Training Manual for RIGHT TO EDUCATION

ACTION FOR RIGHT TO EDUCATION IN PAKISTAN

funded by The United Nations Democracy Fund
Training Manual for
RIGHT TO EDUCATION
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# GLOSSARY OF TERMS

**ASER:** Annual Status of Education Report  
**AEPAM:** Academy of Education Planning and Management (Wing of Federal education Department)  
**AJK:** Azad Jammu Kashmir  
**CSOs:** Community service organizations.  
**CRC:** Convention on the Rights of Child  
**CCI:** Council of common interest  
**DEAs:** District Education Authorities  
**EFA:** Education For All  
**GB:** Gilgit Baltistan  
**ICT:** Islamabad Capital Territory  
**RTE:** Right to Education  
**KP:** Khyber Pakhtunkhwa  
**SDGs:** Sustainable development goals  
**UNDEF:** United Nations Democracy Education fund  
**UDHR:** Universal Declaration of human rights  
**UN:** United Nations  
**UPR:** Universal Periodic Law  
**ITA:** Idara-e-Taleem-o-Aagahi  
**LG:** Local Government  
**MDGs:** Millennium development Goals  
**NEMIS:** National Education Management Information System  
**SMCs:** School Management Committees
INTRODUCTION

Action for Right to Education in Pakistan (A necessity for community development) is embedded in the overarching goal to:

*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.*

This Training aims to mobilize citizens, especially youth, and teachers 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 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 training will mobilize target groups to become multipliers in their constituencies of core principles, knowledge and skills through appropriate materials and activities, leveraged through social media, campaigns, policy dialogues and public forums.

The project entails active engagement with a wider group of stakeholders for capacity building, policy dialogues and round table discussions generating policy briefs, concept notes and case studies for advocacy and lobbying for improved access to quality education.

<table>
<thead>
<tr>
<th>Target Groups</th>
<th>Mobilized in 15 districts across Pakistan</th>
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<tbody>
<tr>
<td>Youth</td>
<td>750</td>
</tr>
<tr>
<td>Teachers</td>
<td>750</td>
</tr>
<tr>
<td>Government officials</td>
<td>200</td>
</tr>
<tr>
<td>CSOs/Community</td>
<td>300, (activists, NGOs, parents and community leaders).</td>
</tr>
<tr>
<td>Total</td>
<td>2000</td>
</tr>
</tbody>
</table>

UNIT 1: ICE BREAKING SESSION:

This session has been designed to help the participants get acquainted with each other. The sessions will help the participants to introduce themselves in groups and to identify expectations that they have from this workshop. They will help identify scope and objectives of training.

UNIT 2: CURRENT EDUCATION SCENARIO:

This unit is dedicated to understanding the Education scenario in Pakistan and understanding the global and local movements and initiatives that have influenced the current education system in the country.
UNIT 3: HISTORY OF RIGHT TO EDUCATION:

The history of Right to education in global and local contexts will be introduced in the third unit. The trainer will discuss the history that brought about the shift in the constitution and how it worked.

UNIT 4: ARTICLE 25 A AND WHAT IT ENTAILS: (In context of Sindh)

The unit will help participants understand the constitutional entitlements of citizens under the RTE act and the main components of the article/laws. The unit will also touch upon the organizational setup that it entails.

UNIT 5: RELEVANT RTE ACTS:

The trainer will introduce all relevant RTE legislations the dates they have been passed in a cross comparative analysis across bills of the provinces.

UNIT 6: THE STATUS OF IMPLEMENTATION OF THE REGIONAL RTE ACT

The trainer will introduce the p regional RTE act in this part of the training. The current implementation status of the RTE act will also be discussed in this unit.

UNIT 7: ROLE OF YOUTH IN IMPROVING ACCESS TO QUALITY EDUCATION:

The unit is designed to discuss in detail about the roles and responsibilities of teachers as agents of change for their students and societies. The activities will help trainers to understand how effectively they can be a part of their societies for better implementation of RTE.

UNIT 8: CHILD PROTECTION AND RTE:

The unit helps the participants develop the understanding of Rights of the Child in light of International laws and local laws. It also familiarizes teachers with child abuse and issues like corporal punishment and their understanding in the light of Right to Education.

UNIT 9: RESOURCES AND USEFUL LINKS FOR RTE

This will be dedicated to understand how teachers/youth can access material and resources available to them to better put to use their knowledge and bring change.
ICE BREAKING SESSION

Name Stickers

All participants will be requested by the facilitators to sit in groups of ten. The 50 participants will call out numbers from 1-5; once done all 1s, 2s, 3s, 4s and 5s will sit together in groups of 10, the session is dedicated for the following activity within each group.

Participants will be able to:

- Know each other by name (write their names on stickers)
- Share their individual professional background- why they became a teacher.

ACTIVITY

Material: Notepads, pen and Chart papers.
Handouts
Duration: 20 MINUTES

The participants will continue sitting in their groups and will be asked to share their expectations from the workshop on a chart paper. A volunteer from each group will narrate the list of expectations to the wider group. The “Expectation” charts will be put up on the walls of the training facility for review at the end of the day long training.

DID WE ACHIEVE WHAT WE EXPECTED FROM THIS WORKSHOP?
UNIT 2

CURRENT EDUCATION SCENARIO

Objectives:
1. Understand the background of how education has transformed over the years.
2. Important statistics and information about education indicators in Pakistan.

Background

The 18th amendment to the Constitution of Pakistan led to the abolition of the concurrent list of subjects including education, and the insertion of article 25-A of the Constitution. Article 25 A made, education a fundamental right for ALL children aged 5-16 years across the country. This is a major historical shift in all education obligations of the state and the inter-provincial governance arrangements.1

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.”

This is a positive step in the right direction, however, at present, Pakistan still has 22.6 million children (aged 5-16) out of school and, 13.7 million of these children are girls. The recent Annual Status of Education Report (ASER)2 2016 data shows that of the total out of school children of age group 5-16 (19%), 11% are girls. Moreover, the results highlight that income matters and influences gender inequity; the richest quartile or 25% has the highest percentage of children enrolled (80%) whereas the poorest quartile has the lowest enrollment rate (61%). The patterns on severe gender exclusion are similar across all provinces of Pakistan where poorest females are most disadvantaged and do not have equal opportunity of getting enrolled or learning, thus impinging on their right to quality, access and equity in education. Pakistan also has been struggling with lamentably poor achievement and learning levels of children as per ASER Reports (2013, 2014 and 2015) and the annual Alif Ailaan District Rankings. The ASER 2016 findings further suggest that children from the poorest households have the lowest learning levels, only 52% children in grade 5 could read at story level in Urdu/Pashto/Sindhi dipping from 55% in 2015.

While there are many factors – such as lack of access to schools, missing facilities, insufficient and untrained teachers, contribute to the low enrollment and high dropout rates, at the heart of the issue lies the fact that majority of the people, including teachers, youth, civil society and media, are not aware of this new amendment, the laws made for 25 A in each province regarding the fundamental constitution right to education and their basic rights and responsibilities. Without

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1 Before the 18th Amendment, all responsibilities with regards to education lay with the Federal government. All responsibilities now lie with provincial governments.
2 Alif Ailaan:
3 The Annual Status of Education Report (ASER) is the largest 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 urban districts of Pakistan.

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access to information about their entitlements, the citizens fail to demand their fundamental rights, fulfill obligations expected, and thus the government fails to fulfill its obligations.

The 18th Amendment in 2010 also led to the addition of Article 19 A or the Right to Information in the constitution. Article 19-A, like 25 A, has also been introduced for the first time which each province has to enact for implementation. 19 A is enabling citizens to have complete access to information from any public office that they so want, so that they can know their rights and also push government to fulfill its fundamental constitutional obligations.

