"Reporting on Education for Human Rights, Peace, Democracy, International Understanding and Tolerance"

I. GUIDANCE

1. Introduction

This questionnaire is intended to assist Member States in the preparation of reports on the national implementation of the *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. Specific reference is made to the implementation of the World Programme on Human Rights Education (WPHRE, ongoing since 2005).

Adopted by UNESCO's General Conference in 1974, the Recommendation provides normative framework for promoting education for peace and human rights by detailing guiding principles and formulating a global approach. The Recommendation provides for action in various sectors of education. It underlines the need for understanding and respect for all peoples, their cultures, civilizations, values and ways of life. It underlines the responsibility of Member States for providing human rights and fundamental freedoms, and the need for national policy and planning, and the development for particular aspects of learning, training and action. It is highly significant in that it stresses the importance of the fundamental principles of quality education for all, notably the principle of equality of educational opportunity, access to education, and solidarity. The Recommendation contains provisions for revision of textbooks and other educational material as well as for struggle against illiteracy. The Recommendation highlights the need to broaden functions of universities, and carries provision of technical and vocational education and teacher training, and involves the community in education.

This Recommendation reflects the main elements of the WPHRE being executed by UNESCO and OHCHR. On 10 December 2004, the General Assembly of the United Nations proclaimed the WPHRE (2005-ongoing) to advance the implementation of human rights education programmes in all sectors. Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education, provide a concrete framework for action, and strengthen partnerships and cooperation from the international to the grass roots level. It is structured around an ongoing series of phases, the first of which covers the period 2005-2009 and focused on the primary and secondary school systems.[1] The on-going second phase covering the period of 2010-2014 has new focuses: teacher education, higher education, law enforcement offices and military. The scope on the primary and secondary levels is maintained also during the second phase. The Plans of Action for the first and second phases propose an effective strategy and practical suggestions for nationally implementing human rights education.

2. Background to the Fifth Consultation

Reporting obligations

- All Member States, given political commitment to and moral force of the Recommendation and the Reporting Obligations under the Recommendation, should

[1] In 2010, the *Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education* (ref: A/65/322) was submitted to the sixty-fifth session of the General Assembly of the United Nations in response to Human Rights Council resolution 12/4, in which the Council requested the United Nations Inter-Agency Coordinating Committee on Human Rights Education in the School System (UNIACC), of which UNESCO was member, to submit to the General Assembly a final evaluation report, based on national evaluation reports, on the implementation of the first phase of the World Programme for Human Rights Education. The report finds that the 76 Member States which provided national evaluation reports are taking some measures to integrate human rights education in their school systems. The final report is available at: http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N10/493/11/PDF/N1049311.pdf?OpenElement.

report on legislative measures that have been taken pursuant to the Recommendation and the ways in which national education policies and programmes correspond to its provisions. Information supplied by Member States should demonstrate how laws and practices comply with the commitments under the Recommendation, describing legal norms as well as the factual situation.

- In accordance with **Article VIII of UNESCO's Constitution** *"Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4."*

- Article17 of the Rules of Procedure concerning recommendations to Member States and international conventions covered by the terms of Article IV, paragraph 4, of the Constitution.

- Specific multi-stage procedure for the monitoring of the implementation of UNESCO conventions and recommendations for which no specific institutional mechanism is provided.

II. QUESTIONNAIRE

The questionnaire below to be completed by Governments contains questions that should be addressed in Member States' national reports. Please mark the specific answers with corresponding numbers of the questions. In addition to the questionnaire, supplementary information may also by provide as additional attachments to your report.[2]

1. **Information about the respondent : Ministry of Education, Trainings and Standards in Higher Education, GoP, through the Pakistan National Commission for UNESCO.**

2. **Components of education for peace and human rights**

A. Specific information on the legislative, judicial and administrative measures taken by the State at the national level

1. Please describe the specific legal framework governing the protection of the rights guaranteed by the Recommendation in the specific country. It should indicate whether the rights set forth in the Recommendation are protected by the constitution, by a basic legislative text or by any other text, and whether the Recommendation has been incorporated into national legislation. The report should make reference to the legal, administrative or other competent authorities and the scope of their competence in relation to the rights guaranteed by the Recommendation.

