the state shall charge no fee for tuition either directly or through any other head that imposes a financial burden on the parent/guardian of the child and the state shall provide the child with free textbooks, stationery, one meal in school and transport facilities. "Government" means the government of Baluchistan "Prescribed Authority" means an authority notified as such by the provincial government whether generally or for a particular purpose with specific nomenclature "Standards" means any standards on educational inputs, processes and outputs developed and notified by the prescribed authority 	<p style="text-align: center;">Main Definitions</p> <ol style="list-style-type: none"> "Parent" includes a guardian or any other person who has the custody of a child ; or is in charge of a child School means a school established and maintained by the provincial government and includes school/section of a school/Madrassa registered by the government in which education is imparted "Management Committee" means the parent Teacher School management committee as formed/notified under section 4 of this Act. "To attend a school" means to be enrolled and present for instructions at such school, on such days in the year, at such times or time and for so many hours on each day of attendance, as may be fixed by the prescribed authority
<p><u>Obligations of the Government</u> ➔</p> <ol style="list-style-type: none"> The government may make rules for the purpose of carrying into effect the provision of this Act The government shall make facilities for 	<p><u>Duties of Parents & Parent Teacher Management Committee</u></p> <p>The prescribed authority shall notify one or more committees of the school to be formed through democratic process of elections for the purpose of</p>

<p>Education available in the Province</p> <p>c) The government may constitute one or more School attendance authority for the purpose of this Act</p> <p>d) A school attendance authority shall ensure that every child required to attend a school and incase his/her name is struck off required to get readmitted under this Act and for this purpose it shall take such steps as may be considered necessary by the authority or as maybe specified by the magistrate</p> <p>e) Where a School Attendance Authority is satisfied that a parent who is required under this Act to cause a child to attend a school has failed to do so, the authority after giving a parent an opportunity of being heard and after such inquiries as it considers necessary shall pass an order directing the parent to cause such child to attend a school on and from a date which shall be specified in the order. In case the parent does not send the child to school, Attendance Authority shall register a case against the accused in the court of Magistrate</p>	<p>exercising the powers and performing the duties of the Parent Teacher School Management Committee under this Act.</p> <p>Subject to the provision of this Act and the rules made there-under the management committee shall exercise and discharge the following functions:</p> <p>a) to motivate parents and children to take admission in the school for the spread of education in its area</p> <p>(b) to recommend any changes which may seem to be necessary in hours of work, holiday and occasions in the school in the area</p> <p>c) to plan and implement such schemes which may facilitate the children in the school including mid-day meal schemes etc</p> <p>d) to recommend to the authority exemptions from compulsory attendance</p> <p>(e) to maintain and update the list of children liable to attend school in its area and to obtain and keep record of such other information as may be necessary for the purpose of enforcing the attendance of the children at school and preventing interference with such attendance</p> <p>(f) to report cases of absence or late attendance of school teachers and non-teaching staff posted in schools, in its area</p> <p>g) to render all necessary help to government officials engaged in the work of compulsory Education in its area</p> <p>h) to facilitate the school and local area education management in looking after the day to day matters relating to developmental, academic and co-curricular activities</p> <p>i) to ensure maintenance of health educational environment which encourages the parent and child to attend the school and stay till completion of the specific level</p> <p>e) to take care of discipline and physical structures, other assets of the school and to carry out minor repairs etc</p> <p>f) to sanction one day casual leave in favor of teacher of the school and make alternate arrangements in case the teacher is on leave</p> <p>g)to open and operate a joint bank account for utilization of funds made available by the Government or from any other source for schools developmental activities</p> <p>Offences:</p> <p>1) Any parent who fails to comply with an order issued under sub-section(3) of section 7, shall on conviction before a magistrate first class be punished with fine which may extend to two hundred rupees to the minimum and with further fine which may</p>
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	<p>extend to fifty rupees for every day to the minimum after the conviction for which the failure continues or with imprisonment which may extend to one week or with both.</p> <p>2) The parent of a child or an employer of such a child who, after receiving due warning from the School Attendance Authority continues to employ a child whether on remuneration or otherwise required under this Act to attend a School shall on conviction before a Magistrate, be punishable with fine which may extend to five hundred rupees to the minimum and with a further fine which may extend to five hundred rupees to the minimum and with a further fine which may extend to fifty rupees for every day to the minimum after the conviction for which the non-attendance at a school continues or with imprisonment which may extend to one month or with both.</p>
<p><u>Responsibilities of Private Schools</u></p> <p>NOT APPLICABLE</p>	<p><u>Duties of Teachers and Quality Education</u></p> <p>NOT APPLICABLE</p>
<p><u>Child Protection Considerations</u></p> <p>NOT APPLICABLE</p>	

The Balochistan Act does not take into account the responsibilities of private schools, duties of teachers and child protection consideration.

For registering complaints, information, to give suggestions or facilitation of inquiries contact:

- Office of the Ombudsman, Balochistan <http://ombudsmanbalochistan.gov.pk/index.php/en/e-complaints>
- Idara-e-Taleem-o-Aagahi (ITA): [www. http://itacec.org](http://itacec.org) Phone: 04235711107-9

Understanding OUR Sustainable Development Goals (SDGs) 17 Goals – Make them Your Own – in Your Own Context – ACT NOW! Become a Global Citizen



<https://www.slideshare.net/bilalnaqeeb/sustainable-development-goals-with-urdu-translation>

<https://sustainabledevelopment.un.org/>

We can take action on the basis of the articles of the Act:

1. Write a letter not more than one page to the DC, EDO/DEO and Commissioner, Secretary Education /Ed Minister or even the Chief Minister for action about key challenges that demand urgent action (no middle/high school for girls /boys; no teachers available for key subjects; facilities not working; private school not providing enrolment for 10% of most needy; end to corporal punishment and use of bad /negative language by teachers in schools) etc.
2. Call the Head teacher/ or go to the school doing working hours with a list of demands written (Not more than one page written boldly) signed by at least 5 -10 or more community members.
3. **Pull out District Report Cards of ASER 2018 for all 15 target districts (attach at the back of this pack for each district /province – use where needed or put on a flex sheet. Makes the Right to Education Campaign very real. (Annex-2)**

2) Enrollment Campaign of Out of School Going Age Girls and Boys



As the new academic year 2019-2020 begins (April- August active enrollment months), EYAs will implement an “Enrollment campaign” where each EYA mentor will conduct door

to door visits to at least 50 households with a formal ‘enrollment campaign sheet’ for both awareness and action for getting more children into schools. Each mentor is expected to enroll/re-enroll at least 10-20 out of school children, especially girls of school going age who may have never enrolled or have dropped out of school. This campaign with photographs /videos and short conversations of convincing parents/families will then be covered on all RTE’s social networking sites to motivate these EYAs further. @ Facebook @twitter .. @instagram. etc. Following information will be required for the enrollment campaign:

Enrollment Campaign Sheet.

Draw a map of the gallis (streets) you visited in the village/neighborhood in relation to your own house/s E.g. My house (address) Galis/street/lanes visited

Name of EYA/Volunteer _Activist

Address: Village/Town/Street address – District

Make a simple banner of poster papers/cloth with a catching slogan on Enrolment of Girls & Boys – why Education is Important

Date of Enrolment Campaign Visit:

No of Households (HH) Visited:

No of Out of School Children identified: 5-14 years old Drop out /never enrolled

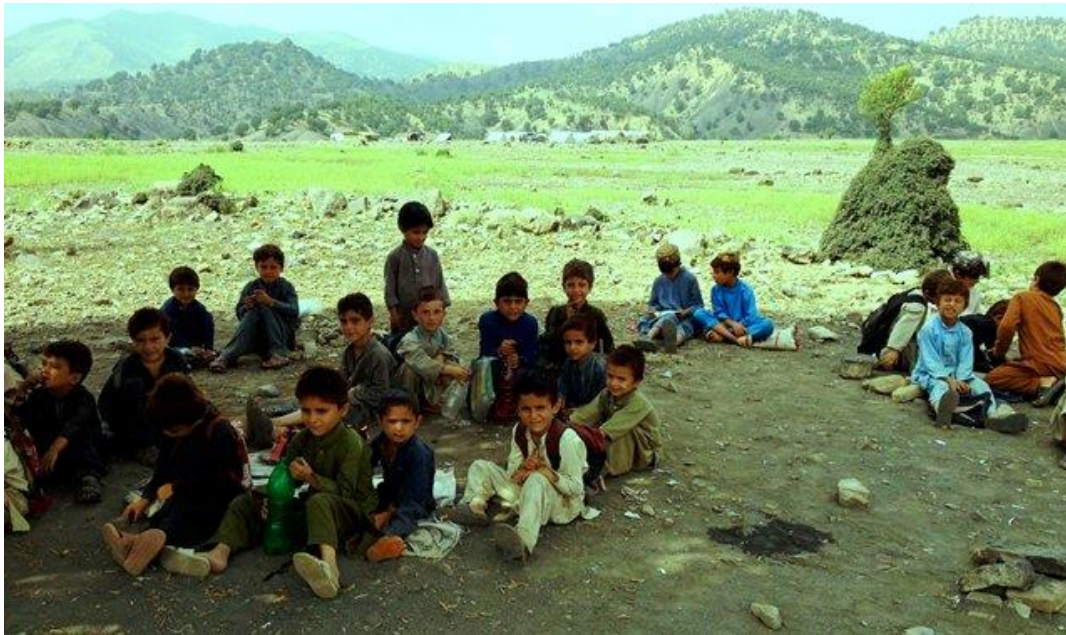
Take Photos where ever you can ..

Household Address St No./Name and Head of HH Name	No. of children 5-14 years not enrolled /drop out/never enrolled	Date of Enrolment action and No. Enrolled	Name of school - where enrolled formally

Enrolment Mela – with youth –

Holding a small Mohalla campaign drive for parents for Early Years/ Katchi/ECE or Primary Enrolment drive with some key messages - Have colorful jhangis or paper cuts - have 3-4 tables with chairs/mooras - -making parents understand the urgency of ECE – why parental engagement in education is important for children when they are very young; what are their rights and responsibilities under 25 A – take their children to school -

3) Short Video Clips-for sharing widely



Short videos taken by the EYAs(youth and teachers) of conditions of schools, attitudes of school authorities (public and private), voices of children, parents and teachers -positive actions for improvement/enrollment with key messages regarding importance of education ,conditions/availability of facilities will be developed and posted on social media to promote message of quality and equitable education. All are advised to please hold your mobile camera/video steady for better quality photos.

4) Social Media Campaign in a Tech /Communication Enabled Environment

Social media today plays a vital role with fast improving technologies and communication services. According to ASER 2018, 68 percent of households have mobiles in rural areas, 67 % use SMS and 44 % Whatsapp messaging. Social media can thus promote dissemination of key messages in society in today's world and in well-connected Pakistan. Many of the rich campaigns were started and brought to action through this tech- wizard. EYA mentors will post their activities on social media or may link their activities with social/web pages of ITA.

These messages with pictures could include: the Case of missing facilities, dropouts, attitudes towards students; parents' and teacher's accountability and community engagement. These issues and indeed others will be highlighted /addressed through this medium to raise awareness of the importance of RTE. ASER videos can be used as a reference document. The link is below:

<http://aserpakistan.org/index.php?func=videos>

5) Social Accountability Initiative for Social Justice in Education

Social accountability initiative relates to whether the society is taking the right measures for the cause of education. It's not only the government but the society's overall responsibility to overcome the challenges of quality education. EYA mentors (youth and teachers) will be expected to collect the case studies (good or bad), where the government machinery and

private schools are working well/positively or vice versa, where the community/ parents are playing their role or vice versa and where teachers are playing their role. The case studies will be posted on social media for the fruitful impact.

Support for EYA Mentors during this Phase:

- EYA mentors will be provided Rs.5000 per community meeting- and links to important posters/information
- EYA mentors activities will be posted on social media pages of ITA/ASER/Right to Education webpages
- EYA mentors will be provided virtual and actual platforms to present their views regarding education.
- EYA mentors will be given priority while mobilizing human resources for ITA in surveys/campaigns if they are able to fulfill the stipulated criteria.
- EYA mentors will be provided Appreciation Certificates for the activities conducted.

ANNEX-1: Blue, Green and Yellow Book.



RIGHT
TO EDUCATION
PAKISTAN



THE BLUE BOOK

A BOOK ON ARTICLE 25 A -
THE RIGHT TO EDUCATION (RTE) ACTS
AND RULES OF BUSINESS FORMULATED
FOR EACH ACT IN PAKISTAN



Article 25 A:

“The State shall provide free and compulsory education to all children of age 5-16 years in such a manner as may be determined by law” was finally made a part of the constitution”



THE BLUE BOOK

A BOOK ON ARTICLE 25 A -
THE RIGHT TO EDUCATION (RTE) ACTS
AND RULES OF BUSINESS FORMULATED
FOR EACH ACT IN PAKISTAN

Supported by Open Society Foundations



Acknowledgements


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We would like to thank Right to Education teams at ITA for supporting this effort across the two districts and provincial offices of Lahore, Karachi and Islamabad; Ms. Sahar Saeed, Mr. Waqas Bajwa, Mr. Mumtaz Pirzada, Mr. Imran Shah, Mr. Saif Quadri, ASER Team, and Ms. Naima Saqib for their support in finalizing these important color-coded reference books. We would especially like to thank Ms. Meha Pumbay for researching and finalizing this document, and Ms. Baela Raza Jamil for her vision, constant guidance and unwavering support.

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We appreciate the enthusiasm shown by our civil society partners and Education Youth Ambassadors (EYAs) for practically using the Green, Blue and Yellow Books in their efforts for promoting the Right to Education Campaign.

We have endless gratitude for all the unnamed heroines and heroes who are working day and night, in their own capacities, to make Right to Education a reality.



The Blue Book on Right to Education legislation, aims to mobilize citizens, especially youth and teachers to promote democratic rights and civic participation of Pakistanis, particularly those of girls/women and vulnerable groups who are poor, differently abled and minorities. It aims to achieve this by generating increased awareness and support among youth, school teachers and communities for Article 25-A of the Constitution, which ensures that all children between the ages of 5 -16 are extended the right to free and compulsory education. The Blue Book is a reference document for all citizens with key acts/legislation and rules for right to education; it is to be used in trainings and awareness raising campaigns for diverse target groups. The trainings will mobilize trainees to become multipliers in their constituencies regarding core principles, knowledge and skills through appropriate materials and activities. This information may be leveraged through social media, campaigns, policy dialogues and public forums to popularize right to education or Article 25 A enactments in each region/province with respect to fundamental entitlements and principles, mapped against ground realities.

Article 25 A

“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.”

Source: The Islamic Republic of Pakistan Constitution 1973

How to use this book:

- Navigate to Chapter 1 for an overview of this book, the history of RTE and its link with other Fundamental Rights in Pakistan
- Navigate to Chapter 2 for Legislation in Sindh, Chapter 3 for Balochistan, Chapter 4 for Punjab, Chapter 5 for Khyber Pakhtunkhwa and Chapter 6 for ICT
- Navigate to Chapter 7 for a brief analysis on RTE Provincial Acts
- Navigate to 8 for a discussion on the SDGs, and SDG4 as key in achieving all other SDGs
- Navigate to Chapter 9 for concluding remarks

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Glossary

ANER	Adjusted Net Enrolment Rate
ASER	Annual Status of Education Report
AJK	Azad Jammu and Kashmir
CCI	Council of Common Interest
CEDAW	Convention on Elimination of all forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
ECE	Early Childhood Education
EFA	Education for All
FLL	Federal Legislative List
GB	Gilgit Baltistan
ICESCR	International Covenant on Economic, Social and Cultural Rights
ICT	Islamabad Capital Territory
ITA	Idara e Taleem o Aagahi
KP	Khyber Pakhtunkhwa
MDGs	Millennium Development Goals
MoUs	Memorandum of Understanding
NEF	National Education Foundation
NWFP	North West Frontier Province
OOSC	Out Of School Children
PSLM	Pakistan Social and Living Measurement
RTE	Right to Education
SAA	School Attendance Authority
UDHR	Universal Declaration of Human Rights



CHAPTER 1

INTRODUCTION

Chapter 1: INTRODUCTION

Right to Education (RTE) was established as a fundamental right under the Universal Declaration of Human Rights (UDHR) 1948 and has been reinforced through many other International Declarations and Resolutions. Pakistan has been a signatory to many of these International Treaties and Resolutions; however, for over 60 years, the state of Education in Pakistan has been off track; it has not been accorded the priority it deserved for a young nation. This changed in 2010 with the 18th amendment to the Constitution of the Islamic Republic of Pakistan, when Article 25A was added as a fundamental right. This Article stated unequivocally that the state has to provide free and compulsory education to ALL children of ages 5 to 16 years. Article 25-A is a paradigm shift as it makes ‘the state’ responsible for provision of free and compulsory education to all children aged 5 to 16 years. Article 25 A as part of the Fundamental Rights (chapter II) of the Constitution of Pakistan was upgraded from the earlier provision under (chapter II), Principles of Policy as per Article 37 Promotion of Social Justice and Eradication of Social Evils section.

- (b) remove illiteracy and provide free and compulsory secondary education within minimum possible period and
- (c) make technical and professional education generally available and higher education equally accessible to all on the basis of merit;

Article 37, sections b and c, although comprehensive in scope, could only be implemented subject to availability of resources and thus were lackluster in implementation for many decades due to paucity of resources and low allocations to education. The allocations still remain around 2.3% of GDP (Economic Survey 2018) instead of what was promised in the National Education Policy (2009) as 7% or as recommended by UNESCO around 4%.

Today, it is important to engage with fundamental rights through the powerful lens of Article 25 of the Constitution that provides for the principle of non-discrimination for ALL Citizens or Equality of Citizens

Equality of citizens.

Article 25

- (1) All citizens are equal before law and are entitled to equal protection of law.
- (2) There shall be no discrimination on the basis of sex
- (3) Nothing in this Article shall prevent the State from making any special provision for the protection of women and children.

Source: Constitution of Pakistan 1973

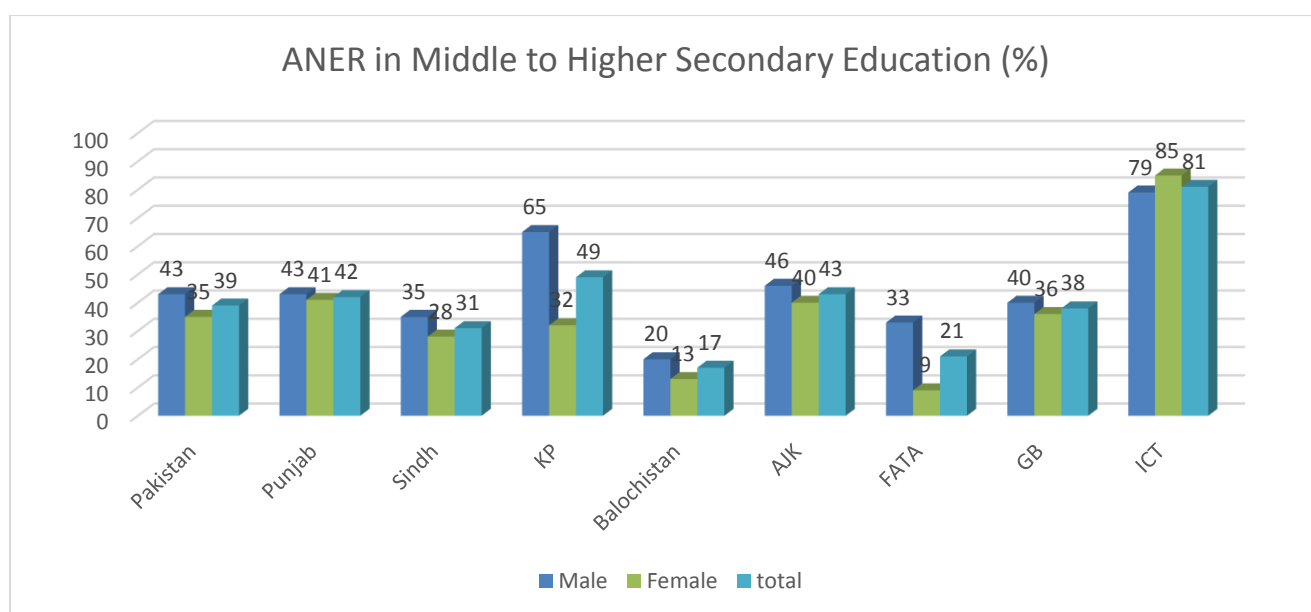
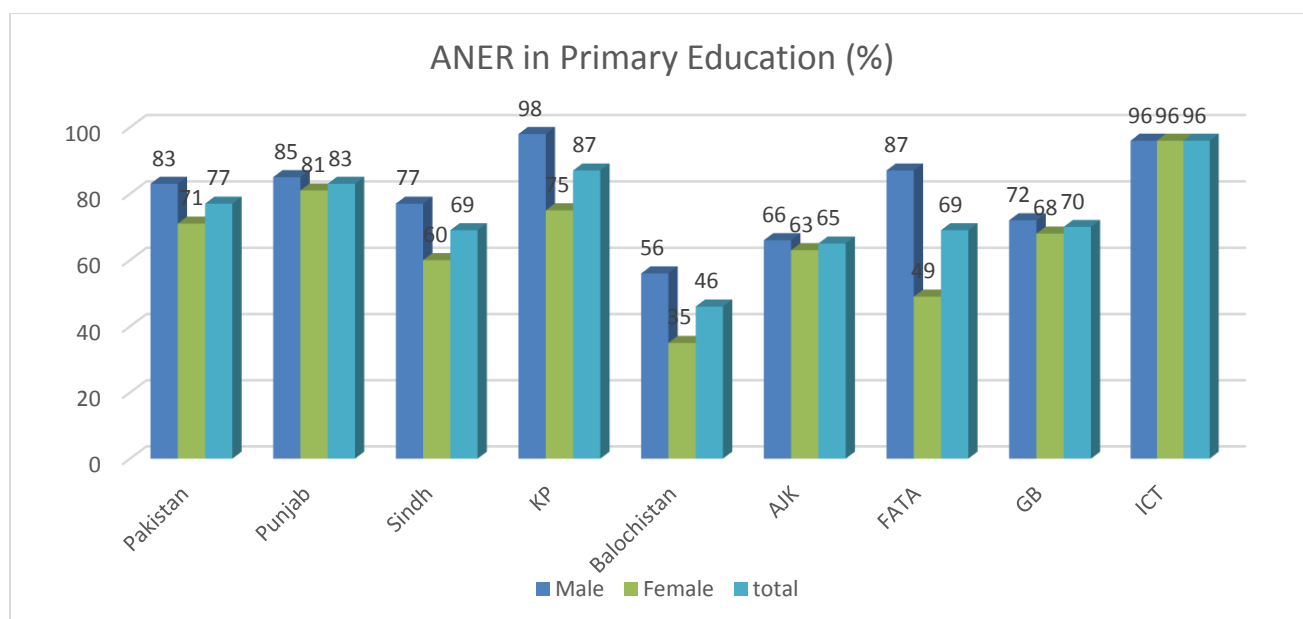
Convention on the Rights of the Child¹ (ratified by Pakistan in 1990) It has 54 articles and article 1 defines the child up to 18 years of age. Sadly in Pakistan this definition is not harmonized as in different laws it is stated at different ages viz. in 25 A it is 5-16 years; whilst in most labor laws it is 14 years of age; and other than the province of Sindh, right to marriage is 16 years, whilst in Sindh, it is 18 years!

Article 28 of CRC is about the Right to Education

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 and vocational information and guidance available and accessible to all children;
 - (e) Take measures to encourage regular attendance at schools and the 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 cooperation 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 modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Pakistan Social and Living Measurement (PSLM) Survey reveals that enrollment trend, in Pakistan, have been improving very slowly. According to Pakistan Education Statistics (2016-17) produced by the Academy of Education Planning & Management (AEPAM) of the Ministry of Federal Education and Professional Training, there are 22... million children out of school.

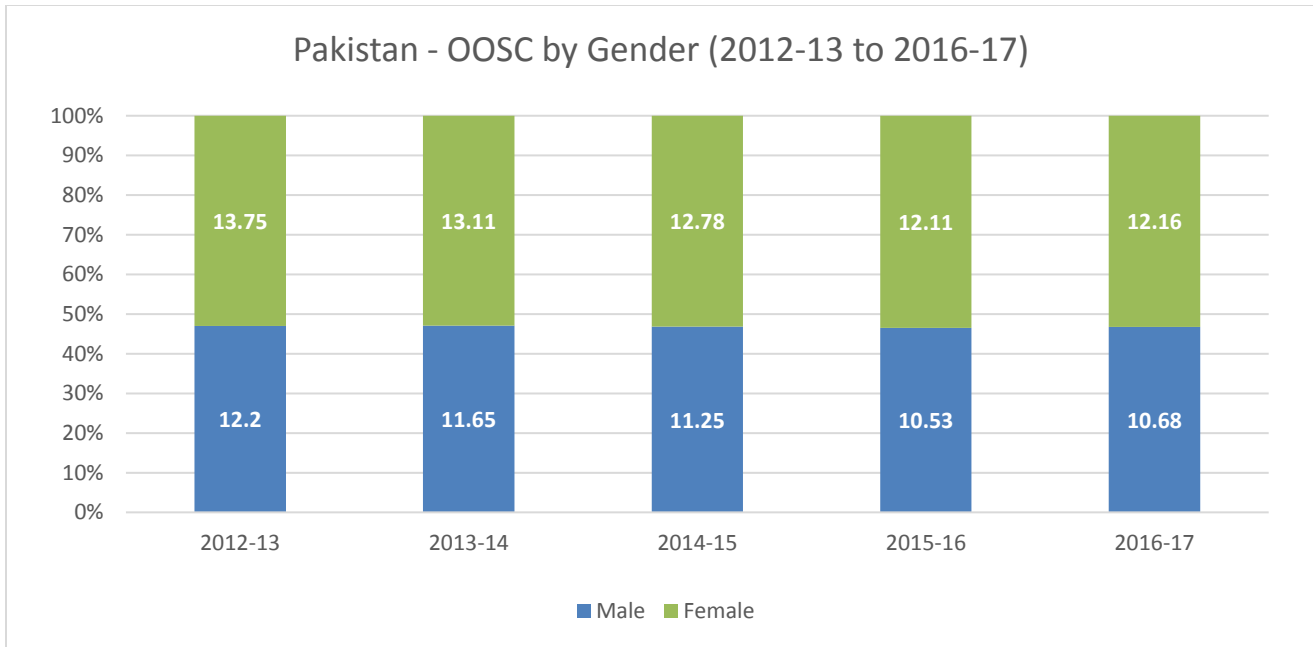
¹ https://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/CRC_1989.pdf



Source: AEPAM p. 22

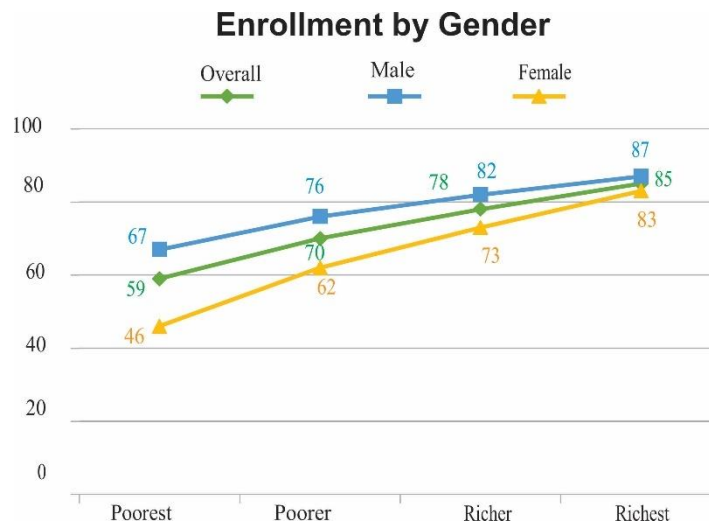
According to AEPAM (2018) out of a total of 51.53 million children between the ages of 5-6 eligible for education under 25 A, only 28.68 million are enrolled in schools from pre-primary to higher secondary across all service delivery/school systems; thus 22.84 million children are out of school; (5.06 million primary; middle high and higher secondary 6.51 million, 4.97 million and 6.29 million respectively). More girls than boys are out of school (12.16 million girls vs. 10.68 million boys) as can be seen in the table below. “Alif Ailaan”, the campaign on ‘transforming education in Pakistan’ has used this figure to galvanize action on 25 A as well.

Table: Out of School Children by Gender in the Past Five Years (AEPAM)



Source: p. 24 [AEPAM \(2018\)²](#) Pakistan Education Statistics,

According to a citizen led household based widely benchmarked survey by ITA, the Annual Status of Education Report (ASER) 2016, enrollment has been almost static since 2015; there are 19% out of school children of age 6-16, 11 % are girls. For each income quartile/level, the inequality across households is exacerbated for the poorest groups and within them, especially girls.



ASER (2016) Enrolment by Income Quartiles and Gender

² <http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202016-17.pdf>

Moreover, the results reveal that socio-economic background influences gender inequity. The richest quartile has the highest percentage of children enrolled (53%) in private schools.

The poorest quartile has the lowest learning levels (19% Urdu/Sindhi/Pashto, 17% English, and 16% Math) and richest quartile has the highest learning levels (44% Urdu/Sindhi/Pashto, 43% English, and 39% Math). 14% of females from the poorest quartile can read a story in Urdu/Sindhi/Pashto as compared to 22% of males from the same income group. The patterns on gender exclusion are similar across all provinces of Pakistan where the poorest females are doubly disadvantaged with unequal opportunity of enrolment and learning undermining their right to access, quality, and equity entitlements.


This state of affairs on quality calls for continuous monitoring of learning levels, seeking urgent actions for improving learning outcomes, critical thinking, creating sustained pressure for positive change in the core business of learning for ALL, across Pakistan. The Citizens' call to action demands crisp evidence which the ASER right to education campaign provides annually.

To raise awareness amongst all citizens regarding 25-A and to make education for all in Pakistan a reality, ITA has built upon its bold Right to Education Campaign that began in January 2009 when the girls' schools were shut down by a Taliban edict in Swat (Jan 15th 2009). It mobilized weekly signatures sent to all key decision makers for action until the schools reopened in March 2009! The campaign was further accelerated in 2010-11 with the 18th amendment in April 2010. ITA, once again mobilized diverse groups, especially youth and continued community engagement to impact key policies and their implementation, by holding stakeholders/duty bearers to account. A call to youth to enlist as Education Youth Ambassadors (EYAs) across Pakistan was given in 2013/14, supporting the Global Youth Ambassadors movement led by [Their World](http://www.theirworld.org/), a UK based campaign³. The impetus for RTE was accelerated with the launch of the 17 Sustainable Development Goals (SDGs) 2030 in September 2015, discussed in more detail in Chapter 8.



Figure 1: the 17 Sustainable Development Goals

³ <http://www.theirworld.org/>



Furthermore, through informed debate and mass awareness, involving parents, teachers and students alike, ITA has continued to apprise policymakers, other stakeholders of their role in ensuring effective and timely implementation of 25-A as a fundamental right aligned well to SDGs in general and SDG 4 on education in particular. The RTE campaign today will not only push for changes in legislation for implementation, but will continue to advocate the knowledge about ‘Education for All-as A Fundamental Human Right’ or Leave No Child Behind movement, in thematic knowledge nuggets, equipping citizens with facts for advocacy and action.

The platforms for RTE will continue to multiply with distinct multiplier groups as alliance partners- who are already part of larger alliances that push for other entitlements through education. These include: Child Rights Movement (CRM); Commonwealth (FCO) Platform for Girls Education; Pakistan Coalition for Education (PCE);

1.1 The Blue Book - An Overview

The BLUE Book as elaborated above is an initiative by Idara e Taleem-o-Aagahi to contribute to the Right to Education activism and Action for all children, as a Fundamental Right, in Pakistan. It is an effort to raise awareness regarding the constitutional right of the citizens of this country for quality education, not as a privilege but an entitlement.

This is a part of a series of color coded books as an effort to help citizens of the country become informed about their rights and in turn trigger actions by them as active citizens becoming vocal for the education rights of children, youth and adults. Three Color Coded Books are:

- o **Blue Book on the Right to Education Acts & Rules of 774 Act/s (25-A)**
 - All Acts on Right to Education 25 A in Pakistan
 - Rules Notified on Right to Education 25 A in Pakistan
 - Civil Society Shadow Rules – by ITA
- o **Green Book on Implementation of Right to Education (RTE)**
 - Government Initiatives to Implement Right to Education
 - Civil Society Activism to Implement Right to Education
 - Advocacy Campaigns; Alif Ailaan – Youth Mobilization
 - Judicial Activism and Cases on RTE against the Govt. of Pakistan
- o **Yellow Book on Voices of EYAs/Youth—as a Guide to Building Cases for Advocacy**
 - Case Studies on RTE Youth Champions and Education Youth Ambassadors
 - Case studies of schools in Sukkur and Swat
 - Social media campaigns for Right to Education

“This user-friendly book is intended for awareness of **citizens, teachers, youth, students, parents, media, parliamentarians and major stakeholders**”

The Blue Book - Intended Objectives

- The Blue book covers all the RTE acts for Article 25A that have been passed in all provinces and Islamabad Capital Territory (ICT) and Rules, where they have been formulated for each Act.
- The Blue book will help the readers:
 - understand what the law says and what the responsibilities of local government in this context are.
 - become familiar with the acts and all its provisions – along with the rules/shadow rules
 - engage with other laws that overlap supplement RTE 25 A on inclusion and protection
 - access to SDGs/ SDG 4 its targets means of implementation and provision
 - easily access the above and other RTE websites through hyper links
 - test their knowledge and skills on activity sheets and tools in communities and neighbourhood schools

These books are supported by:

- Hyper Links to other relevant resources
- Tips on how to use the book
- Analysis of topics and related themes
- Worksheets/activities/tools
- Important Websites for RTE – 25 A and SDG 4

1.2 History of Right to Education (RTE):

In this book, we shall focus on the period 1989 onwards. It is important to note that according to the Constitution of 1973 and its article 37 b, the right to education up to secondary education was ensured in the chapter on Principles of Policy as stated above. This article under the Principles of Policy provision as shared earlier could only be implemented subject to availability of resources and sadly these have never been adequate and continue to remain sub-optimal even today in 2018! However the constitution has upgraded the RTE provision in 2010.

1990s: In 1990s the impetus for RTE came from an emergent global movement of which Pakistan was also a signatory. After the Jomtien Conference (Thailand) in 1990 where the call for Education for All was given in a global compact, Pakistan became a party to the Jomtien Education For All (EFA) declaration. The call for EFA focused mainly on primary education, literacy and also Early Childhood Education (ECE) that spurred several education initiatives in the post Zia or Martial Law period in Pakistan (1977-1989). Among them, was the establishment during the decade of the 1990s of the Education Foundations across all provinces of Pakistan and a National Education Foundation (NEF) at the federal level. The main objective was to provide opportunities through grants to non-state partners for setting up education facilities for extending services for the most underserved groups and especially girls in rural areas. During the same decade some provinces began a movement for legislating Compulsory Primary Education Acts (Punjab and KP/then NWFP). In **1994 the Punjab Compulsory Primary Education Act** was finalized and in 1996 the NWFP (now KP) Government enacted the **NWFP Compulsory Primary Education Act**. Sadly both acts remained toothless as the rules were not made for their implementation. Unfortunately the tradition still continues of laws and policies, sans implementation.

In 2000, Pakistan was a part of the Education World Forum in Dakar, Senegal where a strong 7 members ministerial delegation was present from all provinces and federal government. The participants reaffirmed the vision of the Jomtien Conference, established ten years earlier and signed on the EFA Dakar Declaration for EFA. The E-9 and South Asia Forum were reaffirmed and established in 2000. The goals of this Framework were to be achieved no later than 2015. The EFA Declaration at Dakar was further strengthened by the Millennium Development Goals (MDGs) in 2000. Pakistan responded by putting together the Education Sector Action Plan 2001/2-2005, to implement the 1998 National Education Policy, the action plans for EFA and the MDGs.

In 2009 another National Education Policy was finalized just seven months ahead of passing of the 18th Amendment in 2010 (April); the latter devolved the entire governance mechanisms of education from federal/concurrent to provincial levels. This dislodged many assumptions and principles of implementation of NEP 2009. In September 2010, all provinces, area and federal government agreed to keep NEP 2009 and the National Curriculum 2006/7 in place, ensuring adjustments of governance as deemed by the 18th amendment.

The 18th Amendment to the Constitution of Pakistan, passed on 19th April 2010; it led to major shifts in entitlements of citizens, decision making, accountability and responsibilities across the federation. 47 subjects on which both federal and provincial governments could jointly make laws, were devolved completely to the provinces with the abolition of the concurrent list; these subjects were reassigned. Some selective functions as listed in Schedule 4, Part I and II⁴ remained the responsibility of the federal government for which a Federal unit would be needed, in turn to be guided by the Council of Common Interest (CCI), whilst the majority functions devolved to the provinces⁵.

Under the Concurrent Legislative List entry 386 was removed and new rights, responsibilities for curriculum, syllabus, planning and policy, centres of excellence and standards of education was passed to the provinces as well as entry 39 on Islamic Education. All budgets and implementation were done according to the needs, evidence and priorities of each province. The retained subjects under the Federal Legislative List (Part I) covered responsibilities for implementation of international treaties and agreements, including ‘educational cultural pacts’. Entry 15 of FLL Part I includes libraries, museums and entry 16 furthermore includes research, professional and technical training or promotion of special studies. More specifically Entry 31 of FLL states clearly liaison with International treaties, conventions and agreements, international arbitration including education of Pakistanis for studies overseas, signing of Bilateral and Multilateral education agreements, pacts, protocols MoUs including EFA/MDGs, Convention on the Rights of the Child (CRC) ratified by Pakistan in 1990, Convention on Elimination of all forms of Discrimination Against Women (CEDAW) ratified by Pakistan in 1996 and International Covenant on Economic, Social and Cultural Rights 1966ratified by Pakistan in 2008 ,with respect to education as well as the UN resolution on Right to Education in Emergencies 2010.

Article 25-A declared

“The State shall provide free and compulsory education to all children of age 5-16 years in such a manner as may be determined by law”

Since 47 subjects on which earlier both federal and provincial governments could make laws were devolved completely to the provinces, the responsibility of making the law and implementing 25-A also fell to each individual province for enactment/legislation and rules of business for implementation.

The provincial Right to Education bills were passed in the provincial assemblies under the devolved authority to the provincial governments to pass and enforce laws. The constitutional law was presented as Bills for right to education in the provincial assemblies (2013-2017). The bills on RTE were progressively passed in Islamabad Capital Territory in 2012, Sindh in 2013, Punjab and Baluchistan in 2014 and in April 2017 in Khyber Pakhtunkhwa (KP). However, it is important to note that implementation has yet to begin on 25 A – whilst judicial activism from the highest court of law is vividly visible (Suo Moto notices and judgments).

⁴ Schedule 4 Part I and II downloaded from <http://www.pakistani.org/pakistan/constitution/schedules/schedule4.html>

⁵The 18th Constitutional Amendment: Glue or Solvent for Nation Building and Citizenship in Pakistan? Shah, Anwar, September 2012

⁶Census

ITA 's Right to Education movement began in 2012-13 when it collected a million citizens' signatures and presented to Gordon Brown during his visit to Islamabad in November 2012 – when he raised the issue with the Prime Minister and the Federal Government urging action, taking cognizance of civil society demands on the issue. This led to action for RTE in Islamabad Capital Territory (ICT). In December 2012, the first Act was passed in ICT after a 20 months lapse when article 25 A was made part of the Constitution.

<http://rtepakistan.org/news/2012/11/09/gordon-brown-united-nations-secretary-generals-envoy-for-global-education-endorses-the-one-million-signature-campaign-for-right-to-education/>

1.2.1 Fundamental Rights in Light of Article 25A

One must remember that the Right to Education, Article 25A, is not a stand-alone right, it is part of the Fundamental Rights specified in the Constitution. Therefore, it is vital to understand the importance of Right to Education by studying the underpinnings that connect this right to many other Fundamental Rights awarded to all Pakistani citizens. Table 1 below highlights the links between Fundamental Rights and the Right to Education in the Constitution of Pakistan.

Table 1: Article 25A is connected with many other Fundamental Rights in Pakistan

Fundamental Right	How it links to 25-A
9. Security of person	<i>No person shall be deprived of life or liberty.</i>
Liberty is defined as “each of those social and political freedoms which are considered to be the entitlement of all members of a community” by the Oxford English Dictionary. Acquiring education is a social freedom and thus a right of all members of the community.	
11. Slavery, forced labour, etc., prohibited	<p>(2) <i>All forms of forced labour and traffic in human beings are prohibited</i></p> <p>(3) <i>No child below the age of fourteen years shall be engaged in any factory or mine or any other hazardous employment.</i></p>
No child must be forced to engage in any sort of work, dangerous or otherwise, especially in lieu of acquiring education.	
14. Inviolability of dignity of man	(1) <i>The dignity of man and, subject to law, the privacy of home, shall be inviolable.</i>
Right to receive a quality education is strongly linked to personal dignity, and denial of same could be considered violation of personal dignity.	
15. Freedom of movement	<i>Every citizen shall have the right to remain in, and, subject to any reasonable restriction imposed by law in the public</i>

	<i>interest, enter and move freely throughout Pakistan and to reside and settle in any part thereof.</i>
Therefore, all citizens 5-16 have a right to acquire education in any region of Pakistan, provided they are resident in that region. They also have the right to move freely in order to attain Education.	

16. Freedom of assembly	<i>Every citizen shall have the right to assemble peacefully and without arms, subject to any reasonable restrictions imposed by law in the interest of public order.</i>
This may apply to schools and other forms of educational institutes. This implies the right of students and educational staff to assemble for Education attainment or to protest in case of unfair treatment.	

17. Freedom of association	<i>(1) Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interest of sovereignty or integrity of Pakistan, public order or morality.</i>
Students/teachers are, hence, allowed to form unions, take collective action and organize for the sake of their Right to Education.	

18. Freedom of trade, business or profession	<i>Subject to such qualifications, if any, as may be prescribed by law, every citizen shall have the right to enter upon any lawful profession or occupation, and to conduct any lawful trade or business.</i>
Receiving a quality education is often a prerequisite for professional work, trade, business. Thus, access to quality Education is key for fulfilment of this right. This also shows the right to work in the field of education, awarded to Educational professionals.	

19. Freedom of speech, etc. 19A. Right to information	<i>Every citizen shall have the right to freedom of speech and expression....subject to any reasonable restrictions imposed by law...; Every citizen shall have the right to have access to information in all matters of public importance subject to regulation and reasonable restrictions imposed by law.</i>
This shows that teachers and students are allowed to freely express their views and opinions in schools, and they are also allowed to access public information, complementing education.	

22. Safeguards as to educational institutions in respect of religion, etc.	<p>(1) <i>No person attending any educational institution shall be required to receive religious instruction...if such instruction...relates to a religion other than his own.</i></p> <p>(3) (a) <i>no religious community... shall be prevented from providing religious instruction for pupils of that community... in any educational institution maintained wholly by that community...</i></p> <p>(b) <i>no citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only of race, religion, caste or place of birth.</i></p> <p>(4) <i>Nothing in this Article shall prevent any public authority from making provision for the advancement of any socially or educationally backward class of citizens.</i></p>
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This article deals with the right to education pertaining to religion and religious communities. It clearly shows that religious liberties and education are protected under law. This provision may also pertain to Right to Education of religious minorities in the country.

24. Protection of property rights	(1) <i>No person shall be compulsorily deprived of his property save in accordance with law.</i>
Private educational institutions and their ownership is covered under this article.	

25. Equality of citizens 25A. Right to education	<p>(1) <i>All citizens are equal before law and are entitled to equal protection of law.</i></p> <p>(2) <i>There shall be no discrimination on the basis of sex</i></p> <p>(3) <i>Nothing in this Article shall prevent the State from making any special provision for the protection of women and children.</i></p> <p><i>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.</i></p>
These articles reiterate that in order to have equality between all citizens, it is vital to have free and compulsory access to Education for all citizens. There must be equality of Educational opportunity.	

26. Non-discrimination in respect of access to public places	(1) <i>In respect of access to places of public entertainment or resort not intended for religious purposes only, there shall be no discrimination against any citizen on the</i>
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	<i>ground only of race, religion, caste, sex, residence or place of birth.</i>
This could apply, by extension, to Educational institutions, as they provide creative outlets for students in the form of art and sports.	

28. Preservation of language, script and culture	<i>...any section of citizens having a distinct language, script or culture shall have the right to preserve and promote the same and subject to law, establish institutions for that purpose.</i>
This implies the importance of Education in conservation and promotion of diverse local cultures, thus, echoing the significance of Right to Education.	

1.2.2 RIGHT TO EDUCATION ACTS AT THE PROVINCIAL LEVEL

- ICT – December 19th, 2012
- Sindh – March 6th, 2013
- Baluchistan – 28th January 2018
- Punjab – 11th August 2014
- Khyber Pakhtunkhwa (KP) – April 2017

Each Act outlines the right to free and compulsory education for each area/province, as well as responsibilities of local government, local authorities, parents, teachers and schools.

The “Rules of the Business” have so far been only finalized under the Sindh Right to free and compulsory education Act 2014 and notified in 2017. For the successful enactment of the Act, these rules are essential.

ITA has developed draft shadow rules for the Sindh, Punjab and ICT and KP Acts.

To date ITA has held consultations in ICT, Sindh and KP with key stakeholders including government officials, civil society members, teacher unions, youth etc. to gather critical inputs and recommendations. For Sindh the shadow rules have been consulted intensely and integrated in the notified Rules for Sindh Right to Free & Compulsory Education Act 2017



CHAPTER 2

LEGISLATION IN SINDH

29 Districts
Population 48 Million (Census 2017)
Literacy Rate 48%*



Chapter 2: LEGISLATION IN SINDH

2.1 The Sindh Right of Children to Free and Compulsory Education Act, 2013 Sindh Act NO. XIV OF 2013.

The Sindh Right of Children to Free and Compulsory Education Act, 2013 *To provide free and compulsory education to all children of five to Sixteen.*

This act has 08 chapters and 30 articles with sub sections. This Act comes into effect immediately. It contains critical definitions of Child (5 -16 years), Capitation fee, Disadvantaged child etc. It states that every child, regardless of gender or race has a right to free and compulsory education. This Act also covers Out of School children (OOSC) who have either never been enrolled or have dropped out, providing provisions for them to have special teaching so as to be at par with others. It also covers, extensively, the duties of the government and local authorities as well as the obligations of the government to provide facilities, curriculum development and enabling learning environment.

It states the obligations of the government as:

- Free education for all children
- Prevent discrimination against any child based on race, religion, gender or economic disadvantage.
- Provide proper infrastructure, laboratories, libraries and so on.
- Ensure good quality education and provide training facilities for teachers and students.

This Act ensures the role of parents and guardians in regard to the education of their wards. Private schools, in this Act, are obligated to provide free education to at least 10 percent of their total student body. It also required the Private schools to be properly registered under the concerned authority. This Act also outlines the need for necessary qualifications for the teachers, along with a timeline in which the teachers need to complete the required qualifications. Furthermore it outlines, in detail, the duties of teachers.

Government of Sindh, in reference to powers sanctioned by section 30 (1) of Sindh Right to Free and Compulsory Education act 2013, confirmed the Rules of Business to implement Right to Education in Sindh.

Implementation status of the Act:

- Article 25-A has promised free and compulsory education to all children between the ages of 5 -16 years, and the 18th amendment to the constitution has led to the devolvement of power to the provincial level. Given these developments, the government of Sindh with the combined efforts of all key stakeholders, created the Sindh Education Sector Plan (SESP) 2014-2018. The SESP is a living document that addresses the challenges faced by the education sector in Sindh, including issues of access, quality, governance, monitoring and effective utilization of resources.

The Urdu translation of the Act can be [accessed here](#)⁷.

**PROVINCIAL ASSEMBLY OF SINDH
NOTIFICATION
KARACHI, THE 11TH MARCH, 2013.**

NO.PAS/Legis-B-07/2013-The Sindh Right of Children to free and Compulsory Education Bill, 2013 having been passed by the Provincial Assembly of Sindh on 13th February, 2013 and assented to by the Governor of Sindh on 6th March, 2013 is hereby published as an Act of the Legislature of Sindh.

AN ACT

to provide for free and compulsory education to all children of the age of five to sixteen years.

WHEREAS it is expedient to provide for the right to education to all children of the age of five to sixteen years as envisaged in Article 25-A of the Constitution of the Islamic Republic of Pakistan, 1973;

⁷ http://itacec.org/document/rte/The_Sindh_Right_of_Children_to_Free_and_Compulsory_Education_Act_2013_urdu.pdf

Preamble.

**CHAPTER-I
PRELIMINARY**

It is hereby enacted as follows:-

1. (1) This Act may be called the Sindh Right of Children to Free and Compulsory Education Act, 2013;

Short title and commencement.

- (2) It extends to the whole Province of Sindh.

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

2. In this Act unless there is anything repugnant in the subject or context-

Definitions.

- (a) “capitation fee” means any donation contribution or payment by whatever name, other than the fee notified by the school or Government;
- (b) “child” means a child of any gender of the age of five to sixteen years with varied learning needs;
- (c) “disadvantaged child” means a child who belongs to a socially and economically disadvantaged class, or group or belongs to such parent whose annual income is lower than the minimum limit and whose parents have become victim of terrorism as notified by Government;
- (d) “education” means the prescribed education for child by the academic authority, notified by the Government;
- (e) “Education Advisory Council” means the Education Advisory Council established under this Act;
- (f) “free education” means education free of any education related costs including expenditure on text books, stationary, schoolbags, and uniform;
- (g) “Government” means the Government of Sindh;
- (h) “guardian” means a person having the care and custody of a child and includes a natural guardian or guardian appointed or declared by a Court;

- (i) “local authority” means a Metropolitan Corporation, District, Taluka, Town, Union Councils, or by whatever name called and includes such other authority or body having administrative control over the schools or empowered by or under any law for the time being enforce to function as a local authority;
- (j) “notification” means a notification issued by Education and Literacy Department, Government of Sindh;
- (k) “parent” means either the natural or step or adoptive father or mother of a child;
- (l) “prescribed” means prescribed by rules made under this Act;
- (m) “school” means any recognized school imparting primary, elementary and secondary education and includes -
 - a school established by or controlled by the Government or a local authority;
 - a school receiving aid or grants, whole or part of its expenses from Government or the local authority;
 - a school belonging to specified category; and
 - a school not receiving any kind of aid or grants for expenses from the Government or the local authority;
- (n) “screening procedure” means the method of selection for admission of a child, in preference over another, other than a random method;
- (o) “special education” means educational programmes and practices designed for students, as handicapped or gifted students, whose mental ability, physical ability, emotional functioning, require special teaching approaches, equipment, or care within or outside a regular class room;
- (p) “specified category” in relation to a school, means a school known as Public School, Foundation School, Cadet College or any other school having a distinct character which may be specified, by notification, by the Education and Literacy Department, Government of Sindh.

CHAPTER-II
RIGHT OF CHILD TO
FREE AND COMPULSORY EDUCATION

3. (1) Every child of the age of five to sixteen years regardless to sex and race shall have a fundamental right to free and compulsory education in a school.
- (2) No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the school education.

Right of Child to Free and Compulsory Education.

- (3) Privately owned or managed schools shall also provide free education to such students of the age of five to sixteen years atleast ten percent of their actual strength of students.
4. Where a child above five years of age has not been admitted in any school or though admitted could not complete his or her secondary education, then, he or she shall be admitted in a class appropriate to his or her age;
- Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time limits, as may be prescribed;

Provided further that a child so admitted to secondary education shall be entitled to free education till completion of secondary education even after sixteen years.

5. (1) Where in a school, there is no provision for completion of elementary or secondary education, a child shall have a right to seek transfer to any other school for completing his or her elementary or secondary education;
- (2) Where a child is required to move from one school to another, within the Province or Country, for any reason whatsoever, such child shall have a right to seek transfer to any other school for completing his or her elementary or secondary education;
- (3) For seeking admission in such other schools, the Head Teacher or In-charge of the school where such child was last admitted, shall immediately issue the transfer certificate.

Provided that delay in producing school leaving certificate shall not be a ground for either delaying or denying admission in other school:

Provided further that the Head Teacher or In-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.

CHAPTER-III

DUTIES OF GOVERNMENT, LOCAL AUTHORITY AND PARENTS

6. (1) For carrying out the provision of this Act, Government and the local authority as the case may be shall establish, within such area or limits, as may be prescribed, a school, where it is not so established, within a period of two years from the commencement of this Act on the basis of feasibility prepared by so notified office for the purpose. **Special Provisions for Education.**
- (2) Government shall encourage enterprises, institutions and other segment of society, by offering incentive, to establish schools to facilitate free and compulsory education. **Right of Transfer to other School.**
- (3) Government shall establish a system of grants-in-aid to support the school attendance of poor students.
7. (1) Government and local authority, if any, shall be responsible for providing funds for carrying out the provisions of the Act, keeping in view the availability of funds at its disposal.
- (2) Government shall prepare the estimates of capital and recurring expenditure for the implementation of the provision of this Act.
- (3) The Education and Literacy Department may make a request to the Chief Minister, Sindh to make a reference to the Finance Department to examine the need for additional resources and may provide funds for carrying out the provisions of the Act. **Duty of Government and local authority to establish school.**
- (4) It is obligation of the Government to - **Sharing of financial and other responsibilities.**
provide free education to every child;
ensure compulsory admission and attendance to complete school education;
ensure that the disadvantaged child is not discriminated against and prevented from, on any grounds whatsoever for pursuing and completing education;
provide infrastructure including standard school building, playgrounds, laboratories, teaching learning material and teaching staff;
monitor functioning of schools within its jurisdiction;
decide the academic calendar;
provide all training facilities for teachers and students;
ensure good quality education confirming to the prescribed standard and norms;
ensure timely prescribing of curriculum and courses of studies for education; and
ensure enabling learning environment for better teaching learning in schools.

8. (1) The parent or guardian of the child shall, except in the case of a reasonable excuse, cause a child to attend a school until the said child has completed the prescribed education.
- (2) Reasonable excuse for the purpose of sub-section (1) shall include any of the following cases:-
- (a) where the school management committee is satisfied that the child is incapable of attending school by reason of any infirmity or lack of capacity or it is not desirable that the child should be compelled to carry on his or her study further; or
- (b) where there is no school in the reasonable distance.
9. Government may make necessary arrangements for providing free pre-school education and early childhood care for the children above the age of three years until they join the school for education.

Private Schools to provide for free and compulsory

CHAPTER-IV

RESPONSIBILITY OF PRIVATE SCHOOL FOR FREE AND COMPULSORY EDUCATION

10. For the purposes of this Act, a school -
- (a) shall provide free and compulsory education to such proportion of total strength of children admitted as mentioned hereinafter;
- (b) shall admit in class-I and subsequent classes not less than ten percent of the strength of that class to disadvantaged children;
11. (1) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents to any screening procedure other than academic merit.
- (2) Any school or person, if in contravention of the provisions of sub-section (1) -
- (a) receives capitation fee, shall be punishable with fine which may extend to twenty times the capitation fee charged for the first contravention and fifty thousand rupees for each subsequent contravention; in default of fine by the owner of the school or his authorized representative shall undergo imprisonment for one month and two months respectively;
- (b) subject a child or parent or guardian to screening procedure, shall be punishable with fine which may extend to fifty thousand rupees for the first contravention and one hundred thousand rupees for each subsequent contravention; in default of payment of fine by the owner of the school or his authorized representative shall undergo imprisonment upto three months.
12. For the purposes of admission to a school, the age of a child shall be determined on the basis of the birth certificate issued as may be prescribed:

Child to attend school in the neighbourhood.

Provision for free pre-school

No capitation fee and screening procedure.

Determination of age of a child.

Provided that no child shall be denied admission in a school for lack of proof of age.

13. (1) A child shall be admitted in school at the commencement of every academic year or within such extended period as may be prescribed. **Admission and expulsion of a child at school.**
- Provided that no child shall be denied admission if such admission is sought subsequent to the extended period:
- Provided further that any child admitted after the extended period shall complete his studies in such manner as may be prescribed.

- (2) No child admitted in a school shall be expelled from school till the completion of the prescribed education.
- (3) No child shall be subjected to corporal punishment or mental harassment.
- (4) Whoever contravenes the provisions of this section, shall be liable to disciplinary action under the service rules.

14. (1) No school, other than a school established, owned or controlled by **Registration of schools.** Government, after the commencement of this Act, shall be established or shall function, without obtaining a certificate of registration from the prescribed authority.
- (2) The prescribed authority shall issue the certificate of registration in such form, within such period, in such manner, and subject to such conditions, as may be prescribed:

Provided that no such registration shall be granted to a school unless it fulfills the prescribed norms and standards.

- (3) The prescribed authority shall, on the contravention of the conditions of registration, by an order in writing, withdraw registration:

Provided that registration shall not be withdrawn without giving a reasonable opportunity of being heard to such school:

Provided further that such order shall contain a direction as to which of the school, the children studying in the so de-registered school, shall be shifted.

- (4) Government or an authorized officer may, in writing, take such steps as deemed necessary to close any unregistered or de-registered educational institution.
- (5) Any person who establishes or runs a school without obtaining certificate of registration, or continues to run a school after withdrawal of registration, shall be liable to fine which may extend to rupees five

hundred thousand and imprisonment for six months which may extend to one year, or with both. In default of the payment of fine, he or she shall undergo further imprisonment of another one year.

15. (1) No school shall be established or registered or continue to function, unless it fulfills the prescribed norms and standards.
- (2) Where a school established before the commencement of this Act does not conform to the prescribed norms and standards, it shall take steps to conform to prescribed norms and standards at its own expense, within a period of two years.
- (3) Where a school fails to conform to the prescribed norms and standards within two years, the prescribed authority shall withdraw registration granted to such school.
- (4) Any person who continues to run a school after the registration is withdrawn, shall be liable to fine which may extend to two hundred thousand rupees and in case of continuing contraventions, to a fine of twenty-five thousand rupees for each day during which such contravention continues.

CHAPTER-V

PUBLIC AND PRIVATE SCHOOLS

16. (1) Every school shall constitute a school management committee with the equal representation from Government, teachers, parents of children admitted and management of the schools in such school, which shall be headed by the Principal or Head of an Institution of such school. This management committee shall have nine members including Principal or Head of Institutions.
- (2) The school management committee shall meet atleast three times in an academic year.
- (3) The school management committee shall perform the following functions, namely:-
- (a) monitor the general working of the school;
 - (b) ensure that the prescribed norms and standards are observed;
 - (c) ensure that the education policy of the Government is implemented;
 - (d) prepare and recommend the School Improvement Plan (S.I.P)
 - (e) monitor the utilization of the aids and grants received from the Government or any other source; and
 - (f) perform such other functions as may be prescribed or entrusted to it by Government or by the management committee itself.
- (4) The school management committee shall ensure attendance of every child for the purpose of this Act.
- (5) Where a school management committee is satisfied that a parent who is required under this Act to cause a child to attend a school has failed to do so, the school management committee, after giving

Norms and Standards of School.

School Management Committee.

the parent an opportunity of being heard and after such enquiries as it considers necessary, may pass an order directing the parent to cause such child to attend a school on and from a date which shall be specified in the order.

- (6) Any parent who fails to comply with an order issued under sub-section
- (7) of this section, shall on conviction be punishable with fine which may extend to five thousand rupees and with further fine which may extend to five hundred rupees for every day after the conviction for which the failure continues or with imprisonment which may extend to three month or with both.

17. (1) No person shall be appointed as a teacher unless he possesses the prescribed qualifications. **Terms and Conditions of Service of Teachers.**

- (2) Where the persons having the prescribed qualifications are not available, the Government may, by notification, relax the prescribed qualifications, for a period not exceeding two years:

Provided that a teacher, who at the commencement of this Act, does not possess the prescribed qualifications, shall acquire such qualifications within a period of two years.

18. (1) A teacher shall perform the following duties, namely:- **Duties of Teachers.**

- (a) maintain regularity and punctuality in attending the school;
- (b) complete the curriculum within the specified time;
- (c) assess the learning abilities of every child and supplement additional instructions, if any, as required;
- (d) take care of all round development of the child;
- (e) build-up child's knowledge, potential and talent;
- (f) adopt learning through activities, discovery and exploration in a child friendly and child-centered manner;
- (g) make the child free of fear, trauma and anxiety and help the child to express views freely;
- (h) hold regular meetings with parents and share with them the relevant information about the child; and
- (i) perform such other duties as may be prescribed.

- (2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the applicable service laws:

Provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

19. (1) Government shall ensure that the prescribed Pupil-Teacher Ratio, is **Other Teachers Related Matters.** maintained in each school within one year from the date of commencement of

this Act or as may be prescribed from time to time.

- (2) Government shall ensure that vacancies of teachers in a school shall not exceed ten percent of the total sanctioned strength and such vacancy shall be filled within four months.
- (3) No teacher shall be deployed for any non-educational purposes other than the Population Census, disaster relief duties or duties relating to election.
- (4) Every child completing his education shall be awarded a proper certificate, in such form and in such manner, as may be prescribed.
- (5) The grievances, if any, of a teacher, shall immediately be redressed in such manner as may be prescribed.

CHAPTER – VI

CURRICULUM AND EVALUATION PROCEDURE

20. (1) The curriculum and the evaluation procedure for education shall be laid down by an academic authority to be specified by Government, by notifications; **Curriculum and Evaluation Procedure.**
- (2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:-
 - (a) conformity with the values enshrined in the Constitution;
 - (b) take care of all round development of the child;
 - (c) build-up child's knowledge, potent and talent;
 - (d) development of physical and mental abilities to the fullest extent;
 - (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
 - (f) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

CHAPTER-VII

IMPLEMENTATION AND MONITORING OF CHILD'S RIGHT TO EDUCATION

21. (1) Government, shall, in addition to the functions assigned to it under this **Implementation and monitoring of child's rights.**
- Act, also perform the following functions, namely:-
- (a) take all necessary measures for the effective implementation of the child rights under this Act; and
 - (b) inquire into complaints relating to child's right and take appropriate action.
- (2) Any person having any grievance relating to the rights of a child under this Act may make a written complaint to Government.
- (3) After receiving the complaint under sub-section (2), Government shall decide the matter within the period of one month after affording a reasonable opportunity of being heard to the parties concerned.
22. (1) Government shall constitute an Education Advisory Council consisting of such number of members, not exceeding nine including chairperson, to be appointed from amongst persons having knowledge and practical experience in the field of the education, child rights and child development to advise the Government on implementation of the provisions of this Act in an effective manner. **Education Advisory Council.**
- (2) The Education Advisory Council shall also ensure that every child required to attend a school under this Act attends a school and for this purpose it shall take all steps as may be considered necessary or as may be specified by Government;
- (3) The terms and conditions of the appointment of members of the Education Advisory Council shall be such as may be prescribed.
23. (1) Teachers, educational administrators, educational researchers, individuals and organizations who meet the prescribed criteria may be awarded the prescribed awards. **Awards.**
- (2) Parents and school management committees with outstanding performance may be given awards.
- (3) Students with excellent achievements in learning and training may be given the prescribed awards.

CHAPTER-VIII

MISCELLANEOUS

24. (1) No person shall promote an educational institution, whether by advertisement, prospectus, brochure or otherwise, unless the educational institution has been registered or a provisional certificate of registration has been issued. **Registration.**
- (2) A person who contravenes sub-section (1) shall be guilty of an offence and shall, on conviction, be liable to a fine not exceeding one hundred thousand rupees or to imprisonment for a term not exceeding one year, or to both.
25. (1) Government shall, from time to time, inspect or cause to be inspected a **Inspections and**

registered educational institution for the purpose of ascertaining that the provisions of this Act and the rules have been and are being complied with.

Directions.

- (2) Government may issue such guidelines and give such directions as it deems fit for the proper implementation of the provisions of this Act.
- (3) Every school shall provide such information as may be required by

Registration.

Government.

26. (1) No prosecution of offences punishable under this Act shall be instituted except upon a complaint with the previous sanction of Government.

Prosecution of the offences.

- (2) All the offences under this Act are bailable and compoundable.

27. No suit or other legal proceeding shall lie against Government, the school management committee or any other person, in respect of anything which is in good faith done, in pursuance of this Act, or any rules or order made thereunder.

Protection of action taken in good faith.


28. The Sindh Compulsory Primary Education Ordinance, 2001, stand repealed: Provided that such repeal shall not affect the previous operations of the law under repeal or order passed or anything duly done or suffered thereunder.

29. Notwithstanding anything contained in any other law, for the time being in force, the provisions of this Act shall have over-riding effect.

Over-riding effect.

30. (1) Government may, by notification, make rules, for carrying out the provisions of this Act.
- (2) Without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely: –
 - (a) the area or limits for establishment of a school;
 - (b) the manner of maintenance of records of children;
 - (c) determining the age of child;
 - (d) the extended period for admission and the manner of completing study if admitted after the extended period;
 - (e) the manner of giving special teacher or management, training and the time-limit thereof;
 - (f) the authority, the form and manner of making application for certificate of registration;
 - (g) the form, the period, the manner and the conditions for issuing certificate of registration;
 - (h) the manner of giving opportunity of hearing under this Act;

Powers to make rules.

- 
- (i) the functions of School Management Committees;
 - (j) the preparing School Annual Development and Academic Plan;
 - (k) the salary and allowances payable to, and the terms and conditions of service of teachers;
 - (l) the duties to be performed by the teachers;
 - (m) the manner of redressing grievances of teachers, students or any other person;
 - (n) the form and manner of awarding certificate for completion of the education; and
 - (o) the allowances and other terms and conditions of appointment of members of the relevant Education Advisory Council.

**BY ORDER OF THE SPEAKER
PROVINCIAL ASSEMBLY OF SINDH**

**G.M.UMAR FAROOQ
ACTING SECRETARY
PROVINCIAL ASSEMBLY OF SINDH**

The Government of Sindh through its School Education & Literacy Department (SELD) started its work on the drafting of the rules of business for the Sindh Free & Compulsory Education Act 2013. It built consensus and took inputs from various organizations including ITA with respect to shadow rules developed. In 2017 the Rules of Business were notified. Sindh is the only province where the rules are in place and that makes the implementation of the RTE act entirely possible. The official go ahead for the implementation of the Sindh Free & Compulsory Education Act 2013, however is still awaited. ITA undertook its translation and it is available here: www.rtepakistan.org/

2.3 The Right of Free and Compulsory Education Rules, 2016 (Sindh)

EXTRAORDINARY

Registration No. M 324

The Sindh Government Gazette

Published by Authority

KARACHI THURSDAY DECEMBER 29, 2016

PART – I

SCHOOL EDUCATION DEPARTMENT

Karachi, dated the 8th December, 2016

NOTIFICATION

No. (G-III) E & L/F & CER/3-669/16: In exercise of the powers conferred by section 30 (1) of the ***Right to Free and Compulsory Education Act of 2013***, the Government of Sindh are please to make the following rules to provide for free and compulsory education to all children of applicable age as envisaged in Article 25-A of the Constitution of the Islamic Republic of Pakistan and other corresponding policies.

PART I
PRELIMINARY

1.	<p>1) These Rules may be called “The Right of Free and Compulsory Education Rules, 2016.”</p> <p>2) They shall come into force from the date of Notification.</p> <p>3) They shall extend to the whole of Sindh.</p>	Short title and commencement.
2.	<p>1) In these rules, unless the context otherwise requires,</p> <p>1) “Act” means the Sindh Right of Children to Free and Compulsory Education Act, 2013;</p> <p>2) “Age” means 5-16 years as per article 25-A and 3-5 years as per article 9 of the Sindh RTE Act, 2013 aligned of Sindh ECCE Policy 2015; the age group ECCE from 0-5 will be progressively expanded commensurate to resources;</p> <p>3) “chapter”, “section” and “schedule” means respectively chapter, section of, and schedule to, the Act;</p> <p>4) “Department” means the department of Special Education;</p> <p>5) “ECCE” means Early Childhood Care and Education;</p> <p>6) “formal education” means the structured, chronologically granted ‘education system’, running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training;</p> <p>7) “Neighborhood” means the area near or within a walking distance of an elementary school referred to in section 8 of the Act and shall include areas of such schools in adjacent local bodies;</p> <p>8) “Non-formal education” means the organized educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives;</p> <p>9) “Pupil Cumulative Record” means record of the progress of the child based on comprehensive and continuous evaluation;</p> <p>10) “SMC” means School Management Committee;</p> <p>11) “School mapping” means planning school location to overcome social barriers and geographical distance;</p> <p>12) “Universal Design” means “Universal Design” An approach to ensure that educational programs serve all students. While courses, technology, and student services are typically designed for the narrow range of characteristics of the average student, it goes beyond accessible design for people with disabilities to make all aspects of the educational experience more inclusive for students, parents, staff, instructors, administrators, and visitors with a great variety of characteristics. These characteristics include those related to gender, race and ethnicity, age, stature, disability, and learning style.</p> <p>2) All reference to “forms” in these Rules shall be construed as references to forms set out in Appendix – I hereto.</p>	Definitions.

	3)	All other words and expressions used herein and not defined but defined in the Act shall have the same meanings respectively assigned to them in the Act.	
	PART II RIGHT OF CHILD TO FREE AND COMPULSORY EDUCATION		
3.	1) 2) 3) 4)	The non-formal education Programmes shall not function in lieu of formal education, providing a means to evade the responsibility to education all children. Such non-formal Programmes shall be designed to function as alternate literacy bridging Programmes to facilitate formal education. The Local Authority concerned shall raise awareness about child's right to Free and Compulsory Education. The Government / Local Authority concerned shall form partnerships with private sector to provide counseling for children / parents to admit or cause to be admitted in schools for completion of elementary education.	Free Education
4.	1) 2)	The sub-Rules (2) and (3) of Rule 3 pertaining to non-formal education, shall act in conjunction with the rules developed by the Education and Literacy Department, the Government of Sindh, and its affiliates, as part of the Sindh Education Sector Plan for 2014-18. The rules identified in sub-rule hereinabove shall be read as Supplementary Rules along with these Rules and shall be amended, if need be, as per these Rules.	Application of Supplementary Rules.
5.	1) Explanation: All children include children in remote areas, out of school children, children with disabilities, children belonging to disadvantages groups, children belonging to weaker sections. 2)	The Local Authority concerned shall identify all children in its jurisdiction within a period of two years from the notification of these Rules to determine out of school children and to determine areas and limits of schools. The Local Authority concerned shall maintain a record of all children, in its jurisdiction, using child's unique identification number, from their birth till they attain the age of 16 year's.	

5	(i)	The local authority concerned shall identity all children in its jurisdiction within a period of two years from the notification of these rules to determine out of school children and to determine areas and limits of school. Explanations: All children includes children in remote ares, out of school children, children with disabilities, children belonging to disadvantage group, children belonging to weaker section.	Identity of Children
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	<p>(2) The Local Authority concerned shall maintain a record of all children, in its jurisdiction, using child's unique identification number, from their birth till they attain the age of 16 years.</p> <p>Explanations it is mandatory, under the 1973 constitution of Islamic republic of Pakistan for the parents to get their children registered with in one month of their birth</p> <p>(3) The record, referred to in sub – Rule (2) shall, in respect of every child, include</p> <ul style="list-style-type: none"> a) name, sex, date of birth, (Birth Certificate Number) place of birth; b) basic medical record i.e blood group, immunization c) parents/guardians names, address, occupation; d) pre-primary school that the child attends (up to age 5); f) present address of the child g) class in which the child is studding (for children between age 5-16), and if education is discontinued in the territorial jurisdiction of the local Authority, the cause of such discontinuance; h) whether the child belong to the weaker section within the meaning of this Act i) whether the child belongs to disadvantage group within the meaning of the Act; j) details of the children requiring special facilities / residential facilities on account of migration and sparse population; age appropriate admission, disability. <p>(4) The record. Reffered to in sub –rule (2), hall be maintained transparently, in the public domain.</p>	
	<p>(5) The Government / Local authority concerned shall utilize the available resources in the private sector by forming partnership for the purpose of sub-Rule(1) and (2)</p>	
	<p>Part III</p> <p>SPECIAL PROVISIONS FOR EDUCATION</p>	
6	<p>(1) The head of a school referred to in sub-clause (i) and (ii) of clause(m) of section 3 of the act shall identify children requiring special training.</p> <p>(2) The government shall be provide specially design teacher and learning material for special referred to in sub-rule(1)</p> <p>(3) The special training shall be provided in classes held on the permises of the school, or in classes organized in place identified by the Local Authority concerned respective school management committee.</p> <p>(4) It shall be provided by teacher working in the school or by teachers specially appointed for the purpose</p>	Special training

	<p>(5) The duration of such trainings shall be for a minimum period of three months which may be extended based on periodical assessment of learning progress by the concern teacher for a maximum period not exceeding two years</p> <p>(6) The department of the special education shall insure that the child shall upon induction into the age appropriate class after special training, continue to receive special attention by the teacher to enable him/her to effectively integrate with rest of the class</p>	
	PART IV DUTIES OF GOVERNMENT AND LOCAL AUTHORITY	
7	<p>(1) The local Authority concern shall undertake school mapping to determine the number of existing schools and ensure the establishment to required number of school.</p> <p>(2) The areas or limits within which a school has to be established shall be as under</p>	

	<p>a) “non formal education” means the organized educational activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intend to serve definable learning clientless and learning objectives.</p> <p>b) “Pupil cumulative record” means record of the progress pf the child-based on comprehensive and continues evaluation.</p> <p>c) “SMC” means school management committee.</p> <p>d) “Universal design” means “universal design” An approach to ensure that educational program serve all students while courses, technology, and student services are typically designed for the narrow range of characteristics of the average students it goes beyond accessible design for people with disabilities to make all aspects of the educational experience more inclusive for students, parents, staff, instructor, administrators. These characteristics include those related to gender race and ethnicity, age, stature, disability, and learning style.</p> <p>(3) All reference to “form” in these Rules shall be construed as references to forms set out in Appendix-1 hereto.</p> <p>(4) All other words and expressions used herein and not defined but defined in the act shall have the same meanings respectively assigned to them in the act</p>	
	PART - II RIGHT OF CHILD TO FREE AND COMPULSORY EDUCATION	
3	<p>(1) The non-formal education programmers shall not function in lieu of formal education, providing a means to evade the responsibility to educate all children.</p> <p>(2) Such non-formal programmers shall be designed to function as alternate literacy bridging program to facilitate formal education.</p> <p>(3) The local Authority concerned shall raise awareness about child’s right to free an compulsory education.</p>	Free Education

	(4) The Government / Local authority concerned shall form partnership with private sector to provide counseling for children / parents to admit or cause to be admitted in schools for completion of elementary education.	
4	(1) The sub-Rules (2) and (3) of Rule 3 pertaining to non-formal education shall act in conjunction with the rules developed by the education and literacy Department the government of Sindh, and its affiliates as part of the Sindh education Sector plan for 2014-18	Application of Supplementary Rules
	<p>a) the school buildings or other structures or the grounds are used only for the purposes of education and skill development;</p> <p>b) the school is open to inspection by any officer authorized by the Government / Local Authority;</p> <p>c) the school furnishes such reports and information as may be required by the Director of Education / District Education Officer from time to time and complies with such instructions of the Government / Local Authority of the condition of recognition or the removal of deficiencies in working of the school.</p> <p>2) Every self-declaration received in Form-I shall be placed by the District Education Officer in public domain within fifteen days of its receipt.</p> <p>3) The District Education Officer shall conduct on-site inspection of such schools which claim in Form-I to fulfill the norms and standards and the conditions mentioned in sub-rule (1) within three months of the receipt of the self-declaration.</p> <p>4) After the inspection referred to in sub-rule (3) is carried out, the inspection report shall be placed by the District Education Officer in public domain and schools found to be conforming to the norms, standards and the conditions shall be granted recognition by the District Education Officer in Form-II within a period of 15 days from the date of inspection.</p> <p>5) School that do not conform to the norms, standards and conditions mentioned in sub-rule (1) shall be listed by the District Education Officer through a public order to this effect, and any time within the next two and a half years, such schools may request the District Education Officer for an on-site inspection for grant of recognition.</p> <p>6) The Directorate of Private Schools is the prescribed authority for the registration of schools referred to in sub0clause (ii), (iii), and (iv) of clause (m) of section 2 of the Act.</p>	
15.	1) Where the District Education Officer on his own motion, or on any representation received from any person, has reason to believe, to be recorded in writing, that a school recognized under Rule 14, has violated one or more of the conditions for grant of recognition or has failed to fulfill the norms and standards prescribed in the Schedule, he/she shall act in the following manner:	Withdrawal of recognition to schools.
	<p>a) Issue a notice to the school specifying the violations of the condition of grant of recognition and seek its explanation within one month;</p> <p>b) In case the explanation is not found to be satisfactory or no explanation is received within the stipulated time period, the District Education Officer may cause an inspection of the school, to be conducted by a Committee of two to three members comprising of</p>	

	<p>educationists, civil society representatives, media, and government representatives, which shall make due inquiry and submit its Report, along with its recommendations for continuation of recognition or its withdrawal, to the District Education Officer;</p> <p>c) The District Education Officer shall forward the Report of the Committee, along with his/her comments, to the Education and Literacy Department.</p> <p>2) The Education and Literacy Department, shall, on the basis of the recommendations referred to in sub-rule (1) (b) convey its decision to the District Education Officer.</p> <p>3) The District Education Officer shall, on the basis of the decision of the Education and Literacy Department, pass an order cancelling the recognition granted to the school.</p> <p>4) The order of de-recognition shall be operative from the immediately succeeding academic year and shall specify the schools to which the children of the de-recognized schools shall be admitted.</p>	
16.	<p>1) Schools which do not conform to the norms, standards and conditions mentioned in sub-rule (1) of Rule 14 after three years from the commencement of the Act, shall cease to function</p> <p>2) Every school, other than a school established, owned or controlled by the Government or local authority established after the commencement of this Act shall conform to the norms and standards and conditions mentioned in sub-rule (1) in order to qualify for recognition.</p>	Norms and Standards for establishing school.
	PART VI SCHOOL MANAGEMENT COMMITTEE	
17.	<p>1) General Body comprises of the following:</p> <p>a) All the parents whose children are studying in the school.</p> <p>b) All the teachers including the head teacher working in the school/college.</p> <p>c) All the students of two highest grades.</p>	Composition and functions of the School Management Committee.
	<p>2) The role and authority of the General Body shall be as follows:</p> <p>a) Conduct elections of Executive Committee members;</p> <p>b) Approve the annual School Improvement Plan (SIP) which is made by Executive Committee;</p> <p>c) Oversee implementation of the School Improvement Plan;</p> <p>d) Mobilize parents of out-of-school children to send their children to school through application of various mobilization tools and techniques;</p> <p>e) Find out ways and means to facilitate children's and teachers' (particularly female teachers) access to schools;</p> <p>f) Approve the annual budget and expenditures at the Annual General Body Meeting;</p> <p>g) Ensure that over all formal rules and regulations of SMC are strictly enforced;</p> <p>h) The General Body shall approve the names of co-opted members;</p> <p>i) The General Body shall approve the election schedule of the election;</p>	

	<div>j) Any member through Executive Committee shall request to call any Extraordinary General Body Meeting;</div> <div>k) Organizing the General Body shall be the responsibility of Head Teacher/In-charge of School;</div> <div>l) The notice of General Body Meeting’s notice should be issued to members 15 days prior to commencing of Annual General Body Meeting or Extra Ordinary General Body Meetings;</div> <div>m) The General Body is authorized to determine the schedule & frequency of the meetings;</div> <div>n) General Body shall meet at least once in a year.</div>													
18.	<div>1) Executive Committee means elected, co-opted, nominated and/or ex-officio member including the Chairperson and Secretary. Members shall not be less than seven and more than thirteen. These members shall include:</div> <div>a) The parents or guardians of the students;</div> <div>b) The Head Teacher (ex0fficio);</div> <div>c) Two elected students of highest grades;</div> <div>d) Local capable and good citizens and school improvement partners/adopters;</div> <div>e) The Secretary of the Executive Committee shall be head teacher/school In-charge</div>	Executive Committee.												
	<div>f) The Chairperson/Chairman shall be parent/guardian of the student studying in respective school;</div> <div>g) There should be no blood relation or any relation between the members of the Executive Committee and especially between the cosignatories i.e. Chairperson and Secretary;</div> <div>h) The School Management Committee may co-opt any person as a member.</div> <div>2) Following is the proposed composition of SMCs at different levels of schools;</div> <div>a. Primary/Middle School (3 parents/guardians, 1 head/In-charge teacher, 2 children, 1 teacher) up to 2 co-opted members (7 or 9 members).</div> <div>b. Elementary School – (4 parents/guardians, 1 head/In-charge teacher, 2 Children, 2 teachers) up to 2 co-opted members (9 or 11 members).</div> <div>c. Secondary/Higher Secondary School – (4 parents/ guardians, 1 head/In-charge teacher, 3 Children, 3 teachers) up to 2 co-opted members (11 or 13 members).</div>	SINDH EDUCATION & LITERACY DEPARTMEN T												
	<div>3) Composition of School Executive Committee-</div> <table><tr><td>Level & Number of SMC Member</td><td>Head/In charge (Secretary)</td><td>Teacher</td><td>Parent (1 will be Chairperso n)</td><td>Children</td><td>Co-opted/ Adopter/ Partner</td></tr><tr><td>Primary/Midd le (seven (7) or nine (9).</td><td>One (1)</td><td>One (1) (Not applicable in single</td><td>Three (3)</td><td>Two (2)</td><td>Two (2) (Only one member in case of single</td></tr></table>	Level & Number of SMC Member	Head/In charge (Secretary)	Teacher	Parent (1 will be Chairperso n)	Children	Co-opted/ Adopter/ Partner	Primary/Midd le (seven (7) or nine (9).	One (1)	One (1) (Not applicable in single	Three (3)	Two (2)	Two (2) (Only one member in case of single	
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			teacher school)			teacher school)	
	Elementary (nine (9) or eleven (11)	One (1)	Two (2)	Four (4)	Two (2)	Two (2)	
	Secondary/ Higher Secondary School (eleven (11) or thirteen (13).	One (1)	Three (3)	Four (4)	Three (3)	Two (2)	
	4) Gender representation in Executive Committee: -						
		For parents	Male		Female		
		Girls Schools	Thirty percent (30%)		Seventy percent (70%)		
		Boys Schools	Seventy percent (70%)		Thirty percent (30%)		
		Mis Schools	Fifty percent (50%)		Fifty percent (50%)		
	5) The functions of the Executive Committee:						SINDH EDUCATION & LITERACY DEPEARTMENT
	a) Propose election schedule to General Body.						
	b) The Executive Committee shall meet once in two months time.						
	c) Propose the names of co-opted members to the General Body for the approval.						
	d) Monitor the general working of the school						
	e) Prepare and recommend School Improvement Plan (SIP) and mobilize resources through philanthropists, industry, communities and local government funds. The Executive Committee is authorized by the General Body to execute the SIP under the approved rules and regulations of the Education Department.						
	f) Ensure that the prescribed governmental rules and regulations are adhered to the mark.						
	g) Monitor the utilization of the regular budgets (SMC, School specific budget, and school consolidation budget), aids and grants received from Government or any other source.						
	h) Record school assets as per guidelines of the Education Department in case of evacuation of school building.						
	i) Monitor child abuse incidents, and demonstrate zero tolerance for corporal punishment, trafficking / kidnapping and take necessary measures through community participation / negotiation to minimize such incidents. In extreme cases, register formal complaints at police stations, ombudsmen, human rights, child complaints at police stations, ombudsmen, human rights, child						

	<p>right and women's commissions; at local/district/provincial level.</p> <p>j) Coordinate and communicate with other line departments such as health, community development, social safety nets/income/education support programs for child and households, NADRA, forestry department, environment, public health for information, services and resource mobilization for school and children.</p> <p>k) Communicate and coordinate with Civil Society Organizations, philanthropists and companies/industry, Corporate Social Responsibility (CSR) for enhancement of smc functions.</p> <p>l) Encourage literate persons of the area to assist in students learning on voluntary basis to improve their learning outcomes.</p> <p>m) Monitor the performance of the students, teacher/head teachers and formally inform the Education Department if their performance is not satisfactory.</p> <p>n) Perform such other functions as may be prescribed or entrusted or it by Government or by General Body. In case of any disaster or emergency situation (flood, earth quake, etc.) the school management committee shall be consulted through and emergency meeting for shelter/rehabilitation work.</p> <p>o) Forward the resignation of any Executive Committee official or member to the General Body along with recommendations.</p> <p>6) The Executive Committee shall hold office for three academic years, which may, on a resolution of the General Body be extended for one more academic year.</p> <p>7) The termination of membership of Executive Committee:</p> <ol style="list-style-type: none"> In case of the death of member. In case of parent whose child ceases to be student. Absence in three consecutive meetings without valid reason. Inability to perform functions. On resignation. <p>8) Powers of Chairperson. The chairperson shall be elected by the members of Executive Committee. Who shall be parent of the student studying in initial grade in the respective school. The chairperson shall:</p> <ol style="list-style-type: none"> Advise the Secretary to convene a meeting of the SMC. Approve the agenda of a meeting. Preside over a meeting, and maintain proper decorum of the meeting. Ensure implementation of Executive Committee's decisions. Liaise with Education Department and other relevant authorities. <p>9) Power of Secretary The Secretary shall:</p> <ol style="list-style-type: none"> Perform the functions as assigned to him by the executive committee. Maintain records of financial and non-financial documents. 	
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	<ul style="list-style-type: none"> c) Support Chairperson / Chairman in correspondence on behalf of the SMC. d) Convene regular meetings including Annual General Body Meeting/Extraordinary General Body Meetings as per legal requirement or directions of the Chairman. e) Record minutes of the meetings. f) Prepare and submit report to the General Body about the activities of SMC and public institutions. g) The Secretary of the Executive Committee shall be head teacher/school In-charge. <p>10) Function of Executive Committee:</p> <ul style="list-style-type: none"> a) The Executive Committee shall meet at least three times a year. Than the regular salaries / emoluments receiving as Head/Master/Principal/Teachers. <p>4) Monitoring of SMCs:</p> <ul style="list-style-type: none"> a) The Education Department shall adhere a formal monitoring mechanism through District Administration to ensure effective functioning of SMCs. b) Such performance shall also be shared annually with SMCs aiming to improve their performance. The performance shall be shared in Annual General Meeting. <p>5) School Management Accounts and Audit: Executive Committee through its secretary shall present the annual expenditure at the Annual General Body Meeting for approval. The SMC Accounts shall be maintained as per rule 19 (1)(a) and shall be audited by the Government.</p>	
	<p>PART VII</p> <p>TERMS AND CONDITIONS OF SERVICE OF TEACHERS</p>	
20.	<ul style="list-style-type: none"> 1) The Education and Literacy Department, shall lay down the minimum qualification for persons to be eligible for appointment as a teacher in an elementary school in Schedule-I. 2) The minimum qualification laid down in the Service Rules referred to in sub-rule shall be applicable for every school referred to in the Act. 	Minimum Qualification of Teachers.
21.	<ul style="list-style-type: none"> 1) The Government shall estimate the teacher requirement as per the norms and standards set out in section 15 of the Act ibid all schools within the province, within six months from the notification of these Rules. 2) Where a District/Taluqa does not have adequate institutions offering courses or training in teacher education, or persons possessing minimum qualifications as laid down by the Education & Literacy Department, the school shall request, within one year of the notification of these rules, the Government for relaxation of the prescribed minimum qualifications along 	Relaxation of minimum qualification.