This lack of understanding of entitlements by citizens, in turn keeps them from exercising their democratic rights and influencing public decision making processes. The 22.6 million children out of school, in spite of provisions defined in the Pakistani Constitution, is an example low citizens’ participation. As parents, families and communities at large are mostly unaware of their right to education— they fail to hold the government accountable, and end up with a governance system at all levels, that increasingly lacks transparency and accountability.
HANDOUT 1

Political Party Report Cards on Education Promises in Manifestoes
HANDOUT 2
ASER Report Cards
**ACTIVITY**

2.1 Material: Provincial Education Report Cards, /Manifesto Promises Pens, Notepads & Chart Paper -
Handouts: 1) ASER Report Cards and 2) Political Party Report Cards on Education Promises in Manifestoes matched to actual achievements

⏰ Duration: 30 MINUTES

- The participants will sit in pairs and the provincial ASER Education Report Cards for their own province will be handed out to them (handout 2).
- The provincial education report cards are a stocktake of the provincial government on the milestones/promises of the ruling party of the province to achieve in the political manifestos. The card is a comparison between the Government & Political Party promises and actual on ground achievements recorded in the latest ASER survey. The Political Party manifesto with respect to education will be shared with the groups (handout 1).
- Each pair will be asked to read through the Education Report Card and outline the achievements and unmet targets of the provincial governments.
- The groups will then come up with suggestions for the government/parties on how to improve performance and other major challenges to become an integral part of Government’s political agenda in the upcoming General Elections and beyond.
Current Education Scenario
CONTEXT OF PAKISTAN

Since the country’s independence in 1947, Pakistan has seen multiple shifts in the education policies and laws that have been adopted. The first ever step taken to recognize the importance of education was at the All Pakistan Education Conference convened in November 1947 recognizing “Universal Primary Education” as imperative. This was followed by the formation of a Commission on National Education in 1959 which suggested that the educational system in Pakistan should pursue quality as an essential objective and recommended compulsory education for children till the elementary stage. This Commission’s recommendations also known as the Sharif Commission, influenced the National Policies on Education to follow in 1969, 1972-1980, 1992-2002, 1998 and 2009, the latter being followed currently. Together with the current National Education Policy 2009, the constitutional commitment boldly guaranteed education as a fundamental right to the Citizens of Pakistan.

The 18th amendment in 2010 and the new article 25-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.

The 18th amendment also led to major shifts in entitlements, decision making, and responsibilities across the federation. How? Subjects on which earlier both federal and provincial governments could make laws were devolved completely to the provinces, the responsibility of implementing 25-A, thus also fell to each individual province.

Despite its efforts and various national and international commitments, Pakistan is still faced with a profound educational crisis With 22.6 million lives affected, children still out of school—as reported by NEMIS. In addition to a staggering number of Out of School Children (OOSC) there are gender discrepancies in enrollment and low learning levels, a consistent challenge to Pakistan. Recent ASER data shows that of the total number of children enrolled, only 38% girls are enrolled in Government schools and 40% are enrolled in Private schools.

The low enrollments are compounded by low learning levels. Recent ASER data (2016) also shows lowering in learning levels compared to the year 2015; For instance out of all children accessed through ASER (for Pakistan), 46% could read English which was 49% in 2015 and for arithmetic, it also revealed a dip in learning levels as it was 48% in 2016 compared to 50% in 2015. The major challenge for Pakistan therefore is to not only to increase access to schooling of ALL children, but more importantly to improve learning levels too.

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4 http://shoaibahmed86.yolasite.com/resources/pep.pdf
5 Constitution (Eighteenth Amendment) Act, 2010
6 President’s Assent Received: April 19, 2010: http://www.pakistani.org/pakistan/constitution/amendments/18amendment.html
7 Pakistan Education Statistic 2015-16 launched by the National Education Management Information System (NEMIS).
UNIT 3

HISTORY OF RIGHT TO EDUCATION

OBJECTIVES

1. Understanding the evolution of human rights that led to changes in global education scenario.
2. Analysis of global movements that led to local revolutions in education rights.
3. Detailed context of post 18th amendment.

INTRODUCTION

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and “to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories”.

The Universal Declaration of Human Rights (UDHR) recognizes “education” as a fundamental right amongst the most important rights for survival for humans universally. Education plays a major role in containing the spread of poverty, child mortality and population growth. Moreover, it fosters gender equality, participation in social, economic and political spheres of life, and critical thinking besides, ensuring sustainable development, peace and democracy – all of which highlight the catalytic significance of Education and Learning serving as the basis for Education for All (EFA) movement since 1990 when the Jomtien/Thailand EFA Conference was held, followed by Dakar/Senegal in 2000 and Incheon/South Korea in 2015.

UDHR also influenced many other international conventions and resolutions:


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Activity

3.1

Material: Noted pads pens
Handouts:
Tools: 
Duration: 20 MINUTES

- The participants will be given a presentation on history of Right to Education in a global and local context.
- The participants will then have a Q & A session on the topic with the facilitator.

Constitution of Pakistan 1973

a) Article 37: “Promotion of Social Justice and Eradication of Social evils”
   - Article 37-C: “Make Technical and Professional Education generally available and higher education equally accessible to All on the basis of merit”
   - Article 37-F: “Enable the people of different areas, through education, training, agricultural and industrial development and other methods, to participate fully in all forms of national activities, including employment in the service of Pakistan”

b) Article 38: “Promotion of Social and Economic Well-being of the People”
   - Article 38-D: “Provide basic necessities of life, such as food, clothing, housing, education and medical relief, for all such citizens, irrespective of sex, caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment”

Globally:

Millennium Development Goals (MDGs) 2000:

In the year 2000 leaders from around the world came together and developed the Millennium Development Goals (MDGs) – 8 goals sought to end extreme poverty through a set of time-bound, measurable goal. These MDGs succeeded in bringing together government, civil society, and private sector who although were unable to achieve ALL goals, made significant progress. MDG 2 in particular was the focus on access to Universal Primary Education (UPE), but not learning MDG 3 pertained to Gender Equality that applied to UPE as well. As the MDGs came to an end in 2015, global poverty has been more than halved, however, Pakistan as a signatory to MDGs, did not meet the targets it had committed to.

Using lessons learnt from the MDG experience and key development challenges, in 2012 at a Conference on Sustainable Development – Rio+20 – the UN Member States started developing a blueprint for post-2015. Broader than the MDGs, the SDGs are made up of 17 goals that seek to

9 Constitution of Pakistan: http://www.pakistani.org/pakistan/constitution/
address the most pressing challenge facing the world by 2030 and pledge to “End poverty. Everywhere. Permanently”.¹⁰

Source: #Envision2030: 17 goals to transform the world for persons with disabilities


HANDOUT 4

Goal 4: Ensure inclusive and quality education for all and promote lifelong learning

SDG 4 is dedicated to Education. With 7 targets and 3 means of implementation, SDG 4, dedicated to education remains one of the most important goals to be achieved for transforming the world. Various policy makers and research papers acknowledge that SDG 4 holds an important place for revolution of life of the people around the globe and that without a comprehensive cross-sector effort, which begins with education, the SDGs cannot be realized. For instance, education can help accomplish Goal 1 of poverty reduction by enabling individual to earn higher wages, improving livelihoods through formal & non-formal education, boosting incomes and preventing transmission of poverty generation.

7 Targets

- 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

¹⁰ The Sustainable development goals, The Goals to transform the world
http://www.un.org/sustainabledevelopment/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.

3 MEANS OF IMPLEMENTATION:

• 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 programs, 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. ¹¹

National Context:

The 18th Amendment to the Constitution of Pakistan, passed on 19th April 2010, led to major shifts in entitlements, decision making, accountabilities and responsibilities across the federation. Subjects on which both federal and provincial governments could make laws were devolved completely to the provinces with the abolition of the concurrent list were reassigned, some selective functions to the federation to be guided by the Council of Common Interest (CCI) and the majority devolved others to the provinces¹². This meant new rights, responsibilities for policy, planning, budgets and implementation according to the needs, evidence and priorities of each province. Each decision was to made with accountability for reaction

¹¹ Critical Reference and action document on SDG 4: 

¹²The 18th Constitutional Amendment: Glue or Solvent for Nation Building and Citizenship in Pakistan? Shah, Anwar, September 2012
The Concurrent List had many important subjects and sectors. Some of these include:

**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 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.

The 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 Bill for right to education in the provincial assemblies (2013-2017). The bill was passed in ICT in 2012, Sindh in 2013, Punjab and Baluchistan in 2014 and in April 2017 in the Province of KPK. To date only one province viz. Sindh has made and notified the rules for implementation in 2017. Each participant will be shared the law under 25 A or right to education for their respective province and can also look up these laws from the following websites:

**PUNJAB:** [http://punjablaws.gov.pk/laws/2580.html](http://punjablaws.gov.pk/laws/2580.html)


In Pakistan, the Right to Education as defined by the UDHR is the responsibility of the state. It is now a fundamental human and constitutional right under Article 25-A of the Constitution of Pakistan.