[2] This may include but is not limited to relevant information reported to the Office of the United Nations High Commissioner for Human Rights (e.g. national inputs for the progress report on the implementation of the World Programme for Human Rights Education in 2012, as mandated by Human Rights Council resolution 15/11, as well as relevant responses to the Council of Europe (e.g. Review of the Implementation of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (Recommendation CM/Rec(2010) in 2012).

Answer:

Constitutional obligations: - Constitution of Pakistan contains clear provisions at article 8-28, under the heading Fundamental Rights. Thus all the citizens of Pakistan are equal before law and their Rights are Constitutionally protected, irrespective of their religion, caste, creed, color, status, gender or age. **(Copy annexed-I)**

- Moreover, according to **Article 37-B** of the Constitution:
  - State shall be responsible for eradication of illiteracy and provision of *free* and *compulsory* education *up to secondary level,* within minimum possible time.
- According to another, **Article 25-A,** on Right to Education, added through amendment in 2011:-
  - "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"

B. Methods introduced to draw the attention of various authorities in the country to the Recommendation and to counter possible obstacles

The report should contain an assessment of the effectiveness of the methods introduced to engage various authorities in the country and the methods that have overcome barriers. It should highlight the difficulties encountered in implementing the key provisions of the Recommendation.

2. Please describe the measures taken to raise awareness of the basic principles of the Recommendation. The report should specify the activities undertaken or supported by the national level for promoting the Recommendation and fostering debates on critical issues related to the rights enshrined in the Instrument.

Answer:

1. Pursuant to constitutionnel provisions, the Government of Pakistan has developed the Human Rights Wing of Law Division, in to a Ministry for Human Rights. In addition Ministry of National Harmony looks after the rights of non-muslim population of the country, headed by a Federal Minister. In addition departments in all provinces exist for said purposes as well as for Women Rights. Also their are recommendations of various commissions, in voug for Human Rights, being looked after by civil society through various NGO's. There are Gender Studies Departments in Universities as well.

2. In the Free and compulsory Education bill, applicable to all citizens equally, the Government has clearly mentioned the formation of School management committees, through which the community participation and community empowerment will be ensured. School Management Community will be responsible for the school development and improvement.

3. Please describe briefly the main issues that need to be resolved in order to implement the key provisions of the Recommendation in the country.

Answer:

Meager Finanacial resources

1. Educated and fully litrate society can ensure all the Human Rights equally. However Pakistan has large illiterate size of population, which obstructs socio economic development and awareness about Human Rights. Due to limited resources for Education, Pakistan alone cannot achieve EFA targets, to combat illiteracy poverty and violence. Thus International support is inevitable.

2. Literacy & NFBE Département has Löw Financial allocation and It has huge target to face above 55 Million illiterate population. With this meager resource we cant reach to all targte population. So, Literacy & NFBE Department is working on development od donors consortium to resource pools and efforts to deal with huge challenge.

3. Because of limited resources regular professional development mechanism is not available so department is developing linkages with others NGOs and International Organizations like UNESCO, JICA Pakistan, ILO, UNICEF and NGO's.

C. Process of the development and implementation of national policies

Reference: The Recommendation 1974 encourages Member States to develop and apply national policies; this is also the main objective of the WPHRE.

4. Is education for peace and human rights incorporated in national plans and strategies including those listed below where they exist?

- **National plans for Education for All (EFA)**
- **National policy frameworks as part of the Decade on Education for Sustainable Development (2005-2014)**
- **National sectoral plans for basic education, higher education, etc.**
- **National human rights plans**
- **National poverty reduction strategies and other development plans**
- Other types of documents (please specify)

If yes to any of the above, please specify and indicate also a timetable for implementation if there is any.

Answer: Yes. The Government of Pakistan has develop different plans on various aspects of Education, with target period. In provinces, Literacy & NFBE Departments have designed various components that is catreing needs of literacy of Non Formal Basic Education learners (5-14 years) and adult learners (14+ years).

5. Has a specific committee or a special entity been established to develop and implement national policies related to education for peace and human rights?

- Yes
- No

If yes, please describe which specific entity has been put in place, what mandates and functions are attributed to the entity, and what institutions and individuals are the members of the entity.

Answer: Yes. Pursuant to constitutionnel provisions, the Government of Pakistan has developed the Human Rights Wing of Law Division, in to a Ministry for Human Rights. In addition Ministry of National Harmony looks after the rights of non-muslim population of the country, headed by a Federal Minister. In addition departments in all provinces exist for said purposes as well as for Women Rights. Also their are recommendations of various commissions, in voug for Human Rights, being looked after by civil society through various NGO's. There are Gender Studies Departments in Universities as well.

