

IDENTIFYING OUT OF SCHOOL CHILDREN IN PAKISTAN: A POLICY BREACH

Mamonah Ambreen

Lecturer, Department of Gender and Women Studies, Allama Iqbal Open University, Islamabad.
mamonah@aiou.edu.pk

Anwaar Mohyuddin

Assistant Professor, Department of Anthropology, Quaid-i-Azam University, Islamabad.
unwaar@gmail.com

ABSTRACT

Present research article deals with the overall misrepresentation of Out of School Children in Pakistan, because after the analysis of various educational national policies and the five-year educational plans it was observed that there was no particular space available for the children who were not present in the national data base. Due to various reasons so many communities living without national identity cards (NIC). In the research site various families were living without their identification of being the citizen of the country. It was hypothesized that if in capital territory various families were living without any particular identification than how many around the country would have been living under the same circumstances. This hypothetical consideration became the main theme of the present article. Objective of the study was to identify those primary school going age children who were still out of school. Most of them were wandering in the streets and some of them were working in vocational-workshops. Both of these segments were not included in the OOSC data bank. The scenario was hypothetically reproduced upon the nomadic and semi-nomadic communities, and those who were living in far-flung areas, including valleys, pastures, hilly and coastal areas. Movement of these communities reduced the possibility of their inclusion in main database for OOSC. The qualitative research paradigm was used for the present research article. The study was explorative and applied in nature which identified various issues of calculating OOSC and proposed solutions as coping mechanism. Data were collected from two different segments, one from existing educational policies and reports, and the other from native community, stakeholders who were working for the promotion of enrollment rate in primary schools. After the analysis of available educational policies related to OOSC it was found that no homework has ever been done before calculating the number of OOSC in Pakistan. So many modules and tools given by UIS, UNESCO, and UNICEF for the promotion of education at primary level were available, but none of them were ever incorporated in educational policy. The data about the children living under gray-line i.e., semi-visible and invisible were never been gathered which may arise question on the efficiency of the government educational database. Study concluded that if the government wants to publish actual numbers of OOSC which may be more than the existing number in Pakistan for the effective policies, it needs have to include the gray-line children and to make the policies more implementable. Children engaged in vocational-workshops and those who were never enrolled in schools may be included for effective policies.

Keywords: OOSC, Visibility Model, Education for All, 18th Amendment, Five Dimensions of Exclusion, 5Des.

INTRODUCTION

According to different reports of UN, UNESCO, South Asia was the most populous region in the world which had the highest number of out of school children (OOSC). The number of those at the age of primary-school group, was one quarter of the world's population. Statistically, around the world 162 million children fall into the category of primary school going age and 42 million of them were out of school in South Asia (UIS-UNESIF 2015). Among all the countries, the highest number¹ of OOSC at

¹ Nepal has the second-highest (34%) number of out-of-school children in the region (UIS, 2015).

primary school going age was living in Pakistan. In Pakistan there were approximately 20 million school-aged children, out of which 8 million were still out of school (UIS, 2005).

A report compiled jointly by the Government of Pakistan and UNESCO on the basis of data gathered by the National Institute of Population Studies (NIPS) and some of the previous trends, stated that at the primary school going age (5-9 years) 3.8 million children were living in Punjab Province solely (Government of Punjab & UNESCO, 2010). During the start of the millennium the Government of Pakistan approved two major steps for educational development, one was Education for All (EFA) and the other was UN's Millennium Development Goals for the eradication of illiteracy in Pakistan. After one decade in 2010, the 18th Constitutional Amendment's Article 25-A for the Right to Education was approved as the necessary right of every child, it was the millage stone in the history of Education in Pakistan.