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”.

Article 25-A of the Constitution of Pakistan in the context of Article 26\(^1\) of the UDHR (Annex-RTE) mandates the state to fulfill its responsibility of providing free and compulsory education to all children of age of five to sixteen years under the fundamental rights chapter of the constitution of Pakistan.

The subject of education was devolved to regional offices/Education ministries; local governments include municipalities, districts, district education authorities (DEAs) local offices, schools, and heads of schools or a governing school board.
ORGANIZATIONAL SETUP FOR RIGHT TO EDUCATION IN PAKISTAN

The organizational setup of education in Pakistan is at three levels.

1. Federal level (Ministry of Education, Govt. of Pakistan) – this is now only for data consolidation, standards and national representation in global forums and dialogues with development partners/international agencies.

2. Provincial level (Department of Education & Literacy, Govt. of Particular Province KP, Punjab, Balochistan and Sindh etc.)

3. District level – Local Governments as per ordinances in each province (Education is mostly a provincial function but in Punjab it lies with the District Education Authorities – DEAs. In other provinces there are varying arrangements)

In accordance with the 18th Amendment to the Constitution, the provincial assembly of Balochistan passed the Local Government Act in 2010, whereas the provincial assemblies of Punjab, Sindh and Khyber Pakhtunkhwa passed their Local Government Acts in 2013. The Local Government Acts of all four provinces tend to subordinate the local governments to the provincial governments. 13

The Punjab and Balochistan Local Government Acts state that the District Councils will function under the directives of the provincial government, giving the provincial government leverage over the local governments, all the Local Government Acts devolve the key service delivery functions to local governments 14, The Local Government Act of Punjab provides for the creation of education and health authorities, comprising members from the provincial government, local governments, technocrats and the private sector. The Chief Minister will be the appointing authority and can dismiss the heads of the authority or dissolve the authorities. 15

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13 COMPARISON OF LOCAL GOVERNMENT ACTS IN PAKISTAN: A CONSUMER PERSPECTIVE.
14 Local Government Acts 2013 and Province-Local Government Relations
15 THE PUNJAB LOCAL GOVERNMENT ACT 2013
# EDUCATION UNDER THE LOCAL GOVERNMENT ACTS:

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<tbody>
<tr>
<td>FUNCTIONS OF THE DISTRICT AUTHORITY</td>
<td>The district education authority is created under the act and section 2v and declares the authority, Local Government. 2. Punjab government has appointed acting chief executive officers and secondary education directors for the newly established district education authorities and the nine divisions of the province.</td>
<td>The Act defines primary functions of the district council.</td>
<td>Education is devolved to the district government. The act requires Nazim, Village Council and neighborhood council to send quarterly reports on performance of the education offices.</td>
<td>Under the act local council makes bi laws.</td>
<td>Union council to provide for libraries and reading rooms.</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

| RESPONSIBILITIES | Establish, manage and supervise: Primary, elementary, secondary, higher secondary, non-formal basic education and special education. Ensure Free and compulsory education for all children aged five to sixteen under Article 25A of the constitution. Plan execute and monitor all education development activities. Constitute SMCs. | Responsible for identification, approval and appraisal of education related projects related to Primary, middle and secondary schools. Union council will do distribution and procurement of material only | List of education offices: Primary and secondary educated. Vocational educated Special educated Adult education and literacy | Management and promotion of education 1. Compulsory primary 2. Adult education 3. Construction and maintenance of buildings. Function or rural council to act as constructing and management agent for primary education. District council to: Provide for and manage primary schools, Payment of grants. Promotion adult education. | | |

*Source: Conceived by the Consumer Right commission of Consumer of Pakistan Report on Local government acts*¹⁶

¹⁶ **COMPARISON OF LOCAL GOVERNMENT ACTS IN PAKISTAN: A CONSUMER PERSPECTIVE**
ACTIVITY

Material: Chart papers, Markets

Duration: 20 MINUTES

1. All participants will sit in the group of five individuals through random selection by the facilitator.
2. The participants through group activity will be required to make a flow chart/diagram
3. The flow chart will show the school at the bottom preferably or top and in tiers or decision making layers, they will recognize the organizational division of power and decision making in bureaucracy and government.
4. The exercise will help all the individuals/groups of participants to understand who influences decision making the most and outline with suggestions an effective and better way to approach them through demand based considerations of the beneficiaries.
OBJECTIVES:

i. Introduction to provincial RTE acts.
ii. Status of their implementation
iii. Nature of legislation
iv. Components of the Act /Rules

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 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 which passed their bill in February, 2014 and Punjab passed theirs in October of 2014 and the bill was passed in KP in April, 2017.

The bills passed in Punjab, Sindh and Baluchistan and ICT all feature some common matters which are listed below.
• 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 is covered in all three bills passed yet for the private sector

The KP bill by far is the briefest law that has been passed to date and has not been able to broadly encompass many issues that needed urgent address. The Sindh Punjab and ICT acts for RTE are more comprehensive in their scope as compared to KP and Baluchistan. The former have been able to address ECE, inclusivity more precisely by not only adding in special children in their bills but also has passed an entire section dedicated to special education. The Sindh Act 2013 also addresses race, ethnicity and religion in their document 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 purpose of guidance, action, interventions
and monitoring of the law The Bills passed in Punjab and Sindh both set up the birth certificates as criterions of age determination for children at time of admittance to schools and also orders registration of all new schools under the provincial governments. The three acts have dedicated special sections to Pre-primary education in their documents. Monitoring of child rights have also been designated to local authorities by the provincial governments in both the provinces. Punjab in their document has setup an entire Taleemi Fund for the purpose of this constitutional law; for its efficacy and implementation.

The KP RTE bill when compared to other passed bills seems to be the briefest document and ignores several areas: these include the areas of coverage that otherwise can be incorporated into the bill in light of the law; 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 neither has any section addressing the education for this disadvantaged group. 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 KP 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 much expansive and show the serious commitment of government towards their pledge for right to education.