6. Which groups are targeted in the national policies? Please choose one or more categories below.

- **Preschool, early childhood**
- **Primary school**
- **Secondary school**
- ***Higher education***
- **Technical and Vocational Education and Training**
- **Education for justice and security professionals**
- ***Teachers***
- **Educational community**
- **Ministry of education staff and users of their services**
- **Civil society*, non-formal education***
- **Public employees in general**
- ***Media***
- Other (please describe)

All above sectors are the target area of Federal and Provincial Education Departments in Pakistan, for overall improvement.

7. To what extent have the plans and strategies for education for peace and human rights been integrated into the following formal education components? Please describe the examples of actions undertaken for each component if applicable.

(a) Curriculum (e.g. **obligatory** or optional, subject-based or cross-curricular)
- Is education for peace and human rights obligatory or **optional**?
- Is it subject-based or **cross-curricular**?
- In which subjects is it integrated? (e.g. civic education, history, science, mathematics, languages …) and at what grade levels is it taught?

Answer:

Various Education Departments have developed curriculum to incorporate Human Rights and Peace components for national harmony, civic values, tolerance, honesty, responsibilites and awareness of rights and duties.

(b) Training of teachers and other educational personnel (e.g. pre-service and in-service training). **Yes**

- Is education for peace and human rights included in:
  - pre-service teacher training - **Yes**
  - in-service teacher training - **Yes**
  - head teacher training - **Yes**

- Is the participation voluntary or **mandatory**?

Answer : Pre-service teachers' training and in-service teachers' training (refreher courses) are being organized on new curriculum and on decent work and labour rights and it is manadatory for all the teachers and field officers to participate in trainings. In Non formal Education system there is no head teacher in schools. Literacy mobilizers play their role both as mentor and monitor.

(c) Teaching and learning process and tools (e.g.human rights topics included in textbooks and other materials, teaching methodologies that are learner-centred, encourage participation, etc.) (Reference: Recommendation 1974, §10-19, §38-40)

Answer: All material and teaching learning aids including text books are according to students' needs.

(d) The learning environment (i.e. psychosocial environment and organizational climate of classrooms, schools and other learning spaces promoting values and principles such as peace, human rights, democracy, tolerance, non-violence and respect)

Answer:Yes In Pakistan ,learning environment is not duly promoting growth and development of a child in democracy, tolerance, non-violence and respect . However the government is puting is endeavouring to create discrimination free learning environment to all children.

8. Which institution is responsible for the implementation, and with which partners does it cooperate (e.g. teacher training institutions, national curriculum development institutions, etc.)?

- Coordination:
- **Curriculum:**
- **Teacher training:**
- Teaching materials:
- Learning environment:

Answer : Ministry of Education, trainings and standards in higher education and all provincial education departments are responible for implementation and to make sure about all above said activities.

9. Is a specific budget allocated to the implementation of the policies?

- **Yes**
- No

Yes.

10. Does a systemic mechanism of monitoring the implementation of the policies exist?

- Yes
- No

If yes, please specify the members/institutions being part of this mechanism.

Yes. Education Departments monitor the implementation Education policies at National, Provincial and Local Level, as well as through third party evaluation. Furthermore the development projects implementation is carried out through project monitoring teams.

D. Contents of the national implementation of education for peace and human rights

11. Please describe briefly the themes, questions and topics related to the 1974 Recommendation that are integrated into the education of your country (e.g. the information on the existing frameworks and mechanisms on democracy and human rights; topics related to the learner's everyday life such as violence in schools and HIV and AIDS; moral and ethical values such as a culture of peace, justice, rights and responsibilities).

Answer: All themes are included in curriculum of various subjects details are placed at (1974 annexure A). However HIV and AIDs related topic are included in the subject of Biology from grade IX and onward.

12. Please give a few examples of actions/practices undertaken in the following strands. Please focus on major initiatives that are considered successful and innovative.

(a) Celebration of diversity (e.g. intercultural education, intercultural and interfaith dialogue)

Answer: N/A

(b) Bilingual and multilingual education

Answer: Multi-lingual Education, Urdu, English, Punjabi, Pashto, Baluche and Sindhi.