For exact number of education statistics number of international agencies were working to find out universal primary school age children (5-9) who were either enrolled in primary or secondary school (ISCE, 1997). The OOSC conceptualized as those children who were at primary school going age but were not in the schools (UIS, 2005). A problem which was identified after analysis of different international educational policies and plans was that the children who were getting non-formal education or attending pre-primary school were also considered out of school (UIS, 2005). Annual Status of Education Report (ASER, 2010) reported that all those children who were dropped out of schools or those who were never enrolled once in their life in OOSC category. According to UNICEF (2015), there was no universal definition for 'out-of-school Children' but a number of characteristics could refer it to the universality as;

- a. Children did not have school in their locality.
- b. They were not enrolled due to certain reasons.
- c. First, they were enrolled but left the schools shortly.
- d. Children were enrolled in less equipped schools e.g., poor facilities, no teachers
- e. Drop out
- f. Got the enrollment but did not attend school

According to the UNICEF (2015), based on the exposure to education, out-of-school children for better understanding could be divided into two groups; first who entered school and later dropped out, and the secondly who did not attend school in their whole life. In different cases out of school children were permanently restrained from education. The latter category was further divided into two different sections to ensure the presence of every child in the model of UNICEF. The first section included those children who might enter the school in future and the second included those who would never enter into the formal education circle. During the present research same model was applied for collection, documentation and narration of the data.

In majority of the East Asian Countries the official primary school going age was 6 years old. In South Asian Countries it was around 5 years. In Myanmar the school enrollment age was similar to Pakistan and that was 5 years. In Indonesia this age was 7 years (Myanmar MOE, 2013).

The issue of out of school children (OOSC) remained a prevalent global problem. Around 14.3 million out of school children were living in East Asia and the Pacific regions. The global rise in such numbers suggested that progress in expanding the access to basic education was poor (UNESCO and UIS, 2015). In South East Asia e.g., Brunei Darussalam, Singapore, there were 6.8 million children out of school who belonged to primary and secondary school going age (UNESCO, 2017).

According to the UNESCO (2016), all over the world 263 million children, one-fifth of the global population at the primary school age, were out of school. This number included 63 million (24%) children at the age of 6-11 years, 61 million (23%) adolescents at the age of 12-14 years and 139 million (53%) at the age of 15-17 years.

UIS (2016) reported that 61 million children at primary school going age were out of school, out of which 43% were never expected to be enrolled in school. Out of these 61 million out of school children 30 million were living in Sub-Saharan Africa. In Nigeria only this number was 8.7 million. Regionally there were two major reasons of out of school children, in Africa it was access to the schools and in East Asia it was drooping out of the schools (Burnett, 2017).

RESEARCH METHODOLOGY

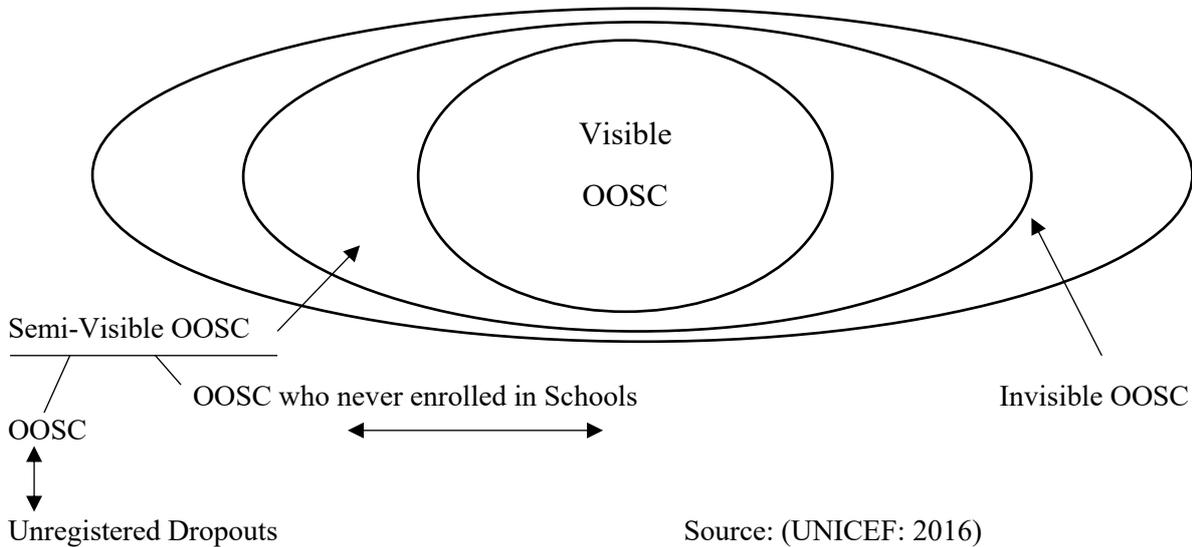
For the present research study, educational policies were analyzed and interviews from stakeholders have been included to develop a detailed discussion on the visibility model and inclusion of primary school going age children in the main data bank of OOSC. Data were collected from Noor Pur and Muslim Colony in Bari Imam Locality, Capital Territory of Islamabad which was part of the PhD research work. Document analysis was been done to find out the working definition of the OOSC, inclusion of the children and missing links. In-depth interviews from the stakeholders e.g., NCHD, BCES were conducted to add their point of view in the inclusion of street children which were at the primary school going age, at the verge of drop-out, never enrolled in schools. International initiatives for the promotion of the enrollment in primary schools and its directions to the signatories were also included to make the study up to date as per international polices.