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17 Infrastructure, books, stationery, travel and other recurring cost of a student of attending the school.
<table>
<thead>
<tr>
<th>Province/Area</th>
<th>Status of Legislation</th>
<th>Nature of Legislation</th>
<th>Components of the bill</th>
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<tbody>
<tr>
<td>ICT/Islamabad</td>
<td>Passed in the Parliament on December 19th, 2012 – Rules of Business being formulated.</td>
<td>Right to Free and Compulsory Education Act, 2012.</td>
<td>It has a total of 29 articles that duly talk about:</td>
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<td></td>
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<td></td>
<td>• Responsibility of govt.</td>
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<td>• Responsibility of teachers</td>
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<td></td>
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<td>• Duty of parents</td>
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<td>• SMCs</td>
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<td>• Private schools and their roles</td>
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<td>• Financial responsibility</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Standard of schools</td>
</tr>
<tr>
<td>Sindh</td>
<td>Assented by Governor on March 6th, 2013</td>
<td>The Sindh Right of Children to Free And Compulsory Education Act, 2013.</td>
<td>The Act has a total of 8 chapters broadly discussing:</td>
</tr>
<tr>
<td></td>
<td>Published as Act March 11th, 2013.</td>
<td></td>
<td>1. Titles and Definitions</td>
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<tr>
<td></td>
<td>Rules of business formed.</td>
<td></td>
<td>2. Rights of the child</td>
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<td></td>
<td></td>
<td>3. Duties of Govt, local authority and parents</td>
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<td>4. Responsibility of private schools</td>
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<td></td>
<td></td>
<td></td>
<td>5. Duties of teachers</td>
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<td></td>
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<td>6. Curriculum</td>
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<td>7. Implementation and Monitoring</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>8. Prosecution of offences</td>
</tr>
<tr>
<td>Balochistan</td>
<td>Passed by the Provincial Assembly on January 28th, 2014.</td>
<td>The Balochistan Compulsory Education Act 2014.</td>
<td>The articles of the act address:</td>
</tr>
<tr>
<td></td>
<td>Assented by the Governor Balochistan on February 4th, 2014.</td>
<td></td>
<td>1. Titles and Definitions</td>
</tr>
<tr>
<td></td>
<td>Published as an Act on February 6th, 2014.</td>
<td></td>
<td>2. Formation of PSMCs</td>
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<td></td>
<td>Rules of Business to be formed.</td>
<td></td>
<td>3. School Attendance authorities</td>
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<td></td>
<td></td>
<td></td>
<td>4. Provision of education by provincial govt</td>
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<td></td>
<td></td>
<td>5. Power of provincial govt</td>
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<td></td>
<td></td>
<td></td>
<td>6. Repeal and saving</td>
</tr>
<tr>
<td>Khyber Pakhtunkhwa</td>
<td>Passed in April 2017</td>
<td>The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Bill, 2017</td>
<td>It has 9 articles in total:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1. Short title, extent and commencement</td>
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<td></td>
<td></td>
<td></td>
<td>2. Definitions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>3. Free Compulsory Primary &amp; Secondary education</td>
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<tr>
<td></td>
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<td>4. Reasonable Excuse for Non-Attendance</td>
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<td>5. School Attendance Authority</td>
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<td>7. Taleem Fund</td>
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<td>8. Power to make rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. Repeal and Savings</td>
</tr>
<tr>
<td>Punjab</td>
<td>Punjab Governor promulgated the Punjab Free and Compulsory Education Ordinance 2014 on May 13, 2014. It was referred to the Standing Committee on Education for consideration. Ordinance was to lapse on August 11, 2014. It is now an Act.</td>
<td>Punjab Free and Compulsory Education Bill, 2014</td>
<td>The Act has following chapters.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Chapter 1: Preliminary</td>
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<td>2. Chapter II: Right to free and compulsory Education.</td>
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<td>3. Chapter 3: Duties of Teacher, Local authority and parents.</td>
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<td>4. Chapter 4: Responsibility of teachers and Schools.</td>
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<td></td>
<td></td>
<td>5. Chapter V: Right of Protection of Children</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>6. Chapter VI: Miscellaneous</td>
</tr>
<tr>
<td>AJK</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Gilgit-Baltistan</td>
<td>N/A</td>
<td>N/A</td>
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ACTIVITY

Material: Chart papers, District Cards
Duration: 30 MINUTES

- The District cards that will be provided that have been designed to see the district’s performance on various education indicators.
- The report cards are based on evidence collected through ASER survey across the district.
- The participants will be given a copy of the regional district and will comprehend the performance of the district on important education indicators.
- Each group will be asked to comprehend findings on learning outcomes of their district.
- The group will then outline effective ways in which teachers can enable the classroom environment to increase learning scores for communities in which they can make an impact.
UNIT 6

STATUS OF IMPLEMENTATION OF PROVINCIAL RTE ACTs

OBJECTIVES

I. Overview of the Provincial RTE Act
II. Current status of implementation of the Provincial RTE act.

ACTIVITY

Material: Copy of the Provincial RTE act. Notepads, pens

Duration: 30 MINUTES

i. Each group of participants (formed for previous activity) will read the RTE act within themselves.

ii. Outline basic clauses of the RTE act

iii. Highlight all Teacher and parent related clauses.

iv. One volunteer will narrate them for the group.
Sindh is the second largest population in Pakistan with an estimated population of 47.8 million and a population growth rate of 2.41%. Although, Sindh is the most urbanized and industrialized province of Pakistan, it is characterized by stark variations in socio economic status across districts with 48% of the population resides in rural areas. 19

Pakistan has been spending in the range of 1.8 % to 2.7 % of its GDP on education over the years. For the year 2016-2017, the Sindh government has allocated **Rs.202 billion** towards education – a 24% increase from last year. The development budget for education has remained same to **Rs.17.2 billion** and Rs.8 billion has been given to Sindh Education Foundation along with Rs.5 billion to Universities and higher education institutions to promote entrepreneurship in the education sector and to encourage private sector through Public Private Partnerships. 20

The provision of quality education is dilemma generally in Pakistan and particularly in Sindh mainly because of the poor governance. Sindh has been doing enormous reforms in education sector but when we look at data collected by the Government and Private institutions tracking the progress of department the results are more shocking. The recent Sindh Education Profile 2015-16 prepared by RSU indicate that there are 45,455 schools in province, out of viable 42,383, 38,38,132 (89%) are primary schools and rest 11% includes middle/elementary, secondary and higher secondary schools. Only one middle school is available for the children of almost 6 primary schools getting transited after completing primary. There are only 13% girls’ primary schools making it 15% of overall schools in Sindh. The Gender issue not only continues with enrolment but the teachers also, only 16% (24514) are female teachers in primary schools. The teachers’ relevant and required qualification matters a lot when measuring the learning levels.

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 right to education is a child’s basic right- a right that can safeguard their future and ensure their protection against violence and economic exploitation. The SESP was written in 2014 with a view to achieving progress towards the Millennium development goals in Sindh. The MDGs set in 2000 provided an important framework for development, eradicating poverty and safe-guarding basic human rights. The MDGs took a more quantitative approach towards education and so by the end of 2015, remarkable progress had been made in enrolment and literacy rates. However, while the worldwide number of children out of school has dropped by almost half, in developing countries like Pakistan and India, there has been a huge compromise on the quality of education. With the advent of the new SDGs, these goals are designed to not only finish off what the MDGs started, but the SDG 4 represents the first attempt by the world community to focus on the quality of education.

This goal is more comprehensive and ensures that along with access to free quality primary and secondary schooling, the link between education attainment, vocational training and empowerment should be realized.

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The alignment of the Sindh Education Sector Plan with the SDG targets is currently under process through the joint efforts of the Government of Sindh, UNICEF and other key stakeholders.

UNIT 7

Content: Presentation on Provincial RTE Tools:

ROLE OF YOUTH FOR RIGHT TO EDUCATION

Education is central to development and to the improvement of the lives of young people globally, and as such has been identified as a priority area internationally as well. 60 percent of Pakistan’s population comprises of youth. According to 2008 statistics, 24.4 million are in the age group of 19-29 years. Two critical issues arise from this demographic situation. First, there is a potential risk to society if young people’s resources of energy, time, and knowledge are misdirected towards vices such as violence, war, terrorism, and drug and alcohol abuse, thereby leading to political, economic, and social instability. Second, there is a powerful opportunity for society if young people can participate positively in all aspects of life such as governance, development, culture, environment, and commerce to promote sustainable development. Young people have an enormous stake in the present and future state of the planet.

Agenda 21—the sustainable development blueprint for the 21st Century—recognized in Chapter 36 that education, public awareness, and training are critical for sustainable development, and that participation and involvement of young people, alongside other eight major groups, are essential in its implementation (United Nations 1992). However, sustainable development—in its dimensions of environment, society, and economy—remains elusive as the state of: (a) planet (these are: 1) women; 2) indigenous people; 3) nongovernmental organizations; 4) local authorities; 5) workers and trade unions; 6) scientific and technological communities; 7) farmers; and 8) business and industry) continues to deteriorate with attendant disastrous consequences for human well-being (Millennium Ecosystem Assessment 2005). The United Nations Decade of Education for Sustainable Development (UNDESD), 2005-2014, has provided a vital opportunity to document and explore how to enhance the involvement and participation of young people in sustainable development processes and activities using education as a tool.

What is Youth Activism?

Activism is defined as the ‘The use of vigorous campaigning in order to achieve political or social change’.

Activism is mostly defined in the context of Non-Governmental Organizations emerging throughout the world in the 19th century. The time period marks the advent of NGOs and their assignment of the vital role of counterbalancing this trend, emphasizing humanitarian issues and sustainable development, struggling to keep societal interests into sharp focus.