	<p>with request or plan for specific teacher education programme(s) to support up gradation of qualification.</p> <p>3) On receipt of the request referred to in sub-rule (2), the Government shall examine the request and may relax the minimum qualifications by way of a Notification.</p>	
	<p>4) The Notification referred to in sub-rule (3) shall specify the nature of relaxation and the time period, not exceeding two years, but not beyond five years from the notification of these Rules.</p> <p>5) After six months after the commencement of the Act, no appointment of teacher for any school shall be made in respect of any person not possessing the minimum qualifications.</p> <p>6) A person appointed as a teacher within six months of the commencement of the Act, shall possess at least the academic qualifications not lower than Second Class Bachelors (14 years of Education) or equivalent.</p> <p>7) A person appointed as a teacher shall take Induction Training of 1-2 months offered through PITE/Teacher Training Institutions recognized by Government.</p>	
22.	<p>1) The Government shall provide adequate teacher education facilities to ensure that all teachers in schools referred to in sub-clause (i), (ii), (iii) of clause (m) of sections 2 of the Act who do not possess the minimum qualifications laid down under sub-rule (2) of Rule 15 at the time of commencement of the Act, to acquire such minimum qualifications within a period of five years from the commencement of the Act.</p> <p>2) For a teacher, of a school referred in sub-clause (iv) of clause (m) of Section 2 of the Act, who does not possess the minimum qualifications laid down under sub-rule (2) of Rule 15 at the time of commencement of the Act, the management of such school shall enable such teacher to acquire such minimum qualifications within a period of five years from the commencement of the Act.</p>	Acquiring minimum qualifications by teachers.
23.	<p>1) The Government or the local authority, as the case may be, shall notify terms and conditions of service and salary and allowances of teachers in order to create a professional and permanent cadre of teachers.</p> <p>2) Terms and conditions: - The scales of pay and allowances, medical facilities, pension, gratuity, provident fund, and other prescribed benefits of teachers, including those employed for the purpose of imparting special training, shall be that of regular teachers, and at par for similar work and experience.</p>	Terms and conditions of service School teachers.
24.	<p>1) In addition to the functions specified in sub-clauses (a) to (i) of clause (1) of section 18, a teacher shall perform the following duties assigned to him or her, without interfering with regular teaching:</p> <p>a) Participation in continuing professional development and counseling Programmes;</p>	Additional duties/ functions of teachers.

	<ul style="list-style-type: none"> b) Participation in curriculum formulation, and the development of syllabi, training modules text book development, policy reviews; c) Participation in citizenship, life skills based education for extending soft skills to students/learners for effective societal integration, and d) Any other duty as shall be assigned by the Government from time to time. <p>2) A teacher shall maintain a file containing the Pupil Cumulative Record for every child which shall be basis for awarding the certificate for completion of elementary education.</p>	
25.	<p>1) Sanctioned strength of teachers in a school shall be notified by the Government or the local authority, as the case may be, within a period of three months of the date of appointment.</p> <p>Provided that the Government or the local authority, as the case may be, shall, within three months of such Notification, redeploy teacher of schools having strength in excess of the sanctioned strength prior to the Notification referred to in sub-Rule (1).</p> <p>2) If any person/official of the Government or the local authority violates the provisions of sub-clause (2) of section 19, he or she shall personally be liable for disciplinary action.</p>	Maintaining Pupil-Teacher Ratio in each school.
26.	<p>1) The Certificate of completion of elementary education shall be issued at the school level within one of the completion of elementary education.</p> <p>2) The Certificate referred to in sub-rule (1) shall-</p> <ul style="list-style-type: none"> a) Certify that the child has completed all courses of study; b) Contain the Pupil Cumulative Record of the child and also specify achievements of the child in areas of activities beyond the prescribed course of study and may include debated, literature, culture, sports 	Award of completion certificate.
	PART VIII PROTECTION OF RIGHT OF CHILDREN	
27.	<p>1) The Government or the Local Authority concerned, as the case may be, shall set up a child help line, accessible by SMS, telephone and letter, which shall act as the forum for aggrieved child/guardian to register complaint regarding violation of rights under the Act. But it shall secret.</p> <p>2) All complaints to the helpline shall be monitored through a transparent 'alert and action' online mechanism by the Government or the Local Authority concerned, as the case may be.</p>	Manner of furnishing complaints before the Commission for Protection of Child Rights.
28.	<p>1) The Education Advisory Council shall consist of a Chairperson and eight Member.</p> <p>2) The Minister in charge of the Ministry/Department of School Education in the Government shall be the Chairperson of the Council.</p>	Constitution of the Education Advisory Council.

	<p>3) Members of the Council, shall be appointed by the Government from amongst persons having knowledge and practical experience in the field of elementary education and child care and development, as under</p> <ol style="list-style-type: none"> Four members shall be from amongst person having specialized knowledge in the fields of pre-primary to Higher Secondary education; One member should be from amongst persons belonging to Schedule casts and Minorities; One member should be from amongst persons having specialized knowledge and practical experience of education of children with special needs; Two members should be from amongst persons having specialized knowledge and practical experience in the field of teacher education One third of all such members shall be from amongst women <p>Functions of the Education Advisory Council:</p> <ol style="list-style-type: none"> The Education Advisory Council shall perform the following functions in an advisory capacity: <ol style="list-style-type: none"> Advice the appropriate Government on the implementation of the provisions of the Act in an effective manner; Assess the levels of school education and analyze survey reports on student attainments; Review compliance with norms and standards as specified in the Act; Commission studies and research for the effective implementation of the Act; and Act as an interface between the public, the media and the Appropriate Government in creating awareness, mobilization, and a positive environment for the implementation of the Act. 	
	<ol style="list-style-type: none"> The Council shall prepare reports relating to the reviews, studies and research undertaken by it and furnish the same to the Government. The Education Advisory Council may invite representatives of other departments / organizations as required. The Elementary & Secondary Education shall provide logistic support for meetings of the Education Advisory Council and its other functions. <p>Meetings of the Education Advisory Council:</p> <ol style="list-style-type: none"> The procedure for transaction of Business of the Council shall be as under. <ol style="list-style-type: none"> The Council shall meet regularly at such times as the Chairperson thinks appropriate but at least bi-annually; The meeting of the Council shall be presided by the Chairperson. If for any reason the Chairperson is unable to attend the meeting of the Council, he may nominate a member of the Council to preside over such meeting. 	<p>SINDH EDUCATION & LITERACY DEPARTMENT</p>

	<p>c) Quorum of the meeting of the Council shall be considered complete if at least 50% of its members are present.</p> <p>2) The terms and conditions for appointment of Members of the Council shall be as under:</p> <p>a) Every member shall hold office as such for a term of three years from the date on which he assumes office. Provided that no member shall hold office more than two terms;</p> <p>b) The member shall be removed from his office by an order of the Government on the ground of proved misbehavior or incapacity, or on the happening of any one or more of the following events.</p> <p>i) Is adjudged an insolvent; or</p> <p>ii) Refuses to act or become incapable of acting; or</p> <p>iii) Is of unsound mind and stands so declared by a competent Court; or</p> <p>iv) Has so abused his office as to render his continuance in office detrimental to the public interest or</p> <p>v) Is convicted for an offence by a competent Court; or</p> <p>vi) Is without obtaining leave of absence from the Council. Absent from four consecutive meetings of</p> <p>c) No Member shall be removed from his office without being given an adequate opportunity of being heard.</p> <p>d) If vacancy occurs in the office of Members, whether by reason of his death, resignation or otherwise, such vacancy shall be filled within a period of 120 days by making a fresh appointment in accordance with the provisions of sub-rule (2).</p> <p>e) Members of the Council shall be entitled to reimbursement of travelling and daily allowances for official tours and journeys in accordance with the orders issued by the Government in relation to non-official members of the Committees and Commissions and such like categories of person.</p>	
	PART IX ESTABLISHMENT OF SINDH RIGHT TO EDUCATION SECRETARIAT	
29.	<p>1) The Government shall establish a dedicated Secretariat for the implementation of the Act.</p> <p>2) The Secretariat shall perform the following functions:</p> <p>a) Mapping Out of School children in all district of Sindh. This could be done in cooperation with districts administration. This data needs to be based preferably on UC level to serve as cornerstone for all future planning. This is very critical task assigned under this Act. And ELD will provide for necessary human and financial resources to undertake this exercise.</p> <p>b) Providing an overall situation analysis of availability of present infrastructure using available data from school side, SEF and other non-government organizations.</p>	SINDH EDUCATION & LITERACY DEPARTMENT

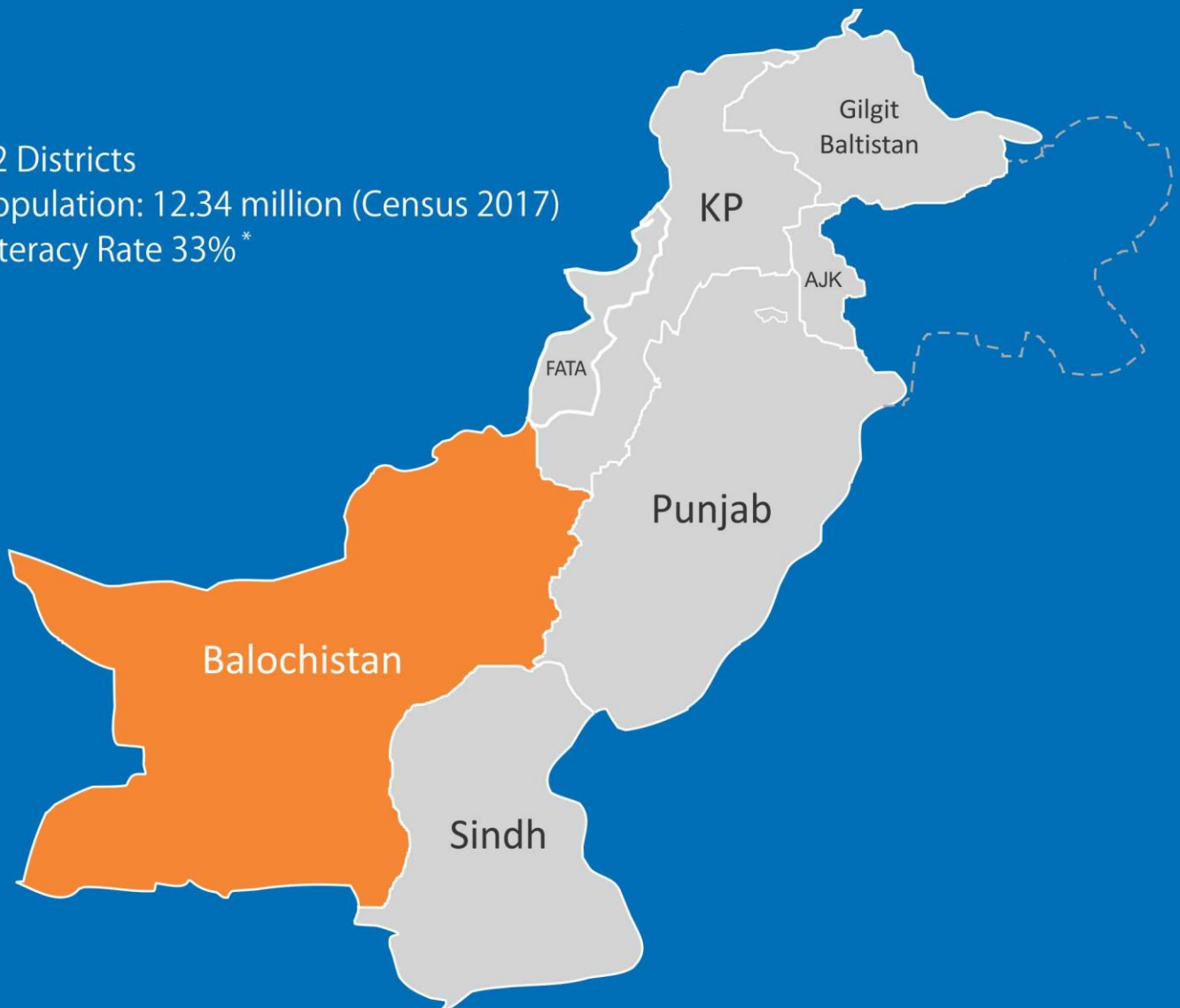
	<ul style="list-style-type: none"> c) Develop a system of continuous monitoring through comprehensive quarterly appraisal of each district against a well-defined performance management framework a well-defined performance management frame work catering all aspects of this Act. d) Tracking students in schools to pre-empt drop-out e) Ensuring that regional directorates fully comply with requirements entrusted to government under this Act. 	
30.	<ul style="list-style-type: none"> 1) The Government shall set up, through notification, a Steering Committee with representation from all the relevant wings of the Education and Literacy Department. 2) The Secretariat, established under sub-rule (I) of Rule (29) shall submit a quarterly progress report of the Steering Committee. 	



CHAPTER 3

LEGISLATION IN BALOCHISTAN

32 Districts
Population: 12.34 million (Census 2017)
Literacy Rate 33%*



Chapter 3: LEGISLATION IN BALOCHISTAN

3.1 THE BALOCHISTAN COMPULSORY EDUCATION ACT, 2014

The Balochistan Compulsory Education Act, 2014

To provide for free and compulsory Education in the Province of Balochistan

This Act applies to all of Balochistan with the exception of the Tribal Areas. It is deemed to have come into effect on 12th June, 2013.

It has altogether 12 Articles

Some critical definitions are given in the Act like the definition of ‘Child’, ‘Employer’, ‘Management Committee’ etc. It has no reference to ECE or to Inclusive Education at all. (Balochistan has in place an ECE Policy Framework since 2016 and more recently Balochistan has passed the Disability Act 2018)

This Act states that parents are obligated to enroll their children to school till the completion of highest education provided in the said school, the only exemption is given in the case of a ‘reasonable excuse’ (where prescribed authority is satisfied that the child is incapable of attending school due to mental or physical infirmity, where the child is receiving education through another source and the authority is satisfied by the standard of education and in the case of unavailability of school in the area where the child resides). In case of mental or physical challenges the parents are required to make sure the child attends a special education school. In the Act formation of a parent school Management committee is obligated and duties of this committee are given in detail.

The committee is to keep records of attendance, of children who are exempted from compulsory education due to a ‘reasonable excuse’. It is required to look after the facilities and provide any missing facilities in schools as well as to maintain healthy educational environment.

The Act also initiates the formation of School Attendance Authority. It clearly states the penalties to offences of any of the rules stated in the Act. It repeals the Balochistan Primary Education Ordinance, 1962 and the Balochistan Compulsory and Free Education Ordinance of 2013.

The Urdu translation of this Act can be [accessed here](#)⁸.

BALUCHISTAN PROVINCIAL ASSEMBLY SECRETARIAT

NOTIFICATION.

Dated Quetta, 06th February, 2014.

No.PAB/Legis: V (05)/2014. The Baluchistan Compulsory Education, Bill 2014, (BillNo.05 of 2014), having been passed by the Provincial Assembly of Baluchistan on 28th January, 2014 and assented to by the Governor, Baluchistan on 04th February, 2014 is hereby published as an Act of the Baluchistan Provincial Assembly.

THE BALUCHISTAN COMPULSORY EDUCATION ACT, 2014

(ACT NO. V OF 2014)

(First published after having received the assent of the Governor Baluchistan in the Baluchistan Gazette (Extra-ordinary) dated 04th February, 2014).

AN ACT

to provide for the free & compulsory education in the Province of Baluchistan.

Preamble.

WHEREAS, it is expedient in the public interest to provide for compulsory education in the province of Baluchistan in pursuance of Article 25A of the Constitution of the Islamic Republic of Pakistan, 1973;

WHEREAS, the current financial and physical limitations as well as the socio-cultural attitudes obstruct the education for children, especially the female child; ANDWHEREAS, the economic limitations obstruct for continuing education for children who may contribute to household income, therefore, to provide for both persuasive and penal approaches and recognize the current limitation of the state to effectively implement the fundamental right of the children to the education as provided in the Constitution, in the short run.

It is hereby enacted as follows:-

Short title, extent and commencement.

1. (a) This Act may be called the Baluchistan Compulsory Education Act, 2014.
- (b) It extends to the whole of Baluchistan except the Tribal Areas.
- (c) It shall be deemed to have come in force as and from the 12th day of June, 2013.

Definitions.

2. In this Act, unless there is anything repugnant in the subject or context,
 - (a) “**Act**” means the Baluchistan Compulsory Education Act, 2014;
 - (b) “**Area**” means a geographical area of up to a 2 kilometers radius from a child’s place of residence;
 - (c) “**Child**” means a child of either sex whose age at the beginning of the school year is not less than five years and not more than sixteen years;
 - (d) “**Education**” means The education pertaining to all or any of the class I to X in a school, of a minimum quality as per prescribed standards;

⁸ http://itacec.org/document/rte/The_Baluchistan_Compulsory_Education_Act_2014_Urdu.pdf

- (e) **“Employer”** means a person who has employed a child as laborer for his benefit at home, shop, factory or any other place of economic gain;
- (f) **“Free Education”** means that the state shall charge no fee for tuition either directly or through any other head that imposes a financial burden on the parent/guardian of the child and the state shall provide the child with free textbooks, stationery, one meal in school and transport facilities;
- (g) **“Government”** means the Government of Balochistan;
- (h) **“Management Committee”** means the Parent Teacher School Management Committee as formed / notified under Section 4 of this Act;
- (i) **“Parent”** includes a guardian or any other person who has the custody of a child; or is in-charge of a child;
- (j) **“Prescribed”** means prescribed by rules made under this Act;

Compulsory Education.

Formation of Parent School Management Committee.

- (k) **“Prescribed Authority”** means an authority notified as such by the provincial Government whether generally or for a particular purpose with specific nomenclature;
 - (l) **“School”** means a school established and maintained by the provincial Government and includes school/ section of a school/ Madrassa registered by the Government in which education is imparted;
 - (m) **“Standards”** mean any standards on educational inputs, processes and outputs developed and notified by the Prescribed Authority; and
 - (n) **“To attend a school”** means to be enrolled and present for instructions at such school, on such days in the year, at such times or time and for so many hours on each day of attendance, as may be fixed by the prescribed authority.
3. The parent of a child shall except in the case of a reasonable excuse, cause a child to attend a school until the child has completed the highest level of education course, offered in the school;

Provided that in the case of a mental or physical disability the parent shall cause the child to attend a special education school within the ‘area’ of his residence.

4. (1) The prescribed authority shall notify one or more committees of the school to be formed through democratic process of elections for the purpose of exercising the powers and performing the duties of the Parent Teacher School Management Committee under this Act.
- (2) The constitution and composition of the Management Committee, the procedure of the nomination and removal of its members, their term of office, their qualifications and disqualifications for continuing as a member, the filling of vacancies, the dissolution of the Committee and the procedure for the conduct of its business, shall be such as may be prescribed.
- (3) Subject to the provisions of this Act and the rules made there-under, the Management Committee shall exercise and discharge the following powers and functions:-
- (a) to motivate parents and children to take admission in the school for spread of education in its area;

- (b) to recommend any changes which may seem, to the Management Committee, to be necessary in the hours of work, holidays and occasions in the schools in its area;
- (c) to plan and implement such schemes which may facilitate the children in the school including mid-day meal scheme etc;
- (d) to recommend to the authority exemptions from compulsory attendance at school under this Act;
- (e) to maintain and up date the list of children liable to attend the school in its area and to obtain and keep record of such other information as may be necessary for the purpose of enforcing the attendance of the children at school and of preventing interference with such attendance;
- (f) to report the cases of the absence or late attendance of school teachers and non-teaching staff posted in schools, in its area;
- (g) to render all necessary help to Government officials engaged in the work of compulsory Education in its area;
- (h) to facilitate the school and local area education management in looking after the day to day matters relating to developmental, academic and co-curricular activities;
- (i) to ensure maintenance of healthy educational environment which encourages the parent and child to attend the school and stay till completion of the specific level;
- (j) to take care of discipline and physical structures, other assets of the school and to carry out minor/petty repairs etc;

Issue of attendance order by the Management Committee.

Reasonable excuse for non-attendance.

School Attendance Authority.

Offences.

Cognizance of offence.

Provision of Education by the Provincial Government.


- (k) to sanction one day casual leave in favor of teacher of the school and make alternate arrangements in case the teacher is on leave; and
 - (l) to open and operate a joint bank account for utilization of funds made available by the Government or from any other source for school's developmental activities.
5. Where the Management Committee is satisfied that a parent who is bound under the provisions of Section 3 to cause the child to attend a school has failed to do so, the parent school management committee may, after

giving the parent an opportunity of being heard, and after such inquiry as it considers necessary, pass an order directing the parent to cause child to attend a school from a date which shall be specified in the order.

6. Reasonable excuse for the purpose of Section 3 shall include any of the following cases:-
 - (a) where the Prescribed Authority is satisfied that the child is incapable of attending school by reason of sickness or infirmity or that by reason of the child's mental incapacity it is not desirable that the child should be compelled to carry on his study further;
 - (b) where the child is receiving otherwise than in a school, instruction which in the opinion of the Prescribed Authority, is sufficient; or
 - (c) where there is no school within a distance of two kilometers measured via nearest route from the residence of the child.
7.
 - (1) Government may constitute one or more School Attendance Authorities for the purposes of this Act.
 - (2) A School Attendance Authority shall ensure that every child required to attend a school and in case his/her name is struck off required to get readmitted under this Act and for this purpose it shall take such steps as may be considered necessary by the Authority or as may be specified by Government.
 - (3) Where a School Attendance Authority is satisfied that a parent who is required under the Act to cause a child to attend a school has failed to do so, the Authority, after giving the parent an opportunity of being heard and after such enquiries as it considers necessary, shall pass an order directing the parent to cause such child to attend a school on and from a date which shall be specified in the order. In case the parent or employer still avoids sending the child to school, Attendance Authority shall register a case against the accused in the court of Magistrate.
8.
 - (1) Any parent who fails to comply with an order issued under sub-section (3) of Section 7, shall on conviction before a Magistrate first class be punished with fine which may extend to two hundred rupees to the minimum and with further fine which may extend to fifty rupees for every day to the minimum after the conviction for which the failure continues or with imprisonment which may extend to one week or with both.
 - (2) The parent of a child or an employer of such a child who, after receiving due warning from the School Attendance Authority continues to employ a child whether on remuneration or otherwise required under this Act to attend a School shall on conviction before a Magistrate, be punishable with fine which may extend to five hundred rupees to the minimum and with a further fine which may extend to fifty rupees for every day to the minimum after the conviction for which the non-attendance at a school continues or with imprisonment which may extend to one month or with both.
9. No court other than a Magistrate 1st class having territorial jurisdiction where the cause of action occurred, shall take cognizance of an offence under Section 8, except on the complaint of or on information received from the Management Committee, or from such person as may be authorized by the Management Committee or by the provincial Government by general or special order in this behalf.
10. The Government shall make facilities for Education available in the Province.

Power of Provincial Government to make rules.

Repeal and Saving.

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11. The Government may make rules for the purpose of carrying into effect the provisions of this Act.
12. (1) The Balochistan Primary Education Ordinance, 1962 (W.P. Ordinance No. XXIX of 1962) and the Balochistan Compulsory and Free Education Ordinance, 2013 (Ordinance No. 11 of 2013) are hereby repealed.
- (2) Notwithstanding the repeal of the enactment maintained in sub section (1) anything done action taken, obligation, liability incurred, penalty or punishment imposed, inquiry or proceeding commenced, or powers conferred, rule made and orders issued under any of the said enactment shall if not inconsistent with the provision of this Act, be continued and, so far as may be deemed to have been respectively done, taken, incurred, commenced, conferred, made or issued under this Act.

Secretary.

No.PAB/Legis: V (05)/2014.

Dated Quetta, the 07th February, 2014.



CHAPTER 4

LEGISLATION IN PUNJAB

36 Districts
Population 110 million (Census 2017)
Literacy Rate 54% *



Chapter 4: LEGISLATION IN PUNJAB

4.1 THE PUNJAB FREE AND COMPULSORY EDUCATION ACT, 2014

THE PUNJAB FREE AND COMPULSORY EDUCATION ACT 2014

An Act to provide free and compulsory education to all children of the age of five to sixteen years.

This Act extends to the whole Province of Punjab and is to come into force on the date decided by the Government. The Act has 6 Chapters; 26 Articles.

The Act gives some critical definitions such as “Child”, “Capitation Fee”, “Screening Procedure”, “Local Authority” and so on.

It is stated in this Act that all Children from Class one to ten will be provided free and compulsory education including vocational education and non- formal education and a combination of all three. The Act covers ECE in article # as well for 3-5 year olds and Special Education for children with disabilities in Articles.

The duties of the Government, regarding the Act, are outlined in detail. Duties include:

- Provide free and compulsory education to all children
- Ensure good quality and prepare annual statements of the children admitted and retained in schools.
- Maintain in a prescribed manner, record of all children, aged 5 to 16, within its jurisdiction.
- Ensure and maintain a record of all admissions, attendance and completion of education of all children within its jurisdiction.

This Act has special provisions for all out of school children (OOSC), either never enrolled or dropped out, to develop special mechanisms to enroll these children in to schools according to their age.

Financial responsibilities of the government are also stated in detail and provisions for the finances are also discussed. Local Authorities under this Act are also made responsible to arrange for requisite number of schools. This Act clearly states the duties of parents regarding the compulsory education of the child. Furthermore the schools are, under this Act, allowed to establish a ‘Taleem fund’ i.e. a fund that can be contributed to by Philanthropists, Alumni and so on.

The rules and duties of Private Schools are also explained in detail in the Act – they will enroll ten percent of the student body of every class, for free. Provisions against Capitation fee and screening procedures are highlighted as well. The Act states rules against expulsion and corporal punishment. The duties of teachers are also stated in detail in this Act.

THE PUNJAB FREE AND COMPULSORY EDUCATION ACT 2014 (XXVI OF 2014)

[10th November, 2014]

AN ACT

to provide for free and compulsory education to all children of the age of five to sixteen years.

Whereas Article 25A of the Constitution of Islamic Republic of Pakistan enjoins that the State shall provide free and compulsory education to all children of the age of five to sixteen years and, for the purpose, it is expedient to make necessary provisions;

It is enacted as follows:

CHAPTER I PRELIMINARY

1. Short title, extent and commencement.—

- (1) This Act may be cited as the Punjab Free and Compulsory Education Act 2014 (XXVI of 2014).
- (2) It shall extend to whole of the Punjab.
- (3) 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.

2. Definitions:— In this Act:

- (a) “child” means a child from the age of five to sixteen years;
- (b) “capitation fee” means any kind of donation or contribution or payment, by whatever name, other than the fee notified by the Government or the local authority;
- (c) “disadvantaged child” means a child who belongs to a socially and economically disadvantaged class, or to any other group having disadvantage owing to social, or such other reasons or who belongs to such a parent whose annual income is less than the limit which the Government may, by notification, specify;
- (d) “education” means teaching and training of mind and character by attendance in regular school education, madrassa education, vocational training and special education in the class room and school setting, or non-formal education or the education prescribed for a child or category of children by the Government;
- (e) “free education” implies that the Government or a local authority shall not charge any fee or expense for providing education and shall endeavour to remove financial barriers that may prevent a child from completing ten years’ education;
- (f) “Government” means Government of the Punjab;
- (g) “local authority” means a local government, an autonomous or semi- autonomous body or authority of the Government, a public sector organization or body having administrative control over a school or empowered by or under any law to function as a local authority;
- (h) “parent” includes a person having the care and custody of a child or a guardian appointed by a court;

- (i) “prescribed” means prescribed by rules;
- (j) “rules” means the rules made under the Act;
- (k) “school” means an educational institution imparting primary, elementary or secondary education to the children and includes:
 - (i) a school owned or controlled by the Government or a local authority;
 - (ii) a school receiving aid or grant to meet whole or part of its expenses from the Government, Federal Government or a local authority;
 - (iii) a school not receiving any kind of aid or grant from the Government, Federal Government or a local authority; and
 - (iv) a Deeni madrassa or any school providing religious education recognized by the Government;
- (l) “screening procedure” means the method of selection for admission of a child at nursery level or any other initial level, in relation to another child other than a random method; and
- (m) “vocational education” includes the training of skills to prepare trainees for jobs and careers at various levels from trade to a craft.

CHAPTER II RIGHT TO FREE AND COMPULSORY EDUCATION

3. Right to free and compulsory education.

- (1) Every child shall have a right to free and compulsory education from class one to ten, non-formal education, vocational education or a combination of all or any of the two as notified by the Government considering the needs, capability and age of the child so as to ensure completion of education or specified education in a school in the neighborhood or the school allocated for the child.
- (2) The Government shall prescribe academic calendar for class one to class ten and for non-formal education, vocational education and special education.
- (3) For purposes of subsection (1), a child or parent shall not be liable to pay any kind of fee or charges or expenses for completing the education in a school mentioned in sub-clause (i) of clause (k) of section 2.
- (4) The Government shall, in the prescribed manner, provide or cause to be provided suitable education to a child suffering from disability or a special child.

4. Duty to provide education.—(1) The Government shall:

- (a) provide free and compulsory education to every child in the neighborhood school or the school allocated for the child;
- (b) ensure good quality education conforming to the standards and norms of quality education; and
- (c) prepare an annual statement of the children admitted and retained in the educational institutions.
- (2) A local government shall:
 - (a) maintain, in the prescribed manner, a record of children up to the age of sixteen years residing within its jurisdiction; and
 - (b) ensure and monitor admission, attendance and completion of education by every child residing within its jurisdiction.

- 5. Special provisions for education.**— If a child above five years of age has not been admitted in any school or after admission, could not complete education, the local Government shall, in the prescribed manner, develop a mechanism to ensure admission of the child in a school according to age, previous class and other circumstances.
- 6. Transfer to other school.**
- (1) Where in a school, there is no provision for completion of the prescribed education, a child or a parent may opt for transfer of the child to any other school for completing his education.
 - (2) Where a child is required to move from one area to another, for any reason, such child shall continue to have a right to complete his education in such other area.
 - (3) For purposes of admission in another school, the in charge of the school where the child was last admitted, shall immediately issue the transfer certificate or school leaving certificate.

CHAPTER III DUTIES OF GOVERNMENT, LOCAL AUTHORITY AND PARENTS

7. Sharing of financial and other responsibilities:

- (1) The Government and local authority shall have concurrent responsibility for providing funds for carrying out the purposes of this Act.
- (2) The Government may approach the Federal Government to provide as grants-in-aid such percentage of expenditure for education as may be determined with mutual consultation.

8. Establishment of schools:

- (1) For carrying out the purposes of this Act, a local authority shall make arrangements for the requisite number of schools, within such area as may be prescribed.
- (2) The Government shall devise a scheme for using the schools in the evening hours for providing education to the children and for making arrangements for providing non-formal education to the children in other educational institutions.
- (3) The Government and a local authority may encourage enterprises, institutions and other segments of civil society, by granting exemption or rebate in taxes and offering incentives for those who establish, maintain or run schools for provision of free and compulsory education to children.
- (4) The Government and a local authority shall devise a system of grants-in- aid to encourage admission of a child in a school and to support the school attendance of a disadvantaged child.

9. Duty of parent:

- (1) A parent shall admit or cause to be admitted the child for education in a school or, as the case may be, in the school allocated for the child.
- (2) The parent shall, except in the case of a reasonable excuse, cause the child to attend a school in the neighborhood or the allocated school until the said child has completed the education provided and contemplated for him.
- (3) If a parent fails to admit and keep the child in a school, he may not be entitled to any subsidy or poverty targeted support of the Government and the Government may recommend such a measure to the Federal Government or any other body providing such subsidy or support.

Explanation: Reasonable excuse for purposes of this section shall include any of the following cases:

- (a) where the school management body is satisfied that the child is incapable of attending school by reason of sickness or infirmity or that by reason of the child's mental incapacity it is not desirable that the child should be compelled to attend a school or carry on his study further; or
- (b) where the child is receiving, otherwise than in a school, education or instructions which in the opinion of the school management body, is sufficient.

10. Pre-school education.— The Government or the local authority may establish a kindergarten school or childcare centre in a local area or consolidate or merge such schools or centres for providing free pre-school education and early childhood care for the children above the age of three years until they join a school for education.

11. Management of schools.— The Government or the local authority shall establish a school management body of a public school consisting of its representatives, teachers, parents of children admitted to the school and confer on it the prescribed powers in relation to the school.

12. Taleem Fund:

- (1) The Government may permit a school management body to establish, in the prescribed manner, a Taleem Fund for the school.
- (2) All voluntary contributions from the philanthropists, alumni, students and parents shall be credited to the Taleem Fund, maintained at a scheduled Bank.
- (3) The Fund shall be utilized for the welfare of the students of the school in the prescribed manner.
- (4) All moneys from the Fund shall be withdrawn in the prescribed manner jointly by at least two members of the school management body.

CHAPTER IV RESPONSIBILITIES OF SCHOOLS AND TEACHERS

13. Responsibility of private school for free education.— For purposes of this Act, a private sector school:

- (a) specified in sub-clause (ii) of clause (k) of section 2, shall provide free education to such proportion of children admitted therein as its annual aid or grant so received bears to its annual recurring expenses;
- (b) specified in sub-clauses (iii) and (iv) of clause (k) of section 2, shall admit in class one and then in every class, ten percent of the strength of that class, children, including disadvantaged children of the neighbourhood or other children as may be determined by the Government, and shall provide free and compulsory education to such children or, in the alternative, provide prescribed vouchers for education of disadvantaged children in any other school, as may be determined by the Government;
- (c) shall provide the information pertaining to the students admitted under clauses (a) and (b) to the Government, the local authority or any other prescribed authority; and
- (d) shall not require a parent to purchase textbooks, uniform or other material from a particular vendor or provider and shall not charge any amount other than tuition fee, admission fee or prescribed security in the name and style of building fund or under any other name or style.

14. Capitation fee and screening procedure:

- (1) No school or person shall, while admitting a child in the school:
 - (a) collect any capitation fee; or
 - (b) in case of schools owned or controlled by the Government or a local authority, subject the child or his parent to any screening procedure.
- (2) Any school or person who, in contravention of the provisions of subsection
 - (a) receives capitation fee, shall be punishable with fine which may extend to twenty times the capitation fee charged in the first instance and fifty thousand rupees for each subsequent instance of the contravention; or subjects a child or parent to screening procedure shall be punishable with fine which may extend to fifty thousand rupees in the first instance and one hundred thousand rupees for each subsequent instance of contravention.

15.

16. Proof of age for admission:

- (1) For purposes of admission to a school, the age of a child shall be determined on the basis of the birth certificate or such other document as may be prescribed but a child shall not be denied admission in a school for lack of proof of age.
- (2) If a child is admitted in a school without producing the birth certificate, the in charge of the school shall send, in writing, the particulars of the child to the local authority responsible for birth registration of the child.

17. Admission, expulsion and corporal punishment.

- (1) Subject to such exceptions as may be prescribed, a school shall admit children at the commencement of every academic year.
- (2) Subject to the provisions of sections 3 and 6, a school shall not transfer or expel a child admitted in the school till the completion of the prescribed education until:
 - (a) arrangement is made for transfer of the child to any other school in the prescribed manner;
 - (b) the child has been assessed in two consecutive annual examinations as being below the educational standard of the school;
 - (c) a reasoned judgment has been passed by the disciplinary committee of the school that further retention of the child in such school shall be detrimental to the discipline of the school; or
 - (d) the child or parent fails to fulfill any prescribed condition including non- payment of fee of a private school.
- (3) If a child is expelled from a school under subsection (2), the in charge of the school shall immediately inform the local government and to such officer as the Government may authorize to receive such communication.
- (4) The teacher or in charge of a school shall ensure that a child studying in the school is not subjected to corporal punishment or harassment.
- (5) A person who contravenes any provision of this section shall be guilty of gross misconduct and shall be liable to disciplinary action under the law or contract of service of such person.

18. Duties of teachers:

- (1) The in charge of a school shall effectively carry out his functions and shall enforce discipline

- amongst the teachers and the students.
- (2) A teacher including the in charge shall:
- (a) maintain regularity and punctuality in attending the school, classes, curricular and co-curricular activities;
 - (b) complete the curriculum within the specified time;
 - (c) assess the learning abilities of every child and impart additional instructions, if required;
 - (d) try for all round development of the child;
 - (e) build up child's knowledge, potential and talent;
 - (f) adopt learning through activities, discovery and exploration in a child- friendly and child-centered manner;
 - (g) keep the child free of fear, trauma and anxiety and help the child to express his views freely;
 - (h) hold regular meetings with parents and share with them the relevant information about the child; and
 - (i) perform such other duties as may be prescribed.
- (3) A teacher who fails to perform the duties specified in subsection (1) in a satisfactory manner shall be liable to disciplinary action under the relevant service laws or terms of service contract.

CHAPTER V PROTECTION OF RIGHT OF CHILDREN

19. Monitoring of right to education.

- (1) The Government shall:
- (a) take all necessary measures for the effective implementation of this Act; and
 - (b) inquire into complaints relating to right to education and take appropriate action.
- (2) Any person having any grievance relating to the rights of a child to education may make a written complaint to the Government or to the prescribed authority.
- (3) On receipt of a complaint under subsection (2), the Government or the prescribed authority shall decide the matter within the period of thirty days after affording a reasonable opportunity of being heard to the parties.
- (4) Any order passed under this section shall be final and the administration of the school shall implement such order.

CHAPTER VI MISCELLANEOUS

20. Inspections and directions:

- (1) In addition to the routine quality assurance of the schools and education of different levels, the prescribed authority shall inspect or cause to be inspected a school for purposes of ascertaining that this Act and the rules have been and are being complied with.
- (2) The Government may issue such guidelines and give such directions to a local authority, as it deems fit, for effective implementation of this Act.
- (3) A school shall provide such information as the Government or the prescribed authority may require.

21. Residuary penalty and liability of corporations:

- (1) Unless otherwise provided, if a person contravenes any order made under this Act, he shall be punished with imprisonment for a term which may extend to six months or with fine which may extend to fifty thousand rupees or with both.
- (2) If the person contravening an order made under this Act or any penal provision of the Act is a Company or other body corporate, every director, manager, secretary or other officer or agent thereof shall, unless he proves that the contravention took place without his knowledge or that he exercised all due diligence to prevent such contravention, be deemed to be guilty of such contravention.

22. Prosecution and compounding of the offences:

- (1) No Court shall take cognizance of any offence under this Act except on a complaint in writing made by the prescribed authority.
- (2) An offence under this Act shall be bailable and compoundable.
- (3) An officer so authorized by the prescribed authority may, in the prescribed manner, compound any offence punishable under this Act on payment, within such time as may be specified in the order, of specified sum of money which shall not exceed fifty percent of the amount of the maximum fine to which the person would have been liable if he had been convicted of the offence.

23. Summary trial:

- (1) Notwithstanding anything contained in the Code of Criminal Procedure 1898 (*V of 1898*) but subject to subsection (3), the Court shall summarily try an offence punishable under this Act on the basis of a complaint submitted by the authorized officer of the prescribed authority and may impose punishment of imprisonment for a term not exceeding six months or fine not exceeding fifty thousand rupees.
- (2) The Court shall conduct the summary trial of an offence under the Act in accordance with the provisions of Chapter XXII of the Code of Criminal Procedure 1898 (*V of 1898*) relating to the summary trials.
- (3) If the Court is of opinion that the nature of the offence does justify summary trial, it may conduct proceedings in accordance with the provisions of Chapter XX of the Code of Criminal Procedure 1898 (*V of 1898*).

24. Protection of action taken in good faith: No suit or other legal proceeding shall lie against the Government, the prescribed authority, a local authority or any other person, in respect of anything which is in good faith done under this Act, the rules or any order made under the Act.

25. Power to make rules:

- (1) The Government may, by notification, make rules for carrying out the purposes of this Act.
- (2) In particular, and without prejudice to the generality of the foregoing powers, such rules may provide for any of the following matters:
 - (a) manner of maintenance of records of children;
 - (b) criteria for determination of disadvantage children or payment of vouchers;
 - (c) the area or limits for establishment of a neighbourhood school;

- (d) extended period for admission of a child and the manner of completing study by the child if admitted after the extended period;
- (e) academic calendar;
- (f) duties to be performed by the teachers;
- (g) the manner of redressing grievances of teachers, students or any other person;
- (h) the manner of giving opportunity of hearing under this Act;
- (i) receipt of contribution, utilization and withdrawal of money from the Taleem Fund; and
- (j) maintenance and audit of accounts.

26. Act to override other laws: Notwithstanding anything contained in any other law, this Act shall have overriding effect and all such other laws shall be brought in conformity with the scheme and the objectives of this Act within a period of five years.

27. ¹Repeal: The Punjab Compulsory Primary Education Act, 1994 (IX of 1994) and the Punjab Free and Compulsory Education Ordinance 2014 (V of 2014) are hereby repealed.

¹ The Punjab Compulsory Primary Education Act, 1994 (IX of 1994) and the Punjab Free and Compulsory Education Ordinance 2014 (V of 2014) was promulgated on 13.05.2014.

DRAFT

4.2 Draft RULES UNDER THE PUNJAB FREE AND COMPULSORY EDUCATION ACT 2014

PART I - PRELIMINARY

1. Short title, extent and commencement

1. These Rules may be called the Punjab Free and Compulsory Education Rules, 201-.
2. They shall come into force from the date of Notification.
3. They shall extend to the whole of Punjab.

2. Definitions

1. In these Rules, unless the context otherwise requires;
 - a. “Act” means The Punjab Free and Compulsory Education Act 2014;
 - b. “Academic Authority” means an institution constituted and vested with the power by the Appropriate Government for preparing the curriculum, syllabus and evaluation methods, also referred to as the „prescribed authority“ within the Act;
 - c. “Appropriate Government” means the Government of Punjab;
 - d. “Area” means a geographical area of up to _____ from where a child resides or his/her place of residence;
 - e. “Alternative Learning Centres” means schools/centres for children, without disabilities or special needs, who are not enrolled in the regular schools
 - f. “Child” means a child, including a child with special education needs, male or female, of the age of five to sixteen years of age;
 - g. “Disadvantaged Child” means a child who belongs to a socially or economically disadvantaged class, or group or belongs to such parent whose annual income is lower than the minimum limit specified by the Appropriate Government;
 - h. “Education” means the education pertaining to all or any of the class 1 to 10 in a school of a minimum quality as per prescribed standards;
/ “Education” means the prescribed education for a child by the Academic Authority, notified by the Appropriate Government;

- i. “Free Education” means education free of any education related costs, including expenditure on text books, stationery, school bags, and transport;
- j. “Neighbourhood” means the area near or within a walking distance of an elementary school referred to in Section 3 of the Act and shall include areas of such schools in adjacent local bodies;
- k. “Notification” means a notification issued by the School Education Department, Government of Punjab;
- l. “Parent” includes a person having the care and custody of a child and includes a natural guardian or legal guardian so appointed or declared by a Court;
- m. “Prescribed” means prescribed by Rules made under the Act;
- n. “Pupil Cumulative Record” means a record of the progress of the child based on comprehensive and continuous evaluation;
- o. “School” means any recognised school imparting elementary education and includes-
 - i. A school established, owned or controlled by the Appropriate Government;
 - ii. An aided school receiving aid or grants to meet whole or part of its expenses from the Appropriate Government;
 - iii. A school belonging to a specified category, having a distinct character, established by the Appropriate Government;
 - iv. A centre set up for a catch up, bridge or alternative programme for out of school dropout or never enrolled children and receiving grants from government and/or private philanthropy, and
 - v. An unaided school not receiving any kind of aid or grants to meet its expenses from the Appropriate Government;
- p. “School Management Body” means the School Management Body under Section 11 of the Act;
- q. “Screening Procedure” means the method of selection for admission of a child, in preference over another, other than a random method; and

- r. “Special Education” means education programmes and practices designed for students with a disability, either physical or intellectual, which require special teaching approaches, equipment, or care within or outside a regular classroom.
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All other words and expressions used herein and not defined but defined in the Act shall have the same meanings respectively assigned to them in the Act.

PART II - DUTIES AND RESPONSIBILITIES OF THE APPROPRIATE GOVERNMENT TO ENSURE FULFILMENT OF THE RIGHT OF EVERY CHILD TO FREE AND COMPULSORY EDUCATION

3. Access, areas, or limits or school

1. The area or limits of a neighbourhood within which a school has to be established by the Appropriate Government shall be:-
 - a. in respect of children in classes from pre-school to 5, a school shall be established within walking distance of 1 km [**establish reasonable distance**] of the neighbourhood;
 - b. in respect of children in classes from 6 to 8, a school shall be established within walking distance of 1.5 km [**same contention as before**] of the neighbourhood; and
 - c. in respect of children in classes from 9-10/12, a school shall be established within a walking distance of ... the neighbourhood? (up to 16 years minimum)
2. The Appropriate Government shall endeavour to upgrade existing government and aided schools in a phased manner with classes from 1 to 4 to include classes from 5 to 10 and in respect of schools which start from class 5 onwards, to add classes from 1 to 4 wherever required, taking into account the availability of such classes in the existing schools in the neighbourhood.
3. In places with difficult terrain, risk of landslides, floods, lack of roads, or an area prone to any other natural disasters, and in general danger for young children in the approach from their homes to the school, the Appropriate

Government shall locate the school or alternative learning centres in such a manner as to avoid such dangers, by reducing the area or limits specified under sub-rule (1) of Rule 3.

4. For children from small hamlets, as identified by the Appropriate Government or the local authority, where no school exists within the area or limits of a neighbourhood specified under sub-rule (1) of Rule 3, the Appropriate Government shall make adequate arrangements, such as free transportation and residential facilities for providing elementary education in a school or alternative learning centre, in relaxation of the area or limits specified in the sub rule (1) of Rule 3.
5. In places with high population density, the Appropriate Government may consider establishment of more than one neighbourhood school having regard to the number of children in the age group of 5-16 years in such places based on the child census conducted by the Federal Government.
6. In respect of children with a disability, which prevent them from accessing the school, the Appropriate Government shall make appropriate and safe transportation and facility arrangements to enable them to attend school and complete elementary education. Additional assistance in the form of home-based teaching shall be arranged for children with severe disabilities, by the Appropriate Government.
7. The Appropriate Government shall impress upon parents and guardians their duty under Section 9 of the Act, to admit or cause to be admitted, their child or ward as the case may be, to a neighbourhood school, for completion of elementary education.
8. The Appropriate Government shall ensure that access of children to school is not hindered:-
 - a. on account of social and cultural factors;
 - b. on account of closure of a government or aided school referred to under sub-Section (i) and (ii) of sub-Section (k) of Section 2 of the Act, and

- c. shall ensure that no school is closed down without the recommendation and prior sanction of the Appropriate Government.

9. The Appropriate Government shall provide free and appropriate pre-school education based on an early childhood care and education policy which shall be formulated by the Appropriate Government as per Section 10 of the Act, to all children above the age of three years till they complete five years so as to prepare them for elementary education. For this and in furtherance of the aforementioned policy, Pre-school Centres (or Early Childhood Care and Education [ECCE] Centres) should be established in all government and aided schools/alternative learning centres in a phased manner within three years from the date of notification of these Rules. A unified child-friendly curriculum shall be developed by the Academic Authority for these Centres.
10. As an interim arrangement, the Appropriate Government may open a new class in all schools for children aged between 4 and 5 years to be known as Pre-primary class for which age appropriate and child friendly learning interactive materials shall be developed. The class shall initially be conducted by utilizing the services of existing teachers for a period of ____ from the date of notification of these Rules, however, the Appropriate Government must train and employ staff duly trained and equipped to teach and deal with children aged between 4 and 5 once this period has elapsed.

4. Academic responsibility of the Appropriate Government to ensure quality education

1. The Appropriate Government shall provide free and compulsory education to every child of the age of five to sixteen years and to this end:-
 - a. ensure provision of high quality education uniformly in all schools and to this end specify norms and standards in respect of all activities involving quality;
 - b. notify the Academic Authority within two months of the date of notification of these Rules, for development of the framework of

provincial curriculum and for adopting appropriate text books and supplementary learning materials as far as practicable;


- c. prescribe an effective system for the implementation of the syllabus, teaching/learning processes and the development of learner-parent friendly learning assessment procedures;
- d. prescribe minimum qualifications for teachers and support staff and infrastructure facilities in respect of pre-primary schools based on national norms;
- e. ensure quality in pre-primary teacher and elementary and secondary teacher training courses by revising the pre-service pre-primary, elementary and secondary teacher training curriculum in consonance with the pre-primary, primary, elementary and secondary school curriculum every _____ years;
- f. provide facilities for pre-service and in-service training for teachers through a specially designed and certified training course in consultation with the provincial-national institutes in this field using Information Communication

Technologies (ICTs) where appropriate for face to face and distance learning, and for imparting education to children with disabilities in accordance with internationally-nationally recognized standards, and

- g. Design an appropriate monitoring mechanism as per the Act and use the outcomes of such monitoring for improving the performance of teachers and appraisal on a continuous basis.

2. The Appropriate Government shall:-

- a. ensure that children with disabilities have access to free education till they attain the age of 18 years and shall promote their integration in to regular schools;
- b. equip and upgrade the existing „Special Schools“ for children with severe disabilities and provide them with residential facilities in appropriate locations;

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- c. offer vocational training facilities to all children with disabilities;
 - d. provide special teaching/learning material and improved assistive devices and all such items that are necessary to give a child with a disability equal opportunities in education;
 - e. formulate a restructured and relevant curriculum for children with various categories of disabilities, with counselling and linkages to postsecondary programmes for learning, skills and livelihoods, and
 - f. develop appropriate systems for their continuous and comprehensive evaluation.
 3. The Appropriate Government shall ensure that no child is subjected to caste, class, religious or gender abuse in any school.
 4. The Appropriate Government shall:-
 - a. provide emotional, psychological and course/career counseling for all children by professionals in co-ordination with government departments in charge of health and social welfare.
 5. The Appropriate Government shall ensure, in addition to its obligations specified in Section 4 of the Act that it provides avenues of and access to non-formal education programmes and/or literacy bridge programmes to children specified under Section 5 of the Act (and even otherwise) in the form of any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity. To this end:-
 - a. the Appropriate Government shall further ensure that such non-formal education programmes do not function in lieu of formal education as per the Act, providing a means to evade the responsibility to educate all children;
 - b. such non-formal programmes must be designed to perform the function of alternate literacy bridging systems in order to facilitate learning alongside a child's formal education, and

- c. the Appropriate Government shall involve various community based stakeholders such as non-governmental organisations specializing in education policy making and reforms, for the provision of such non-formal programmes.

PART III - DUTIES AND RESPONSIBILITIES OF PRIVATE (UNAIDED) SCHOOLS TO ENSURE FULFILMENT OF THE RIGHT OF EVERY CHILD TO FREE AND COMPULSORY EDUCATION

(q) Responsibilities of Private (Unaided) Schools for the purposes of Section 13 of the Act

For the purposes of these Rules, „Private School“ shall refer to a „School“ as defined under Section 2(k)(iii) of the Act and sub-rule 1(o)(v) of Rule 2 hereinabove.

All Private Schools shall ensure that they admit in all classes from 1 to 10, children from disadvantaged groups, constituting at least 10% of the total strength of each class.

That there is nothing contained within these Rules or in the Act that restricts Private Schools from admitting more disadvantaged children than as specified in sub-Rule 2 hereinabove.

Private Schools shall further ensure that such children as specified in sub-Rule 2 hereinabove are provided free education as defined in sub-Rule 1(i) of Rule 2 hereinabove.

Private Schools shall admit, as far as practicable, the specified percentage of disadvantaged children from the neighbourhood in which the School is situated. However, there is nothing in these Rules or in the Act that restricts or restrains the Schools from admitting the specified percentage of disadvantaged children from outside the neighbourhood in which the School is situated.

Provided if the Private School has Pre-primary classes as established under sub-Rule 10 of Rule 3 hereinabove, 10% of the strength of each of such Pre-primary classes will be reserved for disadvantaged children.

Children from the disadvantaged groups and weaker Sections should apply under this reservation of 10% seats if their annual family income is less than the minimum limit specified by the Appropriate Government.

Each Private School should publically announce through newspapers/ radio/ television and other modes of electronic media the number of seats it has reserved under Section 13 of the Act.

- (g) Each Private School should provide information on the number of seats it has reserved and which have been occupied to the Academic Authority and the Appropriate Government.
- (h) All Private Schools which have admitted disadvantaged children must ensure that they protect such children from any and all forms of discrimination and that they do not allow for any segregation between the student populations as a whole.
- (i) All other Rules contained herein shall apply in equal measure to Private Schools, barring those which are specifically under the remit and control of the Appropriate Government and thereby exclude Private Schools from their purview.
- (j) Nothing contained herein the Rules or in the Act implies that Private Schools can no longer charge fees from the majority of the admitted student population as before. The Schools "obligation under the Act and these Rules to provide free education is limited only to the disadvantaged children admitted to the 10% reserved seats.

PART IV - SCHOOL MANAGEMENT BODY

4. Composition and functions of the School Management Body for the purposes of Section 11 of the Act

There shall be a School Management Body (hereinafter referred to as „the Body“) in every school other than an unaided school, to be constituted within a period of six months from the date of notification of these Rules, which shall be reconstituted every ____ years. [possibly 2?]

The Body shall consist of _____ members excluding the member convener and the number of members in the Body shall in no case exceed_____. The composition of the Body shall be as under: -

Seventy five percent of the members of the Body shall be from amongst parents or guardians of children. As far as practicable, proportionate representation shall be given to the parents of students belonging to disadvantaged groups.

The remaining twenty five percent of the strength of the Body shall be from amongst the following persons:

one third members from amongst the elected members of the local-Appropriate Government, to be decided by the Appropriate Government;

one third members from amongst teachers from the school, to be selected by the teachers of the school, and remaining one third from amongst students in the school, to be selected by the parents in the Body.

(2) To manage its affairs, the Body shall elect a Chairperson and Vice-Chairperson from among the parent members. The Headmaster/Principal of the school or in his/ her absence the senior most teacher of the school nominated by the Academic Authority shall be the ex-officio Member-Convener of the Body. The Body shall meet at least once in a period of _____ months and the minutes and decisions of the meeting shall be properly recorded and made available to the public.

(3) The Body shall, in addition to the functions specified in Sections 11 and 12 of the Act, perform the following functions, for which it may constitute smaller working groups from amongst its Members:

a. communicate in simple and creative ways to the population in the neighbourhood of the school, the rights of the children as enunciated in the Act; and also the duties of the Appropriate Government, schools, parents and guardians;

ensure the implementation of sub-Sections (a) to (i) of sub-Section 2 of Section 17 of the Act;

monitor that teachers are not burdened with non-academic duties other than those involving the population census, disaster relief duties or duties relating to elections;

ensure the enrolment and continued attendance of all children from the neighbourhood in the school;

bring to the notice of the Appropriate Government any deviation from the rights of the children, in particular the right to be free of mental and physical harassment, denial of admission in to a school, and timely provision of free entitlements as per Section 3(3) of the Act;

identify the needs of, prepare a plan accordingly, and monitor the implementation of the provisions of Section 4 of the Act;

monitor the identification and enrolment of students, and the provision of facilities for learning by children with a disability, and ensure their participation in, and completion of elementary education, and

prepare an annual account of receipts and expenditure of the school.

1 Any money received by the Body for the discharge of its functions under Section 12 of the Act, shall be kept in a separate account called the Taleem Fund, to be made available for audit every year.

2 The Body's role would be limited to elementary education level.

6. Preparation of School Development/Improvement Plan

(1) Every School Management Body shall prepare a School Development/Improvement Plan.

(2) The School Development/Improvement Plan shall be the basis for all subsequent plans and grants to be made by the Appropriate Government.

(3) The Body shall prepare the School Development/Improvement Plan at least three months before the end of the financial year in which it is first constituted under the Act.

(4) The School Development/Improvement Plan shall be a three year plan comprising of three annual sub plans.

(5) The School Development/Improvement Plan shall contain the following details, namely: estimates of class wise enrolment for each year; requirement of the number of additional teachers, including subject teachers and part time teachers etc., separately calculated for all classes; physical requirement of additional infrastructure and equipment, especially

for laboratory, Information and Communication Technology, libraries, sports and games;

existing infrastructure facilities such as buildings, laboratories, libraries, toilets, drinking water, furniture, equipment, and play-ground; prepare a master plan for the school using services of experts keeping in view the future requirements of the school under each item and incorporating the concept of learner-friendly and eco-friendly construction, and financial requirement in respect of sub-Rules c) and d) above, including for providing special training facilities for late enrolments specified in Section 5 of the Act, and assess the requirements separately for each category by age, and entitlements of children such as free text books and uniforms, free transportation and residential facilities required.

1. Special Training

- (1) The School Management Body of a school owned and managed by the Appropriate Government, local authority and aided schools shall identify children requiring special training and organize such training in the following manner namely:-
 - (a) the special training shall be based on specially designed, age appropriate learning material for children with special needs and late enrolments, developed by the Academic Authority;
- (2) the said training shall be provided in classes held on the premises of the school, or in classes organized in places identified by the local authority or the head teacher;
- (3) the said training shall be provided by teachers working in the school, and
- (4) the duration of the said training shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress by the teacher concerned, for a maximum period not exceeding two years.
- (5) The child shall, upon induction into the age appropriate class after special training, continue to receive special attention by the teachers to enable

him/her to successfully integrate with the rest of the class, academically and emotionally.

PART V - DUTIES AND RESPONSIBILITIES OF SCHOOLS AND TEACHERS

(3) Admission of children belonging to disadvantaged groups

- (a) All schools as so specified under the Act shall ensure that no child admitted from within the neighbourhood be segregated from the other children in classrooms nor shall their classes be held at places and timings different from the classes held for other children.
- (b) The schools shall ensure that children admitted shall not be discriminated against compared to the rest of the children in any manner pertaining to entitlements and facilities such as text books, uniforms, the use of laboratories, libraries and Information and Communication Technology facilities, extra-curricular activities and sports.
- (c) Where in a school, there is no provision for completion of elementary and secondary education, a child shall have the right to seek a transfer to any other school or, where a child is required to move from one school to another, either within Punjab or outside, such child shall have the right to seek a transfer to any other government or aided school for completing his or her elementary and secondary education.
- (d) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure. Contravention of the same shall be liable for punishment under Section 14 of the Act.

-
- (e) No child shall be subjected to physical punishment or mental harassment.

(4) Minimum qualifications of teachers

- (a) The Academic Authority shall lay down the minimum qualifications for persons to be eligible for appointment as a teacher in an elementary school.
- (b) The minimum qualifications as per sub-rule 1 hereinabove shall be applicable for every school referred to in the Act.

(5) Relaxation of minimum qualification

The Appropriate Government shall estimate the teacher requirement for all schools within Punjab, within six months from the notification of these Rules.

Where an area does not have adequate institutions offering courses or training in teacher education, or persons possessing minimum qualifications, as laid down by the Academic Authority, schools shall request, within one year of the commencement of these Rules, the Appropriate Government for relaxation of the prescribed minimum qualifications with programmes to support upgradation of qualifications.


1. On receipt of the request referred to in sub rule 2, the Appropriate Government shall examine the request of the area and may relax the minimum qualifications by way of a Notification with conditions to support upgradation of qualifications over a given period of time.
2. The Notification referred to in sub rule 3 shall specify the nature of relaxation and the time period, not exceeding _____ within which teachers appointed under the relaxed conditions can acquire the minimum qualifications prescribed.

1 Salary and allowances and conditions of service of teachers

The Appropriate Government shall notify terms and conditions of service and salary and allowances of teachers in order to create a professional and permanent cadre of teachers.

(6) Duties performed by teachers

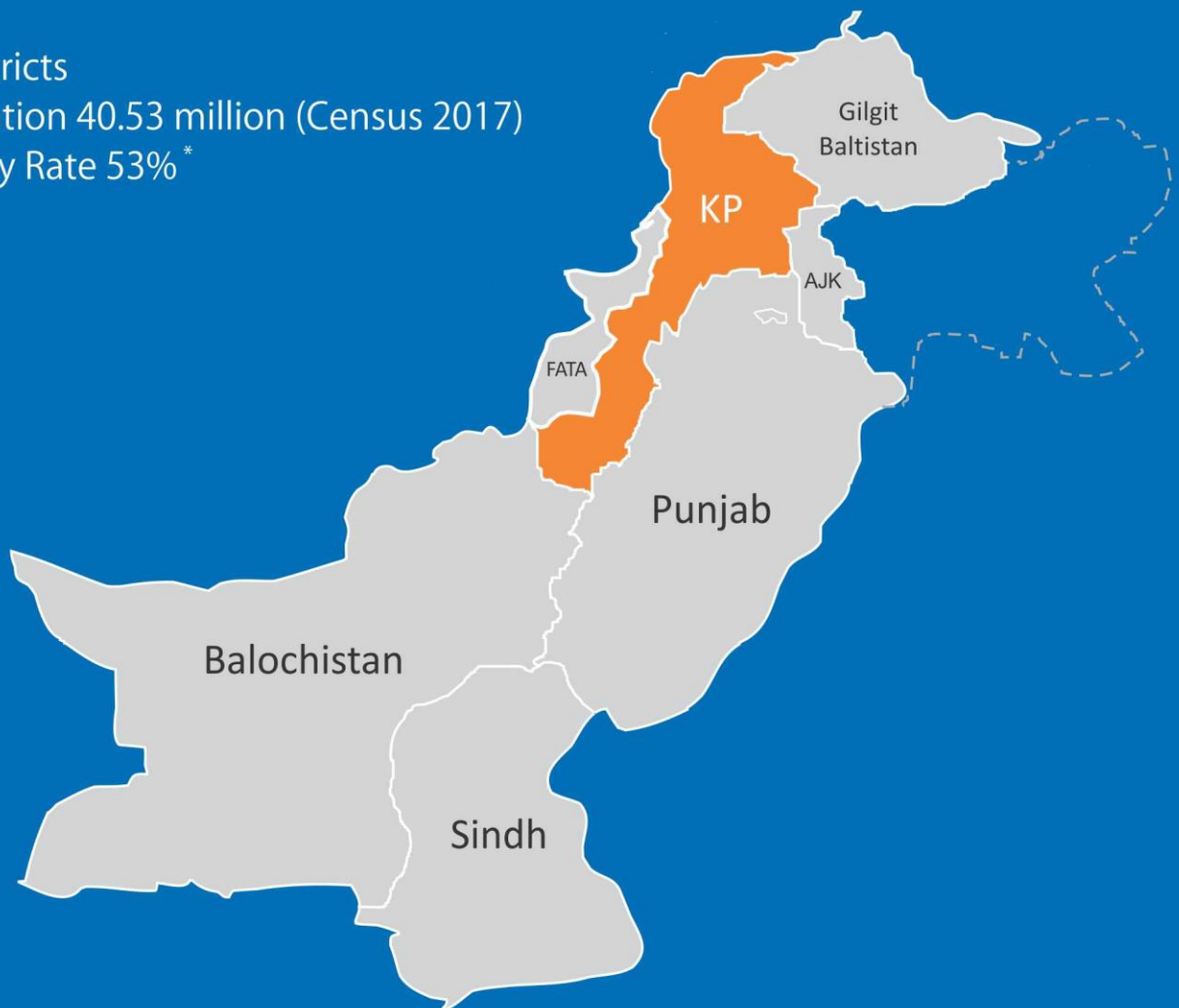
1. A teacher in addition to the functions specified in clauses (a) to (i) of sub-Section of Section 17 of the Act, may perform the following duties:-
 - a. participation in training and counselling programmes –school based and off site;
 - b. participation in curriculum formulation, and development of syllabi, training modules, text book development and policy reviews;
 - c. participation in citizenship, life skills based education for extending soft skills to students/learners for effective societal integration, and
 - d. any other duty as may be prescribed by the Appropriate Government from time to time.

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2. The teacher shall maintain a file containing the Pupil Cumulative Record for every child which shall be the basis for awarding the certificate for completion of elementary education.

▶ CHAPTER 5

LEGISLATION IN KHYBER PAKHTUNKHWA

35 Districts
Population 40.53 million (Census 2017)
Literacy Rate 53% *



Chapter 5: LEGISLATION IN KHYBER PAKHTUNKHWA

5.1 THE KHYBER PAKHTUNKHWA FREE COMPULSORY PRIMARY AND SECONDARY EDUCATION ACT, 2017

THE KHYBER PAKHTUNKHWA FREE COMPULSORY PRIMARY AND SECONDARY EDUCATION ACT, 2017

*to provide for Free Compulsory Primary and Secondary
Education in the Province of the Khyber Pakhtunkhwa*

This Act was to come in to force from the start of the Educational year 2018-19.

It has 9 articles altogether and is the shortest act of all provinces and federal area.

It provides some critical definitions such as ‘Child’, ‘School Attendance Authority’ and so on.

The Act states that the Government shall provide free and compulsory education to all children from the age of five to sixteen in the Province of Khyber Pakhtunkhwa. It states that parents are obligated to enroll their children in to school till the completion of their Secondary Education, the only exemption being in the case on a reasonable excuse (where the School Attendance Authority is satisfied that a child is incapable of attending school for reasons of sickness, infirmity or mental incapacity; where the child is receiving education from another source which the School Attendance Authority thinks is sufficient and in the case where there is no school within the distance of two kilometers).

This Act, in detail, explains the formation of School Attendance Authority, such as mandatory participation from at least two representatives of the PTC. The role and duties of SAA are also clearly stated in this Act.

The Act also grants the formation of ‘Taleem Fund’ which will have all funds from the Government, philanthropists, alumni etc. two members of the SAA will have access to this fund, as stated in the Act.

Under this Act, The Khyber Pakhtunkhwa Compulsory Primary Education Act of 1996 is repealed.

**THE KHYBER PAKHTUNKHWA FREE COMPULSORY PRIMARY AND SECONDARY
EDUCATION ACT, 2017**

(KHYBER PAKHTUNKHWA ACT NO. XII OF 2017)

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PREAMBLE

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5. School Attendance Authority.
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7. Taleem Fund.
8. Power to make rules.
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**THE KHYBER PAKHTUNKHWA FREE COMPULSORY PRIMARY AND SECONDARY
EDUCATION ACT, 2017**

(KHYBER PAKHTUNKHWA ACT NO. XII OF 2017)

*(First published after having received the assent of the Governor of the Khyber Pakhtunkhwa in the
Gazette of the Khyber Pakhtunkhwa, (Extraordinary), dated the 26th April, 2017).*

AN ACT

*to provide for Free Compulsory Primary and Secondary Education in
the Province of the Khyber Pakhtunkhwa.*

WHEREAS Article 25A of the Constitution of the Islamic Republic of Pakistan provides that the State shall provide free compulsory education to all the children of the age of five to sixteen years in such a manner as may be determined by law;

AND WHEREAS to achieve the objective it is expedient to provide by law the mechanism for free compulsory primary and secondary education to all the children from the age of five to sixteen years in the Province of the Khyber Pakhtunkhwa in conformity with aforesaid Article;

It is hereby enacted as follows:

1. Short title, extent and commencement.---(1)

- (a) This Act may be called the Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017.
- (b) It shall extend to such district in the Province of the Khyber Pakhtunkhwa as the Government may by notification specify in the official Gazette.
- (c) It shall come into force from the forthcoming Educational year (Fresh Admission) in the Schools.

2. Definitions. ---In this Act, unless the context otherwise requires,-

- (a) “child” means a child of either sex whose age at the beginning of the school year is not less than five years and not more than 16 years and within the age limit prescribed for admission in class 1 to class 10th;
- (b) “Government” means the Government of the Khyber Pakhtunkhwa;
- (c) “parents” means the father or mother of a child and also includes a person declared to be a guardian of such child, as defined in Guardian and Wards Act, 1890 (Act No. VIII of 1890), or any other person declared by any Court as guardian;
- (d) “school” means primary school, middle school and higher secondary school in the public sector;
- (e) “School Attendance Authority” means the School Attendance Authority constituted under section 5 of this Act; and
- (f) “secondary education” means primary, middle and secondary education upto 10th class in a school.

3. Free compulsory primary and secondary education. ---(1) Government shall provide free compulsory primary and secondary education to all the children from the age of five to sixteen years in the Province of the Khyber Pakhtunkhwa.

The parents shall, except in the case of reasonable excuse as provided in section 4, cause a child to attend a school until the child has completed secondary education.

4. Reasonable excuse for non-attendance.---Reasonable excuse for the purpose of sub-section (2) of section 3 shall include any of the following cases:

- (a) where, the School Attendance Authority is satisfied that the child is incapable of attending school by reason of sickness, infirmity or mental incapacity or it is not desirable that the child should be compelled to carry on his secondary education further on account of peculiar circumstances; or
- (b) where, the child is receiving education otherwise than in school, which in the opinion of the School Attendance Authority are sufficient; or
- (c) where, there is no school within a distance of two kilometers radius according to the nearest route from the residence of the child.

5. School Attendance Authority.---(1) Government may, by notification, constitute a School Attendance Authority for each school having mandatory representation from parent's teacher's council (PTC) for the purpose of this Act and shall consist of such members, as may be determined by Government.

(a) The School Attendance Authority shall ensure that every child shall attend a school under its jurisdiction and shall take such steps as it may consider necessary or as may be specified by Government.

(b) Where the School Attendance Authority is satisfied that the parents, who are required under this Act to cause a child to attend a school, has failed to do so, the School Attendance Authority, after giving to the parents, as the case may be, an opportunity of being heard and after such enquiries, as it may consider necessary, may pass an order directing the parents to cause such child to attend a school on and from a date which shall be specified in the order.

6. Offence:

- (a) Parents, who fail to comply with an order issued under sub-section (3) of section 5 shall, on conviction before a Judicial Magistrate, be punishable with imprisonment, which may extend to one month or fine which may extend to hundred rupees for every day after the conviction for which the failure continues or with both.
- (b) No court shall take cognizance of an offence under this Act, except on a complaint in writing made by the School Attendance Authority.

7. Taleem Fund:

- (a) Government may permit a School Attendance Authority, to establish in the prescribed manner, a Taleem Fund for the school.
- (b) The Fund shall consist of grants made by the Federal Government, Government, District Government, all voluntary contributions from the philanthropist, alumni, students and parents.
- (c) The Fund shall be maintained at a Scheduled Bank in such a manner and in such a form as may be prescribed.
- (d) The Fund shall be utilized for the welfare of the students of the school in the prescribed manner.

(e) All moneys from the Fund shall be withdrawn in the prescribed manner jointly by the at least two members of the School Attendance Authority.

(f) The accounts of the Fund shall be audited by the Auditor General of Pakistan.

8. Power to make rules.---Government may make rules by notification for carrying out the purposes of this Act.

9. Repeal and Savings.---(1) The Khyber Pakhtunkhwa Compulsory Primary Education Act, 1996 (Khyber Pakhtunkhwa Act No. XII of 1996), is hereby repealed.

(2) Notwithstanding the repeal of the aforesaid Act, anything done, action taken, rules made, and notification or order issued under the aforesaid Act, shall, so far as it is not inconsistent with the provisions of this Act, be deemed to have been done; taken, made or issued, under this Act, and shall have effect accordingly.

Government of Khyber Pakhtunkhwa
Department of Elementary and Secondary Education
Rules Under The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary
Education Act, 2017

NOTIFICATION

No.-----

In exercise of the powers conferred by Section 8 of The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017 (No. ____ of 2017) the do hereby make the following rules, namely:-

PART I - PRELIMINARY

(1) Short Title and Commencement: -

1. These rules may be called the Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Rules, 2018.
2. They shall come into force from the date of publication in Khyber Pakhtunkhwa Government Gazette.

(2) Definitions: -


1. “**Act**” means The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017;
2. “**Capitation fee**” means any kind of donation or contribution or payment, by whatever name, other than the fee notified by the Government or the local authority;
3. “**Child**” means a child of either sex whose age at the beginning of the school year is not less than five years and not more than sixteen years and within the age limit prescribed for admission in class 1 to class 10th;
4. “**Disadvantaged child**” means a child who belongs to a socially and economically disadvantaged class, or to any other group having disadvantage owing to social, or such other reasons including disability or who belongs to such a parent whose annual income is less than the limit which the Government may, by notification, specify;
5. “**Education**” means teaching and training of mind and character by attendance in regular school education, madrassa education, vocational training and special education in the class room and school setting, or non-formal education or the education prescribed for a child or category of children by the Government;

- (3) **“Free education”** implies that the Government or a local authority shall not charge any fee or expense for providing education including expenditure on text books, stationery, school bags, and transport and the Government shall endeavour to remove financial barriers that may prevent a child from completing ten years’ education;
- (4) **“Government”** means Government of the Khyber Pakhtunkhwa;
- (5) **“Local authority”** means a local government, an autonomous or semiautonomous body or authority of the Government, a public-sector organization or body having administrative control over a school or empowered by or under any law to function as a local authority;
- (6) **“Notification”** means a notification issued by the Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa;
- (7) **“Parent”** means the father or mother of a child and also includes a person declared to be a guardian of such child, as defined in Guardian and Wards Act, 1890 (Act No. VIII of 1890), or any other person declared by any Court as guardian;
- (8) **“Prescribed”** means prescribed by rules or law;
- (9) **“Pupil Cumulative Record”** means record of the progress of the child based on comprehensive and continuous evaluation.
“Rules” means the rules made under the Act or rules notified by the Government;
- (10) **“School”** means primary school, middle school and higher education school in the public and private sectors with all sections including Early Childhood Education and includes:

a school owned or controlled by the Government or a local authority;

a school receiving aid or grant to meet whole or part of its expenses from the Government, Federal Government or a local authority;

a school not receiving any kind of aid or grant from the Government, Federal Government or a local authority; and a Deeni madrassa or any school providing religious education recognized by the Government;
- (11) **“Screening procedure”** means the method of selection for admission of a child at nursery level or any other initial level, in relation to another child other than a random method;
- (12) **“Secondary education”** means primary, middle and secondary education, including all sections, up to 10th class in a school;

- 
- (13) All other words and expressions used herein and not defined but defined in the Act shall have the same meanings respectively assigned to them in the Act.

Applicability of these Rules:- These rules shall be applicable to all Provincial Government and Private sector schools which come under the purview of Elementary and Secondary Education department, Government of Khyber Pakhtunkhwa.

PART II

1. Free and Compulsory Primary and Secondary Education:

No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the school education.

- (1) Where a child above five years of age has not been admitted in any school or though admitted could not complete his or her secondary education, then, he or she shall be admitted in a class appropriate to his or her age.
- (2) Where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive special training, in such manner, and within such time limits, as may be prescribed by the Government.
- (3) A child admitted to secondary education shall be entitled to free education till completion of secondary education even after sixteen years.
- (4) Where in a school, there is no provision for completion of elementary or secondary education, a child shall have a right to seek transfer to any other school for completing his or her elementary or secondary education.
- (5) Where a child is required to move from one school to another, within the Province or Country, for any reason whatsoever, such child shall have a right to seek transfer to any other school for completing his or her elementary or secondary education.
- (6) For seeking admission in such other schools, the Principal, Head Teacher or Incharge of the school where such child was last admitted, shall immediately issue the transfer certificate and any delay in producing school leaving certificate shall not be a ground for either delaying or denying admission in other school. The Head Teacher or In-charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.

2. Sharing of financial and other responsibilities: The Government and local authority shall have concurrent responsibility for providing funds to schools in the public and private sector for carrying out the purposes of the Act.

3. Access, Areas, or Limits of a School:

The area or limits of a neighbourhood within which a school has to be established by the Government shall be :-

- a. in respect of children in classes from pre-school to 5, a school shall be established within walking distance of 1.5 km of the neighbourhood;
- b. in respect of children in classes from 6 to 8, a school shall be established within walking distance of 2 km of the neighbourhood; and
- c. in respect of children in classes from 9-10/12, a school shall be established within a walking distance of 6 km of the neighbourhood.
- d. The Government shall endeavour to upgrade existing government and aided schools in a phased manner with classes from 1 to 4 to include classes from 5 to 10 and in respect of schools which start from class 5 onwards, to add classes from 1 to 4 wherever required, taking into account the availability of such classes in the existing schools in the neighbourhood.
- e. In places with difficult terrain, risk of landslides, floods, lack of roads, or an area prone to any other natural disasters, and in general danger for young children in the approach from their homes to the school, the Government shall locate the school or alternative learning centres in such a manner as to avoid such dangers, by reducing the area or limits specified under these rules.
- f. For children from small hamlets, as identified by the Government or the local authority, where no school exists within the area or limits of a neighbourhood specified under these Rules, the Government shall make adequate arrangements, such as free transportation and residential facilities for providing elementary education in a school or alternative learning centre(s), with multi-grade skills/ teacher training, in relaxation of the area or limits specified in these Rules.

4. Admission of Children Belonging to Disadvantaged Groups:

- (1) All schools as so specified under the Act shall ensure that no child admitted from within the neighbourhood be segregated from the other children in classrooms nor shall their classes be held at places and timings different from the classes held for other children.
- (2) The schools shall ensure that children admitted shall not be discriminated against compared to the rest of the children in any manner pertaining to entitlements and facilities such as text books, uniforms, the use of laboratories, libraries and Information and Communication Technology facilities, extra-curricular activities and sports.
- (3) Where in a school, there is no provision for completion of elementary and secondary education, a child shall have the right to seek a transfer to any other school or, where a child is required to move from one school to another, either within Khyber Pakhtunkhwa or outside, such child shall have the right to seek a transfer to any other government or aided school for completing his or her elementary and secondary education.
- 5. No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure. Contravention of the same shall be liable for punishment under the Act.
- 6. No child shall be subjected to physical punishment, abuse or mental harassment.

(3) **Children with Disabilities and Special Needs :-**The Government shall, in the prescribed manner, provide or cause to be provided suitable education to a child suffering from disability or is a special child.

(4) **Pre-School Education:-**The Government or the local authority may establish a kindergarten school or childcare centre in a local area or consolidate or merge such schools or centres for providing free pre-school education and early childhood care for the children above the age of three years until they join a school for education.

(5) **Responsibility of Private School for Free Education:-**

(a) For a private sector school:

(a) 10 percent of total children in a private school will be given a fee waiver;

(b) The school will not force the parents/guardians to buy textbooks, uniforms, stationary and other required material for school to be bought from a specific vendor.

(4) **Terms and Conditions of Appointment and Service of Teachers:-**

(1) No person shall be appointed as a teacher unless he/she possesses the prescribed qualifications.

(2) Where the persons having the prescribed qualifications are not available, the Government may, by notification, relax the prescribed qualifications, for a period not exceeding two years. The teacher so appointed shall acquire such qualifications within a period of two years.

(5) **Duties to be Performed By Teachers:-**

The head of the of a school and all other teaching staff in public and private setups shall effectively carry out his/her responsibilities and shall enforce discipline amongst the students and teachers.

A teacher including the head shall perform the following duties, namely:

maintain regularity and punctuality in attending the school, classes, curricular and co-curricular activities and impart such in the students too; complete the curriculum within the specified time;

assess the learning abilities of every child and supplement additional instructions, if any, as required; complete the curriculum, assessments, and teaching minutes within the specified time;

try to improve children's ability to build knowledge, potential and talent. He/she shall be geared towards life-long learning for children;

conduct learning through activities, discovery and exploration in a child-friendly and learner - centered manner;

keep the child free of fear, trauma and anxiety and help the child to express his/her views freely;

shall not practice rote learning and book oriented- listed fact testing;

hold regular meetings with parents and share with them the relevant information about the child;

perform such other duties as may be prescribed;

take care of all round development of the child;

build-up child's knowledge, potential and talent;

adopt learning through activities, discovery and exploration in a child friendly and child-centered manner.

A teacher committing default in performance of duties specified in these rules shall be liable to disciplinary action under the applicable service laws however before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

(6) Other Teachers Related Matters :-

Every child completing his/her education shall be awarded a proper certificate, in such form and in such manner, as may be prescribed.

The grievances, if any, of a teacher, shall immediately be redressed in such manner as may be prescribed.

(7) Pupil-Teacher Ratio :-

Government shall ensure that the prescribed Pupil-Teacher Ratio, is maintained in each school within one year from the date of notification of these Rules or as may be prescribed from time to time.

(a) Government shall ensure that vacancies of teachers in a school shall not exceed ten percent of the total sanctioned strength and such vacancy shall be filled within four months.

(b) No teacher shall be deployed for any non-educational purposes other than the Population Census, disaster relief duties or duties relating to election.

(8) Curriculum and Evaluation Procedure:

- (1) The curriculum and the evaluation procedure for education shall be laid down by an academic authority to be specified by Government, by notifications.
- (2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section (1), shall take into consideration the following, namely:-
 - (a) conformity with the values enshrined in the Constitution;
 - (b) take care of all round development of the child;
 - (c) build-up child's knowledge, potential and talent;
 - (d) development of physical, mental and social abilities to the fullest extent;
 - (e) learning through activities, discovery and exploration in a child friendly and child-centered manner;
 - (f) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

9. Implementation And Monitoring Of Child's Right To Education :-

- (1) Any person having any grievance relating to the rights of a child under the Act and these Rules may make a written complaint to Government.
- (2) Government shall inquire into complaints relating to child's right and take appropriate action.
- (3) After receiving the complaint under sub-section (1), Government shall decide the matter within the period of one month after affording a reasonable opportunity of being heard to the parties concerned.

10. Inspections and Directions:-

- (1) In addition to the routine quality assurance of the schools and education of different levels, the prescribed authority shall inspect or cause to be inspected a school for purposes of ascertaining that the Act and the Rules have been and are being complied with.
- (2) The Government may issue such guidelines and give such directions to a local authority, as it deems fit, for effective implementation of the Act and the Rules.
- (3) A school shall provide such information as the Government or the Prescribed authority may require.

11. Award of Certificate:

(1) The Certificate of completion of elementary education shall be issued at the school/block/district level within one month of the completion of elementary education.

(2) The Certificate referred to in sub-rule (1) shall:-

(a) Certify that the child has completed all courses of study prescribed under applicable law and rules.

(b) contain the Pupil Cumulative Record of the child and also specify achievements of the child in areas of activities beyond the prescribed course of study and may include literature, sports, etc.

12. **Grievance Redressal:-** The first level of grievance redressal of teachers of schools shall be the District Education Officer.

PART III

20. **School Attendance Authority:-**

- (1) Every school shall constitute a School Attendance Authority comprising of nine members with the equal representation from Government and respective members of concerned Parents Teachers Council.
- (2) The School Attendance Authority shall meet at least three times in an academic year.
- (3) The School Attendance Authority shall perform the following functions, namely:-
 - (a) monitor the general working of the school;
 - (b) ensure that the prescribed norms and standards are observed;
 - (c) ensure that the education policy of the Government is implemented;
 - (d) prepare and recommend the School Improvement Plan (S.I.P)
 - (e) monitor the utilization of the aids and grants received from the Government or any other source;
 - (f) perform such other functions as may be prescribed or entrusted to it by Government.
 - (g) the School Attendance Authority shall ensure attendance of every child for the purpose of the Act and these Rules.
 - (h) ensure that every child shall attend a school under its jurisdiction and shall take such steps as it may consider necessary or as may be specified by Government.

