

EDUCATION

Introduction

The prosperity of a country depends on the education of people; it's the educated people that drives the country from a developing to developed nation. To survive in 21st century education has become a basic necessity. Every Civilization went to its peak when the basic of education was available to its people. The fate of a country is dependent on the fate of children, it's the children who later become professionals and if not guided and provided the right of education their whole life become wasted and led to zero contribution in society. The children if given the right direction can bring the country and the nation in fruitful path.

Pakistan who is enjoying more than seventy years of its independence is still facing problems in Education Sector, especially when it comes to the education of children. Pakistan having population of 212,742,631¹ people and still exceeding is world's sixth most populous country, but the ignorance of the importance of education has led the country to ill literacy and many societal problems. According to UNICEF report² an estimated 22.8 million children aged 5-16 are out of school. Which are the most outnumbered children of any county in the world. It creates situation of crisis in the country, we have seen the more children are out of schools there are more chances for them to become drug addict to become part of illegal businesses and later criminals. There are number of cases the children became victim of sexual abuse also.

The most important period of getting education is the period of childhood because that time is the time of development, not only physically but also mentally and to develop social awareness in them. Education gives them the chance to explore

¹<https://www.worldometers.info/world-population/pakistan-population/>

² UNICEF, Every Child Learns report 2019

themselves, to have the confidence of facing the outside world, to know the evils and goods of the society. When a child joins school at an early age he makes a community of people of its age, this gives him the chance to play, enjoy and to nourish his/her abilities. The child will learn and go for logics and to start building its goal at such an early age. The American minister Malcolm X said ***“Education is the passport to the future, for tomorrow belongs to those who prepare for it today”***. It’s hard to survive in 21st century without education and today’s children are the future. In order to have prosper future and to have society of respectful education of children are necessary. Human asset is considered to be the biggest asset of all. Without education there is no difference between Human and animal. In personality building education plays an important role it creates an ideal citizen. One of the biggest significances of the education is eradication of poverty and unemployment. Today child is future parent and if to stop the cycle of poverty and to improve standards of living in society education must be provided.

The father of the nation Muhammad Ali Jinnah said in 1947 in Karachi ***“Education is a matter of life and death for Pakistan. The world is progressing so rapidly that without requisite advances in education, not only shall we be left behind others but may be wiped out altogether”***³. The current situation for Pakistan is showing that we are moving towards death rather than life.

Article 25-A⁴, Constitution of Islamic Republic of Pakistan 1973, Right to Education: ***“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.”***

³ <https://nation.com.pk/22-Mar-2012/pakistan-s-education-emergency-failing-its-future>

⁴ http://www.na.gov.pk/uploads/documents/1333523681_951.pdf Page 15

Article 37-B⁵, Constitution of Islamic Republic of Pakistan 1973, Promotion of social justice and eradication of social evils:“*The State shall remove illiteracy and provide free and compulsory Secondary Education within minimum possible period.*”

After the 18th Constitutional Amendment⁶ Education was devolved to the provincial mandate and it became the responsibility of the Parliament and Provincial assemblies to legislate for the provision of compulsory education in their respective jurisdictions. At the federal level, *Right to Free and Compulsory Education Act, 2012*⁷, In Sindh, *Sindh Right of Children to free and Compulsory Education Act, 2013*⁸, In Balochistan, *The Balochistan Compulsory Education, 2014 Act*⁹, Punjab, *The Punjab Free and Compulsory Education, Act 2014*¹⁰, in Khyber Pakhtunkhwa, *The Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act, 2017*¹¹.

The right to free and compulsory education is an internationally acknowledged right. It has been recognized in a number of international conventions, treaties and declarations, some important of these include:

⁵http://www.na.gov.pk/uploads/documents/1333523681_951.pdf Page 18

⁶http://www.na.gov.pk/uploads/documents/report_constitutional_18th_am_end_bill2010_020410_.pdf

⁷http://aserpakistan.org/document/learning_resources/2017/Right-to-Education-Provincial-Legislation/Islamabad-Free-and-compulsory-Education-Act-2012.pdf

⁸http://www.sindheducation.gov.pk/Contents/Menu/Sindh_Bill_RTFE.pdf

⁹<https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/96221/113658/E-955909891/PAK96221.pdf>

¹⁰<http://punjablaws.gov.pk/laws/2580.html>

¹¹<http://www.pakp.gov.pk/2013/acts/the-khyber-pakhtunkhwa-free-compulsory-primary-and-secondary-education-act2017/>

The UN Convention on the Rights of the Child (CRC)¹², Pakistan Ratified in 1990

Article 28 of the UNCRC says that children and young people have the right to education no matter who they are, regardless of race, gender or disability; if they're in detention, or if they're a refugee. Children and young people have the right to both primary and secondary education, and should be able to choose different subjects when in secondary school. This should include the option of technical and vocational training, so they shouldn't have to focus on academic subjects if they don't want to.