THEORETICAL FRAMEWORK

For the purpose of this research Visibility Model has been used to explore the hidden realities about the OOSC problem in Pakistan. In this framework visibility has the specific meaning which is the essence of the present research study. The chosen research site has partially been studied by the NCCWD in 2017, which explored just one side of the picture. In this particular research an attempt has been made to identify the hidden realities. An ethnographic model was used wherein in-depth interviews and participant observation were the main data collection methods, which helped the researcher to gather the information at grassroots level.

The children having no record in the education departments were not easily accessible through any intervention. They were not taking into consideration of any educational policy design by the Government or non-Government educational programs. A number of vulnerable groups remained absent during household surveys and their particulars have never been entered in Government records. So, remain invisible in Governmental data (Carr-Hill, 2012). The Visibility Model is a part of the OOSC Model which is used not only to estimate the number of out of school children but also to document child-level records to find out the exact number at various levels of out of school children. All the three aspects of model are described as under;

Figure 1. Visible, Semi-visible and Invisible OOSC



1. **Visible OOSC:** It can be identified through different reports or the database of the Ministries e.g., Ministry of Education, Bureau of Statistics etc. or EMIS. This aspect only deals with the school dropouts.
 - a. Visible at the risk of dropping out children: Those who are attending school but are at risk of dropping out, identified within school data that can be monitored easily in national or regional level.

2. **Semi-visible OOSC:** Those who are not identified through EMIS, but could be identified with the help of vertical or horizontal information flows. Two groups are considered as;
 - a. Dropouts who are not registered: Children who dropped out; EMIS, schools and educational institutes do not have their record or reported. Such children could be identified using vertical information from schools nationally.
 - b. Those who are never enrolled: Records of those children who do not go to schools can be identified through unique IDs, birth certificate number. Those who have their particulars available at any other database rather than educational are considered as semi-visible out of school children.
3. **Invisible OOSC:** Those who do not have their particulars available in any government database are completely invisible. They are usually characterized as the most weak and deprived children.
 - a. Invisible children at risk of dropping out: those who are attending school but at risk of dropping out and not available in any record.

RESULTS AND DISCUSSION

The total number of OOSC in Pakistan had declined at the rate of 1 million children per annum since 2012 (UNESCO, 2015). The number of OOSC was 26 million in 2014, 25 million in 2015 and remained 24 million in 2016. The report further stated that 23.7% children at the age of 4 years were attending pre-primary schools, 25.1% were attending primary schools and 51.2% children did not enter either in pre-primary or the primary schools. At primary level 6.5 million (34.4%) children were out of schools, out of which 3.6 million were the girls.

World Bank (2011) while documenting its commitments towards out of school children and basic education reported that Pakistan stood third among the highest rate of out-of-school children i.e., 5.4 million which made 10% of the world's out of school children in 2011. From 2000 to 2011 Pakistan remained at No.3 in the list of out of school children produced by UNESCO. The number of children at primary school going age was 6.9 million. During that period Pakistan remained as the second largest receiver of the donations by the international donors like International Development Association (IDA) to eradicate the problem of OOSC Pakistan. The total amount received during 2000 to 2012 was 1.5 billion USD, 15% of the total funds given by World Bank for primary education.

Primary Education in Pakistan

Formally, the education system of Pakistan had been divided into three stages, primary, secondary and higher, but actually it had several stages which included pre-primary, primary, lower secondary, upper secondary, intermediate, graduation, masters and higher studies. In the present research study, only primary and pre-primary schools going children and the educational facilities were discussed to find out the issues and miss-management due to which a large number of children were still out of schools.

