

## CHARTER OF EDUCATION

# Education in Political Manifestoes in Pakistan

**Immediate measures to bring out-of-school/displaced and children with disabilities back to school, with a focus on marginalized groups such as girls, transgenders, minorities, and children living with disabilities.**

- Allocate **15% of BISP Taleemi Waazaifa** for the **inclusion** of minorities, children with disabilities and transgenders in schools, and **25% for education in climate-affected areas**.
- Allocate **20% of Bait-ul-Mal funds** to support the education of underserved children through **conditional cash transfers**.
- Divert **15% of donor assistance** in education towards **girls' education** and divert **15%** to rapidly restart **education in flood/disaster-affected areas** by utilizing existing infrastructure and initiating regular classes, avoiding the wait for school reconstruction.
- **Increase development budget allocation** as per the district's needs and **empower local government** and **school management committees** for efficient utilization.

**Mobilize the strength of multiple stakeholders to BUILD BACK BETTER**

- **Short-term (6 months after coming into power):** Develop a time-bound plan for the rapid and high-quality reconstruction of fully damaged schools, ensuring they are equipped with basic facilities. Simultaneously, make temporary arrangements in unaffected schools to ensure continuity of education.
- **Medium-term (12-18 months after coming into power):** Continue the reconstruction efforts, focusing on partially damaged schools, aiming to complete their restoration within 12 to 18 months, including the provision of necessary facilities and infrastructure improvements.
- **Long-term (24-36 months after coming into power):** For schools that require extensive rehabilitation, allocate 24 to 36 months to fully reconstruct and upgrade them, ensuring they meet modern educational standards and safety requirements to minimize disruptions to education.
- Integrate school management and keep education on track as part of humanitarian response in national and provincial disaster management plans. This would include introducing programs for **teachers and students in emergency preparedness** and evacuation drills.
- Provide a nationally owned plan to mitigate **learning losses through remedial learning** for students affected by school closures during the pandemic and floods within 6 months of coming into power.

**Uphold the promise made in Article 25-A by:**

- Develop a nationally owned plan for the phased implementation of Article 25-A as a justiciable fundamental human right of the constitution. Synchronize SDG-4 targets with the right to education (RTE) and localize indicators with efficient allocations to achieve targets by 2030.

**Budgetary allocation: By overcoming gaps in the existing system, adopting best practices from within and outside Pakistan, and mobilizing domestic and foreign resources to ensure:**

- An **annual increase** in public investment in education as a percentage of the GDP from the current 2 per cent to **4 per cent immediately**.
- Education departments should prepare a **gender-responsive education budget**.
- Establish **inclusive and transparent systems to monitor and evaluate** the progress of education **policy formulation, implementation, and budgetary spending** in line with Article 19-A (**Right to Information**).

- Strengthen support for teachers and school leaders on gender and disability-inclusive education by developing policies and structures for continuous professional development at the school level.
- Devolution of the Provincial Finance Commission to the district level to empower local government.

### Safe Education

- Ensure that the educational institutions are safe to foster the growth of young minds irrespective of gender. Existing laws and mechanisms should be implemented or revised to ensure **zero tolerance for sexual harassment** from peers and people in positions of power within institutions. Decisive actions should be taken to protect the rights and safety of students, particularly women. Establishing student unions and harassment committees will empower students to raise their voices against injustice and create a safer and more inclusive environment for all.
- It is imperative to ensure that schools are **free from corporal punishment** to create an environment where children can learn while their dignity, and physical, and mental health are protected.

### Enhance the delivery of education by:

- Relevant and regular **provincial teacher training programs** to improve pedagogies, skills and knowledge, in **specific subjects** and deliver **remedial learning** after pandemics and floods disaster.
- **Replace single-classroom, multi-grade teaching** with the one-grade-one-teacher approach by **increasing** the number of **schools, classrooms, and teachers** in a **phased manner** that prioritizes the most underserved districts.
- Improve the **student-to-teacher** ratio across all educational levels to a maximum of 1 teacher per 30 students.
- Review and revise the current national **curriculum** to emphasize **critical thinking, problem-solving**, and rights-based curriculum focusing on **maths and science, IT and 21st-century skills**; and promote a culture of **lifelong learning, non-violence, diversity and tolerance**.
- Introduce **vocational and technical training programs in schools from grade 3 onwards**, increase technical institutes and develop market linkages for skilled students from Matriculation onwards to generate a skilled workforce for the global market.

## Process Level Recommendations

### Make political and parliamentary processes robust by:

- Institutionalizing **inclusive and regular platforms** at the district, provincial and national levels for open dialogues with communities and stakeholders. An annual calendar needs to be set and widely shared with the public to ensure continuity and active citizens' participation including women, minority genders, youth and ethnic and religious minorities.
- Make assessment/examination processes/tools more diverse, inclusive and accessible for all children irrespective of their linguistic, ethnic, religious, gender, abilities/disabilities and socio-economic background.
- **Data-driven decision-making** accompanied by concrete milestones until the next general elections to make party pledges grounded in concrete steps.
- **Availability of credible gender and disability-segregated data** that reflect district, provincial and national education status on Quality, Access, and Inclusion as on budget allocations and spending; Development of national and provincial dashboards capturing data is linked to education.