(c) Promotion of the gender-sensitive education systems

Answer: We are promoting female education by recruiting female teachers in primary schools, so as to eleminate gender disparities. More focus is on female education interms of facilities and services at all levels of education. Our primary education is mix/co education.

(d) Prevention of racism, discrimination and violence

Answer: We are preventing racism, discrimination and violence through curriculum, teacher training and social media.

(e) Civic engagement of youth

Answer: Youth Voulnteer Literacy Programme has been introduced by Literacy Departments as a pilot component in Pakistan. Further more we are expanding sports facilities for Youth. Besides, excursion and educational trips are arranged by the Educational Institutions for Youth.

13. Please describe some examples of activities and/or partnership associated with the following particular institutions and levels.

(a) UNESCO Associated Schools (ASPs) (Reference:

Answer: Yes 278 ASPnet Schools are working in country.

(b) Non-formal education (Reference:

Answer: The Literacy Department has following projects under implementation :

- **Punjab Accelerated Functional Literacy Project**
- **Campaign for enhancement of Literacy in four districts of Punjab**
- **Establishment of NFBEs & ALCs at brick Kilns in Multan & Khanewal**
- **Community Learning Centers**

2 projects are for technical support of Department

- **Capacity Building Project**
- **Non Formal Education Promotion Project with JICA Pakistan**

The department is working on following projects with diffrent Organizations

Mobile Teachers Training Programms in Collaboration of UNESCO Pakistan

Department has signed multi year work plan with UNICEF Pakistan

Department is working with ILO ON following components

Promoting Litearcy for Higher productivity at workplaces

A. Punjab Education Literacy Department Programmes :

1. Punjab Literacy Department Teacher capacity Building to promote decent work and adress child labour

2. **Establsihment of 20 Model CLC with Dhaka Ahsania Mission and JICA**

3. **NGOs are also developing Life skill material with special focuss on health.**

4. **Litearcy Department in collboration with Health Departmet is conducting Literacy Survey in Punjab through LHWs. Currently Pilotin gis in process in Chakwal District.**

5. **The follwoing projects will be implemented from 1st July, 2013**

- **Community Learning centers phase -2**
- **Work place Literacy**
- **Punjab Literacy Movement**

B. National Commission for Human Development Literacy and Non-Formal Education Programme.

C. National Education Foundation Non-Formal Schools.

D. NGOs Literacy and Non-Formal Education Programmes.

(c) Higher education institutions

Answer: We have a around two hundred Universties and Higher Education Instutions in Pakistan. These Universities provide admission on open merit basis without any discrimination.

(d) Interactions between schools, local governments, universities, civil society and the wider community

Answer: Interactions between schools, local governments, universities, civil society and the wider community needs improvement.

(e) **International cooperation** (Reference: §43-45): (e.g. exchange programmes for education professionals and students, research projects, symposium and workshops, cooperation with civil society organizations, universities, school networks, etc.).

Answer: Number of Exchange program are organized/conducted in Pakistan through International Cooperation.

14. What kind of research has been carried out on education for peace and human rights? What impact do the research findings have on the policy formulation and education practices? Which partners (e.g. UNESCO Chairs, universities, research institutions, teacher-training institutions, adult education training centres, and NGOs) are involved? (Reference: §41-42)

Answer: Data under collection.

15. By which means is the impact of education for peace and human rights on learners evaluated?

Answer: The impact of education for peace and human right on learner evaluated by examination bodies through summative assessment on each grade level. However Provincial Education Assessment Centre (PEAC) is also evaluating learners at grade IV and VIII through diagnostic Assessment.

III. CHALLENGES AND GENERAL COMMENTS

16. According to the experiences of your country in the area of education for peace and human rights, please describe major lessons learned, difficulties and obstacles met, as well as any suggestions for further development and improvement in this area, at the national, regional and international levels.

Answer: There is strong coordinated activity required to incorporate Human Rights, Peace and Democracy in entire educational eco system. All stake holders which include students, teachers, parents, school management committees and the department of education should align themselves with respect to the goals set for the implementation of these policies.

The information will be analysed by the Secretariat in charge of the preparation of an analytical report which will be submitted to the 192nd session of the Executive Board in 2013. It may also be used for informing other activities of UNESCO in the area of education for peace and human rights.