- **Pre-Primary:** This was the first stage of the formal education system. In the past especially in the villages pre-primary level was known as '*Katchi Class*' in the Government schools. This was a vital element for childhood involvement in education. So, later in 1990s the early childhood education was approved and introduced as Early Child Education (ECE), wherein children at the age of 3 to 4 years were enrolled. The formal pre-primary enrolment age was increased from 4 years to 5 years.
- **Primary:** The second category was the primary schooling comprised of first five grades from level I to level V. The formal age of the children for this category was 5-9 years. At this stage major focus remained on the cognitive and memory as well as mathematical development of minds.

Public and Private Schools

According to AEPAM report (2009), there was a huge difference between the enrolment in public and private schools i.e., 71% and 29% respectively. This difference started decreasing in the coming years. In 2010 the enrolment rate was 66% and 34% respectively. With the passage of time, the enrollment in private schools kept on increasing and the schools became over crowded.

The low-cost schools run by non-profit organizations were playing an important part in providing cheap education to the children in the communities. This sector owned a large number of schools and generated their own resources from respective communities. Some of these schools were owned by the individuals. While collecting the data during 2018 it was observed that this non-profit

sector was gathering more revenue from the parents in the name of fee and other educational expenditures. These schools were of two types, both owned by the locals, one of them was charging very minimal fees against their services and the other type of schools were operating under the known educational brands e.g., Educators, Oxford, Cambridge, and City Schools and were charging higher amounts.

Along with the non-profit institutes, non-formal schools were also providing assistance to the poor children as well as the adults in vulnerable areas of the country. Such schools were run by the community, but the funds were also provided by the Government like BECS and Adult Literacy Centers of NCHD etc. According to the officials of BECS, 20,000 schools were working in the country out of which 246 were in capital territory. Around 60 adult literacy centers were also working in Islamabad owned by NCHD. There were 15,886 non-formal basic education centers in Pakistan. These were statistics after education emergencies, when temporary learning centers were made. Approximately, 700,000 individuals were enrolled in these centers, with the gender ratio of 56% females and 44% males (AEPAM, 2009).

According to Livingstone (1999), every movement connecting quest of thoughtful information or ability that happens separated from syllabuses, or workshops organized by social departments and educational institutes are known as informal education. In present research study, the Madrassas education would also be treated as informal education.

Madrassas were most common and valuable asset in Pakistan especially for those who lived in rural and less developed areas. Though a number of schools were situated in adjacent areas, but the rural population which actually was a majority, preferred Masjid Schools or Madrassas. Most of the Masjids had their own Madrassa operating within the Mosque or adjacent to it. Madrassas were playing a very important role in providing education to the children belonging to the poor families. Previously the Madrassas were providing religious education only but after the Madrassas reforms formal subjects were also included in the syllabus along with the religious curriculum. Only 3% of the Madrassas were owned by the Government whereas rest of 97% were owned by the community or the individuals. In all over the country there were 38% Madrassas for girls and 62% for boys (AEPAM, 2009). Most of these girls' Madrassas were situated in rural areas whereas boys' Madrassas were mostly in the suburban areas. The Madrassas operating in cities normally cater both boys and girls. After the basic amendments by the Government in Madrassa education in 2003 the Government had listed *Deene* (Religious) Madrassas as formal educational facility centers in their educational census.

Enrolment Rate

Education is a fundamental right of Pakistani citizens under both the articles 25-A and 37-B. The state must provide primary compulsory education to the children. But the current educational status in the country, as stated earlier, portrays a different picture. Provision of this right to the citizens is a great challenge for both Federal as well as the Provincial Governments. According to the World Bank report (2010) the gross enrollment rate (GER) at primary level was 85%, at secondary level it was 33% and only 6% at tertiary level, which made Pakistan the lowest in South Asia. This situation is further deterioration since the last decade. It was documented by the Ministry of Finance (2010) that the expenditures on education had been declining from 22% in 2005-06 to 2% in 2009-2010, which reduced the enrollment and GER in Pakistan.