The Youth Activism is a comparatively new phenomenon and equally vital in this age of information and immensely fast moving world. Youth constitute an important portion of the entire world population. With more than 18% of total population comprising of males and females between the age of 15 and 24. These 1.1 billion people by energy, ideas and a strong will to change the world and to make it a better place for upcoming generations. Youth activists can and do take their circumstances and rights into their own hands, organizing activism efforts, lobbying policy makers, educating their peers, and taking leadership roles and around the world.

WAYS TO BECOME AN ACTVIST TO FOSTER CHANGE AND PROMOTE RIGHT TO EDUCATION:

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22 NGOs, Civil Society, and Global Governance in the Era of Sustainability and Consolidation: A Taxonomy of Value
Maria Matiatou (The American College of Greece, Greece)
Source Title: Handbook of Research on Civic Engagement and Social Change in Contemporary Society
Inspired from: The Key to Being a Youth Activist by Rebekah Bolser

ACTIVITIES YOUTH CAN PLAN IN THEIR COMMUNITIES TO IMPROVE ACCESS TO EDUCATION

The roles of Youth as future leaders cannot be denied and their ability to influence the society has been proved by the Young change makers of the World. However, to specifically address the access it is important to understand why there are problems of access in the communities. There are underlying reasons such as lesser facilities, poor infrastructure, poverty and gender inequality which make the access to education an enormous issue in Pakistan. ASER 2016 indicates high incidences of gender gaps in access to government and private schools across Pakistan. The report indicates that male children aged 6-16 are more likely to go to government and private schools as compared to girls. Pakistan’s Right to Education provides all children aged 5-16 years provides compulsory education to all children in Pakistan but their limited access based on their gender or economic status over the years is an alarming situation. ASER’s most recent reports are suggestive of the same fact, the richest have the most number of enrolled children in the country 85% and the poorest have low enrollment rates, 55%.

The problems of the education system are manifold but the responsibilities have to be taken over by each and every person of the society especially the to bring betterment in the community. There are a few activities enlisted below that teachers can conduct to bring more children to school and improve right of entry in schools.

- ENROLMENT DRIVES: The Youth in the beginning of each academic year can do a small survey to find out the number of children that are OOSC with in the 2km radius of their school. The list can then be shared with political representatives, elderly and other influential people of the community. The group of people can than go about in the households not sending their children to schools compel them to provide the education that is their constitutional right.

24 https://www.huffingtonpost.com/rebekah-bolser/youth-activist_b_5565097.html
• COMMUNITY BAITHAKS: Organizing a baithak with people of the community is another tactic to influence the people and their mindsets. Baithaks are good ways to discuss the societal problems and barriers that might be present in the society and are barring children from attending schools. The Youth activist can use his research skills to build a case to impart rights and responsibilities of parents towards their children or can work with elderly or political allies. Baithaks are a good way to talk about gender favoritism in education or problems like child marriages or child labor to influence the mindsets of communities and persuade them to realize right of their children.

• COMMUNITY FAVORS FOR DISADVANTAGED CHILDREN: The Youth activist as a mobilizer in the community can help create a cushion for the disadvantaged children in school and out of school both. The teacher can compel communities to help the disadvantaged families in channeling resources for children who otherwise will be at risk of dropping out or never been to school because of the economic reasons. Such measures can help bring these children to school and build better future for their families.

• MENTORING THROUGH SUCCESSFUL EXAMPLES: The communities especially villages in Pakistan are close knit group of people and are compelled by examples that are set by others. It is a great idea for Youngsters to ask their successful colleagues/friends to be Mentors for education attainment in community. The youth ambassadors should ask the well educated people from community to once in a while be part of the enrollment drives/ Baithaks and compel parents to send their children to school/keep them in school and help them attain education.

• INFLUENCING DECISION MAKERS IN EDUCATION: The education systems are run by the stakeholders and decision makers. These decision makers not only personally influential but can help political decisions to be made for the benefit of the community. The problem that requires urgent political action can be chalked out specifically and a detailed activity of reaching out to them can be done through a detailed activity as follows:

Separate handout regarding success stories of youth related interventions (Signature campaign, EYA’s success stories)
ACTIVITY

Material: Notepads, Markers, Chart Papers
Handouts
Tools
Annexure B: School report card
Annexure C: Learning outcomes card

Duration: 30 MINUTES

I. The group of ten in which the individuals are already sitting will be required to do this activity.
II. The facilitator will guide about how to fill ASER School report card tools for the workshop (annex B) and Learning card (Annex A)
III. The facilitators will ask five each individual to fill out the school facility report card and the other five to fill out the learning outcome sheet from the students of the school.
IV. The winning group will be declared by the facilitator who is the fastest and most accurate in filling the form.

How to become an activist?
The participants will be given an overview of advocacy and activism and explained how they can become great activists within their community
It is important to understand how to become an activist through a correct strategy and identifying the correct group of people to influence change. The group of participants must be divided into smaller groups of four or six in order to come up with an individual strategy for identified problems in the community. In order to become an activist the following MUST be considered by each group

Being an Activist!

POWER
• The ability to control our circumstances
• To make things happen outside of ourselves

ORGANIZE
• Process of building power as a group
• Using the power to create positive change

Collective power
• Power a group has together
• Collectively work to achieve a goal

IDENTIFYING THE CHANGE:
Answer these questions:
1) What problems are you concerned about?
2) Do others share the same concern?
3) Can you think of a concrete solution which is feasible?
4) Will the solution grasp the attention of people?

This stage must be described by each group on separate chart papers in a table form or listed down

IDENTIFYING YOUR PROBLEM:

WHAT?

WHO?

HOW?

Each group should list down the answers on separate flip charts

Process of Action Plan Formulation

This section is to be carried out by the previously formed groups in order to present a concrete action plan. Each group is to chalk out the following steps after having outlined the above mentioned areas of concern. This will allow each group to come up with a detailed plan for implementation and eventually assist in identifying the right tools to be advocated to the correct segments of the community.

STEP 1: DEMAND GENERATION

It is very important before chalking a concrete strategy, to create a demand for a specific policy to present to a decision maker. This demand should be supported by the majority of the group being affected by the identified problem and should adhere to the following laws:

S – SPECIFIC
M – MEASUREABLE
A – ATTAINABLE
R – REALISTIC
T – TIMELY

Each group is to list down each portion in terms of strategy and how this will be achieved

STEP 2: CREATE A STRATEGY

This stage will assist in identifying the method of building power to influence the decision makers. This is to be the most critical stage and will shape the course of outcomes for the solutions. This stage requires the best technical, financial, economic and social support from all key stakeholders in order to target the correct change agents at the correct time.

- SWOT ANALYSIS
- Demands
- Targets
- Current Resources
- Potential Supporters
- Tactics

Each group is to chalk out, the objectives, targets and outputs of addressing their problem. After the trainer helps in conducting the SWOT analysis, each group is to list down tasks for the above mentioned sections

STEP 3: POWER ANALYSIS
The key to a successful and winning strategy is to identify the key players to achieve the strategy.

MAKING A MAP
Once the strategy has been chalked out, each group is to identify the important players involved in decision making. The diagram above may be used as a guide by each group to mark clusters of decision makers in small or big pockets either directly or indirectly linked to the solution of each problem. It would be preferred for each member of the group to identify at least one of the decision makers in order to present the advocacy campaign to each group also.

STEP 4: BUILDING POWER
For any solution to be successful it is extremely pertinent to form tiers of management to be followed and looked up to by the community. This process allows for forward looking direction and also to build a sustainable approach towards the solutions of the problem.
Each group is to identify their tiers of management for the community and also in line with the strategy they have developed. They must either identify individuals or clusters that may be given responsibility for each section of the strategy. This step must also be designed with the aim of monitoring and evaluating the progress of the strategy in place at every step of the way.

**STEP 5: USING YOUR POWER**

Every successful strategy requires regular and persistent follow-ups. Each strategy must be revised and molded on a frequent basis in order to address provide the best possible solutions at the time. Some of the most common and useful means of enhancing influence and solutions for a problem may be:

* Hold regular meetings
* Make public announcements
* Host social events
* Have conversations
* Use social media
* Write petitions
* Emails and phone calls
* Have a volunteer phone bank, develop a network
* Marches and rallies
* Boycotts

The formed groups should match each of the above or others to the relevant means of solution highlighted in order to address the sustainability of the strategy. This step should stress on long term outcomes for the strategy through a grass-roots based approach.

