



## LSBE contributes to reducing rape, child sexual abuse and exploitation and raises awareness on it

**Life skills-based education (LSBE)** is a form of education that focuses on cultivating personal **life skills** such as self-reflection, critical thinking, problem solving and interpersonal skills. It has been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.<sup>1</sup> Details of LSBE themes in Annex A.

### **International Law**

Skills-based health education **supports the basic human rights** included in the United Nations Convention on the Rights of the Child (UNCRC), especially those related to the highest attainable standard of health<sup>2</sup> and the right to education for the development of children to their fullest potential (Articles 28 and 29)<sup>3</sup>. States are accountable to respect, protect, and fulfil the rights of children and Article 19 calls upon states to take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.

LSBE not only draws heavily from the rights of children as laid out in the UNCRC but also contributes to more than half of the Sustainable Development Goals (SDGs) 2030. They contribute to a range of outcomes specifically SDG 3: Ensure healthy lives and promote well-being for all at all ages, SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning and SDG 5: Achieve gender equality and empower all women and girls.

LSBE is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program for Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary

<sup>1</sup>[http://www.unicef.org/lifeskills/index\\_7308.html...](http://www.unicef.org/lifeskills/index_7308.html...)retrieved Jan, 2014.

<sup>2</sup>Convention on the Rights of the Child. Article 24

<sup>3</sup> Convention on the Rights of the Child. Article 28 and Article 29.

General's Study on Violence Against Children (2006), 51st Commission on the Status of Women (2007), and the World Development Report (2007).<sup>4</sup>

The Ottawa Charter for Health Promotion 1986 recognized life skills in terms of making better health choices. The 1990 Jomtien Declaration on Education for All (EFA) included life skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six EFA Goals.

Children have universal and indivisible rights, including the right to survival; to protection from harmful influences, abuse, and exploitation; and to full participation in family, cultural, and social life.<sup>5</sup> Furthermore, children have rights to information, education and services; to the highest attainable standard of physical and mental health; and to formal and non-formal education about population and health issues, including sexual and reproductive health issues.<sup>6</sup> Education must address the best interests and ongoing development of the whole child in a nondiscriminatory way and with respect for the views and participation of the child; skills-based health education is a means to do so.<sup>7</sup>

A UN independent expert in a study on Violence against Children stressed that '*.....curricula should be rights based<sup>8</sup> and the capacity of all those who work with and for children to contribute to eliminate all violence against them must be developed. Initial and inservice training which imparts knowledge and respect for children's rights should be provided. States should invest in systematic education and training programmes both for professionals and non-professionals who work with or for children and families to prevent, detect and respond to violence against children. Codes of conduct and clear standards of practice, incorporating the prohibition and rejection of all forms of violence, should be formulated and implemented.*<sup>9</sup>

Finally, and perhaps most importantly, our children's bodies and minds are under assault. In 2015, over 300 children were sexually abused and videotaped<sup>10</sup> and while we promised and cried out "never again", eight-year-old Zainab was kept in captivity, tortured, raped and murdered in the same city within a span of two years; tragically the crimes continue to this day not just in Kasur but in many other cities across Punjab and the country. We can no longer

<sup>4</sup> Jyoti, D.K.Giri, 'Promotion of Life Skill Education for Adolescents' International Conference, Science of Human Learning, Theme: Skill Education

<sup>5</sup> The World Health Organization's, 'Information series on school health document 9' Skills for Health Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School. Retrieved from: [https://www.who.int/school\\_youth\\_health/media/en/sch\\_skills4health\\_03.pdf](https://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf)

<sup>6</sup> International Conference on Population and Development, 1999

<sup>7</sup> The World Health Organization's, 'Information series on school health document 9' Skills for Health Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School. Retrieved from: [https://www.who.int/school\\_youth\\_health/media/en/sch\\_skills4health\\_03.pdf](https://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf)

<sup>8</sup> A/61/299 Sixty-first session Item 62 (a) of the provisional agenda\* Promotion and protection of the rights of children Note by the Secretary-General Report of the independent expert for the United Nations study on violence against children. 2. In schools and other educational settings Paragraph 111.

<sup>9</sup> A/61/299 Sixty-first session Item 62 (a) of the provisional agenda\* Promotion and protection of the rights of children Note by the Secretary-General Report of the independent expert for the United Nations study on violence against children. 2. In schools and other educational settings. 5. Enhance the capacity of all who work with and for children Paragraph 101.

<sup>10</sup> Hussain Khanwala in Kasur Case

continue to be passive in the face of these child sexual abusers, and our education system must be the preemptive frontline for these battles of the present and the future.