21. **Reasonable Excuse for Non-attendance:**

- (1) Reasonable excuse for the purposes of these Rules shall include any of the following cases:
 - (a) where school attendance authority is satisfied about non-attendance of schools by reason of sickness, infirmity or mental in-capacity or it is not advised or the child to carry forward to secondary education for peculiar causes;
 - (b) where there is no school in the radius of two kilometers of the residence of child;

(c) where the child is receiving education other-wise than in school, which is sufficient for the school attendance authority.

(1) Where a School Attendance Authority is satisfied that a parent who is required under these Rules to cause a child to attend a school has failed to do so, the same after giving the parent an opportunity of being heard and after such enquiries as it considers necessary, may pass an order directing the parent to cause such child to attend a school on and from a date which shall be specified in the order.

22. Maintenance of Children's Records:

(1) The School Attendance Authority shall maintain a record of all children, in its jurisdiction, through a household survey, from their birth till they attain 16 years.

(2) The record, referred to in sub-Rule (1), shall be updated each year.

(3) The record, referred to in sub-Rule (1), shall be maintained transparently, in the public domain, and used for the purposes of these Rules.

(4) The record, referred to in sub-Rule (1) shall, in respect of every child, include

(a) name, sex, date of birth, (Birth Certificate Number), place of birth;

(b) parents' / guardians' names, address, occupation;

(c) elementary school where the child is admitted;

(d) present address of the child;

(e) class in which the child is studying

(f) whether the child belongs to a disadvantaged group

(g) details of children requiring special facilities on account of migration and sparse population; age appropriate admission; disability.

(5) The School Attendance Authority shall ensure that the names of all children enrolled in the schools under its jurisdiction are publicly displayed in each school.

PART IV

23. Establishment of Taleem Fund:- (1) A School Attendance Authority, subject to approval of the Government, shall establish a Taleem Fund for the school.

(2) The following components shall form Taleem Fund for the school:

- (a) Grants made by the Federal Government, Government and District Government;
- (b) Grants made by Public International Organizations, International Not for Profit Organizations and National Not for Profit Organizations;
- (c) Grants made by Diplomatic Missions and Foreign and Local, National and Foreign Universities;
- (d) Voluntary contributions from Philanthropists, Corporate sector, Local Industry, Think Tanks, School alumni, Students, Parents and Local community.

24. Formation of Taleem Fund Executive Committee:- (1) The Government shall constitute a Taleem Fund Executive Committee for each school which shall have the following composition:-

- | | |
|---|----------|
| (a) Secretary to Government of the Khyber Pakhtunkhwa
Elementary and Secondary Education | Chairman |
| (b) Secretary to Government of the Khyber Pakhtunkhwa
Finance Department | Member |
| (c) Chairman, School Attendance Authority
Elementary and Secondary Education | Member |
| (d) Executive District Education Officer
Elementary and Secondary Education | Member |
| (e) Any other member as and when deemed appropriate By the
Government | |

25. Functions of the Taleem Fund Executive Committee:-The Taleem Fund Executive Committee shall manage all the matters relating to the operation and administration of the Taleem Fund in accordance with these Rules and shall have to:-

- (1) Act in good faith and in the best interest of the members of the Taleem Fund, give effect to these Rules.
- (2) Process all applications for welfare benefits in compliance with these Rules.
- (3) Ensure that all applications for Taleem fund are duly supported by required documents and as prescribed by the Government.
- (4) Comply with all the requirements of financial propriety and transparency in relation to accounting, auditing and reporting of the Taleem Fund.
- (5) Approve, disapprove or otherwise dispose of any application for financial assistance declared by the Government and/or Executive Committee of the Taleem Fund as incidental or conducive to the attainment of the aims and objectives of the Taleem Fund.
- (6) Maintain, manage and oversee the investment and savings of the Taleem Fund in close coordination with the Taleem Fund Investment Committee and in accordance with these Rules and laws, rules of the Government.
- (7) Prepare, review and consider quarterly reports on the disposal and pendency of Taleem Fund applications;
- (8) Perform any other task assigned to it by the Chairman of the Taleem Fund Executive Committee.

26. Functions of the Chairman of the Taleem Fund Executive Committee:

- (1) The Chairman of the Taleem Fund Executive Committee shall, in relation to the operation of the Taleem Fund:
 - (a) Process all applications made by applicants;
 - (b) Check all documents required for the processing of applications;
 - (c) Maintain accounts and other records of the Taleem Fund;
 - (d) Prepare the annual budget of the Taleem Fund;
 - (e) Verify all bills and vouchers;
 - (f) Submit monthly statement of income and expenditure to the Taleem Fund Executive Committee on receipts and expenditure;
 - (g) Conduct the business of the meetings of the Taleem Fund Executive Committee including the preparation and circulation of agenda and minutes;
 - (h) Conduct all correspondence on behalf of the of the Taleem Fund Executive Committee; and

(i) Perform any other task assigned to him by the Government.

(2) All applications, grievances, complaints or requests in relation to the Taleem Fund or any operation thereof shall be addressed to the Chairman of the Taleem Fund Executive Committee.

27. Procedure for Taleem Fund Executive Committee Meetings:

(1) The Taleem Fund Executive Committee shall meet at least once in every three months.

(2) Meeting of the Taleem Fund Executive Committee shall be presided over by the Chairman or his nominee.

(3) One-third members shall constitute the quorum for the meeting of the Taleem Fund Executive Committee.

(4) The Chairman of the Taleem Fund Executive Committee shall conduct the business of the Taleem Fund Executive Committee including preparation and circulation of the agenda and minutes of the Executive Committee meetings.

28. Utilization of Taleem Fund: The Taleem Fund shall be utilized for the welfare of the students as prescribed by the Government.

29. Taleem Fund Applications: The Chairman of the Executive Committee of the Taleem Fund may receive applications, as prescribed by the Government, from applicants and for welfare of students.

30. Procedure for Contribution to the Taleem Fund:

The Government, while realizing, Taleem Fund from various sources specified in these Rules shall ensure following steps:

(a) Taleem fund shall be collected under proper receipt duly signed by concerned official of the school.

(b) The Principal shall maintain proper receipt book with Book & Receipt Number

(c) The Principal shall enter the receipt book in the proper stock register

(d) The Principal shall enter serial number of receipt book at the time of issuance to the concerned official and will take his/her signature in the register as a token of receipt.

(e) The amount of Taleem Fund shall be properly classified and codified on the prescribed receipt.

(f) Taleem fund should be deposited in separate bank account of the school so opened with the permission of the competent authority.

(g) The entire collection of Taleem Fund shall be deposited in the bank account of the school on the very next day.

(h) The Principal shall be personally responsible for deposit of the collected amount of Taleem fund in the bank account of the school.

- (i) Record of Taleem Fund (i.e. cash fund, classified funds register, receipt books, sanctions, vouchers, history sheets and stock registers, etc.) shall be maintained by the school in proper order.
- (j) The Taleem fund shall be utilized judiciously and with due financial proprieties.
- (k) The Taleem Fund Executive Committee shall have the power to utilize the Taleem fund to the prescribed limits
- (l) In case of expenditure over and above the prescribed limits, sanction of the competent authority shall have to be obtained up to 100% of the prescribed limit. However, full powers shall be vested into Chairman of the Taleem Fund Executive Committee.
- (m) The expenditures out of Taleem Fund shall be exempted from all kind of taxes notified by the Government & required under the law/rules in vogue.

31. Procedure for Release of Amount out of Taleem Fund: Releases out of the Fund will be made to the respective School as per decision of the Taleem Fund Executive Committee through cheques with a letter under the signature of the Chairman or any officer authorized for this purpose under intimation to the Planning and Development Department, Elementary and Secondary Education Department, Finance Department and the Accountant General of Pakistan.

32. Procedure for Taleem Fund Correspondence:

- (1) The correspondence regarding deposits in Banks/Development Finance Institutions including profit coupons and pay orders shall be signed by the Chairman Taleem Fund Executive Committee whereas the cheques for withdrawal of funds will be signed by the co-signatories in accordance with the finance rules of the Government.
- (2) The Chairman of the Taleem Fund Executive Committee may assign the correspondence regarding Fund affairs to any officer of the Government.

33. Taleem Fund Investment Committee:

(1) There shall be a Taleem Fund Investment Committee consisting of the following:-

- | | | |
|-----|---|----------|
| (a) | Chief Secretary
Government of the Khyber Pakhtunkhwa | Chairman |
| (b) | Secretary to Government of the Khyber Pakhtunkhwa
Finance Department | Member |
| (c) | Secretary to Government of the Khyber Pakhtunkhwa
Elementary and Secondary Education | Member |
| (d) | Director General, School Attendance Authority
Elementary and Secondary Education | Member |
| (e) | Any other member as and when deemed appropriate By the Committee | |
- (2) The Taleem Fund Investment Committee shall make recommendations to the Government and Taleem Fund Executive Committee for investment of money out of the fund and shall attend to such functions as may be assigned to it by the Government and Taleem Fund Executive Committee.
 - (3) The Government may constitute any other Committee for any specific assignment as and when deemed appropriate.

34. Procedure for Taleem Fund Investment Committee Meetings:

- (1) The Taleem Fund Investment Committee shall meet at least once in every three months.
- (2) Meeting of the Taleem Fund Investment Committee shall be presided over by the Chairman or his nominee.
- (3) One-third members shall constitute the quorum for the meeting of the Taleem Fund Investment Committee.
- (4) The Chairman of the Taleem Fund Investment Committee shall conduct the business of the Taleem Fund Investment Committee including preparation and circulation of the agenda and minutes of the Executive Committee meetings.

35. Taleem Fund Investments:


- (1) The Taleem Fund may invest any portion of the Fund in:-
 - (a) Profit bearing deposits in Banks/Development Financial Institutions as per Government approved list/policy; and/or Government guaranteed securities.
 - (b) The Investment Committee may decide to invest funds as per Rule (1) above and in accordance with the parameters issued by the Government from time to time.

36. Taleem Fund Maintenance of Accounts:

- (1) The accounts of the Fund shall be maintained on double entry book keeping system.
- (2) The Fund shall be maintained at a Scheduled Bank in such a manner and in such a form as may be prescribed.

37. Taleem Fund Audit and Accounts: -

- (1) The Chairman of the Taleem Fund Executive Committee shall place the annual financial statement of the Taleem Fund before the Taleem Fund Executive Committee for approval by 31st July each year.
- (2) The accounting year shall end on 30th June.
- (3) The accounts of the Taleem Fund shall be audited by the Auditor General of Pakistan.
- (4) The Taleem Fund Executive Committee shall submit the audit report to the Chairman of the Executive Committee, not later than 31st August every year.
- (5) The competent authority shall submit a monthly statement of receipts and expenditure to the Chairman of the Taleem Fund Executive Committee on the 10th day of every month.
- (6) All payments to beneficiaries of the Taleem Fund shall be made through cross cheques.

- 
- (7) In case of any ambiguity in interpretation, if arose at any stage during implementation of these rules, advise / guidance / clarification should be sought from the Secretary through the competent authority.

38. Repeal and Saving:-

- (1) The Khyber Pakhtunkhwa _____ Rule(s), _____, is/are hereby repealed.
- (2) These rules shall be reviewed from time to time.
- (3) Notwithstanding the repeal of the rules mentioned in sub-rule-(1), everything done, action taken, obligation, liability, penalty or punishment incurred, inquiry or proceeding commenced, officers appointed or person authorized, jurisdiction or power conferred rules made and order or notification issued under any of the provisions of the said rules, shall, if not inconsistent with the provisions of these rule, be continued, and so far as may be, be deemed to have been respectively done, taken, incurred, commenced, appointed, authorized, conferred, made or issued under these rule.

▶ CHAPTER 6

LEGISLATION IN ICT-ISLAMABAD

50 UCs

Population 3 million (Census 2017)



Chapter 6: LEGISLATION IN ISLAMABAD CAPITAL TERRITORY

Right to Free and Compulsory Education Act, 2012

An Act to provide for free and compulsory Education to all the children of the age five to sixteen years

This Act extends to all of Islamabad Capital Territory. Within this Act some critical definitions are given such as “Child”, “Appropriate Government”, “Education Advisory Council” etc.

This Act states that all children have a right to free and compulsory education regardless of age, religion, gender etc. Under this Act the government is obligated to provide free education to all children, ensure admission of children of migrant families, and ensure compulsory education and completion of said education. The Government is also obligated to ensure the safety of children and teacher to and from school, to ensure that the disadvantaged child is not discriminated against, provide infrastructure, establish academic calendar, and ensure good quality of education and so on.

The Act also has provisions for OOSC, either never been enrolled or dropped out. The OOSC are to be enrolled and provided special training in order for them to be a par with their peers. The duties of the government and parents are also written in detail in the Act.

This Act clarifies that Capitation fee and screening procedures are all outlawed. The Act also does not allow for denial of admission or expulsion. It also asserts the formation of School Management Committees in all schools. Detailed duties of teachers are also stated in the Act.

No private school is allowed to remain open without proper registration from the prescribed authority. The Act also clearly states the prosecution of the offences. Under this Act, The Islamabad Capital Territory Compulsory Primary Education Ordinance, 2002 is repealed.

6.1 THE RIGHT TO FREE AND COMPULSORY EDUCATION ACT, 2012

The Urdu translation of this Act can be [accessed here](#).

RIGHT TO FREE AND COMPULSORY EDUCATION ACT, 2012

ACT NO. XXIV OF 2012

RIGHT TO FREE AND COMPULSORY EDUCATION ACT, 2012

An Act to provide for free and compulsory education to all children of the age of five to sixteen years

[Gazette of Pakistan, Extraordinary, Part-I, 24th December, 2012]

No. F. 23(43)/2012-Legis.—The following Act of Majlis-e-Shoora (Parliament) received the assent of the President on the 19th December, 2012 and is hereby published for general information:-

WHEREAS it is expedient to provide free and compulsory education to all children of the age of five to sixteen years in schools established by the Federal Government and Local Government in Islamabad Capital Territory;

It is hereby enacted as follows:-

- 1. Short title, extent and commencement.**—(1) This Act may be called the Right to Free and Compulsory Education Act, 2012.
 - (2) It shall extend to the Islamabad Capital Territory.
 - (3) It shall come into force on such date and in such areas, as the Federal Government may, by notification in the Official gazette, appoint.
- 2. Definitions.**—In this Act, unless there is anything repugnant in the subject or context,—
 - (a) "Appropriate Government" means,—
 - (i) in relation to a school established, owned or controlled by the Federal Government, the Federal Government; and
 - (ii) in relation to a school established, owned or controlled by the Local Government, the Local Government;
 - (b) "capitation fee" means any donation, contribution or payment, by whatever name, other than the fee notified by the school or the appropriate Government;
 - (c) "child" means a child including a child with special education needs, male or female, of the age of five to sixteen years of age;
 - (d) "disadvantaged child" means a child who belongs to a socially and economically disadvantaged class, or group or belongs to such parent whose annual income is lower than the minimum limit specified by the appropriate Government, by the notification in the Official gazette;
 - (e) "education" means the prescribed education for a child by the academic authority, notified by the Government;
 - (f) "Education Advisory Council" means the Education Advisory Council established under this Act;
 - (g) "free education" means education free of any education related costs including expenditure on stationery, school bags, and transport.
 - (h) "notification" means a notification published in the Official gazette;

- (i) "parent" includes a person having the care and custody of a child and includes a natural guardian or legal guardian so appointed or declared by a Court.
- (j) "prescribed" means prescribed by rules made under this Act;
- (k) "School" means any registered school imparting prescribed education and includes a,—
 - (i) A school established, owned or controlled by the appropriate Government;
 - (ii) A school receiving aid or grants from the appropriate Government to meet the whole or part of its expenses; and
 - (iii) A school not receiving any kind of aid or grants from the appropriate Government to meet its expenses.;
- (l) "screening procedure" means the method of selection for admission of a child, in preference over another, other than a random method; and
- (m) "special education" means educational programmes and practices designed for students as handicapped or gifted students, whose mental ability, physical ability, emotional functioning, etc. require special teaching approaches, equipment, or care within or outside a regular classroom.

3. **Right of child to free education.**

- (1) Every child, regardless of sex, nationality or race, shall have a fundamental right to free and compulsory education in a neighbourhood school.
- (2) No child shall be liable to pay any kind of fee, charges, expenses, etc., which may prevent him from pursuing and completing the education.
- (3) It is the obligation of the appropriate Government to,
 - (a) provide free education to every child;
 - (b) ensure admission of children of migrant families;
 - (c) ensure compulsory admission, attendance and completion of education;
 - (d) ensure safety of travel of the child and the teacher to and from school;
 - (e) ensure availability of a neighbourhood school;
 - (f) ensure that the disadvantaged child is not discriminated against and prevented from, on any grounds whatsoever, pursuing and completing education;
 - (g) provide infrastructure including school building, playgrounds, laboratories, teaching learning material and reaching staff;
 - (h) monitor functioning of schools within its jurisdiction;
 - (i) decide the academic calendar;
 - (j) provide all training facilities for teachers and students;
 - (k) ensure good quality education conforming to the prescribed standards and norms;
 - (l) ensure timely prescribing of curriculum and courses of study for education; and
 - (m) provide proper training facility for teachers.

4. **Special provisions for education.**—Where a child has not been admitted in any school or though admitted, could not complete his education, then he shall be admitted in an appropriate class in a formal or non-formal school:

Provided that he shall, in order to be at par with others, have a right to receive special training, in such a manner, and within one academic year.

5. Right of transfer to other school.

- (1) Where in a school, there is no provision for completion of the prescribed education, a child shall have a right to seek transfer to any other school for completing his education.
- (2) Where a child is required to move from one school to another, for any reason whatsoever, such child shall have a right to seek transfer to any other school for completing his education.
- (3) for seeking admission in such other school, the in-charge of the school where such child was last admitted, shall immediately issue the transfer certificate:

Provided that delay in producing the transfer certificate shall not be a ground for either delaying or denying admission in such other school:

Provided further that the in-charge of the school delaying issuance of transfer certificate or delaying or denying admission shall be liable for disciplinary action under the service rules.

6. Duty of appropriate Government to establish school.

- (1) The appropriate Government shall, for carrying out the provisions of this Act, establish, within such limits of neighbourhood as may be prescribed, a school, within a period of three years from the commencement of this Act.
- (2) The appropriate Government shall encourage enterprises, institutions and other segments of society, by offering incentives, to establish schools to facilitate free and compulsory education.
- (3) The appropriate Government shall establish a system of grants-in-aid to support the school attendance of poor students.

7. Sharing of financial and other responsibilities.

- (1) The Federal Government and the Local Government, if any, shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.
- (2) The Federal Government may provide to the Local Government as grants-in-aid such percentage of expenditure for education as it may determine, from time to time, in consultation with the Local Government.
- (3) The Federal Government shall establish or specify, through notification, an academic authority to lay down the curriculum and evaluation procedures, including approval of syllabi and textbooks for students, to develop and enforce standards for training of teachers, and to provide technical support and resources for planning and capacity building of teachers and education managers.

8. Duty of parents.

- (1) The parent of a child shall, except in the case of a reasonable excuse, cause a child to attend a school in the neighbourhood until the said child has completed the prescribed education.
- (2) Reasonable excuse for the purpose of sub-section (1) shall include any of the following cases namely;—
 - (a) where the School management Committee is satisfied that the child is incapable of attending school by reason of any infirmity or mental incapacity or it is not desirable that the child should be compelled to carry on his study further; or
 - (b) where there is no School in the neighbourhood.

9. Appropriate Government to provide pre-school education.—The appropriate Government may make necessary arrangements for providing free pre-school education and early childhood care for the children above the age of three years until they join the school for education.

10. Responsibility of private school for free education.—For the purposes of this Act, a school,—

- (a) specified in sub-clauses (i) and (ii) of clause (k) of Section 2, shall provide free education to such proportion of children admitted therein as its annual aid or grant so received bears to its annual recurring expenses; and
- (b) specified in sub-clause (iii) of clause (k) of Section 2, shall admit in class I and then in every class, to the extent of at ten percent of the strength of that class, disadvantaged children in the neighbourhood and provide free education till the educational level of that school:

Provided that where a school specified in clause (b), imparts preschool education, the provisions of clauses (a) and (b) shall apply for admission to such pre-school education.

11. No capitation fee and screening procedure.

- (1) No school or person shall, while admitting a child, collect any capitation fee and subject the child or his parents or parent to any screening procedure.
- (2) Any school or person, if in contravention of the provisions of sub-section (1),—
 - (a) receives capitation fee, shall be punishable with fine which may extend to twenty times the capitation fee charged for the first contravention and fifty thousand rupees for each subsequent contravention; and
 - (b) subjects a child or parent to screening procedure, shall be punishable with fine which may extend to fifty thousand rupees for the first contravention and one hundred thousand rupees for each subsequent contravention.

12. Proof of age for admission.—For the purposes of admission to a school, the age of a child shall be determined on the basis of the Form-B of NADRA and birth certificate issued as prescribed:

Provided that no child shall be denied admission in a school for lack of proof of age.

13. No denial of admission and expulsion.

- (1) A child shall be admitted in a school at the commencement of every academic year:

Provided that no child shall be denied admission if such admission is sought subsequent to termination of admission period of the academic year:

Provided that any child subsequently admitted shall complete his studies in such manner as may be prescribed.

- (2) No child admitted in a school shall be expelled from school till the completion of the prescribed education.

- (3) No child shall be subjected to corporal punishment or mental harassment.

- (4) Whoever contravenes the provisions of this section, shall be liable to disciplinary action under the service rules.

14. Registration of Schools.

- (1) No school, other than a school established, owned or controlled by the appropriate Government, after the commencement of this Act, be established or function, without obtaining a certificate of registration from the prescribed authority.

- (2) The prescribed authority shall issue the certificate of registration in such form, within such period, in such manner, and subject to such conditions, as may be prescribed:

Provided that no such registration shall be granted to a school unless it fulfils the prescribed norms and standards.

- (3) The prescribed authority shall, on the contravention of the conditions of registration, by an order in writing, withdraw registration:

Provided that registration shall not be so withdrawn without giving a reasonable opportunity of being heard to such school:

Provided further that such order shall contain a direction as to which of the neighbourhood school, the children studying in the so de-registered school, shall be shifted.

- (4) The appropriate Government or an authorized officer may take such steps as it or he may deem necessary to close a unregistered or de-registered educational institution.

- (5) Any person who establishes or runs a school without obtaining certificate of registration, or continues to run a school after withdrawal of registration, shall be liable to fine which may extend to two hundred thousand rupees and in case of continuing contraventions, to a fine of twenty five thousand rupees for each day during which such contravention continues.

15. Norms and standards of school.

- (1) No school shall be established or registered or continue to Function, unless it fulfils the prescribed norms and standards.

- (2) Where a school established before the commencement of this Act does not conform to the prescribed norms and standards, it shall take steps to conform to prescribed norms and standards at its own expense, within a period of two years.

- (3) Where a school fails to conform to the prescribed norms and standards within two years, the prescribed authority shall withdraw registration granted to such school.
- (4) Any person who continues to run a school after the registration is withdrawn, shall be liable to fine which may extend to two hundred thousand rupees and in case of continuing contraventions, to a fine of twenty-five thousand rupees for each day during which such contravention continues.

16. School Management Committee.

- (1) Every school, other than a school specified in sub-clause (iii) of clause (k) of Section 2, shall constitute a School Management Committee consisting of the representatives of the appropriate Government, teachers, parents of children admitted in such school:

Provided that at-least two-thirds of members of such Committee shall be parents: Provided further that one-third of members of such Committee shall be women.

- (2) The School Management Committee shall perform the following functions, namely:
 - (a) monitor the general working of the school;
 - (b) ensure that the prescribed norms and standards are observed;
 - (c) ensure that the education policy of the appropriate Government is implemented;
 - (d) prepare and recommend the annual development plan;
 - (e) monitor the utilization of the aids and grants received from the appropriate Government or any other source; and
 - (f) perform such other functions as may be prescribed or entrusted to it by the appropriate Government.
- (3) The School Management Committee shall also ensure that every child required to attend a school under this Act attends a school and for this purpose, it shall take all steps as maybe considered necessary or as may be prescribed by Government.
- (4) Where a School Management Committee is satisfied that a parent who is required under this Act to cause a child to attend a school has failed to do so, the School Management Committee, after giving the parent an opportunity of being heard and after such enquiries as it considers necessary, may puss an order directing the parent to cause such child to attend a school on and from a date which shall be specified in the order.
- (5) Any parent who fails to comply with an order issued under sub-section (4) of this section, shall on conviction be punishable with fine which may extend to five thousand rupees and with further fine which may extend to five hundred rupees for every day after the conviction for which the failure continues or with imprisonment which may extend to three month or with both.
- (6) Any employer of a child, who is required under this Act to attend a School, after receiving due warning from the School Management Committee, continues to employ a child, whether on remuneration or otherwise, shall on conviction, be punishable with fine which may extend to fifty thousand rupees or with imprisonment which may extend to six month or with both and with a further fine which may extend to one thousand rupees for every day after the conviction for which the non-attendance at a school continues.

17. Terms and conditions of service of teachers.

- (1) No person shall be appointed as a teacher unless he possesses the prescribed qualifications.
- (2) Where the persons having the prescribed qualifications are not available, the appropriate Government may, by notification, relax the prescribed qualifications, for a period not exceeding two years:

Provided that a teacher, who at the commencement of this Act does not possess the prescribed qualifications, shall acquire such qualifications within a period of two years.

18. Duties of teachers.

- (1) A teacher shall perform the following duties, namely:
 - (a) maintain regularity and punctuality in attending the school;
 - (b) complete the curriculum and syllabi within the specified time;
 - (c) assess the learning abilities of every child and supplement additional instructions, if any, as required;
 - (d) all round development of the child;
 - (e) building up child's knowledge, potentiality and talent;
 - (f) adopt learning through activities, discovery and exploration in a child friendly and child-centered manner;
 - (g) make the child free of fear, trauma and anxiety and help the child to express views freely;
 - (h) hold regular meetings with parents and share with them the relevant information about the child; and
 - (i) perform such other duties as may be prescribed.
- (2) A teacher committing default in performance of duties specified in sub-section (1), shall be liable to disciplinary action under the applicable service laws.

19. Other teachers related matters.

- (1) The appropriate Government shall ensure that the prescribed pupil-teacher ratio, is maintained in each school within one year from the date of commencement of this Act.
- (2) The appointing Government shall ensure that vacancies of teachers in a school shall not exceed ten per cent of the total sanctioned strength and such vacancy shall be filled within four months.
- (3) No teacher shall be deployed for any non-educational purposes other than the population census, disaster relief duties or duties relating to elections.
- (4) Every child completing his education shall be awarded a proper certificate, in such form and in such manner, as may be prescribed.
- (5) The grievances, if any, of a teacher shall immediately be redressed in such manner as may be prescribed.

20. Monitoring of child's right to education.

- (1) The appropriate Government, shall, in addition to the functions assigned to them under this Act, also perform the following functions, namely:-

- (a) take all necessary measures for the effective implementation of the child rights under this Act; and
- (b) inquire into complaints relating to child's right and take appropriate action.
- (2) Any person having any grievance relating to the rights of a child under this Act may make a written complaint to the appropriate Government.
- (3) After receiving the complaint under sub-section (2), the appropriate Government shall decide the matter within the period of one month after affording a reasonable opportunity of being heard to the parties concerned.

21. Medical and dental inspection of children.

- (1) Every school shall, so far as it is reasonable and practicable so to do, provide for the medical and dental inspection, at appropriate intervals, of the students.
- (2) The school may require the parent of a student to cause the student to undergo medical or dental inspection in accordance with arrangements made by the school authorities, or by a registered medical or dental practitioner, and a person who fails without reasonable excuse to comply with the requirement shall be guilty of an offence and shall, on conviction, be liable to a fine not exceeding five thousand rupees.

22. Education Advisory Council.

- (1) The appropriate Governments shall constitute an Education Advisory Council consisting of such number of members, not exceeding nine, to be appointed from amongst persons having knowledge and practical experience in the field of the education, child rights and child development to advise the appropriate Governments on implementation of the provisions of this Act in an effective manner.
- (2) The Education Advisory Council shall also ensure that every child required to attend a school under this Act attends a school and for this purpose it shall take all steps as may be considered necessary or as may be specified by Government.
- (3) The terms and conditions of the appointment of members of the Education Advisory Council shall be such as may be prescribed.

23. Awards.

- (1) The teachers, educational administrators, educational researchers, individuals and organizations who meet the set criteria may be awarded the prescribed awards.
- (2) The students with excellent achievements in learning and training may be awarded the prescribed awards.

24. No Advertisement without Registration.

- (1) No person shall promote an educational institution, whether by advertisement, prospectus, brochure or otherwise, unless the educational institution has been registered or a provisional certificate of registration has been issued.
- (2) A person who contravenes sub-section (1) shall be guilty of an offence and shall, on conviction, be liable to a fine not exceeding one hundred thousand rupees or to imprisonment for a term not exceeding one year or to both.

25. Inspections and directions.

- (1) The appropriate Government shall, from time to time, inspect or cause to be inspected a registered educational institution for the purpose of ascertaining that this Act and the rules made under this Act have been and are being complied with.

(2) The appropriate Government may issue such guidelines and give such directions as it deems fit for the proper implementation of the provisions of this Act.

(4) Every school shall provide such information as may be required by the appropriate Government.

26. Prosecution of the offences.

(1) No prosecution for offences punishable under this Act shall be instituted except upon a complaint with the previous sanction of the appropriate Government.

(2) All the offences under this Act are bailable and compoundable.

(3) The authorized officer in a case where he deems it fit and proper so to do, may compound any offence committed by a person which is punishable under this Act on payment, within such time as may be specified in the order, of such sum of money, as may be so specified, which shall not exceed fifty per centum of the amount of the maximum fine to which the person would have been liable if he had been convicted of the offence.

27. Protection of action taken in good faith.—No suit or other legal proceeding shall lie against the appropriate Government, the School Management Committee or any other person, in respect of anything which is in good faith done, in pursuance of this Act, or any rules or order made there under.

28. Repeal.—The Islamabad Capital Territory Compulsory Primary Education Ordinance, 2002 (XIV of 2002) shall stand repealed:

Provided that such repeal shall not affect the previous operations of the law under repeal or order passed or anything duly done or suffered there under.

29. Powers to make rules.

(1) The appropriate Government may, by notification, make rules, for carrying out the provisions of this Act.

(2) Without prejudice to the generality of the foregoing powers, such rules may provide for all or any of the following matters, namely:-

- (a) the area or limits for establishment of a neighbourhood school;
- (b) the manner of maintenance of records of children;
- (c) determining the age of child;
- (d) the extended period for admission and the manner of completing study if admitted after the extended period;
- (e) the manner of giving special training and the time-limit thereof;
- (f) the authority, the form and manner of making application for Certificate of Registration;
- (g) the form, the period, the manner and the conditions for issuing Certificate of Registration;
- (h) the manner of giving opportunity of hearing under this Act;
- (i) the functions of School Management Committees;
- (j) school annual development plan;
- (k) the salary and allowances payable to, and the terms and conditions of service of teachers;
- (l) the duties to be performed by the teachers;
- (m) the manner of redressing grievances of teachers, students or any other person;
- (n) the form and manner of awarding certificate for completion of the education; and
- (o) the allowances and other terms and conditions of appointment of members of the relevant Education Advisory Council.

6.2 DRAFT RULES UNDER THE RIGHT TO FREE AND COMPULSORY EDUCATION Act 2012

PART I - PRELIMINARY

1. Short title, extent, and commencement
2. Definitions

PART II - DUTIES AND RESPONSIBILITIES OF THE APPROPRIATE GOVERNMENT TO ENSURE FULFILMENT OF THE RIGHT OF EVERY CHILD TO FREE AND COMPULSORY EDUCATION

3. Access, areas, or limits or school
4. Academic responsibility of the Appropriate Government to ensure quality education

PART III - DUTIES AND RESPONSIBILITIES OF PRIVATE (UNAIDED) SCHOOLS TO ENSURE FULFILMENT OF THE RIGHT OF EVERY CHILD TO FREE AND COMPULSORY EDUCATION

5. Responsibilities of Private (Unaided) Schools for the purposes of section 10 of the Act

PART IV - SCHOOL MANAGEMENT COMMITTEE

6. Composition and functions of the School Management Committee for the purposes of section 16 of the Act
7. Preparation of School Development/Improvement Plan
8. Special Training

PART V - DUTIES AND RESPONSIBILITIES OF SCHOOLS AND TEACHERS

9. Admission of children belonging to disadvantaged groups
10. Minimum Qualifications of Teachers
11. Relaxation of minimum qualification
12. Salary and allowances and conditions of service of teachers
13. Duties performed by teachers

PART VI - EDUCATION ADVISORY COUNCIL

14. Constitution of the Education Advisory Council for the purposes of section 22 of the Act
15. Functions of the Education Advisory Council

PART I - PRELIMINARY

3. Short title, extent, and commencement

- b. These Rules may be called the Right to Free and Compulsory Education Rules, 2012-.
- c. They shall come into force from the date of Notification.
- d. They shall extend to the whole of the Islamabad Capital Territory.

4. Definitions

In these Rules, unless the context otherwise requires;

- b. “Act” means The Federal Government Right To Free And Compulsory Education Act, 2012;
- c. “Academic Authority” means an institution constituted and vested with the power by the Appropriate Government for preparing the curriculum, syllabus and evaluation methods, also referred to as the “prescribed authority” within the Act;
- d. “Appropriate Government” means-In relation to a school established, owned or controlled by the Federal Government, the Federal Government; and in relation to a school established, owned or controlled by the Local Government, the Local Government.
- e. “Area” means a geographical area of up to _____ from where a child resides or his/her place of residence;
- f. “Alternative Learning Centres” means schools/centres for children, without disabilities or special needs, who are not enrolled in the regular schools
- g. “Child” means a child, including a child with special education needs, male or female, of the age of five to sixteen years of age;

“Disadvantaged Child” means a child who belongs to a socially or economically disadvantaged class, or group or belongs to such parent whose annual income is lower than the minimum limit specified by the Appropriate Government by a notification in the Official Gazette;

“Education” means the education pertaining to all or any of the class 1 to 10 in a school of a minimum quality as per prescribed standards; /

“Education” means the prescribed education for a child by the Academic Authority, notified by the Appropriate Government;

“Education Advisory Council” means the Education Advisory Council established under the Act;

“Free Education” means education free of any education related costs, including expenditure on stationery, school bags, and transport,

“Islamabad Capital Territory” means the Islamabad Capital Territory (hereinafter referred to as the „ICT“) as defined under the Capital Territory Local Government Ordinance, 1979;

“Neighbourhood” means the area near or within a walking distance of an elementary school referred to in section 3 of the Act and shall include areas of such schools in adjacent local bodies;

“Notification” means a notification published in the Official Gazette;

“Parent” includes a person having the care and custody of a child and includes a natural guardian or legal guardian so appointed or declared by a Court;

“Prescribed” means prescribed by Rules made under the Act;

“Pupil Cumulative Record” means a record of the progress of the child based on comprehensive and continuous evaluation;

“School” means any recognised school imparting elementary education and includes-

A school established, owned or controlled by the Appropriate Government;

An aided school receiving aid or grants to meet whole or part of its expenses from the Appropriate Government;

A school belonging to a specified category, having a distinct character, established by the Appropriate Government;

A centre set up for a catch up, bridge or alternative programme for out of school dropout or never enrolled children and receiving grants from government and/or private philanthropy

An unaided school not receiving any kind of aid or grants to meet its expenses from the Appropriate Government;

- (i) “School Management Committee” means the School Management Committee under Section 16 of the Act;
- (ii) “Screening Procedure” means the method of selection for admission of a child, in preference over another, other than a random method;

- (iii) “Special Education” means education programmes and practices designed for students with a disability, either physical or intellectual, which require special teaching approaches, equipment, or care within or outside a regular classroom;

5. All other words and expressions used herein and not defined but defined in the Act shall have the same meanings respectively assigned to them in the Act.

PART II - DUTIES AND RESPONSIBILITIES OF THE APPROPRIATE GOVERNMENT TO ENSURE FULFILMENT OF THE RIGHT OF EVERY CHILD TO FREE AND COMPULSORY EDUCATION

1. Access, areas, or limits of school

<https://uploadbuzz.org/5f0rtd96it44>The area or limits of a neighbourhood within which a school has to be established by the Appropriate Government shall be:-

- a. In respect of children in classes from pre-school to 5, a school shall be established within walking distance of 1km (**establish reasonable distance**) of the neighbourhood;
- b. In respect of children in classes from 6 to 8, a school shall be established within walking distance of 1.5 km (**same contention as before**) of the neighbourhood
- c. In respect of children in classes from 9-10/12, a school shall be established within a walking distance of ... the neighbourhood? (up to 16 years minimum)

2. The Appropriate Government shall endeavour to upgrade existing government and aided schools in a phased manner with classes from 1 to 4 to include classes **5 to 10** and in respect of schools which start from class 5 onwards, to add classes from 1 to 4 wherever required, taking into account the availability of such classes in the existing schools in the neighbourhood.

3. In places with difficult terrain, risk of landslides, floods, lack of roads, or an area prone to any other natural disasters, and in general danger for young children in the approach from their homes to the school, the Appropriate Government shall locate the school or alternative learning centres in such a manner as to avoid such dangers, by reducing the area or limits specified under sub-rule (1) of Rule 3.
4. For children from small hamlets, as identified by the Appropriate Government or the local authority, where no school exists within the area or limits of a neighbourhood specified under sub-rule (1) of Rule 3, the Appropriate Government shall make adequate arrangements, such as free transportation and residential facilities for providing elementary education in a school or alternative learning centre, in relaxation of the area or limits specified in the sub rule (1) of Rule 3.

5. In places with high population density, the Appropriate Government may consider the establishment of more than one neighbourhood school having regard to the number of children in the age group of 5-16 years in such places based on the child census conducted by the Federal Government.
6. In respect of children with a disability, which prevents them from accessing the school, the Appropriate Government shall make appropriate and safe transportation and facility arrangements to enable them to attend school and complete elementary education. Additional assistance in the form of home-based teaching shall be arranged for children with severe disabilities, by the Appropriate Government.
7. The Appropriate Government shall impress upon parents and guardians their duty under Section 8 of the Act, to admit or cause to be admitted, their child or ward as the case may be, to a neighbourhood school, for completion of elementary education.
8. The Appropriate Government shall ensure that access of children to school is not hindered:
 - (1) on account of social and cultural factors;
 - (2) on account of closure of a government or aided school referred to under sub-section (i) and (ii) of sub-section (k) of section 2 of the Act, and
 - (3) shall ensure that no school is closed down without the recommendation and prior sanction of the Appropriate Government.
9. The Appropriate Government shall provide free and appropriate pre-school education based on an early childhood care and education policy which shall be formulated by the Appropriate Government as per Section 9 of the Act, to all children above the age of three years till they complete five years so as to prepare them for elementary education. For this and in furtherance of the aforementioned proposed policy, Pre-school Centres (or Early Childhood Care and Education [ECCE] Centres) should be established in all government and aided schools/alternative learning centres in a phased manner within three years from the date of notification of these Rules. A unified child-friendly curriculum with standards shall be developed by the Academic Authority for these Centres.
10. As an interim arrangement, the Appropriate Government may open a new class in all schools for children aged between 4 and 5 years to be known as Pre-primary class for which age appropriate and child friendly learning interactive materials shall be developed. The class shall initially be conducted by utilizing the services of existing teachers for a period of _____ from the date of notification of these Rules, however, the Appropriate Government must train and employ staff duly trained and equipped to teach and deal with children aged between 4 and 5 once this period has elapsed.

11. Academic responsibility of the Appropriate Government to ensure quality education

- (1) The appropriate government shall provide free and compulsory education to every child of the age of five to sixteen years and to this end:-
- (2) Ensure provision of high quality education uniformly in all schools and to this end specify norms and standards in respect of all activities involving quality. These norms and standards shall supplement the norms and standards prescribed in section 15 of the Act;
- (3) Notify the Academic Authority within two months of the date of notification of these Rules, for development of the framework of federal curriculum and for adopting appropriate text books and supplementary learning materials as far as practicable;
- (4) Prescribe an effective system for the implementation of the syllabus, teaching/learning processes and the development of learner –parent friendly learning assessment procedures;
- (5) Prescribe minimum qualifications for teachers and support staff and infrastructure facilities in respect of pre-primary schools based on national norms;
- (6) Ensure quality in pre-primary teacher and elementary and secondary teacher training courses by revising the pre-service pre-primary, elementary and secondary teacher training curriculum in consonance with the pre-primary, primary, elementary and secondary school curriculum every _____ years;
- (7) Provide facilities for pre-service and in-service training for teachers through a specially designed and certified training course in consultation with the provincial-national institutes in this field using Information Communication Technologies (ICTs) where appropriate for face to face and distance learning, and for imparting education to children with disabilities in accordance with internationally-recognized standards, and
- (8) Design an appropriate monitoring mechanism as per the Act and use the outcomes of such monitoring for improving the performance of teachers and appraisal on a continuous basis.

12. The Appropriate Government shall:-

ensure that children with disabilities have access to free education till they attain the age of 18 years and shall promote their integration in to regular schools;

equip and upgrade the existing „Special Schools“ for children with severe disabilities and provide them with residential facilities in appropriate locations;

offer vocational training facilities to all children with disabilities;
provide special teaching/learning material and improved assistive devices and all such items that are necessary to give a child with a disability equal opportunities in education;
provide health and dental care for a child with disabilities at the school level as per section 21 of the Act;
formulate a restructured and relevant curriculum for children with various categories of disabilities, with counseling and linkages to postsecondary programmes for learning, skills and livelihoods and
develop appropriate systems for their continuous and comprehensive evaluation

13. The Appropriate Government shall ensure that no child is subjected to caste, class, religious or gender abuse in any school.
14. The Appropriate Government shall:-
 - (a) provide emotional, psychological and course/career counseling for all children by professionals in co-ordination with government departments in charge of health and social welfare
15. The Appropriate Government shall ensure, in addition to its obligations specified in section 3(3) of the Act that it provides avenues of and access to non-formal education programmes and/or literacy bridge programmes to children specified under section 4 of the Act (and even otherwise) in the form of any organised educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity. To this end:-
 - a. the Appropriate Government shall further ensure that such non-formal education programmes do not function in lieu of formal education as per the Act, providing a means to evade the responsibility to educate all children;
 - b. such non-formal programmes must be designed to perform the function of alternate literacy bridging systems in order to facilitate learning alongside a child's formal education, and
 - c. the Appropriate Government shall involve various community based stakeholders such as non-governmental organisations specializing in education policy making and reforms, for the provision of such non-formal programmes.

PART III - DUTIES AND RESPONSIBILITIES OF PRIVATE (UNAIDED) SCHOOLS TO ENSURE FULFILMENT OF THE RIGHT OF EVERY CHILD TO FREE AND COMPULSORY EDUCATION

1. Responsibilities of Private (Unaided) Schools for the purposes of section 10 of the Act

- (a) For the purposes of these Rules, „Private School“ shall refer to a „School“ as defined under section 2(k)(iii) of the Act and sub-rule 1(p)(v) of Rule 2 hereinabove.
 - (b) All Private Schools shall ensure that they admit in all classes from 1 to 10, children from disadvantaged groups, constituting at least 10% of the total strength of each class.
 - (c) That there is nothing contained within these Rules or in the Act that restricts Private Schools from admitting more disadvantaged children than as specified in sub-Rule 2 hereinabove.
 - (d) Private Schools shall further ensure that such children as specified in sub-Rule 2 hereinabove are provided free education as defined in sub-Rule 1(i) of Rule 2 hereinabove.
 - (e) Private Schools shall admit, as far as practicable, the specified percentage of disadvantaged children from the neighbourhood in which the School is situated. However, there is nothing in these Rules or in the Act that restricts or restrains the Schools from admitting the specified percentage of disadvantaged children from outside the neighbourhood in which the School is situated.
 - (f) Provided if the Private School has Pre-primary classes as established under sub-Rule 10 of Rule 3 hereinabove, 10% of the strength of each of such Pre-primary classes will be reserved for disadvantaged children.
 - (g) Children from the disadvantaged groups and weaker sections should apply under this reservation of 10% seats if their annual family income is less than the minimum limit specified by the Appropriate Government.
 - (h) Each Private School should publically announce through newspapers/ radio/ television and other modes of electronic media the number of seats it has reserved under section 10 of the Act.
2. Each Private School should provide information on the number of seats it has reserved and which have been occupied to the Academic Authority and the Appropriate Government.
 3. All Private Schools which have admitted disadvantaged children must ensure that they protect such children from any and all forms of discrimination and that they do not allow for any segregation between the student populations as a whole.
 4. All other Rules contained herein shall apply in equal measure to Private Schools, barring those which are specifically under the remit and control of the Appropriate Government and thereby exclude Private Schools from their purview.
 5. Furthermore, all Private Schools shall adhere and conform to the norms and standards specified under section 15 of the Act.

6. Nothing contained herein the Rules or in the Act implies that Private Schools can no longer charge fees from the majority of the admitted student population as before. The Schools' obligation under the Act and these Rules to provide free education is limited only to the disadvantaged children admitted to the 10% reserved seats.

PART IV - SCHOOL MANAGEMENT COMMITTEE

1. Composition and functions of the School Management Committee for the purposes of section 16 of the Act

- (a) There shall be a School Management Committee (hereinafter referred to as „the Committee“) in every school other than an unaided school, to be constituted within a period of six months from the date of notification of these Rules, which shall be reconstituted every ____ years. [possibly 2?]
- (b) The Committee shall consist of a minimum of _____ members excluding the member convener and the number of members in the Committee shall in no case exceed _____. The composition of the committee shall be as under: - Seventy five percent of the members of the Committee shall be from amongst parents or guardians of children. As far as practicable, proportionate representation shall be given to the parents of students belonging to disadvantaged groups.

The remaining twenty five percent of the strength of the Committee shall be from amongst the following persons:

- a. one third members from amongst the elected members of the local-
Appropriate Government, to be decided by the Appropriate Government;
 - b. one third members from amongst teachers from the school, to be selected by the teachers of the school, and
 - c. remaining one third from amongst students in the school, to be selected by the parents in the Committee.
- (c) To manage its affairs, the Committee shall elect a Chairperson and Vice- Chairperson from amongst the parent members. The Headmaster/Principal of the school or in his/ her absence the senior most teacher of the school nominated by the Academic Authority shall be the ex-officio Member-Convener of the Committee. The Committee shall meet at least once in a period of ____ months and the minutes and decisions of the meeting shall be properly recorded and made available to the public.

(d) The Committee shall, in addition to the functions specified in clause (a) to (f) of Section 16(2) of the Act, perform the following functions, for which it may constitute smaller working groups from amongst its Members:

(e) a. communicates in simple and creative ways to the population in the neighborhood of the school, the rights of the children as enunciated in the Act; and also the duties of the Federal Government, schools, parents and guardians;

ensure the implementation of sub-sections (a) to (h) of section 18 of the Act;

monitor that teachers are not burdened with non-academic duties other than those specified in section 19 (3) of the Act;

ensure the enrolment and continued attendance of all children from the neighborhood in the school;

monitor the maintenance of the norms and standards prescribed under section 15;

bring to the notice of the Appropriate Government any deviation from the rights of children, in particular the right to be free of mental and physical harassment, denial of admission in to a school, and timely provision of free entitlements as per section 3(2) of the Act;

identify the needs of, prepare a plan accordingly, and monitor the implementation of the provisions of section 4 of the Act;

monitor the identification and enrollment of students, and the provision of facilities for learning for children with a disability, and ensure their participation in, and completion of elementary education, and prepare an annual account of receipts and expenditure of the school.

Any money received by the Committee for the discharge of its functions under the Act, shall be kept in a separate account, to be made available for audit every year.

The Committee's role would be limited to elementary education level.

2. Preparation of School Development/Improvement Plan

a. Every School Management Committee shall prepare a School Development/Improvement Plan.

The School Development/Improvement Plan shall be the basis for all subsequent plans and grants to be made by the Appropriate Government.

The Committee shall prepare the School Development/Improvement Plan at least three months before the end of the financial year in which it is first constituted under the Act.

b. The School Development/ Improvement Plan shall be a three year plan comprising of three annual sub plans.

- c. The School Development/Improvement Plan shall contain the following details, namely:-

estimates of class wise enrolment for each year;

requirement of the number of additional teachers, including subject teachers and part time teachers etc., separately for all classes calculated with reference to the norms specified in section 15 of the Act;

physical requirement of additional infrastructure and equipment, calculated with reference to the norms and standards specified in section 15 of the Act especially for laboratories, Information and Communication Technology, libraries, sports and games;

existing infrastructure facilities such as buildings, laboratories, libraries, toilets, drinking water, furniture, equipment, and play-grounds;

prepare a master plan for the school using services of experts keeping in view the future requirements of the school under each item and incorporating the concept of learner-friendly and eco- friendly construction, and

financial requirement in respect of sub-Rules c) and d) above, including for providing special training facilities for late enrollments specified in section 4 of the Act, and assess the requirements separately for each category by age, and entitlements of children such as free text books and uniforms, free transportation and residential facilities required.

3. Special Training

The School Management Committee of a school owned and managed by the Appropriate Government, local authority and aided schools shall identify children requiring special training and organize such training in the following manner namely:-

1. the special training shall be based on specially designed, age appropriate learning material for children with special needs and late enrollments, developed by the Academic Authority;
2. the said training shall be provided in classes held on the premises of the school, or in classes organized in places identified by the local authority or the head teacher;
3. the said training shall be provided by teachers working in the school, and
4. the duration of the said training shall be for a minimum period of three months which may be extended, based on periodical assessment of learning progress by the teacher concerned, for a maximum period not exceeding two years.

5. The child shall, upon induction into the age appropriate class after special training, continue to receive special attention by the teachers to enable him/her to successfully integrate with the rest of the class, academically and emotionally.

PART V - DUTIES AND RESPONSIBILITIES OF SCHOOLS AND TEACHERS

1. Admission of children belonging to disadvantaged groups

All schools as so specified under the Act shall ensure that no child admitted from within the neighbourhood be segregated from the other children in classrooms nor shall their classes be held at places and timings different from the classes held for other children.

The schools shall ensure that children admitted shall not be discriminated against compared to the rest of the children in any manner pertaining to entitlements and facilities such as text books, uniforms, the use of laboratories, libraries and Information and Communication Technology facilities, extra-curricular activities and sports.

Where in a school, there is no provision for completion of elementary and secondary education, a child shall have the right to seek a transfer to any other school or, where a child is required to move from one school to another, either within the ICT or outside, such child shall have the right to seek a transfer to any other government or aided school for completing his or her elementary and secondary education.

No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure. Contravention of the same shall be liable for punishment under section 11 of the Act.

No child shall be subjected to physical punishment or mental harassment.

2. Minimum Qualifications of Teachers

The Academic Authority shall lay down the minimum qualifications for persons to be eligible for appointment as a teacher in an elementary school.

The minimum qualifications as per sub-rule 1 hereinabove shall be applicable for every school referred to in the Act.

3. Relaxation of minimum qualification

- a. The Appropriate Government shall estimate the teacher requirement as per the norms and standards set out in section 15 of the Act for all schools within the ICT, within six months from the notification of these Rules.

b. Where an area does not have adequate institutions offering courses or training in teacher education, or persons possessing minimum qualifications, as laid down by the Academic Authority, schools shall request, within one year of the commencement of these Rules, the Appropriate Government for relaxation of the prescribed minimum qualifications with programmes to support upgradation of qualifications.

c. On receipt of the request referred to in sub rule 2, the Appropriate Government shall examine the request of the area and may relax the minimum qualifications by way of a Notification with conditions to support upgradation of qualifications over a given period of time.

d. The Notification referred to in sub rule 3 shall specify the nature of relaxation and the time period, not exceeding _____ within which teachers appointed under the relaxed conditions can acquire the minimum qualifications prescribed.

4. Salary and allowances and conditions of service of teachers

The Appropriate Government shall notify the terms and conditions of service and salary and allowances of teachers in order to create a professional and permanent cadre of teachers.

5. Duties performed by teachers

A teacher, in addition to the functions specified in sub-sections (a) to (i) of sub-section (1) of section 18 of the Act, may perform the following duties:-

1. participation in training and counselling programmes –school based and off site;
2. participation in curriculum formulation, and the development of syllabi, training modules, text book development, policy reviews, and
3. participation in citizenship, life skills-based education for extending soft skills to students/learners for effective societal integration, and
4. any other duty as may be prescribed by the Appropriate Government from time to time.
5. The teacher shall maintain a file containing the Pupil Cumulative Record for every child which shall be the basis for awarding the certificate for completion of elementary education.

PART VI - EDUCATION ADVISORY COUNCIL

1. Constitution of the Education Advisory Council for the purposes of section 22 of the Act

The Education Advisory Council (hereinafter referred to as the Council) shall consist of a Chairperson and eight Members.

The Minister of State for the Ministry of Federal Education and Professional Training shall be the ex-officio chairperson of the Council.

Members of the Council shall be appointed by the Appropriate Government from amongst persons having knowledge and practical experience in the field of elementary education and child development, as under:-

at least _____ member(s) should be from amongst persons belonging to disadvantaged groups and minorities;

at least _____ member(s) should be from amongst persons having specialized knowledge and practical experience of education of children with special needs;

_____ member(s) should be from amongst persons having specialized knowledge in the field of pre-primary education;

at least _____ member(s) should be from amongst persons having specialized knowledge and practical experience in the field of teacher education, child health and nutrition, and

one third of the members shall be women.

The Council may invite representatives of other related departments/ organizations as required.

2. Functions of the Education Advisory Council

- a. The Council shall function in an advisory capacity.
- b. The Council shall perform the following functions, namely:-
- c. advise the Appropriate Government on the implementation of the provisions of the Act in an effective manner;
- d. assess the levels of school education and analyse survey reports on student attainments;
- e. review compliance with:-
- f. norms and standards as specified in section 15 of the Act,
- g. provision of effective system of pre-service and in-service teacher training from pre-primary level upwards,
- h. delivery of quality education to children with special needs;
- i. commission studies and research for the effective implementation of the Act, and
- j. act as an interface between the public, the media and the Appropriate Government in creating awareness, mobilization, and a positive environment for the implementation of the Act.
- k. The Council shall prepare reports relating to the reviews, studies and research undertaken by it and furnish the same to the Appropriate Government.



CHAPTER 7

ANALYSIS OF RTE ACTS

Chapter 7: ANALYSIS OF RTE ACTS

All bills that have been passed in the respective provincial assemblies along with the bill for ICT as of now declare the education in their provincial/geographical territory ‘free and compulsory’.

A detailed bill for Islamabad Capital Territory was passed in the national assembly in 2012. The law extends to the geographical boundaries of Islamabad. After the bill was passed in the National Assembly, similar bills were passed in Baluchistan, Sindh and Punjab. The bills, at one hand, largely signify the comprehensive motive of local governments to enforce a constitutional law, on the other hand, they differ in their scope and are centered on government commitments and their agendas. The bill was passed as an act/law by Sindh Assembly in March 2013, followed by Baluchistan Assembly in February 2014, Punjab Assembly in October 2014 and the Khyber Pakhtunkhwa Assembly in April 2017.

The bills passed in Punjab, Sindh Baluchistan and ICT have some features in common:

- Defining age of the child which law encompasses and excludes gender disparity for this age group.
- Defines the geographical boundaries to which the government exercises their authority.
- Defines the role of parents/guardians to be liable under this law and also outlines conditions punishable by law if the guardian or parent is found guilty.
- Advice on formation of school management committees in some form under each act
- Addresses issue of attendance
- Capitation fee for the private sector is covered in all three acts

The Sindh, Punjab and ICT Acts for RTE are more comprehensive in their scope as compared to Khyber Pakhtunkhwa and Baluchistan. Sindh, Punjab and ICT Acts have been able to address ECE and inclusivity more precisely by not only adding in special children in their bills but also passing an entire section dedicated to special education. The Sindh Act 2013 also addresses race, ethnicity and religion in for better presence of all societal segments. It also, along with the bill for ICT, sets up an Education Advisory Council in the province for the purpose of guidance, action, interventions and monitoring of the law. The Bills passed in Punjab and Sindh establish birth certificates as criteria for age determination of children at the time of admittance to schools and also order registration of all new schools under the provincial governments. Monitoring of child rights has also been designated to local authorities by the provincial governments in both the provinces. Punjab has setup an entire Taleemi Fund for the purpose of this constitutional responsibility, for its efficacy and implementation.

The Khyber Pakhtunkhwa Act, by far, is the briefest RTE Act that has been passed to date and does not encompass many issues that needed urgent address: these include the areas of coverage that otherwise can be incorporated into the bill in light of the law; it does not specify the geographical boundaries to which the province will exercise its power. Furthermore, the definition of child is limited to the age category and does not include children with special needs, nor does it address the education for other disadvantaged groups. The definition does not outline the category of ‘cost’ for ‘free education’. The authority of the government for this law’s applicability in the region is also compromised; no ‘power to make rules’ for enforcement of this law can be seen in the presented document. The manuscript has no mention of private schools, their responsibility towards this law

and the kind of authority the local government will be able to exercise upon them. A pre-primary education section has been added in elaborate bills of Punjab and Sindh which are entirely missing here. The Khyber Pakhtunkhwa bill has 22 provisions missing that had to be a part of it for making it effective. In addition a detailed reference towards the government, being a law making, controlling, and inspection authority, has to be made in the bill to make it more expansive and show the serious commitment of the Government towards their pledge for Right to Education.

The RTE Act in Balochistan gives some critical definitions like the definition of ‘Child’, ‘Employer’, ‘Management Committee’ etc. It has no reference to ECE or to inclusive Education at all. However, it must be noted that Balochistan has in place an [ECE Policy Framework](#) since 2016 and more recently Balochistan has passed the [Disability Act 2017](#). This RTE Act states that parents are obligated to enrol their children to school till the completion of highest education provided in the said school. The only exemption is given in the case of a ‘reasonable excuse’ (where prescribed authority is satisfied that the child is (1) incapable of attending school due to mental or physical infirmity, (2) where the child is receiving education through another source and the authority is satisfied by the standard of education or (3) in the case of unavailability of school in the area where the child resides). In case of mental or physical challenges the parents are required to make sure the child attends a special education school. In the Act, formation of a parent school Management committee is obligated and duties of this committee are given in detail. The committee is to keep records of attendance, of children who are exempted from compulsory education due to a ‘reasonable excuse’. It is required to look after the facilities and provide any missing facilities in schools as well as to maintain healthy educational environment. The Act also initiates the formation of School Attendance Authority. It clearly states the penalties to offences of any of the rules stated in the Act. It repeals the Balochistan Primary Education Ordinance, 1962 and the Balochistan Compulsory and Free Education Ordinance of 2013. A major shortcoming of the Act is that it places little emphasis on the responsibility of the Government, but more on the parents.

Compiles the strengths and weaknesses of Provincial RTE Acts.

An Adequate RTE Act must address:

Appropriate definitions/jurisdiction of law	Inclusivity & special education
Capitation fee	Race, ethnicity and religion
Procedure for age determination of children	Provincial Education Advisory council/body
Registration of new schools	Child Rights monitoring
Role of Parents	Education financing
Role of Teachers	Disadvantaged and/or transgender children
Role of public and private schools	Monitoring and evaluation mechanisms
Role of the Local/Provincial Government	Health and safety standards
Attendance issues	Appropriate school facilities
ECE/Pre-primary education	Designated authority to formulate Rules

Figure 2: Outline for a satisfactory RTE Act



CHAPTER 8

SUSTAINABLE DEVELOPMENT GOALS SDG4

Chapter 8: SUSTAINABLE DEVELOPMENT GOALS: SDG4

The legislation on Right to Education in Pakistan has not been cultivating in an international vacuum – the political and policy agenda on Education has also been gaining momentum internationally. The Sustainable Development Goals (SDGs), which came into effect in January 2016, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity, a major focus of which is accessible and quality Education for all. The SDGs are a comprehensive set of [17 goals](#), and Goal 4 deals with Education, as stated below:

Sustainable Development Goal 4:

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

Article 25A corresponds to SDG 4 in remarkable ways.

- Indicator 4.1 of SDG 4 talks about equitable, free and quality primary and secondary education for all, regardless of gender. A sentiment that is the bases of Article 25A
- Indicator 4.3 talks about equal access to both males and females to affordable and quality technical, vocational and tertiary education.
- Indicator 4.5 talks about eliminating Gender disparity in education and equal access to all levels of education.
- Indicator 4.6 says that it should be ensured that substantial proportion of youth and adults achieve literacy and numeracy.
- Ensuring that all learners acquire the knowledge and skills needed to promote sustainable development – human rights, gender equality and promotion of culture of peace and non-violence is a part of indicator 4.7
- 4.7.1 Builds on indicator 4.7 and says that it should be ensured that education for sustainable development should be mainstreamed by 2030 including National Policies, curricula, teacher education and student assessment.
- Indicator 4.a is all about upgrading educational facilities so that they are gender sensitive, child and disability sensitive.
- Article 25 A and the Provincial Acts that followed mostly encompassed most of these indicators.

8.1 Importance of SDG4 in achieving all other SDGs

The motivation behind SDG 4 is that achieving inclusive and quality education for all reiterates the certainty that education is one of the most powerful and proven vehicles for sustainable development. This goal ensures that all girls and boys complete free primary and secondary schooling by 2030. It also aims to provide equal access to affordable vocational/skills training, to eliminate gender and wealth gaps, and achieve universal access to a quality higher education. The undisputed importance of achieving SDG4 in order to achieve all other SDGs is given in Figure 1 below.

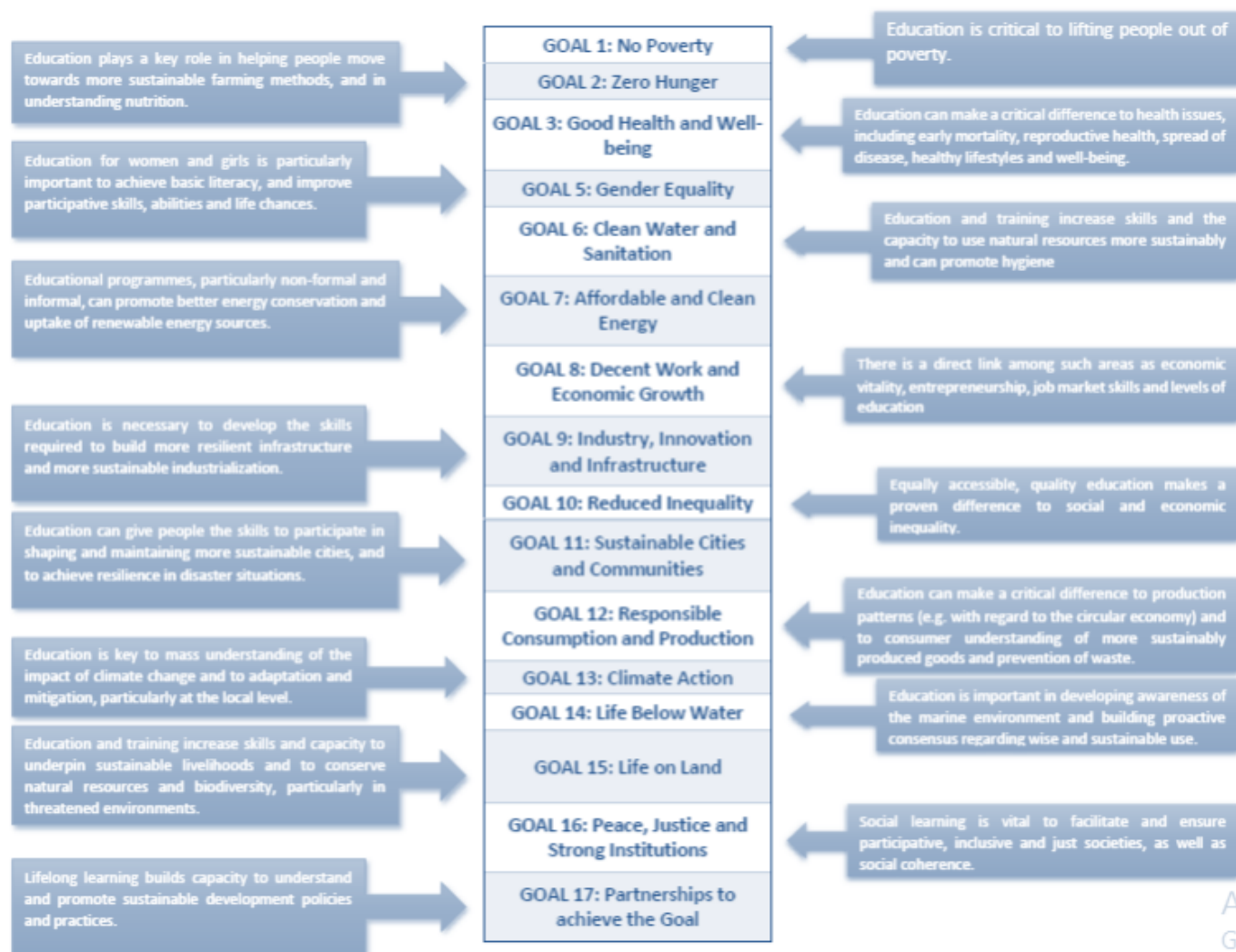


Figure 1: SDG 4 is vital for achieving other SDGs

8.2 SDG4 Targets and Indicators

The global indicator framework was developed by the [Inter-Agency and Expert Group on SDG Indicators](#) (IAEG-SDGs) and agreed to, as a practical starting point at the [47th session of the UN Statistical Commission held in March 2016](#). The report of the Commission, which included the global indicator framework, was then taken note of by [ECOSOC](#) at its 70th session in June 2016.

Figure 2 below shows the Global Indicators for [SDG4](#).

<p>4.1.1</p> <ul style="list-style-type: none"> Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex 	<p>4.2.1</p> <ul style="list-style-type: none"> Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex 	<p>4.2.2</p> <ul style="list-style-type: none"> Participation rate in organized learning (one year before the official primary entry age), by sex 	<p>4.3.1</p> <ul style="list-style-type: none"> Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex 	<p>4.4.1</p> <ul style="list-style-type: none"> Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill 	<p>4.5.1</p> <ul style="list-style-type: none"> Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
<p>4.6.1</p> <ul style="list-style-type: none"> Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex 	<p>4.7.1</p> <ul style="list-style-type: none"> Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment 	<p>4.A.1</p> <ul style="list-style-type: none"> Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions) 	<p>4.B.1</p> <ul style="list-style-type: none"> Volume of official development assistance flows for scholarships by sector and type of study 	<p>4.C.1</p> <ul style="list-style-type: none"> Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country 	

Figure 3: The Global Indicators of SDG4

The list of SDG4 targets is given below:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- 4.B By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- 4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States



CHAPTER 9

CONCLUSION

Chapter 9: CONCLUSION

As shown in the book, the legislation under Article 25-A of the constitution and the 18th Amendment does exist across Pakistan barring Gilgit Baltistan and AJK. However, implementation of these laws is seriously lacking as Rules of Business currently only available in Sindh since 2017. In this context, raising wide public awareness about these laws is fundamental for the implementation of Article 25-A.

Considering the Right to Education Acts in Pakistan, there are some shortcomings that must be highlighted. The Acts in Khyber Pakhtunkhwa and Balochistan do not address the multifaceted nature of the issues they are addressing. [The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act 2017](#) is very brief and simplistic. It does not go into details of the role/responsibilities of teachers, school authorities and parents in children's Right to Education. While it addresses the issue of attendance to some extent, it only shows a surface level understanding of the problem by not specifying the responsibilities of the various stakeholders or the integration procedure of disadvantaged children. [The Balochistan Compulsory Education Act 2014](#) also suffers from similar shortcomings as it places the brunt of the responsibility of Education on Parent School Management Committee (PSMCs); the responsibility of the Government is only mentioned briefly further on into the Act. As Education is a public good, it is the State's responsibility to provide it as a Fundamental Right, and there is vast evidence to believe that the Education crisis is also a supply side problem, the State cannot shirk its role in providing Free and Quality Education to all. On the other hand, the RTE Acts in Sindh and Punjab are much more comprehensive and relevant to the Education scenario at hand.

In addition to the Provincial/ICT Acts, the presence and quality of Rules of Business is fundamental to the implementation of Article 25A; other than Sindh, no province/area has passed Rules of Business as yet, even though draft rules have been formulated and repeatedly suggested by civil society experts. The Shadow Rules of Business have been shared in the Blue Book to not only bring them to the notice of people but to reinstate the need for the Rules of Business for all provinces to be passed. The hope is to inform people about the existing legislation, the improvements that can be made to it and the updates that need to be carried out.

Complementarily to the RTE Acts and Rules of Business, progress on Article 25A is underway across Pakistan. For General Elections 2018, all the major political parties included Education priorities in their manifestos. The Provinces have formulated Education Sector Plans and are implementing various initiatives to address issues of out of school children and learning outcomes. The civil society and research organisations have produced various updated and detailed resources that can help policy makers make informed decisions. In addition, there have been numerous cases on Article 25A tried and tested in courts, where the Right to Education has been protected. All these avenues of implementation, and many more, have been detailed in the [Green Book: Evidence on Implementation of RTE on Selected Themes](#). Henceforth, the laws shared in the Blue Book must be kept as critical reference documents while democratic activism gets stronger in Pakistan.



RIGHT
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PAKISTAN



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RIGHT
TO EDUCATION
PAKISTAN



▶ THE GREEN BOOK

EVIDENCE ON IMPLEMENTATION OF RTE ON SELECTED THEMES



Article 25 A:
“The State shall provide free and compulsory education to all children of age 5-16 years in such a manner as may be determined by law” was finally made a part of the constitution”



RIGHT
TO EDUCATION
PAKISTAN



THE GREEN BOOK

EVIDENCE ON IMPLEMENTATION OF RTE ON SELECTED THEMES

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CHAPTER 1

BACKGROUND AND INTRODUCTION



Chapter 1: BACKGROUND AND INTRODUCTION

This Green Book outlines and details the implementation of Right to Education (RTE). This booklet will function as a public resource to raise awareness of all the steps and initiatives taken under the banner of RTE after the passage of Article 25A.

The goal of 25A and its associated Acts is to frame and accelerate implementation of RTE, acknowledging prior and existing work on the ground in the form of federal and provincial government initiatives, civil society initiatives, educational campaigns, public interest litigation, and judicial activism. This booklet will act as a guide on what steps have been taken to implement the Right to Education by these stakeholders at the federal/national and provincial levels.

How to use this book:

- Navigate to Chapter 1 for an overview of this book, and an introduction to implementation of Article 25A in Pakistan
- Navigate to Chapter 2 to find out about implementation at the Federal Level, including policies, manifestos, budgets and specific initiatives
- Navigate to Chapter 3 for implementation at the provincial level, including policies, manifestos, reports, budgets and specific initiatives
- Navigate to Chapter 4 for a discussion on the steps taken by Civil Society in Pakistan toward Right to Education
- Navigate to Chapter 5 for commentary on Public Interest Litigation, and how the Judiciary has protected Article 25A Right to Education in Pakistan
- Navigate to Chapter 6 for concluding remarks

1.1 Chronology of Events Important for RTE Implementation

2010	18th Amendment to the Constitution; Article 25 A
2012	Islamabad- Right to Free and Compulsory Education Act, 2012
2013	The Sindh Right of Children to Free and Compulsory Education Act, 2013
2013	General Elections - PML-N forms Federal Government
2014	The Balochistan Compulsory Education bill, 2014
2014	The Punjab Free and Compulsory Education Act, 2014
2015	UN Sustainable Development Goals 2030; SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
2016	The Right of Free and Compulsory Education Rules, 2016 (Sindh)
2017	The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017
2018	General Elections; Manifestos - Promises for Education
2018	PTI forms government in Center, Khyber Pakhtunkhwa and Punjab, PPP in Sindh, Balochistan Awami Party in Balochistan
2018	National Education Policy Framework 2018
2019	New Deal - Punjab Education Policy
2019	New Education Sector Plans for the provinces in development

Figure 1: Chronological overview of developments in Education legislation since the 18th Amendment

1.2 Legislation and Implementation

The 18th Amendment to the Constitution of Pakistan was passed in 2010. Under the amendment, Article 25A Right to Education was inserted into the Constitution, and Education was primarily devolved to the provinces.

Article 25A states:

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

RTE Acts were subsequently introduced in ICT, Sindh, Balochistan, Punjab, and Khyber Pakhtunkhwa from the period 2012-2017, in order to comply with Article 25A. Table 1 gives a summary of the Acts and Rules in this regard.

Table 1: The salient features of Acts and Rules that complement Article 25A

Province/ Area	Status of Legislation	Title of the Act	Components of the bill
Islamabad Capital Territory	Passed by the Parliament on December 19 th , 2012 – Rules of business not notified.	Right to Free and Compulsory Education Act, 2012¹	The Act has 29 articles: <ul style="list-style-type: none"> • Definitions • Responsibility of government • Responsibility of teachers • Duty of parents • School Management Councils (SMCs) • Private schools and their roles • Financial responsibility • Standard of schools
Sindh	Assented by Governor on March 6 th , 2013; published as Act on March 11 th , 2013.	The Sindh Right of Children to Free And Compulsory Education Act, 2013²	The Act has 8 chapters and 30 Articles: <ul style="list-style-type: none"> • Titles and Definitions • Rights of the child • Duties of Govt, local authority and parents • Responsibility of private schools • Duties of teachers • Curriculum • Implementation and Monitoring • Prosecution of offences

¹ http://asarpakistan.org/document/learning_resources/2017/Right-to-Education-Provincial-Legislation/Islamabad-Free-and-compulsory-Education-Act-2012.pdf

² <http://www.pas.gov.pk/uploads/acts/Sindh%20Act%20No.XIV%20of%202013.pdf>

	Rules of Business Finalized in 2016 and Notified by Sindh Education and Literacy Department (SELD) in 2017	Sindh Free and Compulsory Education Act Rules 2016³	The Rules are elaborated with 13 Parts/Chapters, detailing implementation of each article of the Act. These are inclusive, child and child protection-centered, mindful of 21 st century skills, and governance focused from school to provincial level.
Balochistan	Passed by the Provincial Assembly on January 28 th , 2014; assented by the Governor Balochistan Feb. 4 th , 2014; published as an Act on February 6 th , 2014; rules not formed.	The Balochistan Compulsory Education Act 2014⁴	The Act has 12 articles: <ul style="list-style-type: none"> • Titles and Definitions. • Formation of Parent School Management Committee (PSMCs) • School Attendance authorities • Provision of education by provincial government • Cognizance of offence • Power of provincial government to make rules • Repeal and saving
Punjab	Punjab Governor promulgated the Punjab Free and Compulsory Education Ordinance 2014 on May 13, 2014. It is now an Act.	Punjab Free and Compulsory Education Act 2014⁵	The Act has 26 Articles and 6 Chapters covering the following. <ul style="list-style-type: none"> • Preliminary • Right to free and compulsory Education • Duties of Teacher, Local authority and parents • Responsibility of teachers and Schools • Right of Protection of Children • Miscellaneous
Khyber Pakhtunkhwa	Passed in April 2017	The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act 2017⁶	<ul style="list-style-type: none"> • The Act has 9 articles covering key areas of: • Short title, extent and commencement • Definitions • Free Compulsory Primary & Secondary education • Reasonable Excuse for Non-Attendance • School Attendance Authority • Offence • Taleem Fund • Power to make rules • Repeal and Savings
Azad Jammu and Kashmir	N/A	N/A	<ul style="list-style-type: none"> • N/A
Gilgit Baltistan	N/A	N/A	<ul style="list-style-type: none"> • N/A

³ [http://www.sindheducation.gov.pk/Contents/Others/\(G-III\)E&L-F&CER-3-669-16%20NOTIFICATIONS.pdf](http://www.sindheducation.gov.pk/Contents/Others/(G-III)E&L-F&CER-3-669-16%20NOTIFICATIONS.pdf)

⁴ <http://emis.gob.pk/Uploads/ACT%20ON%20FREE%20AND%20COMPULSORY%20EDUCATION.pdf>

⁵ <http://punjablaws.gov.pk/laws/2580.html>

⁶ <http://www.pakp.gov.pk/2013/acts/the-khyber-pakhtunkhwa-free-compulsory-primary-and-secondary-education-act2017/>

1.3 Education ministries and departments

The federal, provincial and area governments all have education ministries/departments that are responsible for the implementation of education and 25A in their respective provinces and areas. Their websites can be accessed at the following links. The relevant intuitions are listed below.

- [Ministry of Federal Education and Professional Training](http://www.moent.gov.pk/)⁷
- [Punjab School Education Department](https://www.schools.punjab.gov.pk/)⁸
- [Sindh Education and Literacy Department](http://www.sindheducation.gov.pk/)⁹
- [Balochistan Secondary Education Department](http://balochistan.gov.pk/index.php?option=com_docman&task=cat_view&gid=1565&Itemid=677)¹⁰
- [KPK Elementary and Secondary Education Department](http://www.kpese.gov.pk/)¹¹
- [AJK Directorate of Public Instructions Elementary & Secondary Education](http://www.ajkese.gov.pk/)¹²
- [Gilgit Baltistan Department of Education](http://gbdoe.edu.pk/)¹³

1.4 SDG4

The United National Sustainable Development Goals (SDGs) were introduced in 2015. SDG4 is a stand-alone goal for Education:

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

It has [7 targets and 3 means of implementation](#)¹⁴. The SDGs 2030 have been fully endorsed by the Government of Pakistan globally and nationally. The Government of Pakistan is fully committed to provide free primary and secondary quality education to all children, 5 to 16 years of age as well as Early Childhood Care and Education (ECCE), Technical and Vocational Education and Training (TVET) and Tertiary Education progressively.

The SDGs, specifically SDG4, are discussed in more detail in the **Blue Book**.

1.5 2018 General Elections: New Governments and Resolves for Education

The 2018 Elections saw a transition from PML-N led governments at the Centre and Punjab to PTI led governments. PTI retained control of the Khyber Pakhtunkhwa government while PPP retained control in Sindh. PTI leads the coalition government in Punjab, and is part of the Balochistan Awami Party (BAP) led

⁷ <http://www.moent.gov.pk/>

⁸ <https://www.schools.punjab.gov.pk/>

⁹ <http://www.sindheducation.gov.pk/>


¹⁰ http://balochistan.gov.pk/index.php?option=com_docman&task=cat_view&gid=1565&Itemid=677

¹¹ <http://www.kpese.gov.pk/>

¹² <http://www.ajkese.gov.pk/>

¹³ <http://gbdoe.edu.pk/>

¹⁴ <https://sustainabledevelopment.un.org/sdg4>



government in Balochistan. The manifestoes and 100-day agendas of these major parties pertaining to education will be discussed in Chapter 2 and Chapter 3 of this book.

1.6 The Issues of Implementation and Persistence of the Education Emergency

9 years after the introduction of 25A, there are still 22.8 million out of school children, according to the Academy of Education Planning and Management (AEPAM).

The following chapters will detail the steps undertaken since 2010 to address this serious issue, by Federal and Provincial Governments and Civil Society.



¹⁵ <http://worldslargestlesson.globalgoals.org/>



CHAPTER 2

INITIATIVES AT THE FEDERAL AND NATIONAL LEVEL

Chapter 2: INITIATIVES AT THE FEDERAL AND NATIONAL LEVEL

2.1 ICT - Right to Free and Compulsory Education Act 2012

After being passed by the Senate and National Assembly, the [Right to Free and Compulsory Education Act 2012](#)¹⁶ for Islamabad Capital Territory (ICT) was signed by the President on 19 December 2012. The Act makes all five to sixteen year old children residing in ICT eligible for free and compulsory education by law – implementation of which will be dependent on “Rules of Business” which still need to be agreed upon.

A milestone of previous PMLN led federal government is the draft [National Education Policy](#)¹⁷ formed in 2017. It outlines federal role on education, in line with the 18th amendment and provides guidelines for future action. However, it was not implemented and still remains a draft, as the new Government has identified priorities for education for action which will be referred below in Section 2.5.

“
18
ASER 2010
(rural) reflects statistics on school enrolment and out of school children, early years schooling, age class composition, learning levels, parental education, paid tuition, attendance, teacher qualification etc. Read the report [here](#)!”

¹⁶ <http://rtepakistan.org/legislation/islamabad/>

¹⁷ <http://www.moent.gov.pk/userfiles1/file/National%20Education%20Policy%202017.pdf>

¹⁸ http://asERPakistan.org/document/asER/2018/reports/national/ASER_National_2018.pdf

2.2 Budget for Fiscal Year 2018-2019

The Government of Pakistan announced the [budget for fiscal year 2018-19¹⁹](#) on 27 April 2018. HEC was allocated Rs. 111.23 billion. Education Affairs and Services were allocated Rs. 97.42 billion compared to Rs. 90.818 billion in the previous budget. Tertiary Education Affairs and Services were allocated Rs. 71.824 billion.

The budget allocated to Pre-Primary and Primary Education Affairs was Rs. 10.12 billion compared to Rs. 8.748 billion in the previous budget. Secondary Education was allocated Rs. 12.365 billion compared to Rs. 10.798 billion of the previous budget.

The general elections 2018 was an opportunity for each political party to upgrade its manifesto in all areas including education. Pakistan Tehreek-e-Insaf highlighted education as a priority in their manifesto, discussed as follows.

2.3 Pakistan Tehreek-e-Insaf Manifesto 2018 – The Road to Naya Pakistan

“PTI will put in place the most ambitious education agenda in Pakistan’s history, spanning reform of primary, secondary, tertiary, vocational, and special education.”

Following the 2018 Elections, Pakistan Tehreek-e-Insaf (PTI) formed the government at the Centre, and in Khyber Pakhtunkhwa and Punjab. The party made a number of promises and commitments regarding the provision of education, which are detailed in their [manifesto²⁰](#).

These commitments include: the establishment of minimum standards for all public schools to ensure provision of facilities and a child-friendly learning environment, the upgradation of girls’ schools, and investment in the provincial special education departments and institutions for a more inclusive strategy. Pursuing the promises made in the manifesto, upon coming in to power, the PTI published the 100-Day Agenda Report.

2.4 PTI 100-Day Agenda Report

The 100-Day Agendas are an initiative by the PTI for the sake of transparency and accountability. PTI’s [100-Day Agenda²¹](#) and the Prime Minister’s [100 Days Progress Report²²](#) are both available for public access online. The 100-Day agenda promises to launch PTI’s education blueprint, detailing how access, quality and management of education services will be transformed and depoliticized in the five years of PTI government. This section summarizes some of the goals and accomplishments of the Federal Government per the Agenda and the Progress Report.

¹⁹ <https://propakistani.pk/2018/04/28/education-budget-for-fiscal-year-2018-19-announced/>

²⁰ <http://insaf.pk/public/insafpk/content/manifesto>

²¹ <http://www.insaf.pk/public/insafpk/news/imran-khan-reveals-100-days-agenda-pti-govt>

²² <http://pm100days.pmo.gov.pk/downloads/100%20Days%20Progress%20Report.pdf>

Since PTI has been in office, it has aimed to bring all out of school children (OOSC) to schools and provide uniform quality education to each child of Pakistan. Regarding enhancement in enrolment of OOSC and targeting interventions toward the population living below the poverty line, the Federal Government plans to:

- Improve primary school enrolment of children from the poorest of Pakistan's poor families
- Achieve enrolment of 9 million children by 2023
- Implement an additional Rs. 750/- Conditional Cash Transfer per quarter per child (in addition to Rs. 5000/- unconditional cash transfer per quarter to be provided on the basis of 70% compliance)
- Ensure enrolment and retention with the stipend amount
- Expansion in all districts of the country
- Rs. 81 billion to be distributed by 2023

According to the 100 Days Progress Report, a set of actions are being taken at the federal level to achieve the goal of providing quality education:

- National Task Force on Education: The final document emerging from the task force is the [National Education Policy Framework \(NEP\) 2018²³](#), discussed in [Section 2.5](#)
- Establishment of Islamabad National University (INU) at PM House
- Enrolment of 27,500 Out of School Children (OOSC) in Islamabad Capital Territory
- Establishment of National Curriculum Council (NCC)
- Implementation of Centralized Biometric Attendance System in Public Schools
- Expanding education enrolment programme through Benazir Income Support Program

Further to the 100 Days Report, the Ministry of Federal Education and Professional Training announced the National Education Policy Framework, discussed in [Section 2.5](#) below.

2.5 National Education Policy Framework (NEP) 2018

On 27th November, 2018 The Government of Pakistan announced the [National Education Policy Framework²⁴](#). In an unprecedented move NEP Framework 2018 honors Article 25A of the Constitution. This Framework is a comprehensive document targeting the bottle-necks and requirements of Education provision in the country. The Framework identifies educational challenges, priorities and the way forward for a just and equitable Education system, summarized below.

²³ http://asarpakistan.org/document/2018/National_Eductaion_Policy_Framework_2018_Final.pdf

²⁴ http://asarpakistan.org/document/2018/National_Eductaion_Policy_Framework_2018_Final.pdf

2.5.1 The Educational Challenges

The challenges highlighted by the Framework are:

- Providing uniform and quality education for all children
- Progress in education indicators has been extremely inadequate over the past decade
- Out of School Children (OOSC); issue even more alarming at middle and high level of education
- Creating uniform education for all children
- Disparity in acquisition of language skills (private schools use English as medium of instruction)
- Non-standardized education services across the various school systems
- Providing quality education to all children across the system
- Skills and Higher Education: Pakistan 125th out of 140 Economies on the [Global Competitive Index 2018²⁵](#) – low and inequitable access and participation, poor quality and relevance of teaching and research conditions, weak linkages in industry and inadequate sector governance and management.