Annex-I

Constitution of the Islamic Republic of Pakistan

PART II

Fundamental Rights and Principles of Policy

7. Definition of the State

In this Part, unless the context otherwise requires, "the State" means the Federal Government, Majlis-e-Shoora (Parliament), a Provincial Government, a Provincial Assembly, and such local or other authorities in Pakistan as are by law empowered to impose any tax or cess.

CHAPTER 1 - FUNDAMENTAL RIGHTS

8. Laws inconsistent with or in derogation of fundamental rights to be void.

(1) Any law, or any custom or usage having the force of law, in so far as it is inconsistent with the rights conferred by this Chapter, shall, to the extent of such inconsistency, be void.

(2) The State shall not make any law which takes away or abridges the rights so conferred and any law made in contravention of this clause shall, to the extent of such contravention, be void.

(3) The provisions of this Article shall not apply to :-

(a) any law relating to members of the Armed Forces, or of the police or of such other forces as are charged with the maintenance of public order, for the purpose of ensuring the proper discharge of their duties or the maintenance of discipline among them; or

(b) any of the

(i) laws specified in the First Schedule as in force immediately before the commencing day or as amended by any of the laws specified in that Schedule;

(ii) other laws specified in Part I of the First Schedule;

and no such law nor any provision thereof shall be void on the ground that such law or provision is inconsistent with, or repugnant to, any provision of this Chapter.

(4) Notwithstanding anything contained in paragraph (b) of clause (3), within a period of two years from the commencing day, the appropriate Legislature shall bring the laws specified in Part II of the First Schedule into conformity with the rights conferred by this Chapter:

Provided that the appropriate Legislature may by resolution extend the said period of two years by a period not exceeding six months.

Explanation :- If in respect of any law Majlis-e-Shoora (Parliament) is the appropriate Legislature, such resolution shall be a resolution of the National Assembly.

(5) The rights conferred by this Chapter shall not be suspended except as expressly provided by the Constitution.

9. Security of person.

No person shall be deprived of life or liberty save in accordance with law.

10. Safeguards as to arrest and detention.

(1) No person who is arrested shall be detained in custody without being informed, as soon as may be, of the grounds for such arrest, nor shall he be denied the right to consult and be defended by a legal practitioner of his choice.

(2) Every person who is arrested and detained in custody shall be produced before a magistrate within a period of twenty-four hours of such arrest, excluding the time necessary for the journey from the place of arrest to the court of the nearest magistrate, and no such person shall be detained in custody beyond the said period without the authority of a magistrate.

(3) Nothing in clauses (1) and (2) shall apply to any person who is arrested or detained under any law providing for preventive detention.

(4) No law providing for preventive detention shall be made except to deal with persons acting in a manner prejudicial to the integrity, security or defence of Pakistan or any part thereof, or external affairs of Pakistan, or public order, or the maintenance of supplies or services, and no such law shall authorise the detention of a person for a period exceeding three months unless the appropriate Review Board has, after affording him an opportunity of being heard in person, reviewed his case and reported, before the expiration of the said period, that there is, in its opinion, sufficient cause for such detention, and, if the detention is continued after the said period of three months, unless the appropriate Review Board has reviewed his case and reported, before the expiration of each period of three months, that there is, in its opinion, sufficient cause for such detention.

Explanation-I: In this Article, "the appropriate Review Board" means,

(i) in the case of a person detained under a Federal law, a Board appointed by the Chief Justice of Pakistan and consisting of a Chairman and two other persons, each of whom is or has been a Judge of the Supreme Court or a High Court; and

(ii) in the case of a Person detained under a Provincial law, a Board appointed by the Chief Justice of the High Court concerned and consisting of a Chairman and two other persons, each of whom is or has been a Judge of a High Court.

Explanation-II: The opinion of a Review Board shall be expressed in terms of the views of the majority of its members.

(5) When any person is detained in pursuance of an order made under any law providing for preventive detention, the authority making the order shall, [11][within fifteen days] from such detention, communicate to such person the grounds on which the order has been made, and shall afford him the earliest opportunity of making a representation against the order:

Provided that the authority making any such order may refuse to disclose facts which such authority considers it to be against the public interest to disclose.

(6) The authority making the order shall furnish to the appropriate Review Board all documents relevant to the case unless a certificate, signed by a Secretary to the Government concerned, to the effect that it is not in the public interest to furnish any documents, is produced.