**Influencing Decision Makers In Education**

Each group should chalk out the strategies through the above mentioned process keep in mind the following for the stakeholders involved:

**For Policy Makers:**

- Target a specific member of the government (someone with close ties, someone who can listen; ALL HAVE INFLUENCE)
- Be Professional (letter, phone call, email, fax etc)
- Do your homework
- Have complete information
- Make it personal
- Follow-up

**I. For Members of the Community:**

- Identify the group leader
- Sympathize with all members of community, disadvantaged and under-represented also
- Create ownership of the problem with the influencers
- Constantly reinforce your objective
• Make it personal
• NEVER GIVE UP until job done

II. For Supporters:
• Identify the problem
• Highlight the areas where support is needed
• Present solutions
• Identify resources
• Benefit to the supporters
• Set the goals

WINNING
1) Don’t rub your victory in your opponent’s face
2) Document your victory
3) Celebrate the victory with the community
4) Remember the fight isn’t over

Set Your Next Goal!
CHILD PROTECTION UNDER RTE

Objectives of this Unit:
- To highlight different aspects of child protection – what does it mean under RTE
- To understand the key responsibilities of teachers and parents regarding child protection?
- To understand provisions of child protection in the Convention on the Rights of the Child (CRC) and Right to Education Act/Rules of the provinces/areas of Pakistan

Overview of the Unit:

Right to Education (RTE) cannot be extended to the child until and unless Child Protection is ensured. The Convention on the Rights of the child has important implications for the education of children. In the Convention are numerous articles that deal with education and with children’s rights education and child protection. Under the Convention on the Rights of the Child, this is clearly stated in article 19 and articles 34-37. (See details below in notes).

It is very reassuring to see that provincial laws for Article 25 A of the constitution clearly provide for Child Protection under specific articles: the ICT Right to Free & Compulsory Education Act 2012; child protection is provided under Article 13 (3-4) the Punjab Right to Free and Compulsory Education Act 2014, child protection is clearly provided for under Article 16. (4-5)

I. 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.

II. 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.


In Chapter 4, titled "Responsibility of Private School for Free and Compulsory Education" and article 13 clauses (3) and (4) clearly states that

(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 actions under service rules”.

Under Chapter 5 titled "Public and Private Schools" Article 18 sub-clause (g) (1) “Duties of Teachers” states that it’s a duty of teacher to “make the child free of fear, trauma and anxiety and help child to express view freely”.

IV. Child Protection in other Important Acts in Sindh which has implications for right to education
a) Sindh Child Marriage Restraint Act 2014 and its Rules 2016 which clearly raises the age of the child from 16 to 18 years of age with proof of CNIC & 

b) Sindh Prohibition of Corporal Punishment Act, 2017 which was presented in the Sindh Assembly in 2016. It has 8 articles

The most critical and comprehensive section is that of definitions in Article 2 (1) of the said act to clearly state care institutions, child, corporal punishment, assault, hurt, other forms of non-physical punishment, education and work institutions

2. (1) In this Act, unless the context otherwise requires:

(a) “care institutions” means an educational institution, an orphanage or a place of safety which houses one or more children for the purposes of providing alternative care or foster care; it may include a children’s home, rehabilitation center or shelter either on permanent or temporary basis whether public or private; registered or unregistered;

(b) “child” means any person under the age of eighteen years;

(c) “corporal” or “physical” punishment means any punishment in which physical force is used and intended to cause some harm. It may be, which may involve hitting (“smacking”, “slapping”, “Spanking”) a child, with the hand or with an implement (a whip, stick, belt, shoe, wooden spoon, etc) including kicking, shaking or throwing a child, scratching, pinching, biting, pulling hair or boxing ears. Forcing a child to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, washing a child’s mouth out with soap or forcing him to swallow hot spices), including mental abuse or any other kind of punishment but not limited to:

(i) “assault” as defined in section 351 of the Pakistan Penal Code (Act XLV of 1860) hereinafter referred to in this section “as the said Code”;

(ii) “hurt as defined in section 332 of the said Code;

(iii) “criminal force” as defined in section 350 of the said Code; and

(iv) other non-physical forms of punishment which are cruel and degrading, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child;

(d) “educational institution” means any institution where any kind of instruction is imparted in a formal or non-formal way whether it is on a full time or part time basis; including boarding houses, both public or private; registered or unregistered;

(e) “work place” means the place of work or the premises where an organization or employer operates and includes building, factory, shop, commercial establishment, workshop, farm, residential hotel or restaurant, open area or a larger geographical area where the activities of the organization or of employer are carried out and including any situation that is linked to official work or official activity outside the office.

The Act states that it is necessary to make provisions for the protection of children against corporal punishment by any person, at work place, in all types of educational institutions including formal, non-formal, and religious both public and private, in child care institutions.
including foster care, rehabilitation centers and any other alternative care settings both public and private, and in the Juvenile Justice System.

Article 3 of the Sindh prohibition of Corporal Punishment Act, 2016 states that the child has the right to be shown respect for his personality and individuality and shall not be made subject to corporal punishment or any other humiliating or degrading treatment. Notwithstanding anything contained in section 89 of the Pakistan Penal code, 1860 and any other law and regulation for the time being in force, corporal punishment of children by any person is prohibited in all its forms, at work place, in schools and other educational institutions including formal, non-formal, and religious, both public and private, in child care institutions including foster care, rehabilitation centers and any other alternative care settings, both public and private, and in the Juvenile Justice System.

V. The above are important pieces of legislation that need to be considered comprehensively under Right to Education or article 25 A and their violations tracked by youth and other members of society as they are protected by law in Sindh.

Research suggests that children are most at risk of abuse in and around their home environment, by people they should normally trust or who have a duty to provide care. Family members, neighbors and teachers are frequently reported as the perpetrators. We believe that the protection of the children is a collective, societal responsibility exercised at family, community, civil society and state level. We recognize that by focusing and involving the right people this will contribute to addressing harms caused to children.

Parents and close family members wishing to empower their children to identify potential danger, act with confidence and independence to get to safety, and if necessary know how to physically protect themselves and how they can use refusal skills effectively to get rid of dangerous situations at home, schools and workplaces.

HANDOUT 9

Convention on the Rights of the Child (CRC) – Pakistan became a signatory to the CRC in 1990 and it is a binding international convention – Pakistan has to prepare a systematic report for submission to the UN about its implementation status and challenges. There is also a citizens’ report submitted as an alternative to the government’s report on the status of implementation of CRC as well.

CRC has 54 articles and the following articles are relevant to the provisions of protecting the child from harm /abuse and violence.

Article 19 (Protection from all forms of violence):

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after For every child Health, Education, Equality, Protection ADVANCE HUMANITY them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behavior – ones that are non-violent, are appropriate to the child’s level of development and take the best interests of the child into
consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

**Article 34 (Sexual exploitation):**

Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 35 (Abduction, sale and trafficking):**

The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 36 (Other forms of exploitation):**

Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

**Article 37 (Detention and punishment):**

No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.
PHP and 25A Act

Pakistan Penal Code (1860)

Arguably the most problematic law with regards to PHP in Pakistan is the Pakistan Penal Code of 1860, specifically Article 89. Article 89 is widely interpreted as providing a justification for PHP, stating the following:

“Nothing which is done in good faith for the benefit of a person under twelve years of age, or of unsound mind, by or by consent, either express or implied, of the guardian or other person having lawful charge of that person, is an offence by reason of any harm which it may cause, or be intended by the doer to cause or be known by the doer to be likely to cause to that person”25

This Article explicitly gives permission to caretakers of children to use all means necessary for the ‘benefit’ of children, making it a key law that must be amended if PHP is to be outlawed. This law is especially worrisome because, as will become clear in the following sections, even if PHP or corporal punishment is banned in schools, for example, it remains lawful in homes due to the provisions here.