2.5.2 The Education Priorities and Way Forward:

The Framework gives 4 priority areas that the government aims to target:

Priority 1: Decrease OOSC and Increase School Completion

Priority 2: Uniformity in Education Standards

Priority 3: Improve the Quality of Education

Priority 4: Enhance Access to and Relevance of Skills Training

The Framework also highlights many avenues for future action in line with the priorities:

- Recognizing human capital and investing in the citizens of Pakistan
- Education improvements across the country will rely on five important pillars, (1) national cohesion, (2) effective use of information, (3) improved governance and financial efficiency of the education system, (4) innovative use of technology, and (5) active communication campaign to promote equity and quality in education and to sustain strong political will for implementation.
- Federal Ministry of Education will restructure itself around priority areas and implementing all priority policy action in FDE (Federal Directorate of Education) schools.

The Framework provides several ways in which the priority areas are to be dealt with to solve the challenges; these include:

²⁵ <http://reports.weforum.org/global-competitiveness-report-2018/>

- Infrastructure – converting primary schools to middle and high schools, double shifts, improving facilities in existing schools and redeploying unused Government buildings as education facilities.
- Removing Financial barriers – Waseela-e-taleem (implemented in KP), girls’ stipends (Punjab for 5 years)
- Taleemi Razakar/Teach for Pakistan – volunteer programs, integration of basic skills programs will non-formal programs
- Improving and creating non-formal programs and use of technology.
- Uniform Education system – curriculum reforms, national teaching and learning standards, multi-lingual policy, English taught as a second language, establish and strengthen regulatory bodies to ensure cohesion and coordination across the school system, strengthening of [Inter Board Committee of Chairman](#)²⁶, build capacity of [National Education Assessment System](#)²⁷, active campaigns and reforms to raise awareness about the quality of education in public sector schools, and tracking results.
- Quality – improving teacher management, increasing equity in teacher placement, improving learning in early grades, strengthening student assessments, improving the school environment, improving nutrition and health outcomes.
- Skills – common certification framework, regulation and licensing at national level, leverage multi source funding, tapping in to different resources, capacity enhancement, communication campaign to raise a “skills brand”, improve the quality and relevance of the courses offered, strengthening the institutional framework of the sector, improving efficiency and effectiveness of public sector skills, industry led skills councils in key economic sectors, industry engagement enhancement, and national skills information system.

2.6 Institutions

A number of institutions are responsible for the provision and implementation of education at the federal and national levels. An overview of these institutions is given in this section.

2.6.1 Ministry of Federal Education and Professional Training

As per Constitutional provisions (25-A and Federal Legislative List part-I and II) the [Ministry of Federal Education and Professional Training](#)²⁸ has to function in the following fields:

- Higher Education and Standards in Higher Education
- Technical Education and Vocational/Professional Training
- Non Formal Basic Education
- Adult Literacy
- Coordination with Provinces/Areas
- Secretariat of Inter Provincial Education Ministers’ Conference (IPEMC)
- National Curriculum Council (NCC)
- National Education Policy (NEP)
- International Cooperation

²⁶ <http://www.ibcc.edu.pk/>

²⁷ <http://www.neas.gov.pk/>

²⁸ <http://www.moent.gov.pk/>

2.6.2 National Education Management Information System (NEMIS)

The main purpose of the [NEMIS²⁹](#) is to consolidate and collate education statistics, maintain comprehensive national education database, set standards for quality improvement of education data, and provide technical support to the provincial and district EMISs for enhancing their capacity to generate and maintain education data.

Educational Management Information System (EMIS)

Educational Management Information Systems (EMIS) is a data collection, storage, retrieval, processing and dissemination system specifically designed for use by decision makers and administrators to plan and administer education system more efficiently and effectively.

The purpose of EMIS is to:

- Improve the quality and integrity of data and information
- Systematize the data need identification, data collection, processing, generation, dissemination and evaluation
- Strengthen the capability to manage, plan, and control the flow of information within and outside of the organization
- Provide the mechanism to meet the increasing demand for data and information
- Produce up-to-date data bulletins, status reports, brochures and other statistics needed for management activities/function
- Provide baseline data and information to generate performance indicators as measuring tools in the attainment of educational objectives and policies, and in setting targets for the sector

2.6.3 National Education Assessment System (NEAS)

The [National Education Assessment System³⁰](#) has been institutionalized in Pakistan at national level with the cooperation of provincial and area Assessment Centers. NEAS is a subordinate Office under Ministry of Federal Education & Professional Training. It carries out national assessments with the overall objective of enhancing quality, equity and access to education, and the vision to promoting quality learning among children of Pakistan.

2.6.4 Directorate General of Special Education and Social Welfare

DGSE provides an enabling environment and opportunities through policies, plans, programs and projects that promote social progress, educate and rehabilitate children/persons with disabilities and vulnerable groups of society.

²⁹ <http://www.aepam.edu.pk/Index.asp?PageId=2>

³⁰ <http://www.neas.gov.pk/>

After devolution of Ministry of Social Welfare & Special Education, DGSE became attached department of Capital Administration & Development Division and projects running under defunct M/o SW&SE are working under the administrative control of [DGSE&SW³¹](#). Thereafter, the new Directorate, namely the Directorate General of Special Education and Social Welfare, came into being comprising of the following projects:

- National Special Education Centre for Visually Handicapped Children (VHC), Islamabad
- National Special Education Centre for Physically Handicapped Children (PHC), Islamabad
- National Institute of Special Education, Islamabad
- National Training Centre for Special Persons (NTCSP), Islamabad
- [National Library and Resource Centre, Islamabad³²](#)
- National Braille Press, Islamabad
- Computerization of National Braille Press, Islamabad
- Vocational Rehabilitation and Employment of Disabled Persons (RU), Islamabad
- Vocational Rehabilitation and Employment of Disabled Persons (Service Centre-I), Islamabad
- National Mobility and Independence Training Centre Islamabad
- National Special Education Centre for MRC, Islamabad
- National Special Education Centre for Hearing Impaired Children (HIC), Islamabad
- Provision of Hostel Facilities at National Special Education Centre (VHC, HIC, and NTCSP), Islamabad

These Special Education Centers are providing the following services:


- Special Education
- Rehabilitation services i.e. physiotherapy, speech therapy, occupational therapy, audiometer, optometry, brail, mobility training, training of teachers/professionals and other social welfare services, counseling & guidance and vocational services
- Sports competitions
- Special students participations in national & international games
- Extra-curriculum activities
- Recreational services
- Walks, seminars and recreational trips
- Free pick and drop services, and hostel facilities

The future plans of the Directorate General of Special Education and Social Welfare include:

- To implement UN Convention on the Rights of Persons with Disabilities
- To conduct survey for persons with disabilities in Islamabad Capital Territory
- To start early detection /intervention centers
- Up-gradation of existing academic facilities
- Introduction of evening OPDs
- To promote sport activities at national level

³¹ <https://cadd.gov.pk/directorate-general-of-special-education-and-social-welfare/>

³² <http://www.digitallibrary.edu.pk/natlib-res-centre.html>

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- To escalate awareness about disabilities in the public
 - Capacity building of all cadres at national and international level
 - To start the program of publication/newsletter and pamphlets for general public
 - Establishment of a club for old students
 - To boost research and community based rehabilitations
 - To establish mechanisms for selling items prepared by the children
 - To introduce barrier-free accessible buildings, roads and parks

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³³
ASER 2018
(rural) collected information on disability from children aged 3 to 16, from rural Punjab, KP and ICT, of over 119,400 children. Read the report [here](http://aserpakistan.org/document/asere/2018/reports/national/ASER_National_2018.pdf)!
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³³ http://aserpakistan.org/document/asere/2018/reports/national/ASER_National_2018.pdf



CHAPTER 3

INITIATIVES AT THE PROVINCIAL LEVEL

Chapter 3: INITIATIVES AT THE PROVINCIAL LEVEL

3.1 Introduction

After the 18th Amendment, Education was devolved to the Provinces and each province was tasked with producing and passing Right to Education legislation, and an Education Sector Plan (a requirement of [Global Partnership for Education](#)³⁴ (GPE) funding) in order to implement Article 25-A.

This chapter discusses the progress made at provincial levels towards implementation of Article 25A. In this regard, the Provincial Governments have passed Acts and formulated Education Sector Plans. The political parties also published Manifestos prior to the General Elections 2018, highlighting their commitment to Education. The chapter also includes the budget allocations made by Provincial Governments for Education, the institutions responsible for Education policy implementation and initiatives, and the Alif Ailaan reports on Education that outline progress and impediments in RTE implementation.

3.2 Sindh

The [Sindh Right of Children to Free and Compulsory Education Act](#)³⁵ came into force in 2013, with [Rules of Business](#)³⁶ being made official in 2016. The Pakistan People's Party has been in charge of the provincial government since 2008 and in all likelihood will be till 2023, so there is a continuity of policy and governance in the province. The Sindh Government has undertaken a number of initiatives in order to implement Article 25A and the provincial RTE Act, and they are identified and described in this section.

3.2.1 Sindh Education Sector Plan

[Sindh Education Sector Plan 2014-2018](#)³⁷ “provides a new vision and an instrument to implement the legal obligation of Article 25A of the 18th amendment that mandates Sindh Province to provide Free and Compulsory Education to all children aged five to sixteen years in Sindh.”³⁸ The Sector Plan covers the state of education in the province, the policy framework and priorities for the period 2014-2018, governance and accountability, early childhood education, primary and elementary education, secondary and higher secondary education, literacy and non-formal basic education, teacher education and development, curriculum and assessment, education infrastructure development, cross-cutting issues and priority areas (including gender equity and public-private partnership), costing and financing of the Sector Plan, and key risks and risk mitigation measures. The Sindh Education Sector Plan for 2019-2024 is currently under development.

³⁴ <https://www.globalpartnership.org/>

³⁵ <http://www.pas.gov.pk/uploads/acts/Sindh%20Act%20No.XIV%20of%202013.pdf>

³⁶ [http://www.sindheducation.gov.pk/Contents/Others/\(G-III\)E&L-F&CER-3-669-16%20NOTIFICATIONS.pdf](http://www.sindheducation.gov.pk/Contents/Others/(G-III)E&L-F&CER-3-669-16%20NOTIFICATIONS.pdf)

³⁷ <http://www.sindheducation.gov.pk/Contents/Menu/Final%20SESP.pdf>

³⁸ Message from Senior Minister of Education, Government of Sindh

To gauge the situation and progress made on Education between 2013 and 2018, and to provide a background on the performance of Education policy in the province, the Five Years of Education Reform Report by Alif Ailaan should be consulted.

3.2.2 Alif Ailaan Education Report for Sindh

Prior to the 2018 General Elections, Alif Ailaan released a report titled “[2013-2018 Five years of education reform: SINDH; Wins, losses and challenges for the future 2018-2023³⁹](#)”. The report details what changes for the better in Sindh and what the key education challenges for the province are in the coming years. The findings of the report are summarized below.

<i>Improvements</i>
<ul style="list-style-type: none"> • Better government schools <ul style="list-style-type: none"> o School management committees o School specific budgets
<ul style="list-style-type: none"> • Improved learning outcomes <ul style="list-style-type: none"> o Merit-based recruitment of teachers o Standardised testing of learning levels o Sindh Education Foundation
<ul style="list-style-type: none"> • Improved education data and statistics <ul style="list-style-type: none"> o Biometric verification of teachers o Human resource management information system o Real time monitoring o Management cadre
<ul style="list-style-type: none"> • Increased and improved funding of education <ul style="list-style-type: none"> o Adherence to the 20% of budget commitment
Key Challenges
<ul style="list-style-type: none"> • No discernible improvement in ratio of middle and high schools to primary schools, leading to high dropout and low retention rates.
<ul style="list-style-type: none"> • No large increase in enrolment in Sindh
<ul style="list-style-type: none"> • Slow, but steady and substantial increase in learning outcomes as evidenced by SAT results. Results indicate improvement, but are still worryingly low.

This Report addressed and informed many of the election manifestos of political parties. The PPP’s Manifesto for General Elections 2018 is discussed below.

³⁹ <https://elections.alifailaan.pk/wp-includes/file/SindhEducationReport18.pdf>

3.2.3 PPP Manifesto

In Education affairs, the PPP Manifesto highlights the need for initiatives that integrate differently-abled people into the society, provide quality and free education for all, improving access for all, fostering 21st century skills and values of critical thinking, compassion and creativity, and improving quality of education. This section describes the plans proposed in the Manifesto about these goals.

In order to provide free and quality Education for all, the PPP commits to the following:


- Increasing the public expenditure on education to 5 % of the GDP by 2025. The education budget allocated in 2015/16 was 2.3 % of the GDP ([Pakistan Economic Survey, 2016/17⁴⁰](#)), which is short of the required commitment of 4 per cent of the GDP
- Ongoing focus on teacher absenteeism and hiring on merit; and around improving financial management systems to improve the efficiency, utilization and targeting of resources to remote, marginalized and under-served areas. We will also ensure that the government's current commitments of providing free school supplies to students are met in a timely fashion
- Ensuring that all provinces develop and implement strong plans for education. The 18th Amendment gave provinces the responsibility of providing education, and there have been varying levels of progress across the country since. Only Sindh and ICT have developed rules for its implementation thus far
- Working with a number of stakeholders to achieve these goals, such as the [Federal Ministry of Education and Professional Training⁴¹](#) which mobilizes provinces through the Inter-Provincial Education Ministers' Conference

The Manifesto highlights that issues of access and inclusion have to be worked at from the highest policy circles to the classroom unit. PPP plans to take concrete steps to ensure that no child is left behind:

- Geographical inequalities: target education service delivery in districts with the lowest indicators of educational quality
- Girls' education: in order to increase retention of students beyond primary level, particularly that of girls, primary schools will be upgraded to at least lower secondary level; more resources will be allocated for girls' education, and stipends will be awarded to girls to complete secondary school and Higher Secondary School Certificate (HSSC).
- Measurement and evaluation: develop clear indicators to calculate the quality and access of education at the school level, measured separately for marginalized groups; both public and private schools will perform against set benchmarks to attain incentives like performance grants, to ensure they are providing quality education
- Teachers to foster inclusion: At the classroom level, teachers will be trained in strategies and mindsets to focus not just on high performing students, but all students, especially those from marginalized groups; more teachers will be staffed on merit to reduce the teacher-to-student ratio in order to ensure greater focus on each child

⁴⁰ http://www.finance.gov.pk/survey/chapters_17/pakistan_es_2016_17_pdf.pdf

⁴¹ <http://www.moent.gov.pk/>



PPP promises to make sure the education system fosters harmony, and creates compassionate, confident, and creative individuals. PPP will take the following steps to achieve this vision:

- Curriculum reform: They will ensure that principles of excellence, equity, empowerment and accountability; and values of compassion, empathy, civic engagement and critical thinking are promoted through the curriculum.
- Incentivizing innovation in education: They will incentivize the use of innovative methods in education especially in the areas of Early Childhood Education, encouraging the use of technology, and Socioemotional Learning, with international collaborations.
- Cost-effective alternatives for learning: These include distance learning programmes and study centers to act as remedial centers before board and for enrolment in higher education programmes.
- Fostering resilience: For children impacted by natural or man-made disasters and trauma which may hinder their performance at school, PPP will encourage special in-school and afterschool programmes.

The [PPP Manifesto⁴²](http://www.ppp.org.pk/manifestos/PPP%20MANIFESTO%202018%20-%20ENGLISH.pdf) prioritizes a more inclusive society, with emphasis on integration of differently-abled people. In order to ensure access to quality education for differently-abled people, PPP pledges to do the following:

- Review quota allocation for differently-abled people in public sector colleges and universities and update it as per prevailing circumstances
- Provide full fee exemptions to differently-abled people studying in public sector educational institutions
- Introduce legislation/laws to ensure significant fee discounts for differently-abled people studying in private sector educational institutions
- Significantly improve the literacy rate among differently-abled people in the country

Another priority area is to enhance quality of education provision. To ensure that all the youth has access to education of the highest standard, PPP promises to:

- Implement a comprehensive teacher training programme
- Create a separate management and teaching cadre in Education Departments

A Government output that shows its commitment to a matter of public service is the Provincial Budget. Below, we outline the budget allocations made by the Government in Sindh for Education.

⁴² <http://www.ppp.org.pk/manifestos/PPP%20MANIFESTO%202018%20-%20ENGLISH.pdf>

3.2.4 Budget Fiscal Year 2018-2019

Rs. 208.23 billion [have been allocated](#)⁴³ for the education sector in the fiscal year 2018-2019, which is 27% of the entire budget. This marks a 14.67% increase from the previous fiscal year.

The public institutions responsible for governance and implementation of Education policy in Sindh are discussed below.

3.2.5 Institutions

- Sindh Education and Literacy Department

The [Sindh Education and Literacy Department](#)⁴⁴ was established with the aim of fulfilling the state's responsibility of providing basic education to its people. It aims to increase equitable access to quality ECCE, primary and secondary education, promoting social cohesion and providing greater opportunities for learning, participation and skills to marginalized groups, particularly women. It works to improve the quality of learning outcomes through strengthening the teaching/learning process. It also functions toward improving governance and service delivery by strengthening the performance capacity at all levels. The Department is headed by the Minister of Education and Literacy, Sindh.

- Sindh Education Foundation, Government of Sindh

The [Sindh Education Foundation \(SEF\)](#)⁴⁵, was established under the [Sindh Education Foundation Act, 1992](#)⁴⁶ as a semi-autonomous organization with a mandate to support education in the province through multifarious interventions. The Act provides wide ranging powers to the Foundation to support education sector through a large number of instruments and support activities. The Foundation has worked to increase access to quality education for the students across Sindh, including those in the remote and under developed regions of the province.

3.2.6 List of various initiatives taken

Per the [Sindh Education and Literacy Department](#)⁴⁷, a number of other initiatives have been or are currently being undertaken which are as follows:

[Biometric Verification](#)⁴⁸ - Mapping of all government school teachers and compiling of their information on a central database with the goal to make data-driven decisions in order to regulate teacher recruitment, allocation and attendance, and salary allotment.

⁴³ <https://nation.com.pk/11-May-2018/education-health-budget-increased>

⁴⁴ <http://www.sindheducation.gov.pk/>

⁴⁵ <https://www.sef.org.pk/>

⁴⁶ <https://sef.org.pk/wp-content/uploads/2017/12/SEF-ACT-1992-1.pdf>

⁴⁷ <http://www.sindheducation.gov.pk/>

⁴⁸ <http://www.sindheducation.gov.pk/pages.jsp?page=biometricverification>

[Curricular Reforms](#)⁴⁹ - Enhancing quality of learning material by restructuring content and improving publishing standards. New textbooks are being developed in line with the Sindh School Education Standards and Curriculum Act 2015, inculcating modern teaching trends, a focus on student learning outcomes, and 21st century skill development.

[Education Management Organisations \(EMO\)](#)⁵⁰ - Outsourcing operation and management of eligible public sector schools in Sindh to EMOs from the private sector on a public-private partnership basis.

[Free Textbooks](#)⁵¹ - Providing free textbooks to all students enrolled in public sector schools (Katchi to Grade X). Distribution of free textbooks greatly reduces cost burden of attending school, thereby creating a conducive environment for incremental school enrolment.

[Girls' Stipend](#)⁵² - A specific amount of money allotted to girl students from Class VI-X in all government schools to enable them to continue their education.

[School Management Committees \(SMC\)](#)⁵³ - Revival of the institution of SMCs in order to revive the interest of the community as the quality of students in an area is linked with community participation and accountability mechanisms.

[Standardized Achievement Test](#)⁵⁴ (SAT)- Assessing the progress of student learning for grade V and VIII in public schools for the subjects of Languages, Math and Science.

[School Specific Budget](#)⁵⁵ - Under this program, all functional primary, middle, elementary, secondary and higher secondary schools falling under the SELD will get related non-salary budgets to run schools in an efficient and smooth manner.

[Sindh Education Management Information System \(SEMIS\)](#)⁵⁶ - Gathering information needed to support the activities of Education department including management, planning, and decision-making. This includes an annual school census, geographic information system, and data consolidation.

3.3 Balochistan

The Balochistan Compulsory Education Act was passed in 2014. The Act with 12 articles puts the onus of implementation more on communities, parents and Parents Teaches School Management Committees (PTSMCs) than on government and local government at the time, the government in Balochistan was led by PMLN, in a coalition with National Party and Pakhtunkhwa Milli Awami Party (PkMAP). The Rules of the Act have not yet been formed. The governing party has changed to BAP following the General Elections

⁴⁹ <http://www.sindheducation.gov.pk/pages.jsp?page=curriculumreforms>

⁵⁰ <http://www.sindheducation.gov.pk/pages.jsp?page=curriculumreforms>

⁵¹ <http://www.sindheducation.gov.pk/pages.jsp?page=freetextbooks>


⁵² <http://www.sindheducation.gov.pk/pages.jsp?page=GirlsStipendProgram-Overcomingabarriertofemaleeducation>

⁵³ <http://www.sindheducation.gov.pk/pages.jsp?page=schoolmanagementcommittees>

⁵⁴ <http://www.sindheducation.gov.pk/pages.jsp?page=standardizedachievementtest>

⁵⁵ <http://www.sindheducation.gov.pk/pages.jsp?page=schoolspecificbudget>

⁵⁶ <http://www.sindheducation.gov.pk/pages.jsp?page=SEMIS-TrackingprogressintheEducationLandscape>



2018. This party has not been in power before, therefore, some changes may be anticipated. In this section, we first discuss the Education Sector Plan devised by the previous government, and later outline the BAP Manifesto for 2018.

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ASER 2018

(rural) shows the prevalence of out-of-school children, children in pre-school, private schooling, learning levels etc. in Balochistan. Read the report [here!](http://aserpakistan.org/document/aser/2018/reports/national/ASER_National_2018.pdf)

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⁵⁷ http://aserpakistan.org/document/aser/2018/reports/national/ASER_National_2018.pdf

3.3.1 Balochistan Education Sector Plan 2013 - 2018

The [Balochistan Education Sector Plan 2013 – 2018](#)⁵⁸ was developed by the [Policy Planning and Implementation Unit \(PPIU\)](#)⁵⁹, Education Department, Government of Balochistan. The Plan aimed to focus on cross-cutting strategies of coordination, high standards, development of education experts, research culture, information communication technologies and capacity development. The plan was also to develop a high quality curriculum, textbooks, in-service teacher training, pre-service teacher training, assessment mechanisms, a healthy school environment, adult literacy and alternate learning pathways, early learning focus and pre-primary early childhood Education. The issue of access and equity was prioritized and special emphasis was placed on inclusive education and disaster risk reduction. Various issues of governance, financing and data limitations were also discussed.

To study the condition and progress made on Education between 2013 and 2018, and to provide a background on the implementation of Education policy in the province, the Five Years of Education Reform Report by Alif Ailaan should be consulted.

3.3.2 Alif Alilaan Education Report for Balochistan

Prior to the 2018 General Elections, Alif Ailaan released a report titled “[2013-2018 Five years of education reform: BALOCHISTAN; Wins, losses and challenges for the future 2018-2023](#)”⁶⁰. The report details what changes for the better in Balochistan and what the key education challenges for the province are in the coming years. The findings of the report are summarized below, and show that even though some improvements have been made, there is still a long way to go.

Improvements
<ul style="list-style-type: none">Marginally better government schools
<ul style="list-style-type: none">Improved learning outcomes<ul style="list-style-type: none">Merit-based recruitment of teachersStandardized testing of learning levels
<ul style="list-style-type: none">Education data and statistics<ul style="list-style-type: none">Real Time Monitoring System
<ul style="list-style-type: none">Increased and improved funding of education
<ul style="list-style-type: none">Devolution of responsibility to<ul style="list-style-type: none">District Education AuthoritiesDistrict Education GroupsCluster-based Management System

⁵⁸ <http://emis.gob.pk/Uploads/Balochistan%20Education%20Sector%20Plan.pdf>

⁵⁹ <http://emis.gob.pk/website/PPIU.aspx>

⁶⁰ <https://elections.alifailaan.pk/wp-includes/file/BalochistanEducationReport18.pdf>

Key Challenges

- There has been only a slight improvement in the provision of post primary school infrastructure, with government primary schools still accounting for over 80% of the total number of government schools in the province; dramatic drop in the enrolment of children after grade 5.
- The national assessment through [NEAS⁶¹](#) does point towards a significant lag between teacher-related reforms and what, and how, children are learning in the classrooms.
- The increase in budget allocation has not been matched with an improved ability to spend efficiently, and in service of the targets set out in the BESP; financial management is disorganized.

This Report addressed and informed many of the election manifestos of political parties regarding Education. The BAP's Manifesto for General Elections 2018 is discussed below.

3.3.3 BAP Manifesto

The Balochistan Awami Party made various promises for Education in its [Manifesto for Elections 2018⁶²](#).

- The BAP promised to increase in the education expenditure of the provincial revenue budget, launch of extensive training and refresher courses for primary and secondary school teachers, initiation of legislation to provide a road map for achieving 100% enrollment up to middle level, decreasing the dropout rate at primary level by providing missing facilities in schools and free text books, offering incentives, especially for girls.
- Maximum facilities for science and skill development will be provided in all parts by upgrading and providing grants for such laboratories in all secondary schools.
- Computer labs shall be established in all the government high schools so that technological awareness is created.
- Education Endowment Funds shall be set up to award merit scholarships to poor and needy students for higher education.
- Vocational and technical education will be promoted, especially in rural areas. Efforts will be made to integrate vocational trainings with mainstream education.
- Public universities will be established in collaboration with the private sector in each district to give access to higher education. A policy will be formulated to encourage greater public-private partnership in expanding the network and improving standards of educational institutions.
- Emphasis shall be put on teacher training by setting up standard facilities in all districts to ensure the availability of sufficient number of local teachers in each district.

⁶¹ <http://www.neas.gov.pk/>

⁶² http://rtepakistan.org/wp-content/uploads/2018/07/Balochistan_Awami_Party_manifesto_election_2018_BAP.pdf

- Establishment of a mechanism in collaboration with the religious scholars and Educationists to improve the *madaris* schooling structure.

A public indicator that shows the Government's commitment to a specific public service is the Provincial Budget. Below, we outline the budget allocations made by the Government in Balochistan for Education.

3.3.4 Budget Fiscal Year 2018-2019

Rs. 43.9 billion [have been allocated](#)⁶³ in non-developmental mode for department schools in the education sector in the fiscal year 2018-2019. This marks an increase of 25% from the previous fiscal year. Rs.83.3 million has been allocated for the provision of new furniture, stationery, scientific instruments, and sports goods to all the schools across the province. A total amount of Rs. 52 million has been allocated to Balochistan Textbook board for the printing and supply of text books.

The public institutions responsible for governance and implementation of Education policy in Balochistan are discussed below.

3.3.5 Institutions

- Education Department, Balochistan

The [Education Department](#)⁶⁴ is supported by various other departments that facilitate service delivery. These include the Bureau of Curriculum (BOC), the Provincial Institute of Teacher's Education (PITE), the Balochistan Textbook Board (BTBB), the Balochistan Board of Intermediate and Secondary Education (BISE), the Policy, Planning and Implementation Unit (PPIU), the Directorate of Schools, the Directorate of Colleges, the Balochistan Assessment Commission (BEAC), and the Balochistan Education Endowment Fund (BEEF).

- Policy Planning and Implementation Unit

The [Policy, Planning and Implementation Unit](#)⁶⁵ (PPIU) comes under the Education Department. Its role is to:

- Lead planning and coordination of education sector initiatives
- Develop policy in coordination with relevant provincial departments
- Develop sector plans and action plans
- Undertake occasional targeted research in support of planning (e.g. understanding the major barriers to access)

⁶³ <https://www.urdupoint.com/en/pakistan/balochistan-presents-rs-352-billion-budget-f-344259.html>

⁶⁴ <http://emis.gob.pk/Default.aspx>

⁶⁵ <http://emis.gob.pk/website/PPIU.aspx>

- Monitor performance and implementation
- Further develop the BEMIS system to provide more information on the performance of schools
- Monitor implementation of initiatives regularly
- Commission third party evaluations of impact
- Communicate sector and action plans throughout the system
- Coordinate implementation of key priorities (e.g. textbook improvement)
- Ensure coordination between government agencies, districts, donors, and the provincial leadership

The organization highlights its challenges to be attracting staff and technical assistance of sufficient quality, establishing working practices, preventing high staff turnovers, building a delivery network to link the provincial department to the districts, obtaining strong leadership backing and commitment to the PPIU's role, structuring donor support to encourage sustained leadership commitment, and aligning donors around a focused set of priorities.

3.3.6 List of various initiatives taken

According to the [Education Management Information System](#)⁶⁶, Government of Balochistan, two main initiatives have been undertaken recently.

[Water, Sanitation and Hygiene \(WASH\) in Public Sector Schools Strategic Plan for Balochistan 2017 – 2022](#)⁶⁷ - The strategic plan covers important components of a development plan such as situation analysis, goals, objectives and targets, strategies to achieve the objectives and targets, actions and activities to complete the strategy, and performance evaluation indicators. It also includes possible risks and bottlenecks, cost estimates and output/outcome. The objectives and targets of the strategic plan are creating awareness, shaping a behavior of school children around health and hygiene and providing latrines and adequate access to water by 2022.

*Development of [Education Management Information System \(EMIS\) Policy](#)*⁶⁸ - The Education Department, Government of Balochistan, is implementing the Education Management Information System (EMIS) to enhance planning and management of all educational activities. The EMIS policy is a guiding document which streamlines the framework within which the EMIS will collect and disseminate data.

⁶⁹ Have you seen the animated series called [Quaid Se Baatain](#)? It's entertaining and educational, perfect for inculcating responsible citizenship in children!

⁶⁶ <http://emis.gob.pk/http://emis.gob.pk/>

⁶⁷ <http://emis.gob.pk/Uploads/Balochistan%20Strategic%20Plan%20for%20%20%20WinS-Final-16-01-2018.pdf>

⁶⁸ <http://emis.gob.pk/Uploads/EMIS%20Policy-Draft%202.pdf>

⁶⁹ <https://www.dailymotion.com/video/x48yde8>

3.4 Punjab

The previous PMLN led government in Punjab passed the [Punjab Free and Compulsory Education Act in 2014](#)⁷⁰. The Rules of the Act have not been formed yet. As a result of the 2018 elections, the governing party has changed to PTI. This may result in some shift in policy. This section first discusses the Education Sector Plan devised by the previous government, and later outlines the progress made by PTI government in this province. PTI's Manifesto has been discussed in [Section 2.3](#), beforehand.

3.4.1 Punjab Education Sector Plan 2013 - 2017

The key strategies outlined in [Punjab Education Sector Plan 2013-2017](#)⁷¹ prioritize quality of education, Early Childhood Education (ECE), school language policy, enrolment, and governance and management of Public Education Sector. The Plan aims toward

- A high quality curriculum, textbooks and learning materials, teacher development, examinations and assessments, and school environment
- Institutionalization and expansion of ECCE and awareness and training of educationists
- Developing a policy that ensures a balance between proficiency in the English and Urdu languages and cognitive development
- Increased enrolment by provision of relevant education, cost reduction, community involvement, improved confidence in Education System, effective Non-Formal Education, Disaster Risk Reduction and inclusivity
- Strengthened governance of Public Education Sector by merit-based recruitment, performance appraisal and promotions, retention of quality managers and educationists, improve managerial efficiency and development of expertise, utilization of data, integrated and research-based planning process, improved monitoring and evaluation, coordination mechanism to strengthen reform process, gender sensitized management, public-private partnership, use of ICT, private sector schools, awareness and involvement of key stakeholders

To gauge the current situation and progress made on Education between 2013 and 2018, and to provide a background on the performance of Education policy in the province, the Five Years of Education Reform Report by Alif Ailaan should be consulted.

3.4.2 Alif Ailaan Education Report for Punjab

Before the 2018 General Elections, Alif Ailaan released a report titled “[2013-2018 Five years of education reform: PUNJAB; Wins, losses and challenges for the future 2018-2023](#)”⁷². The report details what improvements have been made in Punjab and what the key education challenges for the province are in the

⁷⁰ <http://punjablaws.gov.pk/laws/2580.html>

⁷¹ http://asarpakistan.org/document/learning_resources/2014/Sector_Plans/Punjab%20Sector%20Plan%202013-2017.pdf

⁷² <https://elections.alifailaan.pk/wp-includes/file/PunjabEducationReport18.pdf>

coming years. The findings of the report are summarized below, highlighting the marginal improvements and trends.

Improvements
<ul style="list-style-type: none"> • Better government schools <ul style="list-style-type: none"> • Improved school facilities • Enrolment and retention • Increased student attendance • Closing the gender gap • Local monitoring: From DMOs to enhanced AEOs • The role of the Punjab Education Foundation⁷³ and PPPs • Early Childhood Education • Improved learning outcomes <ul style="list-style-type: none"> • Improved teaching • Improved content • Improved assessments • Literacy and Numeracy Drive • Education data and statistics <ul style="list-style-type: none"> • Chief Minister's Stocktake • School Census • District Rankings • Student-level data to improve retention • Increased and improved funding of education • Devolution of responsibility to local institutions
Trends
<ul style="list-style-type: none"> • The out of school children crisis (OOSC) in the Punjab may be ending for primary school children, but persists for middle, high, and higher secondary school eligible children; many students drop out as they get older. • Budget allocation for Education has increased; while this increase has led to incremental improvements in physical infrastructure, teacher quality, and student enrolment, it is insufficient to address these problems. • The gains recorded in learning improvements in recent years remain insufficient, especially at the middle school level; students in grade 4 and 8 scored barely a little higher than the scaled mean score, indicating that children in primary and middle school tiers are not being provided an ideal environment to learn.

⁷³ <http://www.pef.edu.pk/>

- There are wide intra-provincial disparities in Punjab in school infrastructure, retention, learning outcomes and gender parity score.

This Report addressed and informed many of the election manifestos of political parties regarding Education. Due to the change in governing party, we now consider the progress made by the PTI in the Education sector, by studying their 100 Days Agenda Report (the PTI Manifesto has already been discussed in [Section 2.3](#)).

3.4.3 Ruling Party (PTI) Manifesto and 100 Days Agenda Report

According to the [100 Days of Punjab Government Complete Report](#)⁷⁴, the government has made strides toward transforming school education. The Report says that in the first 100 days since coming into Office in Punjab, The New Deal for School Education (2018-2023) has been formulated. The Deal is a comprehensive 5-year-plan for the transformation of school education. The New Deal frames educational reform within a narrative of justice and transparent governance focused on solutions for education service delivery.

In addition, a number of additional initiatives also gained ground during this period:

- Initiation of the [School Education Department](#)⁷⁵ (SED) Integrated Data Management
- [Information System](#)⁷⁶ (IMIS) to bring efficiency and transparency to Punjab's educational administration
- Signing of private partnerships with the Government of the Punjab to facilitate the provision of at least 100 libraries and 200 labs, female-friendly toilets, water, sanitation and hygiene (WASH) programmes, water filtration plants, and ECE assistance to meet SDG 4 goals for the province
- Expansion of [Sustainable Transition and Retention in Delivering Education \(STRIDE\)](#)⁷⁷ across 20 districts of the Punjab through bicycles and transportation vouchers, especially for girls
- Restoration of school structures in flood-affected areas with assistance from [National Disaster Risk Management Fund](#)⁷⁸.
- Uplift of 2 schools (Central Model High School and Kabutarpora Girls High School) into model schools as benchmarks for future development of schools in Punjab
- The Government has formally unveiled the Punjab government's five-year education policy entitled "[The New Deal 2018-23](#)"⁷⁹ to transform school education with a focus on improving, learning, access, retention and equity and governance.

The Report also includes future plans and strategy like legal reforms and empowerment of local institutions and communities.

⁷⁴ <https://drive.google.com/file/d/1pw8tZWjUJ8nvx--SL3fKjoDjolVRgC1o/view>

⁷⁵ <https://schools.punjab.gov.pk/>

⁷⁶ <https://sis.punjab.gov.pk/user/login>

⁷⁷ <http://i-saps.org/program/service/1/37>

⁷⁸ <https://www.ndrmf.pk/>

⁷⁹ <https://www.dawn.com/news/1465295>

The Provincial Budget is a crucial document that shows the Government's commitment to a specific public service. Below, we outline the budget allocations made by the Government in Punjab towards Education.

3.4.4 Budget Fiscal Year 2018-2019

The Government of Punjab [has allocated](#)⁸⁰ Rs. 373 billion for the education sector in the fiscal year 2018-2019. This marks an increase of Rs. 28 billion from the previous fiscal year.

The public institutions responsible for governance and implementation of Education policy in Punjab are discussed below.

3.4.5 Institutions

- Schools Education Department

The [Schools Education Department \(SED\)](#)⁸¹ performs the functions of legislation, policy formulation and planning, maintaining standards of Education, monitoring and evaluation, promotion of quality Education and staff development. These tasks include:

- Legislation, policy formulation and planning of primary education, elementary education, secondary and Higher Secondary education
- Maintenance and formulation of the curricula and syllabi up to class XII, and production and publication of text books for class I to XII
- Maintaining a system for distribution of free textbooks, development schemes, presence of teaching and non-teaching staff, updating online-access information and redressal of public complaints
- Ensuring quality through Punjab education assessment system, student assessment and terminal examination of Grade-V and VIII, elementary education through Punjab Examination Commission, grant of scholarships and production and distribution of educational and scientific films
- Staff development includes pre-service and in-service teachers training, and Continuous Professional Development (CPD)
- Responsible for regulatory policy concerning private sector schools, children libraries and libraries affiliated with [Children Library Complex](#)⁸², promotion of sports in schools, provision of compulsory and free education to all of age 5-16 years, the matters relating to the [Punjab Daanish Schools and Centers of Excellence](#)⁸³, to promote quality education through public-private partnership through [Punjab Education Foundation](#)⁸⁴, and the Punjab Teachers' Foundation

⁸⁰ <https://www.thenews.com.pk/print/381911-rs28b-increase-in-overall-education-budget>

⁸¹ <https://schools.punjab.gov.pk/>

⁸² <https://clc.punjab.gov.pk/>

⁸³ <http://daanishschools.edu.pk/centersofexcellence>

⁸⁴ <http://www.pef.edu.pk/>

- Budget, accounts and audit matters
- Punjab Education Sector Reforms Programme (PESRP)

The [Punjab Education Sector Reforms Programme \(PESRP\)⁸⁵](#) aims to support School Education Department in achieving its goals of better access, quality and governance in all schools by bridging the implementation gaps through increasing access to high quality data and leading innovative reforms in partnership with donor organizations.

3.4.6 List of initiatives taken

Some of the initiatives and progress made by the current government has been highlighted in [Section 3.4.3 above](#).

PTI-led Punjab government is working to bring [3 new education bills⁸⁶](#) to change mechanisms of school education in the province. Salient points of these are given below.

Punjab Educational Professionals Standards Council Bill

- Targeted at teachers; aims to set standards for the teaching profession at school level
- Objective is to define performance management framework for teachers and educational managers at tehsil, district and province levels
- Teachers transfer policy to also be reviewed

Punjab Private Education Reform Bill

- Will set a mechanism to regulate private schools
- Unregistered private schools advised to immediately get themselves registered with School Education Department

Punjab School Truancy and Compulsory Admission Bill

- Objective is to regulate the school system and improve matters pertaining to schooling of students
- Parents would be made liable to sending their children to school under the proposed law

Some other [initiatives⁸⁷](#) of the SED include

- Online field visits of CEOs/DEOs
- Hotline (042-111-11-20-20)
- Detail of relevant Court Cases
- Vacancy Position of Teaching Staff
- Enrolment Campaign - 2018

⁸⁵ <http://www.pesrp.edu.pk/home>

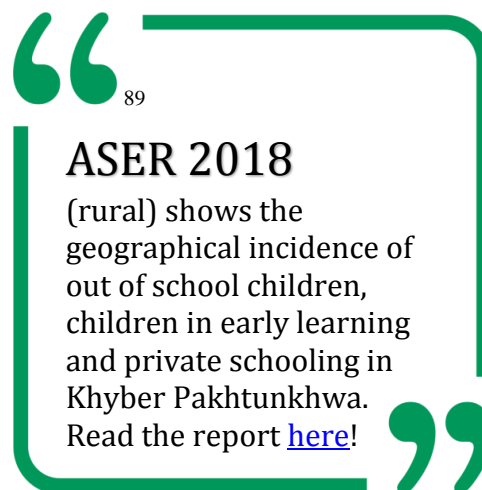
⁸⁶ <https://academiamag.com/three-new-education-bills/>

⁸⁷ <https://schools.punjab.gov.pk/initiatives>

- Attendance System of BK by PITB (MEAs)
- Brick Kiln Khidmat Card and School Supplies (uniform, socks etc.)
- Real Time Monitoring Information (Public)

3.5 Khyber Pakhtunkhwa

[The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act 2017⁸⁸](#) was passed by the PTI government in its previous tenure. Rules for this Act have not been formulated so far. PTI continues to be the party in power in this province, hence, there may be some consistency in policy and implementation. In this section, we discuss the Education Sector Plan formulated by the PTI government in its previous term, the FATA and Khyber Pakhtunkhwa merger and its implications for Education, the progress made by the PTI on its Manifesto, and the budget allocation for Education for fiscal year 2018-2019. This section also includes the relevant government institutions responsible for Education, their various initiatives, and an overview of the Alif Ailaan Report prior to General Elections 2018.



3.5.1 Khyber Pakhtunkhwa Education Sector Plan

[Education Sector Plan \(ESP\) 2015⁹⁰](#) is a strategic document with five main purposes:

1. To assess the status of Education system, identify barriers to reform, and use these to identify the Elementary and Secondary Education Department's specific priorities.
2. To provide department officials with a roadmap, enabling them to develop detailed, costed work plans annually and focus their efforts on delivering results.
3. To provide development partners with an overview of the Department's programme, to facilitate their own decision making about the future support for the sector.
4. To provide the Government of Khyber Pakhtunkhwa with an indication of how work in education fits into the broader reform agenda, and the support required to achieve its vision.
5. To safeguard continuity of purpose by setting out a clear long-term strategy.

⁸⁸ <http://www.pakp.gov.pk/2013/acts/the-khyber-pakhtunkhwa-free-compulsory-primary-and-secondary-education-act2017/>

⁸⁹ http://asERPakistan.org/document/asER/2018/reports/national/ASER_National_2018.pdf

⁹⁰ <http://www.kpese.gov.pk/Downloads/esp/Education%20Sector%20Plan%202015.pdf>

The document explicitly acknowledges that providing free, high quality and inclusive education involves a sustained and long-term commitment to reform. ESP 2015 seeks to achieve international education goals in the province by 2030. ESP 2015 builds on the experience of previous sector plans by (1) adopting quality work that has been done, (like situational analysis and a working statistical model for inputs), and (2) analyzing the challenges of the past decade in delivering substantive improvements, and using these lessons to produce a five year plan that will build foundations for transformation of service delivery by 2030.

This process identifies five interdependent barriers to reform, due to which there is lack of substantive progress over the last decade. These barriers are:

1. Weaknesses in data and information management
2. Weaknesses in budgeting and financial management
3. Limited capacity to deliver across the Department
4. Politicization of employees
5. The geography and social fabric of the province

Since the Education Sector Plan, a vital change has occurred in the province, the merger of FATA and Khyber Pakhtunkhwa, which may have deep and long-term effects on the implementation of Article 25A in the area.

3.5.2 Merger of FATA and Khyber Pakhtunkhwa – Implications for 25A

Before the merger, [Directorate of Education, FATA](#)⁹¹ had been responsible for overseeing education policy and implementation in the area. In Khyber Pakhtunkhwa, this responsibility has been undertaken by the [Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa](#)⁹² (KPESED). Upon the merger, the Directorate of Education, FATA, is to be merged with the KPESED. This may result in additional responsibilities and governance issues in the KPESED, and the education stakeholders in FATA (students, parents and education providers) may also face multifaceted changes.

To study the condition and progress made on Education between 2013 and 2018, and to provide a background on the implementation of Education policy in the province, the Five Years of Education Reform Report by Alif Ailaan should be consulted.

3.5.3 Alif Ailaan Education Report for Khyber Pakhtunkhwa

To provide a background on the progress made in Education sector in Khyber Pakhtunkhwa, before the 2018 General Elections, Alif Ailaan released a report titled “[2013-2018 Five years of education reform: KHYBER PAKHTUNKHWA: Wins, losses and challenges for the future 2018-2023](#)”⁹³. The report details what improvements have been made in the province and what the key education challenges for the province are in the coming years. The findings of the report are summarized below, highlighting where improvements have been made and trends.

⁹¹ <http://fata.gov.pk/Global-fac.php?iId=376&fid=46&pId=325&mId=174>

⁹² <http://www.kpese.gov.pk/>

⁹³ <https://elections.alifailaan.pk/wp-includes/file/KpEducationReport18.pdf>

Improvements

- Better government schools
 - Improved infrastructure and school facilities
 - Area for play in schools and sports tournaments
 - Inclusion of technology and science initiative in schools
- Improved learning outcomes
 - Improved teaching
 - Boards of Intermediate and Secondary Education
 - Assessments at primary and middle level
- Education data and statistics
 - Independent Monitoring Unit (IMU)
 - School Quality Management Initiative (SQMI)
 - Student level data
 - District Performance Evaluation System (DPES)
- Increased and improved funding
 - School specific budgets

Key Challenges

- The Education budget has increased from Rs.117.4 billion to Rs. 168 billion, since 2014. This increase has led to incremental improvements in physical infrastructure, teachers' pay scales, and student enrolment, it is still insufficient to fully address these problems confronting the sector.
- In the absence of the complete operationalization of the Private Schools Regulatory Authority, there is no definitive data to assess if the issue of OOSC and imbalance between school tiers is being addressed by the private sector provision; according to the Pakistan Education Statistics 2015-2016, there are 2.5 million children out of school in the province.
- Primary schools outnumber cumulative middle and high schools by a ratio of 4:1. Students are forced to travel further from their homes to access schooling beyond the primary level; a high rate of student attrition after primary schooling remains.
- The gap between the enrolment numbers of girls with that of boys has remained almost constant each year; seamless mechanism is required to expand opportunities for females to remain in the system.
- The scores achieved by children of Khyber Pakhtunkhwa in the tests conducted by NEAS are disappointingly low. Stagnating enrolment rates and low retention at higher tiers of school is linked to both lack of student achievement in class, as well as the wider perception of low quality of schooling. Improving the quality of instruction and raising overall levels of learning is vital.

- To have a sustainable supply of skilled talent, the government needs to undertake reforms to the teacher training centers such as Provincial Institute for Teacher Education (PITE) across the province to make them more effective nurseries of teachers.
- To improve the quality of content taught, contracts should be issued for textbooks on a competitive basis overseen by a technical committee formed by the government. Khyber Pakhtunkhwa government introduced the content of the textbooks in English three years ago. This is a radical change, and it must be found how have teachers coped with such a change, to what extent are they complying in instruction, and how has it affected pupils in learning.
- Large intra-provincial disparities in primary school infrastructure score, middle school infrastructure score, education score and beyond primary readiness score still exist.

As the PTI is now in power in the center as well as in the Province, its progress and efficiency in delivery results must be accessed. This is done by studying the 100 Days Agenda Report.

3.5.4 Ruling Party (PTI) Manifesto and 100 Days Agenda Report

The PTI's Manifesto has already been discussed in [Section 2.3](#). The PTI government in Khyber Pakhtunkhwa has released a [100 Days Agenda Report](#)⁹⁴ about progress on ambitions set out in the Manifesto.

According to the Report, the government has completed the promise of transforming education. The government committed to launching PTI's education strategy on education transformation and depoliticization. The Report says that in the first 100 days, the most important achievement has been the development of the 2018-2023 Education Blueprint. The blueprint aims to improve the quality and standard of learning in every school in Khyber Pakhtunkhwa. [Table 3](#) shows the plans detailed in the Report toward transforming education in Khyber Pakhtunkhwa.

The government plans to prepare work plans and costing in 2019, and teacher trainings, recruitment and assessments will be introduced/implemented by 2020. Focused literacy and numeracy campaigns will be launched by 2021, implementation and streamlining of FATA- Khyber Pakhtunkhwa merger and local government reforms will also be done by 2021. Kachi classrooms and matric examination will be upgraded by 2023.

⁹⁴ <https://drive.google.com/file/d/1PUcnpl8cCxZSHSBRrovBhXOgp4a9tSWq/view>

Table 2: PTI government's plan for transforming education in Khyber Pakhtunkhwa

PRIMARY EDUCATION	SECONDARY EDUCATION	PUBLIC PRIVATE PARTNERSHIPS	EDUCATION MANAGEMENT	CITIZEN OWNERSHIP	MERGE D AREAS	SPECIAL INITIATIVES
Ensure that every child in school in Khyber Pakhtunkhwa demonstrates basic competencies in language and mathematics	Get more girls and boys to go through secondary school	Support the development of a vibrant private sector in the education landscape that complements public sector delivery	Motivate and train teachers and head teachers to lead better schools	Implement school rating programme enabling communities to hold schools accountable	Introduce a special education package for merged areas	Provide special play areas in Khyber Pakhtunkhwa schools
Endeavor to get at least 90% of primary aged children in school	Raise standards of teaching and learning in secondary schools	Expand and improve existing public-private partnerships	Strengthen and empower district education management and deploy improved evidence-based performance management	Launch education hotline to empower parents to take an active role in their child's education		Introduce IT solutions to solve education challenges
Transform pre-primary education for the 800,000 children in Kachi and develop ECE	Reform assessments in line with global best practices		Ensure that every one of our 27,000 schools is a center of learning			Lead a tree plantation campaign in schools

A Government output that shows its commitment to a particular public service is the Provincial Budget. Below, we outline the budget allocations made by the Government in Khyber Pakhtunkhwa for Education.

3.5.5 Budget Fiscal Year 2018/2019

This year, the [government intends to spend⁹⁵](https://tribune.com.pk/story/1826589/1-priority-allocation-education-get-27-budget/) a total of Rs167.3 billion on the education sector, up 27.7 % from the Rs131 billion in Fiscal Year 2017-18. Of this Rs146.11 billion will be spent on elementary and secondary education, Rs18.8 billion on higher education and Rs2.42 billion on technical education. This budget allocation is very encouraging, however, it is also important to ensure that finances are used efficiently.

⁹⁵ <https://tribune.com.pk/story/1826589/1-priority-allocation-education-get-27-budget/>

The public institutions responsible for governance and implementation of Education policy in Khyber Pakhtunkhwa are discussed below.

3.5.6 Institutions

Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa

[Elementary and Secondary Education Department \(KPESED\)](http://www.kpese.gov.pk/)⁹⁶ has the following functions:

- Formulation of policies, strategies and regulations for schools Education and literacy
- Preparation of Annual Developmental Program (ADP) for elementary and secondary Education sector
- Processing of developmental projects.
- Monitoring and review of developmental projects and schemes in coordination with concerned Directorates/PIUs
- Improvement of literacy and quality at primary and secondary education level
- Financial management (recurring/non-recurring budgets) and auditing of the provincial level releases to schools and literacy department including PAC/DAC
- Education Management Information System and Geographic Information System
- Regulation, registration and supervision of private teacher training institutions through BISEs
- Preparation of draft Acts/Ordinances as per need for the approval of provincial assembly/ Chief Executive of the Province
- Attending to the questions/queries of the Provincial/National Assemblies and Senate pertaining to schools and literacy sector in the province
- Dealing with the matters of BISEs and public schools in Khyber Pakhtunkhwa
- Inter District posting/transfers of officers of Provincial cadre (BPS-17 and above) in schools on recommendations of the Directorates of Elementary and Secondary Education Department
- Processing of selection grade, move-over, pension, GP fund final payment and promotion cases for approval of the competent forum at provincial level in accordance with the existing approved policy
- Coordination with the Federal Government and donors
- Inter Provincial admissions in teachers training institutes on reciprocal basis
- Performance evaluation reports of Provincial cadre Officers (ACRs)
- Processing the cases of short and long-term foreign visits/training and award of Scholarships for approval of the competent forum
- Any other task assigned by the government
- Higher Education Department

⁹⁶ <http://www.kpese.gov.pk/>

The [Higher Education Department](#)⁹⁷ has the following functions:

- Section Officer (C-I, C-II, C-III) deal with official business and administrative affairs of Professors (BPS-20), Associate Professors (BPS-19), Assistant Professor (BPS-18) and Lecturer (BPS-17) of Government college cadre of Higher Education Department.
- The Department serves as an administrative department of public sector universities, and processes the appointment of vice chancellors
- Takes initiative to established new universities and sub campuses
- Works on the complaints received against the private sector universities
- The Department also deals with cases of autonomous bodies working under the department, including Civil Presidential awards
- Provincial Assembly business
- Notifications and communication of holidays
- Coordination and communication with attached institutions
- Matters related with Accountant General Office
- Works as drawing and disbursement office of the department
- Arrangement of Pre-PAC, PAC, DAC meetings
- Appropriation accounts and finance accounts
- Financial grants to retired employees
- Pension contribution of employee
- Advance Paras of attached departments and public sector universities
- All the matters related to the Supreme Court, High Court and Lower Courts

3.5.7 List of various initiatives taken

In this section, we highlight some of the recent public sector initiatives that have taken root in Khyber Pakhtunkhwa.

[Revamping of Elementary Education Foundation \(EEF\)](#) - [Elementary Education Foundation](#)⁹⁸ is an autonomous government organization working in Khyber Pakhtunkhwa to support the private and non-formal sector in providing quality education in the province.

[Early Childhood Care and Education \(ECCE\)](#) – The KPESD has introduced [ECCE](#)⁹⁹ in 500 schools in 5 districts; an additional Early Childhood Room has been approved by PDWP and DDWP, and funds have been transferred to districts and Parent Teacher Councils.

[Stipend for Girl Students](#) - Aimed at promoting the education of girls at the secondary level, the [stipend programme](#)¹⁰⁰ had been introduced in the province in 2006, but was later halted for various reasons. The

⁹⁷ http://hed.gkp.pk/?page_id=1125

⁹⁸ <http://www.eef.org.pk/>

⁹⁹ http://ese.kp.gov.pk/page/earlychildhoodcareandeducationecce/page_type/citizen

¹⁰⁰ http://ese.kp.gov.pk/page/stipendforgirlstudents/page_type/citizen

PTI government then restarted the programme in 2013-14. Now the amount of stipend has been increased and the programme covers all districts of the province.

Independent Monitoring Unit (IMU) - To make policies through an informed decision making process based on reliable and current data, and existing accountability mechanisms have not been sufficient and successful. An independent monitoring system gathering data at the school level can address many of the obstacles and bring greater accountability to education service delivery in the province. This system provides information on a monthly basis throughout the school year to capture data on key indicators. The Unit¹⁰¹ has been established for monitoring and data collection for all the 28000 schools in Khyber Pakhtunkhwa. Selection of 500 monitoring assistants, training of DMOs and monitoring assistants has been completed. The initiative has been operational from February 2014.

Tameer-e-School (Adopt a Schools concept) - The Grievance Redressal System¹⁰² is planned to be implemented gradually through a phase-wise approach and will cover all departments of Khyber Pakhtunkhwa Government. In first phase, the complaints regarding five government departments (Education, Health, Police, Revenue and Local Government) are being redressed using this system. In second phase, the system would be extended to all remaining Government Departments. So far, 646 (76% of total) complaints have been addressed.

“

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Read about how education is the cornerstone for achieving the other SDGs [here](#)!

”

¹⁰¹ <http://kpimu.gov.pk/background.php>

¹⁰² <http://kp.gov.pk/page/ecomplaintgrievanceredressalsystem>

¹⁰³ <https://educationaboveall.org/uploads/library/file/2a8e15847d.pdf>



CHAPTER 4

CIVIL SOCIETY INITIATIVES

Chapter 4: CIVIL SOCIETY INITIATIVES

While the federal and provincial governments have been slow on ensuring the full implementation of Article 25A Right to Education, this has not precluded individual citizens and members of civil society from taking action to pressurize the governments and to spread awareness to the masses of their rights under this article.

This chapter details some of the civil society campaigns, initiatives and organizations that have been contributing towards implementation of Article 25A all over Pakistan, along with an overview of their activities.

4.1 Alif Ailaan

Launched in February 2013, [Alif Ailaan](#)¹⁰⁴ was a 5-year campaign that sought to put education at the front and center of public discourse in Pakistan. The goal was to get every Pakistani child into school, keep them learning and ensure that they receive a quality education. Alif Ailaan's work included political advocacy at all levels of government, outreach to parents and communities through grassroots' activism and civil society partners, engagement with school heads, teachers and education managers, targeted campaigns in print, radio, television and social media, and research and compilation of data to assist decision makers and inform the discourse on education.

Some of the campaigns run by Alif Ailaan are listed below:

- [It's in our hands](#)¹⁰⁵
- [3 steps to begin the journey](#)¹⁰⁶
- [Not Free at All](#)¹⁰⁷
- [Taleemi Budget barhao](#)

4.2 Right to Education (RTE)

[RTE](#)¹⁰⁸ is an advocacy campaign for ensuring equal access of every child to quality Education. The RTE campaign stems from the unfortunate status of education in Pakistan depicted by the Annual Status of Education Report (ASER). It functions under the *Citizens Movement for Quality Education (CMQE)*, an initiative of [Idara-e-Taleem o Aagahi \(ITA\)](#)¹⁰⁹.

This campaign urges the government to implement its duty on providing free and compulsory education to ALL children between the ages of 5-16 years under the constitution. The responsibility is not only to be claimed by the government in the center but also by the provincial governments and legislative bodies as the subject of education has been devolved to provinces, due to the 18th Amendment. Additionally, RTE

¹⁰⁴ <https://www.alifailaan.pk/>

¹⁰⁵ https://www.alifailaan.pk/it_s_in_our_hands

¹⁰⁶ https://www.alifailaan.pk/3_steps

¹⁰⁷ <https://www.alifailaan.pk/notfreeatall>

¹⁰⁸ <http://rtepakistan.org/>

¹⁰⁹ <http://www.itacec.org/>

aims to mobilize parents, teachers, students/youth and civil society in this struggle to demand Free and Compulsory Quality Education for ALL children.

Some of the campaigns run by RTE are listed below:

- [Youth Agency and Community Mobilization Social Accountability for Learning & Right to Education](#)¹¹⁰
- [#EducationCountdown](#)¹¹¹
- [#UpForSchool – Signature Campaign](#)¹¹²
- [One Million Signature Campaign](#)¹¹³

4.3 Annual Status of Education Report (ASER)

[ASER](#)¹¹⁴ is a citizen-led, household-based initiative that aims to provide reliable estimates on the schooling status of children aged 3-16 years residing in all rural and few urban districts of Pakistan. The 2018 report will be released in February 2019, while the reports from preceding years until 2008 can be found [here](#)¹¹⁵.

4.4 Pakistan Coalition for Education (PCE)

[Pakistan Coalition for Education](#)¹¹⁶ (PCE) is a network of civil society organizations doing education advocacy across Pakistan since 2005. It consists of members from local Community-Based Organizations (CBOs), Non-Government Organizations (NGOs), Parent-Teacher Associations (PTAs), Civil Society Organizations (CSOs) and Education Reporters' Associations (ERA) in the media, who aim to bring about change in the education system of the country through policy advocacy and civic engagement. PCE works on the implementation of Right to Education, Education governance, girls' Education, public-private partnerships in education and the Sustainable Development Goals.

The PCE organized a campaign called [Vote for Education](#)¹¹⁷, developed a draft agenda and celebrated the Global Action Week for Education, 2017.

¹¹⁰ <http://rtepakistan.org/youth-agency-and-community-mobilization/>

¹¹¹ <http://rtepakistan.org/1490-2/>

¹¹² <http://rtepakistan.org/upforschool-petitions/>

¹¹³ <http://rtepakistan.org/one-million-signature-campaign/>

¹¹⁴ <http://asERPakistan.org/index.php>

¹¹⁵ <http://asERPakistan.org/report>

¹¹⁶ <https://www.pcepak.org/>

¹¹⁷ <https://www.pcepak.org/campaigns>

4.5 Human Rights Commission of Pakistan (HRCP)

[HRCP](#)¹¹⁸ works for the ratification and implementation of the [Universal Declaration of Human Rights](#)¹¹⁹ and of other related Charters, Covenants, Protocols, Resolutions, Recommendations and internationally adopted norms by Pakistan. They monitor human rights violations and seek redress through public campaigns, lobbying and intervention in courts. They have also worked on ensuring the implementation of Right to Education. The [annual reports](#)¹²⁰ of the HRCP, called State of Human Rights, cover issues of Rule of Law, enforcement of law, fundamental freedoms, democratic development, and rights of the disadvantaged and social and economic rights.

4.6 Special Talent Exchange Program (STEP)

[STEP](#)¹²¹ is a cross disability organization that is committed to mainstreaming disability inclusiveness in development through empowering individuals and organizations of persons with disabilities as well as sensitizing society about the rights-based approach. One of their objectives is to create a bridge between persons with disabilities and the facilities of health, education and livelihood through promoting accessible information. STEP sets out to:

- Advocate for the rights of people with disabilities through awareness campaigns and demonstrations
- Achieve inclusion of disabled persons in overall development processes through lobbying with policy makers in public, private and development sector
- Lobby for empowerment of disabled persons through training and counseling
- Support development of an accessible environment through creating awareness and consultations

4.7 Centre for Social Justice (CSJ)

[CSJ](#)¹²² is a research and advocacy organization. Their work covers human rights, minorities (including education), and interventions on peacebuilding, hate speech and de-weaponization. They are committed to ensuring Right to Education without discrimination and seek to ensure an equal playing field for all minorities in the field of education in terms of access and quality. Their many collaborative projects include research reports and studies, books, pamphlets and documentaries, in both Urdu and English.

¹¹⁸ <http://hrcp-web.org/hrcpweb/>

¹¹⁹ http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

¹²⁰ <http://hrcp-web.org/publication/book-genre/annual-reports/>

¹²¹ <http://www.step.org.pk/about-us>

¹²² <http://csjpak.org/>

4.8 Ilm Ideas 2

[Ilm Ideas 2](#)¹²³ is a four-year programme in Pakistan funded by the [DFID](#)¹²⁴. It aims to engage a wide range of players, primarily from the private sector, to develop innovative approaches to improving the supply and demand for quality of education in Pakistan. The programme has three strands:

1. Supporting new businesses (start-ups) that aim to improve quality or access to education and to develop their ideas into a successful businesses
2. Providing grants and advice to organizations or businesses that are already working on education challenges
3. Mobilizing support and interest for education innovation in the private and public sector

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Find out about the
implementation
status of RTE in
countries around
the world [here](#)!”

¹²³ <http://www.ilmideas2.pk/>

¹²⁴ <https://www.gov.uk/government/organisations/department-for-international-development>

¹²⁵ <https://www.right-to-education.org/page/where-find-information>



CHAPTER 5

FUNDAMENTAL RIGHTS AND INITIATIVES AT THE JUDICIAL LEVEL

Chapter 5: FUNDAMENTAL RIGHTS AND INITIATIVES AT THE JUDICIAL LEVEL

The Judiciary in Pakistan, particularly the High Courts and the Supreme Court, have taken a proactive role with regards to Article 25A Right to Education and engaged in significant judicial activism to ensure its implementation. They have heard constitutional petitions, including public interest litigation, on violations of the right. They have issued rulings with wide and progressive interpretations of 25A, going beyond the defined age of 5-16 in the article and dealing with higher/tertiary education and professional case as well. They have formed committees and issued directives to ensure full implementation of the article. The following section features a number of such cases, along with the verdicts issued.

5.1 Fundamental Rights in the Constitution of Pakistan

The Constitution of Pakistan provides a set of [Fundamental Rights](#)¹²⁶ that are enjoyed by each Pakistani; these are summarized below. The Right to Education (Article 25A) is, thus, protected by the Constitution of Pakistan as a fundamental right, mandatory for the State to fulfil.

Article Number and Fundamental Right Guaranteed

9.	Security of person
10.	Safeguards as to arrest and detention
10A.	Right to fair trial
11.	Slavery, forced labour, etc., prohibited
12.	Protection against retrospective punishment
13.	Protection against double punishment and self-incrimination
14.	Inviolability of dignity of man, etc.
15.	Freedom of movement, etc.
16.	Freedom of assembly
17.	Freedom of association
18.	Freedom of trade, business or profession
19.	Freedom of speech, etc.
19A.	Right to information.
20.	Freedom to profess religion and to manage religious institutions
21.	Safeguard against taxation for purposes of any particular religion
22.	Safeguards as to educational institutions in respect of religion, etc
23.	Provision as to property

¹²⁶ http://www.lead.org.pk/hr/attachments/Human_rights_constitution.pdf

24. Protection of property rights
25. Equality of citizens
- 25A. Right to education
26. Non-discrimination in respect of access to public places
27. Safeguard against discrimination in services
28. Preservation of language, script and culture

5.2 Right to Education (RTE) 25-A cases settled by the High Courts and Supreme Court from 2011-2015

There is precedence for judicial verdicts that protect the Right to Education in Pakistan. Knowledge of these cases enlightens one to the breadth and depth of the applicability of their Right to Education. This section outlines the key features of many legal cases related to Education as a Human Right in Pakistan.

Table 3: Key cases in the domain of Right to Education in Pakistan

Case No/Date of decision/Court	Violation	Verdict
2011 C L C 1375 – 27/04/11 Islamabad High Court	Higher	For
2012 C L C 168 -12/09/11 Balochistan High Court	Secondary	For
2013 S C M R 764 – 11/02/13	Primary/Secondary	For
2014 S C M R 396 – 22/11/13 Supreme Court		
P L D 2013 S C 188 – 25/09/12 Supreme Court	ALL	For
P L D 2014 86 - 23/10/13 – Balochistan High Court	Primary/Secondary	For
P L D 2014 Lahore 408 – 04/11/13 – Lahore High Court	Higher	For
2014 C L C 1810 – 07/07/14 Balochistan High Court	Primary/Secondary	For
2014 M L D 353 – 20/09/13 Lahore High Court	Secondary	For
2015 Y L R 58 – 18/08/14 Balochistan High Court	Professional	For
2015 Y L R 1262 - 24/04/14 Lahore High Court	Higher	Against
P L D 2018 Lahore 509 – 05/04/18 Lahore High Court	Professional	Mixed verdict
2016 M L D 20 - 27/03/15 Peshawar High Court	Higher	Against

“
¹²⁷
 Some landmark international cases in Right to Education can be accessed [here!](https://www.right-to-education.org/taxonomy/term/22?page=1)
 ”

¹²⁷ <https://www.right-to-education.org/taxonomy/term/22?page=1>

5.2.1 Kiran Shahzadi vs. Quaid-e-Azam University

2011 C L C 1375

Writ Petition 213 of 2011

Kiran Shahzadi vs. Quaid-e-Azam University

Islamabad High Court

Date of hearing: 1 April 2011. Decided on 27 April 2011

The petitioner was alleged to have been using unfair means in her MBA Marketing Research Examination. She was exonerated of the charge. She was subsequently not allowed by the same teacher to appear for the Comprehension Paper. Per the petition, due to maladministration of the University, the petitioner suffered great loss to her studies, and therefore her fundamental right to pursue studies under Article 25-A had been violated.

Court intervention was sought. Islamabad High Court ruled in favour of the petitioner.

5.2.2 Students of Government Girls College Kuchlak vs. Government of Balochistan

2012 C 168

Const. Petition 577 of 2011

Students of Government Girls College Kuchlak vs. Government of Balochistan

Balochistan High Court

Date of hearing and decision: 12 September 2011

This case was brought to the Balochistan High Court as a matter of public importance. A sizable portion of state land that had been earmarked for construction of Government Girls College had been encroached by influential persons through the construction of a metaled road through the center of the land. Per the petition, people could not be deprived of their fundamental rights just because they are unaware or do not have wherewithal to approach the High Court. Inaction of the High Court would result in the public college being deprived of valuable property and girl students robbed of the benefit thereof, which would violate their fundamental rights under 25A.

Additional Advocate-General referred to Surah Alaq and Articles 25A, 25(2), 34, 37 and 38, to emphasize that both men and women have a right and duty to acquire education, and that discrimination on the basis of sex is prohibited. The Balochistan High Court directed the Executive Engineer and any other officer of the Government of Balochistan who is executing the project, to ensure the construction of a boundary wall around the parameters of the College land and directed the police to provide necessary assistance.

5.2.3 Petition Regarding Miserable Condition of the Schools

2013 S C M R 764
Const. Petition 37 of 2012
Petition Regarding Miserable Condition of the Schools
Supreme Court
Date of hearing and decision: 11 February 2013

Per the petition, the condition of schools in all Provinces was poor for several reasons, including the illegal occupation of school buildings by police or other government departments, school staffs being paid salaries despite providing no services, and the existence of ghost schools. There was a lack of progress on fulfilling requirements under Article 25-A.

The Supreme Court directed Provincial Governments through Chief Secretaries or Secretary Education(s) to implement order of the court in letter and spirit. The Court ordered carrying out of surveys of schools to determine how many are fully functioning, the number of ghost schools, the allocation of educational funds, the ratio of students studying in those areas, reasons for encroachments of school buildings, and in case of litigation between education department(s) and private person(s), why those cases were not being expedited by the Courts.

5.2.4 Const. Petition 37 of 2012

2014 S C M R 396
Const. Petition 37 of 2012
Supreme Court
Decided on 22 November 2013

The District and Sessions Judges and District Education Officers conducted surveys and submitted reports to the Supreme Court (following Court order of Feb, 2013 - 2013 S C M R 764) regarding the condition and functioning of schools in their respective districts.

Their findings included: untrained teachers, under-staffed/over-staffed schools, teacher absenteeism, recruitment and posting of teachers on political and monetary basis, illegal occupation/encroachment on school properties, lack of basic amenities, existence of ghost schools, and financial mismanagement and lack of audit in the Education Departments.

The Supreme Court directed that Accreditation Boards be established in all provinces and ICT to improve miserable conditions of institutions, ordered the removal of ghost schools with penal action taken against persons shirking their duties, and ordered the implementation of recommendations to make improvement of schools visible.

Provincial Governments were directed to enforce Fundamental Rights enshrined in Articles 9 and

25A. Provincial Governments and ICT were directed to enhance budgetary allocations for improvement of the education system and to provide a mechanism to ensure presence of students at primary, middle and high school levels. Provincial Governments were directed to ensure recovery of possession of school buildings illegally occupied by influential persons. In case of pending litigation, registrars of High Courts were directed to ensure expeditious disposal of cases.

5.2.5 Dr. Muhammad Aslam Khaki vs. S.S.P (Operations) Rawalpindi

P L D 2013 Supreme Court 188

Const. Petition 43 of 2009

Dr. Muhammad Aslam Khaki vs. S.S.P (Operations) Rawalpindi

Date of hearing and decision: 25 September 2012

The petition sought the restoration of fundamental rights of transgender persons, which includes the right to get education under Article 25(A) for all genders (including transgender persons). Supreme Court Chief Justice Iftikhar Chaudhry directed all relevant authorities to ensure equal treatment of transgender persons under the Constitution of Pakistan, and to ensure their participation in all walks of life, including in equal access to education.

5.2.6 Syed Nazeer Agha vs Government of Balochistan

P L D 2014 Balochistan 86

Const. Petitions 194 and 216 of 2013

Syed Nazeer Agha vs Government of Balochistan

Balochistan High Court

Date of hearing: 12 September 2013. Decided 23 October 2013

Per the petition, the Provincial Government was not providing books to students of government schools. Per Article 25 A, the State must ensure all children go to school. Merely constructing a school and providing free textbooks would not be enough to get children to school, creation of right environment was needed.

The Balochistan High Court directed the Provincial Government to carry out physical audits of schools, prevent the encroachment and illegal transfer of school properties, ensure the disclosure of teachers employed at each school, inform the Board about the number of books and subjects required for the next academic year well in advance, ensure that principals or teachers of each school maintain attendance records, devise a comprehensive format for inspection of schools, and to ensure that school buildings are designed and constructed in accordance with the prevailing physical environment, look welcoming, are environmentally friendly and do not require frequent maintenance.

5.2.7 Sidra Yasin vs Mrs. Ishrat Ishaq and others

P L D 2014 Lahore 408
Writ Petition 23186 of 2013
Sidra Yasin vs Mrs. Ishrat Ishaq and others
Lahore High Court
Date of hearing and decision: 4 November 2013

For admission to a Lady Health Visitor course, the petitioner was asked to submit a bond that after successful completion of the course, she would serve the government health department for 2 years. After completion of the course and a lapse of 7 months, she was not offered a job due to a lack of vacancies. The Petitioner was refused a No Objection Certificate (NOC) to get admission for further studies on the grounds that she was required to serve the health department. This violated her fundamental right to education (25A), profession, lawful trade or business.

Lahore High Court directed the department to issue NOC to the petitioner for getting admission in nursing school for further studies.

5.2.8 Maher Gul vs Government of Balochistan Education Department

2014 C L C 1810
Const. Petition 440 of 2011
Maher Gul vs Government of Balochistan Education Department
Balochistan High Court
Date of hearing and decision: 7 July 2014

Under Article 25A, children have a right to free and compulsory education in Balochistan. Per the petition, a number of issues were prevalent in the province including the presence of Ghost Schools, contracts for repair/renovation of schools being awarded without publication, and collusion of education dept officials. Inaction on these issues demonstrated the Government's lack of desire to stem pilferage and fraud. Therefore, a substantial number of children in the province were being deprived of their Fundamental Right to free and compulsory education.

The Balochistan High Court directed that each school be photographed and its GPS coordinates determined, the particulars of all schools in the revenue record be recorded by the Provincial Government, the names of all teachers at all schools be inscribed at a conspicuous place in the school, disciplinary action be taken in case the District Education Officer or revenue officer did not fulfill their required duties, a website be launched containing the aforementioned information, and that the Provincial Government provide requisite resources for the storage and display of such data.

5.2.9 Muhammad Nadeem Nasir vs Chairman Board of Intermediate and Secondary Education, Lahore

**2014 M L D 353
Writ Petition 19664 of 2013**

**Muhammad Nadeem Nasir vs Chairman Board of Intermediate and Secondary Education, Lahore
Lahore High Court
Decided on 20 September 2013**

The Petitioner was a student of F.Sc. that appeared in the Intermediate examination and was issued a date sheet for the practical examination. Due to illness, the petitioner failed to appear in the practical examination; despite submitting a medical certificate, he was denied permission to appear in the second batch. The right to education and to appear in examinations under the rules and regulations was a fundamental right of the student (Article 25A).

The Lahore High Court ruled in favour of the petitioner and directed Board authorities to administer his practical examination.

5.2.10 Akhtar Hussain Langove vs IGP, Balochistan

**2015 Y L R 58
Const. Petitions 242 and 250 of 2014
Akhtar Hussain Langove vs IGP, Balochistan
Balochistan High Court
Decided on 18 August 2014**

Per the petition, the Lands of Sports Complex were not being utilized to realize their full potential. They were being encroached upon and misused. The Sports Complex is meant to provide access to sport facilities, and training to sportsmen and sportswomen to enable them to compete. The Right to Education (25A) is not limited to academic knowledge. It includes the provision of sports facilities, and therefore the Government is bound to provide students with sporting facilities.

Balochistan High Court issued directions to ensure that Sports Complex is efficiently run and properly used.

5.2.11 Awais Iqbal vs VC, Baha-ud-din Zakriya University, Multan

2015 Y L R 1262
Writ Petition 6634 of 2013
Awais Iqbal vs VC, Baha-ud-din Zakriya University, Multan
Lahore High Court
Decided on 24 April, 2014

The petitioners were students who had been rusticated, fined and barred from getting admission in the University by the Disciplinary Committee. A period of more than a year had elapsed, no complaints had been noticed about the petitioners, and they had mended their behavior.

The High Court declined to interfere in the disciplinary matter of the University, stating that the Office of the VC was able to exercise power to maintain discipline. The punishment was for reforming irresponsible attitude, not to destroy the education career of the students (their right under 25A). The petitioners expressed repentance and gave an undertaking to not indulge in wrong activities in future, therefore their punishment was set aside.

5.2.12 City School Private Limited vs Government of the Punjab

P L D 2018 Lahore 509
Writ Petition 29724 of 2015
City School Private Limited vs Government of the Punjab
Lahore High Court
Date of final hearing: 15 March 2018. Decided on 5 April 2018

The petitioner questioned whether the Government could regulate the fee structure of unaided private schools, and whether it could lay down a specific cap on increase in fees for any academic year. Arguments on both sides included the following: 1) The State has a responsibility to see that private educational institutions set up with Government permission were not involved in profiteering, capitation or exploitation of parents. 2) Private institutions being businesses were covered under the definition of “trade” and could thus be regulated by a licensing system. 3) The fee structure could be regulated under Article 18; however, any restrictions/regulations must be reasonable and should not impinge on the fundamental rights of the institutions.

Lahore Court found that private schools could fix the fees and charges payable by students, as long as the increase in fees was not exploitive and did not ravel into the arena of commercialization. The High Court directed that the Provincial Government notify The Punjab Free and Compulsory Act (2014) to ensure enforcement of the Fundamental Right of Education under Article 25A, and that the Government frame a uniform regulatory regime through rules to determine the increase claimed by schools in fees by considering certain factors.

5.3 Law and Justice Commission of Pakistan – A Federal Government Institution

The [Law & Justice Commission of Pakistan](http://ljcp.gov.pk/nljcp/home#1)¹²⁸ (IJCP) is a Federal Government institution, headed by the Chief Justice of Pakistan and comprises other members including the Chief Justice of Federal Shariat Court, Chief Justices of the High Courts, Attorney General for Pakistan, Secretary Ministry of Law, Justice and Human Rights and the Chairperson of National Commission on the Status of Women. It has been pushing 25 A cases and asking Provincial Governments to pursue action on implementation.

The IJCP set up a committee to produce a report on Education sector reforms, comprising of political leadership, experts in education and provincial and federal Education Secretaries, and chaired by Honorable Wafaqi Mohtasib Syed Tahir Shahbaz. The Committee published a report on [Education Sector Reforms in Pakistan, Implementation of Article 25-A of the Constitution of the Islamic Republic of Pakistan](http://ljcp.gov.pk/tg/edureport.pdf)¹²⁹. The Report reiterates the importance of Education and implementation of 25A, provides a situational analysis of primary Education, a GAP analysis of the overall issues, and gives recommendations. 3 sub-committees were also constituted to develop a template identifying major issues in education system with input from Provinces, and to examine the challenges relating to uniformity in education, and to propose revision and roadmap for short, medium and long-term goals. The Report also highlights the following key points and recommendations:

- Education Sector Plans prepared by Provincial Governments which highlight challenges, opportunities and targets; however, significant gaps were identified in terms of infrastructure, teachers, budget and quality education
- Per latest census 2017, total number of children aged 5 to 16 has risen to 68.4 million out of which 39.36 million are out of school (2 million children estimated to be added every year)
- Challenges of availability of quality teachers, schools and basic facilities, curriculum and text books
- Curricula do not fulfill requirements of technological era, nor prepare students for the market
- Urgent need to declare an “education emergency”
- Increase education sector budget from 2.2% of GDP to 4%; minimum allocation of 25% total budget of provinces/areas should reach target in 4 years
- Construct new public sector schools, recruit and train large number of teachers, make ghost schools functional, provide basic facilities for existing schools on fast track basis
- Bind private schools to rationalize fee structure & enroll at least 10% students belonging to poor families
- Issue directions to housing societies to give plots earmarked for community services for establishment of Government schools at subsidized rates
- Introduce double shifts in all schools where sufficient number of students available
- Incentivize sending of children to school for poor families. Provinces should share and expand best practices in community schools, non-formal schools, public-private partnership, and voucher scheme
- Encourage private entrepreneurial firms and individuals to adopt schools for infrastructure development and provision of necessary facilities, could be in the shape of tax rebates or attribution of schools to the sponsors
- Consult with *Deeni Madaras* representatives to devise programme for imparting formal education

¹²⁸ <http://ljcp.gov.pk/nljcp/home#1>

¹²⁹ <http://ljcp.gov.pk/tg/edureport.pdf>

- Merit-based management of [National Commission of Human Development](#) and [Basic Education Community Schools](#)¹³⁰ with enhanced funding (50% annually) recommended to promote literacy and enrollment of out of school children
- Establish effective oversight and monitoring arrangements
- Quality of education and standardization of curriculum require attention; Federal Government and Ministry of Education along with Provincial Governments should undertake immediate review and upgradation measures
- Introduce skill-based education; ask [NAVTCC](#)¹³¹, [TEVTA](#)¹³², etc., to develop accredited vocational training courses
- Role of regulatory bodies needs to be made more effective by appointing proper persons
- Quality education be focused by improving contents of training courses for enhancing teaching skills
- In sum, for effective enforcement of 25-A, a paradigm shift is required to accord appropriate priority to this sector in terms of financial and human resources

The Report faced some criticisms for not elaborating on reasons leading to failure of State in provision of quality education for all, lacking details on facilities, middle and higher secondary schools, ratio of girls to boys' schools and accessibility.

5.4 Federal Ombudsman

The [Office of the Federal Ombudsman](#)¹³³ aims toward prompt and inexpensive relief to citizens by redressing their grievances against federal Government agencies and to promote good governance. The team is dedicated to resolving citizen's grievances against the Federal Government Agencies.

The Federal Ombudsman has offices in Lahore, Karachi, Peshawar, Quetta, Sukkur, Multan, Faisalabad, Dera Ismail Khan, Hyderabad, Abbottabad, Gujranwala and Bahawalpur. The Office works in collaboration with Federal Tax Ombudsman Pakistan, Federal Insurance Ombudsman, Federal Ombudsman against Harassment of Women at Workplace, Provincial Ombudsman Sindh, Provincial Ombudsman Punjab, Provincial Ombudsman Khyber Pakhtunkhwa, Mohtasib Office AJK, Secretaries (Wafaqi Mohtasib Secretariat) and Provincial Ombudsman Balochistan.

The Federal Ombudsman resolves complaints and provides relief to the public by carrying out independent investigations into complaints about 'maladministration' in any Federal Government agency. They work to make corrections, share lessons learnt and help improve public services as a result. Their independent [complaints handling service](#)¹³⁴ is free and open to everyone. They also entertain the complaints from Federally Administrated Tribal Areas (FATA). The Office examines all facts related to the case; if it is found that the agency complained about has already acted fairly, the complainant will be informed. If it is found that the agency has acted wrongly, the Office may recommend the agency to make correction which may include recommendations that relief may be provided as per the provisions in the law.


¹³⁰ <https://www.becs.gov.pk/>

¹³¹ <http://navttc.org/>

¹³² <http://www.tevta.gop.pk/>

¹³³ <http://www.mohtasib.gov.pk/>

¹³⁴ <http://complaints.mohtasib.gov.pk/complaints/complaintstatus.aspx>



Areas which are outside the purview of Ombudsman Secretariat are matters that are sub judice, matters relating to External Affairs, matters relating to Defense, Service Matters, and Federal Public Service Commission. In addition, there are independent Mohtasibs (Ombudsman) for (i) tax matters, (ii) insurance matters concerning private insurance companies, (iii) banking matters concerning private banks, and (iv) harassment of women at workplace.

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Read the SPARC publications on Child Rights and Protection [here!](http://www.sparcpk.org/2015/Publications.html)

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¹³⁵ <http://www.sparcpk.org/2015/Publications.html>



CHAPTER 6

RESOURCES AND CONCLUSION

Chapter 6: RESOURCES AND CONCLUSION

The Green Book is a comprehensive resource on the Education Sector in Pakistan for young professionals, RTE champions and laypersons embedded in a Right Based Approach. It includes information and guidance about regulations, public interest litigation, civil judicial activism and public and private initiatives toward Right to Education. It provides access to research reports and evidence based advocacy documents prepared by RTE campaigns in Pakistan. It also shows that education is at the center of social and economic welfare of a country, and that everyone is a stakeholder in the pursuit toward and achievement of Free and Quality Education for All.

Being a stakeholder in the Right to Education, it is also important to be aware of the discourse in social media, journalism and academia. Some important blogs, articles and resources are discussed below.

6.1 Blogs, Articles and Resources

Ms. Baela Raza Jamil, the Chief Executive Officer of Idaro-e-Taleem-o-Aagahi, wrote a captivating note on [Judicial Activism and ASER](#)¹³⁶. She highlights the contributions made by ASER in tracking the progress on Right to Education (RTE) legislation. She comments on the impact of Articles in RTE Acts on related empirical indicators. Ms. Jamil also [wrote a piece](#)¹³⁷ commemorating the fourth anniversary of Article 25A, stressing the tragedy that numerous children are still marginalized, and excluded from access to Free and Quality Education.

Mr. Faisal Bari writes a [thought-provoking article](#)¹³⁸ about Education for All, reiterating the undisputable universal Right to Education, while emphasizing the nuances that exist in its implementation. He says that it is vital to design well-informed, feasible and appropriate policies for attempting and doing this successfully.

Mr. Waqas Hussain [writes an article](#)¹³⁹ on the rise in prominence of human rights cases in Apex Courts' activism. The article outlines the role of suo-moto notices in addressing human rights violations, and the recent trends in judicial activism.

The LUMS Law Journal also [provides a detailed report](#)¹⁴⁰ on Right To Education and Article 25A, specifying the evolution of the Right to Education in Pakistan. The article highlights the transition of Education's status from a principle of policy to a fundamental right, and discusses the implications of both statuses.