(7) Within a period of twenty-four months commencing on the day of his first detention in pursuance of an order made under a law providing for preventive detention, no person shall be detained in pursuance of any such order for more than a total period of eight months in the case of a person detained for acting in a manner prejudicial to public order and twelve months in any other case:

Provided that this clause shall not apply to any person who is employed by, or works for, or acts on instructions received from, the enemy or who is acting or attempting to act in a manner prejudicial to the integrity, security or defence of Pakistan or any part thereof or who commits or attempts to commit any act which amounts to an anti-national activity as defined in a Federal law or is a member of any association which has for its objects, or which indulges in, any such anti-national activity.

(8) The appropriate Review Board shall determine the place of detention of the person detained and fix a reasonable subsistence allowance for his family.

(9) Nothing in this Article shall apply to any person who for the time being is an enemy alien.

11. Slavery, forced labour, etc. prohibited.

(1) Slavery is non-existent and forbidden and no law shall permit or facilitate its introduction into Pakistan in any form.

(2) All forms of forced labour and traffic in human beings are prohibited.

(3) No child below the age of fourteen years shall be engaged in any factory or mine or any other hazardous employment.

(4) Nothing in this Article shall be deemed to affect compulsory service:-

(a) by any person undergoing punishment for an offence against any law; or

(b) required by any law for public purpose provided that no compulsory service shall be of a cruel nature or incompatible with human dignity.

12. Protection against retrospective punishment.

(1) No law shall authorize the punishment of a person:-

(a) for an act or omission that was not punishable by law at the time of the act or omission; or

(b) for an offence by a penalty greater than, or of a kind different from, the penalty prescribed by law for that offence at the time the offence was committed.

(2) Nothing in clause (1) or in Article 270 shall apply to any law making acts of abrogation or subversion of a Constitution in force in Pakistan at any time since the twenty-third day of March, one thousand nine hundred and fifty-six, an offence.

13. Protection against double punishment and self incrimination.

No person:-

(a) shall be prosecuted or punished for the same offence more than once; or

(b) shall, when accused of an offence, be compelled to be a witness against himself.

14. Inviolability of dignity of man, etc.

(1) The dignity of man and, subject to law, the privacy of home, shall be inviolable.

(2) No person shall be subjected to torture for the purpose of extracting evidence.

15. Freedom of movement, etc.

Every citizen shall have the right to remain in, and, subject to any reasonable restriction imposed by law in the public interest, enter and move freely throughout Pakistan and to reside and settle in any part thereof.

16. Freedom of assembly.

Every citizen shall have the right to assemble peacefully and without arms, subject to any reasonable restrictions imposed by law in the interest of public order.

17. Freedom of association.

(1) Every citizen shall have the right to form associations or unions, subject to any reasonable restrictions imposed by law in the interest of sovereignty or integrity of Pakistan, public order or morality.

(2) Every citizen, not being in the service of Pakistan, shall have the right to form or be a member of a political party, subject to any reasonable restrictions imposed by law in the interest of the sovereignty or integrity of Pakistan or public order and such law shall provide that where the Federal Government declare that any political party has been formed or is operating in a manner prejudicial to the sovereignty or integrity of Pakistan or public order, the Federal Government shall, within fifteen days of such declaration, refer the matter to the Supreme Court whose decision on such reference shall be final.

Provided that no political party shall promote sectarian, ethnic, regional hatred or animosity, or be titled or constituted as a militant group or section.

(3) Every political party shall account for the source of its funds in accordance with law.

(4) Every political party shall, subject to law, hold intra-party elections to elect its office-bearers and party leaders.

18. Freedom of trade, business or profession.

Subject to such qualifications, if any, as may be prescribed by law, every citizen shall have the right to enter upon any lawful profession or occupation, and to conduct any lawful trade or business:

Provided that nothing in this Article shall prevent:-

(a) the regulation of any trade or profession by a licensing system; or

(b) the regulation of trade, commerce or industry in the interest of free competition therein; or

(c) the carrying on, by the Federal Government or a Provincial Government, or by a corporation controlled by any such Government, of any trade, business, industry or service, to the exclusion, complete or partial, of other persons.

19. Freedom of speech, etc.

Every citizen shall have the right to freedom of speech and expression, and there shall be freedom of the press, subject to any reasonable restrictions imposed by law in the interest of the glory of Islam or the integrity, security or defence of Pakistan or any part thereof, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, commission of or incitement to an offence.