Universal Declaration on Human Rights (UDHR)¹³

Article 26(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

International Covenant on Economic, Social and Cultural Rights (ICESCR)¹⁴, Pakistan Ratified July 05, 2011

Article 13 1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be

¹²<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

¹³<https://www.un.org/en/universal-declaration-human-rights/>

¹⁴<https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx>

directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

- (a) Primary education shall be compulsory and available free to all;
- (b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;
- (c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;
- (d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
- (e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph I of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 14 Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)¹⁵, 1996

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- (b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;
- (c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- (d) The same opportunities to benefit from scholarships and other study grants;
- (e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes,

¹⁵<https://www.ohchr.org/en/professionalinterest/pages/cedaw.aspx>

particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same Opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Convention on the Rights of Persons with Disabilities (CRPD)¹⁶, 2011

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

c. Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with

¹⁶<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

c) Reasonable accommodation of the individual's requirements is provided;

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the

use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

UNESCO Convention against Discrimination in Education¹⁷

Article 4 The States Parties to this Convention undertake furthermore to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education and in particular:

(a) To make primary education free and compulsory; make secondary education in its different forms generally available and accessible to all; make higher education equally accessible to all on the basis of individual capacity; assure compliance by all with the obligation to attend school prescribed by law;

(b) To ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;

(c) To encourage and intensify by appropriate methods the education of persons who have not received any primary education or who have not completed the entire primary education course and the continuation of their education on the basis of individual capacity;

(d) To provide training for the teaching profession without discrimination.

¹⁷http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

ILO Convention 182 on Worst Forms of Child Labour (Preamble, Articles 7 and 8)¹⁸

1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.

2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:

(a) Prevent the engagement of children in the worst forms of child labour;

(b) Provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;

(c) Ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;

(d) Identify and reach out to children at special risk; and

(e) Take account of the special situation of girls.

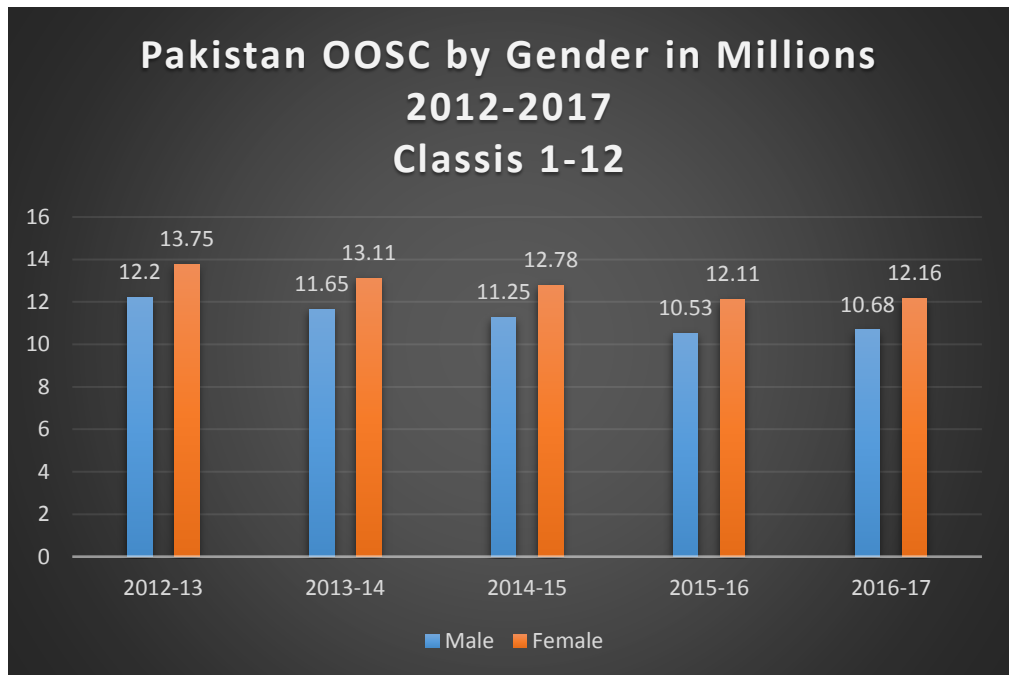
3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.