¹³⁶ http://aserpakistan.org/document/asere/2013/notes_aser_2013/Baela_Raza_Jamil.pdf

¹³⁷ http://aserpakistan.org/blog/The-illusion-of-Entitlements_Commemorating-the-Fourth-Anniversary-of-Article-25-A-right-to-education_but-children-in-Pakistan-continue-to-suffer-exclusion

¹³⁸ <https://www.dawn.com/news/1436937>

¹³⁹ <http://cirp.pk/human-rights-cases-become-prominent-part-of-pakistans-apex-court-activism/>

¹⁴⁰ <https://sahsol.lums.edu.pk/law-journal/impact-justiciability-right-education-its-enforcement-india-and-pakistan>

Ms. Nadia Naviwala has penned an [eye-opening piece](#)¹⁴¹ on the dire lack of quality education and the crisis of out of school children in Pakistan, shedding light on the regional context as well. According to her, Pakistan's Education crisis is a supply side issue as the quality and output of Education is very low.

Mr. Mosharraf Zaidi [paints a vivid picture](#)¹⁴² of the obstacles children in Pakistan face every day in their pursuit of Education. The security and infrastructure situation is fragile, and the brunt of the issue is borne by girls. He also uses the story of Ms. Malala Yousafzai to portray the tragic situation.

Mr. Shahrukh Wani has [written an engaging piece](#)¹⁴³ on Education spending and policy. He highlights that even though there are increasing budgetary allocations for Education, the efficiency of spending needs to be strengthened urgently. This is also reiterated by the Alif Ailaan reports discussed in [Chapter 3](#).

- Resource for youth/ young professionals, RTE champions and laypeople
- Information and guidance on political promises, regulations, public interest litigation and public/private initiatives on RTE
- Overview of Education debate in social media, journalism and academia

What is the
Green Book

- Youth; development professionals
- Teachers
- State officials & Parliamentarians
- Judicial officers
- Civil society; Education Activists
- Media
- Private sector,, industry-CSR sections & education investors

Who is it
for?

6.2 Conclusion

Although many steps have been taken at the Federal and Provincial levels, and across all segments of society, the heart-breaking reality is that there are still 22.6 million out of school children. Much work remains to be done.


Sadly, 9 years down the road since 25 A was made part of the constitution of the country, the implementation is underway at a meagre pace, with only one province (Sindh) where the rules of business have been created for the act (2017). However, that does not stop the citizens from seeking remedies for violation of 25 A; many case laws/judgements have been shared in the Green Book.

How are youth, teachers, citizens, and other active groups like media, parliamentarians and decision makers going to be empowered to push for accelerated implementation of 25 A? This empowerment, as a fundamental right without discrimination, can only take place through knowledge about the acts and what they entail (in the Blue Book), and the mechanisms through which we can thoroughly understand the

¹⁴¹ <https://www.nytimes.com/2017/10/18/opinion/pakistan-education-schools.html>

¹⁴² <https://www.nytimes.com/2014/10/15/opinion/how-pakistan-fails-its-children.html>

¹⁴³ <https://www.theguardian.com/global-development-professionals-network/2017/jun/27/for-too-long-pakistani-schools-have-been-a-means-to-provide-jobs-rather-than-education>



political commitments (manifestos for human development/education, provincial initiatives, laws, budgets etc. contained in the Green Book) that would uphold a fundamental right for inclusion, learning, access and governance.

The book offers rich information and resources that can be used by all citizens of the country – young girls/women, young boys/men – and many constituencies of citizens who have committed to the struggle for a fundamental right viz. youth, teachers, media and parliamentarians. Education is a public good and so is this Green Book that will be updated from time to time through a consultative process across Pakistan.

For all views/advice and updates please write to: meha.pumbay@itacec.org



RIGHT
TO EDUCATION
PAKISTAN



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RIGHT
TO EDUCATION
PAKISTAN



▶ THE YELLOW BOOK

FOR VOICE: GUIDE TO BUILDING ADVOCACY CASES (SDG 4.1, 4.7 AND 4.A)



Article 25 A:
“The State shall provide free and compulsory education to all children of age 5-16 years in such a manner as may be determined by law” was finally made a part of the constitution”



RIGHT
TO EDUCATION
PAKISTAN



THE YELLOW BOOK

FOR VOICE GUIDE TO BUILDING ADVOCACY CASES (SDG 4.1, 4.7 AND 4.A)

Supported by Open Society Foundations



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We have endless gratitude for all the unnamed heroines and heroes who are working day and night, in their own capacities, to make Right to Education a reality.

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CHAPTER 1

INTRODUCTION



CHAPTER 1: INTRODUCTION

The Yellow Book puts together a guide to advocacy cases of Right to Education in Pakistan in three streams, (1) stories of Education activism from ITA's Education Youth Ambassadors in remote areas, (2) School Report Cards that present the appalling situation of various schools and the need for social activism, and (3) the role of social media in campaigning for the Right to Education.

The Yellow Book brings together stories from the field, real-life experiences shared by ITA's Education Youth Ambassadors in their campaign for Right to Education. The Yellow Book aims to present the ground realities of Education Activism around Pakistan, giving local context that is vital for the implementation of any Education policy.

The Yellow Book specifically highlights the hard work and commitment of many inspirational women advocating for the Right to Education. As this book, especially Chapter 3, shows, women have been instrumental in leading community mobilization for Right to Education, for children and adult literacy. Women have used their limited resources in various creative ways, resulting in community-led projects focused on multifaceted issues, like out of school children and women's empowerment. These stories are very inspirational for all rights activists and provide lessons that all other similar initiatives can learn from.

The Yellow book also provides a comparative case study of specific schools in rural areas of Pakistan, emphasizing the need for Education activism. It introduces the School Report Cards, a campaign spearheaded by EYAs, that present a detailed visual perspective on particular schools. This brings to light the various issues faced by Educational institutions in Pakistan, contrasting how schools in different geographical regions are functioning. This includes the basic facilities present, the availability and qualifications of teachers, and the infrastructural

conditions. This exploration is done keeping in mind the learning outcomes, by gender, prevalent in the relevant district.

Moreover, the Yellow Book also presents an overview of some recent social media campaigns on Right to Education. This is a very important and relevant resource as social media is becoming increasingly useful in galvanizing support for and organizing mass movements. A discussion on the strengths of specific social media campaigns is included, with a guide to what makes such a campaign effective.

We hope that this Book provides recognition to those striving for the Right to Education, and helps mobilize those who are willing to take the next step toward Education activism.

Read the interactive Global Education Monitoring Youth Report [here!](#)



How to use this book:

- Navigate to Chapter 2 for Stories from Sindh, and Chapter 3 for Khyber Pakhtunkhwa
- Navigate to Chapter 4 for a brief analysis on the situation of schools in Panu Akil, Sukkur, and Babuzai, Swat
- Navigate to Chapter 5 for a discussion on social media and the Right to Education Campaign



CHAPTER 2

STORIES FROM SINDH

CHAPTER 2: STORIES FROM SINDH

The ITA team, along with Education Youth Ambassadors, have worked tirelessly in Sukkur to help materialize Right to Education in Pakistan. Here are some stories and experiences of Education activism from Sindh.

2.1 A Girl with Dreams but Lack of Opportunity

For most girls in the rural areas of Shikarpur, access to Education is more a privilege than a basic and recognized right. There are numerous girls who are still deprived of their fundamental Right to Education. The main factors that pose obstacles in their access to Education are inaccessibility to schools, missing facilities, shortage of separate girls' schools, poor quality of Education, religious finalism and cultural customs and traditions that prevail in certain areas. All these factors also result in poor retention rate of female students in schools, becoming a further obstacle in Education.

Severa, a 14 year old girl, belongs to Khosa, and resides in a small village of Misri Khan Chachar, District Sukkur. She comes from a disadvantaged socio-economic background and has four other siblings. Even though, her parents noticed her interest in Education, she dropped out of school in the 4th class. Her motivation to gain knowledge was further amplified as she saw her brothers going to school every day. However, due to poverty and reluctance of parents to educate girls, she had to drop out of school.

Idara-e-Taleem-o-Aagahi (ITA) introduced the Right to Education (RTE) Campaign, which aims to achieve Free and Quality Education for all by generating increased awareness and support amongst the youth, school teachers and communities under the Article 25-A of the Constitution.

Article 25A gives Right to Free and Quality Education to all children between the ages of 5-16 years. One day, one of ITA's EYAs, named Mrs. Saima Noureen and Mrs. Farheen Qureshi, conducted a mothers' awareness session in the village. They raised awareness about high drop-out rate and low enrollment in school. Ms. Savera was one of the children identified who dropped out of school but were highly motivated. Teachers and ITA volunteers persuaded parents to value girls' Education.



It was the first time that such an awareness session was conducted in which those children were identified who were eligible and interested in learning, but were out of school. Her parents also appreciated ITA for such a wonderful step taken in their village. They were informed about girls' only schools in the locality where Savera could easily study; it was an ideal situation for them. Now, after completing one year, Miss Savera is a brilliant and extra ordinarily talented child. She was found to be a model student in all classes around the village, and her performance in reading, writing, memorizing and understanding has remained outstanding. Her mother has expertise in dress-making and embroidery, and Savera also learned to stitch clothes and do embroidery, helping her mother in her work.

Girls like Ms. Savera are an asset of Pakistan and may brighten the future generations of the country.

Piece written by Abdul Karim Soomro

Assistant RTE, ITA, Sukkur, Sindh



2.2 Re-opening Schools and Bringing Communities together

In the Village of Yousuf Mochi, there was no concrete concept of Education and the villagers were also resistant to educating girls. There was a school which was closed for many years, however, in the records of the Government it was functional. The school teachers never reported this and the school building was in poor condition. There was only one room which was good enough for the community person to conduct their Otak/Bethak in the evening.

Idara-e-Taleem-o-Aagahi conducted the Muahallah Committee session of the village and found out that many children were already admitted in the Government schools, and others were eager to enroll. Since the condition of the schools in this village was not good, ITA not only repaired these schools but also provided necessary equipment in the DC-III project 2015. In addition, ITA's team had multiple sessions with the villagers about girls' Education and many of them agreed to take action.

After seeing that the schools were now functioning properly, the teachers also started reporting to their duties. In the first year, because of ITA's efforts, 35 children were admitted in mainstream Education that were previously being home schooled or not studying at all. Today these girls and boys are studying in different classes in school. ITA introduced the idea of Early Childhood Education in this locality; ECE is still running in these schools and numerous children are getting Education, with optimistic learning outcomes.



Piece written by Mr. Ishfque Ahmed and Mr. Shafique Ahmed

ITA Education Youth Ambassadors, Yousuf Mochi, Sukkur



2.3 Ghost School in Mubarakpur

In the district of Sukkur, Taluka Rohri, there was no Government or private school in the 15 kilometer radius, containing 9 villages. The villages were named Village Allah Rakhiyo Kaenjo, Peer Bux Bhayo, Jeewan Rajar, Naseer Malik, Wali Mohammad Mangrio, Piyaro Mahar, Lundo, Jaan Mohammad Shanbani and Village Mubarakpur.

There was one school building that was available in the Village Mubarakpur but it was not operational and was closed since many years. It was functional just on the record of the Government but the teachers never came to school. In addition, there were only two rooms in this building that could possibly be made into classes, others were in terrible condition.

In this region, there was little importance given to Education and many villagers were resistant to girl's Education. In these villages, the community person conducted Otaq/Bethak in the evening, where community issues were discussed. The ITA EYA's conducted a Muhalla Committee session where Right to Free and Quality Education was addressed. They also conveyed the importance of girls' Education, and tried to convince the parents to be supportive towards it. After all this effort, the door the discussing girl's Education was opened and this was a topic of discussion in many households. Gradually, many of the villagers understood the importance of Education and allowed their daughters to pursue Education.

This was a success as, due to the increased commitment to Education in the community, the



school started functioning and teachers also began reporting to their duties. In the first year, ITA facilitated the enrollment of 10 girls and 15 boys to school who were studying informally, if at all. Today they are studying in different grades at the school and learning eagerly.

ITA's introduced concept of ECE is still running in that school and 75 children are getting educated nowadays.

Piece written by Mr. Abdul Samad Kaenjo and Mr. Mushtaque Ahmed

ITA Education Youth Ambassadors, Taluka Rohri, Sukkur

2.4 Volunteer-led Enrolment Campaign

According to ASER 2018 district level data, the gap between enrolment of girls and boys is very vast; boys are almost twice as many in number than girls. This shows the ground reality, that access to Education for girls is not mainstream. Factors that pose obstacles to obtaining



Education are inaccessibility to schools, lack of mobility and infrastructure, shortage of separate girl schools, low quality Education, extremist notions, and traditions prevalent in some areas which result in weak retention and enrollment rates of girls in schools.

One day our team member (EYAs) named Mr. Abdul Samad Kanejo and Mr. Mustaque Ahmed Kanejo conducted separate awareness sessions for women and men in the village. These sessions targeted the concept of Right to Education to highlight the need to educate every child between the ages of

5-16 years. The participants were also made aware that this is a Fundamental Right guaranteed by the Constitution, and that they should demand it.

It was the first time that such a session was conducted in this village, where importance of women's Education was highlighted. The women and men who participated in these sessions said that they hadn't realized the importance of Education, especially for girls. They appreciated this initiative of ITA to raise such awareness as it had informed them about their rights and liberties. The ITA team members worked very hard to educate the women and men to understand the importance of Education and enroll their children in school.

Now, after completing one year, numerous children are going to school, and the enrollment rates have risen. The children are quite brilliant and talented. They were found to be excellent students until the fifth grade and their performance in reading, writing, memorizing and understanding remains remarkable. There is still a problem of low retention rates as the perception of returns to schooling are low in the community.



Piece written by Abdul Karim Soomro

Assistant RTE, ITA, Sukkur



CHAPTER 3

STORIES FROM KHYBER PAKHTUNKHWA

CHAPTER 3: STORIES FROM KHYBER PAKHTUNKHWA

After listening to uplifting stories of Education advocacy in Sindh, we now turn our attention to Khyber Pakhtunkhwa. Here, numerous unswerving and gifted Education Youth Ambassadors have been working to achieve Free and Quality Education for all. These young volunteers have also spearheaded various inventive initiatives to make Right to Education a reality in their communities.

3.1 Nadia Sarwar: An Activist, an Entrepreneur and an Inspiration

Ms. Nadia Sarwar is an exemplary EYA, associated with ITA since 2016. She hails from Swat, Khyber Pakhtunkhwa, and has had an inspirational journey as a community activist. She worked as a multiplier for change to motivate many others about Right to Education; she hosted various discussion on the subject across schools in Khyber Pakhtunkhwa, reiterating Right to Education as a Fundamental Right, contained in Article 25 A of the Constitution of Pakistan.

Her activism did not stop here as she broke new grounds of committed action, by starting a school in her ancestral village. Tarbori is a village located in a socioeconomically disadvantaged area, near Phulra Mansehra in Khyber Pakhtunkhwa. The village was deprived of a well-functioning school, and the nearest Government school was many kilometers away. Ms. Sarwar mobilized the community and raised funds to set up a local school in her community; her father



and uncle supported her efforts and rallied resources in getting this school made. Teachers were hired and trained, and the school was set up in May 2017, with a strength of around 200 students.



She was a medical student at Khyber Medical University Peshawar; in her own right, she has been a brave blogger, article writer, motivational speaker and social activist. She has founded a start-up called Elaj Ghar (house of healing), which provides medical advice and treatment to patients in the vicinity. This service is ground-breaking for the region, as it is given online and in person by experts in the field. Elaj Ghar also organizes health and hygiene seminars for the community, raising awareness about numerous common, but avoidable, medical concerns that exist. As a volunteer social worker, she has worked tirelessly for the betterment of the community. She is an avid writer and commentator on current events,

and strives to make people aware of the current dilemmas and tragedies happening around the world. She regularly writes on local and international current affairs and participates in formal and informal platforms to educate people accordingly. She is also involved in training students from different institutions and backgrounds about peace building and conflict resolution.

Ms. Nadia Sarwar is also an up and coming community leader, as she is the Minister of Women Affairs and Empowerment at the National Youth Assembly. She is the President of the Insaf Youth Wing (IYW) Peshawar region and the Urdu Literacy Society head at KMU. She is a trainer and speaker at Center for Awareness Training and Development (CATD). She was also involved in a community outreach project, where she carried out career counseling of Matric (9th and 10th grade) students, providing information about the job market and giving relevant advice.



Content submitted by: Nadia Sarwar

3.2 Huma Shakir: Proven Devotion for Right to Education and Women Empowerment

Ms. Huma Shakir is an extraordinary EYA, and was one of the trainees at the RTE Teacher Training in Mingora, Swat. She belongs to Bahrain, a town in Swat, where many girls were discouraged to study or work. As a result of the ITA training, she was inspired to mobilize women for Education activism in her community. After the training in Swat, she used easily available technology to organize action. She created platforms on social media to encourage discussions on the RTE legislations and implementation status in the local context, along with other social issues. Due to her dedication toward the Right to Education, she organized several further trainings in her area, creating a multiplier effect for Education awareness.



She, along with her colleagues, took the initiative to sponsor Education of those children who could not otherwise afford it; this also includes Technical and Vocational Education and Training (TVET), depending on the interest of the pupil. She also took on the task of promoting adult literacy and informal Education in Mingora, by organizing a community led movement for people to take responsibility and educate interested adults around them. She has been teaching Mathematics, Urdu and English to her uncle and helpers; she regularly gives them homework and ensures their adequate learning. In this campaign stay-at-home women and girls are also involved so that they can gain Education or help train their relatives who are interested in learning. Ms. Huma Shakir thinks this is a very positive process, as informal Education helps connect people to knowledge systems, hence facilitating all the positive effects of formal Education.



Ms. Huma Shakir also took on the challenging task of giving women in Swat a platform to showcase their talent in writing and voice their opinion on important issues prevailing within the society. Many of these women were not allowed to participate in public spaces so this was an important opportunity for them. These women showcased their work which was published under a pseudo names to protect their identity, and not deprive them of representation.



Ms. Huma Shakir has been a champion of Education and Women's Rights in her region, and her commitment and drive for Right to Education is commendable.

Content submitted by Ms. Huma Shakir

ITA Education Youth Ambassador, Mingora, Swat

3.3 Nargis Ara: Research-Based Advocacy in Remote Settings

Ms. Nargis Ara is another inspirational youth leader who is also affiliated with ITA as an Education Youth Ambassador. She is the Principal of a Degree Girls College in Swat and has done her PhD in Education. She has been involved with children with behavioral challenges and has a background in Psychology and Early Childhood Education. She also works as an Educational consultant and a teaching assistant at Barack University.

Ms. Nargis Ara has been working for the Right to Education with deep conviction, and has helped activate many of her colleagues, during her PhD and research, in the same regard. She has organized multiple peer groups for detailed discussions on Right to Education, Child Rights and inclusion, igniting numerous necessary discussions on issues faced by children in the community. Ms. Nargis Ara also conducts and facilitates pro bono workshops for teachers in Swat, where research based techniques of addressing child behavior and learning are promulgated. These workshops focus on teachers' capacity building, the role of teachers in helping children deal with behavioral and learning challenges. In this process, numerous teachers have been trained in various workshops conducted in various schools. This initiative was taken under the belief that if teachers are polished and get good opportunities for learning and enhancing their skills then children's performance and wellbeing will also improve, enhancing the quality of Education provided. She has also conducted activities and workshops for students, training them to be aware of the issues they face, and how to manage them.

One of the core strengths of Ms. Nargis Ara's trainings is that she takes advanced academic research and conveys it in a manner that is understandable and relevant for people in urban and rural settings. Her story also serves as an example of how community development can be accelerated by an efficient use of resources and creativity.



Content submitted by Ms. Huma Shakir

ITA Education Youth Ambassador, Mingora, Swat

3.4 Saima: the Helping Hand that Changed a Life

Ms. Asiya Ejaz is an ITA Educational Youth Ambassador from Swat that deserves recognition for her efforts. She is a lecturer at the Girls Degree College and works tirelessly for Right to Education and women's issues. One of her initiatives changed the life of a brilliant young girl; she sponsored and facilitated the Education of Saima, a bright young girl who was deprived of her Right to Education because of poverty.

Saima is the daughter of a caretaker at a government college. She belongs to an underserved area of Swat where girl's Education is not entirely accepted. Despite being very intelligent, not being able to afford Education was a major obstacle for her to pursue her ambitions. Due to the support from Ms. Asiya Ejaz, she got an opportunity to study, pursue her passion for Education and fulfil her complete potential. Saima exhibited utter dedication toward her studies and successfully completed her Matriculation Examination in Sciences. Due to her hard work, Saima was accepted in the esteemed Government Nursing College and is studying Nursing, while also working in Royal Hospital in Mingora. At the hospital, she is able to earn enough to fund her own expenses while her Education is being sponsored by Ms. Asiya Ejaz. Saima has, thus, shown a strong work-ethic as she continues to achieve excellent grades while working. This story shows that talent and ambitions reside within children at all levels in society and all children, when their Right to Education is fulfilled, may have the opportunity to fulfil their potential and give back as hard-working members of the community.

In addition to her support for children like Saima, another important initiative of Ms. Asiya Ejaz was the Bethak School System. In this project, the grave situation of limited availability of schools for girls in Swat was addressed. This was an attempt to increase Education opportunities and improve learning outcomes for girls. Living rooms in people's homes were utilized for Educational purposes where those who were deprived of their Right to Education could be educated. This reiterates the impact of dedicated efforts of a selected few in improving the Educational scenario in a community.

Content submitted by: Ms. Huma Shakir

ITA Education Youth Ambassador, Mingora, Swat



CHAPTER 4

DISTRICT SCHOOL REPORT CARDS



CHAPTER 4: DISTRICT SCHOOL REPORT CARDS

An innovative and successful campaign enabled by ITA and carried out, autonomously and efficiently, by Education Youth Ambassadors was the development of School Report Cards.

An immensely useful and thorough process undertaken by the Education Youth Ambassadors (ITA's youth volunteers) in Sukkur and Swat was the data collection for School Report Cards. ITA designed these report cards and disseminated them to the EYAs. The EYAs, then, visited schools in their surroundings and collected the information needed for the Report Cards. The Report Cards are a user-friendly tool that provide understandable information and detailed statistics on specific schools, allowing for informed analysis and decision-making. These Report Cards can be easily understood by all Education stakeholder (all citizens, including parents, teachers, students, policymakers etc.), making them a vital tool for empowering activism and knowledge dissemination.

The School Report Cards, discussed in this section, provide a detailed perspective of the on-ground situation of schools. These include public and private schools in Panu Akil tehsil, Sukkur district, and Babuzai tehsil, Swat district. In this section, we study the findings and provide brief analysis.

4.1 Schools in Panu Akil, Sindh


5 schools in Panu Akil were visited and reported on by EYAs. These include the GBPS Ghulam M. Qazi, GBPS Moso Chachar, GBPS Noor-ul- Chachar, GBPS Yousaf Mochi and GBPS Sultan Chachar.

This is a Government-owned school in Sukkur. Even though it is a boy's school, there are some girls enrolled. The condition of the building and facilities is poor, as there is no boundary wall, staff room, store room or library. The school is also understaffed, as only 2 teachers are employed while 5 have been sanctioned.


4.1.2 GBPS Moso Chachar

EYA

SCHOOL REPORT CARD




OPEN SOCIETY
FOUNDATIONS




School Profile

EMIS/SEMIS/BEMIS Code	418010106	School Name	GBPS Moso Chachar
District	Sukkur	Tehsil/Taluqa	Pano Akil
Village	Moso Chachar	Muza/Uc/Qc	Nindapur-42
School Function	Functional	Ownership	School Education and Literacy Department
Level	Primary	Est.Year	1995
		Building Status	Govt. Owned
Construction Type	Pacci	Building Condition	Satisfactory
National Constituency Number (NA):	206		
Provincial Constituency Number (PP/PS/PB/PK):	25		



Number of Enrolled children currently		Attendance (On the day of visit)		Girls Enrollment
Class	Boys	Boys	Girls	Girls
Kachi	—	—	—	—
ECE/Pacci	—	—	—	—
1	38	35	—	—
2	14	11	—	—
3	22	17	—	—
4	9	6	—	—
5	15	10	—	—
Total	98	79	45	45



SCHOOL

Level

Primary

School type:

Boys

Gender Studying

Boys | Girls

TEACHING STAFF

POSTS

Sanction

02

Filled

02

Vacant

—

ATTENDANCE

(Present on the day of Visit)

02

STUDENT TEACHER RATIO

49/1

Room Facilities

TOTAL ROOMS

—

CLASSROOMS

—

EYA

SCHOOL REPORT CARD

OPEN SOCIETY FOUNDATIONS

اثر ASER PAKISTAN

Number of Teaching Staff

Posts/Designation		Total
Posts	Sanctioned Posts	2
	Filled Posts	2
	Vacant Posts	0
Attendance	Present on the day of visit	2
	Student Teacher Ratio (STR)	49/1

Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	No	Total Rooms	—
Electricity	No	Classrooms	—
Boundary Wall	No	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	No	Library	No
Toilets	No		

www.aserpakistan.org

This school is also Government owned; it is a boys' school but girls are also enrolled. It is relatively newer, established in 1995. The condition of the building is relatively better and the sanctioned teachers' positions are filled. However, for over 100 enrolled children, only 2 teachers have been sanctioned.

4.1.3 GBPS Noor-ul- Chachar

EYA

SCHOOL REPORT CARD

OPEN SOCIETY FOUNDATIONS

اثر ASER PAKISTAN

School Profile

EMIS/SEMIS/BEMIS Code	418010468	School Name	GBPS Noor-ul- Chachar
District	Sukkur	Tehsil/Taluqa	Pano Akil
Village	Noor-ul-Chachar	Muza/Uq/Qc	Sadhoja
School Function	Functional	Ownership	School Education and Literacy Department
Level	Primary	Est. Year	1987
		Building Status	Govt. Owned
Construction Type	Non-Paccl	Building Condition	Rough
National Constituency Number (NA):	206		
Provincial Constituency Number (P/PS/PB/PK):	25		

Number of Enrolled children currently	Attendance (On the day of visit)	Girls Enrollment
Class	Boys	Girls
Kachi	15	—
ECE/Paccl	30	23
1	11	9
2	13	12
3	12	12
4	12	10
5	13	12
Total	106	78

SCHOOL

Level Primary

TEACHING STAFF

POSTS Sanction 05 Filled 02 Vacant 03

ATTENDANCE (Present on the day of Visit) 02

STUDENT TEACHER RATIO 53/1

School type: Boys

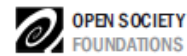
Gender Studying Boys | Girls

Room Facilities

TOTAL ROOMS 01

CLASSROOMS 01

EYA SCHOOL REPORT CARD



Number of Teaching Staff

Posts/Designation			Total
Posts	Sanctioned Posts	5	5
	Filled Posts	2	2
	Vacant Posts	3	3
Attendance	Present on the day of visit	2	2
Student Teacher Ratio (STR)			53/1

Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	No	Total Rooms	1
Electricity	No	Classrooms	1
Boundary Wall	No	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	No	Library	No
Toilets	No		

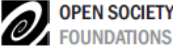

www.aserpakistan.org

This is another Government owned boys' school, with some enrolment of girls. The condition of the building is weak as it is not *pacci*, and only has 1 room. 5 teaching positions have been sanctioned for this school, but only 2 teachers are employed. This leads to a tragic student teacher ratio, as well. Since the school only has 1 room, there is no staff room, store room or library. There is also a dire lack of other necessary facilities like drinking water, electricity, boundary wall, main gate, playground and toilets.

4.1.4 GBPS Yousaf Mochi


EYA

SCHOOL REPORT CARD





School Profile

EMIS/SEMIS/BEMIS Code	418010337	School Name	GBPS Yousaf Mochi
District	Sukkur	Tehsil/Taluqa	Pano Akil
Village	Yousaf Mochi	Muza/Uc/Qc	Nindapur Bullu-32
School Function	Functional	Ownership	School Education and Literacy Department
Level	Primary	Est. Year	1987
		Building Status	Govt. Owned
Construction Type	Pacci	Building Condition	Satisfactory
National Constituency Number (NA):	206		
Provincial Constituency Number (PP/PS/PB/PK):	25		



Number of Enrolled children currently		Attendance (On the day of visit)		Girls Enrollment	
Class	Boys	Boys	Girls	Boys	Girls
Kachi	29	19	—	—	—
ECE/Pacci	—	—	—	—	—
1	12	12	—	—	—
2	15	14	—	—	—
3	16	11	—	—	—
4	14	10	—	—	—
5	17	7	—	—	—
Total	103	73	32		



Level

Primary

School type:

Boys

Gender Studying

Boys | Girls

TEACHING STAFF

POSTS

Sanction

03

Filled

03

Vacant

—

ATTENDANCE

(Present on the day of Visit)

03

STUDENT TEACHER RATIO

34/1

Room Facilities

TOTAL ROOMS

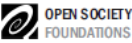

02

CLASSROOMS

—

EYA

SCHOOL REPORT CARD

Number of Teaching Staff

Posts/Designation			Total
Posts	Sanctioned Posts	3	3
	Filled Posts	3	3
	Vacant Posts	0	0
Attendance	Present on the day of visit	3	3
Student Teacher Ratio (STR)			34/1

Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	No	Total Rooms	2
Electricity	No	Classrooms	—
Boundary Wall	Yes	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	No	Library	No
Toilets	No		

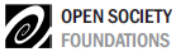

www.aserpakistan.org

This is a Government-owned boys' school with some girls enrolled as well. All the sanctioned teaching positions are filled, however, there are only 2 rooms, no drinking water, electricity, main gate, playground, toilets, staff room or library.

4.1.5 GBPS Sultan Chachar


EYA

SCHOOL REPORT CARD





School Profile

EMIS/SEMS/BEMS Code	418010467	School Name	GBPS Sultan Chachar
District	Sukkur	Tehsil/Taluqa	Pano Akil
Village	Sultan Chachar	Muza/Uc/Qc	Sadhoja
School Function	Functional	Ownership	School Education and Literacy Department
Level	Primary	Est.Year	1986
		Building Status	Govt. Owned
Construction Type	Non-Pacci	Building Condition	Rough
National Constituency Number (NA):	206		
Provincial Constituency Number (PP/PS/PB/PK):	25		



Number of Enrolled children currently		Attendance (On the day of visit)		Girls Enrollment
Class	Boys	Boys	Girls	
Kachi	—	—	—	
ECE/Pacci	22	15	—	
1	15	10	—	
2	7	5	—	
3	10	7	—	
4	6	5	—	
5	10	6	—	
Total	70	48	31	



Level

Primary

School type:

Boys

Gender Studying

Boys | Girls

TEACHING STAFF

POSTS	Sanction	Filled	Vacant
03	01	02	

ATTENDANCE

01

STUDENT TEACHER RATIO

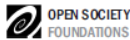

70/1

Room Facilities

TOTAL ROOMS	02
CLASSROOMS	01

EYA

SCHOOL REPORT CARD

Number of Teaching Staff

Posts/Designation			Total
Posts	Sanctioned Posts	3	3
	Filled Posts	1	1
	Vacant Posts	2	2
Attendance	Present on the day of visit	1	1
Student Teacher Ratio (STR)			70/1

Facilities (Yes/No)

BASIC FACILITIES		ROOM FACILITIES	
Drinking Water	No	Total Rooms	2
Electricity	No	Classrooms	1
Boundary Wall	No	Staff Room	No
Main Gate	No	Store Room	No
Play Ground	No	Library	No
Toilets	No		

www.aserpakistan.org

This is a Government boys' school, established in 1986. Similar to the schools discussed above, some girls are also enrolled here. This school faces a tragic student-teacher ratio, as only 1 teaching member has been hired, while 3 are sanctioned. The school also does not have basic facilities like drinking water, electricity, boundary walls, playground and toilet.



4.2 Schools in Babuzai, Khyber Pakhtunkhwa

We now discuss the cases of some Government owned schools in Babuzai tehsil of Khyber Pakhtunkhwa.

4.2.1 GGHS Shahdara Swat

EYA

SCHOOL REPORT CARD

School Profile


EMIS/SEMIS/BEMIS Code:	34567	School Name:	GGHS Shahdara Swat
District Name:	Swat	Tehsil/Taluqa:	Babozai
Village Name:	Hayatabad	Muza/Uc/Qc:	Nawakaly-Shahdara
School Function:	Yes	Est. Year:	2009
Level:	High	Building Status (Owned or On Rent):	Owned
Primary Up Gradation:		Building Condition:	Satisfactory
Middle Up Gradation:		National Constituency Number (NA #):	3
High Up Gradation:	2010	Provincial Constituency Number (PP/PS/PB/PK #):	

Number of Children Currently Enrolled

Class	Boys	Girls
Kachi		
ECE/Pacci		
1		
2		
3		
4		
5		
6		132
7		138
8		132
9		98
10		87
Total		587

Attendance (On the day of visit)

Boys	Girls



SCHOOL

Level

High

School Type:

All Girls

Gender Studying

M:

F: yes

TEACHING STAFF

POSTS	Sanction	Filled	Vacant
	29	26	3

ATTENDANCE (Present on the day of Visit)

25

STUDENT TEACHER RATIO

22:1

Room Facilities

TOTAL ROOMS	11
CLASSROOMS	7

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

No. of Posts

Posts	Sanctioned Posts	29	Teacher Attendance	Present on the day of visit	25	
	Filled Posts	26		Non Faculty	Security Guard	
	Vacant Posts	3			Sweeper	
Student Teacher Ratio		22:1	Assessment / Exams Results Display (SAT,PEASE,BISE) Please specify Yes or No			

Number of Qualified Teaching Staff

Posts	Educational Qualification	Below Matric	0	Matric	0	FA / FSC	165	BA / BSC	3	MA / MSC	18	M.Phil	1	Other	4
	Professional Qualification	None	0	PTC	0	CT	0	B.Ed	11	M.Ed	10	Other	5		

School Level (Yes)

Primary

Middle

Secondary

Yes

Facilities

BASIC FACILITIES	(Yes/No)	SPORTS FACILITIES	(Yes/No)	ACADEMIC FACILITIES	(Yes/No)
Drinking Water	Yes	Hockey	No	Total Rooms	11
Electricity	yes	Table Tennis	Yes	Classrooms	7
Boundary Wall	Yes	Cricket	No	Science Lab	Yes
Main Gate	Yes	Badminton	Yes	Comp. Lab	Yes
Play Ground	No	Football	No	Library	Yes
Toilets	Yes	Volleyball	No	Comp. instructor	Yes

Funds/Grants

Yes/No

NSB/SMC Grant Received	No	Chairs for Staff	Yes
If Other Mention	No	Desks / Chairs for students	Yes
Total Funds Received	0		
Used Funds	0		
Remaining Funds	0		

www.rtepakistan.org

This is a Government owned, all-girl's high school, where we see no enrolment of boys. The number of enrolled children is substantial and the school is relatively new and updated. Most of the sanctioned teaching positions are staffed and the student-teacher ratio is moderate. A vast majority of the employed teachers are also present, and the school has many basic facilities, including laboratories, and some sports facilities.

4.2.2 GMS Serajabad

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

School Profile

EMIS/SEMS/BEMIS Code:	41059	School Name:	GMS Serajabad
District Name:	Swat	Tehsil/Taluqa:	Babozai
Village Name:	Nawakaly	Muza/Uc/Qc:	Nawakaly
School Function:	Functional	Est. Year:	2005
Level:	Middle	Building Status (Owned or On Rent):	Owned
Primary Up Gradation:		Building Condition:	Satisfactory
Middle Up Gradation:	2016	National Constituency Number (NA #):	3
High Up Gradation:		Provincial Constituency Number (PP/PS/PB/PK #):	

Number of Children Currently Enrolled

Class	Boys	Girls	Boys	Girls
Kachi				
ECE/Pacci				
1				
2				
3				
4				
5				
6	34		32	
7	25		24	
8	20		19	
9				
10				
Total	79		75	

Attendance (On the day of visit)

Level	Middle
SCHOOL	
TEACHING STAFF	
POSTS	
Sanction	6
Filled	5
Vacant	1
ATTENDANCE (Present on the day of visit)	4
STUDENT TEACHER RATIO	15:1
School Type:	All Boys
Gender Studying	M: Yes
F:	
Room Facilities	
TOTAL ROOMS	4
CLASSROOMS	3

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

No. of Posts

Sanctioned Posts	6	Teacher Attendance	Present on the day of visit	4
Filled Posts	5	Non Faculty	Security Guard	
Vacant Posts	1		Sweeper	

Student Teacher Ratio

15:1

Assessment / Exams Results Display (SAT,PEASE,BISE) Please specify Yes or No

Number of Qualified Teaching Staff

Posts	Educational Qualification	Below Matric	Matric	F.A / FSC	BA / BSC	1	MA / MSC	3	M.Phil	1	Other	1
	Professional Qualification	None	PTC	CT	B.Ed	3	M.Ed	1	Other		1	

School Level (Yes)

Primary

Middle

Yes

Secondary

Facilities

BASIC FACILITIES	(Yes/No)	SPORTS FACILITIES	(Yes/No)	ACADEMIC FACILITIES	(Yes/No)
Drinking Water	No	Hockey	No	Total Rooms	4
Electricity	Yes	Table Tennis	No	Classrooms	3
Boundary Wall	Yes	Cricket	No	Science Lab	No
Main Gate	Yes	Badminton	No	Comp. Lab	No
Play Ground	No	Football	No	Library	No
Toilets	Yes	Volleyball	No	Comp. instructor	No

Funds/Grants

Yes/No

NSB/SMC Grant Received	No	Chairs for Staff	Yes
If Other Mention	No	Desks / Chairs for students	Yes
Total Funds Received	0		
Used Funds	0		
Remaining Funds	0		

www.rtepakistan.org

This is a Government owned middle school in Swat for boys. It has been upgraded relatively recently and the building condition is moderate. The student-teacher ratio is well above average, and most of the sanctioned teaching positions are occupied. The school does not have drinking water, a playground, or laboratories. This may because laboratories may not have been prioritized for middle schools. There is electricity and a boundary wall, and 3 classrooms for 75 enrolled children.

4.2.3 GHS No. 3 Mingora Swat

EYA

SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR

RIGHT TO EDUCATION PAKISTAN

School Profile

EMIS/SEMS/BEMIS Code:	35407	School Name:	GHS No. 3 Mingora Swat
District Name:	Swat	Tehsil/Taluqa:	Babuzai
Village Name:	Shahdara	Muza/Uc/Qc:	Nawakaly - Shahdara
School Function:	Functional	Est. Year:	1967
Level:	High	Building Status (Owned or On Rent):	Owned
Primary Up Gradation:		Building Condition:	Satisfactory
Middle Up Gradation:	1967	National Constituency Number (NA #):	3
High Up Gradation:	1979	Provincial Constituency Number (PP/PS/PB/PK #):	

Number of Children Currently Enrolled

Class	Boys	Girls	Boys	Girls
Kachi				
ECE/Paccl				
1				
2				
3				
4				
5				
6	199		165	
7	145		117	
8	167		142	
9	191		152	
10	156		99	
Total	858		675	

Attendance (On the day of visit)

Boys	Girls
26	27

SCHOOL

Level: High

School Type: All Boys

Gender Studying: M: Yes, F: No

TEACHING STAFF

POSTS	Sanction	Filled	Vacant
	33	31	2

ATTENDANCE (Present on the day of visit)

26

STUDENT TEACHER RATIO

27:1

Room Facilities

TOTAL ROOMS	15
CLASSROOMS	10

EYA SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR RIGHT TO EDUCATION PAKISTAN

No. of Posts		Sanctioned Posts		33	Teacher Attendance		Present on the day of visit	26
Posts	Filled Posts	31	Non Faculty		Security Guard			
	Vacant Posts	2			Sweeper			
Student Teacher Ratio		27:1		Assessment / Exams Results Display (SAT, PEASE, BISE) Please specify Yes or No				

Number of Qualified Teaching Staff											
Posts	Educational Qualification	Below Metric	Metric	FA / FSC	BA / BSC	2	MA / MSC	21	M.Phil	Other	7
	Professional Qualification	None	PTC	CT	B.Ed	17	M.Ed	8	Other	5 (Arabic PET)	

School Level (Yes) Primary Middle Secondary Yes

BASIC FACILITIES		(Yes/No)	SPORTS FACILITIES		(Yes/No)	ACADEMIC FACILITIES		(Yes/No)
Drinking Water	Yes		Hockey	No		Total Rooms	15	
Electricity	Yes		Table Tennis	No		Classrooms	10	
Boundary Wall	Yes		Cricket	Yes		Science Lab	No	
Main Gate	Yes		Badminton	No		Comp. Lab	No	
Play Ground	No		Football	No		Library	No	
Toilets	Yes		Volleyball	No		Comp. instructor	No	

Funds/Grants		Yes/No	Chairs for Staff		Yes
NSB/SMC Grant Received	No		Desks / Chairs for students	Yes	
If Other Mention	No				
Total Funds Received	0				
Used Funds	0				
Remaining Funds	0				

www.rtepakistan.org

This is a Government high school in Mingora for boys. The school was built several decades ago, in 1967, and upgraded in 1979. There is also a substantial enrolment in this school and most of the sanctioned teaching positions are filled. The student-teacher ratio is also moderate, but could be improved. Most of the teachers were present on the day. The school has many basic facilities like drinking water, electricity, boundary walls and toilets, however, there is lack of Educational facilities like laboratories, sports instruction and libraries.

4.2.4 GGPS 1 Shahdara Swat

EYA SCHOOL REPORT CARD

EDUCATION YOUTH AMBASSADOR RIGHT TO EDUCATION PAKISTAN

School Profile

EMIS/SEMIS/BEMIS Code:	22514	School Name:	GGPS 1 Shahdara Swat
District Name:	Swat	Tehsil/Taluqa:	Babuzai
Village Name:	Watkay	Muza/Uc/Qc:	Nawakaly
School Function:	Functional	Est. Year:	1978
Level:	Primary	Building Status (Owned or On Rent):	Owned
Primary Up Gradation:		Building Condition:	Unsatisfactory
Middle Up Gradation:		National Constituency Number (NA #):	3
High Up Gradation:		Provincial Constituency Number (PP/PS/PB/PK #):	

Number of Children Currently Enrolled		Attendance (On the day of visit)	
Class	Boys	Girls	Boys
Kachi			
ECE/Pacci		108	70
1		116	95
2		165	133
3		117	93
4		155	128
5		144	116
6			
7			
8			
9			
10			
Total			

SCHOOL		Level: Primary	
TEACHING STAFF		School Type: All Girls	
POSTS	Filled	Gender Studying	
Sanction	20	M:	
	20	F: Yes	
	0		
ATTENDANCE (Present on the day of Visit)		Room Facilities	
18		TOTAL ROOMS	
STUDENT TEACHER RATIO		CLASSROOMS	
40:1		15	
		12	

EYA SCHOOL REPORT CARD



No. of Posts

Posts	Sanctioned Posts	20	Teacher Attendance	Present on the day of visit	18
	Filled Posts	20		Security Guard	
	Vacant Posts	0	Non Faculty	Sweeper	
Student Teacher Ratio		40:1	Assessment / Exams Results Display (SAT, PEASE, BISE) Please specify Yes or No		

Number of Qualified Teaching Staff

Posts	Educational Qualification	Below Matric	Matric	1	F.A / FSC	1	BA / BSC	8	MA / MSC	10	M.Phil	Other
	Professional Qualification	None	PTC	11	CT		B.Ed	2	M.Ed	7	Other	

School Level (Yes)	Primary	Yes	Middle		Secondary	
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Facilities

BASIC FACILITIES		(Yes/No)	SPORTS FACILITIES		(Yes/No)	ACADEMIC FACILITIES		(Yes/No)
Drinking Water	Yes		Hockey	No		Total Rooms	15	
Electricity	Yes		Table Tennis	No		Classrooms	12	
Boundary Wall	Yes		Cricket	No		Science Lab	No	
Main Gate	Yes		Badminton	No		Comp. Lab	No	
Play Ground	No		Football	No		Library	No	
Toilets	Yes		Volleyball	No		Comp. instructor	No	

Funds/Grants

Yes/No

NSB/SMC Grant Received	No
If Other Mention	No
Total Funds Received	0
Used Funds	0
Remaining Funds	0

Chairs for Staff	Yes
Desks / Chairs for students	Yes

www.rtepakistan.org

This is a Government girls' primary school in Babuzai, Swat, where only girls are enrolled, in large numbers. All the sanctioned teaching positions are filled and the teachers' attendance on the day of visit is also noteworthy. However, the student-teacher ratio is problematic as there are not enough teachers for the large number of students enrolled. Many basic facilities, other than playgrounds, are also available.

This is a Government boys' high school in Babuzai, Swat, where almost 200 boys are enrolled, and no girls. The school has a commendable student-teacher ratio, most of the sanctioned teaching positions are filled and teacher absenteeism, in this instance, is controlled. The school has many basic facilities like drinking water, electricity, boundary wall, toilets, and some sports facilities, and laboratories. However, some of the teacher qualifications are troubling and the school does not have a library.

4.3 Overall Trends and Analysis

Studying the situation of some schools in Panu Akil tehsil, we can see some common trends. Firstly, it is vital to explore whether there are girls' schools available in the vicinity. Since girls are enrolled in boys' schools, this may imply a lack of girls' schools altogether. In addition, the issues of under-staffing and inadequate number of teachers is also evident. In the schools discussed here, the student-teacher ratio and number of classrooms is also poor – it must be very difficult for students to learn when all classes study in the same room with very few teachers. Similarly, lack of drinking water, electricity, playgrounds and toilets etc. is also a major concern as the learning environment is severely affected by these.

The situation of the discussed schools in Babuzai is a very interesting subject of study. The schools show positive trends in student-teacher ratios, teacher recruitment and teacher absenteeism. This is a cause for optimism as the availability of teachers in a school is key for a conducive learning environment. The school facilities are mediocre and need upgradation and construction, as many schools lack laboratories and sports grounds.

In stark contrast to the schools in Panu Akil, in Babuzai we do not see enrollment of girls in boys' schools; this may be because schools for both genders are accessible in Babuzai. The student-teacher ratio is another major difference between the two tehsils, as the availability of teachers seems much greater in Babuzai.

The figures below show the learning levels, by gender, in Swat (Babuzai) and Sukkur (Panu Akil) districts. Here we also see a difference, as learning levels for boys and girls are higher in Swat, while the gender gap is lower. This observation is also in line with the status of schools discussed above, as Sukkur seems to be lagging behind in learning levels and the gender gap. The situation of schools must be improved for achieving higher learning levels.

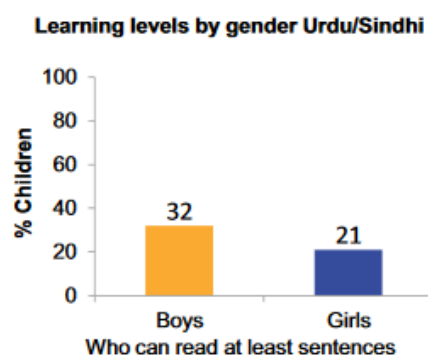


Figure 1: Learning levels in Swat district

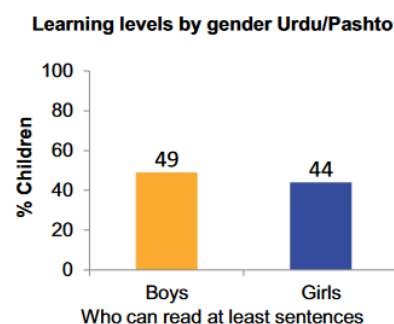


Figure 2: Learning levels in Sukkur district



CHAPTER 5

SOCIAL MEDIA ACTIVISM

CHAPTER 5: SOCIAL MEDIA ACTIVISM

In this day and age, the role of [social media in advocacy and mass movements](#)¹ cannot be overlooked. Social media is an easy, cost effective and efficient way to coordinate, organize and spread a message, around the world almost instantly. Social media, today, is instrumental to journalism, activism, information dissemination, and in many cases, governance. Various targeted social media campaigns have been run to raise awareness about the Right to Education in Pakistan and its implementation, and to bring this matter to the limelight in political agenda. In this section, we first discuss some of the social media activities undertaken by Idara-e-Taleem-o-Aagahi and later some relevant campaigns undertaken by civil society.

5.1 Weekly Education Updates – Newsletter for EYAs

Idara-e-Taleem-o-Aagahi has been deeply involved with youth activists around Pakistan who are working at the grassroots. Over the years, there have been multiple formal and informal discussions with numerous EYAs, according to which capacity gaps were identified. To cater to these gaps and enable youth activists, the idea of weekly recourse-based email newsletters was conceptualized. The Right to Education team has been formulating and circulating Weekly Education Newsletters, specifically targeting the Education Youth Ambassadors and their needs. The weekly newsletter is designed keeping in mind clear objectives and strategy. The newsletters have a 3-pronged strategy: (1) to integrate the EYAs with ITA's work and inform them about current activities for their information and possible participation, (2) to expand their knowledge and expertise on national and international Education affairs and activism, and (3) to keep them inspired through stories of motivational youth activists around the world. The strategy is given in more detail in [Figure 3](#) below.

¹ <https://www.gjcpp.org/en/article.php?issue=21&article=121>

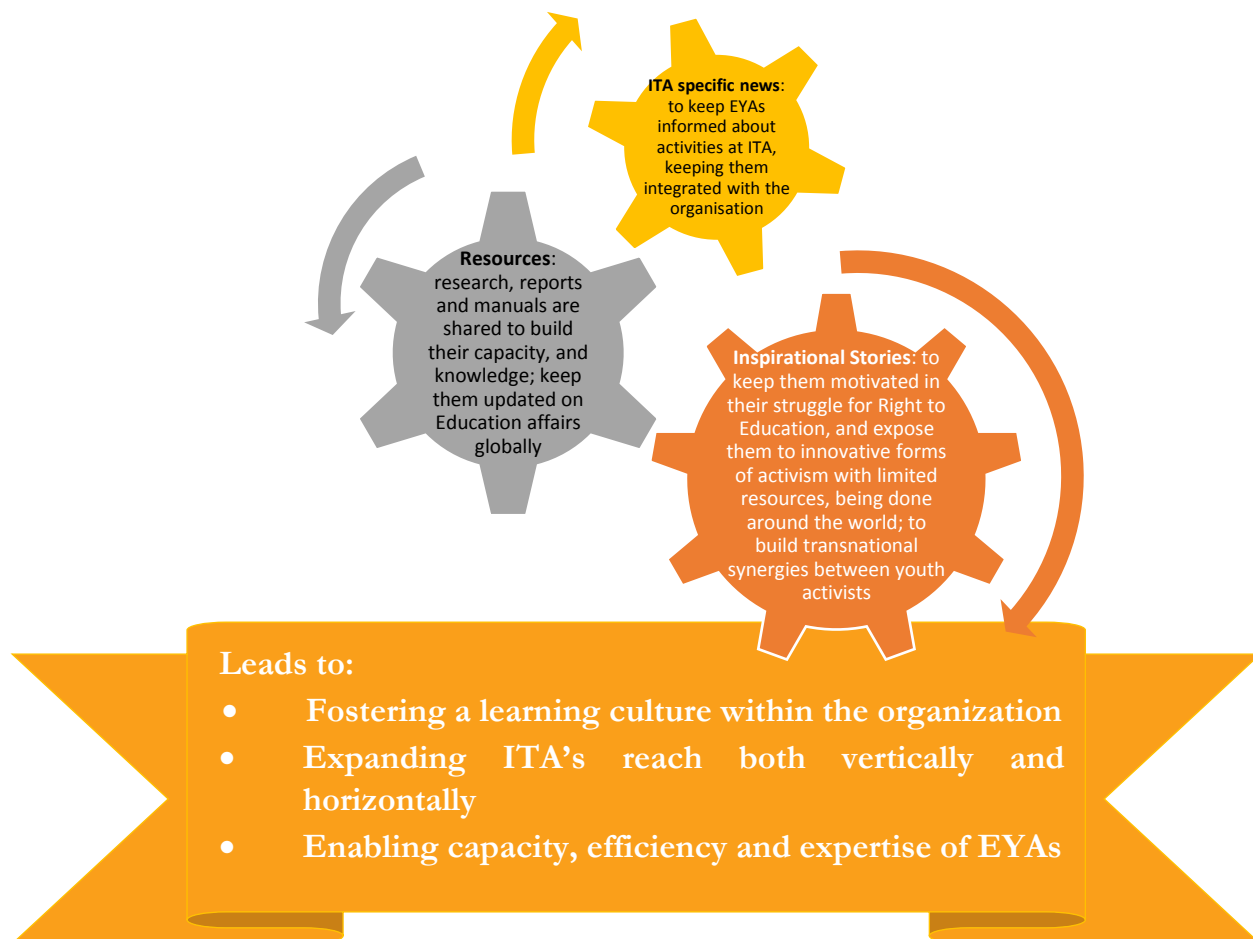


Figure 3: The EYA Newsletter Strategy

The newsletter has enabled ITA to keep in close contact with youth volunteers. All recipients can reply to the Newsletter's email and send their feedback, informing us about their activities and challenges. This is also helping foster a learning culture within the organization and expanding ITA's reach both vertically and horizontally. Below, we can also see the example of a [newsletter that was sent on the 28th of March 2019](http://x1ttk.mjt.lu/nl2/x1ttk/5z1wr.html), as a sample².



Dear Education Youth Ambassadors,

Here are the recent top news and resources to help you advocate for the Right to Education. Please share your resources, experiences and stories so that we can disseminate them to the EYAs family!



ASER 2018 – Punjab Launch

ASER 2018 Punjab Report was launched on 18th March in Lahore, as the 8th ASER report for Punjab. The Report presents a detailed picture of Education statistics in Punjab, with comparisons and analysis.

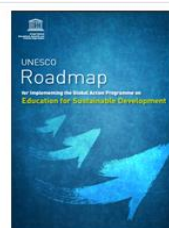
[Read More](#)



Constricted identity

Ms. Afnaan Qayyum, Manager Communications at Idara-e-Taleem-o-Aagahi, has written a gripping piece about the intricate dynamics between Education policy and identity politics.

[Read More](#)



UNESCO: Roadmap for Implementing the Global Action Programme on Education for Sustainable Development

In today's globalized world, interrelated challenges mandate a response that are rooted in the spirit of humanity. Reiterating that Quality Education is the backbone of a society, UNESCO's Roadmap demands Education as the key to sustainable development.

[Read More](#)



Children's climate action gives some hope for the future

Youth Activism: children in many parts of the developed world are protesting for action against climate change. As children and upcoming generations are at grave risk due to climate change, they are raising their voice to safeguard their futures!

²<http://x1ttk.mjt.lu/nl2/x1ttk/5z1wr.html>

5.2 Children Speak up for Right to Education

Children are the primary stakeholders in Education, and their voice and concern matters, above all. The Idara-e-Taleem-o-Aagahi's Right to Education team set out to bring children's voice to the front and center of the Right to Education discussion. Children around Pakistan were asked to send short videos, highlighting what Education meant to them, and that it was their Fundamental Right, protected by the Constitution.

The social media campaign received an overwhelming response, and parents and children sent videos via Facebook, WhatsApp and email. They expressed their concern for Education in numerous creative ways, many clad in traditional outfits, speaking passionately in their native languages. Children below the age of 3 also submitted videos and joined the discussion on the Right to Education, even though they are not included in the Article 25A, Right to Education. This promoted the importance of pre-primary ECE, that it should also be incorporated into the Fundamental Right; no child should be left behind. A [video specifically targeting girls' Education](#)³ was also uploaded and received a very positive response. Videos were compiled and uploaded on [Facebook](#)⁴ and [Twitter](#)⁵, using relevant hashtags, for effective propagation. 5 videos have so far been published, while others are soon to follow.

The *Children Speak up for Right to Education* Campaign on social media achieved 3 essential objectives:

1. It brought children's voices to the forefront of the Right to Education discussion
2. It made people aware of Article 25A; many children and parents did not know that Right to Education was actually protected by the Constitution, and that they should demand it
3. The campaign used short and simple videos; it was very easy to participate in and to share with others

6



Article 25A, Constitution of Pakistan:
The State shall provide free and compulsory education to all children of the age of 5 to 16 years in such manner as may be determined by law.



Go to PC settings to activate Windows.

7



8

⁷ <https://www.facebook.com/rte25a/videos/vl.1996852250619863/408123873279417/?type=1>

⁸ <https://twitter.com/RTE25A/status/1106853661429374976>

5.3 The Out-of-School Dilemma

The crisis of Out of School Children (OOSC) in Pakistan is prevalent in almost every part of the country. The Idara-e-Taleem-o-Aagahi team decided to document this tragedy by visiting a small non-profit school in Rawalpindi, Pakistan. This school caters specifically to out of school children from significantly marginalized backgrounds, and runs primarily on donations.

The ITA team spent a day with the children enrolled in the school and its management, to give an in-depth perspective on the issue. The video serves the need for easy to access, understandable and shareable information on the OOSC misfortune in Pakistan. The video is presented in a vlog format, and can be shared widely by any user on social media to raise awareness about this subject.

This video serves 4 key objectives in Right to Education:

1. It emphasizes the gravity of the crisis of Out of School Children in Pakistan
2. It contextualizes the issue in a manner understandable by laypeople, thus, reaching a larger audience than newspaper or academic articles
3. Using the interactive platform of social media, it enables people to play their part in the movement and promulgation of the message
4. It highlights the inspiring work being done by local community organisations with limited resources in supporting and uplifting marginalized segments of society



Please, click on the image below to view the vlog!

Activate Windows
Go to PC settings to activate Windows.

⁹ <https://www.facebook.com/rte25a/videos/412405345974612/>

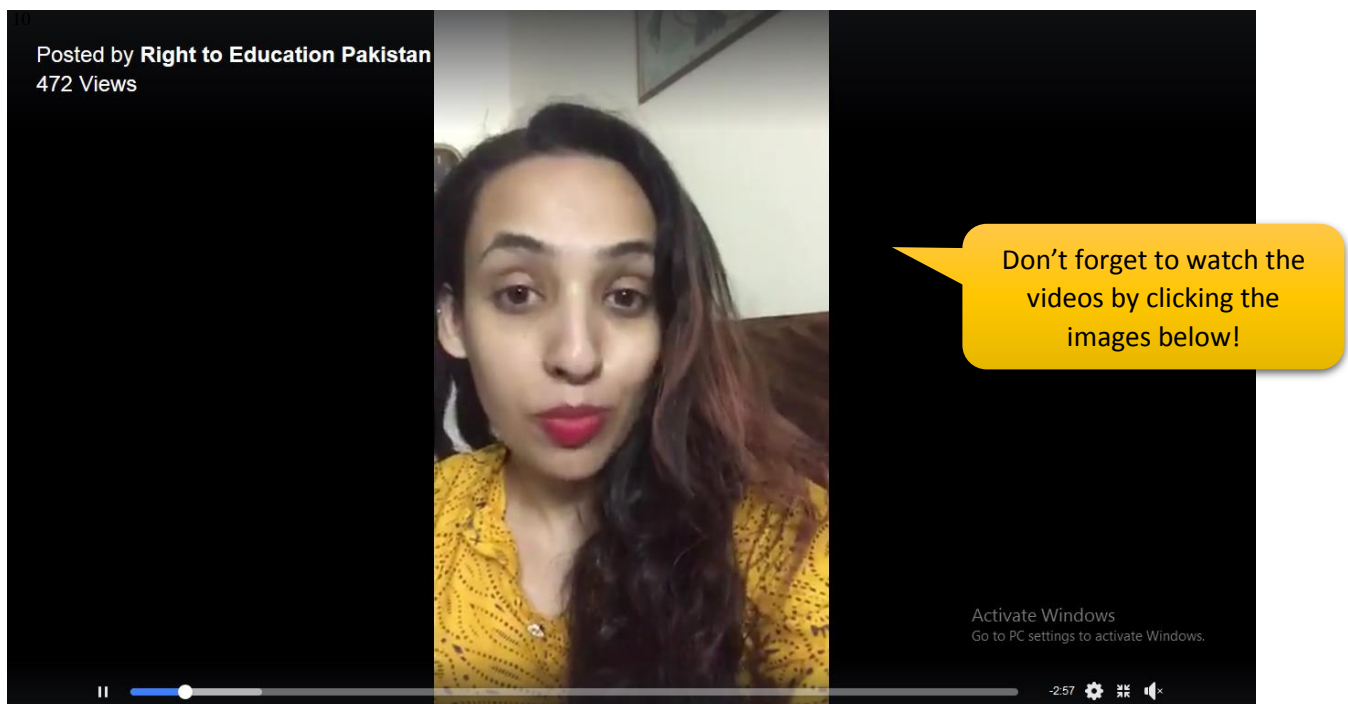
5.4 World Teacher's Day 2018

Idara-e-Taleem-o-Aagahi organized a largescale nationwide celebration of World Teachers Day in 2018. World Teachers Day is celebrated on 5th October every year, and not only emphasizes the role of teachers in pupils' lives and upbringing, but also the importance of well-trained and qualified teachers. Last year's celebrations were centered on the theme "The right to Education means the right to a qualified teacher." This was set as a strong reminder that the Right to Education is incomplete without capable and competent teachers.

While ITA helped put together events in various districts around Pakistan to celebrate World Teachers Day, it also catalyzed an interactive and representative social media drive. In this, people from all walks of life shared the impact teachers had made on their lives, and how they had been inspired. ITA received numerous videos from around the country; people's enthusiasm to share personal stories and motivational journeys was moving. This campaign also showed how important the topic of teachers is to people, and how it often goes unnoticed.

This campaign achieved 3 imperative objectives in the Right to Education movement:

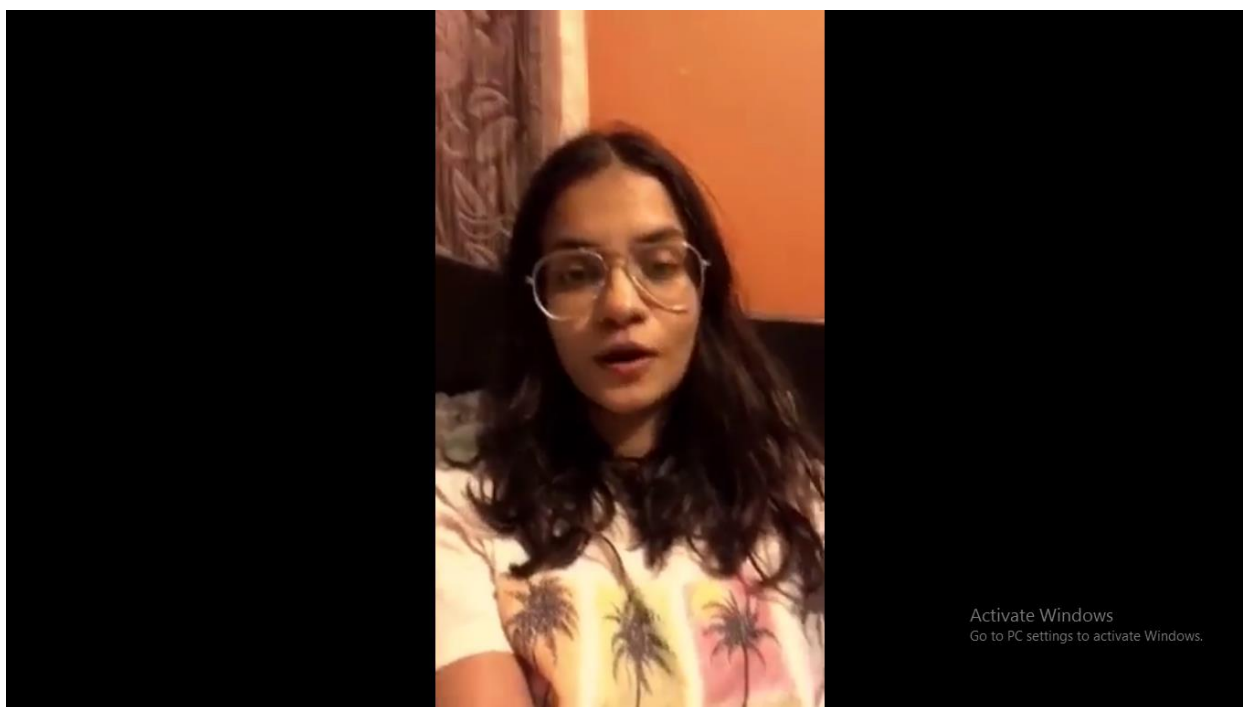
1. It emphasizes the importance of teachers in any discourse on Education
2. It highlights the voices of citizens of Pakistan as key stakeholders in the debate on Right to Education
3. It enabled more discussion on Right to Education and role of teachers by facilitating a citizen-led discussion



¹⁰ <https://www.facebook.com/rte25a/videos/524909177936740/>



11



12

¹¹ <https://www.facebook.com/rte25a/videos/252910662034870/>

¹² <https://www.facebook.com/rte25a/videos/664565313943883/>



13

5.5 Alif Ailaan

Alif Ailaan was an advocacy movement for Education, initiated in 2013. It ran campaigns in multiple media of communication, including print, radio, television and social media for increased attentiveness of the masses toward Education. Alif Ailaan used social media as a tool for initiating a mass movement that enabled citizens to be sensitized to the Education needs around them, and to hold those in power accountable.

Alif Ailaan integrated social media into its campaign in very creative ways, to attract large audiences and build an interactive movement. It employed, mainly, [Youtube](#)¹⁴, [Twitter](#)¹⁵ and [Facebook](#)¹⁶, while information was also disseminated, sometimes informally, through various WhatsApp platforms. Alif Ailaan's use of Urdu and multiple widely spoken local languages ensured that the message had a much wider audience, making the content more engaging and relevant.

“Alif Ailaan also introduced the ‘[Taleem Do!](#)’ mobile app, for citizens to “Report education issues in (their) area. Raise (their) voice and pledge to demand quality education.”

¹³ <https://www.facebook.com/rte25a/videos/1077415585757981/>

¹⁴ <https://www.youtube.com/channel/UC2AbVcOvKcwYDDT5md5HYUg>

¹⁵ <https://twitter.com/alifailaan?lang=en>

¹⁶ <https://www.facebook.com/AlifAilaan/>

Alif Ailaan collected and disseminated statements of various people in decision-making positions about Education. This was done with the aim that people in power must be held accountable, and must fulfil their promises toward Right to Education. One such image directed at the then newly elected Prime Minister of Pakistan is given below.



Alif Ailaan also used social media to publish comparative statistics on the progress made by provinces in simple and understandable terms. This, again, facilitated a healthy discussion on Education policy and initiatives as citizens were made aware of the Education scenario, and able to ask informed questions. An example of one of these infographics is shared below.

BETTER GOVERNMENT SCHOOLS

الف
اعلان Alif
Ailaan

Inclusion of technology and science initiative in schools



Before 2013, there were only 170 IT labs in high and higher schools across KP.
Now there are more than 1,340 IT labs and 100 interactive whiteboards.

خيبر پښتونخوا

KHYBER PAKHTUNKHWA



In short: An effective social media campaign for Right to Education should be

1. Based on facts
2. Easy to understand and participate in for mass audiences
3. Should include a call-for-action rhetoric; what is the action that the audience is being encouraged to take?
4. Concise; also attractive and appealing for the viewer



CHAPTER 6

CONCLUSION

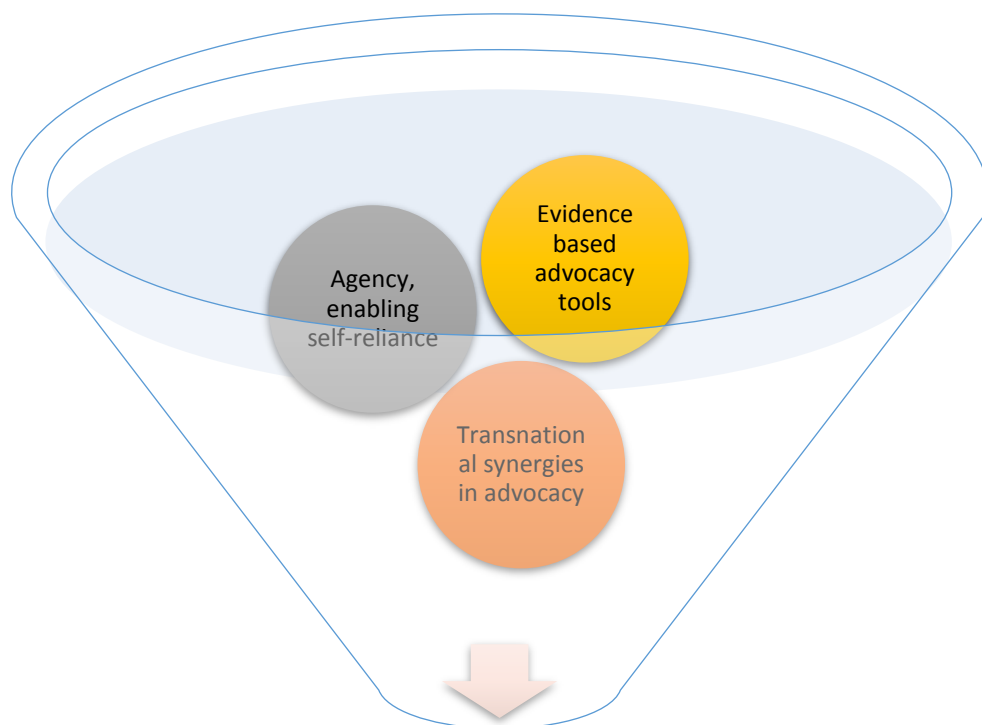
CHAPTER 6: CONCLUSION

The voices of advocacy that have been compiled in this Book are testament to the struggles and accomplishments of countless activists around Pakistan. These cases show that with the provision of appropriate tools and knowledge sharing, evidence-based advocacy for Right to Education can be strengthened significantly. This is an optimistic image for all campaigners of Right to Education. It is also an thought-provoking case study for international observers about the Education activism taking place in Pakistan.

Idara-e-Taleem-o-Aagahi's Education Youth Ambassadors represent a volunteers-based network across Pakistan. These EYAs are constantly equipped to make meaningful contributions to all of ITA's projects and activities. They are provided with tools and trainings, based on updated and relevant evidence found in [ASER](#)¹⁷, every year. This capacity enhancement and exposure enables their agency, autonomy and creativity in advocating for Right to Education in innovative ways. Various EYAs like Ms. Nadia Sarwar and Ms. Huma Shakir (Sections 3.1 and 3.2) have taken personal initiatives to advance the Right to Education Campaign in Pakistan, within limited resources but with utmost dedication. The stories and initiatives shared in this Book pay tribute to the unsung stars who are working day and night, in their own capacities, to make Right to Education a reality.

The Yellow Book has developed a vivid picture of what Right to Education activism is like in Pakistan. It has drawn on real experiences and challenges of Education activists, many of whom are working in peripheral regions. It has presented profound inspiration from various courageous and passionate women who strive every day, against all adversities, for Free and Quality Education for all. The Yellow Book has also emphasized the dire need for this activism, given the tattered conditions that far too many Pakistani schools are in. Moreover, the Yellow Book has stressed the importance of utilizing social media as a means of advocating for the Right to Education, and the numerous effective ways in which this can be done, based on successful examples and lessons learned.

¹⁷ <http://aserpakistan.org/>



Effective Advocacy for Right to Education and SDG4

Figure 4: Effective advocacy is a multivariate process



RIGHT
TO EDUCATION
PAKISTAN



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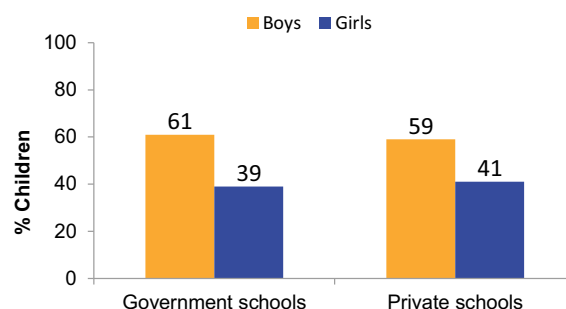
Annex-2: District Report Cards

School enrollment and out-of-school children

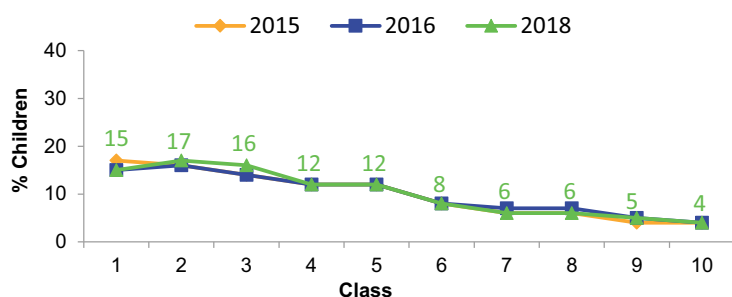
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	66.7	16.8	2.5	0.6	10.8	2.6	100
11 - 13	64.2	16.1	2.6	0.4	8.5	8.3	100
14 - 16	54.5	15.6	2.6	0.2	11.5	15.6	100
6 - 16	63.8	16.4	2.5	0.5	10.4	6.4	100
Total	83.2				16.8		100
By Type	76.7	19.7	3.0	0.6			

How to read: 86.6% (66.7+16.8+2.5+0.6) children of age group 6-10 are enrolled

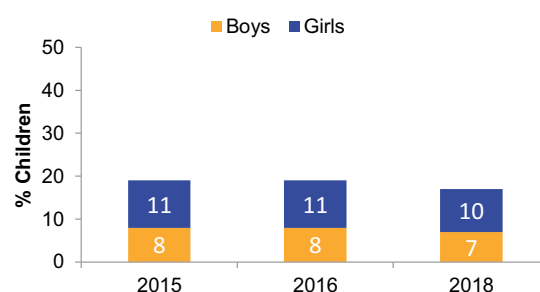
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

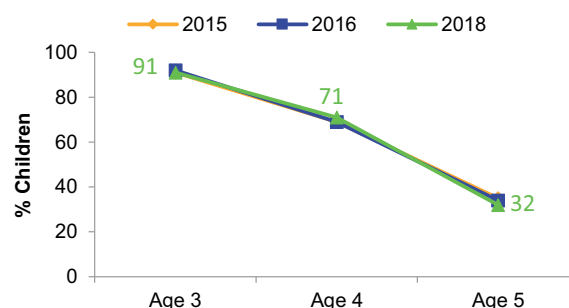


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Pvt.	Madrasah	Others		
3	5.9	2.5	0.2	0.1	91.2	100
4	18.7	8.5	0.9	0.3	71.6	100
5	49.5	15.5	2.0	0.7	32.4	100
3 - 5	26.0	9.1	1.1	0.4	63.4	100
Total	36.6				63.4	100
By Type	71.1	24.9	2.9	1.0		

How to read: 8.7% (5.9+2.5+0.2+0.1) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

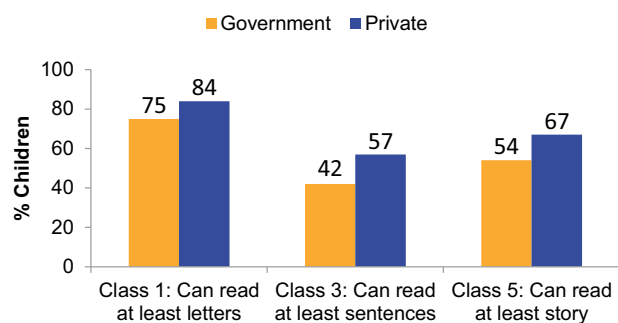
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	82.2	63.4	32.4	11.8	10.0	14.4	18.3	23.4	26.5	23.8	22.8	26.5	14.7
2	17.8	29.5	48.6	33.3	19.1	18.3	23.4	26.5	23.8	22.8	26.5	14.7	16.7
3	0.0	7.1	15.4	41.3	31.4	18.9	18.6	19.3	17.1	17.0	18.2	20.7	15.6
4	0.0	7.1	3.6	10.9	27.1	27.5	18.6	19.3	17.1	17.0	18.2	20.7	11.9
5	0.0	7.1	3.6	2.6	9.9	32.5	30.5	19.3	17.1	17.0	18.2	20.7	11.9
6	0.0	7.1	3.6	2.6	2.4	6.7	23.9	28.6	17.1	17.0	18.2	20.7	7.8
7	0.0	7.1	3.6	2.6	2.4	0.0	6.4	21.1	26.7	17.0	18.2	20.7	6.2
8	0.0	7.1	3.6	2.6	2.4	0.0	2.2	7.6	24.7	32.9	18.2	20.7	6.4
9	0.0	7.1	3.6	2.6	2.4	0.0	2.2	0.0	5.1	20.9	36.0	20.7	4.6
10	0.0	7.1	3.6	2.6	2.4	0.0	2.2	0.0	0.0	5.4	23.0	52.7	4.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu/Sindhi/Pashto)

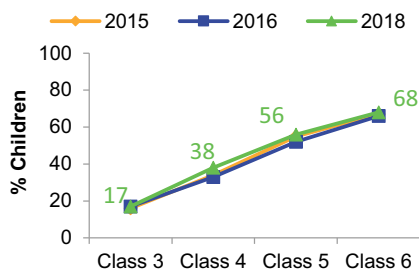
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	23.7	48.1	24.8	3.4	0.0	100
2	7.4	30.5	40.5	14.5	7.2	100
3	4.0	11.3	40.3	27.2	17.1	100
4	2.6	4.7	23.0	31.6	38.0	100
5	2.0	3.3	13.2	25.4	56.1	100
6	1.7	2.0	7.4	21.2	67.8	100
7	1.5	1.3	4.1	14.2	78.9	100
8	1.5	1.3	2.6	10.1	84.5	100
9	1.2	1.1	1.5	5.1	91.0	100
10	1.2	0.8	1.3	3.5	93.1	100

How to read: 3.4 % (3.4+0) children of class 1 can read sentences

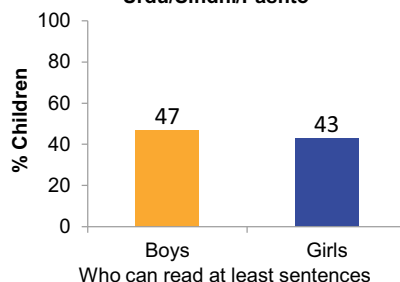
Learning levels by school type Urdu/Sindhi/Pashto



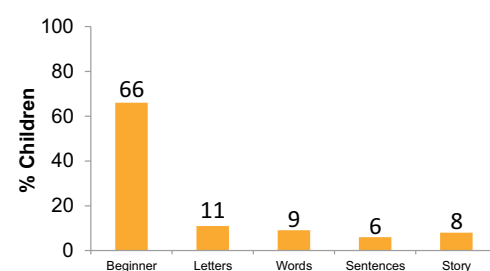
Children who can read story Urdu/Sindhi/Pashto



Learning levels by gender Urdu/Sindhi/Pashto



Learning levels: out-of-school children Urdu/Sindhi/Pashto

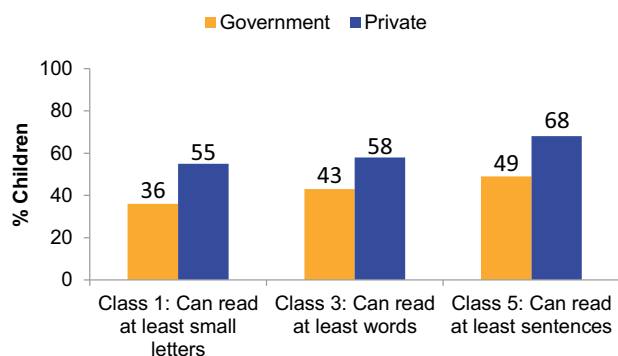


Learning levels (English)

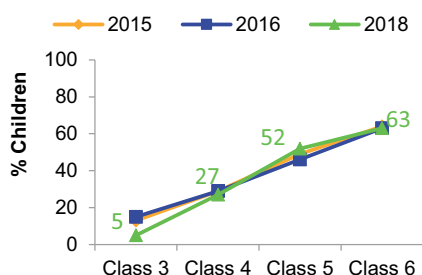
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	31.9	28.6	28.6	10.9	0.0	100
2	15.9	25.8	31.2	25.8	1.3	100
3	12.7	12.8	29.4	40.3	4.8	100
4	12.5	5.5	16.0	38.5	27.4	100
5	9.6	3.5	9.4	25.2	52.3	100
6	11.2	1.6	4.5	19.3	63.4	100
7	10.6	1.0	2.4	13.7	72.2	100
8	10.7	0.9	1.6	8.8	78.0	100
9	10.6	0.8	1.0	4.8	82.8	100
10	10.7	0.6	0.7	3.3	84.6	100

How to read: 10.9 % (10.9+0) children of class 1 can read words

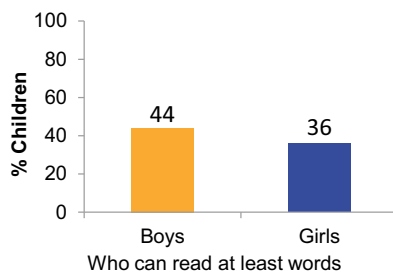
Learning levels by school type English



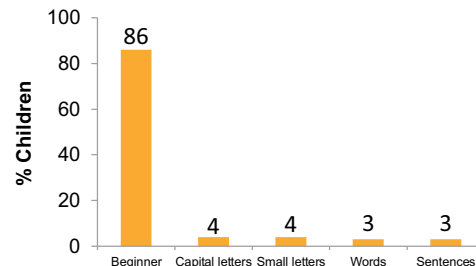
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

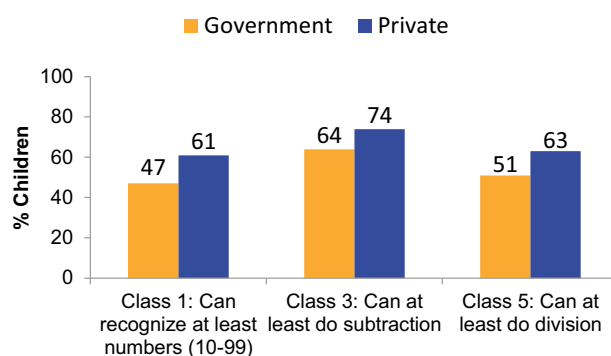


Learning levels (Arithmetic)

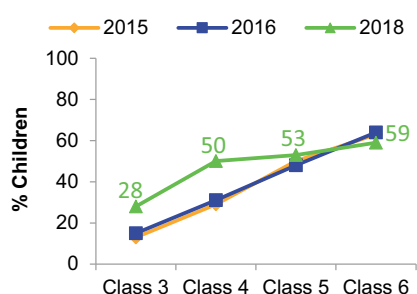
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	21.3	29.4	30.2	15.7	3.4	100
2	7.6	19.1	29.4	29.8	14.0	100
3	4.7	7.7	22.4	36.9	28.3	100
4	4.1	3.6	13.2	29.4	49.7	100
5	4.7	3.8	12.2	26.7	52.5	100
6	5.0	2.4	9.8	24.1	58.7	100
7	5.7	2.6	6.4	19.8	65.6	100
8	8.3	4.2	7.9	18.1	61.5	100
9	9.9	3.9	6.5	14.4	65.3	100
10	10.1	3.5	7.4	14.7	64.2	100

How to read: 19.1 % (15.7+3.4) children of class 1 can do subtraction

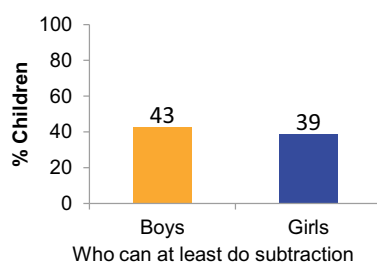
Learning levels by school type Arithmetic



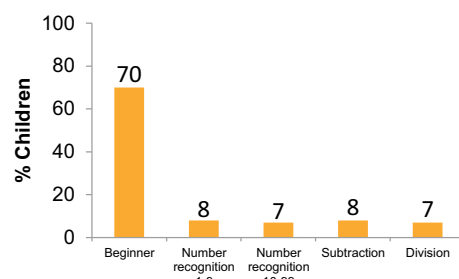
Children who can do division



Learning levels by gender Arithmetic

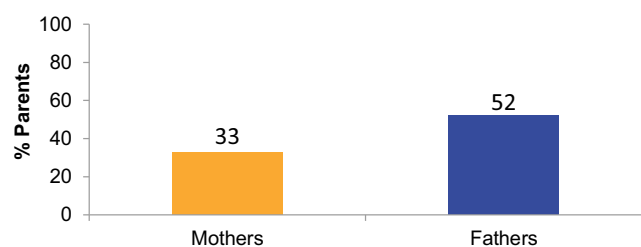


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

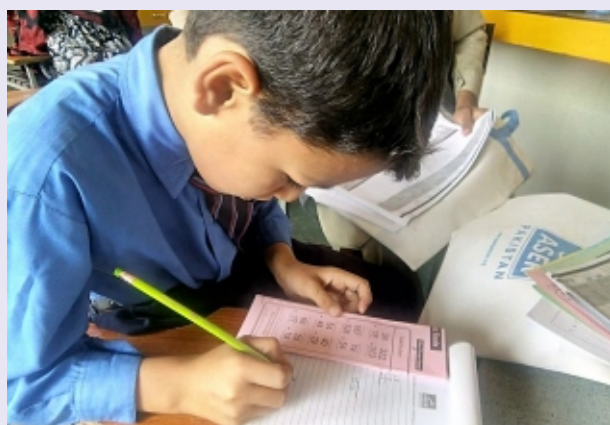
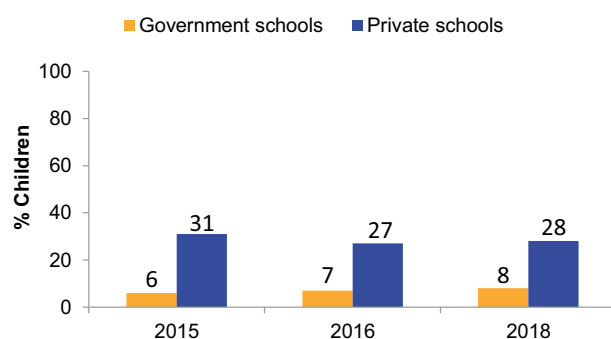


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	4.6	5.5	5.7	7.1	8.6	9.8	10.5	12.8	16.9	18.1
Pvt.	24.7	26.6	25.7	28.6	30.7	31.4	35.2	35.5	41.7	39.6

Children attending paid tuition



Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	1442	388	1006	2836	51	26	350	427
Elementary	269	136	178	583	37	5	375	417
High	400	186	112	698	38	14	253	305
Others	99	33	35	167	2	2	18	22
Total	2210	743	1331	4284	128	47	996	1171

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	81.2	84.5	86.9	85.1	83.9	87.3	87.6	88.9	91.2	88.1
Teacher attendance	87.7	87.4	87.2	85.1	87.4	87.7	89.8	91.8	95.7	89.4

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	5.2	5.5
FA	16.7	21.8
BA	35.7	42.4
MA or above	41.9	30.0
Others	0.6	0.3

Teacher qualification - professional (% of teachers)

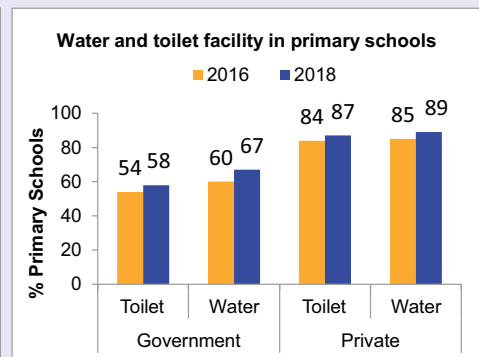
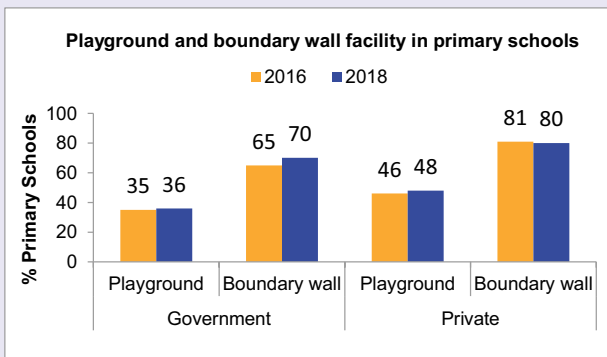
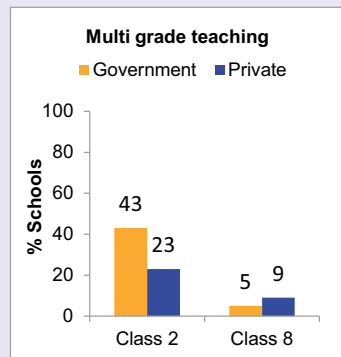
	Government schools	Private schools
PTC	20.5	9.4
CT	11.6	17.1
B-Ed	44.8	54.4
M-Ed or above	19.8	17.3
Others	3.3	1.8

School facilities (% schools)

	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3	6	10	9	4	7	11	7
Useable water	67.5	74.6	83.7	83.2	88.5	89.7	96.7	81.8
Useable toilet	57.5	71.7	81.5	82.6	87.4	90.9	94.4	81.8
Playground	36.2	50.6	62.2	63.5	47.8	60.9	66.6	72.7
Boundary wall	70.3	79.9	86.1	88.0	79.6	82.0	87.5	72.7
Library	0.0	23.0	53.0	55.1	0.0	38.6	59.3	59.1
Computer lab	0.0	8.9	44.8	49.1	0.0	20.1	52.5	22.7

School Grants

		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2018**	# of schools reported receiving grants	1156	208	278	0*	15	18	7	0*
	% of schools reported receiving grants	46.7	40.5	44.6	-	3.5	4.3	2.3	-
	Average amount of grant (Rs.)	110,278.6	146,185.1	294,061.1	-	153,787.1	375,922.2	189,678.6	-
2017	# of schools reported receiving grants	569	101	149	0*	10	9	7	0*
	% of schools reported receiving grants	23.0	19.7	23.9	-	2.3	2.2	2.3	-
	Average amount of grant (Rs.)	62,574.4	94,229.9	132,031.1	-	306,642.6	366,572.2	38,714.3	-



*0 and "-": represents insufficient data
**Grants received till October 31, 2018

Findings Summary

Territory	% Children										
	Access					Quality					
	(Age 3-5)	(Age 6-16)			Attending paid tuition (Govt. & Pvt. schools)	Class 3			Class 5		
	In Pre-school	Out-of-school (All)	Out-Of-school (Girls)	In private school		Who can read sentence (Urdu /Sindhi /Pashto)	Who can read word (English)	Who can do subtraction	Who can read story (Urdu /Sindhi /Pashto)	Who can read sentence (English)	Who can do division
Azad Jammu and Kashmir	50.3	4.8	2.5	49.7	27.4	62.1	65.2	81.5	78.0	91.7	72.8
Balochistan	27.9	27.8	16.9	3.9	4.1	28.3	30.0	59.9	40.1	34.2	43.2
Gilgit-Baltistan	40.3	9.2	5.5	32.7	12.4	52.4	56.8	80.1	57.7	62.6	63.1
Islamabad - ICT	61.7	9.5	4.5	45.8	39.1	71.3	60.2	64.4	74.5	63.2	56.8
Khyber Pakhtunkhwa	29.8	13.5	8.4	23.8	7.4	54.6	57.0	80.4	57.9	54.9	69.3
KP - Newly Merged Districts	22.8	27.6	17.4	15.9	6.4	44.9	51.5	72.1	45.7	36.0	60.8
Punjab	51.6	10.6	5.2	24.8	20.4	56.6	53.4	69.5	68.6	64.5	60.0
Sindh	43.5	14.0	7.6	9.2	7.2	32.3	36.0	44.0	42.7	25.0	31.8
National-Rural	36.6	16.8	9.8	19.7	12.0	44.4	45.1	65.2	56.1	52.3	52.5

FINDINGS GENERAL KNOWLEDGE

Class	Arithmetic (Word Problem) *						English **	
	Question 1 ¹		Question 2 ²		Question 3 ²		Can Name ³	
	Male	Female	Male	Female	Male	Female	Male	Female
1	25.3	23.3	18.9	17.1	17.4	15.4	44.0	41.0
2	39.9	39.6	29.5	29.0	27.7	26.8	45.1	40.9
3	49.9	48.7	40.0	40.1	37.4	37.5	49.1	48.7
4	62.5	59.5	55.6	53.6	52.4	51.5	53.0	51.5
5	69.7	66.5	64.4	62.3	62.1	60.6	50.7	52.0
6	74.9	69.0	70.8	66.0	68.4	64.5	54.4	45.8
7	77.9	73.2	74.4	70.2	72.2	68.8	61.6	60.8
8	80.3	76.8	78.8	74.9	77.2	73.4	55.2	59.6
9	82.4	78.4	80.8	76.7	79.6	75.7	68.9	53.8
10	83.3	82.8	81.9	81.3	81.1	80.7	67.0	73.2

Child Age	Arithmetic (Word Problem) *						English **	
	Question 1 ¹		Question 2 ²		Question 3 ²		Can Name ³	
	Male	Female	Male	Female	Male	Female	Male	Female
10	16.7	6.4	15.3	5.2	14.9	4.8	50.0	26.0
11	22.1	5.2	20.6	3.9	18.1	3.5	48.8	30.3
12	23.4	7.9	19.3	7.2	17.5	7.0	57.7	31.3
13	20.8	8.7	19.8	8.0	18.0	8.0	62.5	35.6
14	21.1	7.9	18.7	7.4	17.3	7.3	50.0	47.3
15	21.7	11.7	20.1	10.4	17.1	10.1	48.4	36.9
16	23.2	10.6	21.3	10.6	19.2	9.7	50.0	46.9

* Children aged 5-16 were tested for the Arithmetic section of General Knowledge tool.