All economic classes existed in Pakistan but majority of the people belonged to middle and lower middle class. Most of the parents had three options for the enrollment of their children which included Government schools, private schools (both non-profit and profit earning), and the Madrassas. There were three major factors which may influence the parental choices regarding the selection of schools. These factors were student, household and the school. Analyzing such factors may help to explain the behavior of parents, why they preferred costly private schools over the well-equipped and well-organized Government schools; cutting down their kitchen expenditures. This would also explain why the parents with limited resources were willing to incur expenditures on the private schooling for their children when free public schools were available. Identification of the factors influencing the parental attitude towards schooling could help the policy makers to develop strategies to improve quality of public and private schools.

According to Muralidharan and Kermer (2008) and Mohyuddin et al. (2012), most of the developing countries have ever increasing number of private schools due to the shortage and low-quality schools owned by the Government. The situation in Pakistan was also the same. Reduction in

educational budgets, lack of coordination, lack of commitment and poor implementation of educational reforms were some of the prominent issues. Even in the rural areas the people had started demanding for private schools. According to a survey, up to 15% of the school going age children were enrolled in the private schools in Pakistan.

The report of annual status of education for 2018 published in Feb, 2019 showed a clear picture of rural educational status under different determinants e.g., age, enrollment in Government and private schools as well as status of children in education or out of schools. The description of rural educational status is as under;

- a. **Status of Children:** Total number of students was divided into two major categories e.g., enrolled and OOSC. The report states the number of children in rural settings (both categories) in all provincial and regional as in AJK the enrolled children in schools were 95.2, there were only 4.8% out of schools; where as in Gilgit-Baltistan the enrolled children were 90.8% and there were 9.2% out of school; in Punjab province the enrolled number of children were 89.4% and remaining 10.6% was out of school; in KP province the enrolled children were 86.5% whereas 13.5% remains out of school; in Sindh the enrolled number of children were 86.0% and 14.0% who were not going to schools in Balochistan the enrolled students were 72.2% and 27.8% was out of school in this scenario the AJK had the highest enrollment in rural areas and the Baluchistan province has the lowest.
- b. **Gender wise Distribution (Government schools):** Report again stated about the number of enrolled students gender wise under the age of 6-16 years old. In Government schools of KP 62% boys and 38% girls were enrolled; Balochistan had 64% boys and 36% girls; Gilgit-Baltistan had 58% boys and 42% girls; Punjab had 57% of boys and 43% of girls in Government schools. Where as in Sindh the 61% of boys and 39% girls were enrolled in Government schools; the situation in AJK states that there were 53% boys and 47% girls enrolled in Government schools.
- c. **Gender wise Distribution (private schools):** Similarly, the enrollment of students in private schools in rural areas was also documented. In Punjab province 56% boys and 44% of girls were enrolled in private schools in their respective rural localities, in Sindh province 60% boys and 40% girls, KP had 64% boys and 36% girls and in Balochistan 63% boys and 37% girls 37% were enrolled in private schools. Where as in both regional territories Gilgit-Baltistan 58% boys and 42% girls as well as in AJK 52% boys and 48% girls were enrolled in private educational institutes.

Government Participation

Government participation in educational investment has to be interactive as well as future oriented, because the development of society lies along with educational development. It is evident that the Government must provide all educational facilities to its masses without considering age and gender (Weisbrod, 1962). The Weisbord analyzed the benefits provided by the Government in three ways; one was the residence benefits, second was the employment and third was the social development in general. The residential benefits were categorized as intergenerational effects and the neighborhood effects. Intergenerational referred to the socialization process at household, learning and sharing values with elders and youngsters, and the neighborhood was the social value system and assimilation in local communities. The second benefit was the employment opportunities for the educated and skilled worker. Learning skills could bring you financial gains and the productivity could also increase. There could be the sharing of knowledge and behavioral development which could facilitate the individuals for their personal and professional development. The third benefit was for the society as a whole which referred to the development of technology, communication of knowledge, competitiveness in markets, as well as the effectiveness of democratic values.

According to Friedman (1955), states must provide subsidized education to those who could not afford it and increase taxes on those who are providing educational services. This could be beneficial for both groups and could improve the welfare activities. This would provide cheap education so that the masses may send their children to schools. In this way the educational expenditure could be minimized and the standard could be improved. If the state would not subsidize the education, there would be an unequal distribution of opportunities due to which an imbalance in the job market would be created and occupational segregation would increase (Levin, 1991).