Abolition of the Punishment of Whipping Act (1996)

This law was one of the first steps against PHP in Pakistan, especially with regard to the more commonplace sentencing of whipping at the time.26 Although not specifically relevant for violence against children, children are a subset of the beneficiaries of the law, who would previously be sentenced to whipping – a direct violation of their rights. It is also important to note that this law supersedes other laws.27

Criminal Law (Amendment) Act (2015)

This Criminal Law Act was an amendment to the Pakistan Penal Code (1860), proposed in 2015 and enacted in 2016. The Act inserted a few articles into the Penal Code, where Article 328A (“Cruelty to a Child”) is of direct relevance to PHP. The article reads:

“Whoever willfully assaults, ill-treats, neglects, abandons or does an act of omission or commission that results in or has, potential to harm or injure the child by causing physical or psychological injury to him shall be punished with imprisonment [...] or with fine [...], or with both.”28

The Article has a couple shortcomings, however. Firstly, the Article does not explicitly prohibit PHP, however it is a good step in the right direction. Secondly, the Article does not supersede Article 89 of the Pakistan Penal Code, thus allowing the defense for PHP to remain in play.

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UNDERSTANDING ABUSE, EXPLOITATION AND NEGLECT

What is Abuse?

Abuse is a deliberate act of ill treatment that can harm or is likely to cause harm to a child’s safety, well-being, dignity and development. It includes all forms of physical, sexual, psychological and emotional ill treatment. Abuse is often divided up into four different types:

1. **Physical Abuse** involves the use of violent physical force so as to cause actual or likely physical injury or suffering (e.g. Hitting, shaking, burning, female genital mutilation, torture).

2. **Emotional or psychological abuse** includes humiliating and degrading treatment such as bad name calling, constant criticism, belittling, persistent shaming, solitary confinement and isolation.

3. **Sexual abuse** includes all forms of sexual violence including incest, early and forced marriage, rape, involvement in pornography and sexual slavery. Child sexual abuse may also include indecent touching or ex-posture, using sexually explicit language towards a child and showing children pornographic material.

4. **Neglect**: Deliberately, or through carelessness or negligence, failing to provide for, or secure for a child, their rights to physical safety and development. Neglect is sometimes called the ‘passive’ form of abuse in that it relates to the failure to carry out some key aspect of the care and protection of children which results in the significant impairment of the child’s health or development including a failure to thrive emotionally and socially.

Child abuse will be committed regardless of any justification or reason that may be provided for the ill treatment including discipline, legal sanction, economic necessity, the child’s own consent to it, or in the name of cultural and religious practice.

Note. All the major types of the child abuse will be discussed with the participants, in later session two types will be in main focus due to drastic consequences.
WHAT IS THE DEFINITION OF A CHILD

In this session, Ask participants to discuss what they understand as ‘a child’. Are there differences between what the legal definition says and their custom? When is a child understood to become of age or an adult in the community? Is it when they are 18 years or at a different time?

(It is important that all local cultural definitions are talked about: for example, a girl may be seen as an adult once she reaches puberty or is married; a boy may be seen as an adult when he leaves home to work etc.)

At the end of the discussion tell participants that the exercise shows that there are many different ways to describe a child. All of these ways are right, none of them are wrong, use the internationally accepted definition of a child as anyone under 18 years of age, in every country where it works. This is because people younger than that are still considered to be growing and developing and in need of extra protection. International law sees anyone younger than 18 as a child
LIST OF IMPORTANT LAWS, RESOURCES & EVIDENCE THAT CAN BE ACCESSED BY ACTIVISTS

The Sindh Right of Children to Free and Compulsory Education Act, 2013

- Annual Status of Education Report
  - www.aserpakistan.org
- Sindh Education Sector Plan (2014-18)
- Sindh Education Profile (2016-17)

- PSLM 2015-16
  - http://elections.alifailaan.pk/
- Standardized Achievement Test (SAT )
- Sindh Child Marriage Restraint Act 2014
- Sindh Prohibition of Corporal Punishment Act, 2017
The Provincial RTE Acts
### School Record Form

#### Name of EYA

<table>
<thead>
<tr>
<th>Name of EYA</th>
<th>Date of Survey</th>
<th>Day of Survey</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### School Profile

<table>
<thead>
<tr>
<th>EMIS/SEMIS/BEMIS Code</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District</th>
<th>Tehsil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muza/Uc/Qc</td>
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</tr>
</tbody>
</table>

<table>
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<tr>
<th>School Function</th>
<th>Ownership</th>
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<table>
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<th>Est. Year</th>
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<table>
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<th>Middle Up gradation</th>
<th>High Up gradation</th>
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<td></td>
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<table>
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<th>H.Sec. Up gradation</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Gender Studying</th>
<th>Building Status (Owned or on rent)</th>
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</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Construction Type</th>
<th>Building Condition</th>
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<td></td>
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</tbody>
</table>

#### No. of Qualified Teaching Staff

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<th>Education</th>
<th>Below matric</th>
<th>Matric</th>
<th>FA/FSc.</th>
<th>BA/BSc.</th>
<th>MA/MSc.</th>
<th>M.Phil</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
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<th>CT</th>
<th>B.Ed</th>
<th>M.Ed</th>
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#### Number of Teaching Staff

<table>
<thead>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Sanctioned Posts
- Filled Posts
- Vacant Posts

<table>
<thead>
<tr>
<th>Attendance</th>
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<td></td>
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</tbody>
</table>

- Present on the day of visit
<table>
<thead>
<tr>
<th>Facilities</th>
<th>(Yes/No)</th>
<th>Students without furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC FACILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking Water</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Boundary Wall</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Main Gate</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Play Ground</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>SPORTS FACILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hockey</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Football</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>ACADEMIC FACILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Rooms</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Science Lab</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Comp. Lab</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Comp. instructor</td>
<td>Yes/No</td>
<td></td>
</tr>
</tbody>
</table>
Maths and English Tools

English Tools

C L T
M U
Q S F
G W
d o k
h a
x n p
v r

Book Fan
Sky Come Milk
Play King Tree
Glass Van

Hira is my sister. She loves to sing. She plays with toys. She likes to eat rice.

I have a pen. I like to write with it. I keep it in my pocket. Its colour is black.

My father is a teacher. He teaches Urdu. He has black hair. I love my father.

I like reading. I have a story book. I keep it in my bag. I read it daily.
### Arithmetic

<table>
<thead>
<tr>
<th>Number Recognition 1-9</th>
<th>Number Recognition 10-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 6</td>
<td>14 51</td>
</tr>
<tr>
<td>1 3</td>
<td>25 63</td>
</tr>
<tr>
<td>5 7</td>
<td>38 74</td>
</tr>
<tr>
<td>2 9</td>
<td>46 97</td>
</tr>
</tbody>
</table>

Ask any 5 from the child, out of which 4 must be correct.

### Subtraction

<table>
<thead>
<tr>
<th>Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 -15</td>
</tr>
<tr>
<td>52 -37</td>
</tr>
<tr>
<td>90 -42</td>
</tr>
<tr>
<td>61 -14</td>
</tr>
</tbody>
</table>

Ask child to solve any two sums. Both must be correct.

### Division

<table>
<thead>
<tr>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>56 + 4</td>
</tr>
<tr>
<td>72 + 6</td>
</tr>
<tr>
<td>91 + 7</td>
</tr>
<tr>
<td>48 + 3</td>
</tr>
</tbody>
</table>

Ask child to solve any one sum. It must be correct.

---

<table>
<thead>
<tr>
<th>Number Recognition 1-9</th>
<th>Number Recognition 10-99</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 2</td>
<td>18 45</td>
</tr>
<tr>
<td>5 1</td>
<td>37 61</td>
</tr>
<tr>
<td>4 6</td>
<td>42 73</td>
</tr>
<tr>
<td>8 3</td>
<td>56 94</td>
</tr>
</tbody>
</table>

Ask any 5 from the child, out of which 4 must be correct.

### Subtraction

<table>
<thead>
<tr>
<th>Subtraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 -19</td>
</tr>
<tr>
<td>42 -28</td>
</tr>
<tr>
<td>35 -16</td>
</tr>
<tr>
<td>94 -26</td>
</tr>
</tbody>
</table>

Ask child to solve any two sums. Both must be correct.