** Children who were at least "word level" in English were asked to attempt English General Knowledge tool

1. Smaller and greater number recognition in 1-digit and 2-digit numbers

2. 1-digit and 2-digit addition and subtraction word problems

3. Picture recognition with name

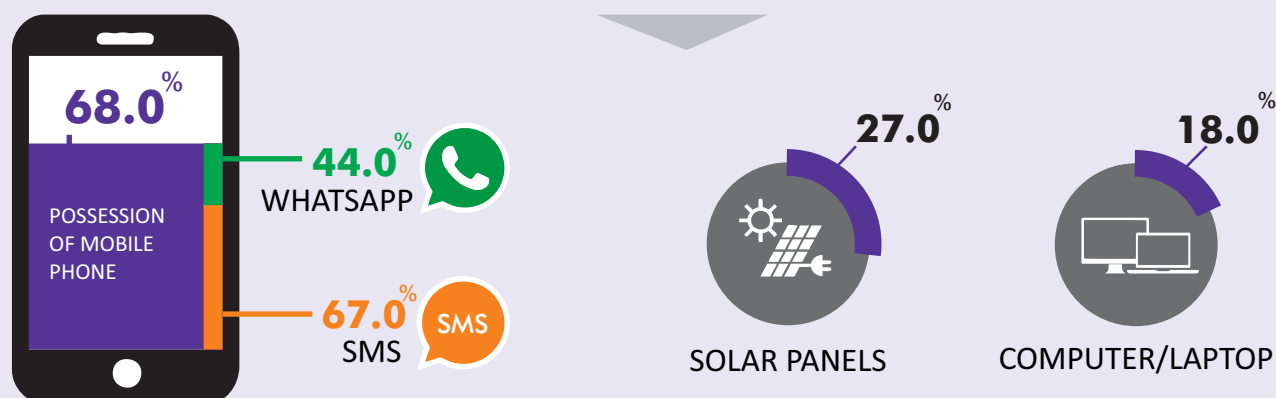
Information & Communication Technology

- **68%** of households across all rural districts of Pakistan have mobile phones.
- Amongst mobile users, **44%** use Whatsapp service for communication.
- Amongst mobile users, **67%** use SMS facility for communication.
- **18%** of households have computers/laptops

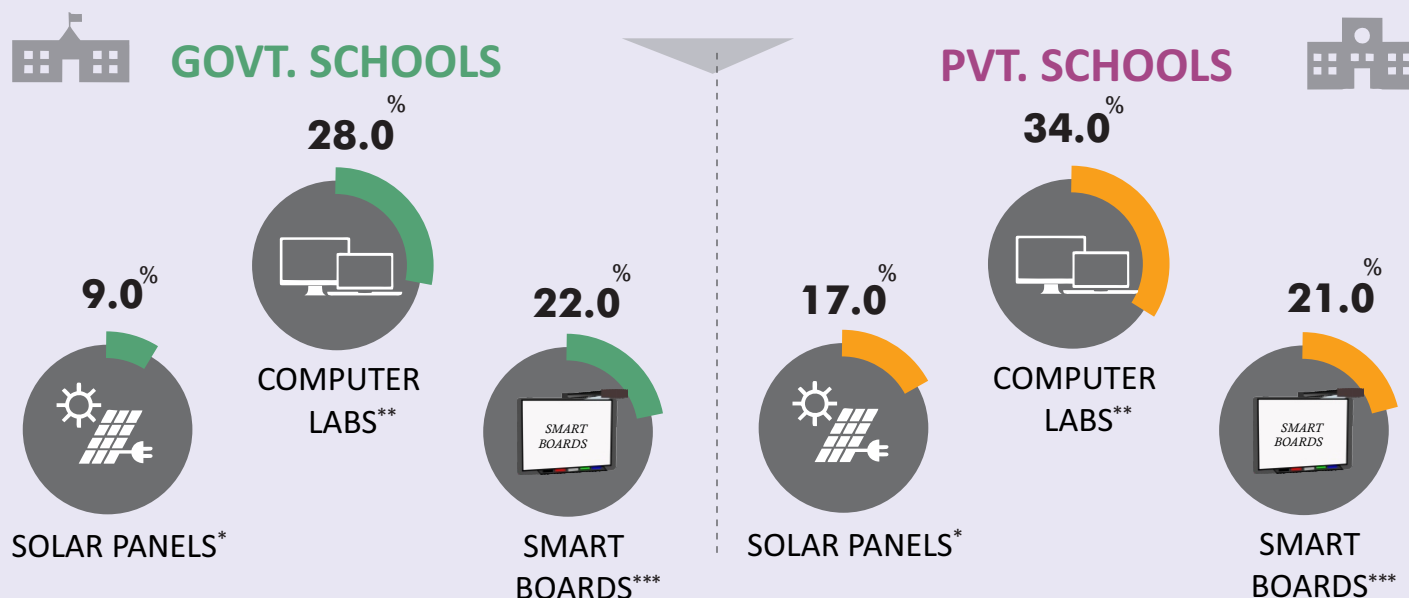
Alternate Energy

- Across all rural districts of Pakistan, **27%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD



SCHOOLS



*Only for Primary, Middle and High Schools

**Only for High Schools

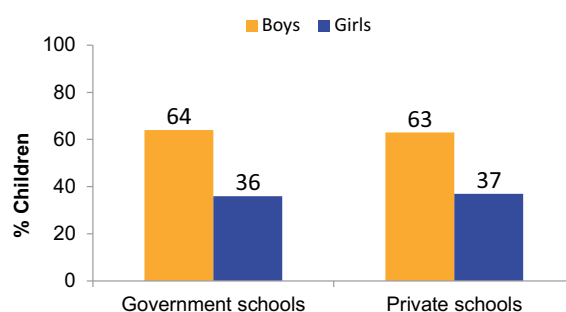
***Only for High Schools

School enrollment and out-of-school children

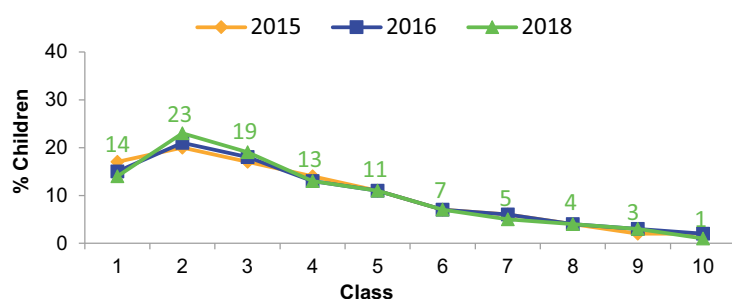
% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	70.8	2.7	4.9	0.4	16.3	4.9	100
11 - 13	63.1	3.0	5.0	0.2	12.4	16.3	100
14 - 16	44.1	2.9	4.9	0.1	18.3	29.7	100
6 - 16	64.2	2.8	4.9	0.3	15.8	11.9	100
Total	72.2				27.8		100
By Type	89.0	3.9	6.8	0.4			

How to read: 78.8% (70.8+2.7+4.9+0.4) children of age group 6-10 are enrolled

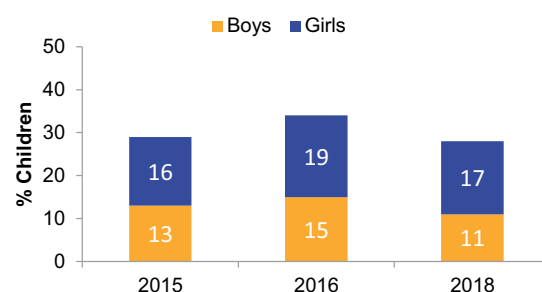
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

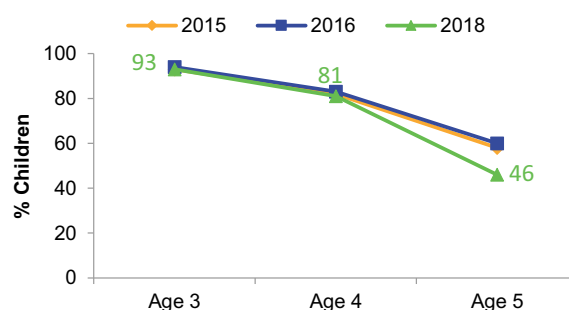


Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	6.8	0.2	0.2	0.0	92.8	100
4	16.9	0.7	1.6	0.1	80.7	100
5	47.8	1.8	3.8	0.2	46.4	100
3 - 5	24.9	0.9	2.0	0.1	72.1	100
Total	27.9				72.1	100
By Type	89.3	3.4	7.0	0.3		

How to read: 7.2% (6.8+0.2+0.2+0.0) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

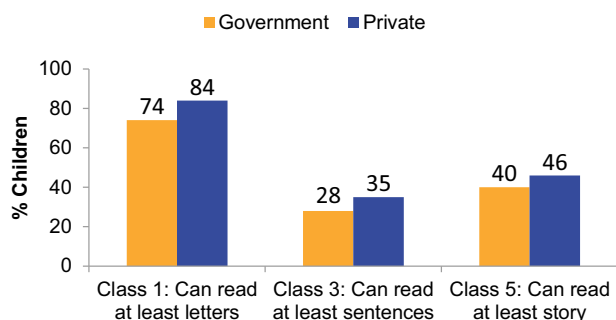
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	65.1	61.0	35.9	14.2	20.7	24.6	36.5	41.6	51.5	44.7	45.5	55.3	13.6
2	34.9	29.0	50.0	48.8	29.3								22.8
3	0.0	10.0	11.0	30.4	30.5	31.8	26.2	23.4	21.7	27.7	25.9	25.3	19.5
4		10.0	3.1	5.4	14.4	25.5							13.1
5			3.1	1.2	3.8	15.7	23.2	11.0					
6				1.2	1.4	2.4	9.2	24.3	6.9				
7					1.4	0.0	3.3	7.8	15.7	4.9			
8						0.0	1.7	2.9	9.3	17.3	4.2		
9							1.7	0.0	1.9	8.2	17.5	2.5	
10							0.0	0.0	2.1	11.2	19.4	1.5	
Total	100	100	100	100	100	100	100	100	100	100	100	100	

Learning levels (Urdu)

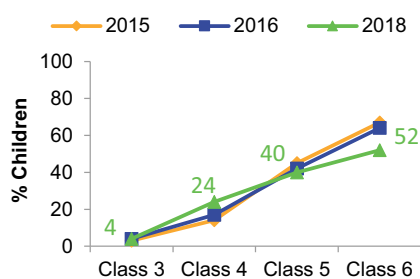
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	25.3	61.4	12.5	0.9	0.0	100
2	6.4	51.1	35.8	6.0	0.8	100
3	3.3	12.0	56.3	24.3	4.0	100
4	2.0	6.4	31.0	36.2	24.4	100
5	1.2	3.8	15.3	39.6	40.1	100
6	1.3	3.4	8.8	34.5	52.0	100
7	1.4	2.2	4.1	21.4	70.9	100
8	1.0	2.5	3.7	14.0	78.9	100
9	0.2	2.6	2.3	3.8	91.1	100
10	1.3	4.0	3.2	6.1	85.5	100

How to read: 0.9 % (0.9+0) children of class 1 can read sentences

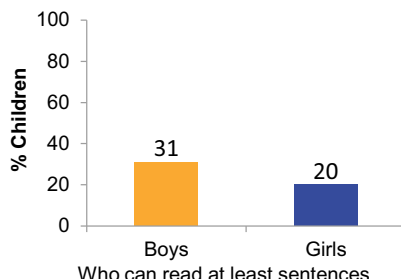
Learning levels by school type Urdu



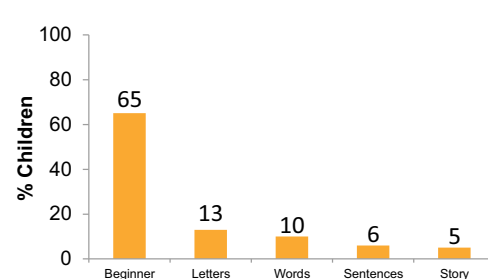
Children who can read story Urdu



Learning levels by gender Urdu



Learning levels: out-of-school children Urdu

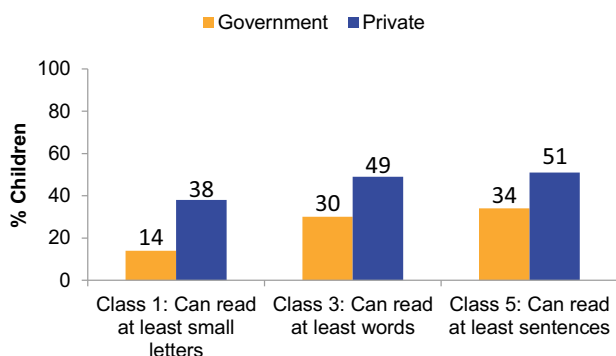


Learning levels (English)

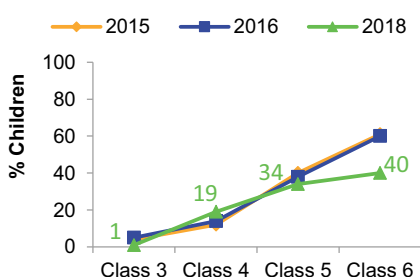
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	35.9	48.7	13.6	1.8	0.0	100
2	14.3	45.2	31.4	8.9	0.2	100
3	10.9	14.1	45.0	28.7	1.3	100
4	12.7	7.2	26.4	34.6	19.1	100
5	12.6	4.6	17.1	31.5	34.2	100
6	20.9	2.7	7.5	29.0	39.9	100
7	19.1	1.5	3.7	22.8	52.9	100
8	17.0	1.9	3.0	13.9	64.2	100
9	16.5	2.0	1.1	7.4	72.9	100
10	12.7	1.9	2.9	6.7	75.8	100

How to read: 1.8 % (1.8+0) children of class 1 can read words

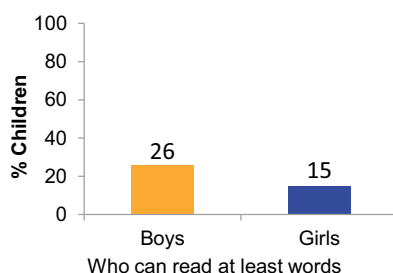
Learning levels by school type English



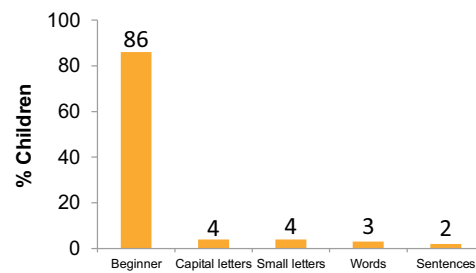
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

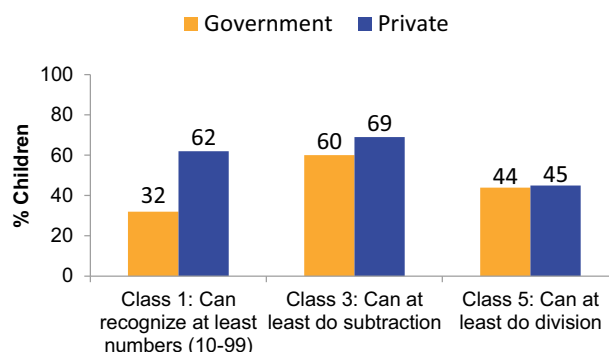


Learning levels (Arithmetic)

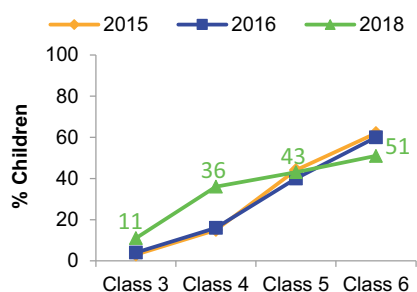
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	17.3	49.2	23.9	9.0	0.6	100
2	4.4	31.6	40.2	20.1	3.7	100
3	2.4	6.5	31.2	48.5	11.4	100
4	1.7	4.0	16.4	41.4	36.5	100
5	2.1	2.8	12.3	39.7	43.2	100
6	2.1	2.7	12.7	31.3	51.2	100
7	2.3	2.6	7.9	22.6	64.6	100
8	3.1	6.8	13.5	20.0	56.6	100
9	2.7	3.4	8.2	18.4	67.3	100
10	2.3	9.2	13.8	29.9	44.8	100

How to read: 9.6 % (9+0.6) children of class 1 can do subtraction

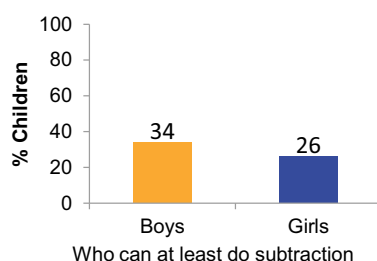
Learning levels by school type Arithmetic



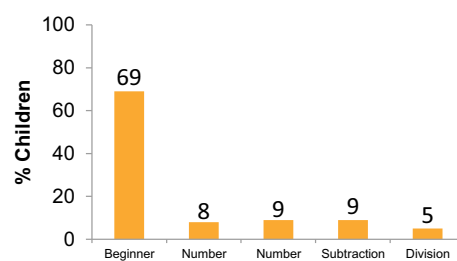
Children who can do division



Learning levels by gender Arithmetic

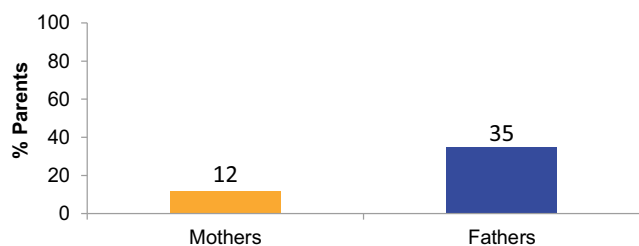


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

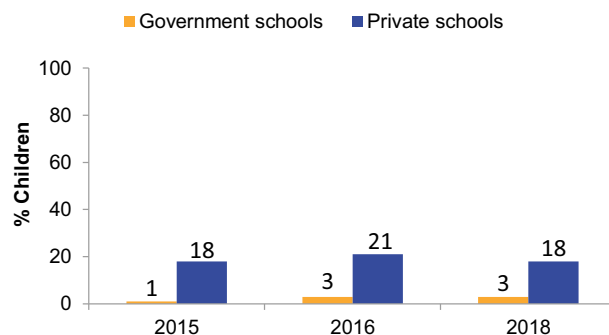


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.7	3.5	4.7	5.1	3.6	3.7	3.6	3.8	6.0	5.4
Pvt.	19.2	21.3	19.3	22.0	10.4	20.2	16.9	14.5	5.6	23.1

Children attending paid tuition



Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	364	55	269	688	3	1	19	23
Elementary	75	15	43	133	3	0	17	20
High	99	26	24	149	4	0	12	16
Others	2	0	4	6	0	0	0	0
Total	540	96	340	976	10	1	48	59

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	79.1	75.4	81.0	73.2	79.1	88.4	87.0	90.2	-	88.8
Teacher attendance	92.5	84.8	82.7	100	88.8	95.9	86.0	92.1	-	92.0

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	9.1	23.7
FA	42.0	21.1
BA	31.6	44.7
MA or above	16.7	10.5
Others	0.6	0*

Teacher qualification - professional (% of teachers)

	Government schools	Private schools
PTC	49.2	43.1
CT	7.6	4.2
B-Ed	29.4	36.1
M-Ed or above	12.0	6.9
Others	1.8	9.7

School facilities (% schools)

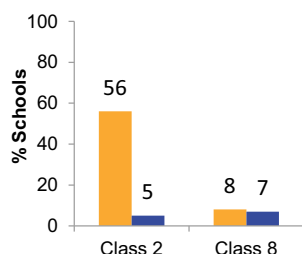
	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2	6	10	2	5	8	11	-
Useable water	30.5	44.4	63.1	0*	95.7	90.0	93.8	-
Useable toilet	11.3	35.3	55.7	0*	100	90.0	93.8	-
Playground	5.8	14.3	33.6	0*	8.7	35.0	68.8	-
Boundary wall	39.4	72.2	77.9	16.7	91.3	90.0	93.8	-
Library	0.0	3.8	22.8	0*	0.0	25.0	37.5	-
Computer lab	0.0	0*	6.0	0*	0.0	15.0	31.2	-

School Grants

2018**	# of schools reported receiving grants	10	3	3	0*	0*	0*	0*	0*
	% of schools reported receiving grants	1.9	3.2	2.6	-	-	-	-	-
	Average amount of grant (Rs.)	1,652.5	13,433.3	3,333.3	-	-	-	-	-
2017	# of schools reported receiving grants	31	10	22	0*	0*	0*	0*	0*
	% of schools reported receiving grants	6.0	10.6	18.8	-	-	-	-	-
	Average amount of grant (Rs.)	3,775.9	31,301.4	26,459.5	-	-	-	-	-

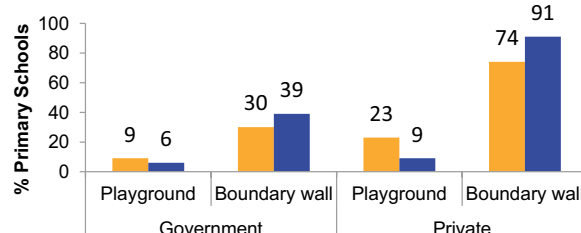
Multi grade teaching

Government Private



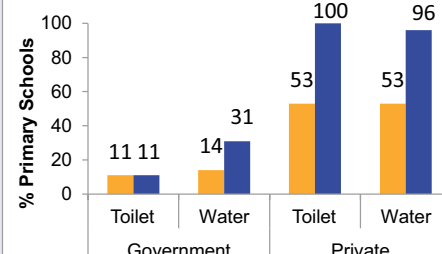
Playground and boundary wall facility in primary schools

2016 2018



Water and toilet facility in primary schools

2016 2018



*0 and "-": represents insufficient data

**Grants received till October 31, 2018

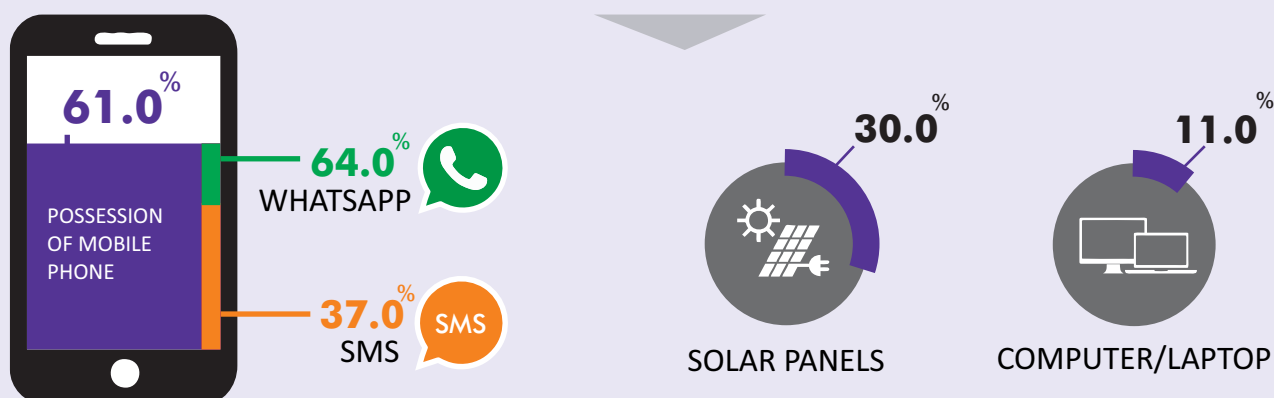
Information & Communication Technology

- **61%** of households across all rural districts of Baluchistan have mobile phones.
- Amongst mobile users, **37%** use Whatsapp service for communication.
- Amongst mobile users, **64%** use SMS facility for communication.
- **11%** of households have computers/laptops

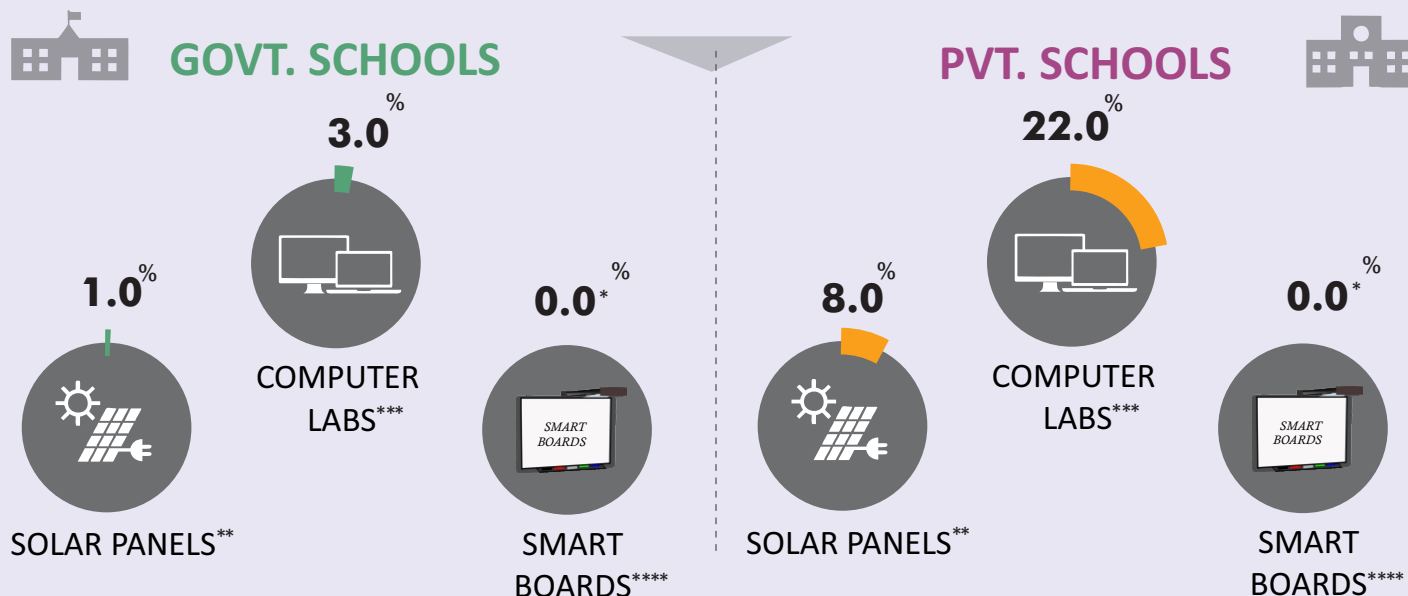
Alternate Energy

- Across all rural districts of Baluchistan, **30%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD



SCHOOLS



*Insufficient Data

**Only for Primary, Middle and High Schools

***Only for High Schools

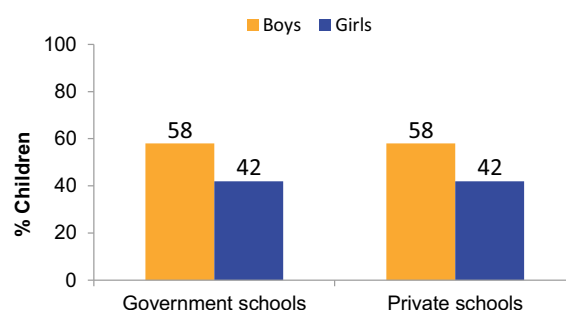
****Only for High Schools

School enrollment and out-of-school children

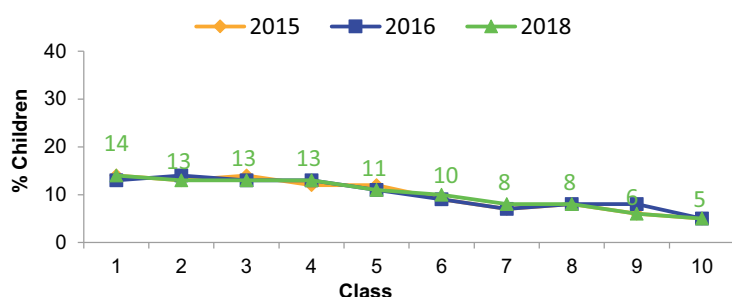
% Children in different types of schools					% Out-of-school		Total
Age group	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	57.6	30.7	1.2	1.5	7.9	1.0	100
11 - 13	61.2	30.0	1.1	0.5	5.1	2.1	100
14 - 16	60.3	27.2	0.7	0.2	5.7	5.9	100
6 - 16	59.2	29.7	1.0	0.9	6.7	2.5	100
Total	90.8				9.2		100
By Type	65.2	32.7	1.1	1.0			

How to read: 91.0% (57.6+30.7+1.2+1.5) children of age group 6-10 are enrolled

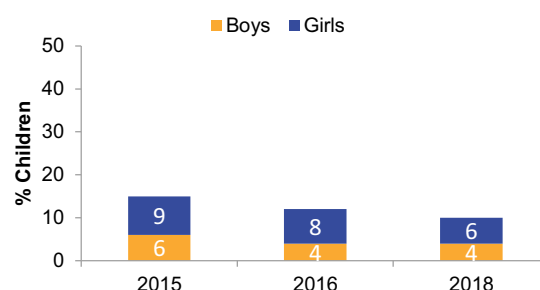
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

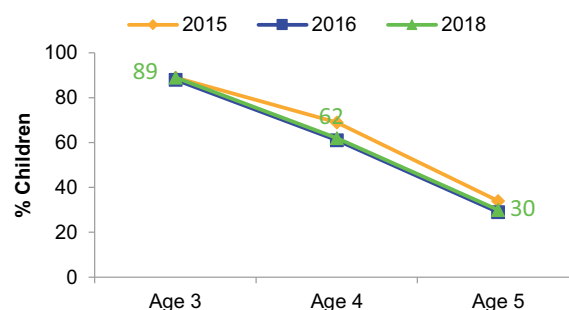


Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	7.4	3.3	0.1	0.2	89.1	100
4	22.5	12.7	1.0	1.4	62.5	100
5	43.4	23.6	1.1	2.0	30.0	100
3 - 5	25.0	13.5	0.7	1.2	59.7	100
Total	40.3				59.7	100
By Type	61.9	33.4	1.8	3.0		

How to read: 11.0% (7.4+3.3+0.1+0.2) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

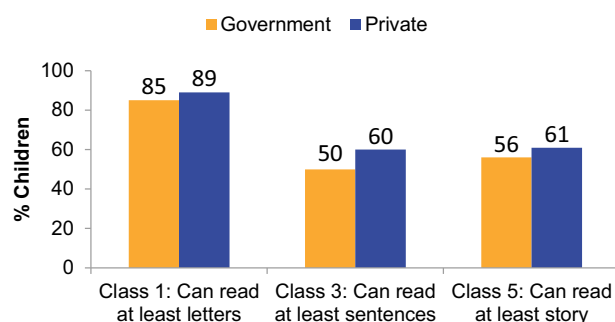
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	81.8	56.5	43.2	20.4	10.5	18.2	23.9	28.2	28.8	28.8	29.3	34.3	13.0
2	18.2	29.6	31.1	34.6	21.2	23.9	28.2	28.8	28.8	29.3	34.3	12.7	12.8
3		13.9	18.6	27.1	29.2	21.8	23.9	20.9	21.9	17.9	20.7	25.9	13.1
4			7.0	13.2	19.9	31.7	24.9	26.5	23.9	17.9	20.7	25.9	12.7
5				4.7	14.7	19.6	24.9	20.9	21.9	17.9	20.7	25.9	11.6
6					4.5	8.7	16.3	26.5	21.9	17.9	20.7	25.9	9.8
7						0.0	8.7	15.7	23.9	17.9	20.7	25.9	7.6
8							2.7	8.7	17.5	25.3	20.7	25.9	7.8
9								0.0	7.9	19.5	27.7	25.9	6.4
10									0.0	8.5	22.3	39.8	5.2
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

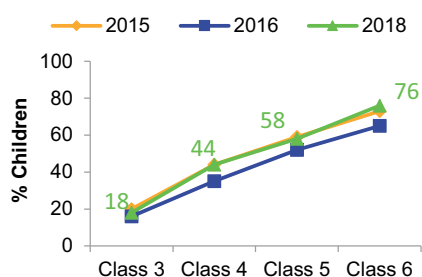
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	13.9	53.6	29.3	3.2	0.0	100
2	4.1	23.2	49.7	16.6	6.4	100
3	2.3	9.2	36.1	34.2	18.1	100
4	1.2	3.5	17.5	33.3	44.4	100
5	1.5	2.6	9.9	28.3	57.7	100
6	0.7	1.2	3.2	18.8	76.1	100
7	0.3	0.8	3.2	14.0	81.7	100
8	0.5	0.7	2.4	8.9	87.5	100
9	0.5	0.2	1.6	4.3	93.4	100
10	0.0	0.0	0.4	4.5	95.1	100

How to read: 3.2 % (3.2+0) children of class 1 can read sentences

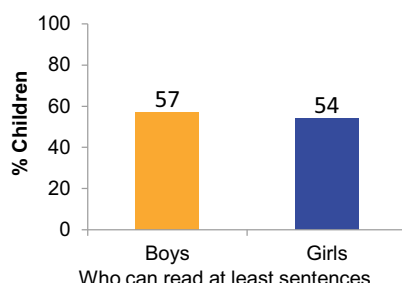
Learning levels by school type Urdu



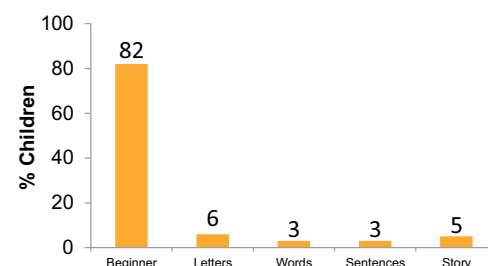
Children who can read story Urdu



Learning levels by gender Urdu



Learning levels: out-of-school children Urdu

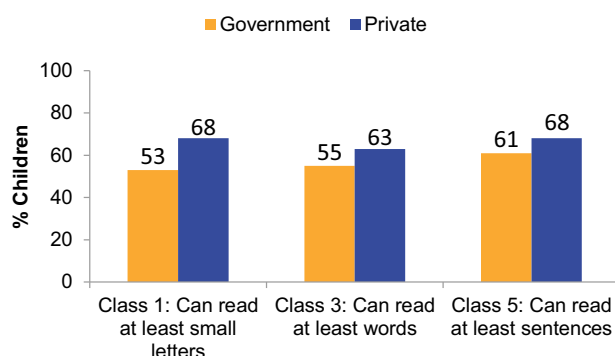


Learning levels (English)

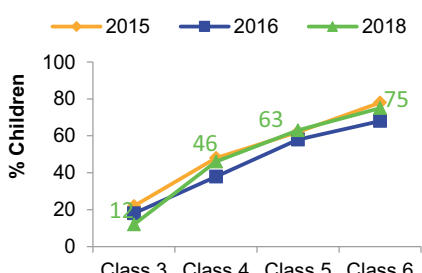
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	20.4	22.6	38.3	18.8	0.0	100
2	12.3	8.7	37.9	38.2	2.9	100
3	12.1	5.1	26.0	44.9	11.9	100
4	12.1	1.9	11.2	28.6	46.1	100
5	11.8	1.0	5.3	19.3	62.6	100
6	9.7	0.4	3.3	11.7	75.0	100
7	11.5	0.2	2.0	9.6	76.6	100
8	13.2	0.1	1.4	5.5	79.8	100
9	12.2	0.3	0.7	2.8	83.9	100
10	16.8	0.0	0.0	3.4	79.7	100

How to read: 18.8 % (18.8+0) children of class 1 can read words

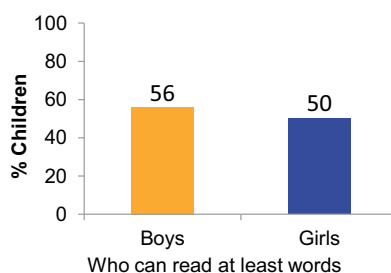
Learning levels by school type English



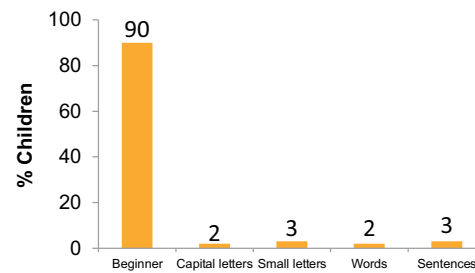
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

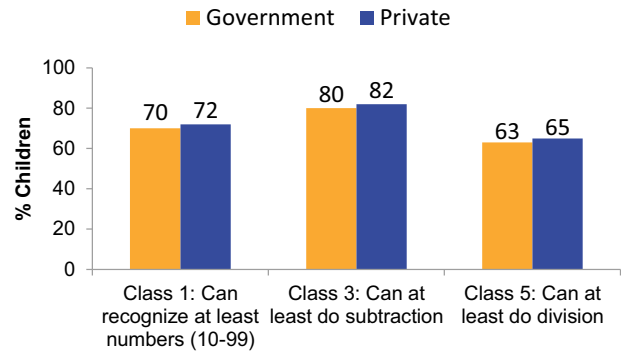


Learning levels (Arithmetic)

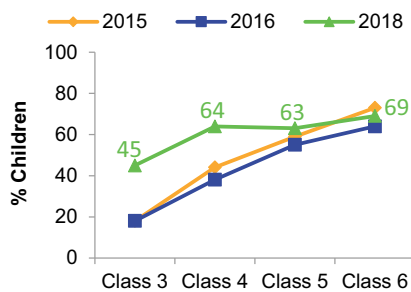
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	11.1	18.8	44.8	21.0	4.4	100
2	3.5	8.1	24.7	42.8	21.0	100
3	2.8	3.5	13.6	34.7	45.4	100
4	1.9	1.8	7.8	24.3	64.2	100
5	5.5	1.9	4.9	24.5	63.1	100
6	3.2	0.0	3.6	24.6	68.5	100
7	4.2	1.2	1.2	21.1	72.3	100
8	6.5	1.6	2.4	17.9	71.5	100
9	3.9	3.9	2.6	11.7	77.9	100
10	0.0	0.0	0.0	13.6	86.4	100

How to read: 25.4 % (21+4.4) children of class 1 can do subtraction

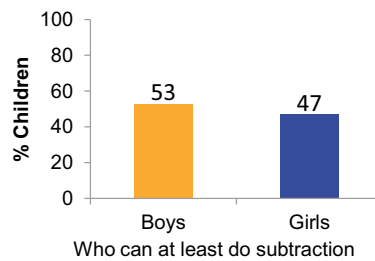
Learning levels by school type Arithmetic



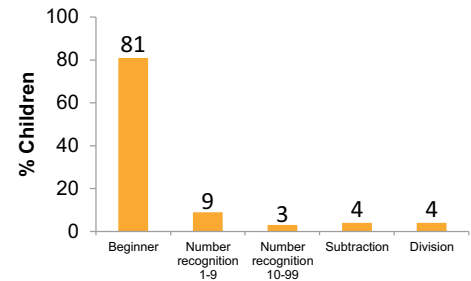
Children who can do division



Learning levels by gender Arithmetic

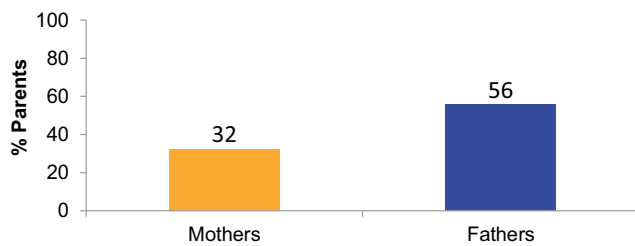


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

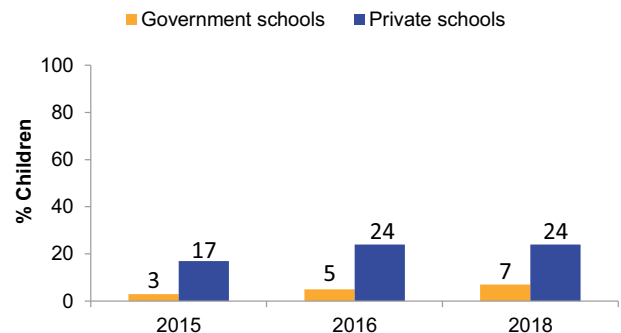


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	5.2	6.9	4.3	5.6	7.0	6.4	8.1	7.9	10.9	10.4
Pvt.	17.0	24.6	22.4	22.8	21.3	26.9	30.2	31.1	34.6	28.1

Children attending paid tuition



Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	41	16	63	120	6	7	45	58
Elementary	15	12	43	70	3	0	39	42
High	28	24	21	73	1	1	44	46
Others	11	8	13	32	1	0	8	9
Total	95	60	140	295	11	8	136	155

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	89.8	92.9	90.4	92.6	91.2	90.1	89.6	90.2	83.5	89.7
Teacher attendance	87.8	89.5	87.6	82.9	87.7	91.4	90.8	91.2	96.3	91.3

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	4.3	2.5
FA	14.3	21.7
BA	44.0	50.3
MA or above	37.4	25.5
Others	0.0	0.0

Teacher qualification - professional (% of teachers)

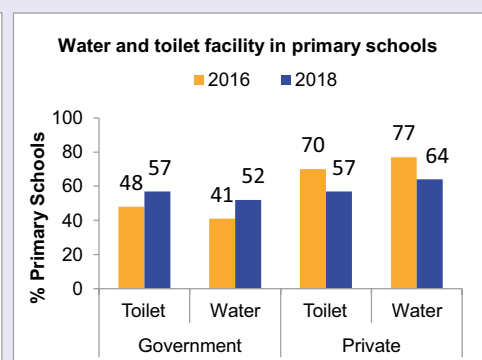
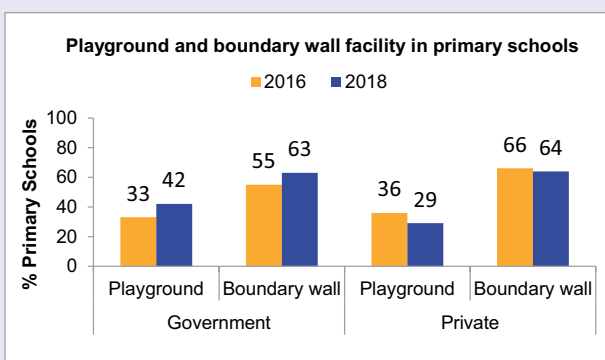
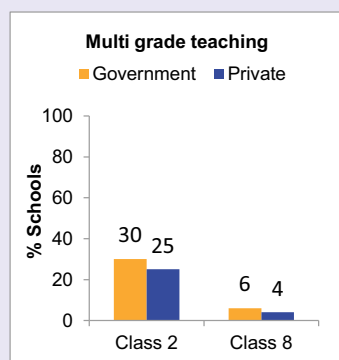
	Government schools	Private schools
PTC	3.7	4.2
CT	10.6	24.7
B-Ed	63.7	58.6
M-Ed or above	21.5	11.0
Others	0.5	1.5

School facilities (% schools)

	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3	7	10	8	4	8	11	7
Useable water	52.5	72.9	82.2	75.0	63.8	76.2	100	55.6
Useable toilet	56.7	71.4	79.5	65.6	56.9	90.5	100	55.6
Playground	41.7	62.9	80.8	62.5	29.3	66.7	69.6	77.8
Boundary wall	63.3	78.6	78.1	81.2	63.8	78.6	84.8	55.6
Library	0.0	22.9	53.4	40.6	0.0	38.1	80.4	44.4
Computer lab	0.0	7.1	39.7	43.8	0.0	26.2	63.0	33.3

School Grants

2018**	# of schools reported receiving grants	29	4	10	0*	0*	0*	0*	0*
	% of schools reported receiving grants	24.4	5.7	13.7	-	-	-	-	-
	Average amount of grant (Rs.)	44,403.4	40,000.0	150,700.0	-	-	-	-	-
2017	# of schools reported receiving grants	43	21	26	0*	0*	0*	0*	0*
	% of schools reported receiving grants	36.1	30.0	35.6	-	-	-	-	-
	Average amount of grant (Rs.)	18,747.9	37,154.8	112,347.7	-	-	-	-	-



*0 and "-": represents insufficient data
 **Grants received till October 31, 2018

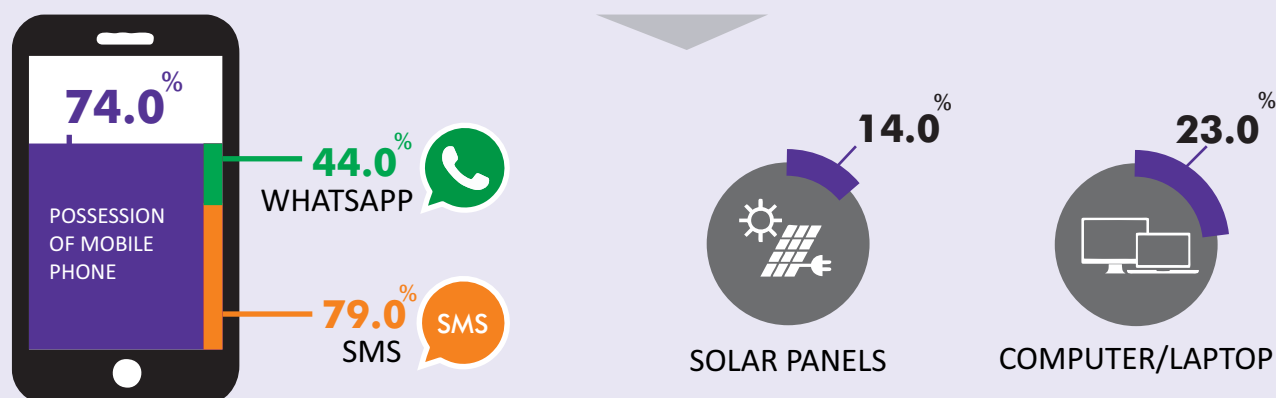
Information & Communication Technology

- **74%** of households across all rural districts of Gilgit-Baltistan have mobile phones.
- Amongst mobile users, **44%** use Whatsapp service for communication.
- Amongst mobile users, **79%** use SMS facility for communication.
- **23%** of households have computers/laptops

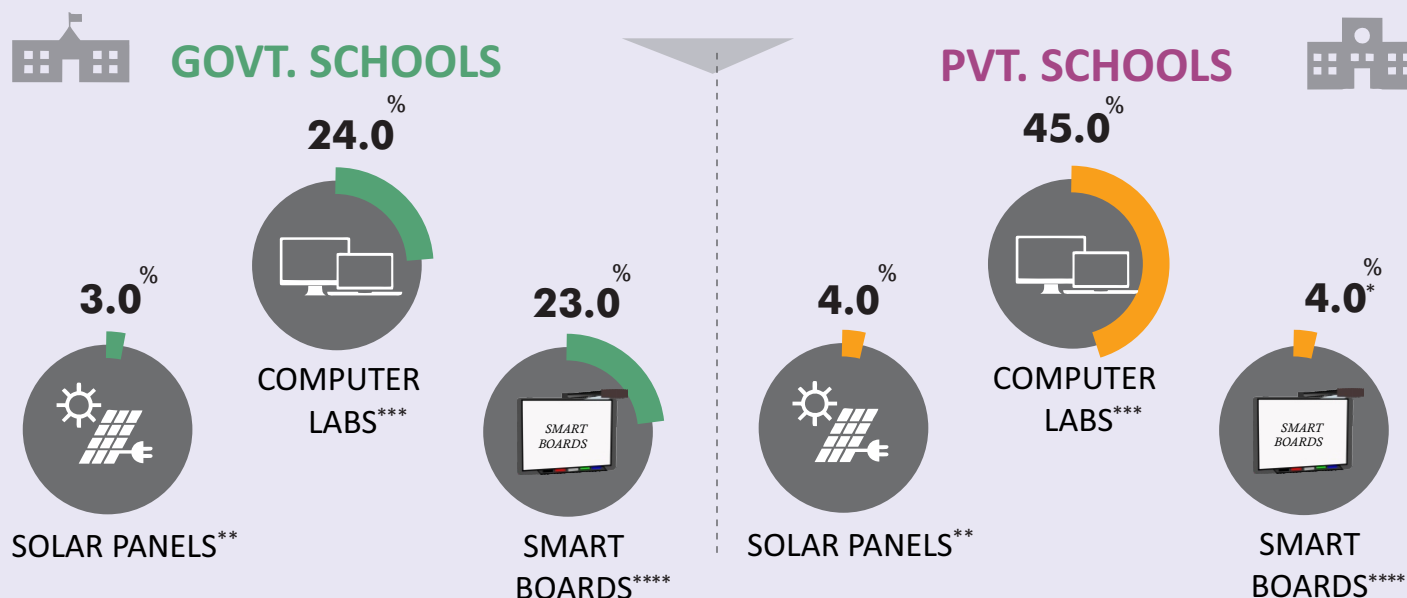
Alternate Energy

- Across all rural districts of Gilgit-Baltistan, **14%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD



SCHOOLS



*Insufficient Data

**Only for Primary, Middle and High Schools

***Only for High Schools

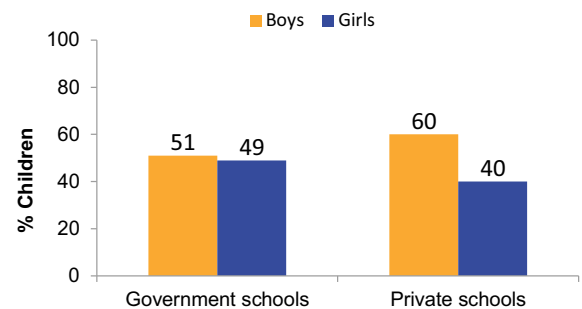
****Only for High Schools

School enrollment and out-of-school children

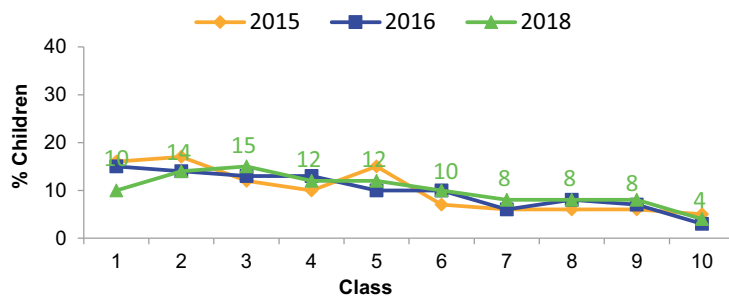
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	47.1	43.5	0.5	0.7	6.0	2.2	100
11 - 13	45.6	44.8	1.6	0.4	2.4	5.2	100
14 - 16	52.3	32.3	0.5	0.0	5.9	9.1	100
6 - 16	47.8	41.4	0.8	0.5	5.1	4.4	100
Total	90.5				9.5		100
By Type	52.8	45.8	0.8	0.5			

How to read: 91.8% (47.1+43.5+0.5+0.7) children of age group 6-10 are enrolled

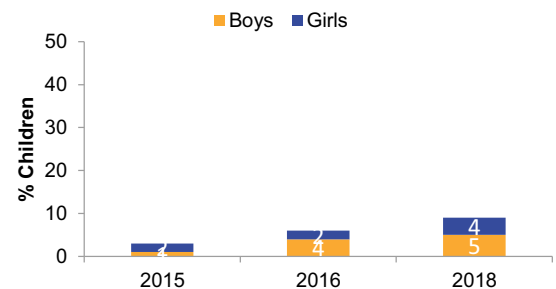
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

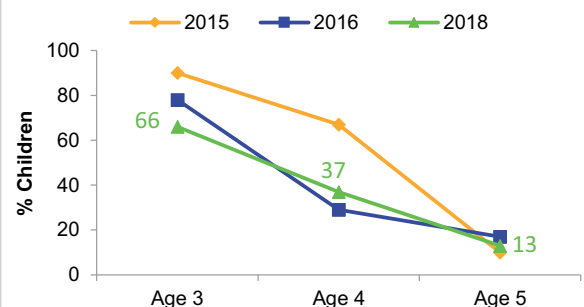


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Pvt.	Madrasah	Others		
3	2.2	31.1	0.0	1.1	65.6	100
4	12.0	50.9	0.0	0.0	37.0	100
5	20.7	65.2	1.1	0.0	13.0	100
3 - 5	11.7	49.3	0.3	0.3	38.3	100
Total	61.7				38.3	100
By Type	19.0	79.9	0.6	0.6		

How to read: 34.4% (2.2+31.1+0.0+1.1) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

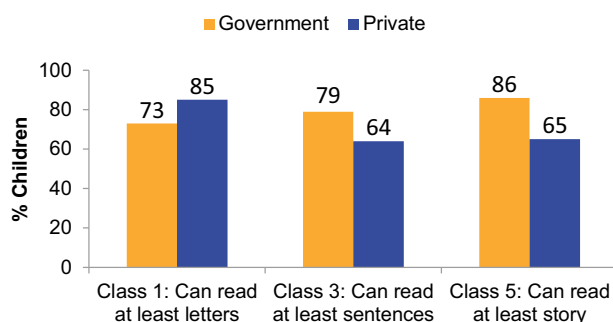
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	66.7	54.5	27.8	9.4	5.1	7.0	15.2	12.9	12.5	12.1	17.9	16.3	9.7
2	33.3	32.7	37.8	40.6	13.9	16.7	16.7	12.9	12.5	12.1	17.9	16.3	14.1
3		12.7	30.0	34.9	31.6	20.2	16.7	12.9	12.5	12.1	17.9	16.3	15.0
4			4.4	9.4	36.7	33.3	16.7	12.9	12.5	12.1	17.9	16.3	11.9
5				5.7	10.1	31.0	34.8	18.8	12.5	12.1	17.9	16.3	11.8
6					2.5	8.5	24.2	36.6	22.5	16.7	17.9	16.3	10.2
7		12.7	4.4	5.7	2.5	0.0	6.1	22.8	35.0	16.7	17.9	16.3	7.6
8							3.0	8.9	25.0	37.9	20.9	16.3	8.3
9						0.0	3.0	0.0	5.0	30.3	34.3	55.8	7.8
10								0.0	0.0	3.0	26.9	27.9	3.5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

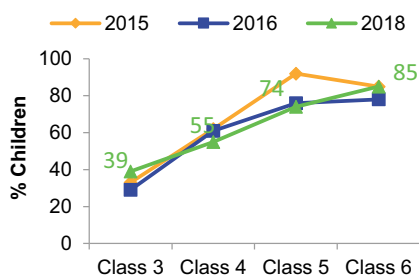
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	20.0	20.0	47.7	12.3	0.0	100
2	14.7	8.3	27.5	27.5	22.0	100
3	9.0	5.7	13.9	32.0	39.3	100
4	9.4	4.2	12.5	18.8	55.2	100
5	6.4	2.1	1.1	16.0	74.5	100
6	11.1	0.0	2.5	1.2	85.2	100
7	10.0	0.0	0.0	6.7	83.3	100
8	5.6	0.0	0.0	7.0	87.3	100
9	10.8	0.0	0.0	1.5	87.7	100
10	7.4	0.0	0.0	0.0	92.6	100

How to read: 12.3 % (12.3+0) children of class 1 can read sentences

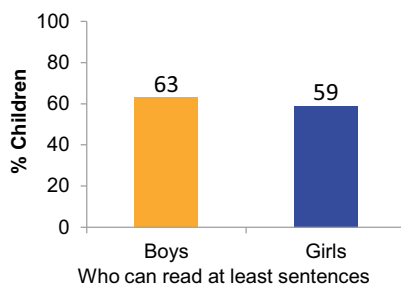
Learning levels by school type Urdu



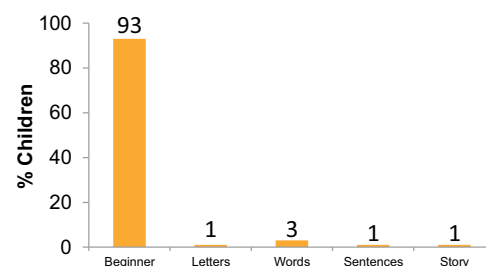
Children who can read story Urdu



Learning levels by gender Urdu



Learning levels: out-of-school children Urdu

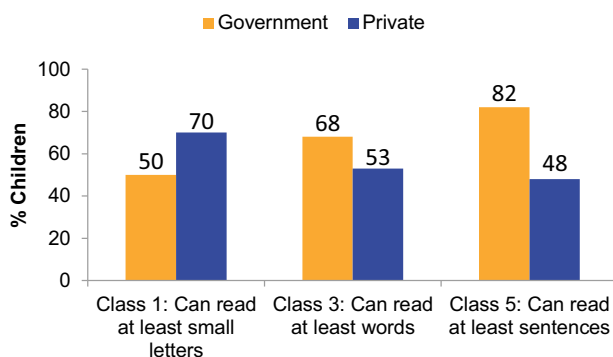


Learning levels (English)

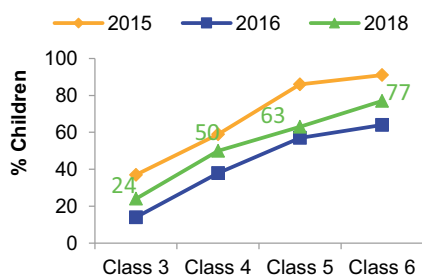
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	32.9	5.3	22.4	39.5	0.0	100
2	34.7	5.0	8.9	47.5	4.0	100
3	27.7	3.6	8.4	36.1	24.1	100
4	27.5	1.2	5.0	16.2	50.0	100
5	5.3	2.6	0.0	28.9	63.2	100
6	19.8	1.1	0.0	2.2	76.9	100
7	20.3	0.0	0.0	5.8	73.9	100
8	9.3	0.0	0.0	0.0	90.7	100
9	16.9	0.0	0.0	1.4	81.7	100
10	18.8	0.0	0.0	0.0	81.2	100

How to read: 39.5 % (39.5+0) children of class 1 can read words

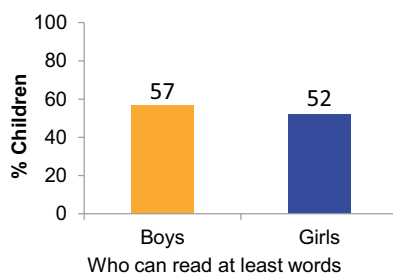
Learning levels by school type English



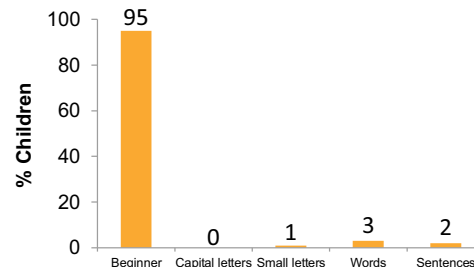
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

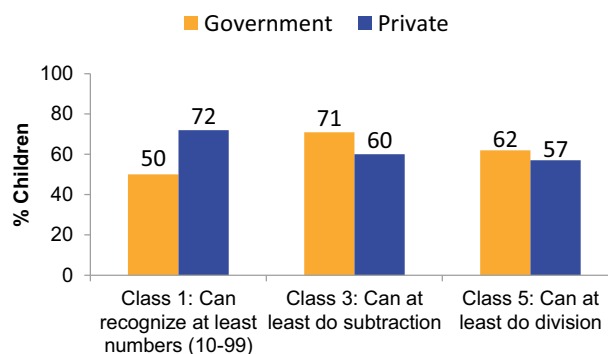


Learning levels (Arithmetic)

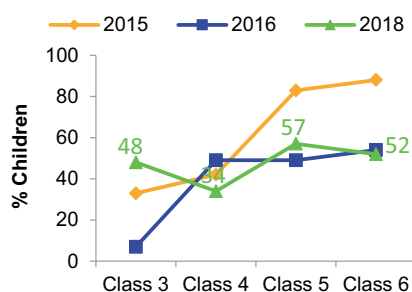
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	21.5	15.4	29.2	29.2	4.6	100
2	19.3	9.1	6.8	33.0	31.8	100
3	15.1	8.2	12.3	16.4	47.9	100
4	25.0	0.0	13.6	27.3	34.1	100
5	13.5	0.0	13.5	16.2	56.8	100
6	43.5	0.0	4.3	0.0	52.2	100
7	30.4	0.0	4.3	4.3	60.9	100
8	20.0	0.0	5.0	5.0	70.0	100
9	41.2	0.0	11.8	0.0	47.1	100
10	28.6	0.0	0.0	0.0	71.4	100

How to read: 33.8 % (29.2+4.6) children of class 1 can do subtraction

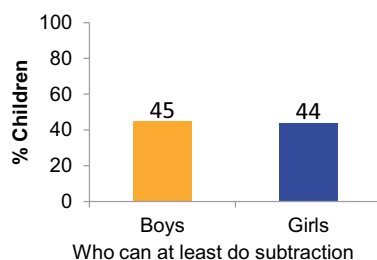
Learning levels by school type Arithmetic



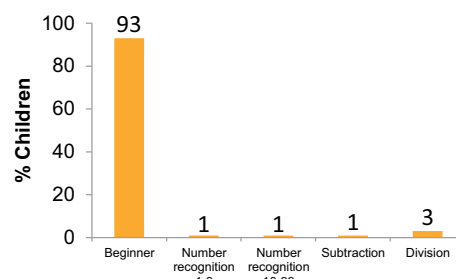
Children who can do division



Learning levels by gender Arithmetic

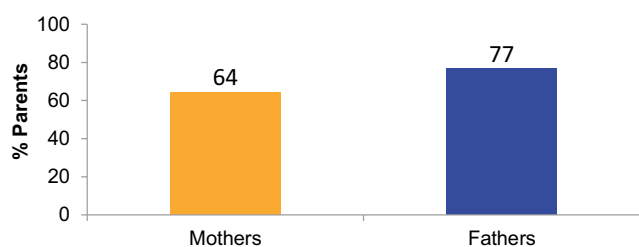


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

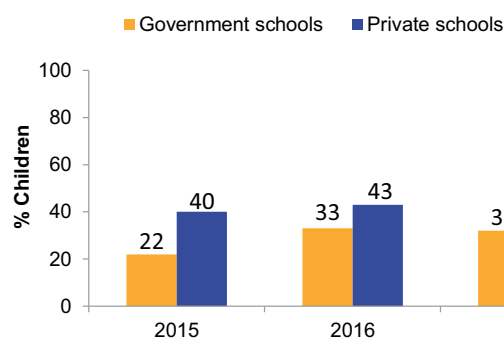


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	26.3	31.9	33.3	37.9	43.5	40.0	35.9	32.4	23.8	13.3
Pvt.	30.9	41.1	48.6	44.7	56.4	51.4	48.0	66.7	72.0	71.4

Children attending paid tuition



Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	0	2	2	4	0	0	4	4
Elementary	1	3	1	5	0	0	6	6
High	2	4	0	6	0	0	7	7
Others	0	2	0	2	0	0	2	2
Total	3	11	3	17	0	0	19	19

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	85.2	87.8	89.2	86.0	88.3	89.8	88.6	75.4	94.0	82.6
Teacher attendance	78.8	91.1	66.7	100	82.0	56.7	66.7	85.7	100	70.3

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	1.9	0.0
FA	0.9	21.9
BA	23.6	65.6
MA or above	71.7	12.5
Others	1.9	0.0

Teacher qualification - professional (% of teachers)

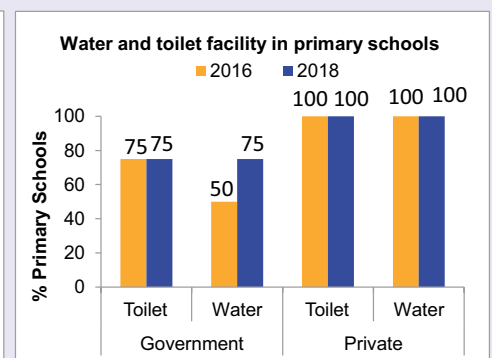
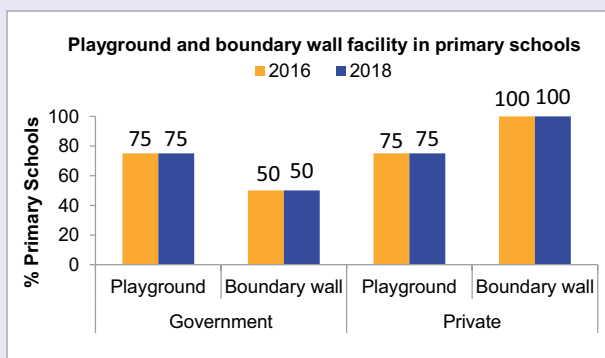
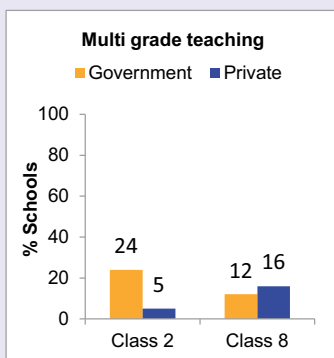
	Government schools	Private schools
PTC	2.7	2.6
CT	1.4	12.8
B-Ed	83.8	66.7
M-Ed or above	12.2	17.9
Others	0.0	0.0

School facilities (% schools)

	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	4	10	14	8	6	7	14	6
Useable water	75.0	60.0	83.3	100	100	100	100	100
Useable toilet	75.0	100	100	100	100	100	100	100
Playground	75.0	40.0	50.0	50.0	75.0	83.3	71.4	100
Boundary wall	50.0	60.0	83.3	100	100	100	100	100
Library	0.0	40.0	16.7	100	0.0	33.3	14.3	100
Computer lab	0.0	20.0	50.0	0.0	0.0	66.7	71.4	0.0

School Grants

2018**	# of schools reported receiving grants	0*	0*	0*	0*	1	0*	0*	0*
	% of schools reported receiving grants	0*	0*	0*	-	25.0	0*	0*	-
	Average amount of grant (Rs.)	-	-	-	-	30,000.0	-	-	-
2017	# of schools reported receiving grants	1	0*	0*	0*	1	0*	0*	0*
	% of schools reported receiving grants	25.0	0*	0*	-	25.0	0*	0*	-
	Average amount of grant (Rs.)	55,000.0	-	-	-	30,000.0	-	-	-



*0 and "-": represents insufficient data
**Grants received till October 31, 2018

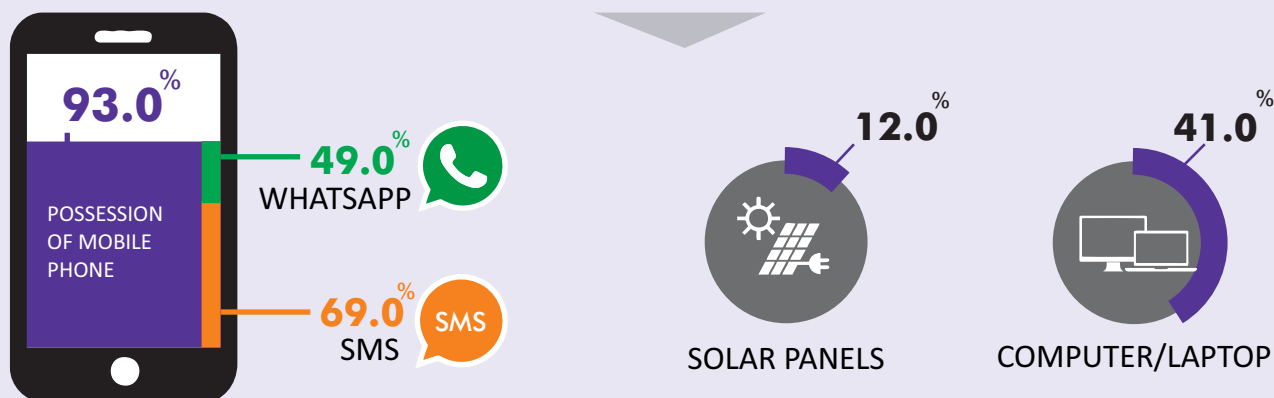
Information & Communication Technology

- **93%** of households across all rural Islamabad have mobile phones.
- Amongst mobile users, **49%** use Whatsapp service for communication.
- Amongst mobile users, **69%** use SMS facility for communication.
- **41%** of households have computers/laptops

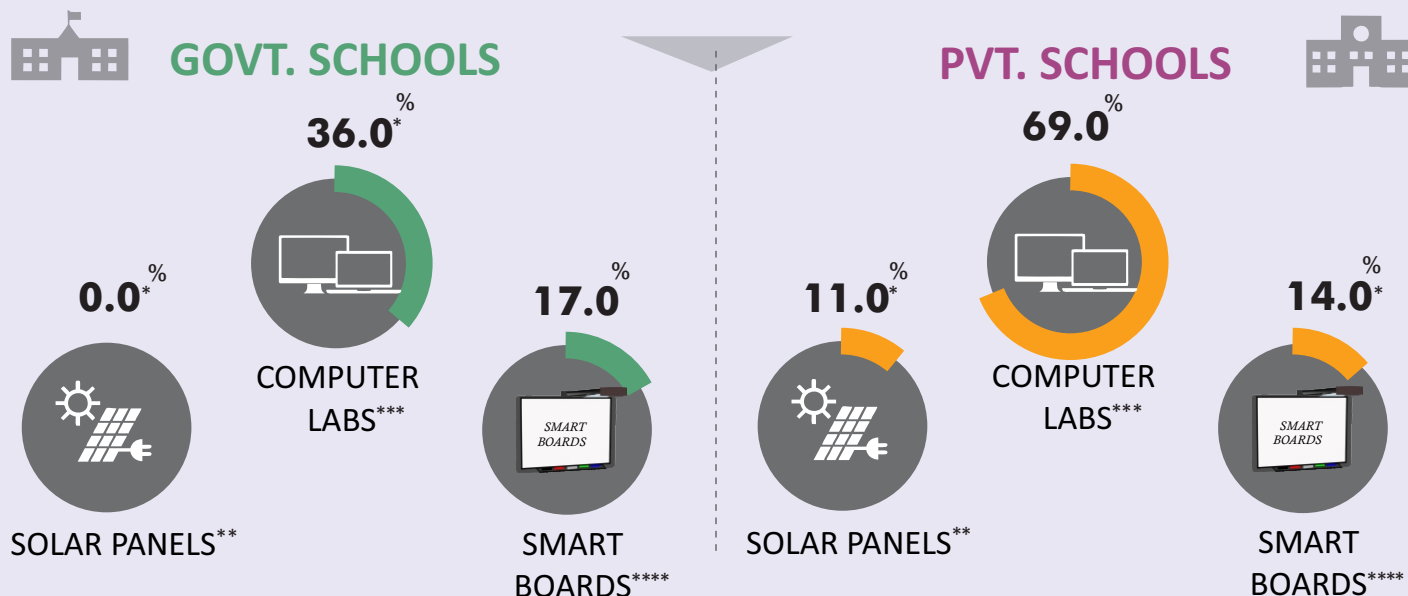
Alternate Energy

- Across all rural Islamabad, **12%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD



SCHOOLS



*Insufficient Data

**Only for Primary, Middle and High Schools

***Only for High Schools

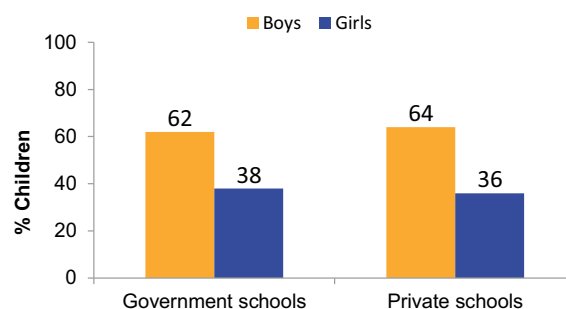
****Only for High Schools

School enrollment and out-of-school children

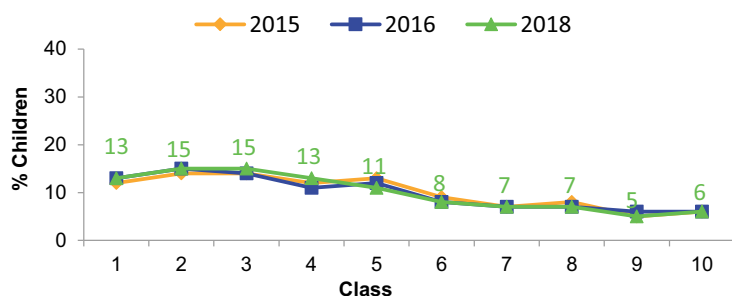
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	65.9	21.2	1.6	0.2	9.0	2.1	100
11 - 13	63.7	19.7	1.9	0.2	6.7	7.9	100
14 - 16	57.9	20.0	2.0	0.2	9.2	10.7	100
6 - 16	64.0	20.6	1.7	0.2	8.5	5.0	100
Total	86.5				13.5		100
By Type	73.9	23.8	2.0	0.2			

How to read: 88.9% (65.9+21.2+1.6+0.2) children of age group 6-10 are enrolled

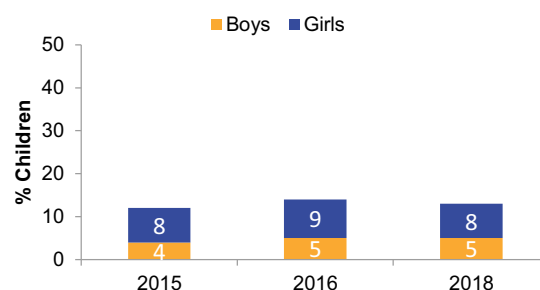
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

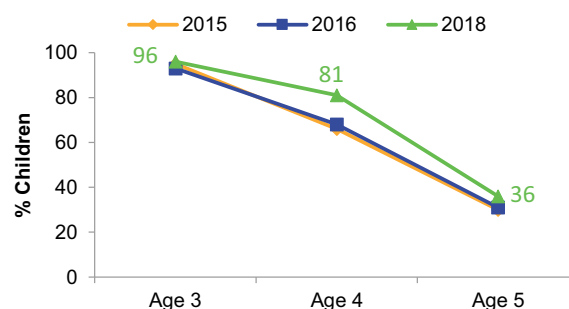


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Pvt.	Madrasah	Others		
3	2.7	1.4	0.1	0.0	95.8	100
4	12.5	6.0	0.2	0.0	81.3	100
5	43.2	19.8	0.9	0.4	35.7	100
3 - 5	20.0	9.3	0.4	0.1	70.2	100
Total	29.8				70.2	100
By Type	67.1	31.1	1.4	0.5		

How to read: 4.2% (2.7+1.4+0.1+0.0) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

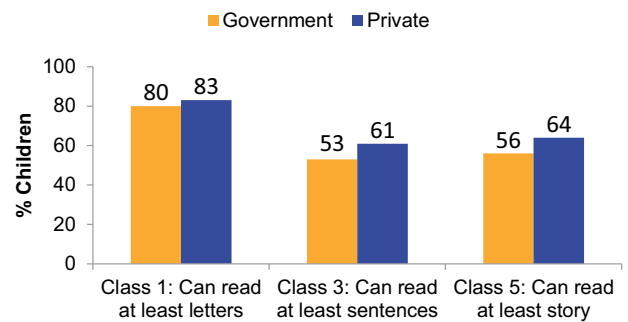
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	83.8	74.9	35.1	11.8	3.6	7.2	8.2	11.7	14.0	13.2	11.1	9.6	13.0
2	16.2	21.1	53.2	31.5	15.9								15.1
3		4.1	10.1	47.9	34.8	15.9							15.2
4			1.7	7.8	38.8	33.8	16.9						12.6
5				1.1	5.7	37.6	37.4	17.5					11.2
6	0.0	4.1			1.2	5.5	30.3	36.0	18.6				8.0
7			1.7			0.1	6.1	28.2	33.6	13.1			6.6
8				1.1	1.2		1.0	6.6	30.3	44.4	14.2		6.9
9						0.1		0.0	3.6	25.6	45.9	15.8	5.2
10							1.0	0.0	0.0	3.7	28.8	74.6	6.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu/Pashto)

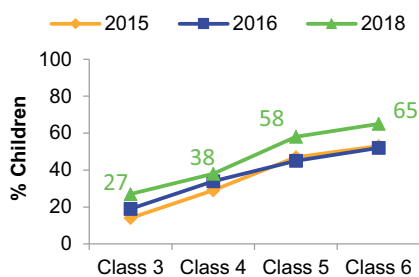
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	19.1	46.4	30.2	4.3	0.1	100
2	4.3	21.8	44.9	16.8	12.2	100
3	1.7	8.9	34.8	28.0	26.6	100
4	1.0	4.1	24.8	31.7	38.4	100
5	1.3	2.4	12.4	26.0	57.9	100
6	0.6	1.9	8.1	24.7	64.6	100
7	1.0	1.1	4.6	14.9	78.4	100
8	1.0	0.7	2.0	9.8	86.4	100
9	1.3	0.6	1.4	5.3	91.4	100
10	1.1	0.1	0.8	2.2	95.9	100

How to read: 4.4 % (4.3+0.1) children of class 1 can read sentences

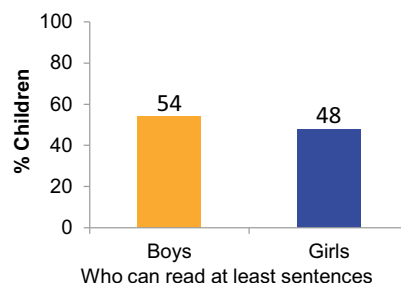
Learning levels by school type Urdu/Pashto