## **Domestic Law & Policies**

### **Constitution of the Islamic Republic of Pakistan.**

The State shall protect the family, the mother and the child

#### **Article 35**

The dignity of man and subject to law the privacy of home shall be inviolable

#### **Article 14**

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

#### **Article 9**

- **Sindh Reproductive Health and Rights Act 2019.** The notification<sup>11</sup> of this act recommends teaching life skills at point 4.(1) (c), *'The right of reproductive healthcare information shall be promoted by including reproductive health education in the curriculum at the secondary and higher secondary school levels as " life skills"'*.
- **National Education Policy 2009** included life skills based education in Clause 1.3.5 by stating to promote LSBE through secondary education (policy action) & to infuse life skills education (inter alia: Environmental, human rights, population and development etc) in curricula, and teachers trainings by developing culturally apposite awareness materials.
- The first ever **National Youth Policy (2009)** also has a clear reference towards Youth marriages, family and life skills at Clause 11.
- The **National Health Policy (1997)** states reproductive health and health education as a priority area for MoH.
- Although there is no LSBE programme by the **Government of Pakistan**, National Aids Control Programme(NACP) is planning one in collaboration with the **Ministry of Education**, which is currently in its inception phase.<sup>12</sup>
- The **National Population Policy (2002)** promises to address adolescents "through population and family life education in the formal and non-formal education sector, and to reach out to young couples with appropriate media, interpersonal messages, and services". The population policy (2002) also specifically mentions developing

---

<sup>11</sup> Provincial assembly of Sindh, notification, Karachi, the 10th December, 2019. NO.PAS/LEGIS-B-20/2019-

<sup>12</sup>World Population Foundation Life Skills Based Education Programme in Pakistan An Evaluation 2006 - 2010 - [http://www.awazcds.org.pk/Downloads/Eveluation%20Reports/LSBE\\_Evaluation\\_Report\\_2006-2011%5B1%5D.pdf](http://www.awazcds.org.pk/Downloads/Eveluation%20Reports/LSBE_Evaluation_Report_2006-2011%5B1%5D.pdf)

programmes for youth to prepare them for bearing the role of responsible parenthood (Population Council 2002).

- **National HIV and AIDS Strategic Framework 2007–2012** seeks for the development of an age appropriate and culturally sensitive life skills curriculum for primary and secondary levels. The framework also asks for developing a curriculum for teacher training institutes to enhance the capacity of new primary and secondary school teachers to provide effective life skills training for young people.
- **Single National Curriculum (SNC)** for Primary, High and Higher Secondary classes introduced by the Ministry of Federal Education and Professional Training is one system of Education for all, in terms of curriculum, medium of instruction and a common platform of assessment so that all children have a fair and equal opportunity to receive high quality education. The development of SNC is driven by multiple considerations – which amidst others – includes a ‘Focus on Values, Life Skills Based and Inclusive Education’.<sup>13</sup> Furthermore ‘General Knowledge for Grade 1-3’ comprises of ‘life skills including child protection’.<sup>14</sup>
- **The Sindh Education Sector Plan 2014–2018** identified the promotion of LSBE as a policy action to be taken. However, it detailed no further mention on the steps towards implementation of LSBE. After the 2014 – 2018 Sector Plan, the Core Working Group for the School Education Sector Plan and Roadmap for Sindh 2019 – 2024 was announced in August 2019. As of yet no official plan has come through.
- The **Non-formal Education Policy of Sindh 2017** called for LSBE to be integrated or non-formal basic education (NFBE). This was to allow the mainstreaming of LSBE outside of the domain of formal schools as well.
- For formal schools, the **Sindh Government approved LSBE for grades 6 to 9** in 2019.<sup>15</sup> The Sindh Education Department announced that LSBE is being imparted to the students of eight districts namely Karachi, Hyderabad, Mirpurkhas, Umerkot, Khairpur, Nawabshah, Dadu, Shahdadkot. This integration of LSBE into the curriculum was in large part due to the advocacy of Aahung, supported by Zindagi Trust, based on the success of Aahung’s flagship LSBE program piloted in 100s of government schools and was followed by teacher training and the inclusion of a new chapter on violence in the official Social Studies textbook for the province.<sup>16</sup>

---

<sup>13</sup> Ministry of Federal Education and Professional Training, Government of Pakistan, Single National Curriculum. Retrieved from:  
<http://www.mofept.gov.pk/ProjectDetail/MzkyNDc2MjMtY2VjYy00ZDA4LTk5OTUtNzUyNDI3ZWZmZnN2Rm>

<sup>14</sup> Ministry of Federal Education and Professional Training, Government of Pakistan, Single National Curriculum, Salient Features of Subjects. Retrieved from:  
<http://www.mofept.gov.pk/ProjectDetail/MzkyNDc2MjMtY2VjYy00ZDA4LTk5OTUtNzUyNDI3ZWZmZnN2Rm>

<sup>15</sup> Pakistan Today, ‘Sindh approves life skills-based education for class 6 to 9’. Retrieved from:  
<https://www.pakistantoday.com.pk/2018/01/18/sindh-approves-life-skills-based-education-for-class-6-to-9/>

<sup>16</sup> In May 2018, in collaboration with the Provincial Institute for Teachers Education (PITE) in Sindh, Aahung conducted extensive training of 442 Master Trainers from the School Education and Literacy Department of the Government of Sindh. In June of the same year, a chapter on “Violence” was printed in the official Class 7 Social Studies textbook by the Sindh Textbook Board.

- In May 2018, Aahung and the **Secondary Education Department of Balochistan signed an MoU to integrate LSBE content into the secondary curriculum** of the province.<sup>17</sup>
- In February 2020, Sahil's book on child protection titled **"Meri Hifazat"** was approved by the Manuscripts Department of the Punjab Curriculum and Textbook Board and recommended as a Supplementary Reading Material (SRM).<sup>18</sup>

### **Rationale of including LSBE in school curriculum**

Imparting life skill education in children and adolescents will bring valuable benefits which include promotion of general well being and primary prevention.<sup>19</sup>In its [Global Annual Results Report 2019](#), UNICEF found [imparting education and life skills as one of the seven strategies for ending violence against children](#).<sup>20</sup>

A study revealed that those who had gone through the curriculum demonstrated improved communication skills, with 91% of students stating that they felt an improved ability to discuss sexual and health issues with caregivers.<sup>21</sup> Similarly, the parents of young people saw it bring a positive contribution to their lives and helped bridge the gap in communication.<sup>22</sup> Overall, 80% of the students reported a higher level of confidence after going through the sexuality education curriculum.<sup>23</sup> In addition, some girls were able to continue education, postpone marriages and avoid sexual abuse.<sup>24</sup>

Experts at the Idara e Taleem o Aagahi (ITA)<sup>25</sup>, acclaimed that LSBE has become an important tool to increase awareness about child sexual abuse. They stated that *'the children registered in our LSBE courses are already sensitised about self-protection. They are taught how to deal with such situations, denial (how to say no) and assertiveness. This makes them empowered to take decisions in a vulnerable situation.'*<sup>26</sup>

<sup>17</sup> Dawn, 'Skills-based education to be imparted in Balochistan schools' Retrieved from: <https://www.dawn.com/news/1407548>

<sup>18</sup> Annual Report 2019, Sahil <https://sahil.org/ar/>

<sup>19</sup> Errecart et al., 19915; Perry and Kelder, 19926; Caplan et al., 19927

<sup>20</sup> 'INSPIRE' Seven strategies for ending violence against children' – a multisectoral programme package of evidence-based strategies for ending VAC. The INSPIRE strategies include implementation and enforcement of laws; norms and values; safe environments; parent and caregiver support; income and economic strengthening; response and support services; and education and life skills. Global Annual Results Report 2019 'GOAL AREA 3, 'Every child is protected from violence and exploitation'. Retrieved from <https://www.unicef.org/media/76921/file/Global-annual-results-report-2019-goal-area-3.pdf>

<sup>21</sup> Report, RUTGERS, 'Improving life skills based education' Pg 2. Retrieved from [https://www.rutgers.international/sites/rutgersorg/files/PDF/Advocacy\\_Pakistan\\_0.pdf](https://www.rutgers.international/sites/rutgersorg/files/PDF/Advocacy_Pakistan_0.pdf)

<sup>22</sup> Ibid

<sup>23</sup> Report, RUTGERS, 'Improving life skills based education' Pg 3. Retrieved from [https://www.rutgers.international/sites/rutgersorg/files/PDF/Advocacy\\_Pakistan\\_0.pdf](https://www.rutgers.international/sites/rutgersorg/files/PDF/Advocacy_Pakistan_0.pdf)

<sup>24</sup> <http://www.rutgerswpfpak.org/content/pdfs/IEC/HK-End-Evaluation-Report.pdf>

<sup>25</sup> An organisation working to promote education across the country

<sup>26</sup> Aroosa Shaukat, 'What your children need to know about preventing sexual abuse' September 29, 2019. Accessed at: <https://www.thenews.com.pk/tns/detail/568581-lessons-safety>

## Comparative Analyses

Countries like Zimbabwe, Thailand, Mexico , UK , Africa Columbia, etc have started life skills education in their school curriculum in different nomenclature, such as life orientation integral education.<sup>27</sup>

### **Africa**

According to statistics, 1 in 4 girls in **Nairobi** has been the victim of rape, and a program, No means No Worldwide, is working to eliminate sexual violence against both women, girls and boys by empowering girls to defend themselves while teaching boys to respect women and stand up for them. The results from the No Means No Worldwide program have been quite remarkable - inter alia- with 50% decrease in the incidence of rape among female participants and 74% of boys who witnessed physical or sexually assaultive behaviour in the year following the program successfully intervened to stop it.

The program has proven to be so impactful that it is now being implemented in other countries including **Malawi**. CNN reported that Malawi's Ujamaa-Pamodzi courses have taught around 25,000 girls and 12,000 boys thus far. Through the No Means No Worldwide initiative, it is estimated that at least 300,000 rapes have been prevented.<sup>28</sup>

### **Kenya**

In 2006, the Life Skills Stakeholders' Forum reached a consensus on the need for LSE to be taught as a stand-alone subject in both primary and secondary schools across Kenya. The LSE syllabus was rolled out in 2008, focusing on the three main areas of knowing and living with one's own self, knowing and living with others, and making effective decisions.<sup>29</sup>

### **Bangladesh<sup>30</sup>**

LSBE programs became a matter of national interest for Bangladesh, where all the departments which were concerned with education looked to create an overall improvement with how these programs are implemented.

"In Bangladesh Life Skill Based Education (LSBE) was incorporated in the secondary education since March 2004. Ministry of Education supported the scheme in 2005. Secondary school curriculum had been reviewed and gaps were identified with respect to LSBE. National Curriculum and Text-Book Board (NCTB) and UNICEF have jointly developed LSBE package for Grade 6-10. Training Workshops on LSBE were also organized by NCTB and UNICEF in 2005 for

---

<sup>27</sup> Jyoti, D.K.Giri, 'Promotion of Life Skill Education for Adolescents' International Conference, Science of Human Learning, Theme: Skill Education

<sup>28</sup> <https://edition.cnn.com/2018/03/04/africa/malawi-consent-classes-asequals-intl/index.html>

<sup>29</sup> [https://www.unicef.org/evaldatabase/files/UNICEF\\_GLS\\_Web.pdf](https://www.unicef.org/evaldatabase/files/UNICEF_GLS_Web.pdf) (Global Evaluation of Life Skills Education Programme)

<sup>30</sup> *Journal of Education & Social Policy*, 'Status of Life Skill Education in Teacher Education Curriculum of SAARC Countries: A Comparative Evaluation' Vol. 1 No. 1; June 2014. Pg. 95

necessary capacity building of Directorate of Secondary and Higher Education (DSHE), National Academy for Educational Management (NAEM), Institute of Education and Research (IER), Teachers' Training College (TTC), secondary school teachers and NGOs. Now all the secondary teachers are provided training in Life Skill Education in a regular basis." (Munsi& Guha, 2014, p. 95).

LSBE has become an important part of secondary education in Bangladesh and something that many departments within Bangladesh have worked on together in order to perfect. Teachers who are trained in secondary education are also being trained in life skill education. This type of teaching allows these programs to become a norm within the country and something that is considered a regular part of the curriculum. This communication and willingness to work between departments is what allows for this process to happen smoothly and these programs to be effectively implemented.

### **India**<sup>31</sup>

In India there is one year B. Ed. programme for preparing teachers at secondary level of school education where the knowledge domain appropriate for a particular age group are only included.

The National Curriculum Framework-2005 was framed for the secondary level of Indian school education and accordingly National Curriculum Framework for Teacher Education-2009 was formulated, keeping close liaison with national secondary school education and global need of the time. The NCF, 2005 clearly outlined that the AEP should not be practiced separately rather be included in school education. It was also decided that responsibility of implementing life skill based education to the secondary school students should be assigned to nodal teachers. Nodal teachers trained in cascade manner will provide guidelines and materials to facilitate the transaction process through interactive methodologies. The method used in teaching of Life Skills is based upon the social learning theories.

### **Turkey**

A school-based child sexual abuse prevention program for children in Turkey was evaluated and found to be effective in teaching children how to identify sexual abuse, prevent and report attempted abuse and also to cope after abuse.<sup>32</sup> It was seen that the experimental group of children that received the training showed a marked improvement between their pre and post test scores on the "Good touch bad touch curriculum test" which measures differentiation

---

<sup>31</sup> *Journal of Education & Social Policy*, 'Status of Life Skill Education in Teacher Education Curriculum of SAARC Countries: A Comparative Evaluation' Vol. 1 No. 1; June 2014. Pg. 96

<sup>32</sup> *The Effectiveness of Psycho-educational School-based Child Sexual Abuse Prevention Training Program on Turkish Elementary Students*, **Ayşe Rezan ÇEÇEN-EROĞUL**, MuglaSıtkıKocman University and **Özlem KAF HASIRCI**, Cukurova University, published in *Educational Sciences: Theory & Practice* - 13(2) • Spring • 725-729 ©2013 Educational Consultancy and Research Center

between good and sexually abusive touches, basic knowledge about coping with sexual abuse and application of such knowledge to specific situation.<sup>33</sup>

*Given that Turkey, like Pakistan, has a Muslim population as well as a lack of systemic or structured school-level child sexual abuse prevention programs, introducing a similar program in Pakistan would be similarly effective in equipping Pakistani children with the knowledge to identify, prevent, respond to and cope with child sexual abuse.*

## **China**

It was seen that child sexual abuse prevention programs work better when implemented in schools as compared to when taught at home.<sup>34</sup> Four hundred and eighty-four school-age children recruited from one primary school in Beijing, China, were randomly assigned to a child sexual abuse prevention program administered by teachers or their parents or to a wait-list control group. The findings reveal that children in the teacher education group demonstrated the highest level of child sexual abuse prevention knowledge and skills, followed by the parent education group, while children in the control group showed the least improvements. The knowledge and skills gains were retained at a 12-week follow-up.

*In Pakistan, critics of child sexual abuse prevention education say that the requisite child protection training can be more effectively delivered at home by parents. However, this research clearly shows that a structured, culture, gender-sensitive and age-appropriate school-level program will be more effective than home education by parents at equipping children with knowledge and skills in personal safety for the fight against child sexual abuse and hence we must demand the same to protect our children in Pakistan.*

## **United States of America**

Today there are in-school prevention programs in every state in the United States and plans or discussion in virtually every community regarding strategies to prevent child victimization (Plummer & Crisci, 1986).

School-based sexual abuse programs have varied along several dimensions: content, length of training, occupation of trainer, prevention materials, and types of abuse covered (Conte, Rosen, & Saperstein, 1986).<sup>35</sup> A report<sup>36</sup> from the US found that **children who were being abused but did not know what was happening to them were able to identify the abuse after completing child abuse prevention training in the form of a Body Safety Training**

---

<sup>33</sup> Good touch bad touch curriculum test (GTBTCT) is a 10 item questionnaire designed to measure primary school children's knowledge level of sexual abuse (Church, Forehand, Brown, & Holmes, 1988)

<sup>34</sup> *Evaluation of a sexual abuse prevention education program for school-age children in China: a comparison of teachers and parents as instructors*, Y. Jin, J. Chen\*, Y. Jiang and B. Yu, Institute of Child and Adolescent Health, School of Public Health, Peking University Health Science Center, 38 Xueyuan Road, Beijing 100191, China, published in Health Education Research Vol.32 no.4 2017 Pages 364–373

<sup>35</sup> Vicky Veitch Wolfe, 'International Handbook of Behavior Modification and Therapy' Chapter 33 Sexual Abuse of Children. Pg. 707-729

<sup>36</sup> *Child Sexual Abuse: From Prevention to Self-Protection*, Maureen C. Kenny, Vjolca Capri, Florida International University, Miami, Florida, USA, Reena R. Thakkar-Kolar, Erika E. Ryan, Melissa K. Runyon, University of Medicine and Dentistry of New Jersey, School of Osteopathic Medicine, Stratford, New Jersey, USA, published in Child Abuse Review Vol. 17: 36-54 (2008)

**programme.** Currier and Wurtele (1996) conducted the Body Safety Training (BST) programme with a group of children with a known history of sexual abuse; more than half of those children disclosed information about their abuse after completing the programme. Other positive effects also include increases in parent-child communication about CSA (Finkelhor and DziubaLeatherman, 1995; Wurtele, 1990).

**Given that child sexual abuse is a severely under-reported crime in Pakistan and the fact that no institutionalized training program exists to equip children with the knowledge and skills to identify the said abuse, it can be argued that introducing a program that is effective in enabling children to recognise and report abuse will help reduce the incidence of the crime.**

There has been legislation in various states – including Vermont, Illinois, Missouri, Indiana, Michigan, Arkansas, New Mexico, Connecticut, South Carolina, Louisiana and Alaska – to address child sexual abuse through child protection awareness through school education programs and beyond. Details in Annex C.

#### STATISTICS

A study conducted in Turkey showed that children did not disclose abuse because of 'fear (61%) and embarrassment (39%).<sup>37</sup>In 80% of child sexual abuse cases in Pakistan, the abuser is a close acquaintance.<sup>38</sup> According to the latest edition of Sahil's Cruel Numbers report 2019<sup>39</sup> which documents cases of child sexual abuse reported across 84 national and regional daily newspapers, a mere 7% of child sexual abusers were strangers, the remaining 93% being relatives, acquaintances, teachers, police, guards, shopkeepers, etc.

This emphasises the need of:

- A. teaching Pakistani children body protection and autonomy (vs just staying away from strangers or assuming they are protected when home) so that they can identify an unsafe touch and protect themselves anywhere and from anyone.
- B. teaching child sexual abuse prevention in the school (vs at home, which may be closer to

<sup>37</sup> *Can the Reason for Sexual Abuse of Children Be Inadequacy in Sexual Education?* İsmail Çelik, Department of Educational Science, Faculty of Education, Ağrı İbrahim Çeçen University, Turkey, Universal Journal of Educational Research 6(4): 798-802, 2018

<sup>38</sup> *A situation analysis of CSEC in Pakistan by working group against child abuse against CSA/E 2004. 2009; Save the Children Sweden, Pakistan Programme*, available at: <http://sahil.org/wp-content/uploads/2014/10/CSEC.pdf>

<sup>39</sup> Sahil's Cruel Numbers report 2019. Available at <http://sahil.org/wp-content/uploads/2020/03/Cruel-Numbers-2019-final.pdf>

or the home of the perpetrator).

In Pakistan, no official data exists on various types of Child Abuse and Neglect, but according to an unofficial report, **15-25% children are sexually abused** in the country.<sup>40</sup> This is an alarmingly high proportion of children suffering abuse and clearly shows that the Pakistani state must take action to **equip children to protect themselves through child sexual abuse prevention education in schools.**

## **CASELAW& CASE STUDIES**

### **CASE STUDIES REPORTED BY SAHIL**

Sahil has come across cases in which children and communities have used the skills and knowledge that Sahil's awareness and training sessions have imparted to benefit the children and prevent instances of child abuse.

One such reported instance was when **Hassan Raza**, a seven-year-old boy living in Roshanabad was at risk when two men tried to abduct him on their motorcycle as he was walking on the street one day. Hassan was able to escape and ran to a mosque where he loudly alerted the villagers. The abductors had fled by the time the villagers arrived, however Community Watch Members mobilized and alerted the police who started to patrol the area at their behest, to prevent further instances.

Child safety is best ensured when children can identify the danger that they themselves are in, as well as the danger that their friends and family might be in.

**Muskaan** a six-year-old girl living in Sheikh mohalla, Roshanabad, was approached and abducted by two strangers in a car. Zahida, Muskaan's elder sister saw and yelled out to alert the village community. The abductors became frightened and removed Muskaan from the car, making their escape. The Community Watch Group reported the incident, as did the girl's father and police started patrolling the area to prevent further instances. In LBSE there is a component on child protection, where children are sensitized to ways in which they may be able to protect themselves. This includes the idea of saying no and being assertive in an alarming way, as seen in the case of Muskaan, when confronted by the alarms of another child, the abductors fled.

### **Hassan Case Study<sup>41</sup>**

This case was registered at police station Jaffarabad on June 27, 2009. Hassan was a helper in a cloth merchant shop. One day a person came to the shop to purchase clothes and asked the owner to please send Hassan to his house to show him clothes. The owner of this shop ordered

<sup>40</sup>*The commercial sexual exploitation of children in South Asia: Developments, progress, challenges and recommended strategies for civil society.* 2014; Available at [www.ecpat.net](http://www.ecpat.net)

<sup>41</sup>Sahil NGO, 'Innocent Lives'. Hassan Case Study. Accessed at: <http://sahil.org/wp-content/uploads/2014/06/Innocent-Lives-Final.pdf>

Hasan to go to the customer's house. When the victim reached the house, there were already two people Ali and Hamza present there. These two accused threatened Hassan with a knife and tried to sexually abuse him. When Hassan cried and screamed, the two fled the scene. Sahil took up this case on behalf of the victim . After complete evidence on December 12, 2009, the judge convicted both the accused with 6 months imprisonment and Rs. 2,000 fine each.

#### **CASE STUDIES REPORTED BY AAHUNG**

**Afshan**, a mother of four, reported that her daughter was given a chocolate by a random man at the store who claimed to be her father's friend. She accepted the chocolate however rushed home to give it to her mother because she had learned – in her LBSE classes- that one should not accept presents from strangers especially victuals.

In another instance, a student, **Samina**, broke out in tears during an LSBE class wherein the teacher was explaining the difference between bad touch and good touch. On counseling she revealed that she was regularly molested by her uncle's friend and could never tell anyone. The teacher convinced her to speak with her mother who then took action against the perpetrator.

#### **CASE LAW**

##### **Court of Shazib Saeed (Sessions Case No. 05 of 2020)**

A girl around 8/ 9 years was raped on her way home from school. The accused also threatened to kill her if she told anyone. She didn't tell anyone when she returned home. The mother saw her blood stained shalwar 2 days later which is when the victim narrated the entire story to her. Thereafter her case was registered in the police station and justice was served.

Had the victim been trained i) she might have been able to identify danger in time and escape (unless she was kidnapped with force from the road) and ii) she would have complained immediately to her parents on reaching home.

##### **Court of Muhammad Akhtar Bhangoo. FIR No.140/17. Decision date: 19-03-2019**

A girl told her father that she was undergoing stomach pains. He took her to multiple hospitals and had her examined however it was to no avail. Thereafter she told him that she had been raped by two boys. The case went on for two years and found the accuseds guilty.

In this case it can be seen that the girl was not comfortable informing her father of the incident. After multiple visits to the doctors, she gathered the courage to tell her father. Had she been trained, the situation would have been different; i) she might have been able to prevent the incident by identifying danger, making noise etc ii) she would have told her parents immediately rather than taking days to muster the courage.

##### **Court of Mr. Farhan Shakoor. FIR No.140/2017. Decision Date: 22-10-2020**

The complainant couldn't see her granddaughter and on searching around, heard her granddaughter's cries from the accused' house. When she went inside she saw that the accused was undressed and had undressed her 5/6 year old granddaughter as well who was crying. The accused was a relative of the victim and was convicted for attempt to rape.

It can be seen that the act of making noise saved the victim. Raising one's voice to seeking the help of trusted elders and saying no to undesired advances is a crucial part of LSBE that will help protect children as it did in this situation.

**Court of Mr. Farhan Shakoor. Session Case No.29 of 2017. FIR No.211/2017**

The case was filed by the mother of the victim. When the mother went searching for her 12/13 daughter she heard the screams of her daughter from a cattle shed. On reaching the shed they witnessed her being raped by the accused. The accused fled from the scene however was later arrested, tried and convicted by the court.

It can be seen that the child was kidnapped on her way back to her mother's house from the grandmother's house. Had the child been trained she might have been able to escape the "trap" (unless forcibly picked up). Furthermore her screams revealed her location to her mother which is a crucial part of LBSE.

**Unfortunately, the LSBE content currently available in textbooks published by the state does not tackle all necessary themes, is not specific, informative, gender and child-sensitive nor age appropriate.**

**ANNEX A**

**RECOMMENDATIONS of themes/topics for Life Skills Based Education (LSBE)  
Curriculum**

Recommendations for LSBE themes for Early Childhood Education and Learning

## Recommendations for LSBE themes for Early Childhood Education and Learning

### Recommendations for LSBE themes for Primary Level (Grades I-V)

S.no	Themes/Topics
1.	Friendship and Tolerance
2.	Safe and unsafe practices and behaviors (practicing equality by acknowledging diversity within us, safe and unsafe touch, define feelings associated safe and unsafe touch, how to and not to communicate with strangers)
3.	What is teasing and bullying and how to support your peers
4.	Do's and Don'ts of using technology and devices (screen time, what to watch and what not to)
5.	My expressions my world (understanding the significance of expressing one's feelings and ideas and ways to do that, advantages of talking to a trusted adult, comfort in finding help and support)
6.	My complete health (understanding that there is emotional and mental health along with physical health and well-being and how we can take care of ourselves and others)
1.	Human bonding and Relationships (family structures and roles, the importance of healthy and equal relationships with friends, family and loved ones, implications of early age marriages (grade V only)
2.	Values, Rights and Culture (How values influence our actions and decision making, the importance of acceptance, tolerance and respect, human rights, how culture, religion and society impact our values and understanding of others and ourselves)
3.	Understanding Gender (how gender roles and norms are socially constructed, gender roles within families, the importance and practice of gender equality)
4.	Violence and Staying Safe (how to protect yourself from harassment and sexual abuse, bullying, the importance of consent and bodily integrity, how to safely use Information and communication technologies (ICTs))
5.	Skills for Development (communication skills, media literacy, peer pressure, decision making)
6.	The Human Body, Development and Diseases (body anatomy and physiology, body image, understanding diseases)

## Recommendations for LSBE themes for Secondary Level (Grades VI-X)

All the below mentioned themes are essential to introduce to adolescents as these will in one way or the other facilitate their protection and safety.

S.no	Themes/Topics
1.	Self-awareness and establishment of self esteem
2.	Communication skills
3.	Feelings
4.	Values
5.	Human rights
6.	Gender, social construction of gender and Gender Based Violence (GBV)
7.	Violence and its types (sexual, mental, emotional and physical)
8.	Self-protection and care
9.	Health for All
10.	Peer Pressure
11.	Bodily Development, growth and changes (Understanding the concept of puberty and to increase correct information regarding physical, emotional and social changes related to puberty)
12.	Going to a doctor (Pointing out recognized doctor, reliable medical facilities and to increase information and skills with the help of which can adopt better ways of communication and treatment to maintain their overall health)
13.	Decision Making
14.	Human Rights
15.	Substance Abuse
16.	Child Early Marriages (social and health implications)
17.	Hepatitis
18.	HIV/AIDS

### Annex-B

#### Recommendations Group Development Pakistan

- Develop LSBE tools on child rights, child protection, gender equality and child justice in a gender, culture-sensitive and age-appropriate manner from 3 to less than 18 years old.
- Have a child's book and a teacher's book so that teachers are trained on how to effectively teach LSBE to their children
- Plan, conduct and organize a capacity building program for teachers to deliver LSBE
- Ensure that each school is equipped with a child protection policy that includes a safe and confidential reporting mechanism, which is aligned with national and international child safeguarding standards.
- Put in place a formal referral mechanism: LSBE when effective leads to disclosure, identification of abuse. In order to avoid secondary victimization, it is crucial to ensure that teachers and members of the child protection committee or other caregivers know how to respond and manage the disclosure of abuse, how and where to report it as well.
- LSBE should be defined under the concept of SAFE LEARNING which must be framed under a provincial/national child protection policy.

- Child protection must include good touch and bad touch, how to identify danger and react to it, consent, child justice, child rights, among other topics.
- A few examples of LSBE tools that contribute to countering CSAE and who could be included in the SNC:
- <https://gdpakistan.org/wp-content/uploads/2020/06/Main-aur-Meri-Mahfuz-Duniya-Solidar-logo.pdf>
- <https://gdpakistan.org/wp-content/uploads/2020/06/UNCRC-Booklet.pdf>
- <https://gdpakistan.org/wp-content/uploads/2020/06/Aflatoon.pdf>
- <https://gdpakistan.org/wp-content/uploads/2020/Bank%20of%20Creative%20Ideas.pdf>
- <https://gdpakistan.org/video-category/child-protection/>
- <https://gdpakistan.org/learning-category/childrens-corner/>

### **Annex-C**

A summary of legislation calling for child protection education in different states of the USA

Vermont<sup>42</sup> adopted comprehensive legislation to address child sexual abuse, through Act 1 which called for elementary and secondary schools to educate all personnel and children about: "How to recognize and prevent sexual abuse and sexual violence, including developmentally appropriate instruction about promoting healthy and respectful relationships, developing and maintaining effective communication with trusted adults, recognizing sexually offending behaviors, and gaining awareness of available school and community resources." Further, it required school boards to educate all adults involved in schools including parents, educators, staff, administrators and volunteers. Act 1 also required licensed child care directors to be trained so they in turn would train their staff.

Illinois<sup>43</sup> passed the Child Abuse Prevention Act of 2011 in February 2011, establishing the "Erin's Law Task Force" for the purpose of providing recommendations on how to educate children from K-Grade 5 and school personnel about (1) warning signs that a child may be a victim of sexual abuse; (2) actions a child who is abused should take to obtain assistance and information; and (3) resources for counseling. Parents were to be informed through the school handbook about "warning signs" of victims.

Missouri<sup>44</sup> in July 2011 passed the Amy Hestir Student Protection Act. Within the Act, a Task Force, known as "Erin's Law," was to "adopt a policy addressing sexual abuse of children, including a curriculum." It called for "teacher and employee training on identifying signs of sexual abuse in children and of potentially abusive relationships between children and adults."

---

<sup>42</sup> Prevent Child Abuse, America, 'STATE AND FEDERAL LEGISLATIVE EFFORTS TO PREVENT CHILD SEXUAL ABUSE: A Status Report' Prepared by Jetta Bernier for Prevent Child Abuse America August 2015. Section II. Accessed at: [http://preventchildabuse.org/images/docs/PCA\\_MK\\_CSAstatusreport.pdf](http://preventchildabuse.org/images/docs/PCA_MK_CSAstatusreport.pdf)

<sup>43</sup> Prevent Child Abuse, America, 'STATE AND FEDERAL LEGISLATIVE EFFORTS TO PREVENT CHILD SEXUAL ABUSE: A Status Report' Prepared by Jetta Bernier for Prevent Child Abuse America August 2015. Section II. Accessed at: [http://preventchildabuse.org/images/docs/PCA\\_MK\\_CSAstatusreport.pdf](http://preventchildabuse.org/images/docs/PCA_MK_CSAstatusreport.pdf)

<sup>44</sup> Ibid

Indiana<sup>45</sup> adopted Erin's Law language July 1, 2012 with a focus on providing education of children in Grades 2-5 only. It charged the Department of Education, in collaboration with the Department of Child Services (DCS) and other organizations, to "identify or develop 1) research and evidence-based model educational materials on child abuse and child sexual abuse; and 2) a model for child abuse and child sexual abuse response policies and reporting procedures."

Michigan<sup>46</sup> passed Erin's Law in February, 2013 wherein Goal 4 read as: Provide child sexual abuse and awareness education to all community members, families, parents and system responders and Goal 5 read as: Provide effective risk reduction education to children in schools and youth serving agencies, recognizing that risk reduction programs can aid in protecting children from sexual abuse but are not primarily preventative in nature.

Arkansas<sup>47</sup> passed Erin Law language in 2013 and called for "preventing child sexual abuse through education." The Task Force evaluating the law concluded that educating school children about sexual abuse should be implemented as "a part of a multifaceted approach." It expanded the original law's focus on K5 and called for programs for younger and older children. It also expanded the education of school personnel to both licensed and non-licensed employees, emphasized that strategies be employed to encourage parental involvement.

New Mexico's<sup>48</sup> legislation passed on March 4, 2014 requires the health education curriculum to include age appropriate training of students.

Connecticut<sup>49</sup> law enacted June 12, 2014 calls for the Department of Children and Families, the Department of Education, and Connecticut Sex Assault Crisis Services to "identify or develop statewide sexual abuse and assault awareness and prevention programs for use by regional and local school boards." It provides some detail about the content of the training for teachers and students K-12 and states it should include: skills to recognize abuse, boundary violations and grooming behaviors, how to deal with disclosures by children, how to reduce self-blame of child victims, and how to mobilize bystanders.

South Carolina's<sup>50</sup> law enacted on June 23, 2014 charged the Board of Education to "select or develop units in comprehensive health education for use by school districts so as to require sexual abuse and assault awareness and prevention

Louisiana law<sup>51</sup> effective on August 1, 2014 is referred to as Erin's Law. Its goal is for each public elementary and secondary school to provide age-appropriate classroom instruction on child abuse and assault awareness and prevention, and how students may safely report abuse.

Alaska<sup>52</sup> passed the Safe Children's Act in June, 2015 to create a task force "to create age appropriate curricula for different grades by 2017"

---

<sup>45</sup> Ibid

<sup>46</sup> Ibid

<sup>47</sup> Ibid

<sup>48</sup> Ibid

<sup>49</sup> Ibid

<sup>50</sup> Ibid

<sup>51</sup> Ibid



---

<sup>52</sup> Ibid