Article 8: Members shall take appropriate steps to assist one another in giving effect to the provisions of this Convention through enhanced international cooperation and/or assistance including support for social and economic development, poverty eradication programs and universal education.

¹⁸https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_decl_fs_46_en.pdf

Out of School Children in Pakistan:

Pakistan has the world's second-highest number of out-of-school children at the primary level, with 5.06 million children of primary-school age are out of school. At the middle, high and higher secondary level, the out of school children are 6.51 million, 4.97 million and 6.29 million respectively. In total, 22.84 million Pakistani children do not go to school – nearly half of school-age children. Girls are not learning as much as boys of the Pakistani children who are out of school, 12.16 million (53 per cent) are girls while 10.68 million (47 per cent) are boys. Disparities based on gender, socio-economic status, and geography are significant¹⁹.



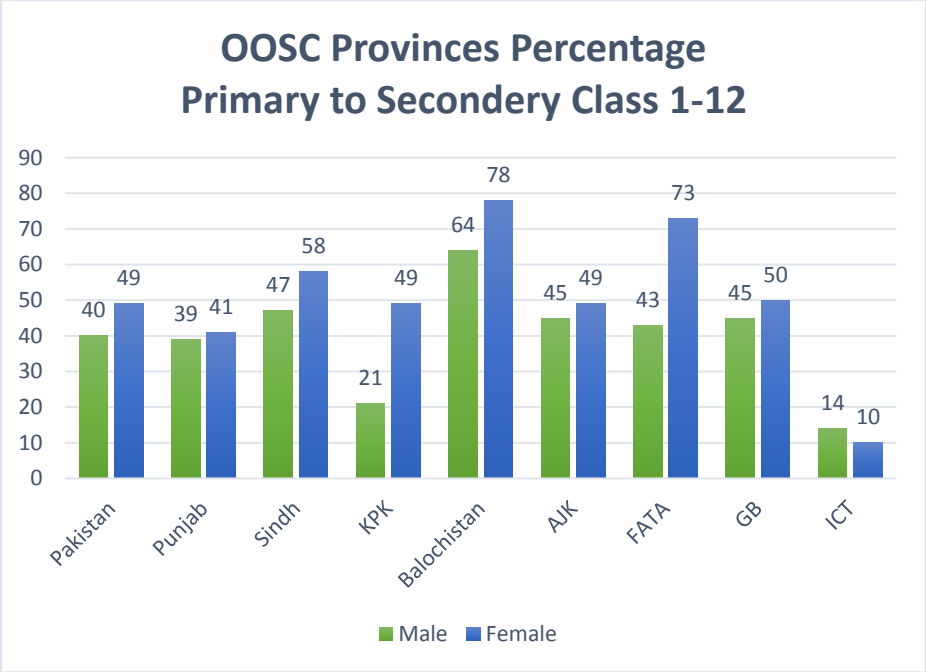
¹⁹ UNICEF, Every Child Learns report 2019

²⁰ Pakistan education statistics 2017

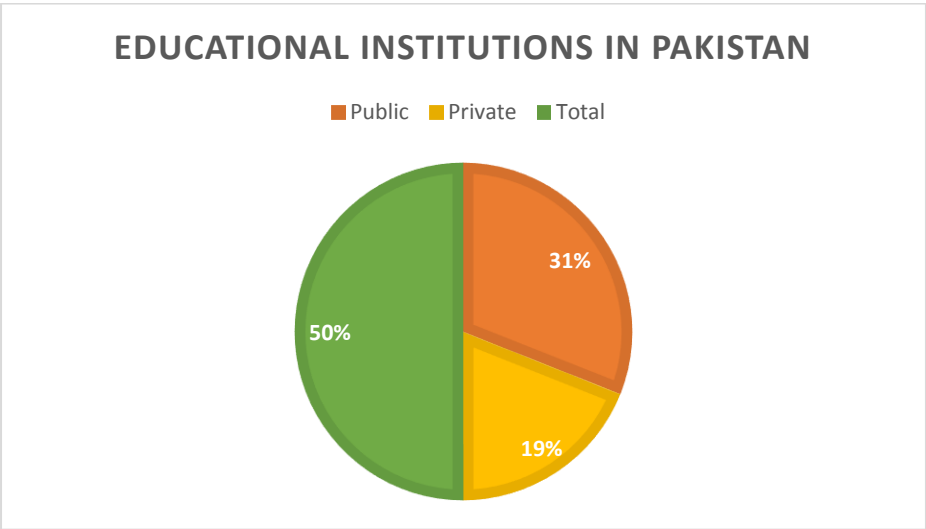
The UNESCO Institute for Statistics (UIS) and the Global Education Monitoring Report (GEM) 2017 estimated that some 61 million children of primary school age (6 to 11 years), 62 million of lower secondary school age (12 to 14 years) and 141 million youth of upper secondary school age (15 to 17 years) are out of school in the world (UNESCO Institute for Statistics (UIS), 2017).

Pakistan has declared its constitutional responsibility through the Constitution Eighteenth Amendment Act, 2010, to provide free and compulsory education to all children aged five to sixteen (Government of Pakistan, 2012), it bears the second largest number of primary age out-of-school children in the world, after Nigeria (UIS, 2017). Out-of-school children are further categorized as ‘never enrolled’ and ‘dropouts’. The problem of dropping out from public schools is serious in Pakistan, particularly in rural areas. School entry age for children is 5 years in the country. According to a 2013 report by the Academy of Educational Planning and Management (AEPAM), out of the total enrolment in Class 1 at age 5, only 63% progress through primary stages 1–5, 40% progress through elementary school classes 6–8, and only 27% to secondary level (AEPAM, 2013). In total, 73% of children aged 5–16 (classes 1 to 10) drop out before reaching the final grade of secondary school. This is one of the highest school dropout rates in the world. Across all levels, the dropout rate is highest at secondary school level (in particular classes 9 and 10), and nearly 14.5% of children drop out of secondary classes (aged 14 to 16) in rural areas (ASER-Pakistan, 2017). Because of this low completion rate, only 33.2% of the Pakistani population has some sort of secondary education (United National Development Programme (UNDP), 2014)²¹.

²¹http://aserpakistan.org/document/2019/external_publications/Perspectives_of_dropped_out_children_on_their_dropping_out.pdf

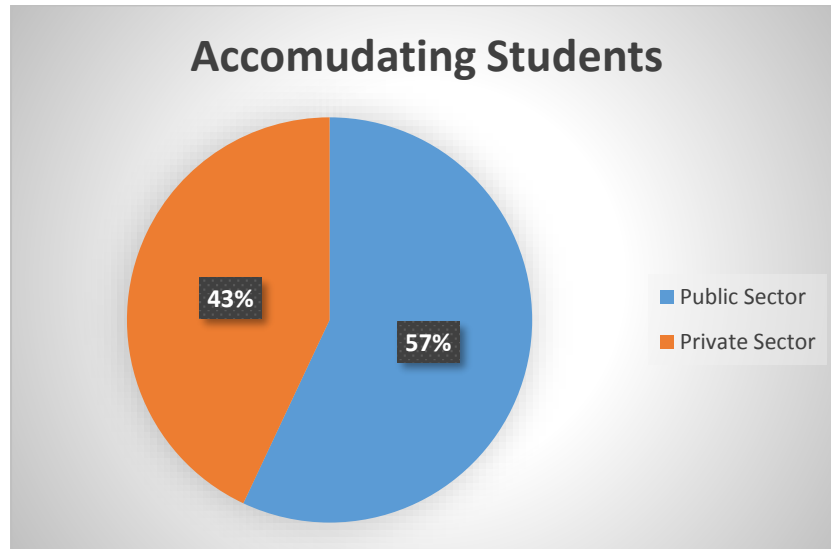


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²² Pakistan education statistics 2017

The education system of Pakistan is comprised of 317,323 institutions. The system is composed of 196,998 public institutions and 120,273 private institutions.



The Pakistani Education system is accommodating 50,292,570 students and 1,836,584 teachers. The public sector is serving 28.68 million students to complete their education while the remaining 21.60 million students are in private sector of education. About 38% of private educational institutions are serving or facilitating 43% of students showing a slightly higher per-institution enrollment ratio in the private sector compared to the public sector. In the last decade, we have witnessed increased public interest and trust in the private sector, resulting in a gradual growth in the private sector. In terms of teaching staff, 49% of teachers work in the public institutions, compared to 51% in the private sector. It is evident that the public sector has a deficiency of teachers as compared to private sector.²³ In educational institutions 56% male students compared to 44% female students are enrolled and 39% of male teachers and 61% of female teachers teach in the entire education system (up-to degree colleges

²³ Pakistan education statistics, 2016

Overall Education System in Pakistan

Level	Total	Public	Private	Teachers	Students Enrolment (Millions)	Male Millions	Female Millions
Primary Schools	150,129	131,376	18,753	453,614	19.351	10.722	8.628
Middle Schools	49,090	16,928	32,162	455,445	6.526	3.664	2.862
High Schools	31,551	13,129	18,422	560,642	3.325	1.912	1.413
Higher Secondary Schools	5,130	1,998	3,133	120,336	1.583	0.970	0.612
Degree College	1,431	1,271	160	37,857	0.956	0.115	0.089
Universities	185	110	75	58,733	1.463	0.795	0.667
Technical and Vocational Institutions	3,798	1,139	2,059	18,207	0.315	0.225	0.119
Deni Madaris	32,272	946	31,326	74,648	2.26	1.38	0.788

Education Financing:

The FY2019-20 budgetary allocations for the education sector in the federal as well in provinces, where the Pakistan Tehreek-e-Insaf (PTI) is in power, or is a major coalition partner, have really disappointed people who are concerned about the state of literacy and quality of education in the country. The governing party has always placed education on top of its priority list in the past. Its manifesto says “The Pakistan Tehreek-e-Insaf will put in place the most ambitious education agenda in Pakistan’s history, spanning reform of primary, secondary, tertiary, vocational, and special education.” It promises allocating at least 4% of GDP (gross domestic product) for

the sector, as prescribed by the world bodies, admitting that “the public school delivery system is under-resourced and has capacity constraints”. The Chairman of PTI, Imran Khan’s initial speech as the 22nd prime minister of Pakistan pledged that the education crisis would be treated as an emergency; his government would put all out-of-school children in schools, and allocate adequate funds for the purpose. However, the budgetary allocations for the sector, announced in finance bill 2019-20, have brought sheer disappointment to those who believed in the party manifesto and speeches of the prime minister.

Federal Education Budget FY2019-20²⁴

The government of Pakistan has earmarked Rs.77.262 billion for Education Affairs and Services in the federal budget for FY2019-20 against the revised allocation of Rs.97.155 billion for the current fiscal year, showing a decrease of around 20.5 percent. The government has also reduced the budgetary allocation for higher education sector. Pakistan's public expenditure on education as percentage to GDP is estimated at 2.4 percent in fiscal year 2018-19, which is the lowest in the region. According to the budget documents Rs.28.64 billion has been earmarked for Higher Education Commission (HEC) under the Public Sector Development Programme (PSDP) for 2019-20 against Rs.35.830 billion in 2018-19 which was later revised downward to Rs.30.961 billion. HEC had demanded Rs.55 billion under the PSDP for 2019-20. Education Affairs and Services have been allocated Rs.77.262 billion for 2019-20 as compared to Rs.97.155 billion in revised estimates of 2018-19. The bulk of expenditure at Rs.65.233 billion has been allocated for Tertiary Education Affairs and Services in budget 2019-20, which is 84.4 percent of the total allocation under this head. The government has earmarked Rs.2.831 billion for Pre-primary and Primary Education Affairs for 2019-20 against Rs.10.120 billion for 2018-19, Rs.6.718 billion for Secondary Education Affairs and Services for 2019-20 against Rs.12.365 billion for 2018-19, Rs.65.233 billion for Tertiary Education Affairs and Services against Rs.71.824 billion earmarked for 2018-19 which was later revised to Rs.71.743 billion,

²⁴http://www.finance.gov.pk/budget/Budget_in_Brief_2019_20.pdf

and Rs.1.407 billion for administration against Rs.1.588 billion for 2018-19 which was later revised to Rs.1.565 billion.

After the 18th Constitutional amendment, education was devolved to provinces, and federal government mainly finances higher education. HEC has been allocated an amount of Rs.28.646 billion for PSDP 2019-20. This includes Rs.25.777 billion for ongoing and Rs.2.869 billion for new schemes. The allocation for the new projects proposed by "Task Force on Technology Driven Knowledge Development" is Rs.4.297 billion. An amount of Rs.35.830 billion for 178 development projects was allocated to HEC in the PSDP 2018-19. However, after rationalization, the size of the PSDP allocation was revised to Rs.30.961 billion for 136 ongoing projects. Authorization for release of Rs.28.898 billion has been issued for HEC. So far an amount of Rs.15.083 billion (49 percent of allocation) have been released to HEC/public sector Universities. HEC has reported an estimated utilization of about 14 billion and rest as committed expenditure against released amount. In addition to PSDP budget, an amount of Rs.0.503 billion was also released to project titled "Award of 3000 Scholarships to students from Afghanistan under the Prime Minister's Directives through Technical Supplementary Grant (TSG).