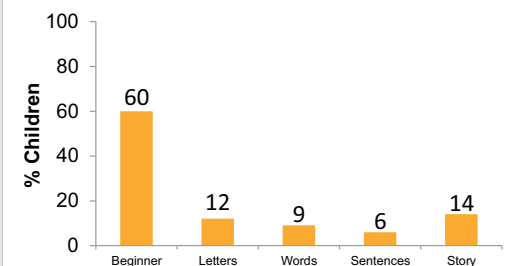
Children who can read story Urdu/Pashto



Learning levels by gender Urdu/Pashto



Learning levels: out-of-school children Urdu/Pashto

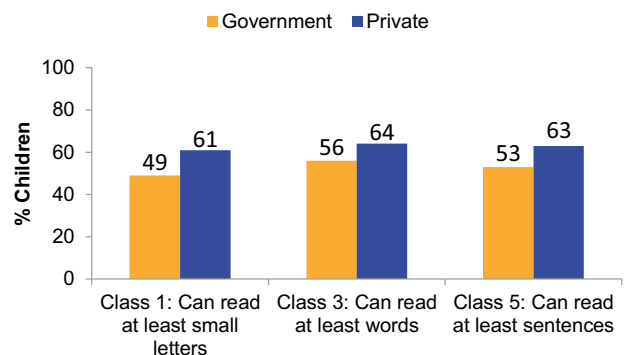


Learning levels (English)

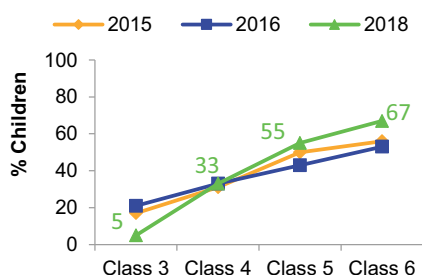
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	24.2	24.5	37.4	13.9	0.0	100
2	9.3	14.8	40.0	34.9	1.0	100
3	7.8	9.6	25.5	51.7	5.3	100
4	7.8	3.9	8.4	47.1	32.8	100
5	7.1	2.7	4.4	30.9	54.9	100
6	7.5	1.2	3.0	21.3	67.1	100
7	8.3	0.8	2.2	15.4	73.4	100
8	7.9	0.7	1.3	7.3	82.8	100
9	9.0	0.6	0.9	4.3	85.2	100
10	10.0	0.1	0.5	4.0	85.4	100

How to read: 13.9 % (13.9+0) children of class 1 can read words

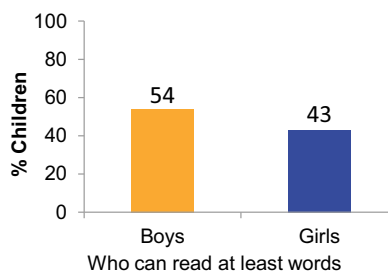
Learning levels by school type English



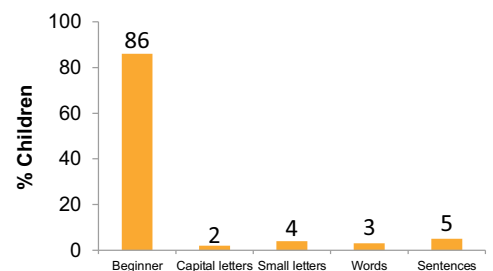
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

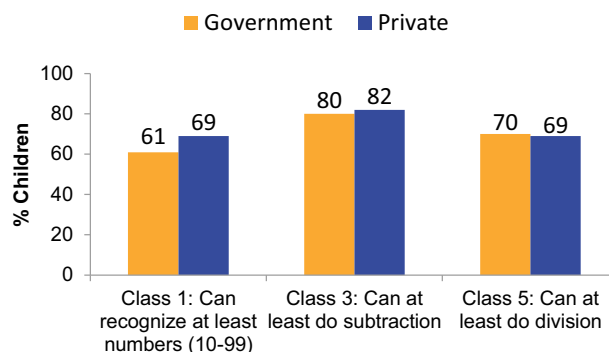


Learning levels (Arithmetic)

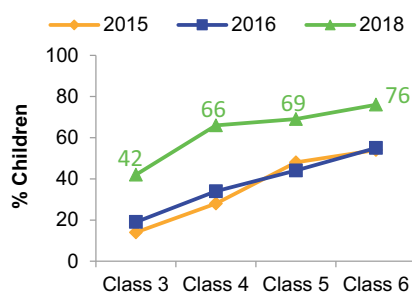
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	16.9	20.3	32.9	23.4	6.4	100
2	3.7	7.8	26.1	42.1	20.3	100
3	1.9	3.1	14.7	38.6	41.8	100
4	1.7	1.8	9.2	21.7	65.6	100
5	2.1	2.6	8.4	17.6	69.3	100
6	2.7	1.0	4.0	16.7	75.6	100
7	2.9	1.3	6.1	12.0	77.6	100
8	7.9	1.7	7.9	11.4	71.2	100
9	9.4	3.1	5.0	10.0	72.5	100
10	11.0	0.8	4.7	7.9	75.6	100

How to read: 29.8 % (23.4+6.4) children of class 1 can do subtraction

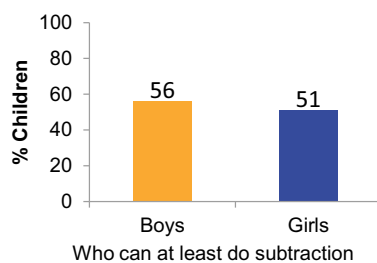
Learning levels by school type Arithmetic



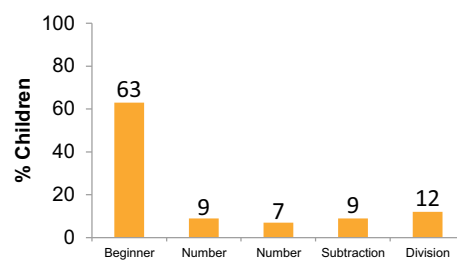
Children who can do division



Learning levels by gender Arithmetic

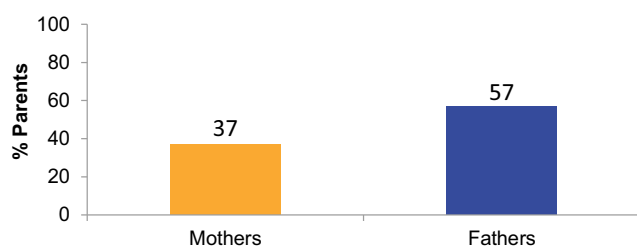


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

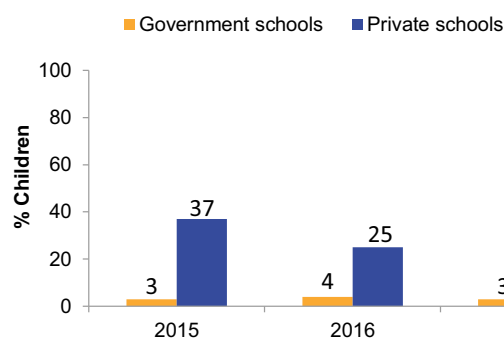


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	1.5	1.7	2.2	2.3	2.9	3.0	3.2	4.6	6.5	7.7
Pvt.	17.1	19.4	17.7	17.8	19.0	22.4	30.0	25.2	33.1	30.7

Children attending paid tuition



Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	328	47	138	513	18	0	39	57
Elementary	30	4	3	37	5	0	30	35
High	63	8	5	76	10	1	33	44
Others	46	10	6	62	0	0	0	0
Total	467	69	152	688	33	1	102	136

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	84.2	81.3	92.1	82.9	85.3	90.1	82.6	86.7	-	86.7
Teacher attendance	88.3	91.9	96.2	77.1	88.6	84.7	81.0	92.4	-	85.6

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	3.7	3.7
FA	12.1	19.4
BA	24.9	39.2
MA or above	57.3	36.4
Others	1.9	1.4

Teacher qualification - professional (% of teachers)

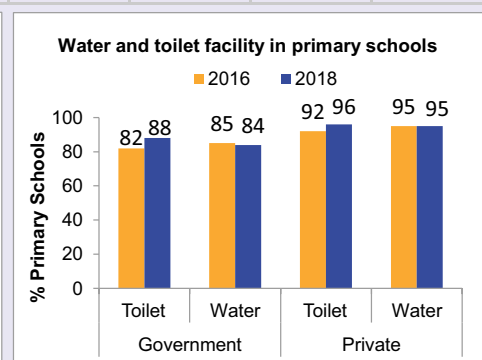
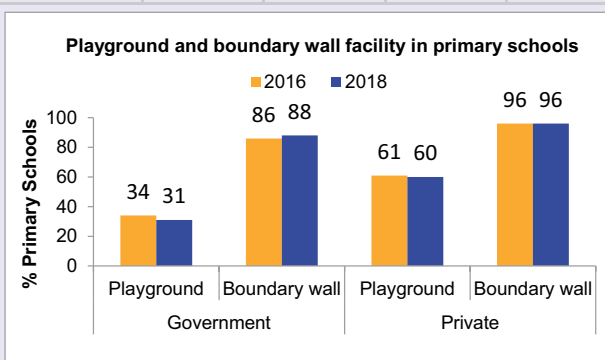
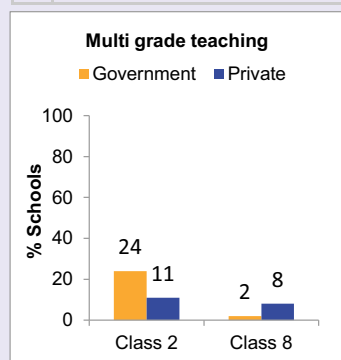
	Government schools	Private schools
PTC	19.8	26.6
CT	17.8	25.0
B-Ed	30.3	33.1
M-Ed or above	22.8	10.5
Others	9.3	4.8

School facilities (% schools)

	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	4	3	4	8	5	8	10	-
Useable water	84.0	94.6	92.1	91.9	94.7	97.1	93.2	-
Useable toilet	88.1	100	98.7	96.8	96.5	100	95.5	-
Playground	31.2	24.3	27.6	66.1	59.6	65.7	75.0	-
Boundary wall	88.3	94.6	97.4	96.8	96.5	97.1	100	-
Library	0.0	10.8	82.9	64.5	0.0	51.4	65.9	-
Computer lab	0.0	5.4	42.1	51.6	0.0	22.9	54.5	-

School Grants

2018**	# of schools reported receiving grants	98	6	13	0*	0*	0*	0*	0*
	% of schools reported receiving grants	20.2	17.1	18.1	-	-	-	-	-
	Average amount of grant (Rs.)	110,033.4	162,573.7	190,579.3	-	-	-	-	-
2017	# of schools reported receiving grants	346	20	51	0*	0*	0*	0*	0*
	% of schools reported receiving grants	71.2	57.1	70.8	-	-	-	-	-
	Average amount of grant (Rs.)	176,342.6	119,737.5	344,497.6	-	-	-	-	-



*0 and "- "represents insufficient data

**Grants received till October 31, 2018

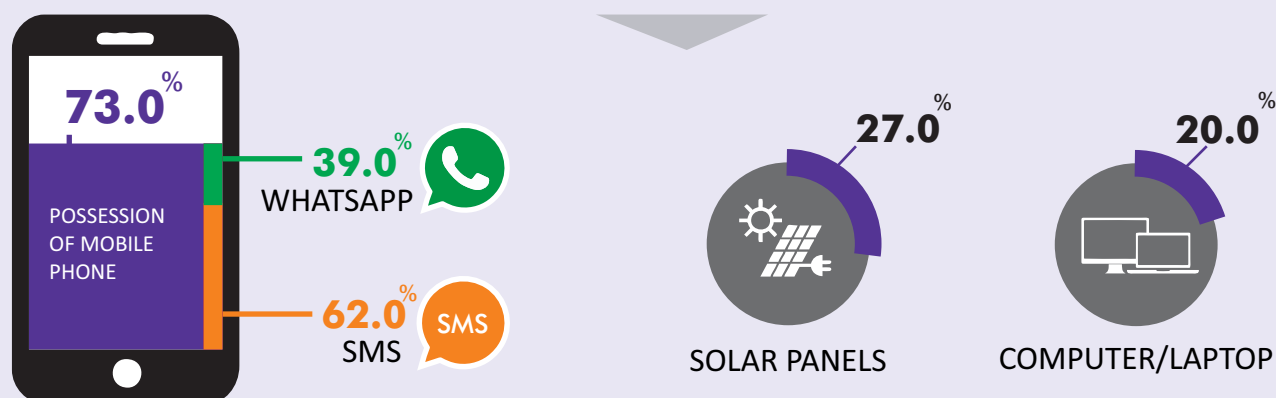
Information & Communication Technology

- **73%** of households across all rural districts of Khyber Pakhtunkhwa have mobile phones.
- Amongst mobile users, **39%** use Whatsapp service for communication.
- Amongst mobile users, **62%** use SMS facility for communication.
- **20%** of households have computers/laptops

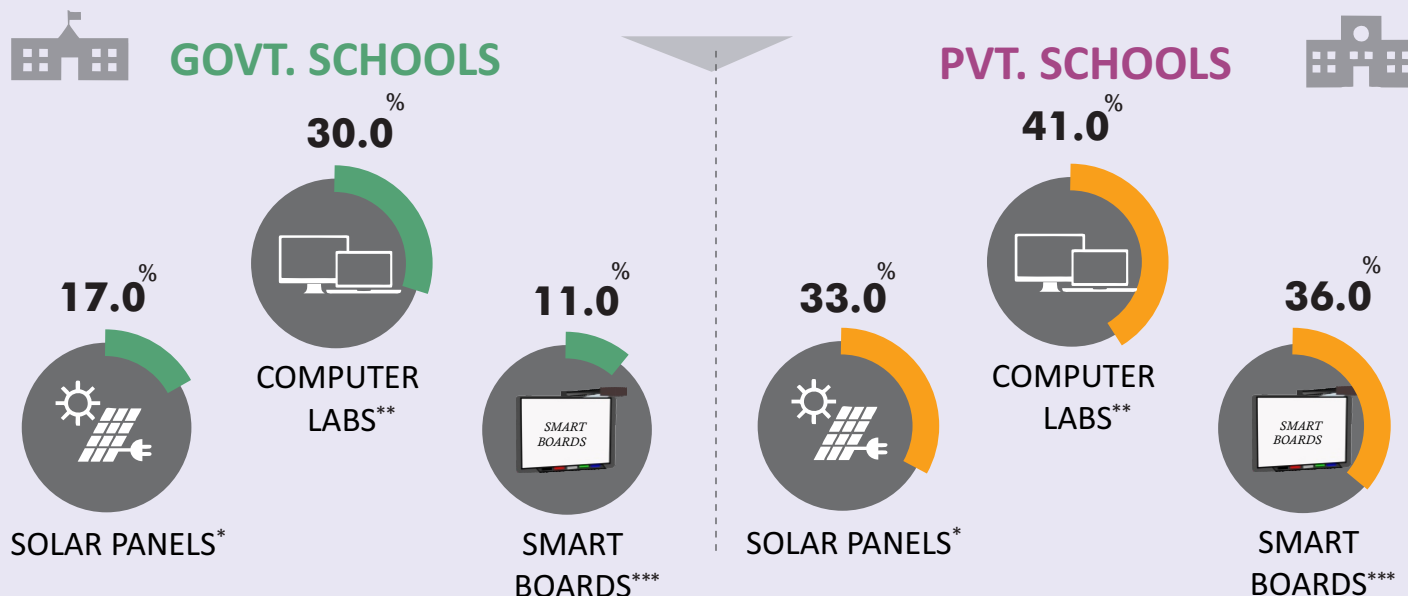
Alternate Energy

- Across all rural districts of Khyber Pakhtunkhwa, **27%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD



SCHOOLS



*Only for Primary, Middle and High Schools

**Only for High Schools

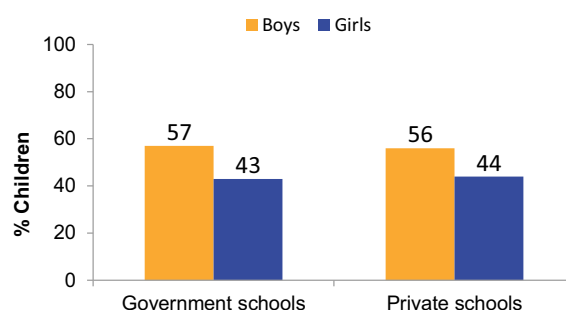
***Only for High Schools

School enrollment and out-of-school children

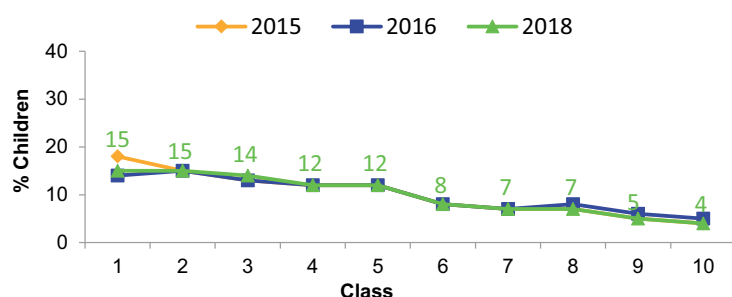
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	66.3	25.6	0.7	1.0	4.6	1.8	100
11 - 13	69.0	19.1	1.1	0.5	4.6	5.8	100
14 - 16	59.6	16.4	1.2	0.4	7.4	15.0	100
6 - 16	65.6	22.2	0.9	0.8	5.2	5.4	100
Total	89.4				10.6		100
By Type	73.3	24.8	1.0	0.9			

How to read: 93.6% (66.3+25.6+0.7+1.0) children of age group 6-10 are enrolled

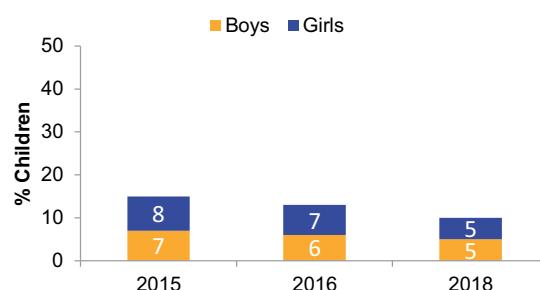
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

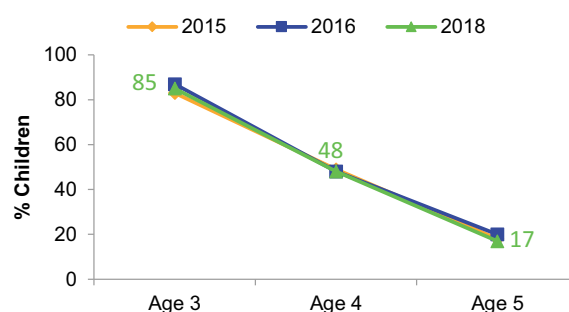


Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	9.2	5.7	0.1	0.2	84.8	100
4	30.2	20.3	0.5	0.9	48.1	100
5	52.7	28.5	0.8	1.4	16.7	100
3 - 5	31.7	18.5	0.5	0.8	48.4	100
Total	51.6				48.4	100
By Type	61.5	36.0	0.9	1.6		

How to read: 15.2% (9.2+5.7+0.1+0.2) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

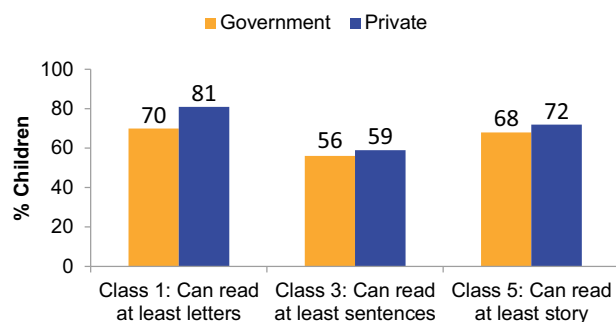
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	85.2	59.5	26.9	9.6	3.8	10.2	11.3	14.6	19.7	16.6	18.8	22.0	14.3
2	14.8	34.0	48.0	29.1	11.1								15.1
3	0.0	6.5	20.5	41.5	29.6	13.4	16.8	20.2	15.4	15.2	17.0	20.6	13.9
4		6.5	4.6	16.4	37.4	28.4	31.8	28.2	26.5	33.6	36.1	57.3	12.5
5			4.6	3.5	15.3	37.6	28.1	25.8	30.7	26.5	28.0	5.2	12.5
6				3.5	2.9	10.3	9.0	11.2	7.5	8.0	5.2	4.4	8.2
7					2.9	0.0	3.1	0.0	0.0	0.0	0.0	0.0	6.7
8						0.0	3.1	0.0	0.0	0.0	0.0	0.0	7.2
9								0.0	0.0	0.0	0.0	0.0	5.2
10								0.0	0.0	0.0	0.0	0.0	4.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

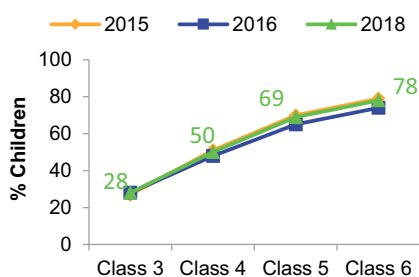
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.0	36.7	31.1	5.2	0.0	100
2	8.2	20.8	36.9	21.4	12.8	100
3	4.3	8.8	30.3	29.0	27.7	100
4	2.9	4.1	16.0	27.4	49.5	100
5	2.2	2.6	8.0	18.6	68.6	100
6	2.3	1.3	4.5	14.0	78.0	100
7	2.0	1.0	2.9	9.2	84.8	100
8	1.4	1.3	1.3	6.2	89.8	100
9	1.3	1.5	1.2	4.2	91.8	100
10	1.3	0.8	0.5	2.7	94.7	100

How to read: 5.2 % (5.2+0) children of class 1 can read sentences

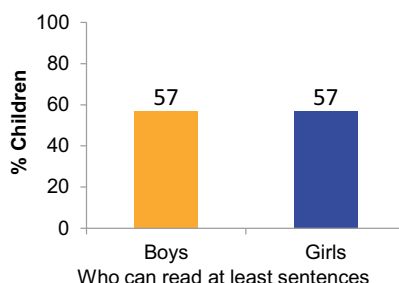
Learning levels by school type Urdu



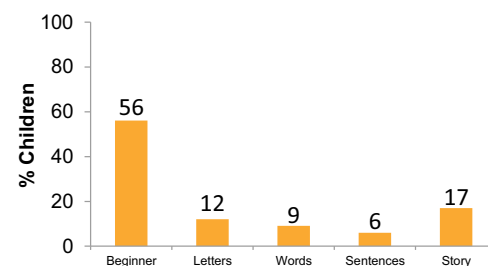
Children who can read story Urdu



Learning levels by gender Urdu



Learning levels: out-of-school children Urdu

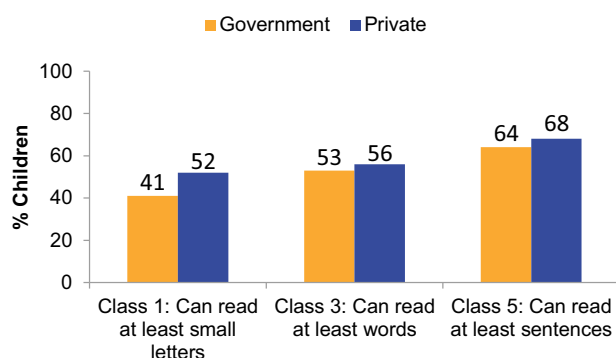


Learning levels (English)

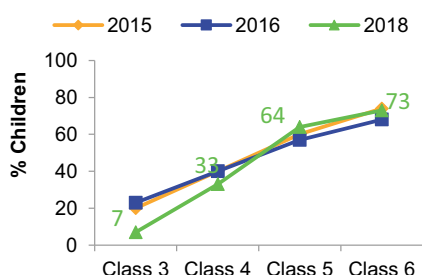
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	33.1	23.3	32.3	11.4	0.0	100
2	16.6	16.2	31.0	34.1	2.1	100
3	13.2	8.6	24.7	46.1	7.4	100
4	13.1	4.5	12.9	36.4	33.1	100
5	8.8	2.4	4.2	20.0	64.5	100
6	9.9	1.5	2.6	13.3	72.7	100
7	10.2	1.0	1.4	8.6	78.8	100
8	10.5	1.0	1.0	6.3	81.2	100
9	11.6	1.2	1.0	4.0	82.2	100
10	10.8	0.8	0.5	2.1	85.8	100

How to read: 11.4 % (11.4+0) children of class 1 can read words

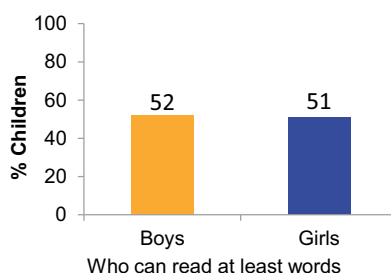
Learning levels by school type English



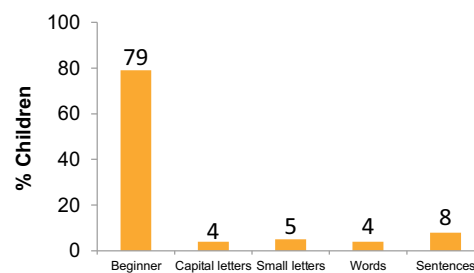
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

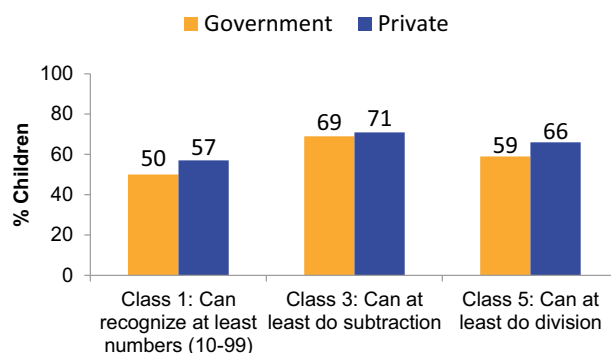


Learning levels (Arithmetic)

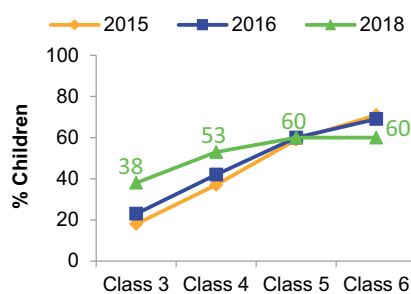
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	26.4	21.7	32.1	16.1	3.6	100
2	10.1	13.3	23.3	34.4	18.9	100
3	5.8	6.4	18.3	31.6	37.9	100
4	5.4	4.4	11.6	25.2	53.4	100
5	5.7	4.3	7.5	22.5	60.0	100
6	9.5	3.0	6.5	20.9	60.1	100
7	11.3	4.0	5.3	14.9	64.5	100
8	12.3	6.7	5.6	11.1	64.3	100
9	14.4	7.4	6.9	12.0	59.3	100
10	11.9	3.6	7.7	8.9	67.9	100

How to read: 19.7 % (16.1+3.6) children of class 1 can do subtraction

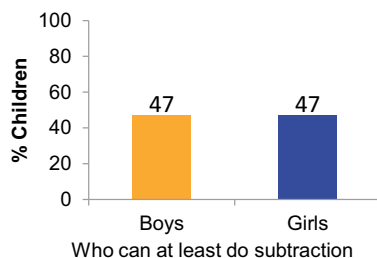
Learning levels by school type Arithmetic



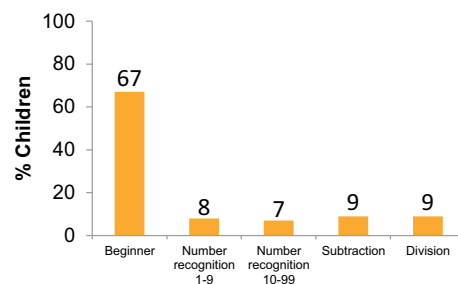
Children who can do division



Learning levels by gender Arithmetic

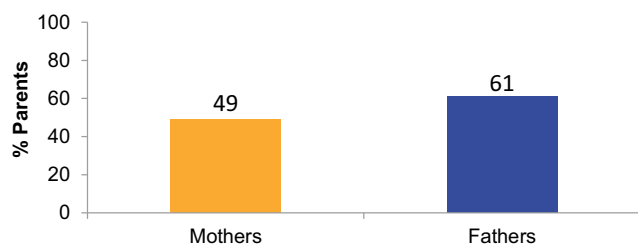


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

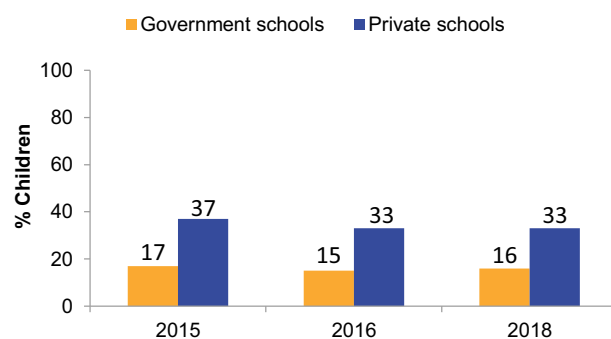


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	10.2	12.3	11.8	12.8	17.3	17.2	18.7	24.3	30.2	30.8
Pvt.	32.2	32.1	30.6	33.9	37.9	35.3	39.4	42.6	47.0	41.0

Children attending paid tuition



Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	181	112	236	529	15	14	161	190
Elementary	62	63	47	172	17	2	170	189
High	118	86	29	233	12	10	93	115
Others	25	8	2	35	1	0	5	6
Total	386	269	314	969	45	26	429	500

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	89.9	89.6	89.1	89.4	89.4	85.0	88.7	87.7	95.2	87.5
Teacher attendance	86.8	87.9	86.1	97	87.1	86.6	90.1	93.4	92	89.4

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	4.9	10.0
FA	6.1	24.9
BA	30.6	39.5
MA or above	58.2	25.7
Others	0.2	0.0

Teacher qualification - professional (% of teachers)

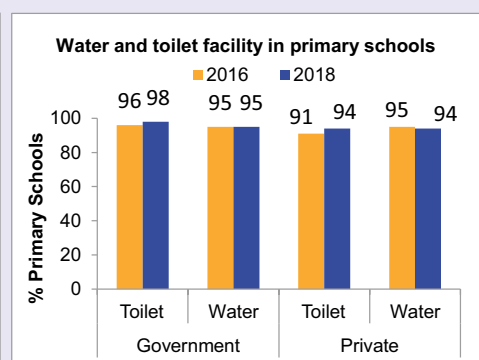
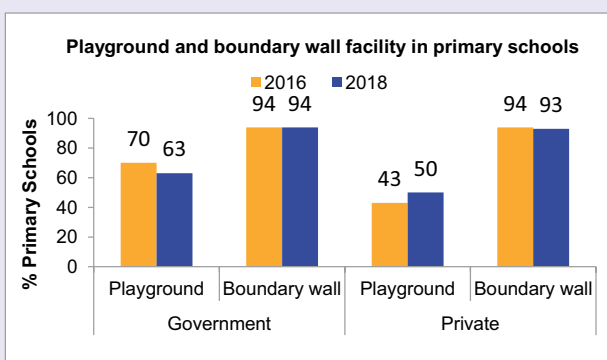
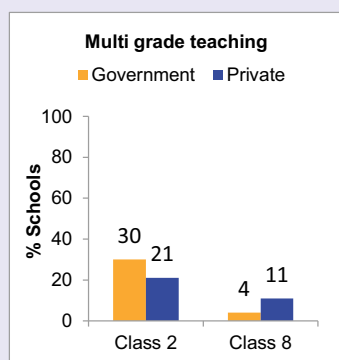
	Government schools	Private schools
PTC	8.5	7.7
CT	6.3	10.3
B-Ed	58.9	62.2
M-Ed or above	24.5	19.5
Others	1.7	0.3

School facilities (% schools)

	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	3	7	12	13	4	7	10	4
Useable water	95.5	94.8	98.3	97.1	93.7	97.9	99.1	100
Useable toilet	97.7	95.9	98.7	97.1	94.2	98.4	99.1	100
Playground	63.3	82.6	88.4	82.9	50.0	68.3	68.7	66.7
Boundary wall	94.3	96.5	97.0	100	93.2	95.8	99.1	100
Library	0.0	45.9	82.8	82.9	0.0	42.3	61.7	66.7
Computer lab	0.0	17.4	79.0	85.7	0.0	17.5	55.7	0.0

School Grants

		Government schools				Private schools			
		Primary	Elementary	High	Others	Primary	Elementary	High	Others
2018**	# of schools reported receiving grants	257	72	107	0*	0*	0*	0*	0*
	% of schools reported receiving grants	49.8	43.4	47.8	-	-	-	-	-
	Average amount of grant (Rs.)	72,735.2	104,515.0	138,209.3	-	-	-	-	-
2017	# of schools reported receiving grants	361	121	149	0*	0*	0*	0*	0*
	% of schools reported receiving grants	70.0	72.9	66.5	-	-	-	-	-
	Average amount of grant (Rs.)	152,988.4	194,479.2	391,318.6	-	-	-	-	-



* and "**" represents insufficient data
**Grants received till February 05, 2019

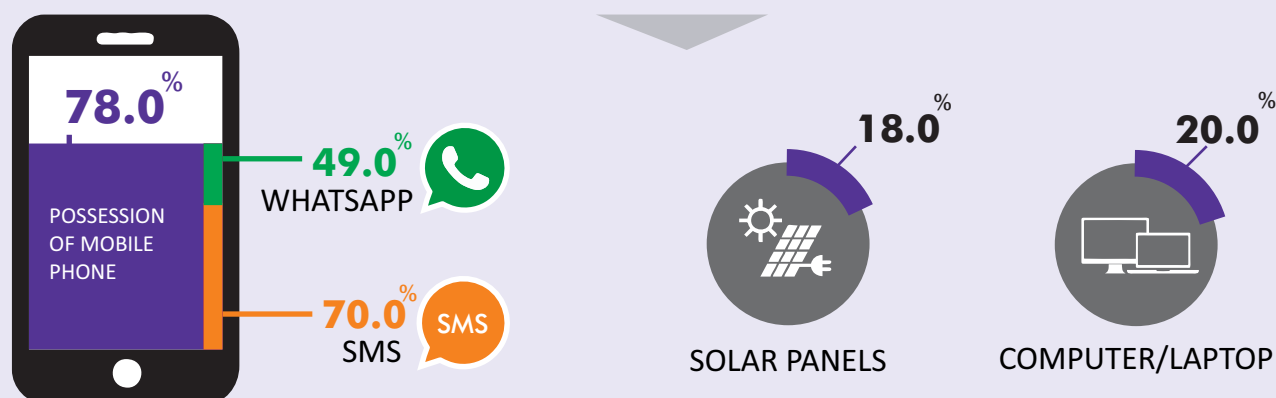
Information & Communication Technology

- **78%** of households across all rural districts of Punjab have mobile phones.
- Amongst mobile users, **49%** use Whatsapp service for communication.
- Amongst mobile users, **70%** use SMS facility for communication.
- **24%** of households have computers/laptops

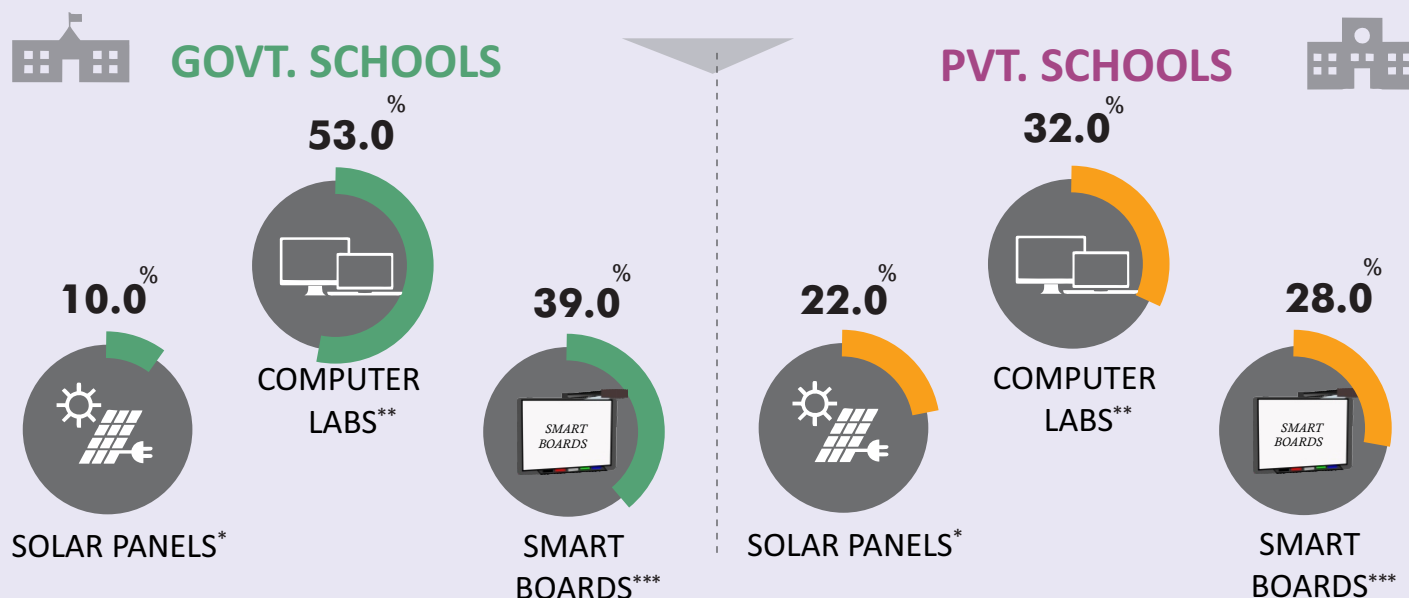
Alternate Energy

- Across all rural districts of Punjab, **18%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD



SCHOOLS



*Only for Primary, Middle and High Schools

**Only for High Schools

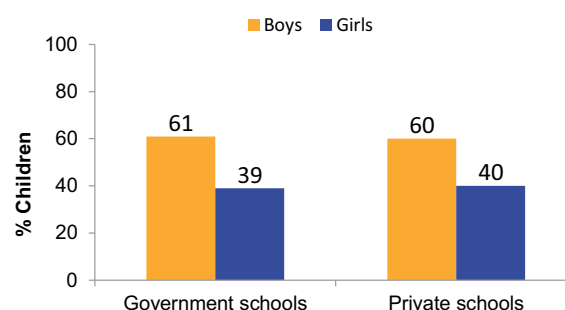
***Only for High Schools

School enrollment and out-of-school children

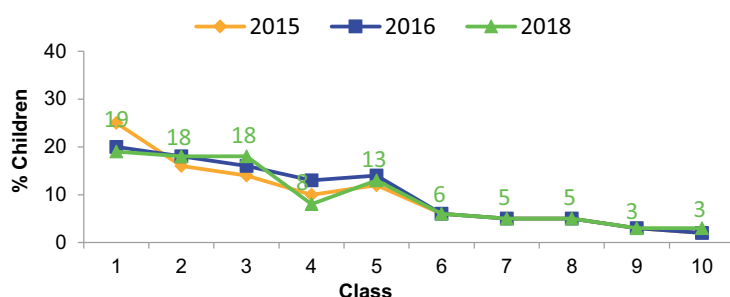
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	77.7	8.3	2.6	0.9	8.9	1.5	100
11 - 13	73.8	6.8	2.8	0.9	11.4	4.2	100
14 - 16	62.5	8.1	3.5	0.4	15.9	9.6	100
6 - 16	74.5	8.0	2.8	0.8	10.6	3.4	100
Total	86.0				14.0		100
By Type	86.5	9.2	3.3	0.9			

How to read: 89.5% (77.7+8.3+2.6+0.9) children of age group 6-10 are enrolled

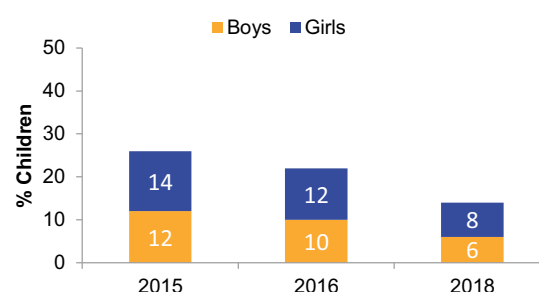
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

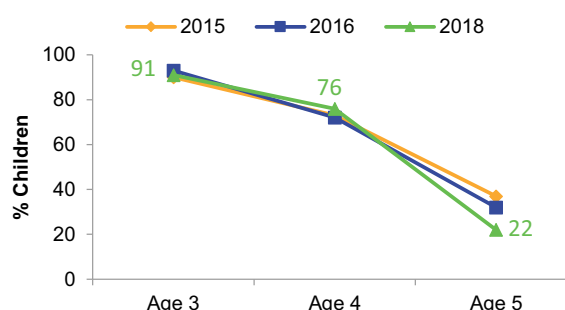


Early years schooling (Pre-schooling)

% Children who attend different types of pre-schools						Total
Age group	Govt.	Non-state providers			Out-of-school	
		Pvt.	Madrasah	Others		
3	6.2	2.0	0.9	0.1	90.9	100
4	18.6	3.7	1.1	0.4	76.2	100
5	67.5	8.1	1.6	0.8	22.0	100
3 - 5	36.6	5.1	1.3	0.5	56.5	100
Total	43.5				56.5	100
By Type	84.2	11.8	2.9	1.1		

How to read: 9.2% (6.2+2.0+0.9+0.1) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

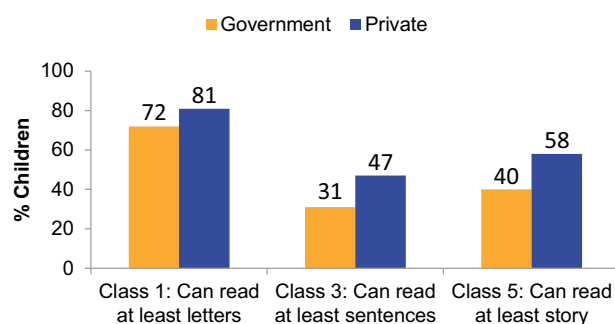
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	87.3	61.9	32.9	11.2	17.9	17.0	18.1	35.7	29.1	31.0	28.0	24.1	17.9
2	12.7	30.8	48.8	23.3	23.9								18.5
3		7.3	14.9	52.2	40.1								18.5
4			3.4	10.7	0.0	21.8	13.4						8.5
5				2.7	15.1	40.5	31.7	16.5					13.1
6					3.0	4.8	30.3	22.4	11.7				6.3
7	0.0	7.3	3.4			0.0	4.0	20.4	29.5	15.4			5.1
8				2.7	3.0		2.4	5.0	26.1	34.4	17.2		5.3
9						0.0		0.0	3.5	15.8	35.9	20.2	3.4
10							2.4	0.0	0.0	3.4	18.8	55.8	3.4
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu/Sindhi)

Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	27.0	53.4	17.5	2.0	0.0	100
2	9.7	31.7	44.3	9.9	4.5	100
3	5.8	19.2	42.7	21.5	10.8	100
4	3.7	6.7	32.0	29.5	28.1	100
5	3.1	6.0	25.2	23.0	42.7	100
6	3.1	3.2	15.9	24.1	53.7	100
7	2.4	2.0	7.4	21.4	66.9	100
8	2.5	2.0	5.6	18.5	71.3	100
9	1.6	1.0	1.9	10.8	84.7	100
10	1.9	1.8	2.8	6.8	86.6	100

How to read: 2 % (2+0) children of class 1 can read sentences

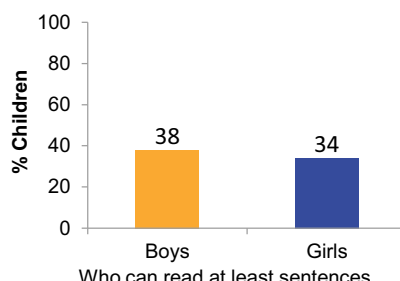
Learning levels by school type Urdu/Sindhi



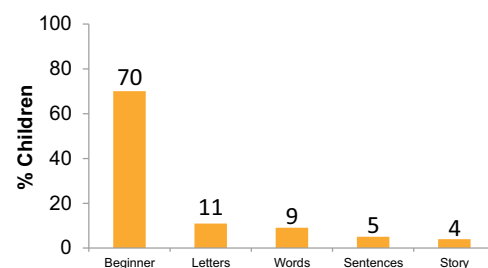
Children who can read story Urdu/Sindhi



Learning levels by gender Urdu/Sindhi



Learning levels: out-of-school children Urdu/Sindhi

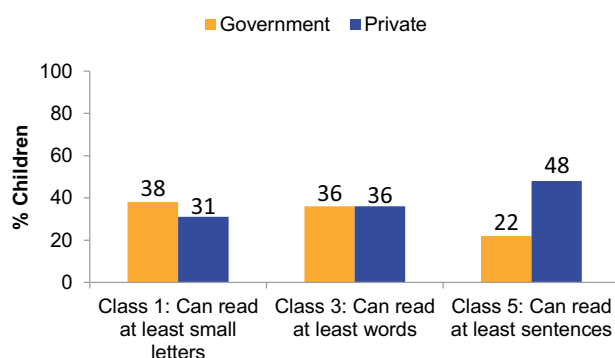


Learning levels (English)

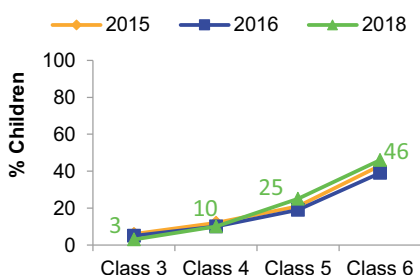
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	39.1	23.7	28.5	8.7	0.0	100
2	23.8	29.7	23.0	22.5	1.0	100
3	18.1	23.7	22.2	33.4	2.6	100
4	15.8	11.5	23.2	39.5	10.0	100
5	11.6	8.1	22.9	32.4	25.0	100
6	8.6	3.0	11.3	30.9	46.2	100
7	6.1	2.2	5.6	22.2	63.9	100
8	8.9	1.4	3.4	18.9	67.3	100
9	6.3	0.7	1.3	9.2	82.5	100
10	7.4	1.1	1.3	3.8	86.4	100

How to read: 8.7 % (8.7+0) children of class 1 can read words

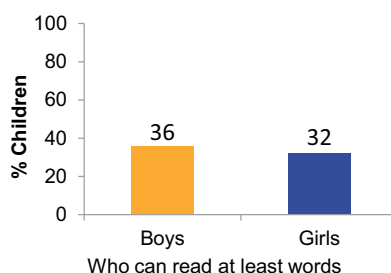
Learning levels by school type English



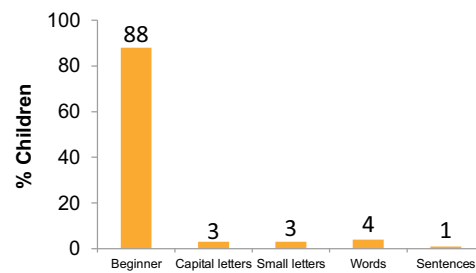
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

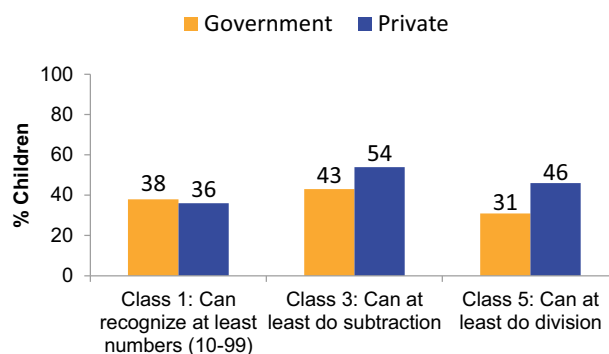


Learning levels (Arithmetic)

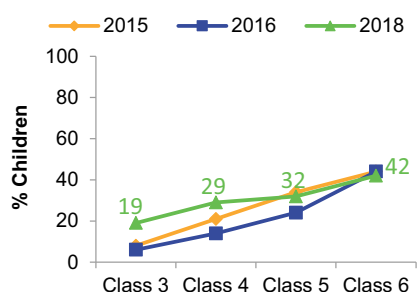
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	27.8	34.1	26.6	10.4	1.1	100
2	13.5	25.8	27.5	24.9	8.2	100
3	8.6	18.4	29.0	25.1	18.8	100
4	8.4	7.6	24.6	30.2	29.2	100
5	7.8	7.0	25.4	28.0	31.8	100
6	6.2	4.2	17.3	30.7	41.6	100
7	5.5	3.5	9.5	29.1	52.4	100
8	7.9	3.2	7.4	28.4	53.1	100
9	9.0	2.4	4.8	20.5	63.3	100
10	14.4	5.2	10.3	20.6	49.5	100

How to read: 11.5 % (10.4+1.1) children of class 1 can do subtraction

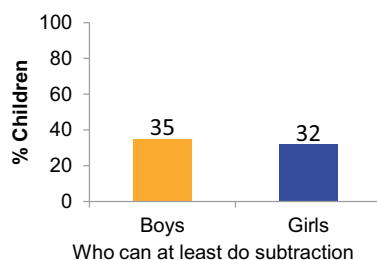
Learning levels by school type Arithmetic



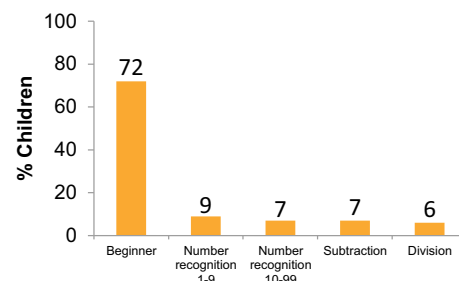
Children who can do division



Learning levels by gender Arithmetic

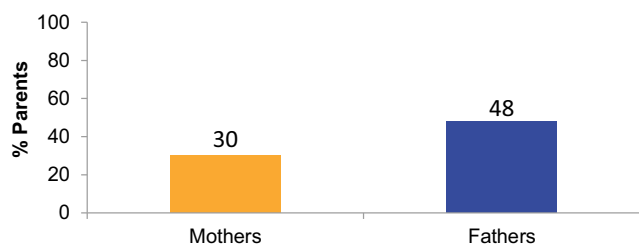


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

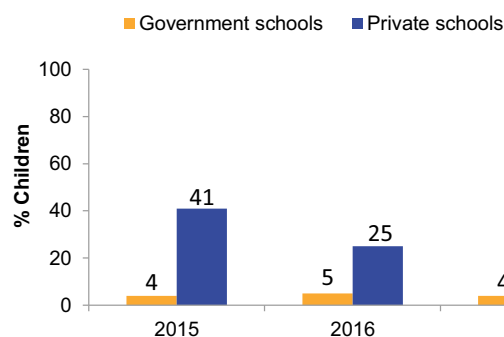


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	2.5	3.3	3.3	4.6	5.5	6.5	5.1	7.9	7.9	12.2
Pvt.	25.4	29.5	29.6	33.6	37.1	45.1	32.3	40.3	40.3	37.4

Children attending paid tuition



Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	304	84	211	599	1	0	2	3
Elementary	12	6	18	36	0	0	4	4
High	14	9	16	39	0	0	1	1
Others	7	1	10	18	0	0	0	0
Total	337	100	255	692	1	0	7	8

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	65.4	60.0	62.7	68.3	64.8	78.4	85.2	85.0	-	82.9
Teacher attendance	84.3	89.5	94.4	84.3	85.6	100	96.3	0*	-	95.1

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	1.7	30.0
FA	11.6	0*
BA	57.1	20.0
MA or above	29.3	50.0
Others	0.3	0*

Teacher qualification - professional (% of teachers)

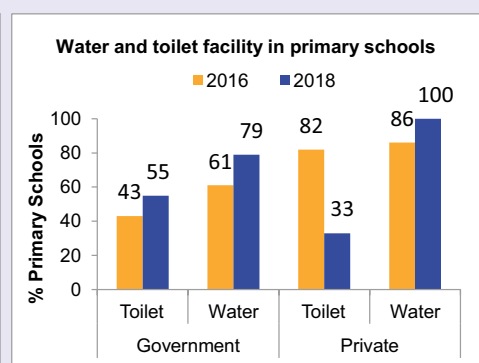
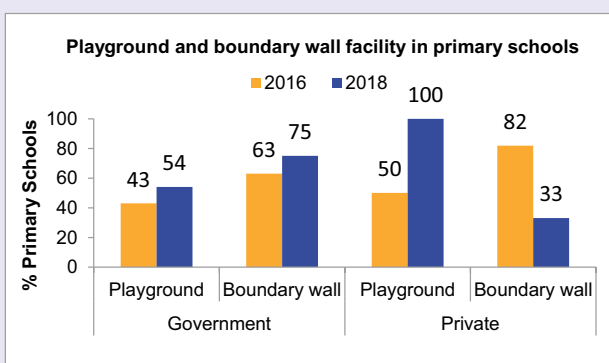
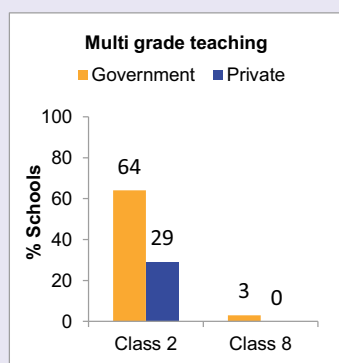
	Government schools	Private schools
PTC	8.1	0*
CT	19.3	0*
B-Ed	57.1	100
M-Ed or above	15.0	0*
Others	0.5	0*

School facilities (% schools)

	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2	5	8	6	2	7	19	-
Useable water	78.6	80.6	92.3	77.8	100	75.0	100	-
Useable toilet	55.3	72.2	84.6	72.2	33.3	75.0	100	-
Playground	53.9	66.7	74.4	55.6	100	100	0*	-
Boundary wall	74.8	83.3	94.9	77.8	33.3	75.0	0*	-
Library	0.0	5.6	23.1	22.2	0.0	50.0	100	-
Computer lab	0.0	8.3	25.6	5.6	0.0	50.0	0*	-

School Grants

2018**	# of schools reported receiving grants	165	11	9	0*	0*	0*	0*	0*
	% of schools reported receiving grants	32.0	35.5	30.0	-	-	-	-	-
	Average amount of grant (Rs.)	22,480.6	60,127.3	83,333.3	-	-	-	-	-
2017	# of schools reported receiving grants	344	24	22	0*	0*	0*	0*	0*
	% of schools reported receiving grants	66.8	77.4	73.3	-	-	-	-	-
	Average amount of grant (Rs.)	24,823.8	74,820.8	95,886.4	-	-	-	-	-



*0 and "- "represents insufficient data
 **Grants received till October 31, 2018

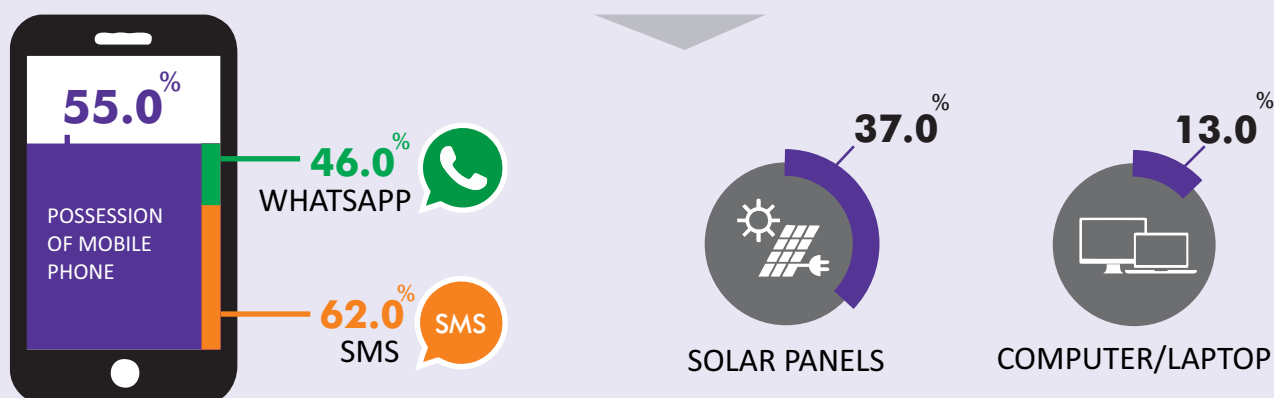
Information & Communication Technology

- **55%** of households across all rural districts of Sindh have mobile phones.
- Amongst mobile users, **46%** use Whatsapp service for communication.
- Amongst mobile users, **62%** use SMS facility for communication.
- **13%** of households have computers/laptops

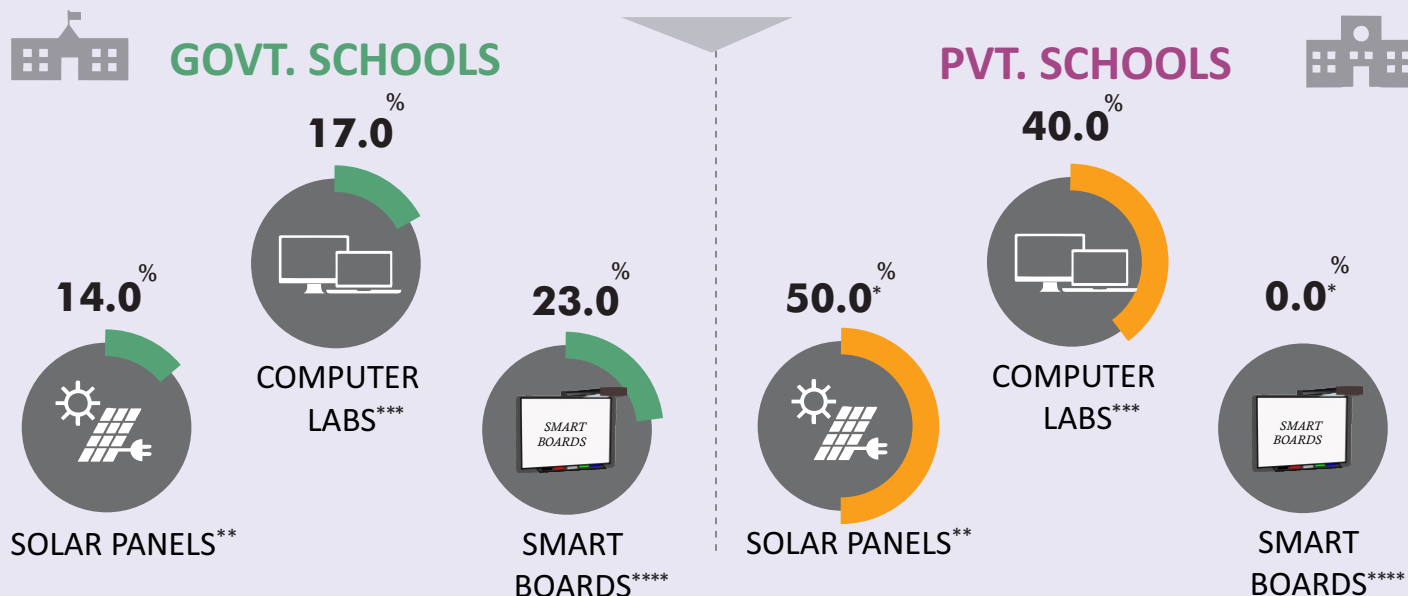
Alternate Energy

- Across all rural districts of Sindh, **37%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD



SCHOOLS



*Insufficient Data

**Only for Primary, Middle and High Schools

***Only for High Schools

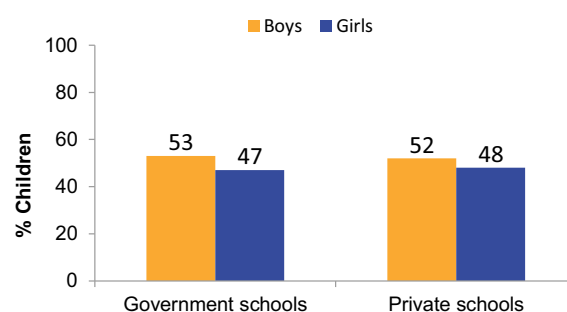
****Only for High Schools

School enrollment and out-of-school children

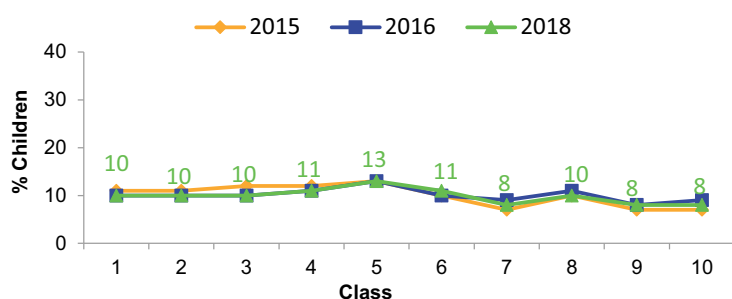
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	42.3	53.1	0.8	0.6	2.2	1.1	100
11 - 13	49.9	44.6	1.4	0.5	1.5	2.1	100
14 - 16	50.3	39.6	1.3	0.1	3.2	5.6	100
6 - 16	46.3	47.3	1.1	0.5	2.3	2.5	100
Total	95.2				4.8		100
By Type	48.7	49.7	1.1	0.5			

How to read: 96.8% (42.3+53.1+0.8+0.6) children of age group 6-10 are enrolled

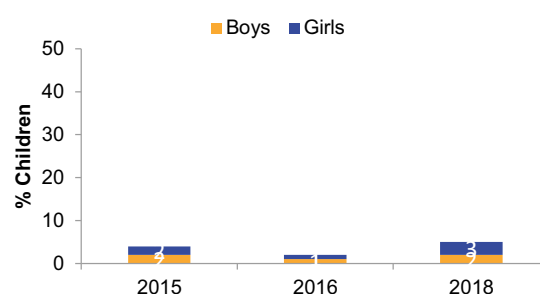
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

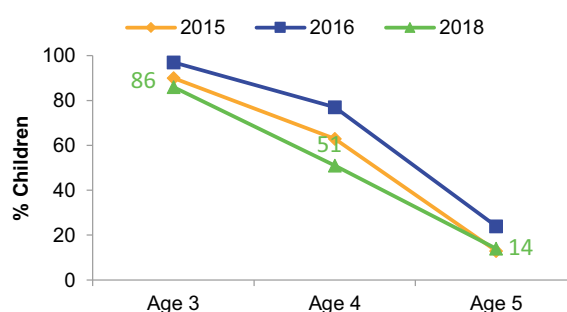


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Pvt.	Madrasah	Others		
3	4.2	8.9	0.1	0.1	86.7	100
4	15.2	32.8	0.2	0.4	51.3	100
5	32.3	52.8	0.3	0.6	14.0	100
3 - 5	17.7	32.0	0.2	0.4	49.7	100
Total	50.3				49.7	100
By Type	35.3	63.6	0.4	0.8		

How to read: 13.3% (4.2+8.9+0.1+0.1) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

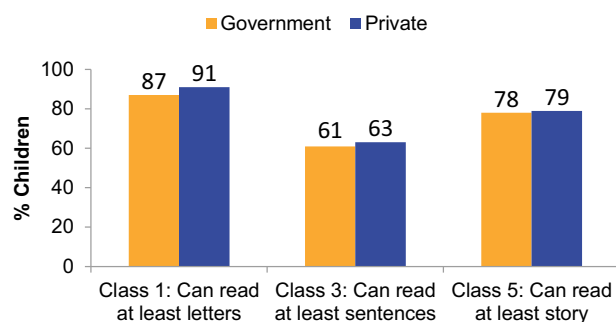
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	73.1	71.8	31.7	10.4	2.6	5.0	5.9	6.4	9.4	9.1	8.7	11.1	9.7
2	26.9	22.9	48.8	31.4	11.2	5.0	5.9	6.4	9.4	9.1	8.7	11.1	10.4
3		5.3	15.5	40.8	25.9	12.0	12.1	15.0	13.7	11.8	13.6	14.3	10.3
4			4.0	12.8	46.0	26.7	12.1	15.0	13.7	11.8	13.6	14.3	10.9
5				4.6	10.8	45.6	37.4	15.0	13.7	11.8	13.6	14.3	12.9
6					3.5	10.7	36.9	38.6	13.7	11.8	13.6	14.3	10.7
7	0.0	5.3	4.0	4.6	3.5	0.0	5.5	29.2	34.9	11.8	13.6	14.3	8.4
8							2.2	10.8	36.5	43.7	13.6	14.3	10.4
9						0.0	2.2	0.0	5.5	29.8	54.6	14.3	8.5
10								0.0	0.0	5.7	23.1	74.5	7.9
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

Learning levels (Urdu)

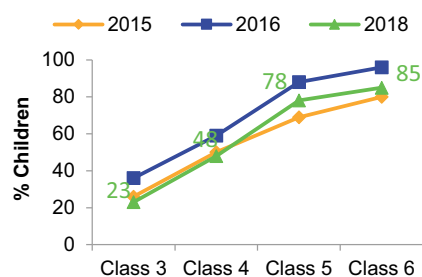
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	10.5	42.3	41.0	6.2	0.0	100
2	3.8	16.4	43.8	25.1	11.0	100
3	2.8	5.3	29.8	38.7	23.4	100
4	1.9	1.5	11.3	37.7	47.6	100
5	1.1	1.3	4.7	14.8	78.0	100
6	0.2	1.3	2.4	11.6	84.5	100
7	0.8	0.2	1.7	5.9	91.4	100
8	1.3	0.9	1.1	5.5	91.2	100
9	0.9	0.6	0.8	2.2	95.5	100
10	0.9	0.2	0.5	1.5	96.9	100

How to read: 6.2 % (6.2+0) children of class 1 can read sentences

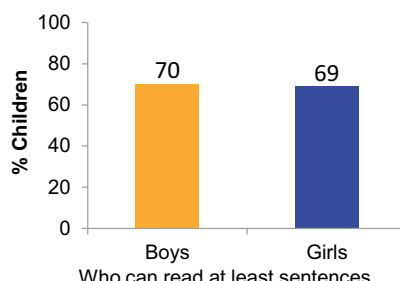
Learning levels by school type Urdu



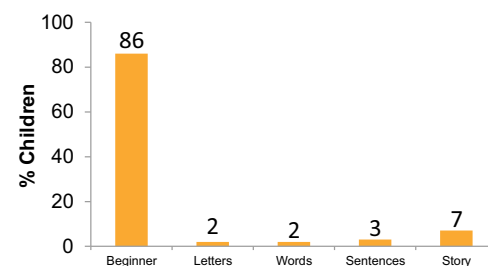
Children who can read story Urdu



Learning levels by gender Urdu



Learning levels: out-of-school children Urdu

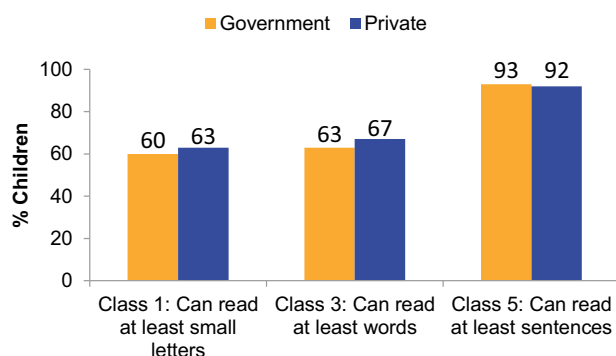


Learning levels (English)

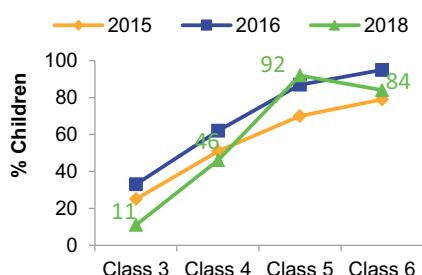
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	18.5	20.2	35.5	25.8	0.0	100
2	14.6	9.8	31.8	40.9	3.0	100
3	12.8	3.7	18.3	54.4	10.8	100
4	15.9	1.7	7.0	29.2	46.2	100
5	1.0	0.2	1.8	5.3	91.7	100
6	7.1	0.2	0.8	8.2	83.7	100
7	6.4	0.0	0.6	4.8	88.2	100
8	5.8	0.0	0.6	3.2	90.3	100
9	6.4	0.0	0.5	1.8	91.2	100
10	7.5	0.0	0.2	1.0	91.2	100

How to read: 25.8 % (25.8+0.0) children of class 1 can read words

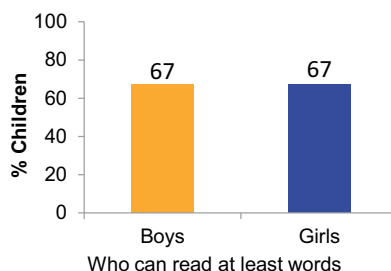
Learning levels by school type English



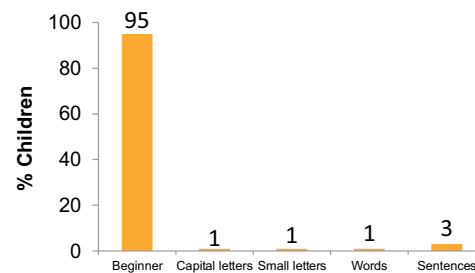
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

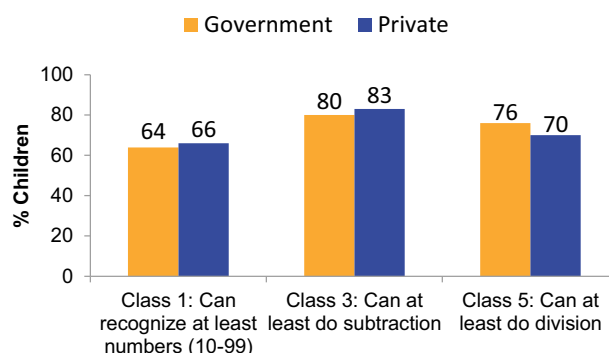


Learning levels (Arithmetic)

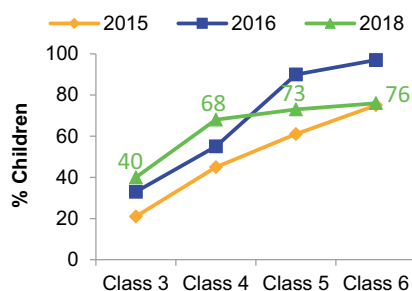
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	9.6	25.8	29.3	27.8	7.5	100
2	3.6	7.3	29.3	29.4	30.3	100
3	3.7	2.8	12.0	41.4	40.1	100
4	2.7	0.3	4.5	24.3	68.2	100
5	2.9	0.5	6.7	17.1	72.8	100
6	2.0	0.5	7.5	13.9	76.1	100
7	6.7	0.0	6.7	18.3	68.3	100
8	8.9	0.0	5.7	15.4	69.9	100
9	13.6	0.0	10.2	16.9	59.3	100
10	9.8	0.0	2.0	13.7	74.5	100

How to read: 35.3 % (27.8+7.5) children of class 1 can do subtraction

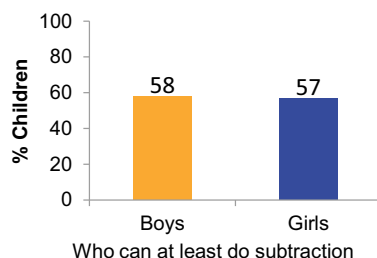
Learning levels by school type Arithmetic



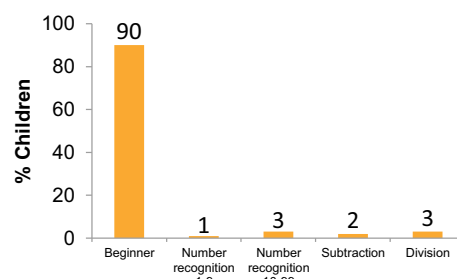
Children who can do division



Learning levels by gender Arithmetic

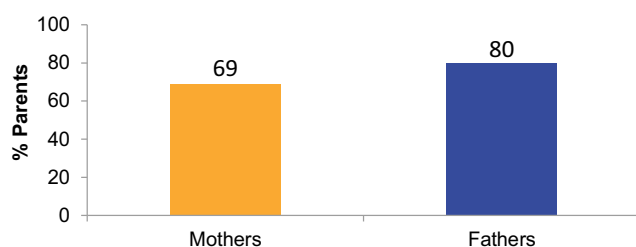


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

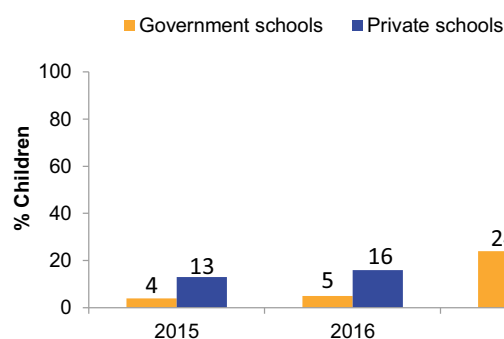


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	15.1	18.8	15.6	20.1	20.4	29.9	29.4	24.8	35.7	32.9
Pvt.	20.7	25.7	24.4	32.9	34.4	34.8	43.2	38.5	48.1	54.8

Children attending paid tuition



Number of surveyed schools by type

	Government schools				Private schools			
	Boys	Girls	Boys & Girls	Total	Boys	Girls	Boys & Girls	Total
Primary	36	30	57	123	5	3	71	79
Elementary	43	28	16	87	7	3	103	113
High	36	25	15	76	3	1	51	55
Others	0	2	0	2	0	1	3	4
Total	115	85	88	288	15	8	228	251

Attendance (%) on the day of visit

	Government schools					Private schools				
	Primary	Elementary	High	Others	Overall	Primary	Elementary	High	Others	Overall
Children attendance	86.9	88.6	90.0	90.3	88.9	89.8	85.8	92.7	94.8	89.2
Teacher attendance	91.2	88.0	75.7	-	86.9	92.4	91.5	89.5	100	91.6

Teacher qualification - general (% of teachers)

	Government schools	Private schools
Matriculation	4.0	0.0
FA	12.2	19.9
BA	47.1	48.4
MA or above	36.4	31.3
Others	0.4	0.4

Teacher qualification - professional (% of teachers)

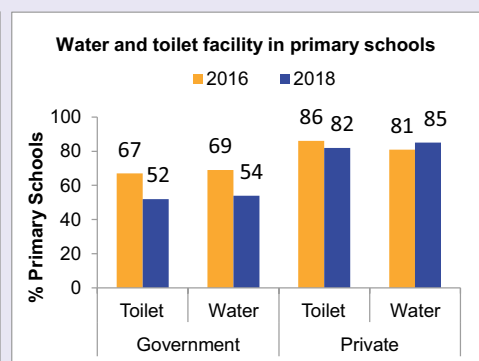
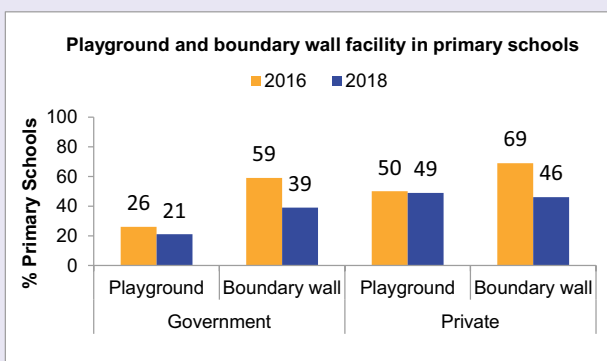
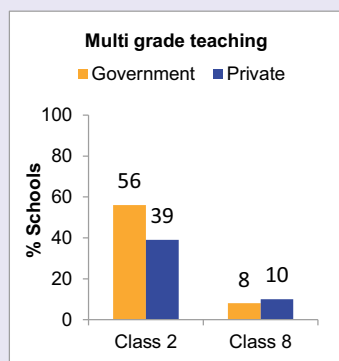
	Government schools	Private schools
PTC	6.7	3.4
CT	8.5	16.0
B-Ed	55.8	55.5
M-Ed or above	27.6	23.4
Others	1.4	1.7

School facilities (% schools)

	Government schools				Private schools			
	Primary	Elementary	High	Others	Primary	Elementary	High	Others
Rooms used for classes (avg.)	2	6	8	8	4	6	11	8
Useable water	54.5	73.6	75.0	100	84.8	77.9	96.4	100
Useable toilet	52.0	74.7	77.6	50.0	82.3	75.2	81.8	100
Playground	21.1	35.6	55.3	100	49.4	46.9	56.4	75.0
Boundary wall	39.0	51.7	59.2	50.0	45.6	53.1	54.5	50.0
Library	0.0	17.2	27.6	100	0.0	31.0	58.2	75.0
Computer lab	0.0	5.7	46.1	100	0.0	18.6	54.5	50.0

School Grants

2018**	# of schools reported receiving grants	2	1	4	0*	0*	0*	0*	0*
	% of schools reported receiving grants	1.8	1.3	6.0	-	-	-	-	-
	Average amount of grant (Rs.)	1,552.5	0*	24,750.0	-	-	-	-	-
2017	# of schools reported receiving grants	2	2	5	0*	0*	0*	0*	0*
	% of schools reported receiving grants	1.8	2.6	7.5	-	-	-	-	-
	Average amount of grant (Rs.)	2,795.0	139,500.0	27,700.0	-	-	-	-	-



*0 and "- "represents insufficient data
**Grants received till October 31, 2018

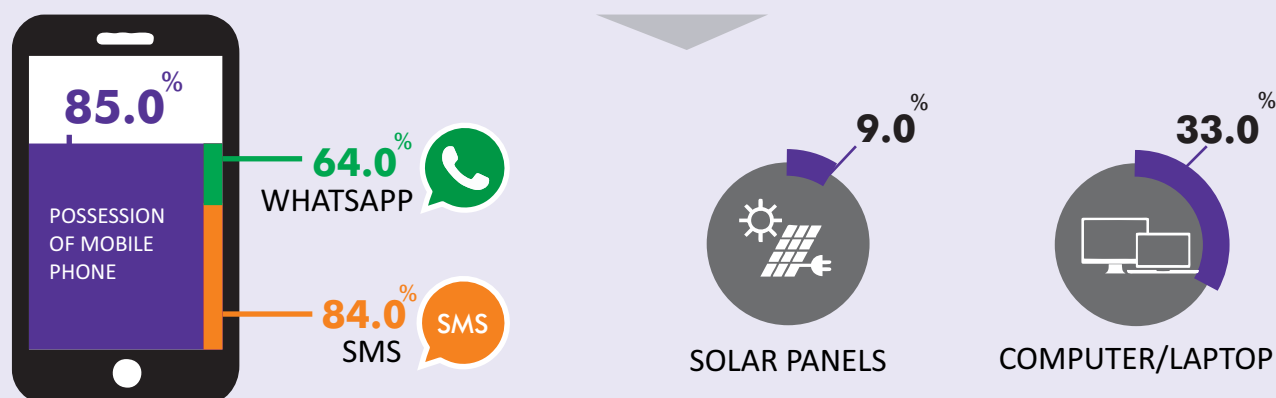
Information & Communication Technology

- **85%** of households across all rural districts of Azad Jammu & Kashmir have mobile phones.
- Amongst mobile users, **64%** use Whatsapp service for communication.
- Amongst mobile users, **84%** use SMS facility for communication.
- **33%** of households have computers/laptops

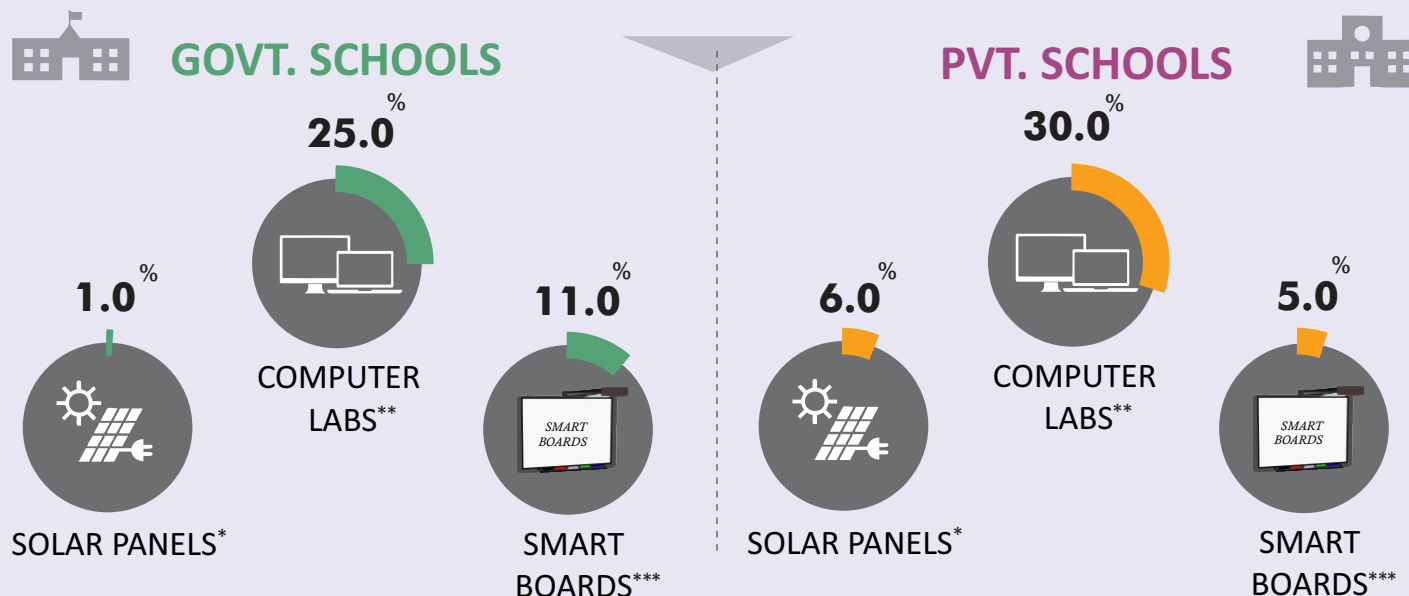
Alternate Energy

- Across all rural districts of Azad Jammu & Kashmir, **9%** of the sampled households use solar panels as an alternate energy resource.

