

## **Pakistan Coalition for Education (PCE) Election Manifesto 2018**

**Addressed to:** Political parties, independent candidates for the Election 2018

**Level of government:** National and Sub-national

### **Background:**

Education was made a fundamental, justiciable and enforceable right in the Pakistan through a Constitutional amendment in 2010. As part of the 18th Constitutional amendment, Article 25-A was added to the Chapter on “Fundamental Rights” and stipulates: “The state shall provide free and compulsory education to all children of the age five to sixteen years in such a manner as may be determined by law”. Therefore by law, it is compulsory for all children between the ages of 5-15 years to go to school and the main responsibility has been taken by the state itself.

Although legislative and executive powers related to school education have been devolved to the provinces as part of the enactment of the 18th Amendment to the Constitution, the federal government cannot be absolved of its duty to realize the fundamental rights as provided in the constitution and international law.

The Right to Free and Compulsory Education Act 2012 confirms the Constitutional right to free and compulsory education to all children of aged five to sixteen years and articulates how it shall be delivered. Besides, at the state level, the Islamabad Capital Territory (ICT) and Sindh province have passed legislation for the implementation of Article 25A. In 2014, both the provinces of Balochistan and Punjab Province respectively passed the Balochistan Compulsory Education Act and the Punjab Free and Compulsory Education Act 2014. In Khyber Pakhtunkhwa, the Khyber Pakhtunkhwa Right of Children to Free and Compulsory Education Bill has also been recently passed.

### **Current Challenge:**

Pakistan faces enormous education challenges. After Nigeria, Pakistan has the world’s second highest out of school population. The total number of out of school children in Pakistan range between 8.8 million and 25 million. This means that almost one in every five child of primary school age is not in school and this proportion increases at higher education levels.

Access to education varies greatly by location, gender and wealth. More than half of all out of school children are girls and children from poor households are more likely to be out of school compared to their counterparts in high-income families. The majority of children in rural and urban slum areas from low income families attend public schools that lack appropriate facilities, are faced with an acute shortage or absence of teachers and non-availability of suitable learning materials, such as textbooks. According to PCE survey from 2015, 26% of government primary schools do not have electricity or access to clean drinking water and 53% do not have functioning toilets.

The normative framework to ensure Right to Education has been there but the realization of right to education is far from achievement. The subsequent government may bring the necessary reforms to ensure quality education but it must be accompanied by adequate resources and political will to implement the reform.

To ensure equitable inclusive and quality education and promote lifelong learning for all Pakistanis as agreed upon globally in form of Sustainable Development Goal 4, Civil Society organized by Pakistan

Coalition for Education advocate for the following points as part of the manifesto to realize the Right to Education in Pakistan:

**Draft Minimum Common Agenda for Education**

1. Substantially increase domestic financing for education by fulfilling the National Education Policy plan of spending 6% of GDP share and at least 20% of provincial budgets going towards education.
2. Substantive increase of finance towards the development budget as well as non-salaried budgets in the provinces
3. Commit funding to each of the 7 targets under SDG4 and funding the gap stemming from extending 9 years of free education to 12 years instead of 5-15 to include early Childhood education and grade 12 (K-12).
4. Reform of tax system towards progressive systems of taxation, which can shift increased resources towards supporting the implementation of Article 25 (A) and decrease inequality.
5. Block 2% of wealth and Income tax towards education
6. Institutionalize civil society participation in local and national budgeting process
7. Ensure that the NEP and their sector plans and their budgeting guarantee the principles of non-discrimination and equality in and through education, and develop and implement specific targeted strategies for vulnerable and excluded groups.
8. Develop indicators to measure progress towards equality.
9. Allocate resources more equitably across socio-economically advantaged and disadvantaged schools
10. Develop funding approaches and formulae that target Out of School Children especially girls, and compensate for disadvantage through weighted funding.
11. Review budget proposals and spending for differential impact on girls and other disadvantaged groups through gender audits and inclusion audits. As a result of which there should be allocation of specific budget lines to meet the need of disadvantaged groups.
12. Incentives such as scholarships and mid-day meals to girls should be provided in extremely low income areas.
13. There is a strong need to address the gap between number of boys and girls in secondary schools
14. Institute an appropriate regulatory and monitoring framework for monitoring the enforcement of Article 25-(A) of the Constitution and the fast-growing private schools operating in weak regulatory mechanisms.
15. Take all necessary measures, including by immediately setting out a plan to effectively regulate and monitor private schools, to avoid any direct or indirect harmful impact of the private education sector on human rights, in particular ensuring that they do not contribute to discrimination or segregation, and to ensure that the private sector contributes to the fulfilment of the right to education for all in Pakistan.
16. Regular collect and make publicly available data on private schools, their fees and social diversity amongst the pupils attending private and public schools, so as to be able to transparently identify and understand inequalities.
17. Ensure the State has the necessary human and regulatory capacities to ensure the effective implementation of the existing regulations with regard to provision of education by private providers, and halt further development of private education until the State has developed more comprehensive regulations and human capacities to adequately monitor private schools

### **Further Recommendations from the consultations:**

- Ensure that all educational institutions should be adequately and equitably resourced, with safe, environment-friendly and easily accessible facilities on urgent basis
- Recommend making regional mother tongue/ languages as medium of instruction for junior classes and that English may be taught as a subject.
- Recommend that the curriculum be revised urgently to include human rights education, civic education, peace building and harmony in order to steer the goal of education towards making productive citizens of the country
- Ensure that there is a uniform education system in which madrasas and other non-formal education systems are also standardized as dictated by minimum national standards.
- Recommend modifying education system to make it a research based education system as opposed to rote memorizing
- Establish life skills and vocational skills based learning systems where skills such as first aid, self-defence, agricultural knowledge and small industries skills should be an integral part of the curriculum