



SITUATION ANALYSIS OF THE EDUCATION SECTOR

Prepared by Dr Eshya Mujahid-Mukhtar for UNESCO, Pakistan

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EXECUTIVE SUMMARY

Despite strong economic growth during most of the past decade, Pakistan has not progressed satisfactorily in social sectors, especially in education. With an adult literacy of only 57%, almost one-half of its adult population is unable to read or write. This considerably limits the opportunity towards acquiring skills and technical knowledge for higher productivity and better earning levels. School enrolments are low and school dropout rates too high. The budgetary allocation to education has remained around 2% of GDP for the past decade, with a high proportion being spent on recurrent heads mainly salaries, leaving a small amount for quality enhancement such as teachers training, curriculum development, provision of school facilities and monitoring and supervision of education.

National Development Priorities

The Medium Term Development Framework 2005 -10 launched by the Government in July 2005 presented the Vision of a “developed, industrialized, just and prosperous Pakistan through rapid and sustainable development, in a resource constrained economy by deploying knowledge inputs”. Vision 2030 extends that dream further and higher in terms of space and time.

The Vision 2030 for Pakistan, prepared after a consultative process spanning two years, presents a strategic framework for overcoming obstacles and challenges standing in the way of the referred future chosen by the people of Pakistan. The Vision aims at a high quality of life, providing equal opportunities to its citizens to reach their true potential.

In the context of social development, it states, “*The citizen shall have greater access to quality education, as well as basic amenities like health, water and sanitation. Freedom of enterprise and enlarged opportunities will transform the lives of the majority but the benefit of social protection will provide sufficient cushion to the most vulnerable*”.

According to Vision 2030, “Education is a key driver of economic growth because of its positive linkages with employability, entrepreneurship, empowerment of women and productivity – conditions that are all conducive to building a knowledge-based productive economy where our youth are better skilled, productive and scientifically trained to compete with the fast changing global trends”.

Education and the Constitution of Pakistan 1973

The Constitution of Pakistan, framed in 1973, promised to its citizens in Article 37 (b) & (c) that “the State shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit”.

Section 9 of the Constitution (Eighteenth Amendment) Act, 2010 inserted a new Article 25A in the Constitution, with effect from April 19, 2010. It says:

“*Right to education ---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*”.

National Education Policy 2009

The National Education Policy (2009) recognizes that there are close links between equity in educational opportunities and equitable income distribution and income growth. If the education

system is constructed on a divisive basis, the divisions it creates can endanger long run economic growth as well as stability of society.

According to the NEP (2009), an affirmation of commitment to Pakistan's egalitarian education vision in the service of all citizens and as a driver of economic and social development can help produce a virtuous circle of high level of human and social capital leading to equitable economic growth and social advancement.

The 18th Constitutional Amendment

The 18th Amendment bill, passed by the Senate of Pakistan on April 15, 2010, became an act of parliament on April 19, 2010. The Amendment abolishes the "concurrent list" and gives much more provincial autonomy in matters of education, health and several other sectors) than was earlier available to the provinces. The Council of Common Interest has been given additional powers and the provinces have been given more say on national matters by enhancing their representation in the council.

In the context of education, more specifically, the Amendment led to the abolition of the federal ministry of education and gave full autonomy to the provincial educational authorities. Earlier, according to the recent National Finance Commission (NFC) Award of 2009/10, provinces were given a higher share of resources from the divisible pool which in essence, should enable them to meet the burden of additional responsibility arising due to the 18th Amendment.

On 16th September, 2011, a National Education Conference was held at Prime Minister Secretariat in Islamabad. The Conference was presided by Prime Minister Syed Yusuf Raza Gilani and attended by the Governor of Khyber Pakhtunkhwa (KPk), Chief Ministers of Punjab, Sindh, KPk and Balochistan, the Prime Minister of AJ&K, provincial education ministers, Federal Minister of Finance, Deputy Chairman of the Planning Commission, senior education officials and representatives of key educational institutions. A 'Joint Declaration on Education', signed by the Prime Minister and key provincial authorities, was issued. The Joint Declaration included the following key clauses: (i) The Federal and Provincial Governments reaffirm their commitment to Education as a priority; (ii) National Education Policy 2009, subject to such adaptations as are necessitated in view of the 18th Constitutional Amendment, shall continue to be a jointly owned national document; (iii) Education is a fundamental right of all children aged 5-16, guaranteed through Article 25A of the Constitution of the Islamic Republic of Pakistan (iv) Each province/area shall develop an Action Plan which shall commit to appropriately raising allocations for education, set priorities according to provincial needs of access and quality of education and provide implementation strategies/processes with time frame and key indicators; ensuring fulfillment of constitutional needs with respect to education and meet the international commitments including targets of the Millennium Development Goals (MDGs) and Education for All (EFA).

Education and Provincial Priorities

Provinces have made some progress towards education reforms In Sindh, though there is no formal policy document available at the provincial level labeled formally as provincial education policy, there are discussions within the provincial education ministry on the issues of education policy and curriculum in post 18th Amendment scenario.

In Balochistan, critical decisions have been taken, plans made and envisaged to improve educational outcomes. The first major reform has been the formation of the Policy Planning and Implementation Unit (PPIU) in 2010. The Unit was formed to design, coordinate and oversee reform. The PPIU has so far provided the response to the provincial needs under the 18th

Amendment through drafting of laws on compulsory education under article 25A and development and implementation of curriculum It also initiated a donor coordination process and now with assistance from UNICEF and UNESCO plans to prepare an education sector plan for the province. An 'Action Plan for Balochistan' has been prepared as an interim policy document which will merge into the larger sector plan to be prepared.

The Department of Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa has taken some solid steps for the overall development of education in the province in the last five years. Steps taken in this respect include: (i) Improvement in Access to Education; (ii) Provision of Quality Education; (iii) Strengthening of Governance; and (iv) Other Initiatives. The Elementary and Secondary Education Department, Government of KP, has also prepared the *Khyber Pakhtunkhwa Sector Plan* to be implemented during the next seven years i.e. till 2015.

The Government of Punjab, too, is committed to make serious and strenuous efforts to improve access, quality, equity and governance in education sector by enhancing education facilities within the minimum possible time. Appropriate policies have been formulated and strategies devised to achieve the cherished national goal of quality education for all. One of the best initiatives is Punjab School Roadmap, aimed at achieving 100% enrollment and 100% literacy.

In Sindh, there is no formal policy document available at the provincial level labeled formally as provincial education policy. However, there are discussions within the provincial education ministry on the issues of education policy and curriculum in post 18th Amendment scenario.

Situation Analysis

The most striking feature of Pakistan's education system is its inherent inequalities. With a net primary enrolment rate of 57%, there are an estimated 7 million primary-aged children are out-of-school, mostly due to poverty and partly due to non-existence of school (as some live in remote or far flung areas), absence of teacher and/or learning material or other reasons. Of the children who do attend school, given that most (63%) of the population lives in rural areas in relatively modest conditions, do not obtain quality education. This is mainly due to the co-existence of parallel streams of primary and secondary schooling, further divided across public and private arrangements, catering to different socioeconomic classes in the country. For instance, the majority of the children, residing mainly in rural and semi-urban areas and belonging to the lower to middle classes, attend public schools which offer free local-system (matriculate stream) education and display poor quality such as shortage or absence of teachers, weak infrastructure and lack of learning materials. On the other hand, children of upper-middle and upper classes, residing in affluent urban localities, mostly attend high cost private schools which offer both local as well as foreign examination systems (such as O and A levels) and are staffed with qualified and trained teachers, well-equipped classrooms, all essential facilities and good quality, often imported, imported teaching and learning materials.

Later in life, these basic inequalities translate into inequalities of opportunities of jobs and salaries and quality and standards of life and further polarization of society into various classes- accentuating the vicious cycle.

Income distribution, urban-rural residence, as well as male-female differences determine the varying access to education. The average percentage of population that ever attended school is

higher for urban (73%) than rural (50%) areas. There are also wide variations across gender within urban as well as rural areas with males enjoying a higher access than females. A review of access to education by income quintiles (the first quintile representing lowest income levels and fifth quintile reflecting the highest income levels) reveals, for all areas and both genders, a positive correlation between income and percentage of population ever attended school.

In Pakistan, recent statistics for the public sector institutions show that there are 163,892 formal schools offering education till the higher secondary level i.e., grades XI and XII. Of these schools, 48% are boys' schools, 34% are girls' schools and 18% are mixed schools. Public formal school enrolment is approximately 21.5 million students, with 50%-60% males at every level of education. Of these, over one-half are primary level students, followed by pre-primary students, who constitute around 20% of all students. Contribution of the private sector to education is estimated at about one-third of total school enrolments.

For non formal institutions, statistics suggest that there are 15,899 non formal basic education schools and 12,599 *deeni madrassahs*, with only 3,159 technical and vocational centres and 176 teachers training institutes. Of the non formal enrolments, over one-half (1.6 million) students are enrolled in *deeni madrassah*. Almost 0.65 million each are enrolled in teachers training institutes and non formal basic education schools while another 0.26 million are being trained at the technical and vocational centres.

Progress in education is best reflected by levels of, and increase in, enrolment rates. In Pakistan, enrolment rates at all education levels are low and annual changes are marginal. For example, over the six year period i.e. 2004/05 to 2010/11, gross primary enrolment and net primary enrolment rates for age group 5-9 years, both progressed by only 1% point per annum. Gross enrolments rose from 86% to 92%, while net enrolments rose from 52% to 57% in 2008/09 but slipped to 56% in 2010/11.

Key issues in education are also somewhat similar across levels of education, mainly low access and poor quality of education. Pakistan faces multiple inter-related challenges in the education sector. Every province faces almost all the key challenges, with some degree of variance. The common challenges are as follows:

- *Large stock of out of school children and illiterate adults and Poor Quality of Education*
With over 7 million primary-aged out-of-school children, mostly girls, high dropout rates and almost one-half of its adult population illiterate, the country has an immense challenge on its hands. Poor quality of education due to teacher absenteeism, untrained teachers, non availability of textbooks and other teaching and learning aids, outdated curriculum and lack of community involvement has led to large dropout rates, especially at the primary level. There are wide discrepancies in primary enrolments across provinces, gender and location i.e. urban and rural areas. Besides investment in formal schooling, there is also a need to expand the non formal education sub-sector to reach children in remote areas, with participation of the private and non government organizations.

- *Financial constraints & Resource Requirement*
A low budgetary allocation (2% of GDP) to education with even lower rate of actual expenditure (1.5% of GDP) is not helping progress in access to, or in quality of, education. Rough estimates indicate that attaining the net primary enrolment rate of 100% by 2015/16 would require, besides massive improvements in governance and implementation, a fund of Rs. 1,300 billion. In the context of literacy, making 36 million people literate in the next five years would require Rs 178

billion. This resource constraint is a major challenge which restricts improvement in education indicators.

- *The Eighteenth Constitutional Amendment and Devolution of the Ministry of Education*

Although education had largely been a provincial subject, the Federal Ministry of Education played not only a coordinating role but also used to formulate the education policy and determine the curricula. In accordance with the recent 18th Amendment of the Constitution, the functions of education ministry (along with those of fifteen other ministries) have been devolved to the provinces. Undertaken with the purpose of striking a balance between fiscal resources and expenditure responsibility after the Seventh National Finance Commission (NFC) Award, which gave a significantly higher share in the divisible pool of revenues to the provinces, the Amendment has substantial implications for delivery of education (and other) services.

It is expected that, in the initial phase, some adjustment issues would pose a major challenge to the provinces, given their relatively low capacity as well as lack of experience especially in matters related to policy formulation, planning and management of programmes, particularly in tertiary education. This may imply that some education services may be adversely affected in the immediate run, however, with provinces developing the necessary skills and capacity these services are likely to improve within the next two to three years.

- *Weak coordination among international development partners*

Donor coordination in the education sector of Pakistan is weak. Though in line with national policy and goals, each donor focuses on a particular geographical area or sub-sector e.g., most donors are involved in primary education with only one or two agencies interested in literacy or higher education. This reflects duplication of effort, with more than one donor implementing projects in the same geographical area.

- *Limited institutional capacity in provincial education departments*

Education departments in the provinces have a low institutional capacity to design, plan, manage and implement programmes and projects. Now with the devolution of education to the provinces and without the presence of the federal coordinating ministry, the burden of responsibility on the provincial managers has greatly enhanced. Provincial officials, therefore, would need guidance and assistance in technical dimensions as well in resolving governance issues.

- *Lack of supervision and monitoring*

Supervision and monitoring is an expensive exercise, requiring the recruitment of a large force of staff with good quality training and ability and energy to travel regularly in difficult terrain. This aspect, though better during the district devolution period, was fully effective, especially in checking teacher absenteeism and the delay in provision of textbooks and other teaching and learning aids.

- *No effective public-private partnership*

Given the huge stock of out of school children and illiterate adults, public sector cannot solely carry out the responsibility of providing quality education to them as it neither has the financial and human resources nor the capacity to implement a comprehensive countrywide programme with good governance. The private sector and the non government sector, though contributing one third (one-half in Punjab) to total enrolments, need to further expand and more importantly, as public-private partnerships. Lessons learned from public-private partnership experiences show that it produces better quality education at lower cost with improved management and greater coordination between parents and teachers.

- *Lack of community participation*

For improving quality of education and retaining students in school, community participation is very essential. In this context, school management committees (SMCs) and parents-teacher associations (PTAs) were established in many schools but most of these bodies remained disorganized and ineffective. There is, therefore, a need to strengthen and encourage the SMCs and PTAs to play their due role in education.

It is essential that improvements in access and quality of education should be brought about in all sub-sectors i.e., pre-primary education, primary education, middle and higher levels, adult literacy, and technical and vocational education. However, priority should be placed on under-served and disadvantaged groups (e.g. poor communities in rural and remote areas, especially girls and women).

- *Slow and inadequate response in emergencies*

A key challenge to education is the slow and inadequate response to meet the education needs under emergency situations. The earthquake of 2005 and the floods of 2010 and 2011 have demonstrated that reconstruction of damaged schools and rehabilitation of displaced students could not be managed swiftly and efficiently. The use of schools as temporary shelters considerably delayed regular school activities.

Education, EFA/MDGs and International Development Partners

Facing a set of innumerable challenges to education, Pakistan is unlikely to achieve the EFA/MDG targets of universal primary education, 100% survival rates till grade V and 86% literacy rates. Based on past trends, universal primary education will require another two decades.

Historically, Pakistan has relied on foreign economic assistance for the past six decades. International funds have supported all sectors of the economy such as key economic sectors e.g., power, irrigation, manufacturing, shipping, banking as well as social sectors such as education, health, population planning and water and sanitation. At present there are about 90 donor supported education projects being implemented in Pakistan by the federal government as well as by the four provincial governments. Of these, 63 projects are being implemented at the provincial level with only 27 managed by the federal government. Given the abolition of the federal ministry, one is not certain of the future implementation schedules of the latter projects.

A crude analysis of donor assistance shows that priorities are well in place and according to the country's development objectives. Over one-third of all education projects are related to capacity building and over-fifth to elementary education, mainly primary education. While teachers' training and governance issues are addressed by a large number of projects, reconstruction and rehabilitation efforts for refugees and for victims of earthquake and floods also figure prominently.

Needs and Strategies in the next Five Years

With low adult literacy rates as well as low enrolment rates at all levels of education, high dropout rates at primary level and poor quality of education, the medium-term education needs of Pakistan are very clear. These needs are common across all provinces, especially in the rural areas and for vulnerable groups such as the poor, girls and residents of far and remote areas.

More specifically, there is an urgent need to:

- (i) Implement Article 25A i.e., increase access to all levels of education such as pre- and primary, middle, secondary and higher secondary education by necessary legislation, resource mobilization and investments in educational institutions in close proximity, free schooling, encouraging public-private partnership, provision of missing facilities, and presence of good teachers.
- (ii) Enhance the quality of all levels and types of education through provision of qualified and trained teachers appointed on merit, timely provision of relevant teaching and learning materials, effective governance, and strong community participation.
- (iii) Build capacity, through training, of education planners and managers to design and implement education services effectively. Given the recent devolution of education to provinces, there are capacity gaps in the provincial departments to tackle the education challenges related to improving access and quality and as such serious efforts are required to enhance provincial institutional capacity.
- (iv) Improve quality and relevance of university education through merit scholarships, de-politicization of university campuses, and good governance.
- (v) Improve access to, and quality of, adult literacy and technical and vocational education through more programmes, trained teachers and relevant curriculum.
- (vi) Expand the non formal basic education network to reach the “unreached” i.e., the out-of-school children in far and remote areas, especially girls,
- (vii) Strengthen support services to meet emergencies such as floods, earthquake, etc.
- (viii) Ensure, specifically in Balochistan, schooling for all 22,000 settlements in the province through improved mapping system and expansion of non formal network of education.

Despite constitutional and policy commitments to improve the access to, and quality of, education, strong and urgent measures are required by all provinces to meet the massive challenges, especially given the serious financial and technical resource constraints.

Chapter 1: Pakistan's Development Context and National Development Priorities

1.1 Overall Development Context

Role and Importance of Education in Social and Economic Development

Education plays a crucial role in the development strategy of any economy. International statistics display that educated populations are positively correlated with high economic growth rates, enhanced labour productivity, social prosperity and sustainable development. More importantly, equalization of educational levels within a country is the key to elimination of regional, gender and class inequalities. It combats poverty effectively by reducing unemployment, setting good practices for women's participation in the work environment and guiding expenditure towards most beneficial use.

Similar to many developing countries, Pakistan has not progressed adequately in the field of education. With an adult literacy of only 57%, almost one-half of its adult population is unable to read or write. This considerably limits the opportunity towards acquiring skills and technical knowledge for higher productivity and better earning levels. School enrolments are low and school drop out rates too high. The budgetary allocation to education has remained around 2% of GDP for the past decade, with a high proportion being spent on recurrent heads mainly salaries, leaving a small amount for quality enhancement such as teachers training, curriculum development, provision of school facilities and monitoring and supervision of education.

Status of Pakistan's Economic & Social Growth and Development

Pakistan, with a population of 177.1¹ million has recorded an average annual economic growth of about 5% over the past decade. However, during the past few years, Pakistan has faced serious challenges to its development. In late 2005, a severe earthquake in the northern and north western parts of the country destroyed a large number of schools, hospitals, roads and other infrastructure. This was followed by an economic meltdown internationally while a period of political instability at home in 2007 and 2008 further restrained economic and social development.

For the past two years, however, economic growth has drastically slipped due to political uncertainty, law and order situation, the intensification of the war on terror, acute energy shortages and high inflation. Devastating floods in the summer of 2010 rendered 20 million people homeless, submerged 50,000 sq. kilometers and inflicted a massive damage of \$10 billion to public and private infrastructure as well as wiped out an estimated 2% points from the growth rate. As a result of all these factors, GDP growth rate slumped from 6.8% in 2006/07 to 1.2% in 2008/09 while net primary enrolment rates stagnated at 56%; completion/survival rates remained at 54.6%, literacy rates marginally rose from 55% to 57%; and gender parity indices in primary and secondary education barely moved.

¹ National Institute of Population Studies (NIPS) 2011

A review of Pakistan's selected key economic indicators reveals that economic growth dipped from 9% in 2004/05 to 1.7% in 2008/09 with a slight revival to 2.4% last year (Table 1a). Share of agriculture in GDP has been declining slowly, with share of services sector rising gradually. As percentage of GDP, shares of revenues and expenditures have remained almost steady, with fiscal and trade deficits at 4%. Inflation has been a major problem confronting the people, soaring at 18%-20%. External debt burden has been rising sharply over the past few years i.e. from US \$36 billion to US \$60 in a brief period of six years

Table 1a Pakistan: Economic Indicators

	2004/05	2008/09	2010/11
Per Capita Income (Rs)	38,182	77,178	107,508
Growth rate of GDP (%)	9.0	1.7	2.4
% share in GDP			
<i>Agriculture</i>	22.4	21.8	20.9
<i>Manufacturing</i>	26.3	25.3	25.8
<i>Services</i>	51.3	52.9	53.3
Total Revenues as %GDP	13.8	14.5	14
Total Expenditures as %GDP	17.2	19.9	18
Fiscal Deficit as %GDP	3.4	5.4	4.0
Tax-GDP ratio	10%	10%	10%
Trade Deficit as %GDP	4.0	7.8	3.9
Inflation rate (%)	9.3	20.8	18.8
Total External Debt Burden (in US b)	35.8	52.3	59.5

Source; Pakistan Economic Survey 2010/11

Pakistan is an agrarian economy with 63% of its population still residing in rural areas (Table 1b). Literacy rates and net enrolments are low at all levels but particularly at middle and secondary levels. Infant mortality rates and immunization rates for children need to improve. Progress with access to safe drinking water and sanitation facilities has marginally improved. Financial investments are urgently required in the social sectors: as percentage of GDP, education expenditures are only 2% while expenditures on health have slipped considerably.

Table 1b Pakistan: Economic Indicators

	2004/05	2008/09	2010/11
Total Population (000)	153,960		177,100
%Urbanization			37.4%
Adult Literacy Rate (%)	52.8	57.3	
<i>GPI (literacy)</i>	0.62	0.65	
% Net Enrolment Rate			
<i>Primary (5-9 yrs)</i>	52	57	
<i>Middle (10-12 yrs)</i>	18	20	
<i>High (13-14 yrs)</i>	11	12	
Infant Mortality Rate (%)	82	68.2	70.5
% Children Immunized	79	77.9	
% Access to Safe Drinking Water	87.9	88.3	
% Access to Sanitation	59.2	70.9	
Education Expenditure as %GNP	2.1	2.1	1.8
Health Expenditure as %GNP	0.6	0.5	0.2

Source: Pakistan Economic Survey 2010/11

1.2 National Development Priorities

Despite the recent series of adverse international, domestic and natural forces, Pakistan resolves to move ahead in its development. For direction, it follows the Vision 2030 which outlines its growth trajectory and path to just and sustainable progress.

Vision 2030

"Developed, industrialized, just and prosperous Pakistan through rapid and sustainable development in a resource constrained economy by developing knowledge inputs"

The Medium Term Development Framework 2005 -10 launched by the Government in July 2005 presented the Vision of a "developed, industrialized, just and prosperous Pakistan through rapid and sustainable development, in a resource constrained economy by deploying knowledge inputs". Vision 2030 extends that dream further and higher in terms of space and time.

The Vision 2030 for Pakistan, prepared after a consultative process spanning two years, presents a strategic framework for overcoming obstacles and challenges standing in the way of the referred future chosen by the people of Pakistan. The Vision aims at a high quality of life, providing equal opportunities to its citizens to reach their true potential. It is based on a plan to meet contemporary and future challenges by deploying knowledge inputs and developing human capital. Besides sustaining high growth rates, benefits of growth are planned to be equitably distributed, and poverty to be largely eliminated.

In the context of social development, it states, *“The citizen shall have greater access to quality education, as well as basic amenities like health, water and sanitation. Freedom of enterprise and enlarged opportunities will transform the lives of the majority but the benefit of social protection will provide sufficient cushion to the most vulnerable”*.

According to Vision 2030, “Education is a key driver of economic growth because of its positive linkages with employability, entrepreneurship, empowerment of women and productivity – conditions that are all conducive to building a knowledge-based productive economy where our youth are better skilled, productive and scientifically trained to compete with the fast changing global trends”.

Linking the demographic transition with economic development, Vision 2030 states that this is possible only if we enhance investment in human capital. With the beginning of fertility decline in Pakistan, the cohort of children entering school will decline, followed by a fall in the proportion of high school entrants. *This is an opportunity to invest more in primary and higher levels of education and to eliminate gender differentials at all levels of schooling. This is an essential prerequisite to achieve the target of universal primary education within the short span of time available for the MDGs.* Moreover, the labour force can become more productive, gets higher wages and acquires an improved standard of living.

Vision 2030 stresses that an important spillover of fertility declines is that population policies can be seen as effective education policies; with education policies also being very effective as population policies, since there is a strong temporal effect of increasing trends in female education on both age at marriage and contraceptive use. It is expected that all children aged 5-9 years will be in school by the year 2015 if there is a rapid decline in fertility, which assumes that replacement level fertility (~2.1 children per woman) is achieved by 2020. As regards secondary school enrolment, under the faster fertility decline scenario, all 10 -14 year old children will be in school by 2020 (20.4 million) provided enrolments increase rapidly. However, it will take another eight years to get all children in school if enrolment rises slowly, even if fertility falls rapidly. Population and education interactions are extremely important for outcomes in both sectors.

In order to reap the ‘demographic dividend’, Pakistan needs to focus on first sustaining and then accelerating the pace of fertility decline during the next 10 years, along with a rapid increase in enrolment to achieve universal primary education. This will simultaneously create the critical mass of manpower with appropriate scientific and

technological skills. *In the absence of any such planning and investment in Pakistan, large numbers of uneducated, unskilled and unprepared population will only lead to a humanitarian and social disaster.*

The Vision 2030 document emphasizes the four levels at which the Vision process has been placed. These are the nature of the state, the economy, the society, and the global imperatives in which the process will be embedded. It also discusses issues related to energy, knowledge, science and technology, and changing demographics from the viewpoint of global demands for competition, productivity, and diversification. It envisages that by 2030, Pakistanis will be better educated, better fed, and better served by the state in which their participation will be far greater than in the past, because of much improved instruments of state and government.

Provincial Development Priorities

Balochistan

The provincial government's development strategy has three strands: 'generating growth'; 'delivering services'; and 'financing development'. The first strategy focuses on improving the productivity of the natural endowments in the province. It includes redressal of political grievances to ensure 'a viable law and order situation'. The second strategy focuses on improving the state of social sector services like health, education, sanitation and social security. It includes improvement of public administration in these sectors. The final strategy of 'financing development' attends to issues of domestic resource mobilisation through expansion of the tax base and increased efficiency in collection of taxes. The three-pronged strategy would work in tandem due to the interdependency on each other.

Khyber Pakhtunkhwa

The provincial government has prepared Comprehensive Development Strategy (CDS) for a five year period. The CDS reflects the vision and strategic direction of the Government of KP. The Strategy proposes to achieve key development objectives of poverty reduction and employment creation through the provision of basic public goods (energy, agriculture, roads, irrigation, infrastructure, water & sanitation, education, health and research); improving capacities, by ensuring modern regulation to promote competitiveness; and improving technical and vocational skills.

The government aims to reflect the wishes of the population through the following vision.

“Attainment of a secure, just and prosperous society through socioeconomic and human resource development, creation of equal opportunities, good governance and optimal utilization of resources in a sustainable manner”.

The strong administrative traditions in Khyber Pakhtunkhwa provide opportunities for the province to introduce many of the reforms more swiftly and more effectively than can be achieved at the national level and in some other provinces. Thus, as in the past, many of these reforms will be pioneered by the province, which will provide models for other provinces.

The Government's strategic overview defines two phases: in the short term, over the next two years, the focus of all government activity is to bring to a rapid resolution, in all areas of the province, to the current conflict; and, in the medium term, over a period of five further years, to consolidate this progress and to foster the recovery of the province and the return to dynamic and successful progress.

Punjab

Government of Punjab's Vision 2030 policy framework considers a range of concomitant strategic alignments. The underlying theme is to embrace needed transformation and to create new opportunities based on strengths and optimal utilization of resources. The citizens will have greater access to quality education, as well as basic amenities like health, water and sanitation. Freedom of enterprise and enlarged opportunities will have the potential transform the lives of the majority but the benefit of social protection will also provide sufficient cushion to the most vulnerable, neglected, less-affluent, marginalized, un-reached and disenfranchised. Vision 2030 acknowledges the forces of globalization and dispersion of information and technology, which are likely to change the scale and character of human enterprise.

Sindh

Similar development priorities are explicitly articulated in 'Sindh Vision 2030'², the document prepared by the Planning and Development Department, Government of Sindh in 2007. The ownership of the vision by the later government is still uncertain, however, this does provides a comprehensive and systematic effort towards achieving future growth. The vision is stated as follows:

'A united, just, resilient, productive, innovative, industrialised and prosperous Sindh with a disciplined, caring society comprising of healthy, happy and educated people and built upon the enduring pillars of self-reliance, respect, tolerance, equity and integrity'

The vision sets out the following development priorities:

1. Nurturing a caring society;
2. Developing innovative people;
3. Governing effectively and without debt;
4. Enabling competitiveness in agriculture, business and industry;
5. Securing and investing in sound infrastructure and in the Environment.

² Sindh Vision 2030 – Aspiring towards a healthy, productive & prosperous nation. (2007). Planning & Development Department, Government of Sindh.

These priorities are linked with the sectors identified in Pakistan Vision 2030 and the Millennium Development Goals (MDGs). It appears that the aspirations of the vision have been falling short of achieving desired targets, which is also reflected by a worsening development situation.

Chapter 2: Education Policy in Pakistan: Constitutional Provisions & Education Policies

2.1 Constitution 1973 & Education Provisions

The Constitution of Pakistan framed in 1973 promised to its citizens in Article 37 (b) & (c) that "the State shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit".

Section 9 of the Constitution (Eighteenth Amendment) Act, 2010 inserted a new Article 25A in the Constitution, with effect from. April 19, 2010. It says:

“Right to education ---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”.

2.2 International Commitments to Education: EFA & MDGs

Education for All (EFA)

At the World Conference on Education for All (Jomtien, Thailand 1990) some 1,500 participants, comprising delegates from 155 governments including Pakistan, policymakers and specialists in education and health, social and economic development met to discuss major aspects of Education For All (EFA).

The World Declaration on Education for All and the Framework for Action to meet Basic Learning Needs, adopted at Jomtien and signed by Pakistan, foresaw the need for an end of decade assessment of progress as a basis for a comprehensive review of policies concerning basic education. A number of meetings, conferences and forums were held in 1990's to assess the achievements and progress and revise the targets, goals and policies in EFA.

The Jomtien Conference clearly defined the basic learning needs of the child i.e. learning tools (such as literacy, oral expression, numeracy, and problem solving) as well as the basic learning contents (such as knowledge, skills, values and attitudes). The framework for action to meet basic learning needs identified the following six main areas of action:

- i. expansion of early childhood care and development activities;
- ii. universal access to and completion of primary education;
- iii. improvement in learning achievements;

- iv. reduction of adult illiteracy;
- v. expansion of basic education and skills training for youth and adults; and
- vi. increased acquisition by individuals and families the knowledge, skills and values for better living.

In addition, following five principles for promoting basic education were endorsed: (i) universalizing access and promoting equity; (ii) focusing on learning, (iii) broadening the learning environment; (iv) improving the learning environment; and (v) strengthening partnerships.

Ten years after Jomtien, the World Education Forum, convened by UNESCO, UNDP, UNFPA, UNICEF and the World Bank brought together 1,500 participants from 182 countries including Pakistan, as well as major development agencies. It concluded with the adoption of the Dakar Framework for Action (April 2000) by ministers of education and other government representatives, heads of United Nation agencies, the donor community and representatives of NGOs committing themselves to achieve the following EFA goals and targets by the year 2015.

EFA Goals and Targets:

- i. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;
- ii. Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;
- iii. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs;
- iv. Achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
- v. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- vi. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Millennium Development Goals (MDGs)

At the 2000 UN Millennium Summit, world leaders from rich and poor countries alike committed themselves - at the highest political level - to a set of eight time-bound targets that, when achieved, will end extreme poverty worldwide by 2015.

The Millennium Development Goals (MDGs) are eight international development goals that all 192 United Nations member states, including Pakistan, and at least 23 international organizations have agreed to achieve by the year 2015. They include eradicating extreme poverty, expanding education, reducing child mortality rates,

fighting disease epidemics such as AIDS, and developing a global partnership for development.

The second and third Millennium Development Goals (MDGs) specifically address education: improvements in literacy, primary and secondary education and elimination of gender disparities in education:

Goal 2: Achieve Universal Primary Education

Target 3: Ensure that by 2015, children every where, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3: Promote Gender equality and Empower Women

Target 4: Eliminate gender disparity in primary and secondary education by 2005 and at all levels of education, no later than 2015.

In this context, recent statistics on Pakistan's education indicators show that gender parity indices would hopefully meet the MDG targets by 2015. Achieving other targets would require enhanced commitment and intensive efforts. For example, universal primary education will require expansion of primary education through both formal as well as non-formal means; through public as well as private sectors; improving quality of education; involving community participation and other possible strategies.

2.3 National Education Policies

During the past decade, there were two major education policy interventions- the National Education Policy 1998-2010; and the National Education Policy 2009. These policies were developed with the consensus of a wide group of stakeholders i.e., federal and provincial government educational officials, education experts, academia, private organizations, non government organizations and international development partners.

The National Education Policy (1998-2010)

The National Education Policy (1998-2010) emphasized increased enrolments in public sector schools and higher budgetary allocations to education. It advocated the removal of urban- rural and gender imbalances, improving the quality of education at all levels particularly through curriculum reform, strengthening education facilities, encouraging private sector participation and effective community involvement. It specifically addressed the issue of out of school children and expansion of non formal education to complement the formal system; and the implementation of literacy and functional literacy programmes for adults.

In light of the National Education Policy 1998-2010, the Education Sector Reforms (ESR: 2001-06), focusing on literacy, universal primary education of good quality, enhanced budgetary allocations (to 3% of GNP), improved technical and higher education, and greater public-private partnership, was developed with all the principal actors of EFA and other stakeholders. The consultation process lasted for more than six months. The organizations which participated included the education departments of all

provincial and federating units, non-governments organizations, private sector, UN agencies and bilateral and multilateral donor agencies. In this context, a National Conference on Education for All was held with the objective to launch EFA movement, share EFA goals and strategies with stakeholders and prepare a framework for the national and provincial plans of action. This was followed by a series of discussions and workshops to develop action plans, each based on active participation by all stakeholders i.e., government officials, education experts, NGOs, private sector, and international development partners.

The EFA National Plan of Action (2001-15) was prepared and endorsed by the first Poverty Reduction Strategy Paper (PRSP I 2003-06) but could never be implemented due to lack of financial support, both domestic and external.

The National Education Policy (2009)

The current National Education Policy (NEP 2009), developed after several rounds of deliberations with relevant stakeholders, addresses all the dimensions of Pakistan's education sector. It was prepared with the advice and input of the governments of all the federating units as well as members of civil society, universities, federal government officials & provincial/area education departments, education experts and managers, specialists, academia, teachers, students, parents, and a host of other stakeholders including line ministries, Higher Education Commission (HEC), National Vocational and Technical Education Commission (NAVTEC), Institute for Educational Development-Aga Khan University (IED-AKU), Academy of Educational Planning and Management (AEPAM), Pakistan Medical and Dental Council (PM&DC) and Pakistan Engineering Council (PEC).

The NEP (2009) recognizes that there are close links between equity in educational opportunities and equitable income distribution and income growth. If the education system is constructed on a divisive basis, the divisions it creates can endanger long run economic growth as well as stability of society.

Affirmation of commitment to Pakistan's egalitarian education vision in the service of all citizens and as a driver of economic and social development can help produce a virtuous circle of high level of human and social capital leading to equitable economic growth and social advancement.

The reaffirmation of educational vision requires a change of mindset that would permit development of goals, policies and programmes in support of the vision. The Planning Commission's 'Vision 2030' also argues for such change of the mindset, which commits to a new set of societal goals. Accordingly, the Ministry of Education too has adopted the following vision:

“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the

basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”
NEP (2009); Chapter 2; Section 2; Item 52; page 10

The key aims and objectives of the NEP (2009) are as follows:

1. To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society.
2. To play a fundamental role in the preservation of the ideals which led to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethos enshrined in the 1973 Constitution of Islamic Republic of Pakistan.
3. To create a sense of unity and nationhood and promote the desire to create a welfare State for the people of Pakistan
4. To promote national cohesion by respecting all faiths and religions and recognise cultural and ethnic diversity.
5. To promote social and cultural harmony through the conscious use of the educational process.
6. To provide and ensure equal educational opportunities to all citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.
7. To develop a self reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen.
8. To aim at nurturing the total personality of the individual: dynamic, creative and capable of facing the truth as it emerges from the objective study of reality.
9. To raise individuals committed to democratic and moral values, aware of fundamental human rights, open to new ideas, having a sense of personal responsibility and participation in the productive activities in society for the common good.
10. To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels.
11. To improve service delivery through political commitment and strengthening education governance and management.
12. To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system.
13. To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action, Education For All goals and Millennium Development Goals relating to education.
14. To widen access to education for all and to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy.
15. To equalize access to education through provision of basic facilities for girls and boys alike, under-privileged/marginalized groups and special children and adults.
16. To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programmes.
17. To enable an individual to earn his/her livelihood honestly through skills that contribute to the national economy and enables him/her to make informed choices in life.
18. To lay emphasis on diversification from general to tertiary education so as to transform the education system from supply-oriented to demand-driven and preparing the students for the world of work.
19. To encourage research in higher education institutions that will contribute to accelerated economic growth of the country.
20. To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences.

The NEP 2009 document identifies policy actions in pursuit of two overriding objectives: (i) widening access to education; and (ii) improving quality. Key policy actions identified are as follows:

1. Provinces and Area Governments shall affirm the goal of achieving universal and free primary education by 2015 and up to class 10 by 2025.
2. Provincial and Area Governments shall develop plans for achieving these targets, including intermediate enrolment targets and estimates of the required financial, technical, human and organizational resources.
3. The plans shall also promote equity in education with the aim of eliminating social exclusion and promoting national cohesion. Greater opportunities shall be provided to marginalised groups of society, particularly girls.
4. To achieve the commitments of Government of Pakistan towards Education for All (EFA) and the MDGs, inclusive and child-friendly education shall be promoted.
5. Special measures shall be adopted to ensure inclusion of special persons in mainstream education as well as in literacy and Technical and Vocational Education (TVE) programmes.
6. Governments shall improve quality of educational provision at all levels of education.
7. National Standards for educational inputs, processes and outputs shall be determined. A National Authority for Standards of Education shall be established. The standards shall not debar a provincial and area government/organization from having its own standards higher than the prescribed minimum.
8. Provincial and district governments shall establish monitoring and inspection systems to ensure quality education service delivery in all institutions.
9. Steps shall be taken to make educational provision relevant for the employment market and for promoting innovation in the economy.
10. Universities and research institutes shall place greater emphasis on mobilising research for promoting innovation in the economy.
11. Educational inputs need to be designed with a comprehension of the challenges and opportunities related to globalization. Strategies shall be developed to optimize opportunities and minimize the potentially negative impacts.

2.4 Devolution of Education/18th Amendment to the Constitution *Salient Features and Implications*

Amendment XVIII (the Eighteenth Amendment) of the Constitution of Pakistan, was passed by the National Assembly of Pakistan on April 8, 2010, removing the power of the President of Pakistan to dissolve the Parliament unilaterally, turning Pakistan from a semi-presidential to a parliamentary republic, and renaming North-West Frontier Province to Khyber Pakhtunkhwa. The package is expected to counter the sweeping powers amassed by the Presidency under former Presidents General Pervez Musharraf and General Muhammad Zia-ul-Haq and to ease political instability in Pakistan. The 'historic' bill reverses many infringements on Constitution of Pakistan over several decades by its military rulers. The 18th amendment bill was passed by the Senate of Pakistan on April 15, 2010 and became an act of parliament on April 19, 2010.

The draft abolishes the “concurrent list” and gives much more provincial autonomy in matters of education, health and several other sectors) than was earlier available to the provinces. The Council of Common Interest has been given additional powers and the provinces have been given more say on national matters by enhancing their representation in the council.

In the context of education, more specifically, the Amendment led to the abolition of the federal ministry of education and gave full autonomy to the provincial educational authorities. Earlier, according to the recent National Finance Commission (NFC) Award of 2009/10, provinces were given a higher share of resources from the divisible pool which in essence, should enable them to meet the burden of additional responsibility arising due to the 18th Amendment.

At the federal capital, matters related to all the devolved ministries will be handled by the Capital Administration Development division (CADD).³ At the provincial level, there is a general perception that the education departments have a low institutional capacity to effectively design, plan, manage and implement programmes and projects. The experience of the last decade, when education was devolved to the district level, displayed that due to the lack of knowledge of procedures, unclear roles and responsibilities and lack of merit-based postings, education managers were not able to work as well as expected and education outcomes suffered. Now with the devolution of education to the provinces and without the presence of the federal coordinating ministry, the burden of responsibility on the provincial managers would be enhanced and as such arrangements should be made to extend technical and managerial training to the staff.

Besides, education policies till now were prepared by the federal ministry with active participation from the provincial authorities and experts. However, the responsibility of coordination rested solely with the federal ministry. Responding to any question about the consistency or rationality of any policy measure was the duty of the federal ministry. Also, preparation of any clarification sought by the national parliament was the task of the federal ministry. Discussions on key policy issues as well as dialogues and workshops on suggested measures were almost always facilitated by the federal ministry. It is still to be seen if the provinces have learnt and developed capacity to prepare viable policies and ensure their coherence with the policies of other provincial departments e.g., finance, social work, labour and others. With their limited institutional capacity, each province may not be able to grasp and assess various challenges and present them in a coherent policy document, at least in the next few years.

³ Refer to Box 1 for details on CADD

Box 1: Capital Administration and Development Division (CADD)

The Government created a new division, the Capital Administration and Development Division (CADD) in the Cabinet Secretariat which would run all entities and departments in Islamabad whose ministries have been devolved to the provinces. CADD shall execute, within the jurisdiction of the federal capital area, all such functions handled by the abolished/would-be abolished ministries and divisions, and also such other functions as allocated to it henceforth and from time to time.

With the devolution (in the first phase) of 10 federal ministries to the provinces, ministers, parliamentary committees related to these ministries and their chairmen and parliamentary secretaries have ceased to exist. The ministries that have been handed over to provinces are: ministry of education, local bodies and rural development, zakat and ushr, population welfare, special initiative, youth affairs, tourism, culture, livestock and special education. Six more will be handed over to the province in the second phase.

About 27,000 employees were working under these 16 ministries that have been devolved to the provinces under 18th Constitution Amendment. Of them, 7,000 employees have been sent to the provincial governments while the rest are being accommodated in those departments which would be handled by the new division of the cabinet secretariat.

The department and functions that will work under the new division of the cabinet secretariat are: Academy of Educational Planning and Management, Islamabad, Animal Quarantine Department/Stations/Facilities, Central Board of Film Censors, Islamabad, Department of Archaeology and Museums, Islamabad, Department of Libraries, Department of Tourist Services in Islamabad, Directorate General of Special Education, Social Welfare, Child Welfare and Development, Islamabad, Federal Board of Intermediate & Secondary Education (FBISE), Federal College of Education, Federal Directorate of Education (FDE) and Education in the Capital (of federation), FG Polytechnic Institute of Women, Islamabad, Mainstreaming Population Factor in Development Planning, Management and Distribution of Zakat and Ushr, National Education Assessment Centre, Islamabad, National Institute of Science and Technical Education (NISTE), National Veterinary Laboratory, Private Educational Institutions Regulatory Authority, Training and Education and Rehabilitation of Disabled in Islamabad, Youth Centres and Hostels in Islamabad.

It is suggested that for the preparation of a coherent policy document, the provincial governments should follow the federal model of policy development. For this, each province should:

- Invite all relevant stakeholders, including representatives from other line departments in the policy preparation process and attempt to achieve a consensus on major measures;
- Network with other provinces and share experiences as well as expertise in policy making;
- Coordinate with international development partners to provide technical assistance and lessons learned from international experiences.

In the absence of a federal coordinating unit, international development partners, too, will bear additional responsibility. They will need to support the provinces in further improving their capacity to plan, manage and implement policy measures. While almost

all donors over the past decade have negotiated programmes and projects with provincial authorities, institutional capacity building is one area which requires more assistance. It may be added that donors would experience increased administrative and logistical costs as they would be dealing individually with five provinces and the areas. Earlier, there was one policy prepared at the federal level with consensus from the participating provinces/areas. All matters related to policy coherence were dealt by one federal ministry. In future there would be five policy education departments and five policies, with varying degrees of coherence.

2.5 Joint Declaration on Education

On 16th September, 2011, a National Education Conference was held at Prime Minister Secretariat in Islamabad. The Conference was presided by Prime Minister Syed Yusuf Raza Gilani and attended by the Governor of Khyber Pakhtunkhwa (KPk), Chief Ministers of Punjab, Sindh, KPK and Balochistan, the Prime Minister of AJ&K, provincial education ministers, Federal Minister of Finance, Deputy Chairman of the Planning Commission, senior education officials and representatives of key educational institutions. A 'Joint Declaration on Education', signed by the Prime Minister and key provincial authorities, was issued. The Joint Declaration was based on the following clauses:

- The Federal and Provincial Governments reaffirm their commitment to Education as a priority.
- National Education Policy 2009, subject to such adaptations as are necessitated in view of the 18th Constitutional Amendment, shall continue to be jointly owned national document.
- Education is a fundamental right of all children aged 5-16, guaranteed through Article 25A of the Constitution of the Islamic Republic of Pakistan, following the 18th Constitutional Amendment, which received assent on April 19, 2010; Provincial Governments shall enact legislation for the implementation of Article 25A.
- Each province/area shall develop an Action Plan which shall commit to appropriately raising allocations for education, set priorities according to provincial needs of access and quality of education and provide implementation strategies/processes with time frame and key indicators; ensuring fulfillment of constitutional needs with respect to education and meet the international commitments including targets of Millennium Development Goals (MDGs) and Education for All (EFA).
- The Planning system (the Planning Commission, Provincial Planning Departments, and Education Departments) shall jointly serve as the secretariat for the Education Ministers' Conference.
- Each year a high level National Summit on Education shall be convened to review progress during the year and decisions taken to further improve the situation to achieve national and international commitments.

Education and Provincial Priorities/Strategies

Balochistan

Over the last two years Balochistan has seen a new impetus in education reform. Critical decisions have been taken, plans made and envisaged to improve educational outcomes. The first major reform has been the formation of the Policy Planning and Implementation Unit (PPIU) in 2010. The Unit was formed to design, coordinate and oversee reform.

The PPIU has so far provided the response to the provincial needs under the 18th Amendment through drafting of laws on compulsory education under article 25A and development and implementation of curriculum. It also initiated a donor coordination process and now with assistance from UNICEF and UNESCO plans to prepare an education sector plan for the province. Already the PPIU has prepared an EFA and an ECCE Plan with UNESCO's support.

An 'Action Plan for Balochistan' has been prepared as an interim policy document which will merge into the larger sector plan to be prepared. The 'Action Plan' includes prioritised policy actions to improve quality and access while also reviewing issues of monitoring and capacity of PPIU itself. Within quality the Plan envisages reforms in curriculum, textbooks development, teacher training and examinations and highlights capacity development and establishment of standards as cross cutting issues. Under access it calls for provision of schooling to all children. Some of the highlights of the Action Plan are:

1. Adoption of Curriculum 2006 prepared by the Ministry of Education till capacity issues are addressed at the provincial level.
2. Adoption of the National Textbook Policy 2007 that calls for outsourcing of the publishing function by textbook boards.
3. Provision of schools to all 22,000 settlements in the province.
4. Standards for teacher education, curriculum, textbooks and examinations.
5. Capacity development of the various organisations responsible for qualitative and quantitative aspects of education including monitoring.
6. Strengthening of Parent Teachers School Monitoring Committees (PTSMCs)
7. Capacity of the PPIU to develop, coordinate and oversee reform in the province.

While many of the actions in the plan only need government's internal actions many others require financial support beyond the current financial capacity and the 'Action Plan' would only partially be implemented without support from development partners. Already the Chief Minister has approved adoption of National Curriculum 2006 and the National Textbook Policy 2007. Both will assist the province to improve quality of education.

Khyber Pakhtunkhwa

The Department of Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa has taken some solid steps for the overall development of education in the province in the last five years. Following are the steps taken in this respect:

1. Improvement in Access to Education
2. Provision of Quality Education
3. Strengthening of Governance
4. Other Initiatives

The Elementary and Secondary Education Department, Government of KP, has prepared the *Khyber Pakhtunkhwa Sector Plan* with the technical and financial support of GTZ to be implemented during the next seven years i.e.till 2015.

This is the first ever comprehensive plan in the history of the country covering almost all areas of school education sub-sectors. The plan covers the issues such as reducing regional, socio-economic and gender disparities, access opportunities, quality, infrastructure, training of teachers, risk management and governance. Strategies have been planned accordingly to address these issues with the support of Federal Government and Development Partners. The plan was approved in August 2009 by the Chief Minister Khyber Pakhtunkhwa.

Capacity Development Strategy has been prepared and approved by the Department in June 2010. The Strategy would be helpful for capacity development of human and material resources of the Department. The objective of the capacity development strategy is to strengthen the ability of the E&SE Department to implement the Khyber Pakhtunkhwa Education Sector Plan in order to deliver high quality educational services to the children of Khyber Pakhtunkhwa.

In order to calculate gross and net enrolment ratios, retention, completion and participation ratios and the number of out-of-school children in the province, the Elementary and Secondary Education department required data relating to Private/Semi-Govt/ Non-Provincial schools. Last time the Private Schools Census was held in 2004. In view of this the Education Management Information System (EMIS) is conducting Private Schools Census 2009-10 along with the Public schools census.

More importantly, a Disaster Management Plan has been prepared to overcome any kind of disaster, natural or otherwise. Under the Plan, the department will identify the Focal Persons and Focal Point at District level which will work in collaboration with authorities at provincial level in any emergency circumstances. In the focal point training for teachers on disaster management, other facilities will be made available to meet any disaster in the district. Training will be imparted to Lead trainer and Master trainers at provincial level and all the 24 districts of Khyber Pakhtunkhwa. Pilot training is being launched in district Mansehra with the technical assistance of GIZ.

Punjab

Elimination of educational apartheid and promotion of affordable and equitable quality education is the constitutional responsibility of the state⁴. Government of Punjab is committed to make serious and strenuous efforts to improve access, quality, equity and governance in education sector by enhancing education facilities within the minimum possible time. Appropriate policies have been formulated and strategies devised to achieve the cherished national goal of quality education for all. One of the best initiatives is Punjab School Roadmap, aimed at achieving 100% enrollment and 100% literacy. The results of the initiatives have to be yet verified by a Third Party Evaluation (TPE). The interim reports submitted by EDOs Education and verified by District Monitoring Officers (DMOs) are however, very encouraging since 60% of the districts in Punjab have achieved the 100% enrollment of school going age children.

The Punjab Education Sector Reforms Programme has now been implemented for almost a decade. Its key features are as follows:

Governance

- *Major policy shift towards married based hiring new teachers*
- *Competitive textbook printing, publishing and authorship*
- *Strengthened monitoring and information systems and implementation mechanisms*
- *Improved financial management practices*
- *Improvements in procurement practices*
- *Capacity building of education managers*

Access

- *Provision of basic facilities to schools*
- *School up-gradation to enhance access to higher levels*
- *Public financing of private schools through the Punjab Education Foundation (PEF)'s Foundation Assisted School and New Schools Program*
- *Stipends to female students in low literacy districts to discourage drop outs*

Quality

- *Improved teacher professional development through the Directorate of staff Development (DSD)*
- *Independent information on student learning through the Punjab Examination Commission (PEC)*
- *Distribution of free text books to primary, middle and secondary schools*
- *Performance bonuses to teachers*
- *Learning assessments*

Community Participation

- *Capacity support to School Councils (SCs)*
- *Regular transfers of funds to School Council accounts*
- *Approval of School Council Policy*

⁴ Malik, A B (2007) Freedom of Choice: Affordable Quality Education in Public Private Partnership

In order to ensure equity, Government of the Punjab has introduced Danish School System and Centers of Excellence in the province. The Danish Schools are for the poorest of the poor and orphan children in the remote rural areas of Punjab. Chief Minister particularly emphasized on the quality education for the poor segment of the society and started from the Southern Punjab. By now 6 model schools are operational in R.Y.Khan, Hasilpur and Chishtian. Government of the Punjab have expressed resolve to open more schools throughout the province. A separate independent body for Danish Schools and Centers of Excellence has been established. The critics are of the view that an amount of Rs 8 billion has been spent on this project and opening of the hundreds of new schools would have been possible with this amount.

The Government of the Punjab has also started supporting low cost private sector schools through Punjab Education Foundation. After the insertion of Article 25-A in the Constitution, the budgetary allocation for Punjab Education Foundation has been doubled from Rs 4 billion to Rs 8 billion per annum. This will facilitate the low cost private sector to play a pivotal role for the enrollment and retention of the students in schools since the enrollment level in PEF model is linked with the monthly disbursements to schools.

Government of the Punjab has also resolved to ensure good governance in education and the posting of EDOs Education on merit is a clear manifestation of the resolve. The processes of transparency and accountability have been introduced at the systemic level. The promotion of the officers has been linked to performance through quantifiable, measureable and verifiable indicators. At policy level the system of retribution and reward has been introduced and the best performers at school and district level have been given honorarium in the shape of cash awards

Sindh

There is no formal policy document available at the provincial level labelled formally as provincial education policy. However, there are discussions within the provincial education ministry on the issues of education policy and curriculum in post 18th Amendment scenario. The National Education Policy 2009 (NEP 2009) does allow for provincial implementation plans along with inter-provincial coordination at federal level. In a joint declaration issued at the end of a high level Education Conference presided by the Prime Minister and attended by all provincial Chief Ministers and Education Ministers on 17th September 2011, it is re-affirmed that NEP 2009 will continue to serve as a guiding policy for the provinces.

Chapter 3: Education Sector: *Status, Issues, Needs & Priorities*

3.1 Overview of the Education Sector in Pakistan

The most striking feature of Pakistan's education system is its inherent inequalities: it represents a distinct division as there are parallel streams of primary and secondary schooling, further divided across public and private arrangements, catering to different socioeconomic classes in the country. For instance, the majority of the children, residing mainly in rural and semi-urban areas and belonging to the lower to middle classes, attend public schools which offer free local-system (matriculate stream) education and display poor quality such as shortage or absence of teachers, weak infrastructure and lack of learning materials. On the other hand, children of upper-middle and upper classes, residing in affluent urban localities, mostly attend high cost private schools which offer both local as well as foreign examination systems (such as O and A levels) and are staffed with qualified and trained teachers, well-equipped classrooms, all essential facilities and good quality, often imported, imported teaching and learning materials.

It is essential that improvements in access and quality of education should be brought about in all sub-sectors i.e., pre-primary education, primary education, middle and higher levels, adult literacy, and technical and vocational education. However, priority should be placed on under-served and disadvantaged groups (e.g. poor communities in rural and remote areas, especially girls and women).

Recent statistics on the public sector institutions show that there are 163,892 formal schools offering education till the higher secondary level (grades XI and XII). Of these schools, 48% are boys' schools, 34% are girls' schools and 18% are mixed schools (Table 3.1).

Table 3.1: Pakistan: Distribution of Public Formal Educational Institutions

	Total (#)	%Boys	%Girls	%Mixed
Mosque	8,149	99%	0.83%	0.13%
Primary	129,114	44%	35%	22%
Middle	15,532	45%	48%	7%
High	10,009	60%	35%	5%
High Sec	1,088	51%	41%	8%
TOTAL	163,892	48%	34%	18%

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM

While several kinds of non formal educational institutions offering various kinds of education and training operate with the sponsorship of various local private and non government organizations, the most common of these can be categorized under four types: (i) the technical and vocational centres; (ii) the teachers training institutes; (iii) the non formal basic education schools; and the religious or *deeni madrassahs*. Recent statistics suggest that there are 15,899 non formal basic education schools and 12,599 *deeni madrassahs*, with only 3,159 technical and vocational centres and 176 teachers training institutes.

Table 3.2 Pakistan: Distribution of Public Non Formal Educational Institutions

	Total	Boys	Girls	Mix
Technical Vocational Centres	3,159	22%	48%	30%
Teachers Training Institutes	176	29%	23%	48%
Non Formal Basic Education Schools	15,886			
<i>Deeni Madrassah</i>	12,599	34%	16%	50%

Source: Pakistan Education Statistics 2008/09; AEPAM

Public formal school enrolment are approximately 21.5 million students, with 50%-60% males at every level of education (Table 3.3). Of these, over one-half are primary level students, followed by pre-primary students, who constitute around 20% of all students.

Table 3.3 Pakistan: Distribution of Total Public School Enrolments by Sex

	Total (#)	%Boys	%Girls
Preprimary	4,167,912	56%	44%
Primary	11,740,312	56%	44%
Middle	3,630,695	59%	41%
High	1,746,319	60%	40%
High Sec	178,788	53%	47%
TOTAL	21,464,026	57%	43%

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM

Of the non formal enrolments, over one-half (1.6 million) students are enrolled in *deeni madrassah* (Table 3.4). Almost 0.65 million each are enrolled in teachers training institutes and non formal basic education schools while another 0.26 million are being trained at the technical and vocational centres.

Table 3.4 Pakistan: Distribution of Total Non Formal Enrolments

	Total	Boys	Girls
Technical Vocational Centres	264,712	62%	38%
Teachers Training Institutes	651,822	66%	34%
Non Formal Basic Education	668,026	44%	56%
<i>Deeni Madrassah</i>	1,652,480	62%	38%

Source: Pakistan Education Statistics 2008/09; AEPAM

3.2 Levels of Education

3.2.1 Early Childhood Education

The importance of ECE is well-recognized world-wide. It is the early years of a child that are critical for the acquisition of the concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills required for learning to read and write, basic numeracy concepts and skills, problem-solving skills and a love of learning. With quality early childhood education, educational efficiency improves, as children acquire the basic concepts, skills and attitudes required for successful learning and development prior to, or shortly after, entering the system, thus reducing their chances of failure. As a long term impact, intervening in the earliest years of a child's life could help societies to reduce the social and economic disparities and race and gender inequalities.

Policy

In Pakistan, early childhood education, although present in the public school system till the 1970s was never a formalized programme. It existed in most primary schools, especially in rural areas, allowing younger siblings of primary students to sit in a separate section to prepare and familiarize them with the school environment prior to enrolling in class I. Usually, there was no separate room allocated for this group nor a proper teacher; at times, these children even sat in the open air. However, this practice was almost discontinued during the 1980s.

There was a virtual absence of public policy, commitment and investment in early childhood education till the late 1990s. No investments were made in the recruitment or training of ECE teachers; in curriculum development; or in the formulation of any other ECE learning materials. After the commitment to early childhood care and development activities as one of the six "target dimensions" of EFA at the World Education Conference (1990), this dimension began to regain prominence among policy-makers in Pakistan. The present initiative to support early childhood learning followed from the National Education Policy (1998-2010), which called for a reintroduction of katchi/pre-primary class as a formal class in primary schools, extending primary education to a six-year programme:

"Katchi class at primary level shall be introduced as a part of the effort to improve achievements of pupils" and

"Katchi class shall be institutionalized in the primary cycle gradually and progressively."

This policy measure failed to generate any serious commitment from the government or bring about any substantive allocation of financial resources. Although the implementation of this policy could not begin promptly due to financial constraints in almost all public sector primary schools, especially in rural areas, children below 5 years

of age, continue to attend schools informally as in the past. In the private schools, however, well-equipped playgroup, Montessori or kindergarten sections are run regularly on a commercial basis, but this is limited mostly to urban areas.

During the last decade, early childhood learning received a further impetus from the Dakar Framework for Action formulated at the World Education Forum in April, 2000, which renewed the call for the expansion and improvement of early childhood care and education. In response to the Forum commitments, Pakistan developed a comprehensive National Plan of Action (NPA) for Education for All, recently formulated as a long-term framework (2001-15), to be implemented in three five-year phases, with *early childhood education* as one of its three areas of focus; the other two being universal primary education and adult literacy. Unfortunately, there has been no implementation of this action plan. Apart from the funds released by the federal government to the provinces for ECE under the Education Sector Reforms (ESR) in 2001/02-2002/03, no specific allocations have been made in the provincial budgets for this area.

Policy Actions (NEP 2009)

According to the recent National Education Policy (2009):

1. Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning rigid achievement standards.
2. The early childhood education (ECE) age group shall be recognised as comprising 3 to 5 years. At least one year pre-primary education shall be provided by the state and universal access to ECE shall be ensured within the next ten years.
3. Provision of ECE shall be attached to primary schools, and these schools shall be provided with additional budget, teachers and assistants for this purpose.
4. For ECE teachers, a two-year specialised training in dealing with young children shall be a necessary requirement.
5. This training shall be on the basis of ECE revised national curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.

Although Punjab has allocated a specific budget for pre-primary education in 2011/12 while others have aggregated it with primary, it is yet to be observed how the provinces will adopt these policy measures.

Status

Access to Pre-primary Education

The gross public sector enrolment (in *katchi* class) for early childhood education is estimated at 58.7%.⁵ Assuming that another 20% are enrolled with the private sector, the total gross pre-primary enrolment rate can be estimated at 80%. Although these may show satisfactory access to pre primary education, but quality seems to be severely inadequate.

Of the total 4.2 million children attending public sector *katchi* classes, 56% are boys and 44% are girls (Table 3.5). Province-wise distribution suggests that almost one-half children are enrolled in Punjab, with 0.8 million in KPk, 0.7 million in Sindh and 0.3 million in Balochistan.

Table 3.5: Public Sector Pre-primary Enrolments and Distribution by Sex 2009/10

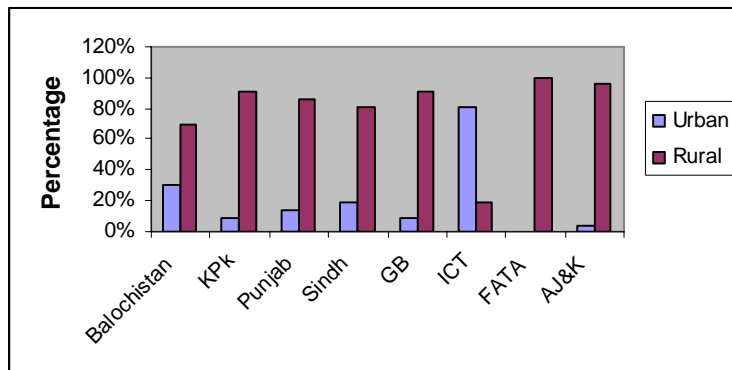
	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	61%	58%	53%	56%	54%	44%	63%	50%	56%
%Girls	39%	42%	47%	44%	46%	56%	37%	50%	44%
Total (#)	301576	786021	2013024	704570	29824	6675	202734	123488	4,167,912

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM

Gross ECE enrolments (not enrolment rates) are higher for rural areas than for urban areas as there are much larger populations residing in rural areas, especially in Balochistan, KPk, GB, FATA and AJ&K (Figure 3a). For Punjab and Islamabad Capital Territory (ICT), urban ECE enrolments are considerably higher than rural enrolments.

⁵ Based on preprimary NEMIS 2009/10 public sector enrolments divided by the NIPS-estimated population for 2009/10

Figure 3a: Pre-primary Enrolments by Urban Rural Location



Source: Pakistan Education Statistics 2009/10 (provisional); AEPAM

Social Disparities and Inequalities in ECE Access and Quality

Pre-primary education services in Pakistan

Pre-primary education services in Pakistan can be discussed with reference to the two basic types of services: Public sector Pre-Primary Services; and Private sector ECE services.

1. Public Sector Pre-Primary Services

Based on quality differential, pre-primary education in Government Schools is offered either in the traditional style “katchi” or as “Improved katchi” (which represents ECE). Attended by children of the poor classes, while “katchi” lacks in quality (no separate classroom, no trained teacher, inadequate teaching and learning materials, the “Improved katchi” extends good quality early childhood education. Either type of service is provided at nominal fee/free in public schools in both urban and rural areas for children aged 3-5 years. As such, within the public sector, there are two distinct types of ECE services:

- a). *Traditional style or “Katchi”*: offered as part of multi-grade teaching by the primary school teacher who teaches Class I and Class II as well but devotes a portion of his/her total teaching time to pre-primary students, who often share the classroom with students of Classes I and II;
- b) *Improved “Katchi”/ECE*: recently initiated this type of “katchi” has trained teachers and proper physical and teaching facilities in a separate classroom for ECE students. This type of ECE is being provided, at nominal fees, in a limited number (less than 1% of all public primary) schools e.g. initiated some years back in almost 100 rural public schools of the Federal Directorate of Education (FDE) in Islamabad Capital Territory (ICT), and in another 65 schools with technical and financial assistance from Children’s Resources International (CRI), an international NGO and UNICEF under the Child-Friendly Schools Programme.

2. *Private Sector ECE Services*

Nursery, kindergarten or Montessori style education, offered in profit-making private schools, usually operating in urban localities; and enrolling children aged 2-5 years taught in proper classrooms by well-trained teachers using proper ECE materials. This type of preprimary education is usually availed by the middle and upper middle classes of the country.

Besides these, there are religious schools called “*deeni madrassahs*” which also train pre-primary aged children in the basic value system in accordance with religious beliefs and social customs. These, however, can not be strictly termed as “ECE”.

Pre-primary Completion Rates

The complete regular information/data/statistics on dropout rates from Katchi to Class One are not available for the whole country. However, according to a research study⁶ conducted in six districts of Punjab reveals that 37% (35% boys and 39% girls) of students who are enrolled in Katchi class dropout (leave school) before enrolling in Class One. It was found that out of 396 students who dropped out from Katchi class, 121 students (45.5 percent were girls and 54.5 percent were boys) did not attend school any more. However 275 students (55.6% boys and 44.4% girls) students were again enrolled in some other institution/school. The key factors responsible for this high dropout rate included lack of parental interest, poverty, shift of residence, school distance, and lack of teachers’ attention and competency to teach katchi class children.

The study also indicated that there was no specific age for admission in Katchi class which varied between 3 to 5 years. For instance in the province of KPk and FATA children of 5-6 years age are admitted in *Awwal Adna* which is equivalent to katchi class in other provinces having 3-4+ years age bracket. It is imperative that uniform admission policy for admission in early childhood education may be formulated and enforced.

Pre-primary Curriculum

A National Curriclum for ECE age group (3-5) was developed in 2002. Despite efforts the quality of Early Childhood Education could not be improved and it remained confined to traditional methods due to lack of proper mechanism to ensure dissemination and implementation of ECE curriculum at national level, lack of involvement of parents and community, absence of learning material and absence of trained teachers. -In the pre service trainings the ECE component is missing as a result the teachers are not aware

⁶ Conducted by the Institute of Education and Research Punjab University Lahore; 2006

about the learning requirements of this age group. There is no assessment system for this age group in the present scenario.

Role of the Private Sector in ECE

Early Childhood Education is very well systematized in the private sector. ECE is an indispensable part of primary education in private schools. In the private sector, ECE comprised of Prep, Nursery, Kindergarten, Playgroup or Montessori style of education taking care of the holistic development of the children. The prep class enrollment age in all of the schools is 3-5 years. Private sector schools can be categorized into four types: (i) rural area private schools; (ii) urban area private schools; (iii) private school systems; and (iv) non-government schools (i.e. schools under an autonomous body).

Findings of a research study⁷ reveal the following:

i) *Rural Area Private Schools*

The situation of ECE in rural area private schools is not satisfactory. ECE material (i.e. blocks, colors, pictures books, beads and buttons, charts etc.) is not provided in the classroom because purchasing such materials for each classroom would not be economical for the owners of the schools since village school fees are relatively low. Teachers are not trained in activity based learning and are not well knowledgeable on the learning needs of young children. Teachers' salaries are very low, which undoubtedly adds to the difficulty in improving the standard of education in these schools.

There are certainly positive points to these schools as well. For one, there are separate classrooms and teachers. The schools also provide a clean and friendly environment for children, helping to attract them towards the classroom and increase enrollment.

ii) *Urban Area Private Schools*

The urban area private schools are comparatively better than rural area private schools because their teachers are more professionally qualified. Most of the teachers have not received specific ECE training but they understand the concept of activity based learning. ECE material is provided in the classrooms. Urban private schools attract children and their parents through a friendly environment, clean classroom, colorful learning material and appropriate physical facilities.

iii) *Private School Systems*

Some private school systems (i.e. The City School, Beacon House School System, The Educators, Roots, SLS Montessori & High School, Froebel's International

⁷ ECE Policy Review: Policies, Profile and Programs of Early Childhood Education (ECE) in Pakistan; UNESCO and UNICEF; January 2008

Schools, Head Start Schools and Grammar Schools) play a very positive role in fostering quality education in Pakistan in general, and quality ECE in particular. Located in upper class residential areas, the pre-primary enrollment age in these schools is 2-5 years. The objective of these schools systems is to establish a foundation for academic excellence and character building, and to develop a sense of independence in children from an early age. Students are encouraged to be active participants in their education and to develop creativity and self expression in writing, art, speech, music etc. Students are kept busy through numerous activities such as indoor and outdoor social and creative play; and organized and directed individual and group learning experiences. These schools system provide children the opportunity to feel challenged, happy and secure, and to develop a positive attitude towards themselves, their environment and the learning process.

iv) *Non-Government Schools*

The fourth category, non-government schools, refers to Army Public School, Bahria Foundation Schools, OPF Schools & Colleges, PIA Schools, Pakistan Railway Schools and other schools run by an autonomous body. These schools have a well- established system of Early Childhood Education because they have very professionally qualified teachers.

Key Issues

While pre-primary education had remained a neglected for decades, the situation has improved in the past few years with specific attention extended in the National Education Policy (2009) as well as allocation of funds by the provinces in the recent 2011/12 budget, announced after devolution of education. However key issues in pre-primary and ECE related to access, quality, finance and coordination remain as follows:

Access to ECE

- Vast inequalities in access to pre-primary services across urban rural locations and income classes within a location. While in rural areas, most children attend the traditional “katchi” class of government schools, there are a range of pre-primary services available in urban localities, ranging from improved ECE in public schools to good quality ECE, with trained teachers, essential facilities and necessary teaching and learning materials.
- Lack of realization and awareness among community and parents, especially among the lower income classes, regarding importance of ECE.
- Due to poverty and lack of access to basic social services, a majority of children under five years of age are suffering from malnutrition, poor health and lack of access to safe drinking water and adequate sanitation. This is adversely affecting attendance and learning outcomes in pre-primary and higher levels of education.

Quality of ECE

- Quality of pre-primary services is lacking. In the public sector katchi classes, there is no separate classroom, the teachers are not trained; the national curriculum is not followed; and there is a dearth of teaching and learning

materials.

Financing of ECE

- Historically, ECE has been the lowest priority of the federal and provincial governments. However, with devolution, provinces have earmarked funds for pre-primary under both recurrent and development heads.

Coordination of ECE

- Lack of coordination amongst different service providers for ECE is a serious issue which has resulted in duplication and wastage of resources. There is no mechanism to share the experiences. Spatial planning needs to be replaced by integrated planning.

3.2.2 Elementary Education

In Pakistan, elementary education comprises grades I-VIII. This section, while discussing policy for the overall elementary level will disaggregate the statistical analyses by primary (grades I-V) and middle (grades VI-VIII) levels as most statistical sources and research reports present these data separately.

Policy

According to the National Education Policy (2009), policy actions for Elementary Education include the following:

1. Primary education official age shall be 6 to 10 years.
2. Government shall make efforts to provide the necessary financial resources to achieve the EFA goals.
3. All primary schools shall be upgraded to middle level.
4. International Development Partners shall be invited through a well-developed plan for expanding school facilities.
5. High priority shall be paid to reducing the drop-out rates. An important element of this effort should be to provide financial support to children who drop out because of poverty.
6. Schools shall be made more attractive for retaining the children by providing attractive learning environment and other measures.

Status of Elementary Education

Primary Level Education

In Pakistan, there are over 130,000 primary public sector institutions, of which 45% are boys' schools, 34% are girls' schools and 21% are mixed schools (Table 3.6). Except in AJ&K where there are more girls' than boys' schools and in Sindh and GB where the

majority of schools are mixed schools and in Punjab where the proportion is the same, all other provinces/areas have more boys' than girls' schools.

Table 3.6 Primary Public Educational Institutions and Distribution by Province and Sex

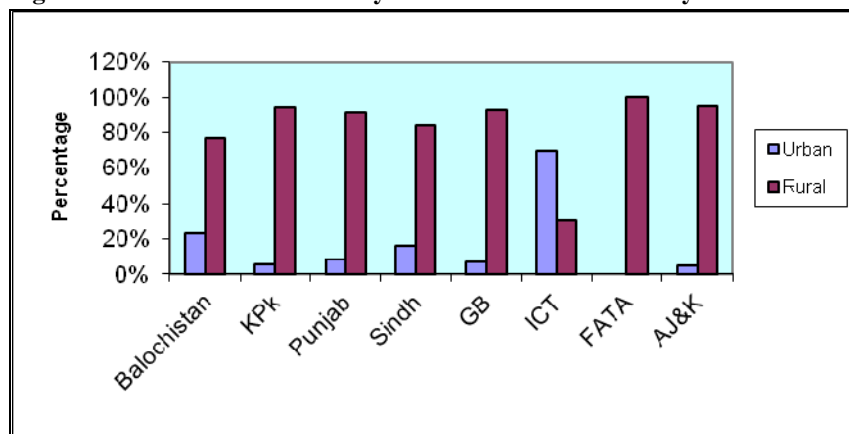
	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	73%	66%	50%	23%	40%	40%	54%	31%	45%
%Girls	27%	34%	50%	16%	18%	30%	46%	69%	34%
%Mixed				61%	42%	30%			21%
Total (#)	10637	22398	43970*	45044**	1296	206	4640	2707	130898

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM;

*for Punjab: Punjab Development Statistics 2011; **for Sindh:, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

As with pre-primary institutions, primary public schools are more in rural areas than in urban areas except in Islamabad Capital Territory (Figure 3b).

Figure 3b Distribution of Primary Educational Institutions by Urban Rural Location 2009/10



Source: Pak Educ Statistics 2009/10 (*provisional*); for Sindh:, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Of all 12 million public sector primary enrolments, similar to pre-primary enrolments, 59% are boys and 41% are girls (Table 3.7). Except in ICT and AJ&K where more girls are enrolled than boys, all provinces/areas have higher number of boys enrolled than girls. It may be noted that despite a large proportion of mixed schools, there are more boys than girls enrolled in primary classes in Sindh and GB.

Table 3.7: Primary Education Enrolments and Distribution by Province and Sex

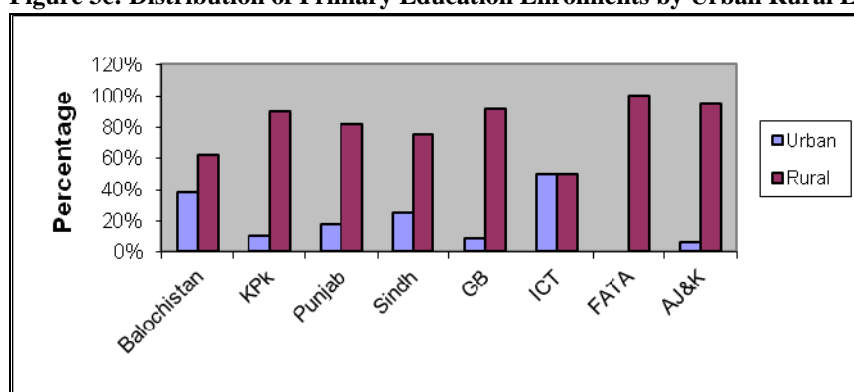
	Baloch	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	59%	66%	56%	59%	57%	49%	65%	49%	59%
%Girls	41%	34%	44%	41%	43%	51%	35%	51%	41%
Total (#)	554344	2654285	4794000*	3402391**	86897	86756	313656	250405	12142734

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM;

*for Punjab: Punjab Development Statistics 2011; **for Sindh:, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

As with primary schools, percentage of gross primary enrolments (not rates), too, are higher in rural areas than in urban areas except in ICT where they are equal (Figure 3c).

Figure 3c: Distribution of Primary Education Enrolments by Urban Rural Location 2009/10



Source: Pak Educ Statistics 2009/10 (*provisional*); for Sindh:, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Access to Primary Education

Access to education can best be gauged with reference to the gross and net enrolment rates, based on the relevant age group. Traditionally in Pakistan, primary enrolment rates were calculated on the basis of age group 5-9 years. However, more recently, official statistical sources have shifted to using the age group 6-10 years for primary school enrolments⁸. This age group has also been suggested by the recent National Education Policy (2009).

⁸ This report refers to both age groups i.e., 5-9 years as well as 6-10 years.

Gross and Net Primary Enrolment Rates

Age group 5-9 years

Over the six year period i.e. 2004/05 to 2010/11, gross primary enrolment and net primary enrolment rates for age group 5-9 years, both progressed by 1% point per annum. Gross enrolments rose from 86% to 92%, while net enrolments rose from 52% to 57% in 2008/09 but slipped to 56% in 2010/11 (Tables 3.8 and 3.9). Interestingly, the increase in both males and female rates also rose by 1% point till 2008/09 but declined for females in Sindh and Balochistan in 2010/11.

Table 3.8 Gross Primary Enrolment Rates (5-9 years) by Sex & Province

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	67	80	95	75	86
<i>Male</i>	83	93	100	84	94
<i>Female</i>	49	65	89	65	77
2008-09	75	87	97	84	91
<i>Male</i>	93	102	102	93	99
<i>Female</i>	54	70	92	75	83
2010/11	74	89	98	84	92
<i>Male</i>	92	101	103	94	100
<i>Female</i>	52	76	93	72	83

Source: PSLMS 2008/09 & 2010/11; FBS

Although all provinces shows a higher number of primary schools for boys than girls, the gross and net primary enrolment rates are higher for urban than rural areas for all provinces (Figures 3d and 3e).

Figure 3d: Gross Primary Enrolment Rates (5-9 years) by Urban/Rural Location 2010/11

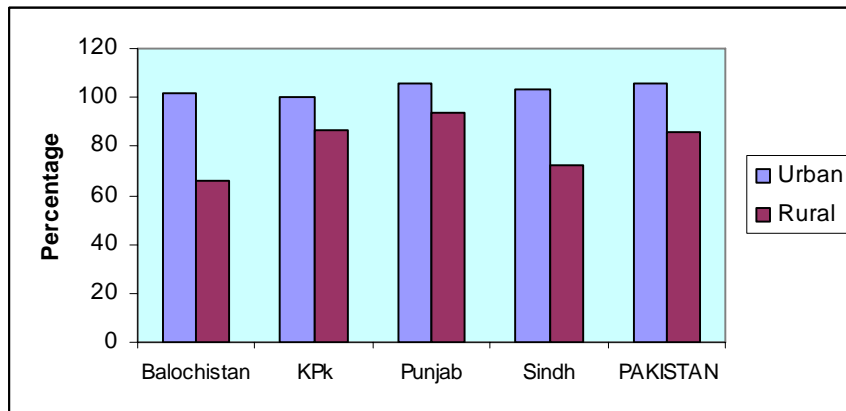
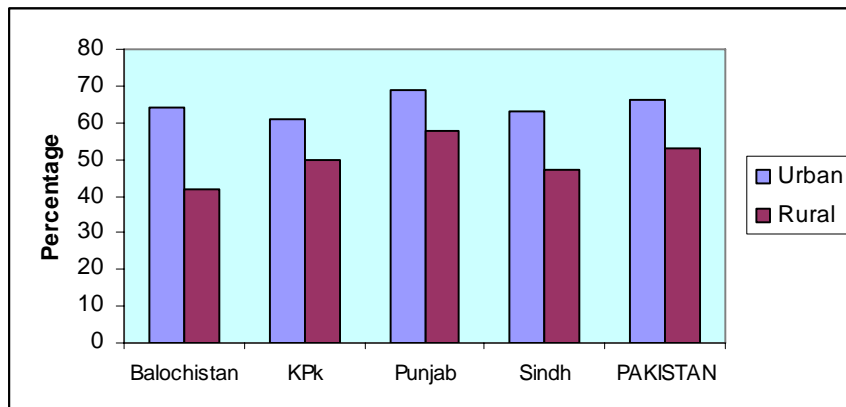


Table 3.9 Net Primary Enrolment Rates (5-9 years) by Sex & Province

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	37	47	58	48	52
<i>Male</i>	44	53	60	53	56
<i>Female</i>	29	40	55	42	48
2008-09	44	52	62	54	57
<i>Male</i>	51	58	64	57	61
<i>Female</i>	36	45	60	49	54
2010/11	47	51	61	53	56
<i>Male</i>	56	57	62	57	60
<i>Female</i>	35	45	59	48	53

Source: PSLMS 2008/09 & 2010/11; FBS

Figure 3e: Net Primary Enrolment Rates (5-9 yrs) by Urban/Rural Location in 20 10/11



Age Group 6-10 years

During the five year period i.e., 2004/05 to 2010/11, the gross primary enrolment and net primary enrolment rates for the age group 6-10 years increased by 5% points and 6%, respectively (Tables 3.10 and 3.11). However, gross enrolment rates for this age group were 1% point lower while net enrolment rates were much higher than those for the age group 5-9 years.

Table 3.10: Gross Primary Enrolment Rates (6-10 years) by Sex & Province

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	65	80	93	74	85
<i>Male</i>	79	94	99	82	92
<i>Female</i>	48	66	87	64	76
2008-09	74	86	97	82	90
<i>Male</i>	90	100	101	89	97
<i>Female</i>	55	76	92	73	82
2010/11	75	89	98	82	91
<i>Male</i>	92	100	103	91	99
<i>Female</i>	84	76	92	71	82

Source: PSLMS 2008/09 & 2010/11; FBS

Urban and rural differences show the higher rates for urban areas as compared to rural areas (Figures 3f and 3g).

Figure 3f: Gross Primary Enrolment Rates (6-10 years) by Urban/Rural Location 2010/11

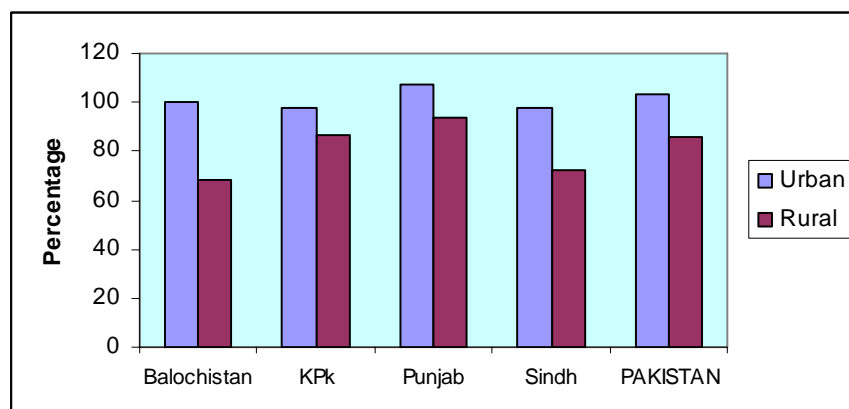
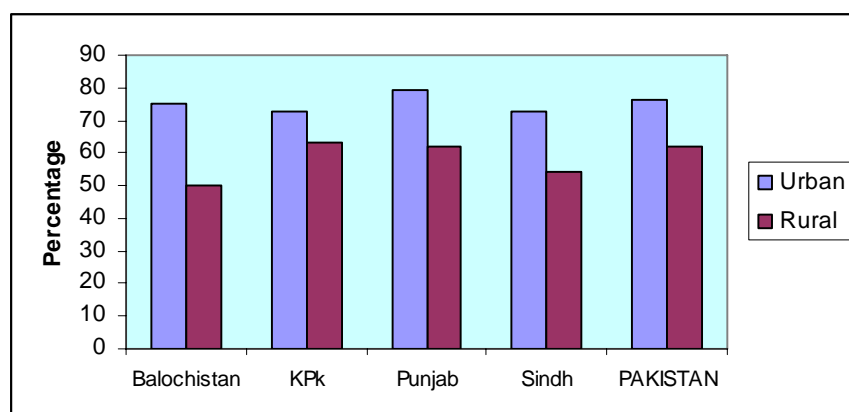


Table 3.11 Net Primary Enrolment Rates (6-10 years) by Sex & Province

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	44	57	66	54	60
<i>Male</i>	52	66	69	60	65
<i>Female</i>	33	48	62	47	55
2008-09	54	64	71	64	67
<i>Male</i>	64	74	74	69	72
<i>Female</i>	42	54	68	57	62
2010/11	56	64	70	62	66
<i>Male</i>	68	71	73	68	71
<i>Female</i>	40	56	68	55	61

Source: PSLMS 2008/09 & 2010/11; FBS

Figure 3g: Net Primary Enrolment Rates (6-10 yrs) by Urban/Rural Location in 2010/11



Middle Level Education

In Pakistan, there are over 15,000 middle level public schools, of which 45% boys', 48% are girls' and 11% are mixed schools (Table 3.12).

Table 3.12: Middle Level Educational Institutions and Distribution by Province and Sex

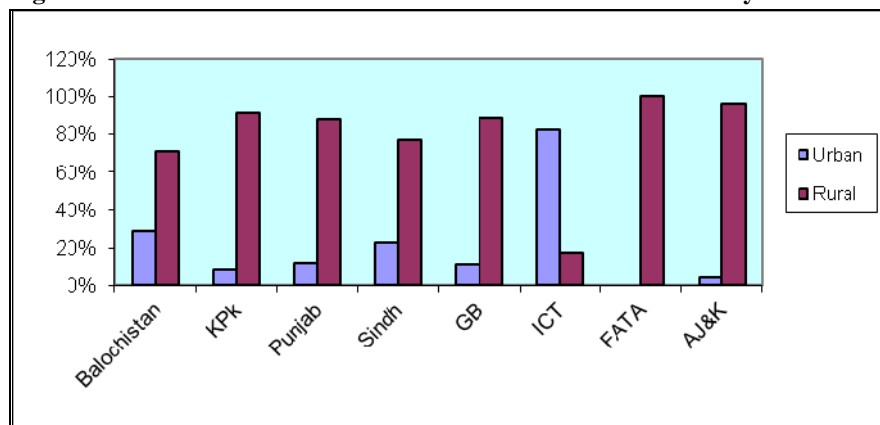
	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	62%	61%	42%	25%	61%	39%	66%	52%	45%
%Girls	38%	39%	58%	33%	30%	61%	34%	48%	48%
%Mixed				41%	9%	0%			11%
Total (#)	953	2526	7534*	2668**	243	57	455	994	15430

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM;

*for Punjab: Punjab Development Statistics 2011; **for Sindh: SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Similar to pre primary and primary institutions, there are more public middle schools in rural than urban areas except in ICT (Figure 3h).

Figure 3h: Distribution of Middle Level Educational Institutions by Urban//Rural Location



Source: Pak Edu Statistics 2009/10 (*provisional*) for Sindh.; SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Of the total middle school public enrolment of about 3 million, the proportion of boys and girls is equal i.e. 50% each (Table 3.13).

Table 3.13: Middle Level Enrolments and Distribution by Province and Sex

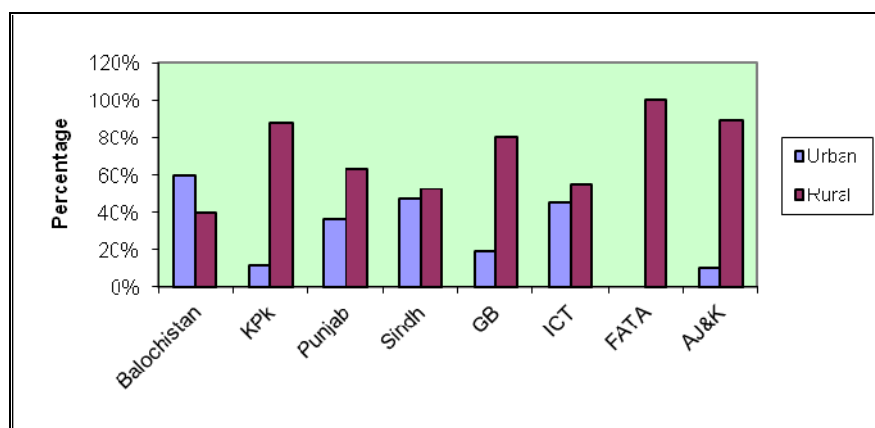
	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	64%	66%	47%	51%	62%	47%	82%	52%	50%
%Girls	36%	34%	53%	49%	38%	53%	18%	48%	50%
Total (#)	118304	207921	2129000*	228832**	28767	47951	52287	107727	2920789

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM;

*for Punjab: Punjab Development Statistics 2011; **for Sindh.; SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Gross middle enrolments (not enrolment rates) are higher in rural than in urban areas except in Balochistan (Figure 3i).

Figure 3i: Distribution of Middle Level Enrolments by Urban Rural Location 2009/10



Source: Pak Edu Statistics 2009/10 (provisional) for Sindh; SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Access to Middle Level Education

Gross and Net Middle Enrolment Rates

Age group 10-12 years

Corresponding to the primary age group of 5-9 years, the middle level age group is defined by the age group 10-12 years.

During the period 2004/05 to 2010/11, gross and net middle enrolments increased by 8 percentage points i.e. from 46% to 54% (Table 3.14). However, net enrolments grew more slowly, recording an increase of only 4 percentage points i.e. from 18% to 22% (Table 3.15).

Table 3.14 Gross Middle Enrolment Rates (10-12 years) by Province and Sex

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	30	47	49	42	46
<i>Male</i>	37	61	52	47	51
<i>Female</i>	21	31	45	35	40
2008-09	36	54	57	49	53
<i>Male</i>	46	68	61	54	59
<i>Female</i>	23	38	53	41	46
2010/11	35	57	58	48	54
<i>Male</i>	45	71	61	52	59
<i>Female</i>	20	41	55	42	48

Source: PSLMS 2008/09 & 2010/11; FBS

Gross and net middle enrolment rates were much higher in urban than rural enrolment rates in all provinces (Figure 3j and 3k).

Figure 3j: Gross Middle Enrolment Rates (10-12 years) by Urban/Rural Location 20010/11

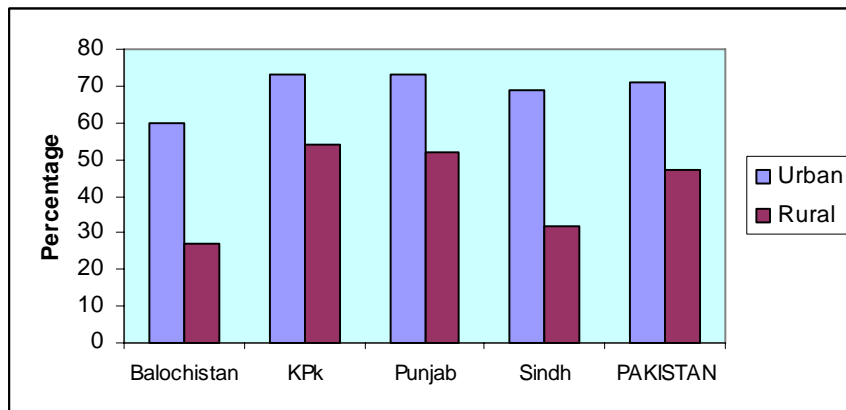
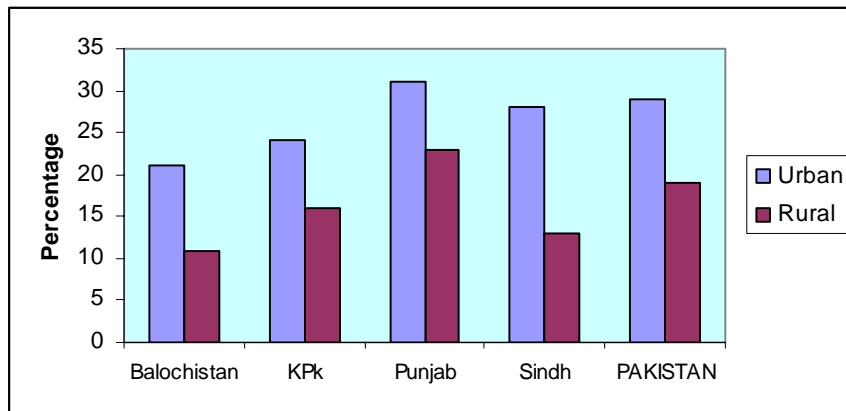


Table 3.15 Net Middle Enrolment Rates (10-12 years) by Province and Sex

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	8	16	20	18	18
<i>Male</i>	10	20	21	20	20
<i>Female</i>	7	11	19	15	16
2008-09	11	17	22	18	20
<i>Male</i>	14	20	23	21	21
<i>Female</i>	8	13	21	15	18
2010/11	13	17	23	19	22
<i>Male</i>	17	20	23	21	22
<i>Female</i>	7	13	22	17	19

Source: PSLMS 2008/09 & 2010/11; FBS

Figure 3k: Net Middle Enrolment Rates (10-12 yrs) by Urban/Rural Location in 2010/11



Age Group 11-13 years

Gross middle enrolment rates are much higher for the age group 11-13 years than for the age group 10-12 years (Table 3.16). The net enrolments, too, show a considerable increase when calculated for the age group 11-13 years than for 10-12 years. Also, during 2004/05-2010/11, net enrolments rose from 30% to 35% (Table 3.17).

Table 3.16: Gross Middle Enrolment Rates (11-13 years) by Province and Sex

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	39	53	55	52	53
<i>Male</i>	49	70	58	59	60
<i>Female</i>	27	35	51	43	46
2008-09	45	62	63	59	61
<i>Male</i>	57	79	68	67	69
<i>Female</i>	28	43	58	50	53
2010/11	45	64	64	59	62
<i>Male</i>	58	80	67	66	68
<i>Female</i>	26	46	61	50	54

Source: PSLMS 2008/09 & 2010/11; FBS

Urban gross and net middle enrolment rates are also higher than rural enrolment rates (Figure 3l and 3m).

Figure 3l: Gross Middle Enrolment Rates (11-13 years) by Urban/Rural Location 2010/11

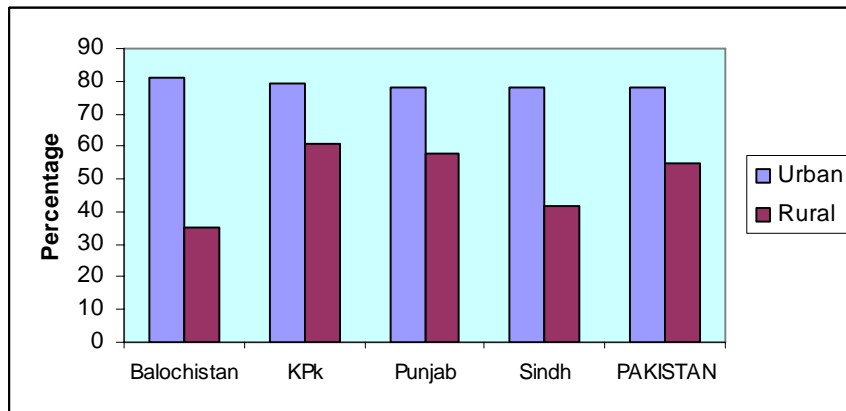
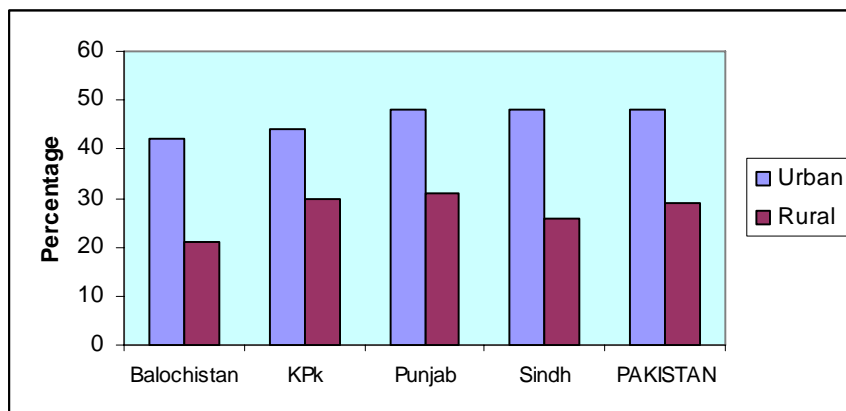


Table 3.17 Net Middle Enrolment Rates (11-13 years) by Province and Sex

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	17	29	31	31	30
<i>Male</i>	19	37	33	35	34
<i>Female</i>	13	20	30	26	27
2008-09	22	33	36	36	35
<i>Male</i>	28	40	38	41	38
<i>Female</i>	15	25	34	30	31
2010/11	25	33	37	36	35
<i>Male</i>	34	40	37	39	38
<i>Female</i>	13	25	36	32	32

Source: PSLMS 2008/09 & 2010/11; FBS

Figure 3m: Net Middle Enrolment Rates (11-13 years) by Urban/Rural Location 2010/11



Quality of Elementary Education

Quality of education can be gauged within the context of:

- School Facilities
- Completion/Survival Rates
- Teachers Qualification & Training
- Curriculum; and
- Learning Achievements

Schools facilities

In Pakistan, there is a marked distinction between facilities in schools in urban and rural areas as well as between government and private schools. While government schools in urban areas are better equipped than those in rural areas, private schools have better provision of facilities than public schools.

In rural areas, 16% of public primary schools are without a building; 76% are without electricity; 47% are without drinking water; and 48% are without a toilet (Table 3.18). Though better equipped than rural schools, 50% of public sector urban primary schools are without electricity; 28% without a toilet; 20% without drinking water and 4% without a building.

Table 3.18: Distribution of Public Primary Schools by Facilities Available in Urban Rural Location 2009/10

	Building	Electricity	Drinking Water	Latrine
Urban	96%	50%	80%	72%
Rural	84%	24%	53%	52%

Source: Pakistan Education Statistics (provisional) 2009/10; AEPAM

Though marginally better provided than the primary schools, public sector middle schools, too, portray a similar scenario, especially in rural areas where 50% schools are without electricity and 38% do not have drinking water (Table 3.19)

Table 3.19: Distribution of Middle Schools by Facilities Available in Urban Rural Location 2009/10

	Building	Electricity	Drinking Water	Latrine
Urban	99.5%	83%	92%	89%
Rural	90%	50%	62%	65%

Source: Pakistan Education Statistics (provisional) 2009/10; AEPAM

Completion Rates

Few reliable and updated statistics are available on completion rates for classes 1-5 and classes 6-10. However, one exercise displays that only 57% of the students entering class 1 reach class 5, yielding a drop out rate of 43% (Table 3.20).

There are several reasons for dropping out of primary school. Though surveys⁹ reveal a broad category “parents not allowing” as the major reason for dropping out of primary school, this may encompass a set of other reasons such as financial conditions of the family, health problems of the child, dissatisfaction with the teacher or teaching quality.

Table 3.20: Completion Rates in Primary School

<i>Enrolment</i>	1999-00	2000-01	2001-02	2002-03	2003-04
<i>Class 1</i>	2678433				
<i>Class 2</i>		2050364			
<i>Class 3</i>			1829369		
<i>Class 4</i>				1620725	
<i>Class 5</i>					1534357

Source: Pakistan Education Statistics; AEPAM; 2008/09

% Students Reaching Class 5: 57%

%Dropout before Class 5: 43%

The same exercise reveals that the drop out rate between classes 6-10 is 41% (Table 3.21).

Table 3.21: Completion Rates in Middle/High School

	2004-05	2005-06	2006-07	2007-08	2008-09
Class 6	1241752				
Class 7		1167188			
Class 8			1044893		
Class 9				956141	
Class 10					734243

Source: Pakistan Education Statistics; AEPAM; 2008/09

% Students Reaching Class 10: 27%

%Dropout between Classes 6-10: 41%

⁹ PSLMS 2007/08

Teachers' Qualification and Training

There is a consensus amongst all stakeholders that the quality of teachers in the public sector is unsatisfactory. Poor quality of teacher in the system in large numbers is owed to the mutations in governance, an obsolete pre-service training structure and a less than adequate in service training regime. Presence of incompetence in such a huge quantity and permeation of malpractices in the profession have eroded the once exalted position enjoyed by teachers under the eastern cultural milieu. Teaching has become the employment of last resort of most educated young persons, especially males.

According to NEMIS 2009/10, there are only 176 teachers' training institutions in Pakistan, with an overwhelming number in the public sector (Table 3.22). With an enrolment of over 650,000, the majority (67%) are male trainees with one-third female trainees.

Table 3.22: Teachers Training Institutes and Enrolments

	Public	Private
Institutions	148	28
Enrolment		
<i>Male</i>	430678	2539
<i>Female</i>	216531	2074

Source: Pakistan Education Statistics; AEPAM; 2008/09

High student-teacher ratios adversely affect quality of education. In Pakistan, while the student-teacher ratios in middle schools seem acceptable i.e., an average of 25 students per teacher, the primary level students/teacher ratios are high especially in KPk and Punjab (Table 3.23).

Table 3.23: Student-Teacher Ratio for Primary and Middle Education 2009/10

	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAK
Primary Education	31	41	42	33	31	23	35	25	38
Middle Level Education	15	14	30	21	23	26	20	18	25

Source: Pakistan Education Statistics; 2009/10 (provisional); AEPAM

According to the National Education Policy (2009), reform is required in all areas: pre-service training and standardization of qualifications; professional development; teacher remuneration, career progression and status; and governance and management of the teaching workforce. The growth of private sector is adding new complexities to the teaching profession and needs to be taken into account in any reform of the system.

Key Policy Actions

1. A Bachelors degree, with a B.Ed., shall be the requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary, with a B.Ed., shall be ensured by 2018. PTC and CT shall be phased out through encouraging the present set of teachers to improve their qualifications, while new hiring shall be based on the advanced criteria.
2. Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.
3. Teacher education curriculum shall be adjusted to the needs of the school curriculum and scheme of studies. The curriculum shall include training for student-centred teaching, cross-curricular competencies, and an on-site component.
4. Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.
5. Teacher allocation plans, likewise, shall be based on schools needs and qualifications of teachers.
6. To control absenteeism and multiple job-holding, Provincial and Area Administrations shall develop EMIS data on teacher deployment.
7. Institutionalized and standardized in-service teacher training regime shall be established in those provinces where it has not already been done.
8. Governments shall take steps to improve social status and morale of teachers. These include: Upgrading of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers' professional development, and a reward system based on performance measures.
9. Governments shall aim to draw upon resources from the private sector through public-private partnerships, especially in the areas of teacher education and professional development programmes.
10. International Development Partners' resources shall be harnessed within a broad national programme of teacher improvement for the country as a whole through inter-tier collaboration.

Curriculum

Curriculum determines the process of this learning. However, in Pakistani schools, the classroom teachers do not use the curriculum instead stay focused on the single textbook assigned to them. Even assessments are based on this textbook and not the curriculum.

The curriculum also does not cater to the diverse conditions in the education sector itself (e.g. multi-grade classes). In basic primary education the most important missing element is the diffused focus on the local context. However efforts have been made to overcome the deficiencies in curriculum development and its translation into meaningful knowledge.

A comprehensive review of school curricula was initiated in 2005. The

Curriculum Wing of the Ministry of Education, strengthened by professionals from the field, reviewed the scheme of studies in the first phase. In the second phase, the revised curricula for 23 core subjects (classes I to XII) were notified in 2007. Development of curriculum was based on comparison of current curriculum with curricula of different countries; consultations with teachers, administrators, educationists, curriculum experts and students; field visits to collect feedback from teachers and stakeholders; identification and training of working teams through workshops and seminars; reviews of drafts by subject experts and working teachers leading to further revision and refinement of contents; and preparation of a uniform curriculum format consisting of standards, benchmarks and learning outcomes.

With the devolution of education, the responsibility of curriculum development now lies on the provinces. However, some guidelines provided by the National Education Policy (2009) may help in curriculum development:

1. Curriculum development shall be objective driven and outcome based. It shall focus on learning outcomes rather than content. It shall closely reflect important social issues; provide more room for developing the capacity for self-directed learning, the spirit of inquiry, critical thinking, problem-solving and team-work; and local contextual material.
2. Curriculum shall emphasize the fundamental rights guaranteed to the citizens of Pakistan, so that each individual shall develop within himself/herself and the society at large, a civic culture strong enough to withstand any extra constitutional interference which threatens those rights.
3. Environmental education shall be made an integral part of early education.
4. Use of Information Communication Technologies in Education shall be promoted.
5. Curriculum shall include health education. This education will among other things help in (i) Awareness of fatal diseases such as HIV/AIDS and prevention of harmful practices (ii) Detection and prevention of child abuse in many cases.

Learning Achievements

The ultimate test of quality of education relies on the learning achievements of school children. The Government's Education Policies (1992 and 1998-2010) and the Education Sector Reforms (ESR) Action Plan 2001-2005 recognized the fact that quality of education is an important contributory factor in national development. The monitoring of learning achievements of students was, therefore, considered one of the key components to assess and to improve the quality of education.

In this context, the National Education Assessment System (NEAS) was one of the key programs of the ESR under Quality Assurance innovative programme agenda of the Government. The program was designed to develop national capacity for monitoring the learning achievements of elementary level students in order to improve the quality of services (curriculum, textual material, teachers' delivery, policy formulation, etc) in the education sector.

The basic objective of NEAS was to establish a system of student assessment in the Ministry of Education and to develop national capacity for conducting assessments periodically to monitor student achievement. With devolution of education, though the provincial assessment systems i.e. PEASs, are in place, but compiling a national profile with comparative provincial information may not be possible any more.

A more recent assessment was undertaken by the Annual Status of Education Report (ASER) Pakistan 2010 (rural) which was based on 32 districts, 19000 households and 54062 children across Pakistan. Results show that:

- the low learning levels of 6-16 year olds-when disaggregated do highlight the private school advantage in results; 29% children rural areas are going to private schools but 71% or a majority are going to government schools;
- in rural areas boys are slightly out-performing girls; and above all there is a significant evidence of respectable learning levels among the 20% out of school children. In Balochistan, the out of school children (both drop outs and never enrolled), accounting for 35% of the total surveyed, display higher learning levels than in-school children!
- the overall learning levels of children reveal that of 6-16 year olds only 34.4% could read up to story level (grade II only) in Urdu/Sindhi; only 32% could read English up to grade II level and only 25 % could do three digit maths division; 19.2 % subtraction up to grade II and III levels (ASER Pakistan 2010).

These low learning levels are an unacceptable reality that need urgent responses from all stakeholders: households, parents, educators, civil society, industry, government, youth groups and media in a campaign mode for action oriented results.

The ASER results graphically illustrate that the two provinces where private sector presence is non-existent in rural areas viz. Balochistan and Sindh, there are larger number of out of school children, 35% and 32 % respectively compared to 15% in Khyber Pakhtoonkhwa and Punjab! Private sector thus compliments the public sector provision providing choice and higher learning levels options to households, but at a modest cost.

According to a baseline study piloted by the Aga Khan University's Institute for Educational Development (AKU-IED) under the Strengthening Teacher Education in Pakistan (STEP) project, 70% of primary school teachers across Sindh teach their classes for merely 15 of the 35 minutes assigned to each subject daily. Only 20 percent teach for more than 20 minutes while the remaining 10 percent offer even less than five minutes of teaching time in their classrooms.

The 2011 study covered 196 schools and over 6,000 students from classes IV and V across several districts of Sindh. It gathered information on student populations and prevailing teaching, learning and management practices in these schools, as well as data on student learning achievements in four core subject areas i.e. mathematics, science,

English and social studies.

Unsurprisingly, students were shown to be performing poorly with just 17 percent obtaining pass marks in tests. Girls performed relatively better in all subject areas as compared to boys even though they were not encouraged or provided equal opportunity to participate in classroom.

Only 56 percent of the enrolled students attended classes regularly, with the remainder either attending school intermittently or remaining absent. While it is well known that head teachers play a very important role in improving the quality of education in schools, the survey results indicated that their current levels of leadership and management skills were either unsatisfactory or *very basic* at best. This suggests that head teachers need more support from local school education managers to take on a school management role.

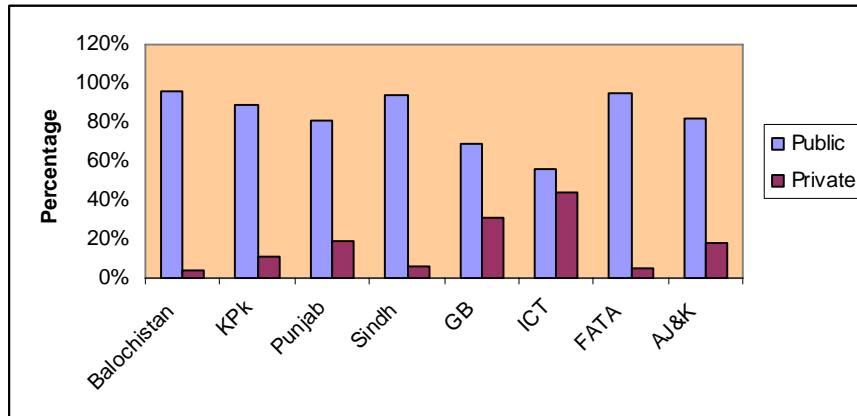
The study has recommended enhancing teachers' morale, involving the community at various levels and improving head teachers' capacity to perform. It has also recommended establishing a province-based examination regulatory authority for primary and elementary schools to ensure standardized exams and periodic testing, focusing on quality across schools and districts.

Role of Private Sector

Role of Private Sector in Primary Education

The private sector plays a very important role in elementary education in Pakistan. Of all primary institutions, 88% are in the public sector while 12% are private schools. While public schools are dominant in every province/area, private primary schools are in relatively high proportion in Punjab (20%), GB (31% and ICT (44%).

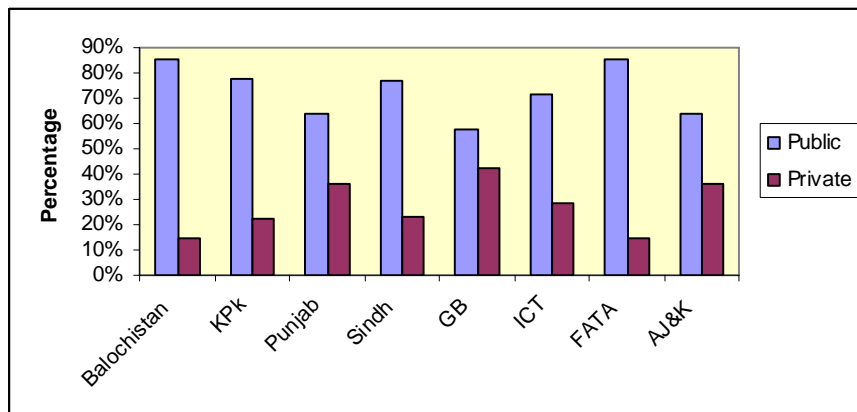
Figure 3n Distribution of Primary Institutions by Public and Private Sector



Source: Pakistan Education Statistics; AEPAM; 2008/09

In primary enrolments, private sector has a prominent share (Figure 3o). Overall its share is 30%, with over 35% in Punjab (36%), GB (42%) and AJ&K (36%)

Figure 3o. Distribution of Primary Enrolments by Public and Private Sector

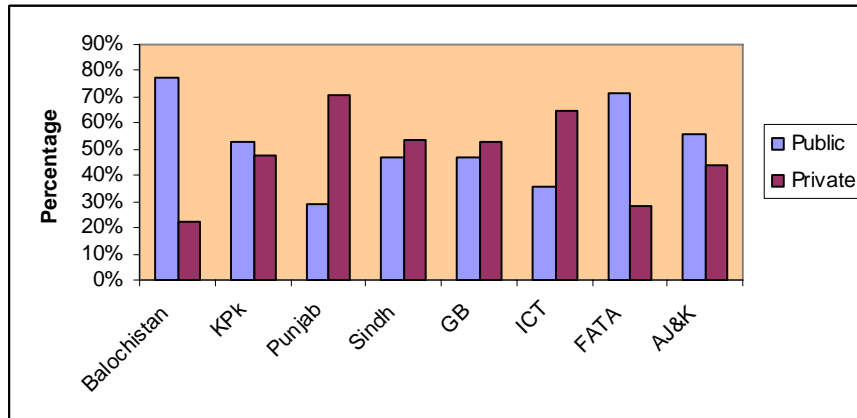


Source: Pakistan Education Statistics; AEPAM; 2008/09

Role of Private Sector in Middle School Education

In middle school education, presence of private sector is dominant in most areas (Figure 3p). On average, 62% of all middle schools in the country are privately owned.

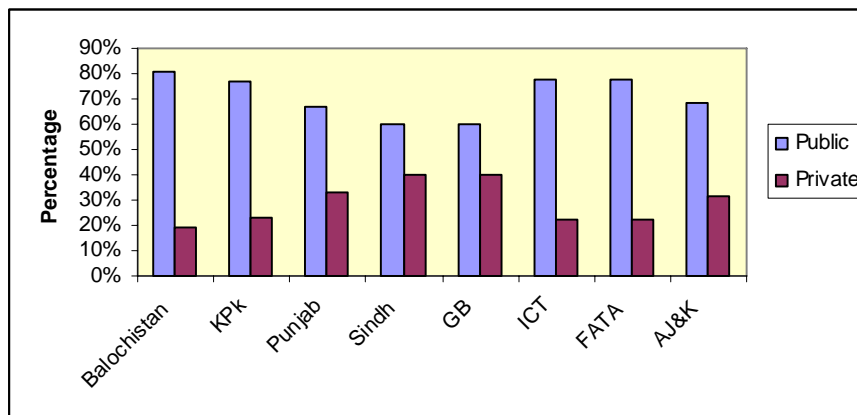
Figure 3p. Distribution of Middle Education Institutions by Public and Private Sector



Source: Pakistan Education Statistics; AEPAM; 2008/09

However, interestingly, the share of private middle school enrolment is almost 30%, very similar to the proportion in primary enrolments (Figure 3q).

Figure 3q. Distribution of Middle Education Enrolments by Public and Private Sector



Source: Pakistan Education Statistics; AEPAM; 2008/09

Social Disparities and Inequalities in Elementary Education Access and Quality

Education is a basic human right. However, with a net primary enrolment rate of 57%, almost an estimated 7 million primary-aged children are out-of-school, mostly due to poverty and partly due to non-existence of school (as some live in remote or far flung areas), absence of teacher and/or learning material or other reasons. Of the children who do attend school, given that most (63%) of the population lives in rural areas in relatively

modest conditions, do not obtain quality education. This is mainly due to the co-existence of parallel streams of primary and secondary schooling, further divided across public and private arrangements, catering to different socioeconomic classes in the country. For instance, the majority of the children, residing mainly in rural and semi-urban areas and belonging to the lower to middle classes, attend public schools which offer free local-system (matriculate stream) education and display poor quality such as shortage or absence of teachers, weak infrastructure and lack of learning materials. On the other hand, children of upper-middle and upper classes, residing in affluent urban localities, mostly attend high cost private schools which offer both local as well as foreign examination systems (such as O and A levels) and are staffed with qualified and trained teachers, well-equipped classrooms, all essential facilities and good quality, often imported, imported teaching and learning materials.

Later in life, these basic inequalities translate into inequalities of opportunities of jobs and salaries and quality and standards of life and further polarization of society into various classes- accentuating the vicious cycle.

Income distribution, urban-rural residence, as well as male-female differences determine the varying access to education (Table 3.24). The average percentage of population that ever attended school is higher for urban (73%) than rural (50%) areas. There are also wide variations across gender within urban as well as rural areas with males enjoying a higher access than females. A review of access to education by income quintiles (the first quintile representing lowest income levels and fifth quintile reflecting the highest income levels) reveals, for all areas and both genders, a positive correlation between income and percentage of population ever attended school.

Table 3.24: %Population Ever Attended School by Income Class, Urban-Rural Residence and Sex

Income Bracket	URBAN			RURAL		
	Male	Female	Both	Male	Female	Both
PAKISTAN	81	65	73	65	36	50
1st Quintile	56	40	48	48	20	34
2nd Quintile	67	50	59	60	26	43
3rd Quintile	75	58	67	67	38	52
4th Quintile	84	67	75	74	46	60
5th Quintile	93	81	87	83	58	71

Source: PSLMS 2007/08

Reviewing gross primary enrolment rates by income class, urban rural residence and gender also shows a pattern similar to ever-attendance at school (Table 3.25). Urban enrolment rates (106%) are higher than rural (83%) rates, while within each location, males have a higher enrolment rate than females. Gross enrolment and income levels are positively correlated for each area and either sex.

Table 3.25: Gross Primary Enrolment Rates by Income Class, Urban-Rural Residence and Sex

Income Bracket	URBAN			RURAL		
	Male	Female	Both	Male	Female	Both
PAKISTAN	108	104	106	92	74	83
1st Quintile	82	79	80	73	54	64
2nd Quintile	97	91	94	90	68	79
3rd Quintile	119	109	115	99	87	94
4th Quintile	117	127	121	107	98	103
5th Quintile	114	106	110	123	105	114

Source: PSLMS 2007/08

Though much lower than primary gross enrolment rates, middle enrolment rates also display a similar pattern in the context of urban-rural and gender differences and across income categories (Table 3.26).

Table 3.26: Gross Middle Enrolment Rates by Income Class, Urban-Rural Residence and Sex

Income Bracket	URBAN			RURAL		
	Male	Female	Both	Male	Female	Both
PAKISTAN	67	71	69	55	37	46
1st Quintile	42	36	38	31	14	23
2nd Quintile	42	60	50	48	22	36
3rd Quintile	60	64	62	62	46	54
4th Quintile	81	85	83	82	64	73
5th Quintile	93	93	93	90	83	87

Source: PSLMS 2007/08

Do demand for private schooling increase with increase in incomes?

With the poor condition of government schools and the lack of quality in the education it offers, it is not surprising that private schools are preferred by parents who can afford them.

In urban areas, there is a higher demand for private schools, as evident by a higher percentage of primary enrolments in private schools as compared to public schools (table 3.27). In rural areas, given the lower average income levels as well as the shortage of private schools, gross enrolments are higher in public schools (74%) than in private schools (26%). Also, income and enrolments in public schools are negatively correlated with enrolments in private schools rising as income rises.

Table 3.27: Distribution of Gross Primary Enrolment Rates by Public and Private Schools & Income Class

Income Brackets	URBAN		RURAL	
	Pb	Pv	Pb	Pv
PAKISTAN	43	55	74	26
1st Quintile	74	24	90	8
2nd Quintile	60	39	85	14
3rd Quintile	51	48	71	27
4th Quintile	35	63	64	35
5th Quintile	21	77	35	64

Source: PSLMS 2007/08

To reduce social disparities in education as well as improve the elementary enrolments, government needs to:

- reach the “unreached” i.e., provide free and compulsory education to all children, ensure attendance by out-of-school children and provide a second chance to children who have missed out on the first;
- improve conditions of government schools by providing missing facilities and ensuring the presence of qualified and trained teachers and availability of learning and teaching materials;
- encourage public-private partnerships in education;
- involve communities to participate in school matters; and
- invest in effective supervision and monitoring of education activities.

Box 2: Education in Afghan Refugee Camps

Most of the 170,000 Afghan refugee pupils in camps in Pakistan are in primary schools. Some 6,000 teachers work in hundreds of schools in the camps, run mainly by international NGOs and, in the case of secondary schools, by the Government of Pakistan and the International Rescue Committee (IRC). Most funding is provided by UNHCR, with some topping-up by NGOs and bilateral donors. In addition, there are, or have been, a large number of urban self-help schools.

Two and a half million Afghan refugees have returned home from Pakistan to Afghanistan over the last few years but there are still well over one million refugees living in the camps with at least another half a million living in urban areas.

The Education Committee of the Agency Coordinating Body for Afghan Relief (ACBAR3) lacked stable funding and professional personnel and therefore was not able to play the significant role one might have hoped for. UNESCO’s Pakistan office provided some professional inputs and promoted information sharing and coordination. A professional coordination body is urgently needed, even at this late stage in the Afghan refugee era, run perhaps by a consortium of international organisations, NGOs and Afghan/Pakistani educational experts and institutions.

Whenever closer cooperation did take place, this was appreciated by partners. Examples of such initiatives were UNICEF’s work with ACBAR’s Education Committee and UNESCO’s work with GTZ and other UN organisations and NGOs to develop a database of 5,000 Afghan teachers. The database was handed over to the Afghan Minister of Education in 2003 but has not yet been made full use of, mainly due other responsibilities and pressing needs of the Government of Afghanistan.

Key Issues

Besides the series of political, economic and military challenges and the brunt of natural disasters, Pakistan faces multiple inter-related challenges in the education sector. Every province faces almost all the key challenges, with some degree of variance. The common challenges are as follows:

- Large stock of out of school children and illiterate adults and Poor Quality of Education

With over 7 million primary-aged out-of-school children, mostly girls, high dropout rates and almost one-half of its adult population illiterate, the country has an immense challenge on its hands. Poor quality of education due to teacher absenteeism, untrained teachers, non availability of textbooks and other teaching and learning aids, outdated curriculum and lack of community involvement has led to large dropout rates, especially at the primary level.

There are wide discrepancies in primary enrolments across provinces, gender and location i.e. urban and rural areas. Besides investment in formal schooling, there is also a need to expand the non formal education sub-sector to reach children in remote areas, with participation of the private and non government organizations.

- Financial constraints & Resource Requirement

A low budgetary allocation (2% of GDP) to education with even lower rate of actual expenditure (1.5% of GDP) is not helping progress in access to, or in quality of, education. Rough estimates indicate that attaining the net primary enrolment rate of 100% by 2015/16 would require, besides massive improvements in governance and implementation, a fund of Rs. 1,300 billion. In the context of literacy, making 36 million people literate in the next five years would require Rs 178 billion. This resource constraint is a major challenge which restricts improvement in education indicators.

- The Eighteenth Constitutional Amendment and Devolution of the Ministry of Education

Although education had largely been a provincial subject, the Federal Ministry of Education played not only a coordinating role but also used to formulate the education policy and determine the curricula. In accordance with the recent 18th Amendment of the Constitution, the functions of education ministry (along with those of fifteen other ministries) have been devolved to the provinces. Undertaken with the purpose of striking a balance between fiscal resources and expenditure responsibility after the Seventh National Finance Commission (NFC) Award, which gave a significantly higher share in the divisible pool of revenues to the provinces, the Amendment has substantial implications for delivery of education (and other) services.

It is expected that, in the initial phase, some adjustment issues would pose a major challenge to the provinces, given their relatively low capacity as well as lack of experience especially in matters related to policy formulation, planning and management of programmes, particularly in tertiary education. This may imply that some education services may be adversely affected in the immediate run, however, with provinces developing the necessary skills and capacity these services are likely to improve within the next two to three years.

- Weak coordination among international development partners

Donor coordination in the education sector of Pakistan is weak. Though in line with national policy and goals, each donor focuses on a particular geographical area or sub-sector e.g., most donors are involved in primary education with only one or two agencies interested in literacy or higher education. This reflects duplication of effort, with more than one donor implementing projects in the same geographical area. However, despite some limitations, the One UN Reform Programme has displayed some achievements.

- Limited institutional capacity in provincial education departments

Education departments in the provinces have a low institutional capacity to design, plan, manage and implement programmes and projects. Now with the devolution of education to the provinces and without the presence of the federal coordinating ministry, the burden of responsibility on the provincial managers has greatly enhanced. Provincial officials, therefore, would need guidance and assistance in technical dimensions as well in resolving governance issues.

- Lack of supervision and monitoring

Supervision and monitoring is an expensive exercise, requiring the recruitment of a large force of staff with good quality training and ability and energy to travel regularly in difficult terrain. This aspect, though better during the district devolution period, was fully effective, especially in checking teacher absenteeism and the delay in provision of textbooks and other teaching and learning aids.

- No effective public-private partnership

Given the huge stock of out of school children and illiterate adults, public sector cannot solely carry out the responsibility of providing quality education to them as it neither has the financial and human resources nor the capacity to implement a comprehensive countrywide programme with good governance. The private sector and the non government sector, though contributing one third (one-half in Punjab) to total enrolments, need to further expand and more importantly, as public-private partnerships. Lessons learned from public-private partnership experiences show that it produces better quality education at lower cost with improved management and greater coordination between parents and teachers.

- Lack of community participation

For improving quality of education and retaining students in school, community participation is very essential. In this context, school management committees (SMCs) and parents-teacher associations (PTAs) were established in many schools but most of these bodies remained disorganized and ineffective. There is, therefore, a need to strengthen and encourage the SMCs and PTAs to play their due role in education.

- Slow and inadequate response in emergencies

A key challenge to education is the slow and inadequate response to meet the education needs under emergency situations. The earthquake of 2005 and the floods of 2010 and 2011 have demonstrated that reconstruction of damaged schools and rehabilitation of displaced students could not be managed swiftly and efficiently. The use of schools as temporary shelters considerably delayed regular school activities.

3.2.3 High School and Higher Secondary Education

Policy

The secondary and higher secondary school system prepares young people for life. It has two important roles in this respect – providing skills to the labour market, as many students leave formal schooling at this time; and providing input to the tertiary system, for those who go on to this level of learning. The policy question is: Does the system provide an adequate base for both these functions. Quite apart from the quality of instruction at this level, a central question that Pakistan education policy makers must confront is whether the level of skill development and preparation that can be achieved by twelve years of school education is sufficient as a terminal qualification. The system as it exists has shortcomings in two main respects: it has *a narrow base* that leaves a large number of young people outside the system and the quality of skills it produces is *not well matched* with the needs of the labour market.

According to the National Education Policy (2009), following are the key policy actions for improving secondary and higher education:

1. Provision shall be expanded, particularly in the rural areas and of schools dedicated for girls. Priority shall be given to those locations where the ratio of secondary schools is low.
2. Student support shall be increased to prevent students from dropping out of school for financial reasons.
3. Counseling facilities shall be made available to students from the elementary level onwards in order to constructively utilize their energy, to deal with any displays of aggression amongst young students and to address any other psychological distress that a student may be in, by suggesting a suitable remedy
4. Counseling at higher secondary level must also address the career concerns of young students and encourage them to take up studies as per their aptitude other than the “accepted” fields of study, be it technical, vocational or any other area of study
5. Grade 11 and 12 shall not be part of the college level and shall be merged into the school level forming part of school education

Status

Access to Secondary and Higher Secondary School

In Pakistan, there are 10,006 high schools of which 60% are boys’, 35% are girls’ and 5% are mixed schools (Table 3.28).

Table 3.28: High Schools and Distribution by Province and Sex 2009/10

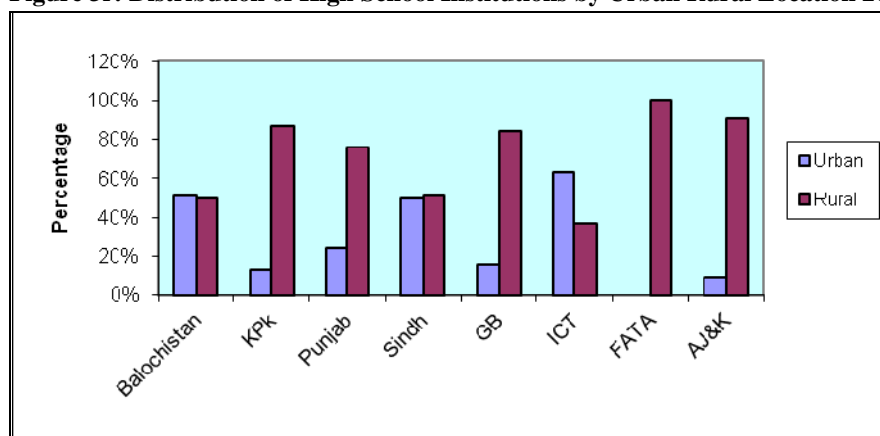
	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	77%	71%	61%	40%	73%	44%	85%	53%	60%
%Girls	23%	29%	39%	31%	26%	56%	15%	47%	35%
%Mixed				29%	1%	0%			5%
Total (#)	594	1697	4839*	1662*	150	106	275	683	10006

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM;

*for Punjab: Punjab Development Statistics 2011; **for Sindh:, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Though most areas have a higher number of middle schools in rural areas, but recent data show that Balochistan, and ICT have more middle schools in urban than in rural areas (Figure 3r).

Figure 3r: Distribution of High School Institutions by Urban Rural Location 2009/10



Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM; for Sindh:, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

High schools enrolments are about 4.4 million, with 60% males and 40% females (Table 3.29).

Table 3.29: High School Enrolments and Distribution by Province and Sex

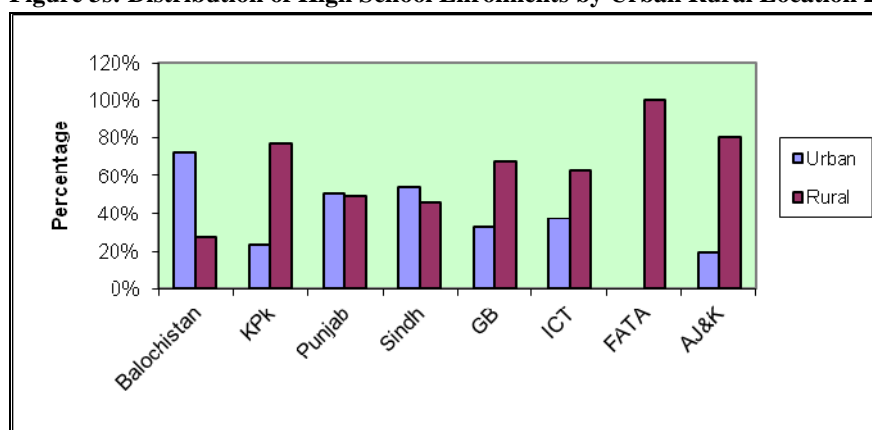
	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	66%	70%	58%	60%	68%	48%	86%	55%	60%
%Girls	34%	30%	42%	40%	32%	52%	14%	45%	40%
Total (#)	55166	538874	3051000*	630337**	11776	25952	20723	42582	4376410

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM;

*for Punjab: Punjab Development Statistics 2011; **for Sindh:, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Distribution of high school enrolments show a high proportion in urban areas in Balochistan and almost equal proportions in Punjab and Sindh while in other regions most enrolments are in rural areas (Figure 3s).

Figure 3s: Distribution of High School Enrolments by Urban Rural Location 2009/10



Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM; for Sindh, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Gross and Net High School Enrolment Rates

Age Group 13-14 years

For the age group 13-14 years old, the gross enrolments increased by 13 percentage points (from 44% to 57%) over the period 2004/05 to 2010/11 (Table 3.30). This was mostly due to increase in gross enrolments in all provinces.

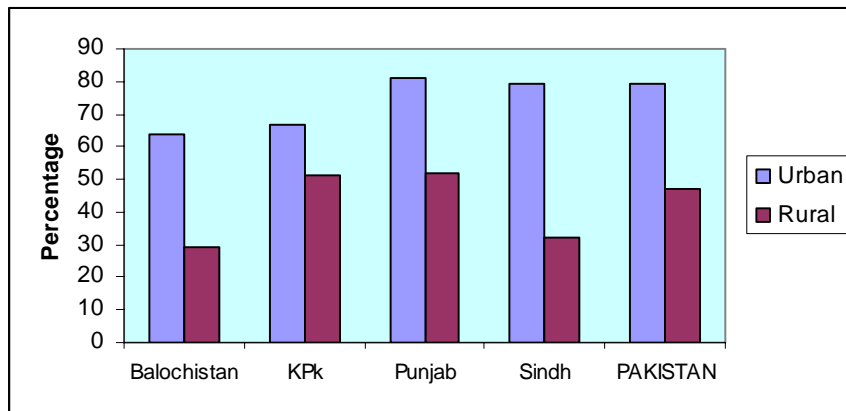
Table 3.30 Gross High School Enrolment Rates (13-14 years) by Province and Sex

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	34	43	45	47	44
<i>Male</i>	46	62	50	55	53
<i>Female</i>	17	24	39	37	35
2008-09	34	51	57	50	54
<i>Male</i>	44	67	64	57	62
<i>Female</i>	20	33	50	42	44
2010/11	38	54	61	55	57
<i>Male</i>	52	70	65	63	65
<i>Female</i>	17	36	56	45	49

Source: PSLMS 2008/09 & 2010/11; FBS

Urban gross as well as net enrolments were much higher than rural rates in every province (Figure 3t and 3u).

Figure 3t: Gross High School Enrolment Rates (13-14 years) by Urban/Rural Location 2010/11



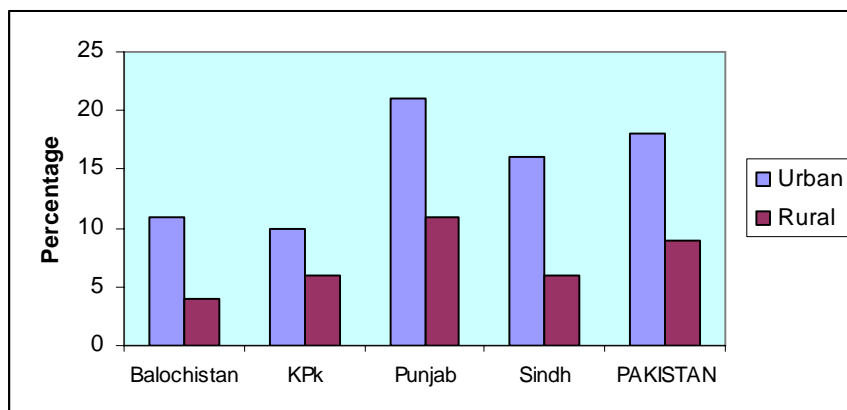
There was no virtually no change in net high school enrolment rates in any province/area during 2004/05 and 2008/09 (Table 3.31).

Table 3.31 Net High School Enrolment Rates (13-14 years) by Province and Sex

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	5	7	11	12	11
<i>Male</i>	6	10	12	13	11
<i>Female</i>	3	5	11	11	10
2008-09	5	8	13	11	12
<i>Male</i>	5	9	14	13	12
<i>Female</i>	3	5	13	10	11
2010/11	6	7	14	11	12
<i>Male</i>	8	8	13	12	12
<i>Female</i>	3	6	16	10	12

Source: PSLMS 2008/09 & 2010/11; FBS

Figure 3u: Net High School Enrolment Rates (13-14 years) by Urban/Rural Location 2010/11



Age Group 14-15 years

High school gross enrolments for the age group 14-15 years rose by 12 percentage points over the period 2004/05-2010/11, mainly due to the increase in all provinces (Table 3.32).

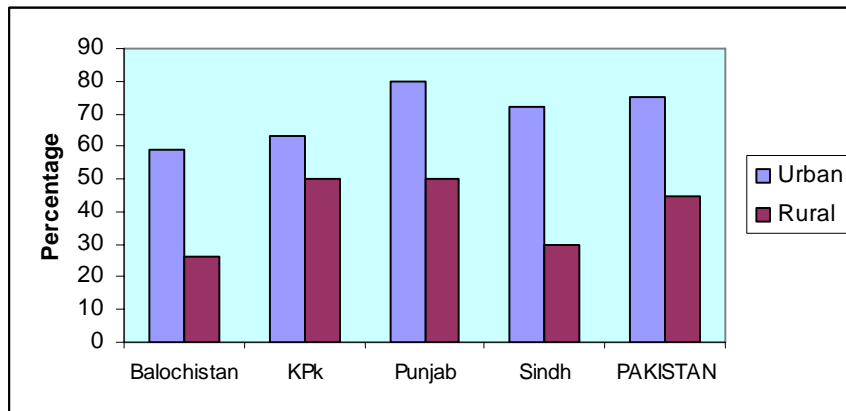
Table 3.32 Gross High School Enrolment Rates (14-15 years) by Province and Sex

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	32	42	43	43	43
<i>Male</i>	41	61	49	49	51
<i>Female</i>	18	23	38	38	34
2008-09	31	50	56	47	52
<i>Male</i>	40	63	63	54	59
<i>Female</i>	19	34	48	40	43
2010/11	34	52	59	50	55
<i>Male</i>	46	67	63	56	61
<i>Female</i>	16	35	56	42	48

Source: PSLMS 2008/09 & 2010/11; FBS

The gross and net enrolments rates were higher in urban than in rural areas (Figure 3v and 3w).

Figure 3v: Gross High School Enrolment Rates (14-15 years) by Urban/Rural Location 2010/11



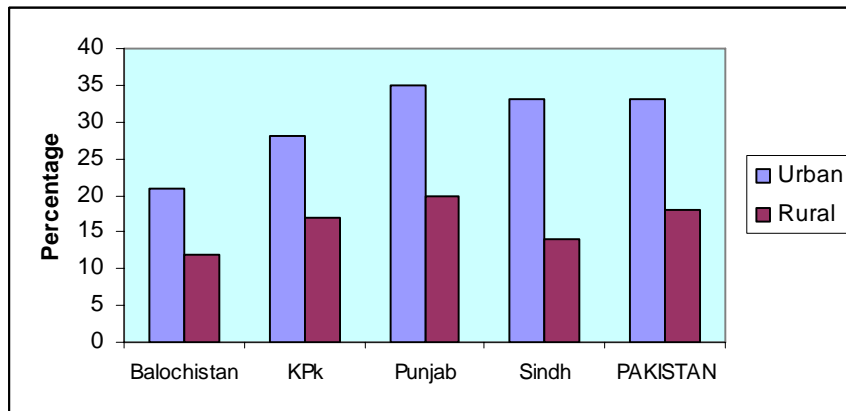
The net high school enrolment rates for ages 14-15 years increased by an average of 4 percentage points during 2004/05-2010/11, with almost all provinces experiencing positive changes (Table 3.33).

Table 3.33 Net High School Enrolment Rates (14-15 years) by Province and Sex

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
2004-05	9	17	19	20	19
<i>Male</i>	12	23	20	23	21
<i>Female</i>	6	11	18	18	16
2008-09	11	20	24	24	23
<i>Male</i>	13	24	26	26	25
<i>Female</i>	8	15	23	21	21
2010/11	14	19	25	23	23
<i>Male</i>	21	23	24	26	24
<i>Female</i>	4	14	25	20	21

Source: PSLMS 2008/09 & 2010/11; FBS

Figure 3w: Net High School Enrolment Rates (14-15 years) by Urban/Rural Location 2010/11



Higher Secondary Education

There are only 1,247 higher secondary schools in Pakistan, of which 49% are boys', 44% are girls' and 7% are mixed (Table 3.34).

Table 3.34: Higher Secondary Schools and Distribution by Province and Sex

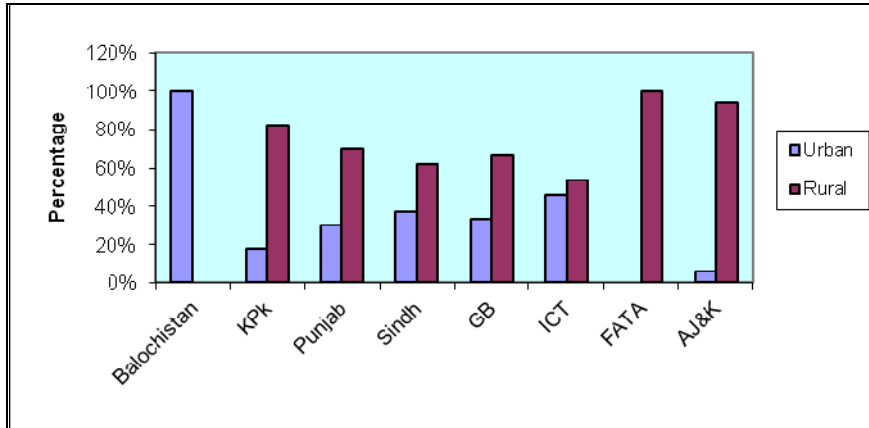
	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	100%	69%	47%	32%	33%	50%	62%	37%	49%
%Girls	0%	31%	53%	31%	67%	50%	38%	63%	44%
%Mixed				38%					7%
Total (#)	1	286	636*	231*	3	26	13	51	1247

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM;

*for Punjab: Punjab Development Statistics 2011; **for Sindh:, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

With the exception of Balochistan which has all higher secondary schools in urban areas most provinces/areas have more schools in rural areas than in urban areas (Figure 3x).

Figure 3x: Distribution of Higher Secondary Schools by Urban Rural Location 2009/10



Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM; for Sindh, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Of the 535,469 higher secondary enrolments, 61% are males while 39% are females (Table 3.35).

Table 3.35: Higher Secondary Enrolment and Distribution by Province and Sex

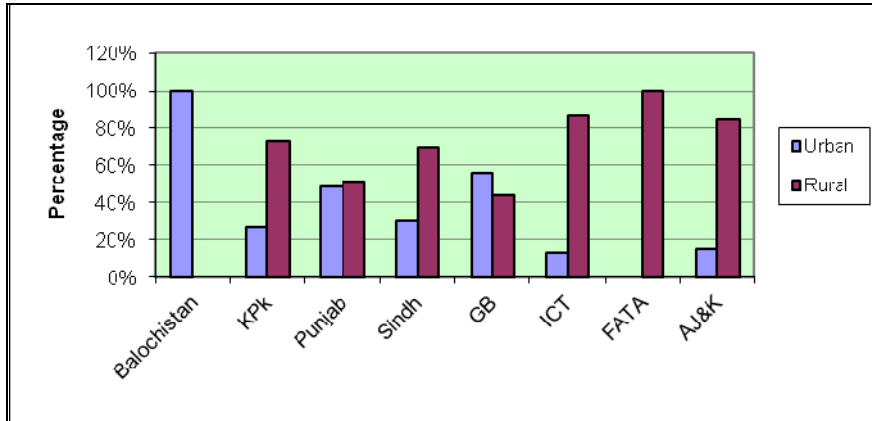
	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K	PAKISTAN
%Boys	73%	64%	46%	64%	26%	32%	86%	35%	61%
%Girls	27%	36%	54%	36%	74%	68%	14%	65%	39%
Total (#)	71	196000	82000*	227649**	245	16146	10605	2753	535469

Source: Pakistan Education Statistics 2009/10 (*provisional*); AEPAM;

*for Punjab: Punjab Development Statistics 2011; **for Sindh, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Except Balochistan, Punjab and GB, most higher secondary schools enrolments are in rural areas (Figure 3y).

Figure 3y: Distribution of Higher Secondary Enrolments by Urban Rural Location 2009/10



Source: Pakistan Education Statistics 2009/10 (provisional); AEPAM; for Sindh, SEMIS 2009/10; for KP EMIS 2009-10 E&SED

Quality

School Facilities

Perhaps due to being fewer in number than primary and middle schools, high and higher secondary schools are better provided with facilities, except that 17% and 23% of high schools do not have drinking water and toilets respectively, while these facilities are also unavailable in 10%-11% higher secondary schools (Tables 3.36 and 3.37).

Table 3.36: Distribution of High Schools by Facilities Available in Urban Rural Location 2009/10

	Building	Electricity	Drinking Water	Latrine
Urban	99.6%	93%	93%	85%
Rural	96%	82%	83%	77%

Source: Pakistan Education Statistics; 2009/10 (provisional); AEPAM

Table 3.37: Distribution of Higher Secondary Schools by Facilities Available in Urban Rural Location 2009/10

	Building	Electricity	Drinking Water	Latrine
Urban	100%	97%	96%	96%
Rural	96%	92%	90%	89%

Source: Pakistan Education Statistics; 2009/10 (provisional); AEPAM

Students-teacher ratios are too low in all provinces/areas except in FATA where the student-teacher ratio is at an unacceptable high level (Table 3.38).

Table 3.38: Student/Teacher Ratio for High and Higher Secondary Education 2009/10

	Balochistan	KPk	Punjab	Sindh	GB	ICT	FATA	AJ&K
High	20	25	34	22	21	25	23	15
High Secondary		26	34	32	20	27	25	33

Source: Pakistan Education Statistics; 2009/10 (provisional); AEPAM

Inequalities and Disparities in High School/Secondary Education

Reviewing gross high school enrolment rates by income class, urban rural residence and gender also shows a pattern to gross primary and middle enrolments (Table 3.39). Urban enrolment rates (67%) are higher than rural (41%) rates, while within each location, males have a higher enrolment rate than females. Gross enrolment and income levels are positively correlated for each area and either sex.

Table 3.39: Gross High School Enrolment Rates (13-14 years) by Income Class, Urban-Rural Residence and Sex

Income Bracket	URBAN			RURAL		
	Male	Female	Both	Male	Female	Both
PAKISTAN	69	65	67	53	29	41
1st Quintile	27	31	29	24	5	14
2nd Quintile	58	36	45	36	13	25
3rd Quintile	54	55	54	55	34	45
4th Quintile	68	72	70	77	50	64
5th Quintile	102	105	104	98	73	85

Source: PSLMS 2007/08

3.2.4 Tertiary Education

Policy

According to the National Education Policy (2009), the following policy actions are recommended for tertiary education:

1. Steps shall be taken to raise enrolment in higher education sector from existing

3.7% to 10% by 2015 & 15% by 2020

2. Investment shall be increased to 18% of the education budget on the assumption that the total education budget grows to 5% of GDP by 2010 and 7% by 2015.

3. For promoting greater specialisation in research, a two-fold strategy for its R&D function shall be pursued: basic research in the universities and research institutions shall focus on building the capacity to conduct and absorb cutting edge research. The second strand shall be a focus on knowledge mobilisation – that is, transmission of research knowledge through various forms of university-industry partnerships and incubator programmes and science parks to the business sector. This commercialisation strategy aims at assist the innovation process of the economy.

4. Research grants and scholarships shall be awarded to deserving and poor students for continuing their studies in universities/institutes of higher education.

5. For promoting quality in its teaching function, universities shall collaborate to be selective in specialising in particular areas rather than each university attempting to cover the whole range of programmes.

6. Universities shall consider introducing four-year Bachelor degree programme. The PhD degrees shall have a minimum of four years. Universities shall develop quality assurance programmes, which include peer evaluation including foreign expertise.

7. Ranking system of the universities shall be made more broad-based including parameters that directly point to the quality of learning.

8. Recognising the importance of social sciences in developing better social understanding, transmission of civic and cultural values and the potential to reduce conflict, universities shall pay greater attention to this area in their research function.

Status

Access to Tertiary Education

There are a total of 129 tertiary education institutions in Pakistan, with 72 in the public sector and 57 in private sector, with a total enrolment of over 800,000 students (Table 3.40). There is a wider gap between male-female enrolments in private sector than in public sector institutions.

Table 3.40 Tertiary level Institutions and enrolments

	Public	Private	Total
Degree Awarding Universities (#)	72	57	129
Enrolment			
<i>Male (#)</i>	365557	81717	447274
<i>Female (#)</i>	322581	33652	356233
Total	688,138	115,369	803,507

Source: Pakistan Education Statistics; 2008/09; AEPAM

Key Issues in Tertiary Education

1. Poor standard of faculty and lack of training / capacity building
2. Low enrollment in higher education
3. Minimal relevance of higher education to national needs and lack of compatibility to International Standards
4. Low quality of research and lack of relevance to national requirements
5. Poor Governance of Universities

3.3 Technical & Vocational Education

Policy

According to the national Education Policy (2009), following are the policy actions recommended for technical and vocational education:

1. Inputs of all stakeholders like Industrial/Agricultural/Service sectors & Business community etc shall be institutionalized to ensure their inclusion in all current and future reforms of TVE to enable the sector to meet market needs.
2. Skill Standards and Curriculum should be developed and standardized at National Level.
3. The TVE curriculum shall be developed in standardized modules for each trade to eliminate differentials across various training institutions to provide opportunities to the trainees for horizontal/upward mobility and also help in assessment and certification of apprentices in non formal sectors for their entry into formal vocational/technical sectors.
4. TVE shall be extended according to the need of the area, irrespective of the level i.e. Tehsil, District and Division and should be in access of every citizen.
5. Level-wise prerequisites for entry as a teacher in TVE shall be defined and Teacher professional development shall be focused as an ongoing process. Terms and conditions of service for TVE teachers shall be compatible with market demand of their services and skills.

6. Local conditions and requirements must be considered while making any recommendation for replication of TVE model, implemented in other countries.
7. A study to evaluate failures of vocational training intervention at school level shall be commissioned to make more realistic recommendations, including cost requirements, for making it part of general education up to Secondary School Level.
8. Curricula for vocational education shall allow flexibility for adaptation as per requirements of local market including absorption of future changes in the market.

Status:

Access to TVE

There are 3,159 TVE institutions in the country, mostly in the private sector. The total enrolment is 264,712 students (Table 3.41).

Table 3.41: Technical & Vocational Institutions and Enrolments

	Public	Other Public	Private	Total
Institutions	715	232	2212	3159
Enrolment				
Male	56877	14970	93443	165290
Female	34212	9005	56205	99422

Source: Pakistan Education Statistics; 2008/09; AEPAM

There are 481 TVE institutions in Punjab with an enrolment of 112,019 students, while there are 469 (77 for males, 167 for females and 225 mixed) institutions in Sindh with an enrolment of 57,506 students (36,925 males and 20,581 females).

Key Issues in TVE

In a global environment that permits easy flow of investments and people the TVE sector in Pakistan needs to have a forward looking supply strategy of producing a sophisticated skill base. Pakistan, as already stated, has a comparative advantage in the labour market due to its population size. Issues in TVE are:

1. Schools did not have enough budgets to meet the equipment requirements for sustaining vocational trainings.
2. Adequately skilled teachers for these programmes are not available
3. The curricula assume prototypes that do not cater to differentials in market requirements across districts or other geographic divides like rural-urban, etc.

There is a regulatory body, the National Vocational and Technical Education Commission (NAVTEC) which is responsible for promoting linkages among various stakeholders to address challenges faced by Technical and Vocational Educational Training (TVET). These include training and skill enhancing at individual level and initiating a mega campaign at public-private partnerships. NAVTEC specially focuses on disadvantaged group and economically disadvantaged regions. NAVTEC has designed some strategies for implementation (refer to Box 3).

Box 3. NAVTEC Strategies

NAVTEC has already prepared a set of strategies for this sector. These provide a basis for development of implementation plans for the technical and vocational sector. The above policy actions in conjunction with these strategies will assist in development of implementation plans.

1. A National Qualifications Framework (NQF) shall be established along with a changed program structure that encompasses all qualifications in the country, both academic and vocational/technical. The NQF shall be competency based and provide entry points and progression routes throughout the structure of qualifications. In particular, it shall provide the possibilities of two-way crossover between the academic and the applied streams, with clearly mapped out recognition of credit points for each competency level.
2. The business sector, in particular, shall be included in advising on the course and programme content, and in providing training positions and job shadowing opportunities for students in the applied streams. The business sector could also help teachers by giving specialised lectures and short training programmes.
3. All administrative jurisdictions and stakeholders shall be involved in a consultative process to develop the NQF programme. Expertise shall be sought from countries that have applied the NQF approach in recent years.
4. To address the problem of fragmented governance structure, a coordination mechanism between higher education, school education and technical, vocational education shall be developed.
5. Government shall develop a suitable framework for technical and scientific education and training with close involvement of Chambers of Commerce and Industry.
6. Commerce stream should also be introduced under technical education and vocational training regimes.
7. Curriculum should be updated on regular basis.
8. Public Private Partnerships (PPP) should be strengthened in this area.
9. A regular tracking system shall be instituted for graduates to get feedback on relevancy
10. B.Tech technologists must also be registered by the Pakistan Engineering Council
11. There shall be: (i). Vocational training facilities at tehsil level; (ii) Polytechnic institute for every District (Agency in FATA) and (iii) Colleges of technology in each Province/Area on a needs basis.

3.4 Special Education

More than half a billion persons are disabled as a result of mental, physical or sensory impairment and no matter which part of the world they reside, their lives are often limited by physical or social barriers. Approximately 80 per cent of the world's disabled population lives in developing countries. Disabled persons often suffer from discrimination, because of prejudice or ignorance, and also may lack access to essential services such as education and health

The United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, which will help translate the conceptual revolution into concrete and coherent actions of direct benefit to people with disabilities, state *that people with disabilities - as citizens of their societies - should have the same rights and obligations as*

all other citizens. Without a solid base, equal rights and equal opportunities for persons with disabilities cannot be established. The Standard Rules, therefore, mention four preconditions: (i) awareness raising, (ii) medical care, (iii) rehabilitation and (iv) support services - which should provide a foundation for the equalization of opportunities for persons with disabilities.

Policy

Basic education is a fundamental human right. As the key to sustainable development and peace and stability within and among countries, it is an indispensable means for effective participation in the societies and economies of the 21st century. According to the Dakar Framework for Action (Senegal, April 2000), a collective commitment was made to attain several EFA goals, including the following:

*“Ensuring that by 2015 **all** children with special emphasis on girls and children in difficult circumstances have access to and complete free compulsory primary education of good quality”;*
and

*“Ensuring that the learning needs of **all** young people and adults are met through equitable access to appropriate learning and life skills programmes”.*

The Government of Pakistan is constitutionally committed to providing education to all:

“The State shall “remove illiteracy and provide free and compulsory secondary education within minimum possible period.” (Article 37-B, Constitution of Pakistan 1973)

In this context, Pakistan is required to meet the challenge of providing free and compulsory basic education to all children and adults, utilizing all the available financial, technical and human resources to extend the necessary education opportunities – to all groups of people including the disabled, comprising 2.49% of the total population of the country, requiring special education.

In Pakistan, the National Policy for Persons with Disabilities (2002) and the National Plan of Action (2004) for the implementation of the Policy seem well in line with the Preconditions for Equal Participation; Implementation Measures; and the tasks assigned as Government Responsibility under the *UN Standard Rules for on Equalization of Opportunities for Persons with Disabilities*. In the context of the UN Standard Rules’ preconditions, required to ensure equal participation of disabled persons, the National Policy strongly addresses the need to raise awareness; extend medical attention; ensure rehabilitation of the disabled persons and provision of support services to them. Also, in line with the Implementation Measures suggested by the UN Standard Rules, the National Plan of Action also stresses information and research, legislation, economic policies, personnel training and coordination of work at various levels as implementing measures.

National Policy for Persons with Disabilities (2002)

Prepared by the Ministry of Women Development, Social Welfare and Special Education, in consultation with the relevant Federal Ministries of Education; Health; Labour and Manpower; Housing and Works; Science and Technology; and Planning and Development, provincial departments and prominent NGOs, the National Policy for Persons with Disabilities (2002) stresses the following vision:

To provide, by 2025, an environment that would allow full realization of the potential of persons with disabilities through their inclusive mainstreaming and providing them full support of the government, private sector and civil society.

Goal and Objectives:

Pursuing a goal of empowering of persons with disabilities, irrespective of caste, creed, religion, gender or any other consideration for the realization of their full potential in all spheres of life, especially social, economic, personal and political, the policy aims to achieve the following objectives for persons with disabilities:

- Provide access to facilities which may lead to their integration and mainstreaming in all spheres of life;
- Ensure they are involved in planning and implementing educational, training and rehabilitation programmes for themselves, their families and communities;
- Ensure that they are able to enjoy their rights and opportunities as other citizens do;
- Ensure that they have equal opportunities and access to medical, education, social, psychological, vocational training, employment and rehabilitation, without any discrimination;
- Ensure that the legislation relating to employment and rehabilitation of persons with disabilities is adequately formulated and is strictly enforced;
- Expand service infrastructure which is adequate to accommodate and cover all persons with disabilities both in urban and rural areas;
- Harness modern technology, tools and skills to streamline national policy, planning, programming and service delivery for effective redressal of disabilities; and
- Remove financial and technical constraints posing hindrance in the way of proper implementation of programmes.

Strategies

To achieve the above objectives, strategies suggested by the National Policy include the following:

- Advocacy and mass awareness
- Ownership of disability issues by stakeholders and strengthening of process of service delivery.

- Paradigm shift from exclusive system of education to integrated education
- Provision of quality services to persons with disabilities
- Comprehensive networking of services
- Creation of strong partnership between Line Ministries, Provincial Line Departments and Private sector (NGOs);
- Decentralization of programme management and service delivery to provincial and district levels;
- Training and education of parents and communities to recognize special needs of persons with disabilities.

Areas of Focus and Special Attention

Strategies would focus on certain special areas which include:

- a) Early intervention, assessment and medical treatment
- b) Education and training
- c) Vocational training, employment and rehabilitation
- d) Research and development
- e) Advocacy and Mass awareness
- f) Sports and recreation
- g) Design of building parks and public places
- h) Institutional arrangement / mechanism
- i) Funding
- j) Monitoring

The Islamabad Declaration 2005

In April 2005, a national consultation meeting unanimously agreed upon the declaration called 'Islamabad Declaration on Inclusive Education'. The participants included representatives from the Ministry of Social Welfare and Special Education, Ministry of Education, Ministry of Finance, Higher Education Commission, Provincial Government of Balochistan, Provincial Government of Punjab, Provincial Government of North West Frontier Province, Provincial Government of Sindh, Government of AJ&K Government of Northern Areas, University of Punjab, Allama Iqbal Open University, Federal Directorate of Education, Royal Norwegian Embassy, Braillo Norway, IDP International Development Partners [Norway, Indonesia and Pakistan], Sight Savers International, Hassan Academy, UNESCO, UNICEF and Related NGOs

The most prominent feature of the Declaration included that all children, regardless of gender, abilities, disabilities and socio-economic, cultural, and ethnic backgrounds:

- are treated with dignity and respect;
- have equal access to education, health services, work and all other aspects of life;
- enabled to develop their full academic, physical, emotional and social potential;
- have access to learning material in appropriate media and technical devices; and
- develop confidence in their abilities, skill and future prospects.

Status:

Access

There are a total of 51 institutions for the disabled, all located in urban localities. Of these 51 institutions, 26 (50%) institutions offer primary level; 15 offer middle level; 8 offer high school level; and 2 offer up to higher secondary education (Table 3.42). The total enrolment in these institutions is 4,295 (with 65.75% boys and 34.25% girls). An overwhelming majority (86%) of students are enrolled in pre-primary and primary classes. Interestingly, despite a considerably higher enrolment of boys as against girls, the proportion of female teachers (55%) is slightly higher than that for male teachers (45%).

Table 3.42 Pakistan: Number of Institutions; Enrolment and Teachers for the Disabled

Level of Education	#of Institutions	Enrollment			Teachers		
		Boys	Girls	Total	Male	Female	Total
Pre-Primary	0	1349	660	2009			
Primary	26	1086	581	1667			
Middle	15	290	165	455			
High	8	83	50	133			
Higher Secondary	2	16	15	31			
Total	51	2824	1471	4295	155	192	347

Source: NEMIS; 2003-04; Islamabad.

Data on the distribution of these 51 centers show that most of them cater to the needs of the physically handicapped (Table 3.43). This is well in line with the high proportion of “physically handicapped” in total disabled population. The number of institutions for “hearing impaired” (13) and “mentally retarded” (12) are more than the number of institutions for “visually handicapped” (11), despite the slightly higher proportion of the latter in disabled population.

Table 3.43 Number of DGSE Centers for the Disabled by Provinces

Location	Hearing Impairment	Mental Retardation	Visual Impairment	Physically Handicapped	Total
Punjab	5	5	5	5	20
Sindh	2	2	3	3	10
NWFP	2	3	2	3	10
Balochistan	1	1	0	2	4
Islamabad	1	1	1	1	4
AJK	1	0	0	1	2
FANA	1	0	0	0	1
TOTAL	13	12	11	15	51

Source: DGSE; Islamabad 2008

Without accounting for the 12 institutions for the “mentally retarded”, most institutions offer education up to primary and middle levels.

Key Issues

One major gap in the National Policy, especially considering the population of Pakistan, is the absence of a stronger focus on the rural population and backward regions. There is an urgent need to address the issues related to disabled populations of rural and backward areas by providing special education and vocational centers, raising awareness about the problems and strengthening coordination among the various government and non-government agencies to solve these problems.

Another aspect requiring attention relates to disabled women, comprising 41.7% of the total disabled persons in the country. Given the cultural barriers preventing even normal women from accessing health facilities, the problem is even more pronounced with disabled women, with whom disability is a social stigma. Education, rehabilitation and medical assistance to such groups should be a specific and integral part of policy for the disabled.

A crucial oversight in the National Policy is the lack of emphasis on data collection on disabled persons. Though research and periodic monitoring is advocated, but there is no mention of a systematic statistics collection initiative. Without a regular system of regular information, planning and policy for the disabled can never be fully effective.

3.5 Non-formal Education

The “Unreached”- “Left-out” Adults, Youth & Children & the Need for Non-formal Education

Non-formal education is defined as “any organized educational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning-clienteles and learning objectives”.¹⁰

Non-formal education has certain characteristics: it is deliberately designed; is pragmatic and functionally related to needs resulting in low structure and short-term course. Focused towards functional change, non-formal education is flexible in nature.

In Pakistan, non-formal education is generally provided through:

- non-formal basic education community or “home schools”;
- adult literacy/functional literacy centres; and
- vocational/skill training centres/institutes;
- some “deeni madrassah” or religious schools.

In developing countries, where literacy rates are low and there is a shortage of formal primary schools, especially in remote and far-flung areas, adult literacy centers and non-formal schools have a significant role to play in improving the access to education. In Pakistan, especially with low rates of literacy and school enrolments, coupled with high drop out rates at the primary level, non formal system has a very important role to play in meeting the country’s education challenge. By complementing the formal system of education, which is inadequate to meet the needs of the population, non formal education can help in:

- enhancing the literacy rates through provision of education to out-of-school youth and illiterate adults;
- extending primary education to out-of-school and drop-out children; and
- improving the participation of girls, especially in remote and far flung areas.

More importantly, children who never attend school or who drop out before completing primary school are at risk of becoming child laborers and with limited skills, little numeracy or literacy, they are at risk of remaining poor all through their life. For these

¹⁰ As defined by Coombs, A.Qvila, D. & Win Purkey in “Helping relationship: Basic Concepts for the helping professions”; Allyn and Bacon; 1973; Boston. Cited in Rashid, M. “Non-formal Education” National Book Foundation; 1999; Rawalpindi..

children, a second chance of schooling is only possible through the non formal channel where school timings and teaching structures are flexible enough to suit their work schedules.

There are four main difficulties with current literacy and non-formal learning programme, which needs to be addressed. First, the quality of such programmes is variable as they are not regulated by some minimum quality standards. One reason for the often poor quality of the programmes is low quality of teachers, which is also not regulated. Second, a certification and accreditation regime is missing. There are no benchmarks or standards that can be used for assessing literacy programmes. As a consequence, it is difficult to link the certificate offered by these programmes to formal learning opportunities. Hence, graduates of these programmes find it difficult to enter into the formal sector. Third, current literacy programmes are also not well linked to employment opportunities. Fourth, literacy programmes are often found to be effective if there is a follow-up programme of reinforcement, which are lacking at present.

3.5.1 Adult & Youth Literacy

Importance of literacy can never be overestimated. Literacy translates into higher productivity in work life. Literate persons have higher participation rates in the labour force, are more likely to be entrepreneurs, and are more inclined to adopting new techniques of production. Learning achievements of children with literate parents are higher than those of children with illiterate parents. Also, there are social benefits of literacy: a pronounced impact on health e.g., a literate person is more likely to enjoy better health and incur less expenditures costs on health maintenance; literacy leads to higher participation in civic activities and democratic processes; and helps achieve greater social inclusiveness.

Status

Adult literacy (10+ years) rates are 58% for the overall population, with 69% for males and 46% for females (Table 3.44).

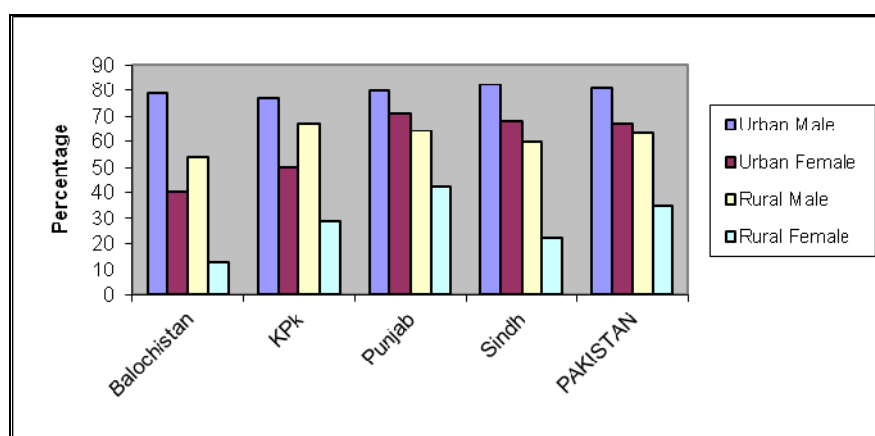
Table 3.44 Adult (10+years) Literacy Rates

	Balochistan	KPk	Punjab	Sindh	PAKISTAN
Total	41	50	60	59	58
Male	60	68	70	71	69
Female	19	33	51	46	46

Source: PSLMS 2010/11

Variations across provinces, urban rural residence and male-female rates show that urban males are the most literate (Figure 3z). While in Balochistan and KPk, urban females have a lower literacy rate than rural males, but in Punjab and Sindh urban females have a higher literacy rate than men in rural areas.

Figure 3z: Adult Literacy Rates (10+ yrs) by Province, Sex and Location



At present, at the federal level, the Projects Wing of the Ministry of Education, under its project, “Improving Human Indicators” 2009-11/12 and, in collaboration with provincial departments, is supporting the National Commission on Human Development (NCHD) in implementing the adult literacy programme in the country. The programme has 417,197 literacy learners enrolled in 16,777 centres established for the purpose.

Table 3.45: NCHD Literacy Centres and their Enrolments

Province	Target Centres	Established Literacy Centres	Enrolled Learners
Sindh	5370	4151	104660
NWFP	4380	3310	87168
Punjab	5670	5670	142615
Balochistan	2580	3310	81168
FATA	692	96	2112
FANA	420		
AJ&K	600	240	5474
ICT	30		
PAKISTAN	19742	16777	417197

Source: NCHD; March 2010

Literacy Policy

The Non-Formal Basic Education (NFBE) was initially launched in the 1950s, under the adult literacy programmes. During 1970s, the concept was more vigorously pursued but the results were not encouraging. Over the years, several non-formal literacy programmes were launched such as the Village AID Programme (1953), Literacy Programmes under Basic Democracies (1964-69), Experimental Pilot Projects (1977-78), National Literacy Programme (1985-86), Iqra Pilot Programme (1987), Nai Roshni Schools (1987-89) and the Quranic Literacy Project (1992-94) but these suffered from lack of political

commitment, adequate financial support, weak implementation structures and absence of effective supervision and monitoring. There was also an absence of any institutional linkage between non-formal basic education programmes and formal education programmes.

The National Education Policy (2009) specifically addressed literacy and developed a set of policy actions to improve literacy rates in the country. These actions include the following:

1. Government shall develop a national literacy curriculum and identify the instructional material and professional development programmes to support the curriculum. The curriculum shall be objective driven, so as to facilitate assimilation of trainees into mainstream economic activity.
2. Government shall develop and enforce minimum quality standards for organisations involved in literacy in the form of literacy certification and accreditation regime. The literacy providers shall be required to offer the literacy programmes according to the specified standards.
3. A system shall be developed to mainstream the students in non-formal programmes between the ages of 11 and 16 into public education system, and a system of equivalence shall be developed to permit such mainstreaming. New literates shall receive formal certification so as to facilitate their entry into government schools.
4. Linkages of non-formal education with industry and internship programmes shall be developed to enhance economic benefits of participation.
5. Horizontal linkages between schools and vocational/skills training centres shall be established.
6. Government schools shall initiate non-formal education stream for child labourers. Children involved in various jobs or work shall be brought within the ambit of non-formal education system with need-based schedules and timings.
7. Special literacy skills programmes shall target older child labourers, boys and girls (14 to 17 years). Special educational stipends shall be introduced to rehabilitate child labourers.
8. Arrangements shall be made to use school buildings for adult literacy after school hours.
9. Government shall develop guidelines for post-programme initiatives. Regular follow-up shall be made a part of the literacy programs.
10. Steps shall be taken to ensure that teachers for adult learners and non-formal education are properly trained.
11. Community and private sector involvement in awareness programmes, content, design and availability of facilities, shall be mobilised.

Similar to primary and middle school education, literacy, too, is positively correlated to income, urban as against rural residence and male gender (Table 3.46).

Table 3.46: %Literacy Rates Class, Urban-Rural Residence and Sex

Income Bracket	URBAN			RURAL		
	Male	Female	Both	Male	Female	Both
PAKISTAN	80	63	71	64	34	48
1st Quintile	54	35	44	45	17	31
2nd Quintile	64	46	55	68	23	40
3rd Quintile	73	54	64	66	35	50
4th Quintile	82	65	74	73	44	58
5th Quintile	93	81	87	83	57	70

Source: PSLMS 2007/08

3.5.2 Non Formal Basic Education

Policy

In 1995, a project on the non-formal basic education schools (NFBES) was designed to play a key role in enhancing the present primary participation rates and reducing future illiteracy. These “home schools”, managed by a single teacher within his/her home, offer the formal school primary course in areas where either regular schools are non-existent or where the enrolment rates are low. By 1998, there were 7,000 NFBES established. Under the Education Sector Reforms (ESR: 2001-06), the establishment of 30,000 new NFBES was planned for 2001-05, while another 15,000 were to be opened during 2005-06. These 45,000 non-formal education schools were to enroll over 900,000 out-of-school children. However, these targets could not be attained and the project was re-vamped in 2007 when its 9,267 schools were handed over to the National Education Foundation.

The National Education Foundation (NEF), an autonomous organization of the Ministry of Education, Government of Pakistan, is presently promoting basic education through the non formal Basic Education Community Schools (BECS) Project, formerly the non formal basic education “home” schools (NFBES) project. Currently, there are 14,944 schools – almost 7,000 schools being run with the help of 268 NGOs and the remaining 8,000 schools by NEF itself.

In KPk, there are 1,764 NFBE schools, with 61 run by male teachers and 1,703 run by female teachers. Total enrolment is 72,441 students, of which 48,258 are girls and 24,183 are boys. In FATA, there are 1,166 NFBE schools, with 945 run by male teachers and 221 run by female teachers. Enrolment is 48,572 students with 32441 boys and 16131 girls.

Table 3.47: NEF Non Formal Basic Schools

	# NFBE Schools	# Teachers		# Students		
		#male	# female	Total	#boys	#girls
Punjab	6465	209	6256	262744	107825	154919
Sindh	2075	757	1318	78522	34389	44133
NWFP	1764	61	1703	72441	24183	48258
FATA	1166	945	221	48572	32441	16131
Balochistan	1284	543	741	41109	22092	19017
Gilgit-Baltistan	303	157	146	8746	4505	4241
AJ&K	223	34	189	10214	4938	5276
ICT	323	6	317	12129	6073	6056

Note: Information available on 13,603 schools
Source: National Education Foundation 2009/10

The Ministry of Social Welfare under their Pakistan Bait-ul-Maal (PBM) programme is running 158 Non-Formal Education Centers for the child laborers, across Pakistan. Presently, they have 18,000 former child labourers enrolled in these centers where free primary education is being offered. After completion of the primary education, the PBM will continue to provide financial support as long they wish to pursue their education.

Besides these, there are several private and non government organizations all over the country which are operating non formal basic education schools for children.

Status:

Access

There are a total of 15,886 non formal basic education schools in the country (Table 3.48). Disaggregation by sex of these institutions is not reported. Of the 668,026 students, 56% are girls.

Tabl 3.48: Non Formal Basic Education Institutions and Enrolments

	Total	Boys	Girls	Mix
#Institutions	15886	na	na	na
Enrolments	668,026	44%	56%	

Source: Pakistan Education Statistics; AEPAM; 2008/09

Key Issues in Non Formal Basic Education

Key issues in non formal basic education include:

- i. Lack of institutionalization of non formal basic education as education

- departments are reluctant to accept non formal basic education.
- ii. Teachers are often not qualified nor properly trained;
 - iii. There are often delays in provision of textbooks and other learning materials to the individual schools;
 - iv. Given the informal nature of “school” environment, students/parents often display lack of interest/motivation;
 - v. There are often complaints of delayed payments to the teachers.
 - vi. There is an absence of monitoring and supervision by the responsible NGO or other organization.

3.5.3 Deeni Madrassahs or Religious Schools

In Pakistan, *deeni madaris* or religious educational institutions are confined to teaching of traditional theological subjects. These are based mostly on voluntary contributions of financial and labour resources. These institutions suffer from unqualified and untrained teachers, lack of teaching aids and teaching materials. The Government of Pakistan, under the Education Sector Reforms (ESR) is striving to mainstream Madrassahs by introducing science, mathematics and computers. This urgent need to improve these institutions is due to the powerful role these can play in imparting basic education, besides enhance their potential of producing scholars, well-versed in the tenets and concepts of the religion.

Islamic education institutions in Pakistan embody many good qualities that are lacking in the formal modern school system:

- Given the presence of a mosque in every nook and corner of the country, including rural and far flung areas, *Madrassahs* have a wide outreach;
- Being firmly embedded in the fabric of society and culture, *madrassahs* enjoy community ownership and participation; *madrassahs* enjoy respect and confidence of the parents and elders;
- Functioning within a non-formal system of education, *madrassahs* are flexible in timing, duration of course and assignments and as such can attract more students than the rigid formal system;
- There is a strong element of volunteerism in these institutions; and

Most students (55% boys and 76% girls) enrolled in *madrassahs* are in *Nazra* grade i.e. for aged 5-9 years, which is the age for primary school.

An improvement in the quality of education in *madrassahs* through introduction of updated curriculum, modern teaching and learning aids and training of teachers can go a long way in tapping this potential source of education, especially at the primary level, which can help Pakistan attain its key goal of universal primary education.

Spread over a time span of 16 years, the educational programme offered by religious educational institutes in Pakistan comprises six levels:

- (i) Nazra (primary);
- (ii) Hifz (middle);
- (iii) Tajvidh (secondary);
- (iv) Tehtani (higher secondary);
- (v) Moquf-Alaih (bachelor); and
- (vi) Alamia (university).

Well-planned and adequately resourced interventions and reform strategies do work in achieving an acceptable convergence between traditional theological and modern education. Studies on Islamic education in a number of countries including Indonesia, Morocco, Senegal, Iran and Egypt reveal that traditional Quranic schools/madrassahs can be re-structured, particularly in the area of curriculum and teacher training, and integrated into the formal school system.

In Egypt, educational modernization has kept pace with that of ideological, economic, political and social aspects of modernization. The most remarkable achievement has surely been in the modernization of the historical Islamic University of Al-Azhar where changes have been introduced without resort to extremity or mistrust, but by striking a willing chord between the religious classes and the modernists.

As UNESCO has been associated with some of these interventions in the Islamic world, it seems well placed to take the lead in efforts aimed at improving the madrassahs' system of education in Pakistan

Status:

Access

There are 12,599 *deeni madrassahs* in the country with an estimated total enrolment of over 1.6 million students, mostly males (Table 3.49).

Table 3.49: Number of Deeni Madrassahs and Enrolments

	Total	Boys	Girls	Mix
<i>#Deeni Madrassah</i>	12599	34%	16%	50%
<i>Enrolments</i>	1,652,480	62%	38%	

Source: Pakistan Education Statistics; AEPAM; 2008/09

Chapter 4 Pakistan and the International Commitments (EFA/MDGs): Achievements and Shortfalls

The Degree of Progress achieved so far in the relevant Education Indicators

The present status of Pakistan in the EFA Development Index (EFI: 2008) is not very encouraging. Of the 127 countries assessed, Pakistan has a rank of 119, with only eight countries below it. In particular, it falls very low (ranked 123) in net primary enrolment rate.

Table 4.1 Ranking of Selected Countries on the EFA Development Index

	EDI	Net Enrolment Rate	Adult Literacy	Gender-specific EFA Index (GEI)	Survival rate till Grade 5.
Bangladesh	112	100	115	95	121
India	107	61	111	108	114
Pakistan	119	123	118	119	111
Japan	1	1	28	1	19
Switzerland	7	21	1	36	19
UAE	46	27	76	25	1

Note: Countries with top ranking in various EDI indicators appear in shaded area

Source: EFA Global Monitoring Report 2011; UNESCO

Given the high level of similarity between the EFA goals and education MDGs - in fact, EFA goals can be termed as a sub-set of MDGs (as MDGs represent a broader spectrum including poverty, employment, health, environment, etc.), the progress so far achieved in implementing the international commitments to education can be assessed by reviewing the change which may have taken place in a set of common indicators.

According to popular literature on the EFA¹¹ and MDGs¹², the set of common indicators includes:

- (a) Net primary enrolment rates - to reflect move towards Universal Primary Education;
- (b) Completion/survival rates till grade V - as proxy for quality of education;
- (c) Adult literacy rates;
- (d) Gender Parity in primary education;
- (e) Gender parity in secondary education;

¹¹ EFA Development Index (EDI) is based on UPE; Adult Literacy; Gender specific EDI; and Completion rates as proxy for quality of education

¹² MDG Reports typically base their analyses on net primary enrolment rates; completion/survival rates; adult literacy rates; and gender parity in primary & secondary enrolments and in youth literacy.

(f) Youth (15-24 years old) literacy gender parity.

(i) Net primary enrolment rates

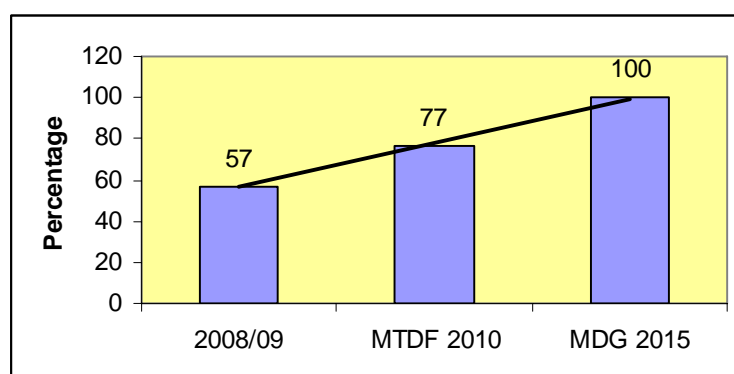
Progress in net primary enrolments during the past five years has occurred at an average rate of 1% per year (Table 4.2). At a slightly higher pace, unless massive changes take place in the education sector, the net enrolment rate is not expected to exceed 70% - even lower than what was targeted for 2010 by the MTFD.

Table 4.2 Net Primary Enrolment Rates 2001/02-2008/09

	2001/02	2004/05	2005/06	2006/07	2007/08	2008/09	MTDF Target 2010	MDG Target 2015
Net Primary Enrolment (%)	42	52	53	56	55	57	77	100

Source: PIHS 2001/02; and PSLMS various issues

Figure 4a: Universal Primary Education (UPE): NER Path to Meeting EFA and MDG

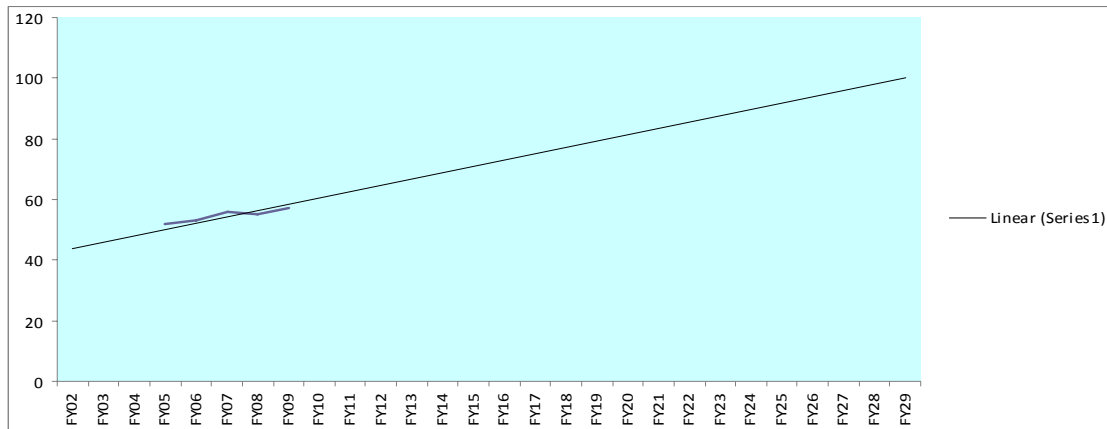


The average net primary enrolment of 57% is for the country as a whole, with wide discrepancies across gender (Figure 2b). These range between the highest enrolment rate (64%) for boys in Punjab to the lowest (36%) for girls in Balochistan (Figure 2b).

Projecting the present trend linearly, the net primary enrolment is likely to reach 100% in another 20 years i.e., by year 2029. By 2015/16, it will reach almost 75% (Figure 4aa).

For Balochistan, estimates predict that universal primary enrolment would be achieved by 2027; for Sindh by 2066; and 2022 for Punjab.

Figure 4aa: Linear Projection on the basis of Present Trend for Net Primary Enrolment



(ii) Completion/Survival Rate till Grade V

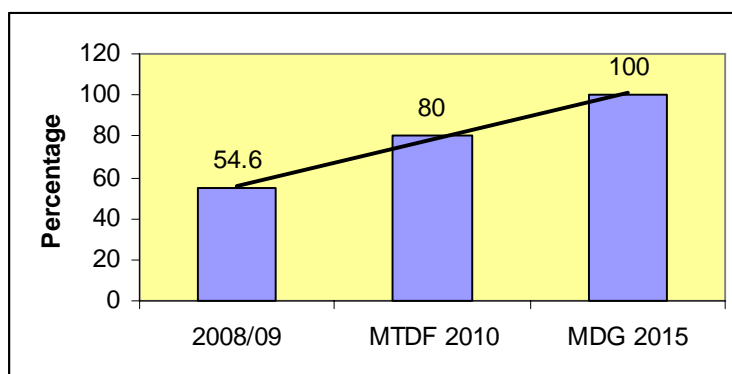
Completion/survival rates to Grade V slipped during the past five years – from 67% in 2004/05 and 72% in 2006/07 to 54.6% in 2008/09 (Table 4.3). With some improvements in poverty levels and assuming that huge investments in good quality education take place in the very near future, this can be expected to increase, at least to 80% - the MTFD target for 2010.

Table 4.3 Completion/Survival Rates till Grade V: 2001/02-2008/09

	2001/02	2004/05	2005/06	2006/07	2007/08	2008/09	MTDF Target 2010	MDG Target 2015
Completion/Survival rate till Grade V	57.3	67.1	72.1	54.7	52.3	54.6	80	100

Source: PIHS 2001/02; and PSLMS various issues

Figure 4b: Completion/Survival Rate upto Grade V: Path to Meeting EFA and MDG



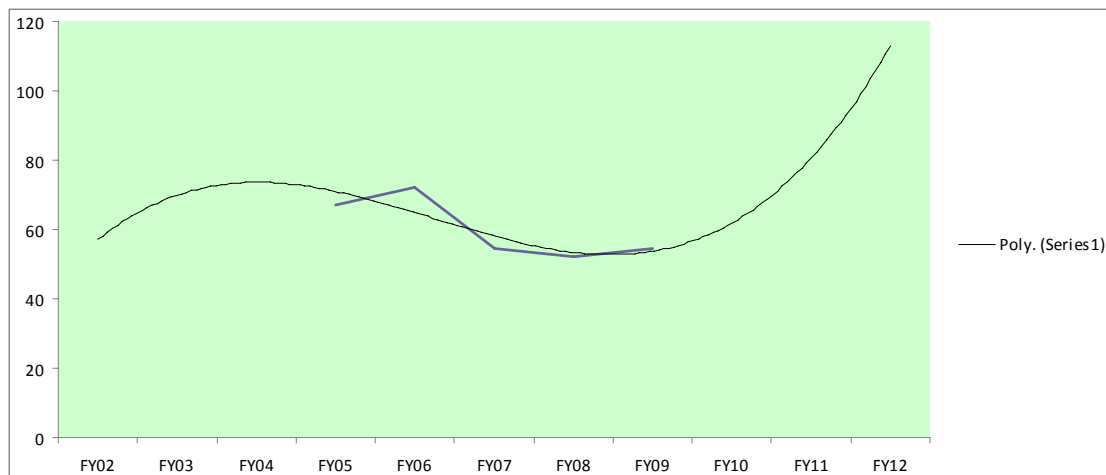
In 2008/09, statistics reveal equal completion/survival rates for both boys and girls. In 2001/02 and till 2005/06, the completion/survival rates for girls were higher than those for boys (Figure 4c).

Figure 4c: Completion/Survival Rate upto Grade V by Gender



As completion/survival rates do not display a steady linear trend, polynomial (to the power 3) projections were made to capture the vacillating nature of the data. The projections suggest that completion rates can reach 100% by the year 2012 *if they follow a polynomial trend* (Figure 4cc). [Projections on the basis of a linear trend follow a declining path].

Figure 4cc: Polynomial Projection on Present Trend for Completion/Survival rates



Estimates suggest that Sindh will achieve 100% survival rates by 2015; Balochistan by 2029 and Punjab by 2030.

(iii) Adult Literacy Rates

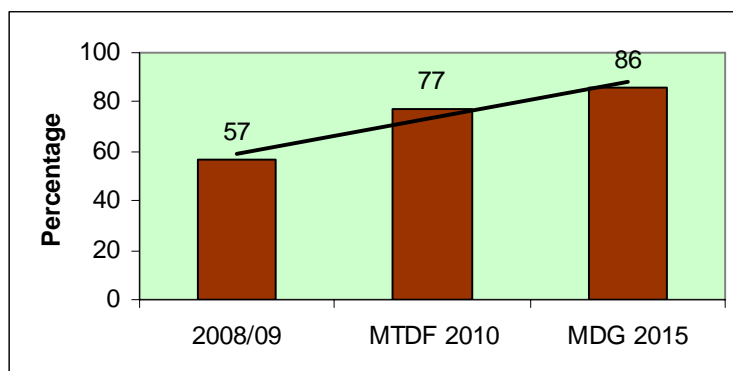
Similar to net primary enrolment rates, adult literacy rates (for 10+ years old) moved at a slow pace of almost 1% per annum in the past five years (Table 4.4). At this rate, with more efforts, it is expected to reach a level of not higher than 65%, even below the MTDF 2010 target of 77%.

Table 4.4: Adult Literacy Rates: 2001/02-2008/09

	2001/02	2004/05	2005/06	2006/07	2007/08	2008/09	MTDF Target 2010	MDG Target 2015
Adult (10+years) Literacy Rate	45	53	54	55	56	57	77	86

Source: PIHS 2001/02; and PSLMS various issues

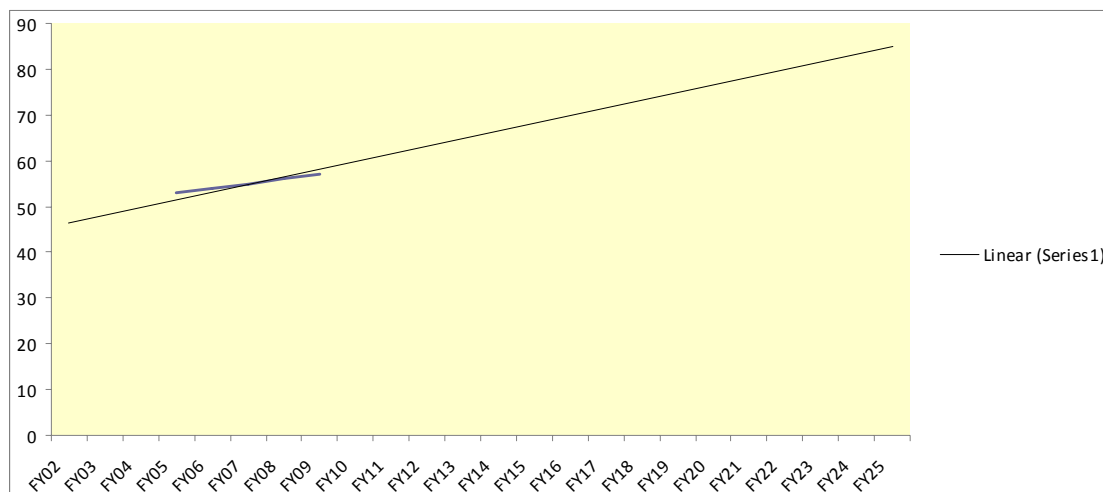
Figure 4d: Adult Literacy Rate: Path to Meeting EFA and MDG



Projecting the present trend linearly, the adult literacy rate is likely to reach 86% in another 14 years i.e., by year 2025. By 2015/16, it will reach almost 70% (Figure 4dd).

For Balochistan, a target adult literacy rate of 66% will be reached by 2046. For Sindh, the EFA target of 86% will be reached 2037 and by 2017 in Punjab.

Figure 4dd: Linear Projection on the basis of Present Trend for Adult Literacy Rate



(iv) Gender Parity in Primary Education

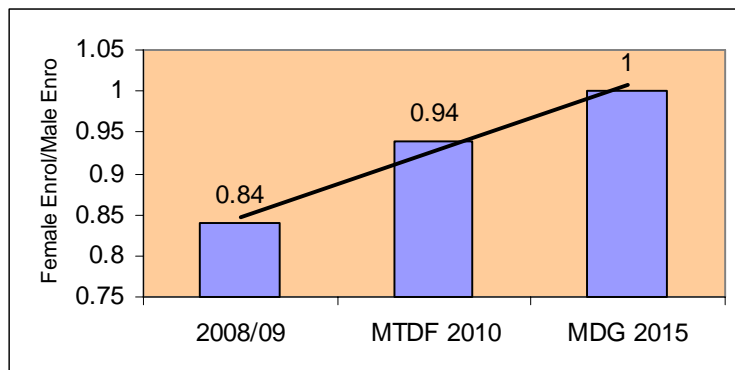
At a value of 0.84, gender parity index for primary education has hardly moved over the past five years (Table 4.5). Though fairly close to the target, this index may reach its target by 2015 – irrespective that the primary enrolment rates may remain fairly low e.g. in KPK, net enrolment rates of only 58% for boys and 45% for girls yields a gender parity index for primary education of about 0.8.

Table 4.5: Gender Parity Index (GPI) Primary Education: 2001/02-2008/09

	2001/02	2004/05	2005/06	2006/07	2007/08	2008/09	MTDF Target 2010	MDG Target 2015
Gender Parity Index (GPI) in Primary Education	0.82	0.85	0.85	0.81	0.85	0.84	0.94	1

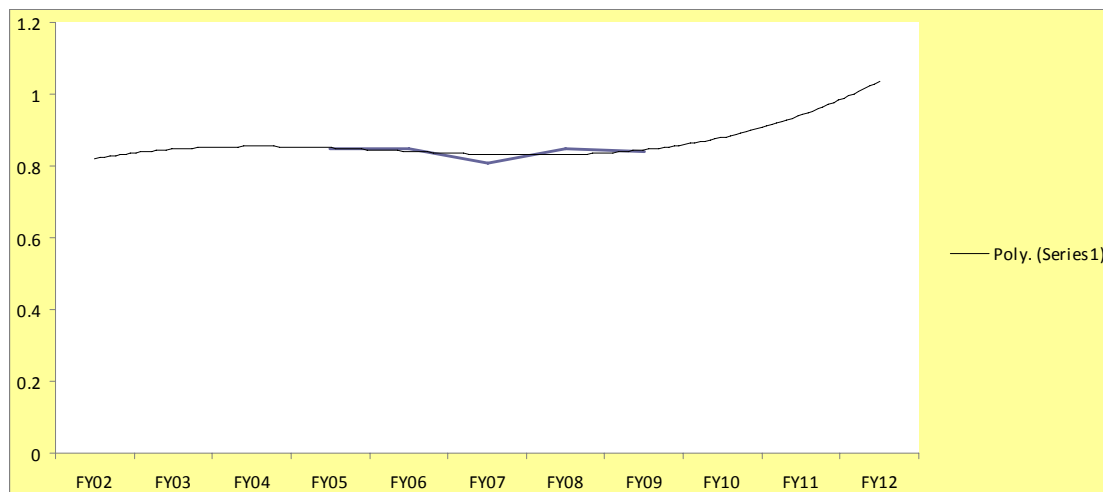
Source: PIHS 2001/02; and PSLMS various issues

Figure 4c: GPI Primary Education: Path to Meeting EFA and MDG



As gender parity index for primary education did not display a steady linear trend, polynomial (to the power 1) projections were made to capture the vacillating nature of the data. The projections suggest that the index will reach a value of 1 by the year 2012 *if it follows a polynomial trend* (Figure 4ee).

Figure 4ee: Polynomial Projection on Present Trend for GPI Primary Education



Estimates for Balochistan show that the gender parity index, a composite index for both primary and secondary education, will attain a value of 1 by 2035. For Sindh, the target for primary GPI would be met by 2163; and in 2017 in Punjab.

(v) Gender Parity in Secondary Education;

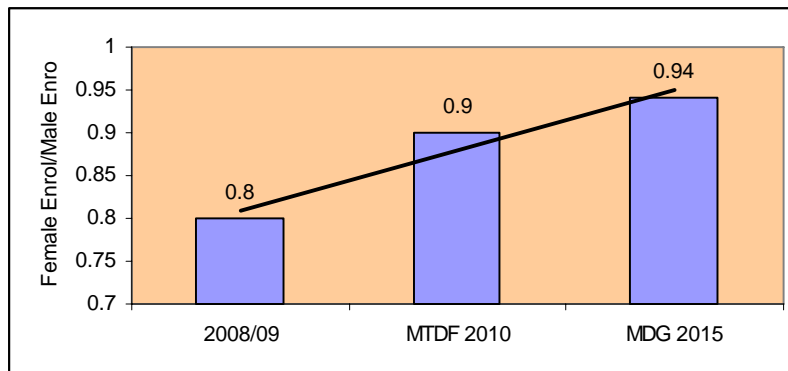
Similar to the gender parity index for primary education, the gender index for secondary education has not changed during the past five years (Table 4.6). With its level fairly close to the target, it is possible that the target may be achieved by 2015.

Table 4.6: Gender Parity Index (GPI) Secondary Education: 2001/02-2008/09

	2001/02	2004/05	2005/06	2006/07	2007/08	2008/09	MTDF Target 2010	MDG Target 2015
Gender Parity Index (GPI) in Secondary Education	0.75	0.83	0.84	0.8	0.8	0.8	0.9	0.94

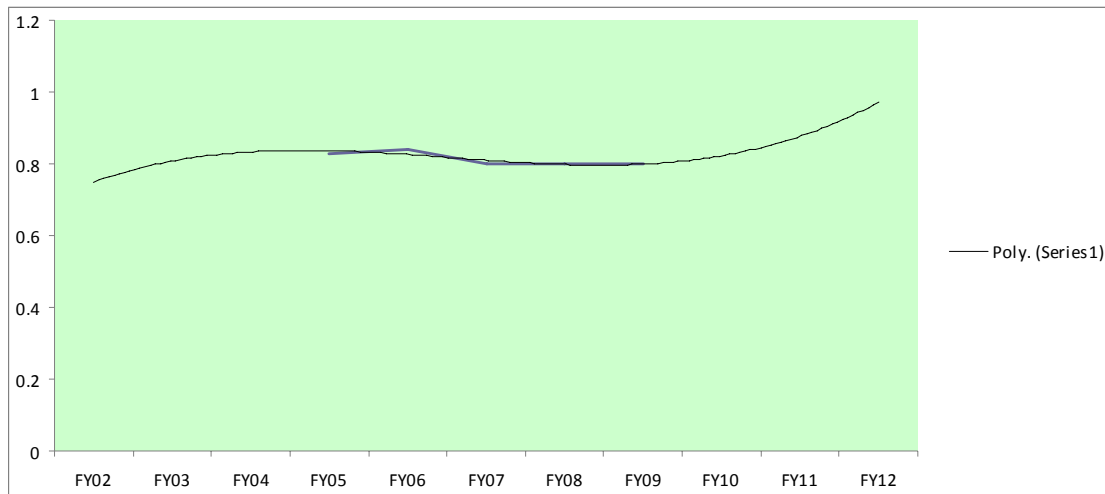
Source: PIHS 2001/02; and PSLMS various issues

Figure 4f: GPI Secondary Education: Path to Meeting EFA and MDG



As gender parity index for secondary education did not display a steady linear trend, polynomial (to the power 1) projections were made to capture the vacillating nature of the data. The projections suggest that the index will reach a value of 1 by the year 2012 *if it follows a polynomial trend* (Figure 4ff). [Projections on the basis of a linear trend follow a declining path].

Figure 4ff: Polynomial Projection on Present Trend for GPI Secondary Education



GPI target of 1 for secondary education is likely to be met by 2043 in Sindh. It will reach 0.94 by 2013 in Punjab.

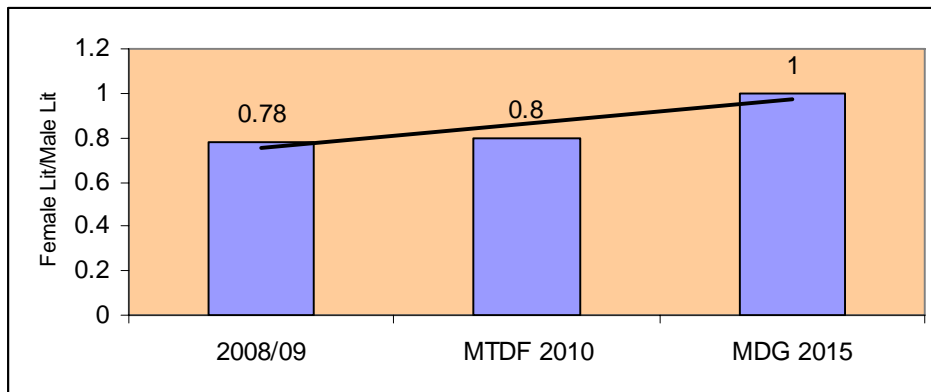
(vi) Youth (15-24 years old) Literacy Gender Parity

The gender parity index for youth literacy has advanced steadily over the past five years (Table 4.7). It has, undoubtedly, achieved the MTFD 2010 target of 0.8 and as such may progress satisfactorily towards its MDG target in the next five years.

Table 4.7: Gender Parity Index (GPI) in Youth Literacy: 2001/02-2008/09

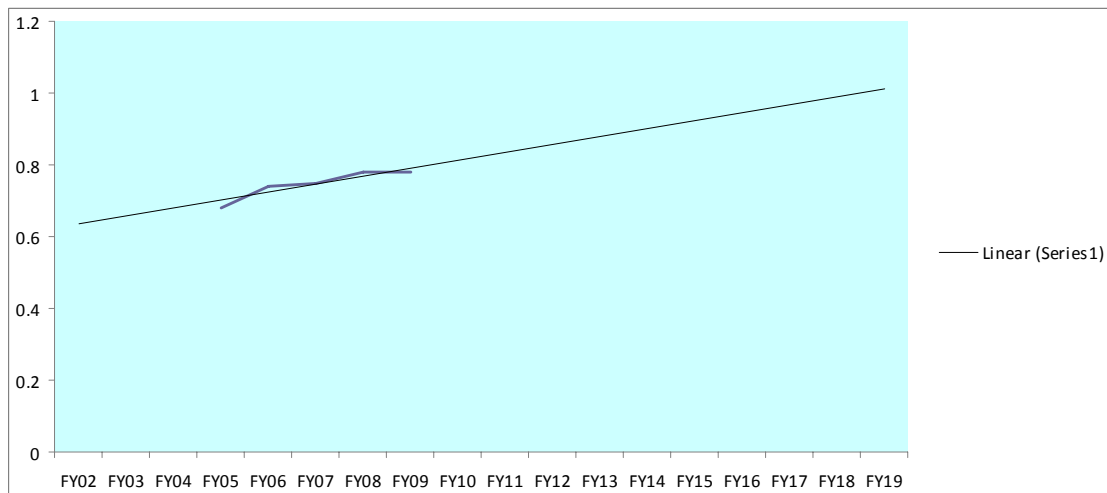
	2001/02	2004/05	2005/06	2006/07	2007/08	2008/09	MTDF Target 2010	MDG Target 2015
Youth Literacy Gender Parity Index	0.64	0.68	0.74	0.75	0.78	0.78	0.8	1

Figure 4g: Youth Literacy Gender Parity Index: Path to Meeting MDG



Projecting the present trend linearly, the youth literacy gender parity index is likely to reach a value of 1 in another 7 years i.e., by year 2019. By 2015/16, it will reach almost 0.9 (Figure 4gg).

Figure 4gg: Linear Projection on Present Trend for GPI Youth Literacy



In Sindh, GPI target for youth literacy is expected to be met by 2060. In Punjab, it is likely to be attained by 2017

Summary of Progress

	Will Target be Reached?			State of Supportive Environment		
	Definitely	Probably	Unlikely	Strong	Fair	Weak
Achieve Universal Primary Enrolment by 2015			*		*	
Completion/Survival Rate to Grade V			*		*	
Adult Literacy			*			*
Gender Parity in Primary Education		*			*	
Gender Parity in Secondary Education		*			*	
Gender Parity in Youth Literacy		*			*	

Chapter 5 Public Sector Budgetary Education Allocations/Expenditures

Total budgetary allocations to education in 2011/12 amounted to Rs. 195.76 billion (Table 5.1). This represented an increase of 10.9% over the allocation in the previous year and 19.5% increase over the revised allocations in 2010/11.

Table 5.1: Budgetary Allocations* to Education
(Rs million)

	2010/11 Budget	2010/11 Revised	2011/12 Budget
Balochistan	19,607	19,686	22,044
KPk	20056	18,576	24,894
Punjab	55483	44082	62,041
Sindh	25708	26,199	32,310
Federal	55,666	55181	54,475
NATIONAL	176,520	163,724	195,764

*excludes district allocations to education, except for Balochistan which includes district allocations as well

Source: Budget Documents 2011/12

As percentage of total budgetary allocations, the share of education has remained around 5% (Table 5.2). In this context, there are hardly any variations across provinces with 8% in Sindh, 9% in Punjab and 11% in KPk. However, