



RIGHT TO
EDUCATION
INDEX

RESULTS
the power to end poverty

The Status of Right to Education in Pakistan

Right to Education Index Findings for Pakistan 2018

62%

What is the Right to Education Index (RTEI)?

RTEI is a global index built out of the international right to education framework to track national progress towards its fulfillment. The index uses a survey of close-ended questions answered with supporting documentation to substantiate national satisfaction of the right to education. Each question is based in one or several international human rights instruments, namely United Nations legally binding international conventions.

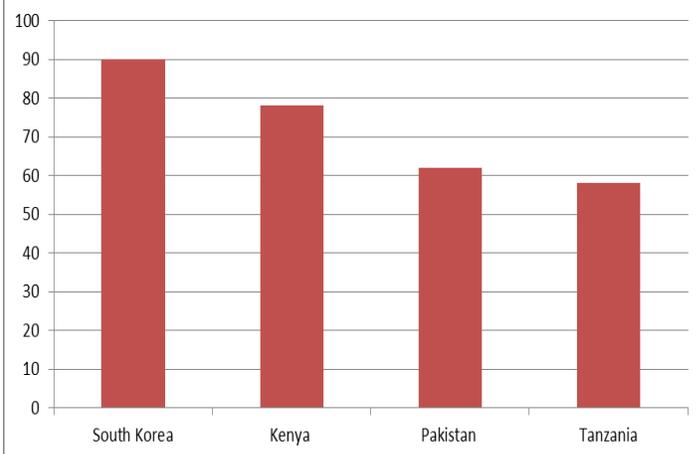
RTEI works with civil society, research institutions, and governments to drive accountability and progress towards the right to education through a global index built out of the international right to education framework.

Pakistan scored at 62% in the Right to Education Index overall. This means that the country could only attain 62% of its commitments in provision of free and quality public education as per the International Right to Education framework as defined by the human rights conventions.

Further breakdown of the themes, Pakistan scored at 73% for Governance, 69% in Accessibility, 63% for Acceptability, 60% for Adaptability. For Availability of Right to Education, there is insufficient data.

In cross cutting themes, Pakistan scored low on Monitoring and Accountability at 54%, Teachers at 54%, Content of Education at 60% and Opportunity Cost at 59%.

RTEI Index 2018



Out of the 21 countries participating in the RTEI, South Korea leads with a score of 90% whereas Tanzania ranks lowest at 58%. For more score, refer to RESULTS report.

ISSUE 1: Availability

Availability	Insufficient data
Classroom	34%
Sanitation	Insufficient data
Teachers	48%
Textbooks	Insufficient data

Availability speaks to the specific quantity of educational institutions available and the condition of such institutions.

There is not just enough data on availability of Right to Education as per the global benchmarks in Pakistan. This calls for an immediate stock taking of the sanitation facilities and textbooks availability across the country.

The **Classroom** scores depend on the minimum standards for number of students per classroom on primary and secondary level, the existing pupils per classroom ratio. The minimum standards as per state was stated to be 40 pupils per classroom which is almost twice the global benchmark of 25:1 (primary) and 20:1 (secondary).

These numbers show that there are many pupils and few classrooms. As a result there are fewer schools available for the pupils. According to AEPAM, there are only 131,376 public primary schools for 19.4 million pupils. The situation exacerbates on secondary level where there are only 13,129 high schools for 2.3 million pupils.

The low score for **Teachers** stems from the absent minimum standards for trained teachers and the pupil to trained teacher ratio which is twice the global benchmark at 64:1 on primary level against the ideal 25:1.

The low scores for **Classrooms and Teachers** can be explained by the low public spending on the development of education system. A major chunk of the education budgets at the provincial level, goes towards recurrent expenses such as salaries and overhead costs leaving a miniscule amount for the development and training of teachers.

Additionally, the teacher training is also subject to budgetary constraints as the provinces in the last five years have hired many additional teachers but without the budgetary space for their training.

The absence of minimum benchmarks for the trained teacher to pupil ratio in the national minimum standards is neglected area which needs immediate attention as well as the considerable increment in developmental and non salary budgets across provinces.

ISSUE 2: Acceptability

Acceptability	63%
Aims of Education	75%
Learning Environment	75%
Learning Outcomes	38%

Acceptability speaks to the quality of available education. This moves beyond learning outcomes to also capture the cultural relevance and security of the educational environment as well as the aims and content of education.

The low scores for **Learning Outcomes** are gauged on the basis of the objectives of pupils' learning assessments in areas of holistic development with a focus human rights and fundamental freedoms and respect for nature. The survey in particular intended to see whether there was a national assessment of pupils in terms of well being, human rights and arts.

This is a considerable area of weakness, as the national assessment as conducted by National Education Assessment System — A premier federal body for national assessment, only assesses the learning outcomes in terms of languages and arithmetic abilities in Urdu, English and Math.

Secondly, the NEAS does not look at the passing number of pupils rather it measures the performance in relative terms, comparing with the national average.

This shows the flawed system of assessments stemming from flawed assessment criteria which are in place. It is imperative that immediate attention is given to placing the correct assessment criteria in place as well as the monitoring and evaluation against these.

ISSUE 3: Adaptability

Adaptability	60%
Children with Disabilities	67%
Children of Minorities	17%
Out-of-school Education	77%
Out-of-school Children	81%

Adaptability speaks to the ability of education to be flexible in meeting the needs of a diverse range of students.

The lowest scores recorded under this category are for the children of minorities and children with disabilities. The low scores denote that the Right to Education is considerably out of reach for the children of minorities as well as children with disabilities.

In looking at the **Children of Minorities**, the survey sought to gauge the facilities in place for the hard to reach children such as mobile schools. The questionnaire also looked into the provision of national laws for the children to be taught in their mother tongue as well as the actual number of children not taught in their mother tongue.

Similarly in the adaptability of right to education for the **Children with Disabilities**, the survey aimed to see the provision in national laws for children with disabilities and their education as well as the accommodating measures taken by the state to implement those provisions. Furthermore the provision of trained teachers were also looked into.

It was found that there were severe deficiencies in the provision of education for the excluded and marginalized groups. There is no set policy for the hard to reach or nomadic children such that there is no exact data for the provision of education for these children although there have been reports of ad hoc district level arrangements. Furthermore, there are no provisions in law to have medium of instruction in mother tongues aside from English and Urdu mediums. Consequently, there are no linguistic profiles and data available on the number of children not being taught in their mother tongue.

In catering for children with disabilities, while the national and provincial RTE laws recognize the need for all children to have education, the provisions for the disabled children are grossly inadequate.

Most public schools do not have the adequate facilities to cater to the disabled students. There are few special education schools across the country which attend to the needs of the children with disabilities, however even these centers lack trained teachers or adequate facilities. Most public schools across the country are not accessible for physically disabled children. The lack of data in this regard is of significance as there is no such mechanism present on the national level which can measure the number of children with disabilities. The current data on this number is subject to inconsistencies.

Again, this could be explained with the insufficient finances in terms of developmental and training budget available to make the education system adaptable for the diverse range of pupils.

ISSUE 4: Data Availability

The issue of inadequate data was a constant challenge in all aspects of data collection for this index. The data which was available was not recent, and inconsistently collected with gap years. In addition to that, it was not sourced in most cases from national sources but from UN agencies such as UNESCO, UNDP as well as World Bank.

Only by undergoing this exercise were the partners made aware of the glaring inadequacies in the information and numbers available to see if the Right to Education was in essence a right for every child as per the Article 25 A and the global benchmarks derived from the international treaties signed and ratified by the state of Pakistan.

Current and available data should be at the helm of policy formulation and national standards setting for the right to education. The state should take immediate and necessary steps to collect regular data on the categories such as the one contained within this index.

RECOMMENDATIONS

Availability

- Urgent attention is required towards the low number of schools available for pupils. There is an immediate need to construct more schools and classrooms in order to meet the pupil to teacher ratio benchmarks
- Minimum standards for teachers training should immediately be put in place by amending the National Minimum Standards for Quality Education
- The national and provincial data on sanitation facilities and measures as well as textbooks availability should be collected on immediate basis
- Immediately increase the size and share of the development and non salary budget across the provinces to fund the construction of new classrooms, teacher training and sanitation facilities.

Acceptability

- Immediate attention should be given to placing the correct assessment criteria in place as well as the monitoring and evaluation.
- The role of NEAS in terms of assessment should be expanded to include the health and wellbeing, human rights and environmental sustainability learning.
- Assessment of learning outcomes should move from languages and arithmetic to a more holistic learning outcomes
- The assessment and evaluation should be expanded and be made more regular under NEAS and provincial assessment departments

Adaptability

- The language of instruction should be shifted from English/Urdu to regional and indigenous languages.
- The national and provincial laws should make the provision of medium of instruction to be ensured in mother tongue
- Public schools should be upgraded to be accessible to children with disabilities on an immediate basis. Appropriate teachers should be trained in addition to the upgradation of schools

Data Availability

- There is a need for the state to collect and publish data on:
 - * Missing categories of education such as data on students with disabilities and the learning outcomes assessments
 - * Desegregated data beyond gender to include income categories, urban/rural populations as well as the data on private schools.