Provincial Budgets

Punjab Education Budget FY2019-20²⁵

The government of province Punjab has been allocated Rs383 billion for education in the financial year 2019-20 with an increase of 2.7 per cent from last year. Out of Rs383bn, Rs336.5bn have been allocated for the school education department, including Rs304.5bn for current expenditure and Rs32bn for development. Rs273bn have been allocated for the District Education Authority, Rs19.5bn for benefiting 2.6 million children via multiple initiatives through Punjab Education Foundation, Rs12.9bn for school councils, Rs2.84bn for free textbooks, Rs5bn for Punjab Education Initiative Management Authority to achieve the target of 697,054 new student enrolments by the end of June 2020, Rs1.5bn for Daanish Schools for completion of

²⁵<https://finance.punjab.gov.pk/system/files/ABs19202.pdf>

nine ongoing projects, Rs1.5bn for out-of-school children for evening classes under Insaf School Programme to enrol 50,000 children, Rs730m for provision of missing facilities and reconstruction of old school buildings and Rs350m for establishment of IT labs in elementary/secondary schools of the province. The higher education department has been allocated Rs42.4bn out of which Rs35.1bn is for current expenditure and Rs7.3bn for development. Out of this, Rs2.12bn has been allocated for construction and completion of 64 new colleges in the province, Rs1.54bn for rehabilitation of 51 colleges, Rs540m for the Chief Minister's Merit Scholarship Programme and Rs400m to assist newly established universities in Jhang, Okara, Sahiwal and Narowal. Moreover, Rs350m have been allocated for establishment of North Punjab University in Chakwal, Rs370m for expansion of Khawaja Farid University of Engineering and Information Technology (Phase-II) Rahim Yar Khan, Rs100m to upgrade University of Mianwali and Rs45m for promoting sports activities in education institutions. Special education, literacy and non-formal basic education have been allocated Rs4bn, including Rs0.4bn for current expenditure and Rs3.6bn for development. Rs210m have been allocated for establishing 11 special education institutions, Rs110m to upgrade nine special education institutions, Rs233m for construction of 16 new buildings, Rs1.36bn for provision of non-formal basic education to 574,000 children, Rs159m for provision of basic education to 63,000 out-of-school children and Rs50m for provision of literacy with skills to illiterate youth in four low literacy rate tehsils of south Punjab.

The Provincial government also announced establishment of at least one university each in all 36 districts of the province and one each degree college for boys and girls at tehsil level. Establishment of six new universities across the province -- one each in Murree, Chakwal, Mianwali, Bhakkar and Rawalpindi -- has also been announced besides establishment of Baba Guru Nanak University in Nankana Sahib where minorities would be given maximum representation and also a children's library in Bahawalpur.

Sindh Education Budget FY2019-20²⁶

The provincial government of Sindh has earmarked a total of Rs239.041 billion as development and non-development budget for school, college education and higher education in its FY2019-20 budget. The school education department would receive Rs193.768 billion, the college education department would get Rs22.094 billion, the universities and boards department would get Rs10.585 billion on account of non-development expenditure and Rs3 billion as development funds, while Rs9.597 billion have been reserved for schools run under public-private partnership schemes administered by the Sindh Education Foundation. The allocations of Rs178.618 billion as non-development funds for school education – up Rs7.786 billion from the previous year's Rs170.832 billion – and Rs15.5 billion earmarked as development funds for the construction of new classrooms, provision of drinking water, washrooms, boundary walls, and transport facilities for school students. The provincial government has also set aside special funds for the directorate of literacy and non-formal education with the purpose of educating out-of-school children aged between 5 and 16. Similarly, a project aimed at the construction of 1,500 new classrooms for early childhood education has been proposed.

The provincial government has claimed that government schools in Sindh already has 1,500 operational classes for early childhood education while the new budget has reserved funds for drinking water facility for 2390 government schools. Likewise, Rs15.15 billion has been earmarked as development funds for renovation and refurbishment of 113 government schools reported having very high enrolment. In accumulation to 188 old schemes, the development budget has also included funds for 91 new schemes. In the same manner, Rs9.597 billion has been specially earmarked for schools operating under the Sindh Education Foundation through the public-private partnership programme. Furthermore, an increase of Rs2.317 billion has been made in the non-development budget for college education, after which the non-development budget has reached Rs18.094 billion from the previous year's Rs15.77 billion. The development budget for college education was set at Rs4 billion,

²⁶<https://fd.sindh.gov.pk/budget-volumes>

which would be utilized for construction of 17 new colleges in Sindh – including Karachi – while several schemes have been started for provision of furniture in 250 pre-existing government colleges. The new colleges will be established in Korangi, Malir, and West districts of Karachi, along with Hyderabad, Umerkot, Sukkur, Jamshoro, Jacobabad, and Sanghar.

The provincial government has appropriated Rs10.585 billion in the next year's fiscal budget for the universities and boards department. The non-development budget for universities and boards, which stood at Rs9.529 billion in the previous budget, was increased by Rs1.056 billion. The fund will be utilized for payment of cash awards to students who secure A-1 grade in all matric and intermediate board examinations in the province. Meanwhile, a separate allocation of Rs3 billion has been made on account of the development of public universities in Sindh. The fund will be used for the development of the Centre of Excellence for Robotics, Artificial Intelligence, and Block chain at IBA Sukkur. In addition, a campus of NED University will be set up in Tharparkar under the name Thar Institute of Technology, while Sindh University campuses will be established in Badin and Mirpur Khas.

Khyber Pakhtunkhwa Education Budget FY2019-20²⁷

The provincial government of KPK planned to spend Rs.167 billion on Education in FY2019-20 including Rs.21 billion for development Projects. In KPK, where the PTI is running the show smoothly without the support of any coalition partner, Finance Minister admitted in his budget speech that the province needed at least 65,000 more teachers to impart education to all school-age children. However, he said that funds were available for recruiting 21,000 teachers only during the fiscal year 2019-20. He also announced allocation of funds for improving the condition of 28,000 schools in the province, adding that 3,000 Assistant Sub-Divisional Officers (ASDOs) out of a plan of 7,000, would also be appointed to act as head teachers at schools. During the fiscal year 2019-20, the government would construct 6,000 new classrooms, initiate 700 modern preschool nursery classrooms, and set up a woman cadet

²⁷<https://www.pakp.gov.pk/budget-2019-20-documents/>

college and Rs.1.86 billion would be awarded as scholarships. According to the budget statement, the elementary and secondary education department stood third in terms of funding allocation with Rs.17.38 billion for the next year against the revised estimate of Rs.14.9 billion in the current year. There's, however, good news for the higher education sector in the province. In the FY2019-20, Rs. 5.7 billion has been allocated for the sector with 40% increase, compared with 2018-19 allocations. Rs. 2.5 billion has been allocated for 20 universities of the province.

Balochistan Education Budget FY2019-20

The province of Balochistan has a literacy rate of 39% which is much lower than the national rate. The official statistics show a depressing state of education in the province, which constitutes 44% of the country's total land mass. There are 12,600 primary, middle and high schools for more than 22,000 settlements in the province. The province will have yet to establish 10,000 schools on a war-footing to ensure the provision of education to children across the province. It has 57,000 government teachers, while it needs 60,000 more. The province has only 1.3 million school-going children out of total 3.6 million children. The situation of educational facilities in all parts of the province, excluding Quetta, is worst. The total budget of the Balochistan government for fiscal year 2019-2020 amounted to Rs.419 billion, of which Rs.60 billion was allocated for education (6.98%). The finance minister announced that Balochistan government has decided to fill 15998 vacant posts in the Education Department on merit. "In Secondary Education sector, 1057 new posts would be created. Around 123 new primary schools, 125 middle schools and 94 high schools would be established and upgraded," he announced. He further said that Universities annual grant of Rs. 550 million has been enhanced to Rs.1.5 billion, which would be disbursed through Universities' Finance Commission. The only one good news in the budget document for the education sector: universities' annual grant of Rs. 550 million has been increased to Rs. 1.5 billion, which would be disbursed through the Universities' Finance Commission. However, until and unless budgetary allocations are not increased for school education, especially girl education, the dream of bringing the literacy rate in the province on a par with the national figures could not be materialized.

Gilgit-Baltistan (G-B) Education Budget

The Gilgit-Baltistan (G-B) government's annual budget was Rs.62.9577 billion for FY2019-20. An amount of Rs37.7127 billion has been allocated for non-development and Rs17.40 billion for development projects. In the budget 1.26 billion rupees allocated for education.

United Nations Sustainable Development Goal 04²⁸

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

Pakistan, along with other countries of world has signed the Sustainable Development Goals Agenda 2030. SDG-4 relates to quality education and lifelong learning. Various levels and dimensions of monitoring frameworks have been defined to better monitor the SDG-4 at national and global levels. The monitoring system that provides in-depth specifics of education system offers greater opportunities to policy makers for their unique circumstances and development priorities. As Pakistan was unable to achieve the Education For All (EFA) agenda by 2015, unfinished business of EFA will be an integral part of SDGs Agenda 2030.

Conclusion:

Education does not belong to one race, civilization, color creed and gender it's the heritage of all. One thing is clear that you cannot survive in 21st century without education, to keep with the pace of World education has become a necessary tool. The 22.8million child that are out of school can be sent to schools if the proper administration is there. It has now become an obligation for the Pakistan to provide free compulsory education to all children of Pakistan. Coming to Stats **22.8 million** children are out of school²⁹in Pakistan. The province that suffers most is Baluchistan in which **70%** of children are out of school. The former FATA, the newly merged tribal area have **57%** of children out of school, In KPK

²⁸<https://sustainabledevelopment.un.org/sdg4>

²⁹<https://www.unicef.org/pakistan/education>

(Khyber Pakhtunkhwa) the percent is **34**, In Sindh it is **52%**, In GB (Gilgit Baltistan) the number is **47%**, the biggest province by population have **34%** of children out of school.³⁰The number shows how much endanger the situation is. The majority of victims among children are girls, according to Human Rights Watch 32% of primary school age girls are out of school as compared to 21% of boys³¹. Education is not a matter of a single country but for whole world. Pakistan can handle this issue, but should be changed their priorities. Asif Saeed Khan Khosa, (Former) Chief Justice of Pakistan seems to have taken a special interest in the state of the country's education sector, castigating governments for their failure to fulfil their constitutional duty of providing an education to all children between the ages of five and 16. He warned of an impending national crisis with millions of children out of school, and unable to access quality education.

Recommendations/ Suggestions

There are several reasons why so many Pakistani children are out of school; nearly all stem from poverty, awareness and issues of access.

Implication of Article 25-A:The Article is present in the Constitution of Pakistan but what is required is the implication and this can be done by the seriousness. The government should monitor the areas where there is lack of educational system, where there is forced labor and especially where there is terrorism in the society that prevents the parents to send their child to schools. The Government ensure public education must be free of cost, there are added expenses that are not covered, such as uniforms, bags, stationery, etc. Even if these costs are not high, it adds up in large families with many children.

Education Financing: Budgetary allocation must be consistently and substantially increased each year. The federal and provincial government must ensure that the education budget is released in time and are not subjected to random cuts.

³⁰<https://www.pakistantoday.com.pk/2018/07/05/70-children-are-still-out-of-school-in-balochistan-57-in-fata/s>

³¹<https://www.dawn.com/news/1445470>

Awareness:The first thing to do is to spread awareness in a common man. If a parent knows how much the education is necessary for the child, he/she will never put the child out of educational zone. An educated child can contribute more in the society and in improving living standards of life.

Eradication of Poverty:The rise in poverty is directly proportional to the downfall of the education of children. Many Parents are force their children to do labor, because they are unable to fulfill the basic needs of a home. According to Asian Development Bank report the poverty rate of Pakistan is 24.3%³². If Government is able to curb poverty then definitely, parents will be able to send their child to schools.

Infrastructure and staff:Most importantly is the staff and Infrastructure especially in Tribal areas and far lands of Baluchistan, Sindh and South Punjab. Pakistan has thousands of ghost schools, which are a burden on economy and on other side in some areas there is building but no staff. The Government of Pakistan should monitor both issues parallel³³. There are simply not enough government schools in the country to accommodate everyone. Many children have to travel long distances to get to school, particularly in the rural parts. If transport is not provided by the school and parents do not have the time to accompany them or the means to arrange for the commute, families see no other choice but to pull the child out of school. Most government schools that exist are at the primary level. Secondary and tertiary schools are even fewer, and the distance to reach them greater. In contrast, there are private madrassahs in practically every street.

Pedagogy skills:Pedagogy skills should be developed; training sessions must be done to ensure it. The skills will enable the children to know the host capabilities so it can be used in proper manner

³²<https://www.adb.org/countries/pakistan/poverty>

³³<https://www.thenews.com.pk/print/309132-no-action-against-becs-officials-running-2-350-ghost-schools>

Equal Education: From 22.8 million children out of school, the majority of victims are girls. There is a lot of discrimination in society and in institutions, where education a girl is considered as a luxury although it's their same right as boys. Quotas must be applied in schools where the education of girls is on decline and government should monitor it properly because they can contribute same way in the economy as a boy.