HOUSEHOLD



SCHOOLS



*Only for Primary, Middle and High Schools

**Only for High Schools

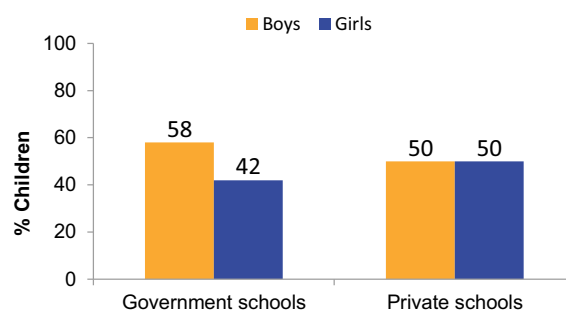
***Only for High Schools

School enrollment and out-of-school children

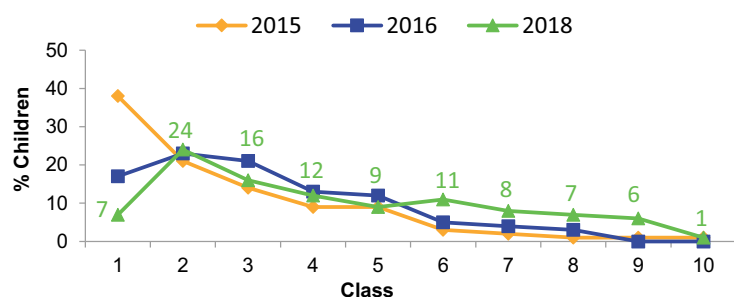
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	85.4	0.4	0.6	0.0	13.5	0.1	100
11 - 13	66.8	0.3	1.7	0.0	8.8	22.4	100
14 - 16	46.8	0.6	3.1	0.0	5.6	44.0	100
6 - 16	71.2	0.4	1.5	0.0	10.4	16.6	100
Total	73.1				26.9		100
By Type	97.4	0.6	2.0	0.0			

How to read: 86.4(85.4+0.4+0.6+0)children of age group 6-10 are enrolled

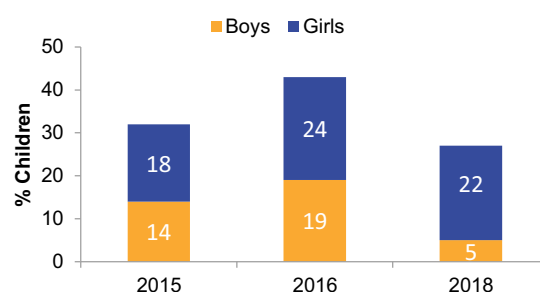
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

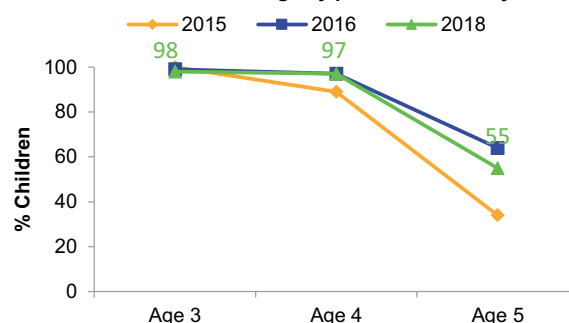


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Pvt.	Madrasah	Others		
3	1.6	0.0	0.0	0.0	98.4	100
4	3.4	0.0	0.0	0.0	96.6	100
5	44.2	0.0	0.0	0.0	55.8	100
3 - 5	15.2	0.0	0.0	0.0	84.8	100
Total	15.2				84.8	100
By Type	100.0	0.0	0.0	0.0		

How to read: 1.6(1.6+0+0+0)children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	100.0	25.0	60.0	19.7	9.2	17.5	22.5	20.8	17.6	18.2	11	25.4	6.7
2	0.0	75.0	40.0	76.1	49.2	44.8	20.8	17.6	18.2	11	25.4	10.6	24.1
3	0.0	0.0	0.0	2.6	39.2	37.1	23.6	17.6	18.2	11	25.4	8.1	16.3
4	0.0	0.0	0.0	0.9	2.5	0.7	53.9	20.8	17.6	18.2	11	25.4	11.8
5	0.0	0.0	0.0	0.9	0.0	0.0	0.0	55.6	52.9	60.6	70.3	64.4	9.2
6	0.0	0.0	0.0	0.9	0.0	0.0	0.0	2.8	27.9	19.7	18.9	10.2	10.6
7	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	1.5	1.5	18.9	64.4	8.1
8	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.2	6.6
9	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.2	5.7
10	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.2	0.7
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

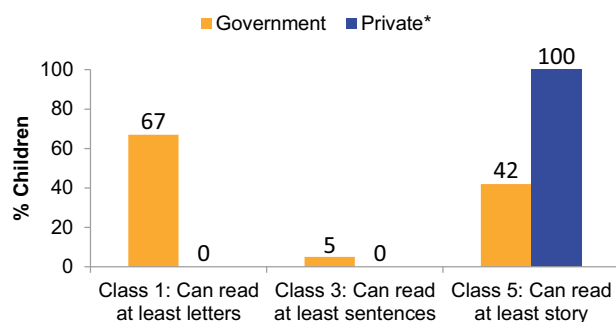
***and**represent insufficient data

Learning levels (Urdu)

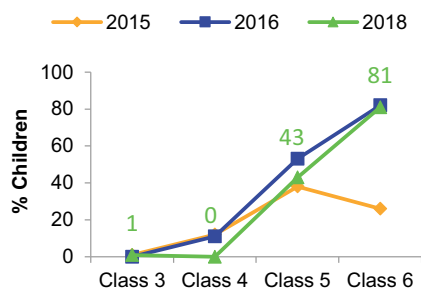
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	34.0	64.2	1.9	0.0	0.0	100
2	2.1	72.1	24.7	1.1	0.0	100
3	0.0	7.1	88.1	4.0	0.8	100
4	1.3	4.0	56.0	38.7	0.0	100
5	0.0	2.2	6.5	47.8	43.5	100
6	0.0	0.0	1.7	16.9	81.4	100
7	0.0	0.0	0.0	8.2	91.8	100
8	0.0	0.0	0.0	0.0	100	100
9	0.0	0.0	0.0	0.0	100	100
10	0.0	0.0	0.0	0.0	100	100

How to read: 0 % (0+0) children of class 1 can read sentences

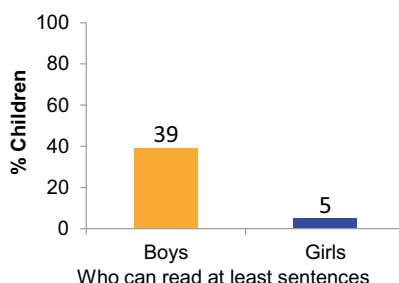
Learning levels by school type Urdu



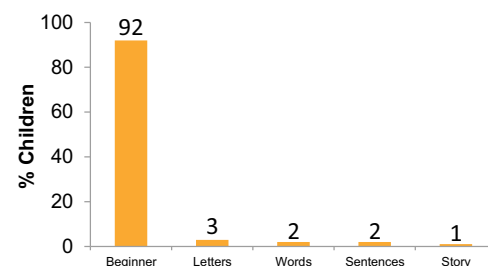
Children who can read story Urdu



Learning levels by gender Urdu



Learning levels: out-of-school children Urdu

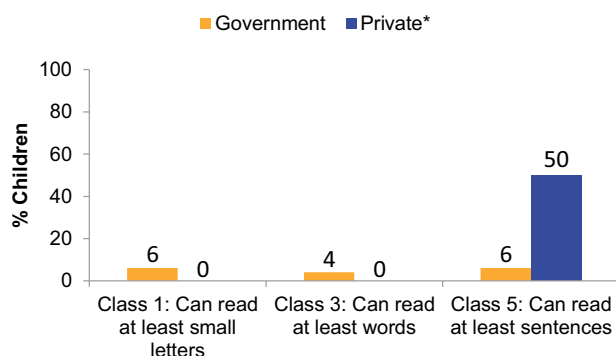


Learning levels (English)

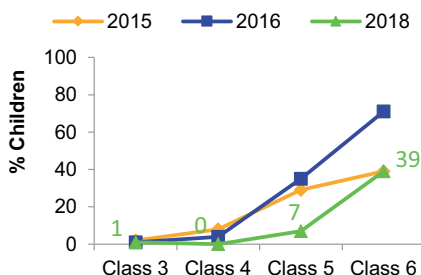
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	48.1	46.3	5.6	0.0	0.0	100
2	4.7	63.5	31.2	0.5	0.0	100
3	3.8	6.1	86.3	3.1	0.8	100
4	21.1	2.1	54.7	22.1	0.0	100
5	37.8	1.4	8.1	45.9	6.8	100
6	30.6	0.0	1.2	29.4	38.8	100
7	23.1	0.0	0.0	12.3	64.6	100
8	22.6	0.0	0.0	0.0	77.4	100
9	10.9	0.0	0.0	0.0	89.1	100
10	0.0	0.0	0.0	0.0	100.0	100

How to read: 0 % (0+0) children of class 1 can read words

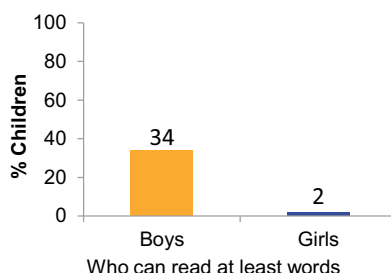
Learning levels by school type English



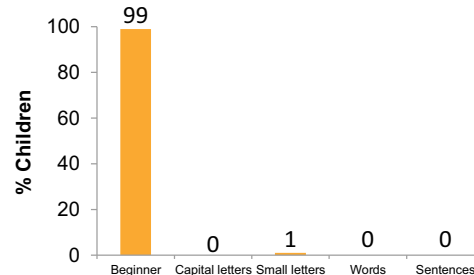
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

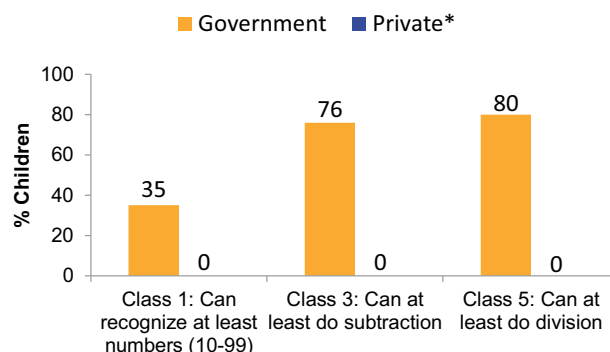


Learning levels (Arithmetic)

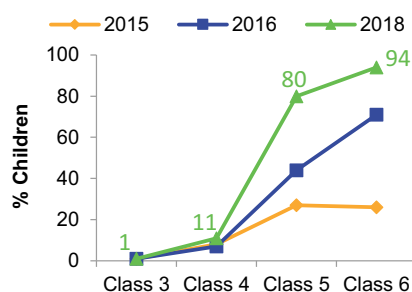
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	18.9	47.2	28.3	3.8	1.9	100
2	0.5	59.5	31.6	7.9	0.5	100
3	0.0	4.0	20.0	75.2	0.8	100
4	0.0	1.3	5.3	82.7	10.7	100
5	0.0	2.5	0.0	17.5	80.0	100
6	0.0	0.0	0.0	6.2	93.8	100
7	0.0	0.0	0.0	27.3	72.7	100
8	0.0	0.0	100.0	0.0	0.0	100
9	0.0	0.0	0.0	0.0	100	100
10	-	-	-	-	-	100

How to read: 5.7 % (3.8+1.9) children of class 1 can do subtraction

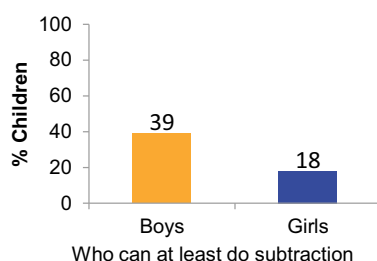
Learning levels by school type Arithmetic



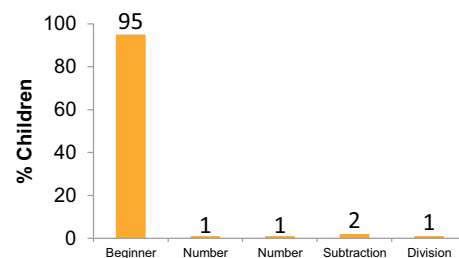
Children who can do division



Learning levels by gender Arithmetic

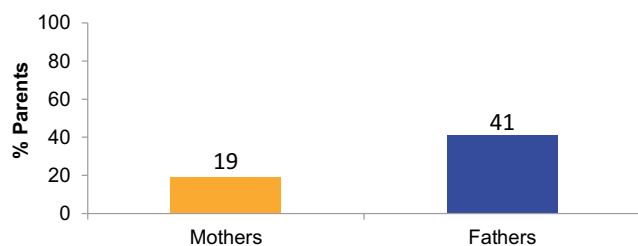


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

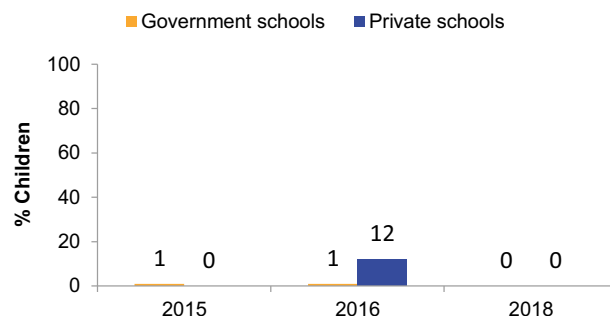


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Pvt.	-	0.0	-	-	0.0	-	-	-	-	-

Children attending paid tuition

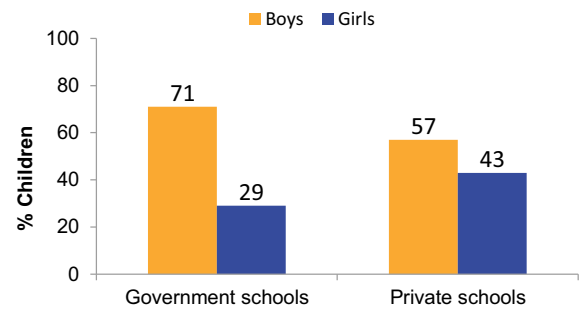


School enrollment and out-of-school children

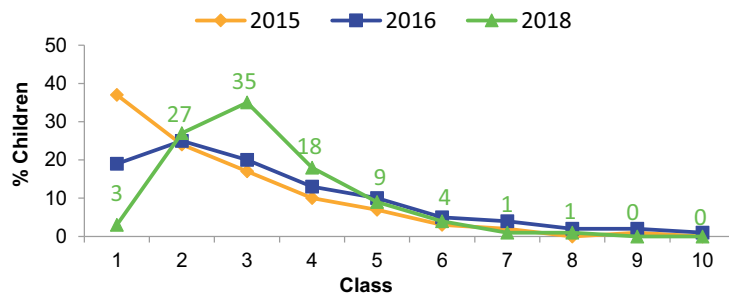
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	82.1	1.2	1.4	0.1	11.3	3.9	100
11 - 13	77.4	1.5	0.9	0.0	10.9	9.4	100
14 - 16	45.8	2.0	0.5	0.0	31.3	20.4	100
6 - 16	76.3	1.4	1.2	0.1	13.8	7.3	100
Total		78.9			21.1		100
By Type	96.7	1.7	1.5	0.1			

How to read: 84.8(82.1+1.2+1.4+0.1) children of age group 6-10 are enrolled

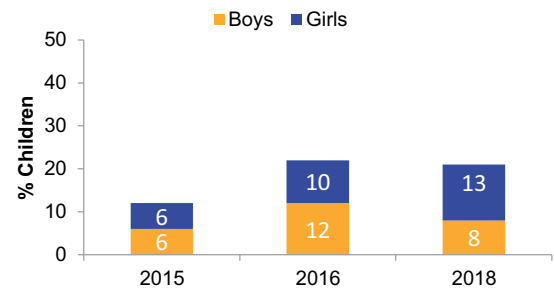
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

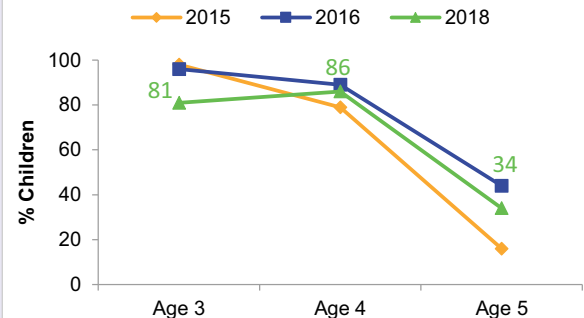


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Pvt.	Madrasah	Others		
3	19.4	0.0	0.0	0.0	80.6	100
4	13.8	0.0	0.0	0.0	86.2	100
5	65.2	1.3	0.0	0.0	33.5	100
3 - 5	33.0	0.4	0.0	0.0	66.6	100
Total		33.4			66.6	100
By Type	98.7	1.3	0.0	0.0		

How to read: 19.4(19.4+0+0+0) children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	44.4	38.1	7.1	2.7	1.3	17.0	25.9	73.1	90.3	92.3	93	100.0	2.9
2	55.6	61.9	83.8	55.5	28.1	25.9	73.1	90.3	92.3	93	100.0	100.0	27.6
3		0.0	8.1	41.1	65.4	57.0	63.5	73.1	90.3	92.3	93	100.0	35.5
4			1.0	0.7	4.6	24.2	63.5	73.1	90.3	92.3	93	100.0	18.2
5				0.0	0.7	1.2	7.1	23.1	90.3	92.3	93	100.0	9.4
6					0.0	0.6	2.4	2.8	4.2	92.3	93	100.0	4.1
7						0.0	1.2	0.0	4.2	5.1	93	100.0	1.5
8							0.0	0.9	1.4	2.6	7.4	100.0	0.8
9								0.0	0.0	0.0	0.0	0.0	0.0
10									0.0	0.0	0.0	0.0	0.0
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

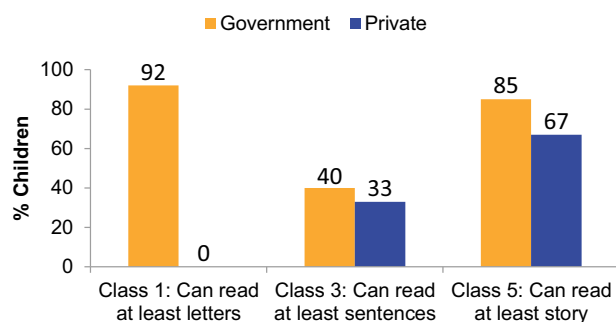
***and** represent insufficient data

Learning levels (Urdu)

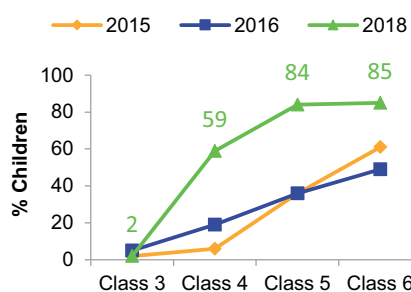
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	7.7	76.9	15.4	0.0	0.0	100
2	5.8	49.6	43.1	1.2	0.4	100
3	1.5	5.9	53.1	37.7	1.8	100
4	1.8	1.8	6.4	31.0	59.1	100
5	1.1	0.0	3.4	11.4	84.1	100
6	0.0	0.0	5.1	10.3	84.6	100
7	0.0	0.0	0.0	14.3	85.7	100
8	0.0	0.0	0.0	25.0	75.0	100
9	-	-	-	-	-	100
10	-	-	-	-	-	100

How to read: 0 % (0+0) children of class 1 can read sentences

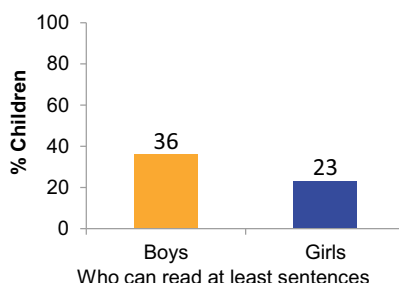
Learning levels by school type Urdu



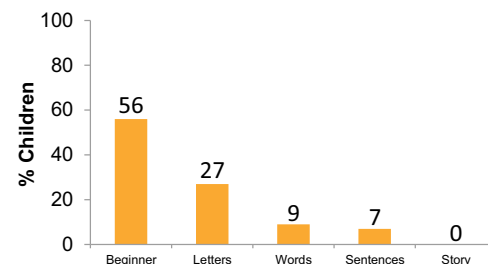
Children who can read story Urdu



Learning levels by gender Urdu



Learning levels: out-of-school children Urdu

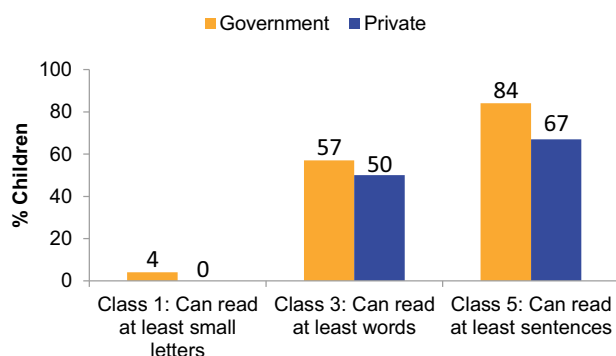


Learning levels (English)

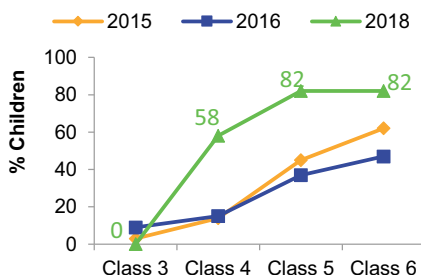
Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	53.8	42.3	3.8	0.0	0.0	100
2	9.9	44.7	44.3	1.1	0.0	100
3	4.2	9.6	29.9	56.1	0.3	100
4	2.9	2.3	5.8	31.2	57.8	100
5	2.2	1.1	3.4	11.2	82.0	100
6	0.0	0.0	2.6	15.4	82.1	100
7	0.0	7.1	0.0	14.3	78.6	100
8	0.0	0.0	0.0	25.0	75.0	100
9	-	-	-	-	-	100
10	-	-	-	-	-	100

How to read: 0 % (0+0) children of class 1 can read words

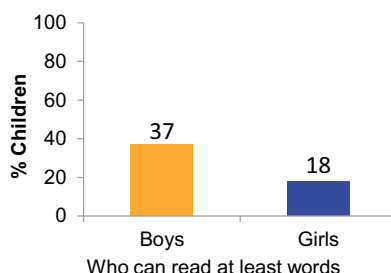
Learning levels by school type English



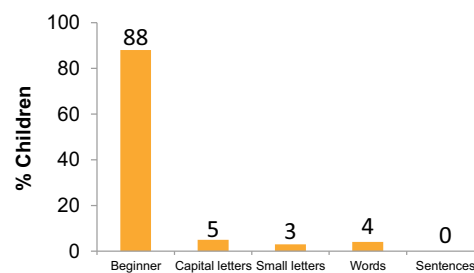
Children who can read English sentences



Learning levels by gender English



Learning levels: out-of-school children English

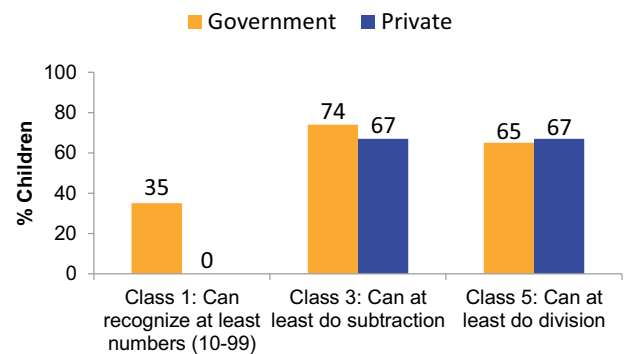


Learning levels (Arithmetic)

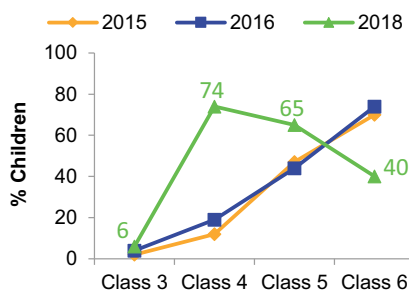
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	3.8	61.5	26.9	7.7	0.0	100
2	3.8	19.2	67.7	9.2	0.0	100
3	0.9	3.3	21.7	68.2	5.9	100
4	1.2	1.2	6.1	17.7	73.8	100
5	0.0	0.0	15.4	19.2	65.4	100
6	0.0	0.0	0.0	60.0	40.0	100
7	0.0	0.0	50.0	0.0	50.0	100
8	0.0	0.0	0.0	100.0	0.0	100
9	-	-	-	-	-	100
10	-	-	-	-	-	100

How to read: 7.7 % (7.7+0) children of class 1 can do subtraction

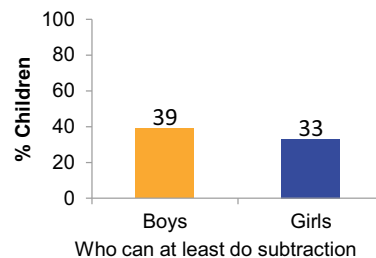
Learning levels by school type Arithmetic



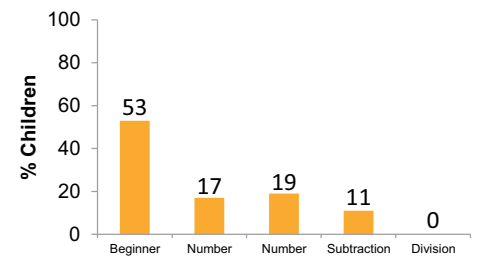
Children who can do division



Learning levels by gender Arithmetic

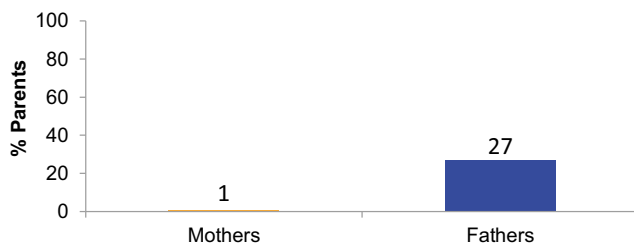


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

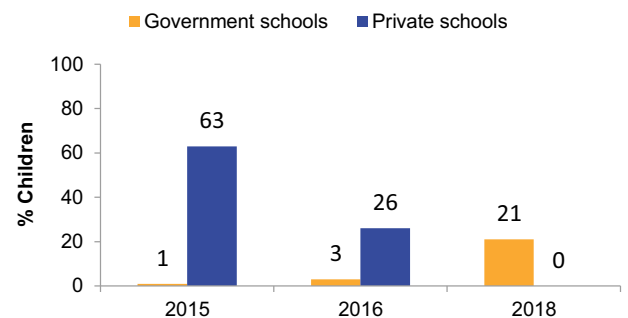


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	9.4	19.7	29.1	32.5	17.4	18.9	23.1	0.0	-	-
Pvt.	-	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	-

Children attending paid tuition

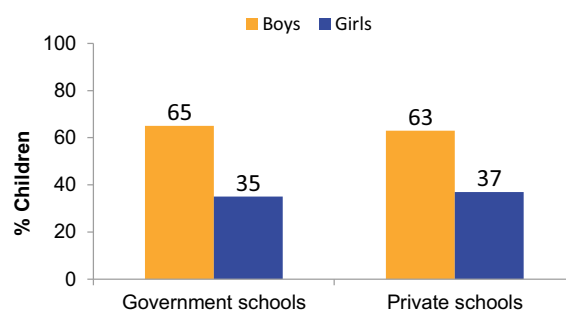


School enrollment and out-of-school children

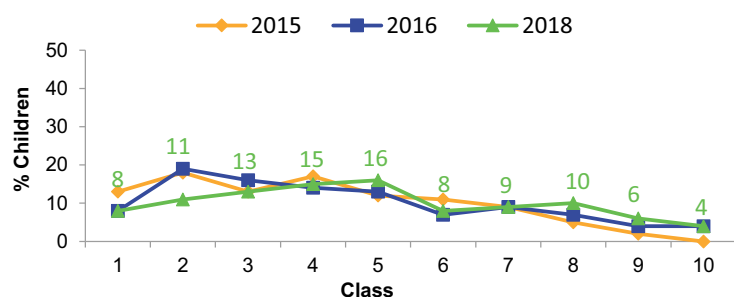
Age group	% Children in different types of schools				% Out-of-school		Total
	Govt.	Non-state providers			Never enrolled	Drop-out	
		Pvt.	Madrasah	Others			
6 - 10	47.6	9.5	15.2	0.0	16.8	10.9	100
11 - 13	49.7	6.5	11.8	0.0	15.8	16.2	100
14 - 16	42.8	5.7	10.5	0.0	20.3	20.7	100
6 - 16	46.8	7.7	13.0	0.0	17.5	15.0	100
Total	67.5				32.5		100
By Type	69.3	11.3	19.3	0.0			

How to read: 72.3(47.6+9.5+15.2+0)children of age group 6-10 are enrolled

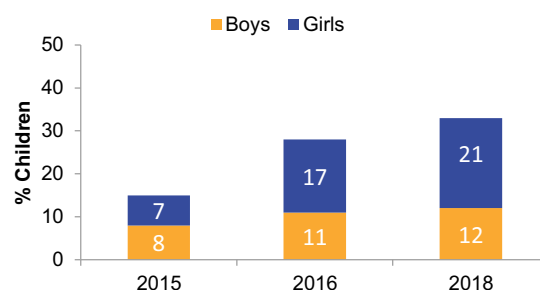
Enrollment by gender and type of school 6 to 16 years



Class-wise enrollment



Out-of-school children by gender 6 to 16 years

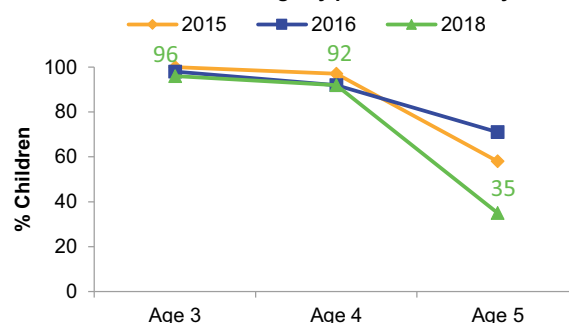


Early years schooling (Pre-schooling)

Age group	% Children who attend different types of pre-schools				Out-of-school	Total
	Govt.	Pvt.	Madrasah	Others		
3	1.5	0.8	1.5	0.0	96.2	100
4	3.6	2.2	2.2	0.0	92.0	100
5	47.0	9.1	8.3	0.0	35.6	100
3 - 5	17.2	4.0	4.0	0.0	74.9	100
Total	25.1				74.9	100
By Type	68.3	15.8	15.8	0.0		

How to read: 3.8(1.5+0.8+1.5+0)children of age 3 are enrolled

Children not attending any pre-school 3 to 5 years



Age Class Composition

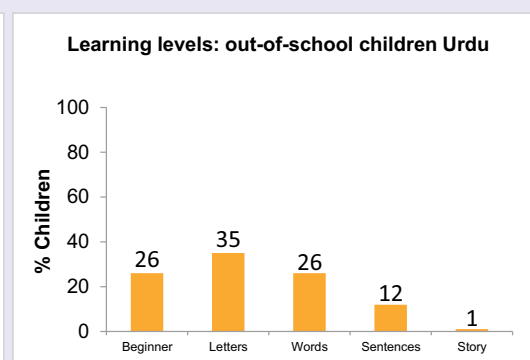
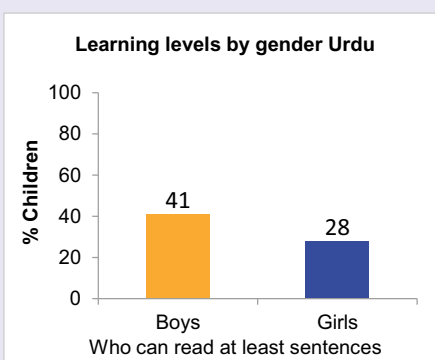
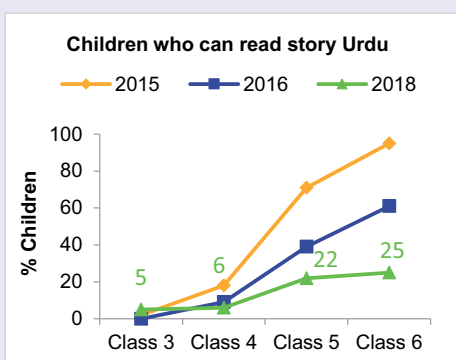
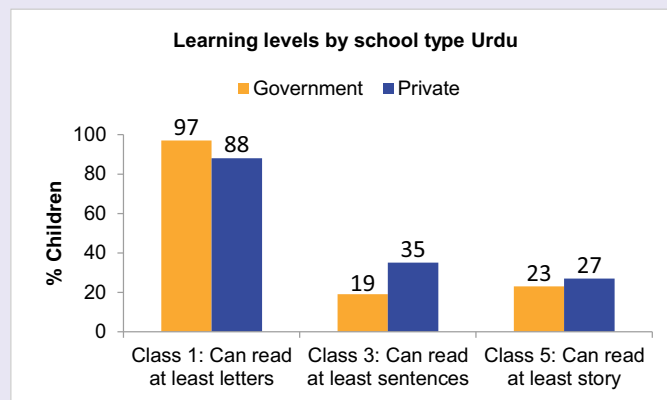
Age / Class	5	6	7	8	9	10	11	12	13	14	15	16	Total
1	70.0	41.4	30.6	9.2	6.5	1.0	18.8	14.5	27.6	21.3	25	39.1	7.9
2	30.0	34.5	47.1	28.6	13.1	7.9	26.8	31.9	22.4	44.7	29.4	29.3	11.5
3		24.1	12.9	42.0	30.8	40.6	34.8	29.0	22.4	22.3	33.8	31.5	12.9
4			9.4	17.6	36.4	41.6	8.0	22.4	5.1	7.4	11.8	4.3	15.0
5				2.5	6.5	8.9	6.2	11.6	0.0	4.3	11.8	31.5	15.7
6					6.5	0.0	5.4	0.0	0.0	4.3	11.8	31.5	7.7
7	0.0	24.1	9.4	2.5	6.5	0.0	5.4	0.0	0.0	4.3	11.8	31.5	9.1
8													10.0
9													6.2
10													4.1
Total	100	100	100	100	100	100	100	100	100	100	100	100	100

***and""represent insufficient data

Learning levels (Urdu)

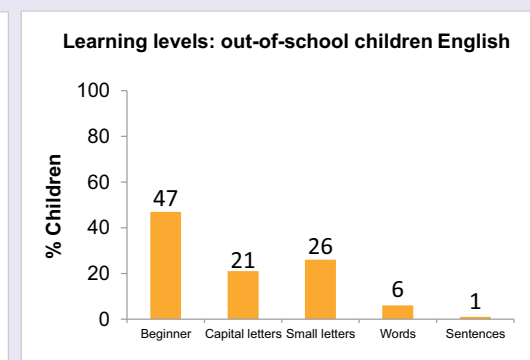
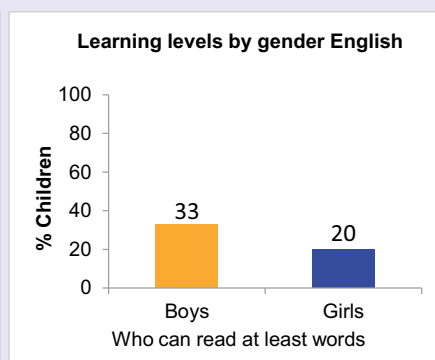
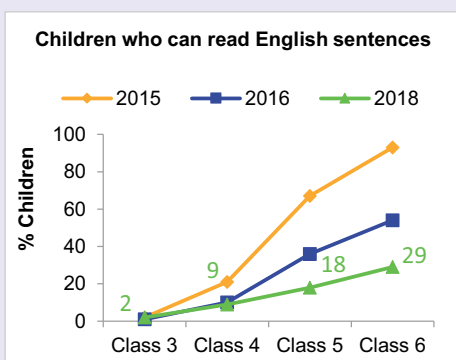
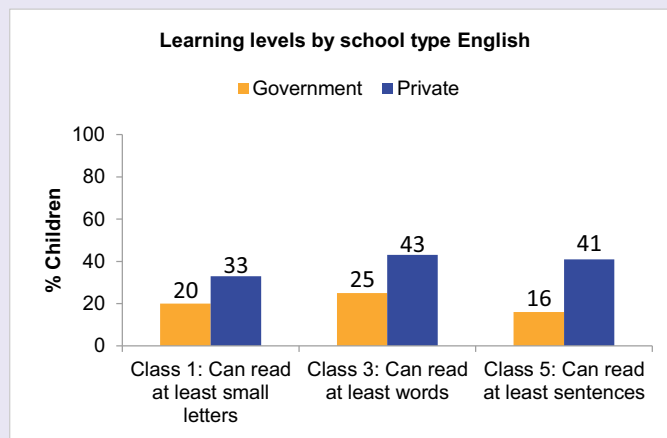
Class-wise % children who can read						
Class	Nothing	Letters	Words	Sentences	Story	Total
1	3.8	74.4	21.8	0.0	0.0	100
2	5.2	33.9	53.0	7.0	0.9	100
3	3.9	18.0	57.8	15.6	4.7	100
4	2.7	7.4	45.6	38.3	6.0	100
5	1.3	3.2	25.5	47.8	22.3	100
6	1.3	10.7	26.7	36.0	25.3	100
7	1.2	2.4	8.2	47.1	41.2	100
8	0.0	4.3	11.7	33.0	51.1	100
9	0.0	3.4	8.6	13.8	74.1	100
10	5.1	2.6	10.3	15.4	66.7	100

How to read: 0 % (0+0) children of class 1 can read sentences



Learning levels (English)

Class-wise % children who can read						
Class	Nothing	Letters		Words	Sentences	Total
		Capital	Small			
1	12.7	64.6	21.5	1.3	0.0	100
2	7.0	35.7	50.4	7.0	0.0	100
3	4.7	16.4	53.1	23.4	2.3	100
4	8.7	9.4	46.3	26.2	9.4	100
5	2.5	3.8	36.7	38.6	18.4	100
6	9.1	11.7	26.0	24.7	28.6	100
7	6.7	2.2	21.3	37.1	32.6	100
8	11.1	3.0	17.2	19.2	49.5	100
9	5.0	5.0	8.3	25.0	56.7	100
10	9.8	4.9	26.8	17.1	41.5	100
How to read: 1.3 % (1.3+0) children of class 1 can read words						

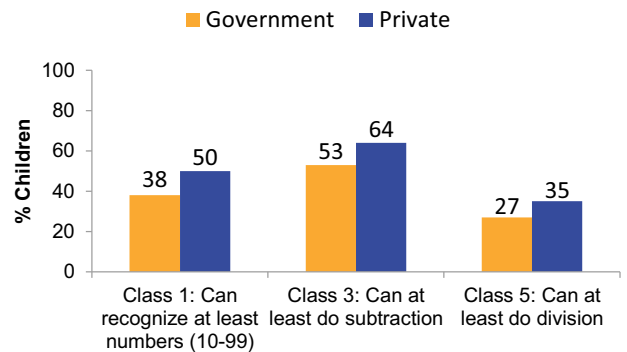


Learning levels (Arithmetic)

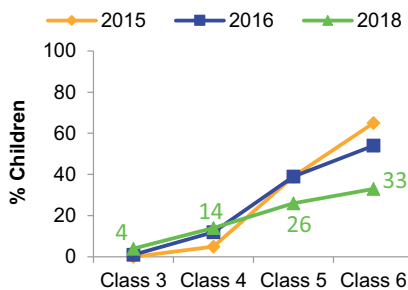
Class-wise % children who can do						
Class	Nothing	Number recognition		Subtraction (2 Digits)	Division (2 digits)	Total
		1-9	10-99			
1	5.1	55.1	32.1	7.7	0.0	100
2	3.5	15.7	59.1	20.9	0.9	100
3	3.2	9.5	35.7	47.6	4.0	100
4	1.4	6.8	25.7	52.0	14.2	100
5	2.9	3.7	9.6	57.4	26.5	100
6	0.0	7.5	19.4	40.3	32.8	100
7	1.5	0.0	3.1	41.5	53.8	100
8	4.5	3.0	9.0	40.3	43.3	100
9	3.0	0.0	6.1	36.4	54.5	100
10	0.0	4.5	13.6	54.5	27.3	100

How to read: 7.7 % (7.7+0) children of class 1 can do subtraction

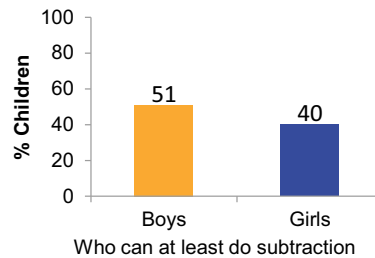
Learning levels by school type Arithmetic



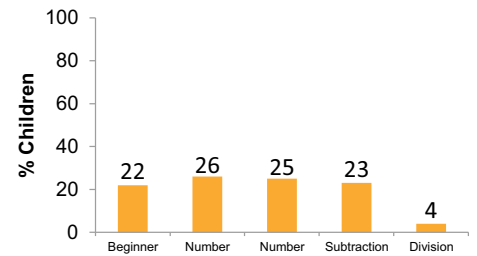
Children who can do division



Learning levels by gender Arithmetic

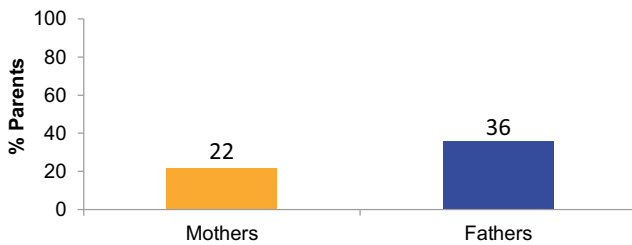


Learning levels: out-of-school children Arithmetic



Parental education

Parents having at least primary schooling

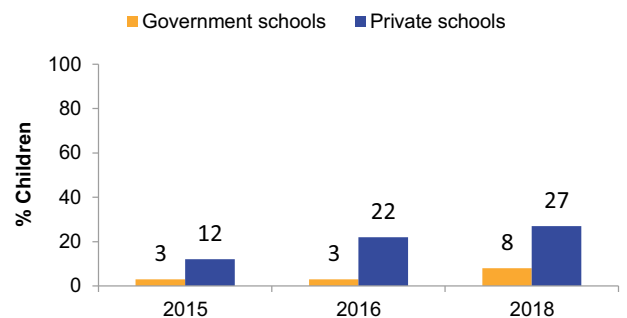


Paid Tuition

Class-wise % children attending paid tuition

Type	I	II	III	IV	V	VI	VII	VIII	IX	X
Govt.	10.6	4.3	9.3	11.0	13.3	6.1	5.8	2.9	4.3	4.5
Pvt.	22.2	30.8	17.4	35.0	22.7	37.5	30.8	33.3	20.0	0

Children attending paid tuition



Annex-3: Baluchistan ACT 25A (2014)

BALUCHISTAN PROVINCIAL ASSEMBLY SECRETARIAT.

NOTIFICATION.

Dated Quetta, 06th February, 2014.

No.PAB/Legis: V (05)/2014. The Baluchistan Compulsory Education, Bill 2014, (Bill No.05 of 2014), having been passed by the Provincial Assembly of Baluchistan on 28th January, 2014 and assented to by the Governor, Baluchistan on 04th February, 2014 is hereby published as an Act of the Baluchistan Provincial Assembly.

**THE BALUCHISTAN COMPULSORY EDUCATION ACT, 2014
(ACT NO. V OF 2014)**

(First published after having received the assent of the Governor Baluchistan in the Baluchistan Gazette (Extra-ordinary) dated 04th February, 2014).

**AN
ACT**

to provide for the free & compulsory education in the Province of Baluchistan.

Preamble.

WHEREAS, it is expedient in the public interest to provide for compulsory education in the province of Baluchistan in pursuance of Article 25A of the Constitution of the Islamic Republic of Pakistan, 1973;

WHEREAS, the current financial and physical limitations as well as the socio-cultural attitudes obstruct the education for children, especially the female child;

ANDWHEREAS, the economic limitations obstruct for continuing education for children who may contribute to household income, therefore, to provide for both persuasive and penal approaches and recognize the current limitation of the state to effectively implement the fundamental right of the children to the education as provided in the Constitution, in the short run.

It is hereby enacted as follows:-

- | | | |
|--|-----|---|
| Short title,
extent and
commencement. | 1. | (1) This Act may be called the Baluchistan Compulsory Education Act, 2014. |
| | | (2) It extends to the whole of Baluchistan except the Tribal Areas. |
| | | (3) It shall be deemed to have come in force as and from the 12 th day of June, 2013. |
| Definitions. | 2. | In this Act, unless there is anything repugnant in the subject or context, |
| | (a) | "Act" means the Baluchistan Compulsory Education Act, 2014; |
| | (b) | "Area" means a geographical area of up to a 2 kilometers radius from a child's place of residence; |
| | (c) | "Child" means a child of either sex whose age at the beginning of the school year is not less than five years and not more than sixteen years; |
| | (d) | "Education" means The education pertaining to all or any of the class I to X in a school, of a minimum quality as per prescribed standards; |
| | (e) | "Employer" means a person who has employed a child as laborer for his benefit at home, shop, factory or any other place of economic gain; |
| | (f) | "Free Education" means that the state shall charge no fee for tuition either directly or through any other head that imposes a financial burden on the parent/guardian of the child and the state shall provide the child with free textbooks, stationery, one meal in school and transport facilities; |
| | (g) | "Government" means the Government of Baluchistan; |
| | (h) | "Management Committee" means the Parent Teacher School Management Committee as formed / notified under Section 4 of this Act; |
| | (i) | "Parent" includes a guardian or any other person who has the custody of a child; or is in-charge of a child; |
| | (j) | "Prescribed" means prescribed by rules made under this Act; |

- (k) **"Prescribed Authority"** means an authority notified as such by the provincial Government whether generally or for a particular purpose with specific nomenclature;
- (l) **"School"** means a school established and maintained by the provincial Government and includes school/ section of a school/ Madrassa registered by the Government in which education is imparted;
- (m) **"Standards"** mean any standards on educational inputs, processes and outputs developed and notified by the Prescribed Authority; and
- (n) **"To attend a school"** means to be enrolled and present for instructions at such school, on such days in the year, at such times or time and for so many hours on each day of attendance, as may be fixed by the prescribed authority.

Compulsory Education.

3. The parent of a child shall except in the case of a reasonable excuse, cause a child to attend a school until the child has completed the highest level of education course, offered in the school;

Provided that in the case of a mental or physical disability the parent shall cause the child to attend a special education school within the 'area' of his residence.

Formation of Parent School Management Committee.

4. (1) The prescribed authority shall notify one or more committees of the school to be formed through democratic process of elections for the purpose of exercising the powers and performing the duties of the Parent Teacher School Management Committee under this Act.

(2) The constitution and composition of the Management Committee, the procedure of the nomination and removal of its members, their term of office, their qualifications and disqualifications for continuing as a member, the filling of vacancies, the dissolution of the Committee and the procedure for the conduct of its business, shall be such as may be prescribed.

(3) Subject to the provisions of this Act and the rules made there-under, the Management Committee shall exercise and discharge the following powers and functions:-

- (a) to motivate parents and children to take admission in the school for spread of education in its area;
- (b) to recommend any changes which may seem, to the Management Committee, to be necessary in the hours of work, holidays and occasions in the schools in its area;
- (c) to plan and implement such schemes which may facilitate the children in the school including mid-day meal scheme etc;
- (d) to recommend to the authority exemptions from compulsory attendance at school under this Act;
- (e) to maintain and up date the list of children liable to attend the school in its area and to obtain and keep record of such other information as may be necessary for the purpose of enforcing the attendance of the children at school and of preventing interference with such attendance;
- (f) to report the cases of the absence or late attendance of school teachers and non-teaching staff posted in schools, in its area;
- (g) to render all necessary help to Government officials engaged in the work of compulsory Education in its area;
- (h) to facilitate the school and local area education management in looking after the day to day matters relating to developmental, academic and co-curricular activities;
- (i) to ensure maintenance of healthy educational environment which encourages the parent and child to attend the school and stay till completion of the specific level;
- (j) to take care of discipline and physical structures, other assets of the school and to carry out minor/petty repairs etc;

	<p>(k) to sanction one day casual leave in favor of teacher of the school and make alternate arrangements in case the teacher is on leave; and</p> <p>(l) to open and operate a joint bank account for utilization of funds made available by the Government or from any other source for school's developmental activities.</p>
Issue of attendance order by the Management Committee.	<p>5. Where the Management Committee is satisfied that a parent who is bound under the provisions of Section 3 to cause the child to attend a school has failed to do so, the parent school management committee may, after giving the parent an opportunity of being heard, and after such inquiry as it considers necessary, pass an order directing the parent to cause child to attend a school from a date which shall be specified in the order.</p>
Reasonable excuse for non-attendance.	<p>6. Reasonable excuse for the purpose of Section 3 shall include any of the following cases:-</p> <p>(a) where the Prescribed Authority is satisfied that the child is incapable of attending school by reason of sickness or infirmity or that by reason of the child's mental incapacity it is not desirable that the child should be compelled to carry on his study further;</p> <p>(b) where the child is receiving otherwise than in a school, instruction which in the opinion of the Prescribed Authority, is sufficient; or</p> <p>(c) where there is no school within a distance of two kilometers measured via nearest route from the residence of the child.</p>
School Attendance Authority.	<p>7. (1) Government may constitute one or more School Attendance Authorities for the purposes of this Act.</p> <p>(2) A School Attendance Authority shall ensure that every child required to attend a school and in case his/her name is struck off required to get readmitted under this Act and for this purpose it shall take such steps as may be considered necessary by the Authority or as may be specified by Government.</p> <p>(3) Where a School Attendance Authority is satisfied that a parent who is required under the Act to cause a child to attend a school has failed to do so, the Authority, after giving the parent an opportunity of being heard and after such enquiries as it considers necessary, shall pass an order directing the parent to cause such child to attend a school on and from a date which shall be specified in the order. In case the parent or employer still avoids sending the child to school, Attendance Authority shall register a case against the accused in the court of Magistrate.</p>
Offences.	<p>8. (1) Any parent who fails to comply with an order issued under sub-section (3) of Section 7, shall on conviction before a Magistrate first class be punished with fine which may extend to two hundred rupees to the minimum and with further fine which may extend to fifty rupees for every day to the minimum after the conviction for which the failure continues or with imprisonment which may extend to one week or with both.</p> <p>(2) The parent of a child or an employer of such a child who, after receiving due warning from the School Attendance Authority continues to employ a child whether on remuneration or otherwise required under this Act to attend a School shall on conviction before a Magistrate, be punishable with fine which may extend to five hundred rupees to the minimum and with a further fine which may extend to fifty rupees for every day to the minimum after the conviction for which the non-attendance at a school continues or with imprisonment which may extend to one month or with both.</p>
Cognizance of offence.	<p>9. No court other than a Magistrate 1st class having territorial jurisdiction where the cause of action occurred, shall take cognizance of an offence under Section 8, except on the complaint of or on information received from the Management Committee, or from such person as may be authorized by the Management Committee or by the provincial Government by general or special order in this behalf.</p>
Provision of Education by the Provincial Government.	<p>10. The Government shall make facilities for Education available in the Province.</p>

Power of Provincial Government to make rules.

11. The Government may make rules for the purpose of carrying into effect the provisions of this Act.

Repeal and Saving.

12. (1) The Balochistan Primary Education Ordinance, 1962 (W.P. Ordinance No. XXIX of 1962) and the Balochistan Compulsory and Free Education Ordinance, 2013 (Ordinance No. 11 of 2013) are hereby repealed.

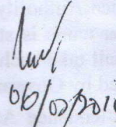
(2) Notwithstanding the repeal of the enactment maintained in sub section (1) anything done action taken, obligation, liability incurred, penalty or punishment imposed, inquiry or proceeding commenced, or powers conferred, rule made and orders issued under any of the said enactment shall if not inconsistent with the provision of this Act, be continued and, so far as may be deemed to have been respectively done, taken, incurred, commenced, conferred, made or issued under this Act.

Secretary.

No.PAB/Legis: V (05)/2014.

Dated Quetta, the 06th February, 2014.

A copy is forwarded to the Controller, Government Printing Press, Balochistan, Quetta for favour of publication in an extra-ordinary issue of Gazette of Balochistan. Fifty copies of the Act may please be supplied to this Secretariat.


06/02/2014
(SHAMS UD DIN)

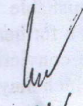
Additional Secretary (Legis :)

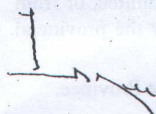
No.PAB/Legis: V (05)/2014.

Dated Quetta, the 06th February, 2014.

A Copy is forwarded for information to:-

1. The Secretary, Education Department, Government of Balochistan, Quetta.
2. The Secretary, Law Department, Government of Balochistan, Quetta.
3. The Principal Secretary to Governor, Balochistan, Quetta
4. The Director General Public Relations, Balochistan, Quetta for publication.


06/02/2014
Additional Secretary (Legis :)


No = 4083
Date = 7/2/14

Annex-4: Manifestoes

PROVINCIAL REPORT CARD OF THE RULING PARTY'S PERFORMANCE AGAINST THE PROMISES IN THE POLITICAL MANIFESTOS: EVIDENCE BASED ON ASER RURAL 2013-2016

AN EDUCATION REFERRAL CARD- REVIEWING POLITICAL MANIFESTO FOR RIGHT TO EDUCATION



Stocktaking for Education in Political Manifesto - What was promised by the politicians & what has been achieved - a reference document by Idara-e-Taleem-o-Aagahi (ITA) for citizens' conversations on RTE /25 A



ANALYSIS OF PML-N's POLITICAL MANIFESTO AND TRENDS IN PUNJAB - ASER 2013-2016



Pakistan Muslim League – Nawaz (PML-N)

http://pmln.org/?page_id=10342

BUDGETARY ALLOCATIONS:

Increased resources will be allocated for education sector ensuring proper and timely utilization of funds to reach the UNESCO target of 4% of GDP by 2018. Fiscal incentives and other support will be provided to encourage private investment in secondary, vocational and higher education in the country. In making, Federal transfers the principle of matching grants will be adopted to ensure that provincial governments also earmark adequate resources for education

ENROLMENT:

Pakistan Muslim League (N) is determined to bring about an educational revolution in the country by taking following steps:

National Education Emergency will be declared to eradicate illiteracy on war footing basis- A national literacy movement will be launched in which volunteers from all the segments of society will be motivated to participate. In consultation with the provinces, initiate legislation to provide a road map for achieving 100% enrolment up to the middle level and 80% universal literacy and strive to meet the target of 'Education For All (EFA)' and 'Millennium Development Goals (MDGs)' related to education within the given time frame.

QUALITY AND EQUITY:

A uniform system of education will be introduced step by step to minimize the problems arising from the multiplicity of systems. Drop-out rate at primary level will be reduced by providing

missing facilities in schools and free text books, offering incentives, especially for girls.

TEACHER TRAINING AND EDUCATION:

Facilities for teacher training will be expanded at a rapid pace in collaboration with provincial governments to improve the quality of education and ensure quality teaching in every classroom. At present with only 170 teacher training institutions (including 26 in the private sector) and total enrolment of 650,000, we are training less than 10% of all our teachers.

FACILITIES:

Maximum facilities for science education will be provided in all parts of the country by upgrading and providing liberal grants for science laboratories in all secondary schools.

Computer labs shall be established in all the government high schools in the first phase. All merit students in public universities shall be provided laptops to link them with the digital revolution. Education Endowment Funds shall be set up in all provinces to award merit scholarships to poor and needy students for higher education.

MADRASSAS:

Madrassas will be provided financial assistance and other incentives to bring their syllabus and standards in conformity with the mainstream education to improve the vocational and employment prospects of Madrasa students.



BUDGETARY SPENDING

The promise

“Increased resources will be allocated for education sector ensuring proper and timely utilization of funds to reach the UNESCO target of 4% of GDP by 2018.” (PML N)

ASER 2013 - 2016:

Average Amount of Grants Received by Schools (%):

	2013	2016
% of government primary schools receiving grants	86.0	81.1
Share of education budget in total provincial budget*	26.0	18.0

Average amount of grants received by schools is above 80%, however, government's effort for improving share of education budget in total provincial budget is partially achieved.

(*) Source: I-SAPS Calculations from Budget Books and PIFRA; Yearly report on "Public Financing of Education in Pakistan"



ASER FINDINGS ON ENROLMENT

“In consultation with the provinces, initiate legislation to provide a road map for achieving 100% enrolment up to the middle level and 80% universal literacy and strive to meet the target of 'Education for All (EFA)' and 'Millennium Development Goals (MDGs)' related to education within the given time frame.” (PML N)

ASER 2013-2016:

Enrolment over the Years (%):

	2013			2016		
	Total	Govt.	Pvt.	Total	Govt.	Pvt.
ECE Enrolment (3 to 5 years)	52.8	28.4	22.9	51.1	25.5	24.2
Enrolment (5 to 16 years)	84.1	53.2	28.6	85.8	56.2	27.0
Enrolment (6 to 10 years)	89.6	53.6	33.1	91.5	58.3	30.5

Improving enrolment has been a government priority and enrolment has increased over the years.



ASER FINDINGS ON QUALITY

ASER 2013-2016:

Highest Learning Level (Grade 5) by Type of Institution (%):

	2013		2016	
	Govt	Pvt	Govt	Pvt
Urdu (Story)	63.0	71.0	65.0	68.0
English (Sentence)	58.0	70.0	55.0	62.0
Math (Division)	54.0	60.0	60.0	60.0

Improvement in Mathematics followed by Urdu in public schools is observed.
Gap between public and private schools is narrowing.



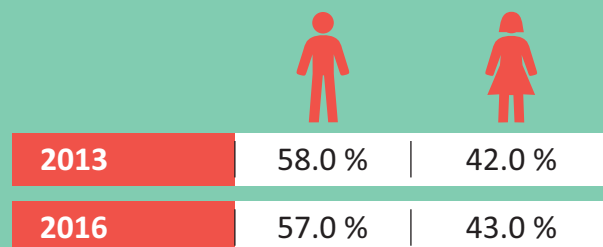
GENDER EQUALITY INCENTIVES

“Incentives will be offered to girls to reduce the drop-out rate at primary level by providing missing facilities in schools and free text-books covering incentives for girls only.” (PML N)

ASER 2013-2016:

Gender Disparity in Enrolment (%):

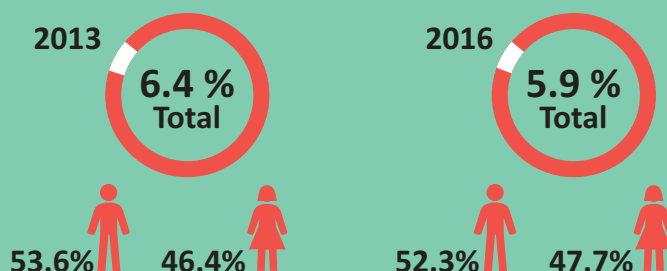
Enrolment (5 to 16 years) - Overall



ASER 2013-2016:

Gender Disparity in Dropouts (%):

Dropouts (5 to 16 years) - Overall



Gender inequality in enrolment is still a prevailing trend; urgent attention is needed to improve female enrolment. In 2017, Government of Punjab has introduced RS. 1,000/- per girl (grade 6-10) under Zewar-e-Taleem.



ASER FINDINGS ON FACILITIES

“Danish schools shall be set up in all provinces. Computer labs shall be established in all the government high schools in the first phase. 'Reading culture' will be promoted by developing libraries at national, provincial and district levels” (PML N)

ASER 2013-16

On Facilities in Schools (%):

	2013		2016	
	Govt	Pvt	Govt	Pvt
Play Ground (Primary)	43.3	32.1	69.9	42.9
Boundary Wall (Primary)	80.5	94.9	93.7	94.2
Water Availability (Primary)	95.0	94.2	94.9	95.5
Toilet Facility (Primary)	86.4	92.0	96.3	90.9
Library (High Schools)	82.1	56.7	86.6	50.6
Availability of Computer Labs (High Schools)	69.8	48.3	87.0	41.1

Facilities have been a priority and visible improvement recorded.
14 Danish schools of excellence have been set up across the province for disadvantaged girls and boys.



LITERACY RATE (RURAL & URBAN) (%)

Literacy (10+)

2013

62.0

2015

63.0

Source: PSLMS (2013 to 2015); Pakistan Bureau of Statistics.

Literacy rate improving gradually.



ASER FINDINGS ON MADRASSAS

“Madrassas will be provided financial assistance and other incentives to bring their syllabus and standards in conformity with the mainstream education.” (PML N)

ASER 2013-2016:

Access to Madrassas (%):

ECE Enrolment in Madrassa (3 to 5 years)

2013

0.6

2016

0.4

Enrolment in Madrassa (5 to 16 years)

1.1

1.2

Enrolment in Madrassa (6 to 10 years)

1.2

1.2



HUMAN RESOURCE AND DEVELOPMENT TRAINING (%)

- “
- Facilities for teacher training will be expanded.
 - Teaching at all levels will be made an attractive profession.
 - Training and refresher courses will be conducted at all levels. Promotions and appointments will be merit based.
 - Centers for professional excellence by providing highly qualified teachers and generous scholarships for training abroad.”
- (PML N)

ASER 2013-2016:

Professional Qualification (%):

Teachers with (M.Ed. and above)

2013

Govt

22.1

Pvt

14.3

2016

Govt

28.2

Pvt

17.3

It is reassuring to see more M.Ed teachers in both government and private schools. Major investment has been made in in-service teacher training. Consistent increase evidenced in merit based recruitment with improved qualifications.

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ANALYSIS OF PAKISTAN TEHREEK-E-INSAF (PTI) POLITICAL MANIFESTO AND TRENDS IN KHYBER PAKHTUNKHWA - ASER 2013-2016



Pakistan Tehreek e Insaf (PTI)

www.insaf.pk/about-us/know-pti/manifesto

Khud Mukhtar Pakistan One Education System

Learning outcomes for local languages: Urdu and/or local languages as medium of instruction, in all government & private schools up to grade-8. Grade 8-10 will be transition years during which schools will shift to using English as medium of instruction. English & Urdu will be taught as compulsory subjects from grade 1 – 12.

Budgetary spending: Increase spending from 2% of GDP to 5% of GDP in 5 years – five folds increase in absolute terms.

Gender equality in education: Focus on girls education (double number of girls high schools in 5 years)

Adult literacy: PTI will focus on illiterate adults in the 15 – 30 age bracket and invest resources to provide functional literacy to them.

Skill development and manpower: Develop manpower skills for exports.



BUDGETARY SPENDING

The promise

“Increase spending from 2% of GDP to 5% of GDP in 5 years – five folds increase in absolute terms. ”
(PTI)

ASER 2013- 2016:

Average Amount of Grants Received by Schools (%):

	2013	2016
% of government primary schools receiving grants	43.7	63.4
Share of education budget in total provincial budget *	29.0	24.0

Major increase in grants to government primary schools.

Share of education budget in total provincial budget has decreased over the last three years but it is still over 20%.

(*) Source: I-SAPS Calculations from Budget Books and PIFRA; Yearly report on "Public Financing of Education in Pakistan"



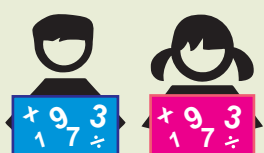
ASER FINDINGS ON ENROLMENT

ASER 2013-2016:

Enrolment over the Years (%):

	2013			2016		
	Total	Govt	Pvt	Total	Govt	Pvt
ECE Enrolment (3 to 5 years)	44.9	31.8	12.5	36.4	20.4	15.3
Enrolment (5 to 16 years)	84.9	62.0	21.6	84.0	59.5	22.6
Enrolment (6 to 10 years)	88.5	64.7	22.4	88.5	62.3	24.6

Enrolment in rural government schools shows a decline in the year 2016 as compared to 2013.



ASER FINDINGS ON QUALITY

“Khud Mukhtar Pakistani – One Education System: Urdu and / or local languages as medium of instruction, in all schools up to grade 5. ”
(PTI)

ASER 2013-2016:

Highest Learning Level (Grade 5)
by type of Institution (%)

	2013		2016	
	Govt	Pvt	Govt	Pvt
Pashto/Urdu (Story)	35.0	51.0	43.0	52.0
English (Sentence)	34.0	56.0	39.0	55.0
Math (Division)	34.0	48.0	43.0	50.0

In government schools learning levels have improved from 2013 to 2016.



GENDER EQUALITY INCENTIVES

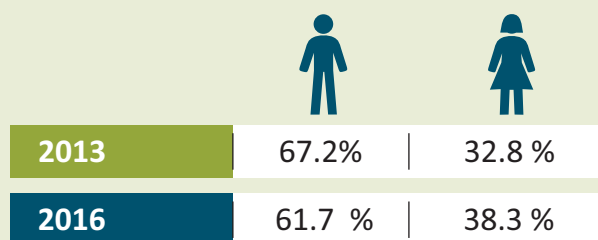
“ Focus on girls education (double number of girls high schools in 5 years). ”
(PTI)

ASER 2013-2016:

Gender Disparity in Enrolment (%):

Enrolment (5 to 16 years) - Overall

Girls enrollment increased from 2013 to 2016 but challenges persist for girls education in KP

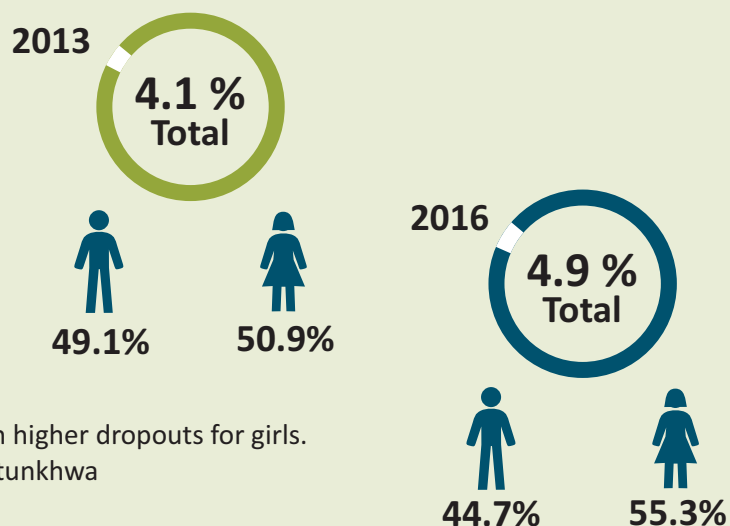


ASER 2013-2016:

Gender Disparity in Dropouts (%):

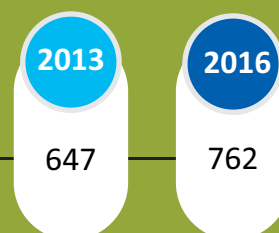
Dropouts (5 to 16 years) - Overall

ASER results reflect continued disparities in gender with higher dropouts for girls. Gender equality needs urgent attention in Khyber Pakhtunkhwa



INCREASE IN GIRLS INSTITUTIONS

Girls High Schools



As per the pledge, the number of girls schools has increased. From 2013 to 2016, 115 new schools for girls have been established.

Source: Annual Statistical Report of Government Schools; EMIS, Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa



ASER FINDINGS ON FACILITIES

Carry out a survey of makeshift schools, 'on-paper' institutions and degraded facilities in order to upgrade facilities and standardize quality.

ASER 2013-2016:

on Facilities in Schools (%):

	2013		2016	
	Govt	Pvt	Govt	Pvt
Play Ground	20.5	38.8	33.5	60.8
Boundary Wall	65.9	87.8	86.2	95.9
Water Availability (Primary)	74.1	91.8	84.9	94.6
Toilet Facility (Primary)	56.7	87.8	81.7	91.9
Availability of Computer Labs (High Schools)	24.0	33.8	35.8	38.6

The facilities reveal a significant improvement in government and private schools alike, reflecting strong implementation of manifesto promise.



LITERACY RATE (RURAL & URBAN) (%)

Government pledged to invest on adult literacy, however statistics show a slight decline.



Source: PSLMS (2013 to 2015); Pakistan Bureau of Statistics.

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ANALYSIS OF PPP's POLITICAL MANIFESTO AND TRENDS IN SINDH ASER 2013-2016



Pakistan People's Party (PPP)

http://www.citizenswire.com/wp-content/uploads/2013/03/PPPP_Manifesto_14_3_13.pdf

Education reforms are not merely necessary for social development; they lie at the heart of Pakistan's struggle for an enlightened, modern, progressive future. Our education reforms in the next tenure will be guided by the following policy principles:

Education for all to eliminate class divides, gender disparities, poverty and unemployment.

Every citizen should be able to realize their full potential in society through appropriate educational and vocational skills.

- Commit 4.5 % of GDP to education by the end of our next term. Create a cell within provincial education departments to monitor, coordinate and overview district-wise utilization of the education budget.
- Carry out a survey of makeshift schools, 'onpaper' institutions and degraded facilities in order to upgrade facilities and standardize quality.
- Familiarize teachers at all levels, starting at the province, with the new curriculum and provide training for student performance assessment.
- Promote learning-centred teaching methods and the development of appropriate teaching materials, including through the use of information and communication technology (ICT).
- Put in place appropriate assessment, evaluation and

monitoring mechanisms for teachers and students, starting at the provincial level.

- Undertake an in-depth analysis of the size and character of the out-of-school population to ensure their integration into quality schools and other educational and training programmes.
- Strive to first diminish and then remove the qualitative gap between public and private schooling, building a National Education Standards Council for the provinces to coordinate their work.
- Assist the provinces in achieving universal enrolment by 2018.
- Eliminate gender disparities in education at the primary and secondary levels, especially by providing incentives for girls to enroll in school and vocational institutions.
- Significantly improve adult literacy rates and initiate schemes at the district and tehsil levels with the participation of local communities.
- Raise the adult literacy rate from the current 54 % to 85 %.
- Recognizing that school-going children must be healthy, initiate an extended health care and nutrition programme within the school system.
- Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.



BUDGETARY SPENDING

The promise

“Commit 4.5 % of GDP to education by the end of our next term.” (PPP)

ASER 2013 - 2016:

Average Amount of Grants Received by Schools (%):

	2013	2016
% of government primary schools receiving grants	30.0	30.0
Share of education budget in total provincial budget*	23.0	20.0

The percentage of grants has remained static and total budgetary share has decreased over the years. However, the total budget is still 20% of the total provincial budget.

(*) Source: I-SAPS Calculations from Budget Books and PIFRA; Yearly report on "Public Financing of Education in Pakistan"



ASER FINDINGS ON ENROLMENT

“Assist the provinces in achieving universal enrolment by 2018 (increase school enrolment & lower dropout rates).” (PPP)

ASER 2013-2016:

Enrolment over the Years (%):

	2013			2016		
	Total	Govt	Pvt	Total	Govt	Pvt
ECE Enrolment (3 to 5 years)	40.8	36.6	3.4	38.3	33.1	4.9
Enrolment (5 to 16 Years)	70.2	63.3	6.1	77.2	67.8	8.3
Enrolment (6 to 10 years)	76.5	68.9	6.8	82.0	72.2	8.9

Improving enrolment has been a government priority and enrolment has increased for the age group 5-16 and 6-10.



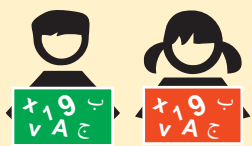
ASER FINDINGS ON OUT OF SCHOOL CHILDREN

ASER 2013-2016:

Out of School Children (%):

	2013			2016		
	Never Enrolled	Drop-out	OOSC	Never Enrolled	Drop-out	OOSC
RTE Enrolment (5 to 16 years)	23.9	5.9	29.8	18.1	4.6	22.8
Primary Enrolment (6 to 10 years)	21.3	2.2	23.5	16.1	1.9	18.0
Secondary Enrolment (14 to 16 years)	27.3	17.5	44.8	20.4	14.6	35.0

There has been an improvement in out of school population from 2013-2016 in all age groups.



ASER FINDINGS ON QUALITY

ASER 2013-2016:

Highest Learning Level (Grade 5) by Type of Institution (%):

	2013		2016	
	Govt	Pvt	Govt	Pvt
Sindhi/Urdu (Story)	40.0	61.0	35.0	59.0
English (Sentence)	23.0	53.0	15.0	56.0
Math (Division)	28.0	43.0	22.0	54.0

Learning levels reflect a drop, particularly in government schools and is indicative of continued poor quality of education.



GENDER EQUALITY INCENTIVES

“Eliminate gender disparities in education at the primary and secondary levels, especially by providing incentives for girls to enrol in schools and vocational training.” (PPP)

ASER 2013-2016:

Gender Disparity in Enrolment (%):

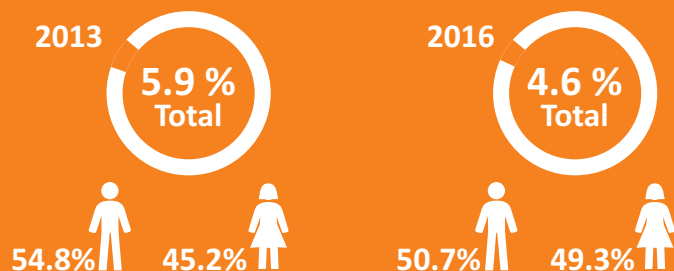
Enrolment (5 to 16 years) - Overall

	2013	2016
2013	65.4%	34.6%
2016	61.9%	38.1%

ASER 2013-2016:

Gender Disparity in Dropouts (%):

Dropouts (5 to 16 years) - Overall



The manifesto prioritizes girls enrolment and education. However, ASER results reflect huge disparities in gender enrolment prevailing over the years.

Monthly stipends of Rs. 2400 to 3600 are provided to girls in all government schools in grades 6-10 through direct transfers.



ASER FINDINGS ON FACILITIES

“Carry out a survey of makeshift schools, 'on-paper' institutions and degraded facilities in order to upgrade facilities and standardize quality.” (PPP)

ASER 2013-2016:

Availability of facilities (%):

	2013		2016	
	Govt	Pvt	Govt	Pvt
Play Ground (Primary)	36.2	36.7	42.9	50.0
Boundary Wall (Primary)	63.2	56.7	63.1	81.8
Water Availability (Primary)	67.7	60.0	61.2	86.4
Toilet Facility (Primary)	49.6	60.0	43.4	81.8
Library (High Schools)	37.5	71.4	40.0	79.2
Availability of Computer Labs (High Schools)	18.8	57.1	13.3	75.0

The government in the manifesto assures to upgrade the facilities, however over the years there has been little improvement in some areas or deterioration reported in the availability of the facilities particularly in government schools.



LITERACY RATE (RURAL & URBAN) (%)

Literacy (15+)

2013

59.0

2015

58.0

Source: PSLMS (2013 to 2015); Pakistan Bureau of Statistics.

The literacy rate for the population for the age of 15 and above shows a slight drop over the years; however, the Pakistan Peoples Party (PPP) has an adult literacy priority in the manifesto.



MADRASSAS

“Initiate madrasa reforms with the help of madrasa councils to modernize their education systems.” (PPP)

ASER 2013-2016:

Access to Madrasas (%):

ECE Enrolment in Madrasa (3 to 5 years)

2013

0.6

2016

0.2

Enrolment in Madrasa (5 to 16 years)

0.5

0.4

Enrolment in Madrasa (6 to 10 years)

0.5

0.3

There has been a drop in enrollment in madrasas in Sindh at all levels.



HUMAN RESOURCE DEVELOPMENT & TRAINING

ASER 2013-2016:

Professional Qualification (%):

Teachers with (M.Ed & above)

2013

Govt

22.0

Pvt

12.0

2016

Govt

27.0

Pvt

15.0

- Familiarize teachers at all levels, starting at the province, with the new curriculum and provide training for student performance assessment.
- Promote learning-centered teaching methods and the development of appropriate teaching materials, including through the use of information and communication technology (ICT).” (PPP)

It has been reassuring to see more M.Ed teachers in both government and private schools.

PROVINCIAL REPORT CARD OF THE RULING PARTY'S PERFORMANCE AGAINST THE PROMISES IN THE POLITICAL MANIFESTOES: AN EVIDENCE BASED ON ASER RURAL 2013-2016

AN EDUCATION REFERRAL CARD- REVIEWING POLITICAL MANIFESTO FOR RIGHT TO EDUCATION



Stocktaking for Education in Political Manifesto - What was promised by the politicians & what has been achieved - a reference document by Idara-e-Taleem-o-Aagahi (ITA) for citizens' conversations on RTE/ARTICLE 25-A

ANALYSIS OF PML-N's AND NP's POLITICAL MANIFESTO AND TRENDS IN BALOCHISTAN - ASER 2013-2016



Pakistan Muslim League – Nawaz (PML-N)

<http://www.spopk.org/spo/images/downloads/codeconduct/PML-N.pdf>

National Party

<http://www.nationalparty.com.pk/index.php/2015-08-17-10-23-04/constitution-in-english>

PAKISTAN MUSLIM LEAGUE – NAWAZ (PML-N)

BUDGETRY ALLOCATIONS:

Increased resources will be allocated for education sector ensuring proper and timely utilization of funds to reach the UNESCO target of 4% of GDP by 2018. Fiscal incentives and other support will be provided to encourage private investment in secondary, vocational and higher education in the country. In making, Federal transfers the principle of matching grants will be adopted to ensure that Provincial Governments also earmark adequate resources for education

ENROLLMENT:

Pakistan Muslim League (N) is determined to bring about an educational revolution in the country by taking following steps:

National Education Emergency will be declared to eradicate illiteracy on war footing basis- A national literacy movement will be launched in which volunteers from all the segments of society will be motivated to participate. In consultation with the provinces, initiate legislation to provide a road map for achieving 100% enrollment up to the middle level and 80% universal literacy and strive to meet the target of 'Education For All (EFA)' and 'Millennium Development Goals (MDGs)' related to education within the given time frame.

QUALITY AND EQUITY: A uniform system of education will be introduced step by step to minimize the problems arising from the multiplicity of systems. Drop-out rate at primary level will be reduced by providing missing facilities in schools and free text books, offering incentives, especially for girls.

TEACHER TRAINING AND EDUCATION:

Facilities for teacher training will be expanded at a rapid pace in collaboration with the Provincial Governments to improve the quality of education and ensure a quality teacher in every classroom. At present with only 170 teacher training institutions (including 26 in the private sector) and total enrolment of 650,000, we are training less than 10% of all our teachers.

FACILITIES:

Maximum facilities for science education will be provided in all parts of the country by upgrading and providing liberal grants for science laboratories in all secondary schools. Computer labs shall be established in all the government high schools in the first phase. All merit students in public universities shall be provided laptops to link them with the digital revolution. Education Endowment Funds shall be set up in all provinces to award merit scholarships to poor and needy students for higher education.

MADRASSAS: Madrassas will be provided financial assistance and other incentives to bring their syllabus and standards in conformity with the mainstream education to improve the employment prospects of Madrassa students. Also, vocational training will be offered to them to encourage them to become entrepreneurs.

NATIONAL PARTY (NP)

SECRETARY EDUCATION:

Secretary Education will interact with teachers' associations within his/her respective National Unit and assist the party in resolving educational problems and challenges; he/she will assist Central Secretary Education in organizing seminars and workshops.



BUDGETARY SPENDING

The promise

“Increased resources will be allocated for education sector ensuring proper and timely utilization of funds to reach the UNESCO target of 4% of GDP by 2018.” (PML-N)

ASER 2013 - 2016

	2013	2016
% of government primary schools receiving grants	0.9%	2.8%
Share of education budget in total provincial budget*	18%	20%

Average amount of grants received by schools has improved but it is still very low, however government's effort for improving share of education budget in total provincial budget has been achieved.

(*) Source: I-SAPS Calculations from Budget Books and PIFRA; Yearly report on "Public Financing of Education in Pakistan"



ASER FINDINGS ON ENROLMENT

“In consultation with the provinces, initiate legislation to provide a road map for achieving 100% enrollment up to the middle level and 80% universal literacy and strive to meet the target of 'Education for All (EFA)' and 'Millennium Development Goals (MDGs)' related to education within the given time frame.” (PML-N)

ASER 2013-2016:

Enrolment over the Years (%):

	2013			2016		
	Total	Govt.*	Pvt.*	Total	Govt.*	Pvt.*
ECE Enrolment (3 to 5 years)	18.8	16.3	1.0	21.6	19.1	1.8
Enrolment (5 to 16 years)	63.3	53.9	3.8	62.6	56.7	5.0
Enrolment (6 to 10 years)	65.6	56.1	3.9	70.1	64.0	3.3

Enrolment in government schools has improved over the years.

(*) The present figures only show government and private school enrollment, however children are doing to other institutions (Madrassa and non formal education)



ASER FINDINGS ON MADRASSAS

“Madrassas will be provided financial assistance and other incentives to bring their syllabus and standards in conformity with the mainstream education.” (PML-N)

ASER 2013-2016:

Access to Madrassas (%):

	2013	2016
ECE Enrolment in Madrassa (3 to 5 years)	1.4	0.5
Enrolment in Madrassa (5 to 16 years)	5.2	2.1
Enrolment in Madrassa (6 to 10 years)	5.4	2.1

Enrolment in madrassas shows a decline in the year 2016 as compared to 2013.



ASER FINDINGS ON QUALITY

“A uniform system of education will be introduced step by step to minimize the problems arising from the multiplicity of systems.” (PML-N)

ASER 2013-2016:

Highest Learning Level (Grade 5) by Type of Institution (%):

	2013		2016	
	Govt	Pvt	Govt	Pvt
Urdu (Story)	48	62	41	58
English (Sentence)	28	48	37	57
Math (Division)	39	40	40	42



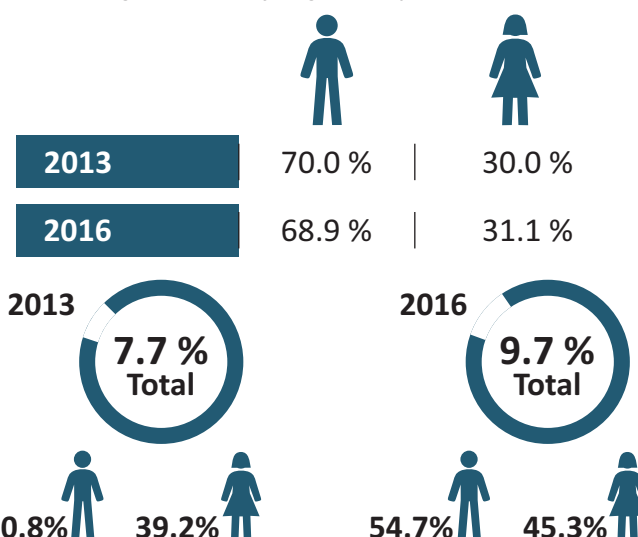
GENDER EQUALITY INCENTIVES

“Incentives will be offered to girls to reduce the drop-out rate at primary level by providing missing facilities in schools and free text-books covering incentives for girls only” (PML-N)

ASER 2013-2016:

Gender Disparity in Enrolment (%):

Enrolment (5 to 16 years) - Overall



ASER 2013-2016:

Gender Disparity in Dropouts (%):

Dropouts (5 to 16 years) - Overall

ASER results reflect continued disparities with respect to gender and dropouts persisting over the years.



ASER FINDINGS ON FACILITIES

“Computer labs shall be established in all the government high schools in the first phase.
'Reading culture' will be promoted by developing libraries at national, provincial and district levels ” (PML-N)

ASER 2013-16

On Facilities in Schools (%):

	2013		2016	
	Govt	Pvt	Govt	Pvt
Play Ground (Primary)	17.6	18.8	8.9	23.3
Boundary Wall (Primary)	24.7	81.2	29.8	74.4
Water Availability (Primary)	28.8	75.0	14.3	53.5
Toilet Facility (Primary)	16.6	68.8	10.9	53.5
Library (High Schools)	23.3	72.0	35.8	20.0
Availability of Computer Labs (High Schools)	7	52.0	10.4	60.0

The facilities reveal a significant improvement in the availability of boundary wall, library and computer labs in government schools, reflecting a strong implementation of manifesto promise.



LITERACY RATE (RURAL & URBAN) (%)

Literacy (10+)

2013

44.0

2015

44.0

Source: PSLMS (2013 to 2015); Pakistan Bureau of Statistics.



HUMAN RESOURCE AND DEVELOPMENT TRAINING (%)

- “
- Facilities for teacher training will be expanded.
 - Teaching at all levels will be made an attractive profession.
 - Governments to improve the quality of education and ensure a quality teacher in every classroom
 - Training and refresher courses will be conducted at all levels. Promotions and appointments will be merit based.
- ” (PML-N)

ASER 2013-2016:

Professional Qualification (%):

Teachers with (M.Ed. and above)

2013

Govt

11.0

Pvt

15.6

2016

Govt

11.6

Pvt

12.7

Teachers with M.Ed. and above has slightly improved in private schools how ever it remained almost same in government schools.

Annex-5: Example of Appreciation Certificates for the EYAs .

CERTIFICATE OF PARTICIPATION			
<p>It Is to certify that</p> <p>Mr/Mrs _____</p> <p>has conducted the</p> <p>TRAINING FOR</p> <p>“RIGHT TO EDUCATION IN PAKISTAN”</p> <p>conducted by Idara-e-Taleem-o-Aagahi in collaboration with United Nations Democracy Fund.</p> <p>The individual has successfully been trained on various components of Article 25 A of the Constitution of Pakistan</p>			
	<p>_____</p> <p>Director</p>		

SCHOOL REPORT CARD



School Profile

EMIS/SEMIS/BEMIS Code: --	School Name: --
District Name: --	Tehsil/Taluqa: --
Village Name: --	Muza/Uc/Qc: --
School Function: --	Est. Year: --
Level: --	Building Status (Owned or On Rent): --
Primary Up Gradation: --	Building Condition: --
Middle Up Gradation: --	National Constituency Number (NA #): --
High Up Gradation: --	Provincial Constituency Number (PP/PS/PB/PK #): --

Number of Children
Currently EnrolledAttendance
(On the day of visit)

Class	Boys	Girls	Boys	Girls
Kachi	--	--	--	--
ECE/Pacci	--	--	--	--
1	--	--	--	--
2	--	--	--	--
3	--	--	--	--
4	--	--	--	--
5	--	--	--	--
6	--	--	--	--
7	--	--	--	--
8	--	--	--	--
9	--	--	--	--
10	--	--	--	--
Total	--	--	--	--



Level

Primary

--

School Type:

--



Gender Studying

M: --

F: --

TEACHING STAFF



POSTS

Sanction

Filled

Vacant

--

--

--

ATTENDANCE

(Present on the day of Visit)

860430

STUDENT TEACHER RATIO

--

Room
Facilities

TOTAL ROOMS

--

CLASSROOMS

--

EYA SCHOOL REPORT CARD



No. of Posts

Posts	Sanctioned Posts	--	Teacher Attendance	Present on the day of visit	--	
	Filled Posts	--	Non Faculty	Security Guard	--	
	Vacant Posts	--		Sweeper	--	
Student Teacher Ratio		--	Assessment / Exams Results Display (SAT.PEASE.BISE) Please specify Yes or No			--

Number of Qualified Teaching Staff

Posts	Educational Qualification	Below Matric	--	Matric	--	F.A / FSC	--	BA / BSC	--	MA / MSC	--	M.Phil	--	Other	--
	Professional Qualification	None	--	PTC	--	CT	--	B.Ed	--	M.Ed	--	Other	--	--	--

School Level (Yes)	Primary	--	Middle	--	Secondary	--
--------------------	---------	----	--------	----	-----------	----

Facilities

BASIC FACILITIES	(Yes/No)	SPORTS FACILITIES	(Yes/No)	ACADEMIC FACILITIES	(Yes/No)
Drinking Water	--	Hockey	--	Total Rooms	--
Electricity	--	Table Tennis	--	Classrooms	--
Boundary Wall	--	Cricket	--	Science Lab	--
Main Gate	--	Badminton	--	Comp. Lab	--
Play Ground	--	Football	--	Library	--
Toilets	--	Volleyball	--	Comp. instructor	--

Funds/Grants

Yes/No

NSB/SMC Grant Received	--	--
If Other Mention	--	--
Total Funds Received	--	
Used Funds	--	
Remaining Funds	--	

Chairs for Staff	--
Desks / Chairs for students	--