The concept of Education for All (EFA) was the global assurance for the quality of basic education to all the children. Education for All was the 2nd goal among the eight MDGs (Millennium Development Goals) formulated to eradicate all types of poverty from all nations. This agenda was launched during World Conference on Education for All 1990.

Oliveira (1986) was not in favor of engage students in the classroom, universities for education, and any such type of restriction which made them uncomfortable. It would be beneficial for the students if the educational institutes could provide them non-formal education necessary for the future involvement and skill enhancement at their doorstep.

Global Initiative (OOSC)

The progress related to school enrollment program has been deteriorating since 2007 (UIS and UNICEF, 2015). The methodologies used could not resolve the issue of out-of-school children. Innovative methodologies were needed to enroll the remaining out-of-school children, who had been facing a number of multiple and complex problems and overlapping barriers to attend the schools.

An initiative for Out-of-School Children was launched in collaboration with UNICEF and UNESCO in 2010 to bring them to the schools. The aim was to support the children. The collaboration agencies published a report in 2005, entitled ‘Children out of school: Measuring Exclusion from Primary Education’; that conceptualized it into 5DEs (Five Dimensions of Exclusion). The model is as under;

- Dimension 1: Primary Education’s importance
- Dimension 2: Primary Education
- Dimension 3: Beyond the primary education to lower-secondary education
- Dimension 4: Focuses on excluded as well as dropping out risk children at primary school level
- Dimension 5: Those who are in lower-secondary school (UNICEF and UIS, 2011).

Unearth Exclusion

It is vital to inspect the forms of exclusion to find out the fundamental reasons which keep the children out of school. We are considering all out of school children in one category, but there is another group among such children that has never entered even in the primary schools. The percentage of such non-school going children is very high in Pakistan i.e., 51 % and in India 39 %. In Bangladesh and Sri Lanka, those who dropped out from schools are 48% and 68% respectively (UNICEF, 2014). If such indicators can be incorporated in such a way it could be helpful to draw the division line among out of school and never-school-entered children; who dropped out and those who later entered in schools.

There are a number of reasons such as, low-income families, children who are helping their parents in livelihood activities, families living in rural areas, as well as less developed areas in the countries etc. are the prominent factors of out of school and never-entered-school children in South Asia. In the case of Pakistan, these factors have another important geographical aspect. In Balochistan Province less outreach and current security situation have created a barrier first to get information regarding out-of-school children and secondly the available educational facilities for the residence.

Table 1. Eight-Step Monitoring Framework for OOSC and Children at Risk of Dropping Out

Content	Description
Collect	1. Create Pointers
	2. Removing of data imprecisions
	3. Up gradation of EMIS for development of new variables and procedures
Collaborate	4. Top-down collected information travels between national and local level
	5. The x-axis information may disperse by cross-sector collaboration
Create and respond	6. Establishment of primary warning system
	7. Establishment of computer-based reporting and analysis procedures
	8. In the last step development of evidence-informed policies and interventions

Note: Produced by the Researcher

In stated model steps 1-3 mainly deal with improvements; steps 4-5 deal with identification of gaps at horizontal and vertical information and steps 6-8 focus on converting the collected data into information for policies and interventions to reduce exclusion of children from education.

CONCLUSION

In the light of above discussion on the national and international directives of the educational development for the enhancement of enrollment rate in primary schools, the study highlighted that though Pakistan was incorporating international policies but implementation of these policies needs more time to bring positive results. These international policies need certain amendments before the adaptation and incorporation into the national policy framework. After the 18th amendment and Right to Education, Education for All along with various national and five-year educational plans it was evident that all the policies had various elements to include out of school children but no particular efforts were put in to prevent the children at risk of drop out, and those who were never enrolled in schools at any stage of their life and were contributing in the household economy. There were no particular data available about the primary school going age children who were engaged in technical and non-formal education.

Visibility model could be very helpful to resolve the issue of OOSC. It could also provide a guideline to the Government or the relevant stakeholders to get the actual numbers of out of school children, working in various vocational and technical informal sectors. Without knowing the accurate numbers, it is not possible to implement all the policies to eradicate the less-enrollment-rate in primary schools with particular reference to gender as well. Number of out of school children may be recounted in the given scenario. The Government should also count those children who were out of main stream among the OOSC to compile the fresh lists, so that the actual ground-based situation may become visible. The actual number of OOSCs would be helpful for the policy makers and would provide them a way forward to differentiate between formal and non-formal primary school age children, those who were never enrolled in any grade, who were at the verge of dropout and those who may drop out after completing the primary school education. If the policy makers could include such students and categorize them according to their needs, their policies would become effective and efficient. Implementation and allocation of resources would become easier. The policies would bring positive results as far as the enhancement of school enrollment is concerned.

REFERENCES

- ASER. (2010). Annual status of education report (rural). Lahore, Pakistan: *South Asian Forum for Education Development*.
- ASER. (Feb, 2019). Annual Status of Education Report 2018. Islamabad: AEPAM, Government of Pakistan.
- Asian Development Bank. (March, 2013). Myanmar Comprehensive Education Sector Review Phase 1: Rapid Assessment: Technical Annex on the Secondary Education Subsector, Consultants' Reports. Myanmar.
<http://www.cesrmm.org/index.php/en/documents/category/27-comprehensiveeducationsectorreview-cesr-phase1-rapidassessmentreport>
- Burnett, N. (2017). Out-of-School Children (OOSC): Global Costs and Investment Trends [Paper presentation]. CIES Annual Meeting, Atlanta, GA, Development Institute.
- Carr-Hill, R. (2012). Finding and then counting out-of-school children, *Compare: A Journal of Comparative and International Education*, 42(2), 187-212.
- Friedman, M. (1955). *The Role of Government in Education*. New Jersey: Rutgers University Press.
- Government of Punjab and UNESCO, (2010). *Five-year strategic plan for the promotion of literacy in the province of Punjab*. <http://dawn.com/2011/05/02/non-formal-schools-non-serious-attitude/>
- Levin, H. (1991). The Economics of Educational Choice. *Economics of Education Review*, 10, 137-58.
- Livingstone, D. (1999). Exploring the icebergs of adult learning: Findings of the first Canadian survey of informal learning practices. *CJSAE*, 13(2), 49-72.
- Ministry of Finance. (2010). *Pakistan Economic Survey 2009-10*. Islamabad: Government of Pakistan.
- Mohyuddin, A., Chaudhry, H.R. & Ambreen, M. (2012). Development in education sector in Zandra, Balochistan: Micro analysis of World System Theory in anthropological perspective). *Journal of Humanities and Social Science*, 4(4), 40-44.

- Muralidharan, K., & Kremer, M. (2008). Public and private schools in rural India. In P. Peterson & R. Chakrabarti (Eds.), *School choice international: Exploring public-private partnerships*. Cambridge, MA: MIT Press.
- National Commission for Child Welfare and Development (NCCWD). (2017), *Situational Analysis of Out-of-School Children in Katchi Abadi of Islamabad*. Islamabad: Ministry of Human Rights.
- Oliveira, J. B. A. (1986). Teleducação e Ensino Superior in *Anais do XVI.Seminário Brasileiro de Tecnologia Educacional, ABT, Rio de Janeiro, Vol. II*, 16.
- UIS. (2005). *Children out of School: Measuring Exclusion from Primary Education*, Montreal: UIS. www.uis.unesco.org
- UIS-UNICEF (2015). *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children*, UIS/2015/ED/SD/7/Rev
- UNESCO (2016), *263 Million Children and Youth are out of School*, <http://uis.unesco.org/en/news/263-million-children-and-youth-are-out-school>
- UNESCO (2017). *Situation Analysis of Out-of-School Children in Nine Southeast Asian Countries*. Bangkok: UNESCO Office
- UNESCO. (1997) International Standard Classification of Education (ISCE). http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-1997-en_0.pdf
- UNICEF (2011). *OOSCI Conceptual and Methodological Framework (CMF)*, New York: UNICEF and UIS
- UNICEF, (April, 2015). *Out of School Children*. Ghana: UNICEF Internal Statistical Bulletin.
- UNICEF, (January, 2014). *Global initiative on out-of-school children. South Asia Regional Study: Covering Bangladesh, India, Pakistan and Sri Lanka*, Kathmandu, Nepal: Regional Office from South Asia.
- Weisbrod, B. (1962). Education and Investment in Human Capital. *Journal of Political Economy*, 70, 106-123.
- World Bank. (2010). *African Development Indicators*. Washington, D. C.: The World Bank.