### Division

<table>
<thead>
<tr>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>64 + 4</td>
</tr>
<tr>
<td>78 + 6</td>
</tr>
<tr>
<td>84 + 7</td>
</tr>
<tr>
<td>54 + 3</td>
</tr>
</tbody>
</table>

Ask child to solve any one sum. It must be correct.
## ANNEXURE D

### ASER Report Card – Sukkur

### SUKKUR

#### School enrollment and out-of-school children

<table>
<thead>
<tr>
<th>Age group</th>
<th>Govt.</th>
<th>Non-state providers</th>
<th>Other</th>
<th>Total</th>
<th>Never enrolled</th>
<th>Drop-out</th>
<th>% Out-of-School</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 10</td>
<td>68.5</td>
<td>6.6</td>
<td>0.1</td>
<td>0.5</td>
<td>22.2</td>
<td>2.1</td>
<td>100</td>
</tr>
<tr>
<td>11 - 13</td>
<td>87.6</td>
<td>11.1</td>
<td>0.0</td>
<td>0.3</td>
<td>13.1</td>
<td>7.8</td>
<td>100</td>
</tr>
<tr>
<td>14 - 16</td>
<td>53.8</td>
<td>7.5</td>
<td>0.5</td>
<td>0.5</td>
<td>15.1</td>
<td>22.8</td>
<td>100</td>
</tr>
<tr>
<td>6 - 16</td>
<td>66.3</td>
<td>7.7</td>
<td>0.1</td>
<td>0.5</td>
<td>19.3</td>
<td>6.1</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>74.6</td>
<td>7.6</td>
<td>0.2</td>
<td>0.6</td>
<td>25.4</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

By Type: 88.9 | 10.3 | 0.2 | 0.6

*How to read: 75.7 % (65.3 + 0.6 + 0.1 + 0.5) of children of age group 8-10 are enrolled.*

#### Early years schooling (Pre-schooling)

<table>
<thead>
<tr>
<th>Age group</th>
<th>Govt.</th>
<th>Non-state providers</th>
<th>Other</th>
<th>Total</th>
<th>Never enrolled</th>
<th>Drop-out</th>
<th>% Out-of-school</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>89.8</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>26.7</td>
<td>1.9</td>
<td>0.0</td>
<td>0.0</td>
<td>73.4</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>5 - 5</td>
<td>50.5</td>
<td>2.3</td>
<td>0.0</td>
<td>0.5</td>
<td>46.6</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>3 - 5</td>
<td>33.3</td>
<td>1.6</td>
<td>0.0</td>
<td>0.2</td>
<td>64.9</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35.1</td>
<td>4.5</td>
<td>0.0</td>
<td>0.6</td>
<td>64.9</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

By Type: 94.9 | 4.5 | 0.0 | 0.6

*How to read: 10.2 % (10.2 + 0.0 + 0.0) of children of age 3 are enrolled.*

### Enrolment by gender and type of school (6 to 16 years)

- **Boys**: 64
- **Girls**: 36
- **Private schools**: 21

### Out-of-school children by gender (6 to 16 years)

- **Boys**: 7
- **Girls**: 17

### Children not attending any pre-school (3 to 5 years)

- **Age 3**: 70
- **Age 4**: 73
- **Age 5**: 66

### Age Class Composition

<table>
<thead>
<tr>
<th>Age / Class</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>88.9</td>
<td>71.2</td>
<td>23.1</td>
<td>9.1</td>
<td>7.4</td>
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<td>55.5</td>
<td>28.9</td>
<td>29.0</td>
<td>37.3</td>
<td>32.5</td>
<td>57.1</td>
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<tr>
<td>2</td>
<td>5.6</td>
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<td>15.0</td>
<td>20.8</td>
<td>14.8</td>
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<td>28.9</td>
<td>29.0</td>
<td>37.3</td>
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<td>11.3</td>
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<td>37.7</td>
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</tr>
<tr>
<td>6</td>
<td>5.3</td>
<td>35.7</td>
<td>20.0</td>
<td>14.5</td>
<td>11.3</td>
<td>55.5</td>
<td>28.9</td>
<td>29.0</td>
<td>37.3</td>
<td>32.5</td>
<td>57.1</td>
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<td></td>
</tr>
<tr>
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<td>9.5</td>
<td>24.4</td>
<td>29.0</td>
<td>15.7</td>
<td>11.3</td>
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<td>29.0</td>
<td>37.3</td>
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<td>21.7</td>
<td>21.6</td>
<td>15.0</td>
<td>11.3</td>
<td>55.5</td>
<td>28.9</td>
<td>29.0</td>
<td>37.3</td>
<td>32.5</td>
<td>57.1</td>
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</tr>
<tr>
<td>9</td>
<td>3.3</td>
<td>5.9</td>
<td>15.7</td>
<td>32.5</td>
<td>23.8</td>
<td>28.9</td>
<td>29.0</td>
<td>37.3</td>
<td>32.5</td>
<td>57.1</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>9.8</td>
<td>20.0</td>
<td>15.0</td>
<td>11.3</td>
<td>55.5</td>
<td>28.9</td>
<td>29.0</td>
<td>37.3</td>
<td>32.5</td>
<td>57.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 100 100 100 100 100 100 100 100 100 100 100 100 100

ASER Pakistan 2016
### Learning levels (Arithmetic)

<table>
<thead>
<tr>
<th>Class</th>
<th>Nothing</th>
<th>Number Recognition 1-9</th>
<th>Number Recognition 10-99</th>
<th>Subtraction (2 Digits)</th>
<th>Division (2 Digits)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20.9</td>
<td>46.6</td>
<td>20.1</td>
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<td>0.0</td>
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<tr>
<td>2</td>
<td>14.8</td>
<td>36.0</td>
<td>36.5</td>
<td>11.6</td>
<td>1.1</td>
<td>100</td>
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<tr>
<td>3</td>
<td>12.4</td>
<td>27.1</td>
<td>39.5</td>
<td>18.6</td>
<td>2.3</td>
<td>100</td>
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<td>5.6</td>
<td>12.9</td>
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<td>33.1</td>
<td>23.0</td>
<td>100</td>
</tr>
<tr>
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<td>5.6</td>
<td>4.2</td>
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<td>37.5</td>
<td>100</td>
</tr>
<tr>
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<td>8.1</td>
<td>4.5</td>
<td>21.2</td>
<td>19.7</td>
<td>48.5</td>
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<tr>
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<td>5.6</td>
<td>33.3</td>
<td>50.0</td>
<td>100</td>
</tr>
</tbody>
</table>

How to read: 3.4% (3.4 out of 100) children of class 1 can do subtraction.

| Class 1: Can recognize at least numbers (10-99) | Class 2: Can at least do subtraction | Class 3: Can at least do division |

#### Children who can do division
- 2014: 22%
- 2015: 40%
- 2016: 22%

#### Learning levels by gender - Arithmetic (5 to 16 years)
- Boys: 32%
- Girls: 21%

#### Learning levels: out-of-school children - Arithmetic (5 to 16 years)
- Beginner: 85%
- Junior: 6%
- Middle: 5%
- Senior: 4%

### Parental education

#### Parents having at least primary schooling
- Mothers: 24%
- Fathers: 58%

### Paid Tuition

#### Class-wise % children attending paid tuition

<table>
<thead>
<tr>
<th>Type</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt.</td>
<td>0.5</td>
<td>1.1</td>
<td>0.6</td>
<td>0.7</td>
<td>2.3</td>
<td>0.0*</td>
<td>3.7</td>
<td>6.5</td>
<td>12.0</td>
<td>0.0*</td>
</tr>
<tr>
<td>Pvt.</td>
<td>6.2</td>
<td>7.7</td>
<td>18.8</td>
<td>6.7</td>
<td>25.0</td>
<td>11.8</td>
<td>23.1</td>
<td>50.0</td>
<td>25.0</td>
<td>100*</td>
</tr>
</tbody>
</table>

* and ** represents least/limit data

#### Children attending paid tuition

<table>
<thead>
<tr>
<th></th>
<th>Government schools</th>
<th>Private schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2015</td>
<td>45</td>
<td>42</td>
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<tr>
<td>2016</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

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REFERENCES:


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