20. Freedom to profess religion and to manage religious institutions.

Subject to law, public order and morality:-

(a) every citizen shall have the right to profess, practise and propagate his religion; and

(b) every religious denomination and every sect thereof shall have the right to establish, maintain and manage its religious institutions.

21. Safeguard against taxation for purposes of any particular religion.

No person shall be compelled to pay any special tax the proceeds of which are to be spent on the propagation or maintenance of any religion other than his own.

22. Safeguards as to educational institutions in respect of religion, etc.

(1) No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own.

(2) In respect of any religious institution, there shall be no discrimination against any community in the granting of exemption or concession in relation to taxation.

(3) Subject to law:

(a) no religious community or denomination shall be prevented from providing religious instruction for pupils of that community or denomination in any educational institution maintained wholly by that community or denomination; and

(b) no citizen shall be denied admission to any educational institution receiving aid from public revenues on the ground only of race, religion, caste or place of birth.

(4) Nothing in this Article shall prevent any public authority from making provision for the advancement of any socially or educationally backward class of citizens.

23. Provision as to property.

Every citizen shall have the right to acquire, hold and dispose of property in any part of Pakistan, subject to the Constitution and any reasonable restrictions imposed by law in the public interest.

24. Protection of property rights.

(1) No person shall be compulsorily deprived of his property save in accordance with law.

(2) No property shall be compulsorily acquired or taken possession of save for a public purpose, and save by the authority of law which provides for compensation therefore and either fixes the amount of compensation or specifies the principles on and the manner in which compensation is to be determined and given.

(3) Nothing in this Article shall affect the validity of :-

(a) any law permitting the compulsory acquisition or taking possession of any property for preventing danger to life, property or public health; or

(b) any law permitting the taking over of any property which has been acquired by, or come into the possession of, any person by any unfair means, or in any manner, contrary to law; or

(c) any law relating to the acquisition, administration or disposal of any property which is or is deemed to be enemy property or evacuee property under any law (not being property which has ceased to be evacuee property under any law); or

(d) any law providing for the taking over of the management of any property by the State for a limited period, either in the public interest or in order to secure the proper management of the property, or for the benefit of its owner; or

(e) any law providing for the acquisition of any class of property for the purpose of

(i) providing education and medical aid to all or any specified class of citizens or

(ii) providing housing and public facilities and services such as roads, water supply, sewerage, gas and electric power to all or any specified class of citizens; or

(iii) providing maintenance to those who, on account of unemployment, sickness, infirmity or old age, are unable to maintain themselves ; or

(f) any existing law or any law made in pursuance of Article 253.

(4) The adequacy or otherwise of any compensation provided for by any such law as is referred to in this Article, or determined in pursuance thereof, shall not be called in question in any court.

25. Equality of citizens.

(1) All citizens are equal before law and are entitled to equal protection of law.

(2) There shall be no discrimination on the basis of sex alone.

(3) Nothing in this Article shall prevent the State from making any special provision for the protection of women and children.

26. Non-discrimination in respect of access to public places.

(1) In respect of access to places of public entertainment or resort not intended for religious purposes only, there shall be no discrimination against any citizen on the ground only of race, religion, caste, sex, residence or place of birth.

(2) Nothing in clause (1) shall prevent the State from making any special provision for women and children.

27. Safeguard against discrimination in services.

(1) No citizen otherwise qualified for appointment in the service of Pakistan shall be discriminated against in respect of any such appointment on the ground only of race, religion, caste, sex, residence or place of birth.

Provided that, for a period not exceeding [16][forty] years from the commencing day, posts may be reserved for persons belonging to any class or area to secure their adequate representation in the service of Pakistan:

Provided further that, in the interest of the said service, specified posts or services may be reserved for members of either sex if such posts or services entail the performance of duties and functions which cannot be adequately performed by members of the other sex.

(2) Nothing in clause (1) shall prevent any Provincial Government, or any local or other authority in a Province, from prescribing, in relation to any post or class of service under that Government or authority, conditions as to residence in the Province. for a period not exceeding three years, prior to appointment under that Government or authority.

28. Preservation of language, script and culture.

Subject to Article 251 any section of citizens having a distinct language, script or culture shall have the right to preserve and promote the same and subject to law, establish institutions for that purpose.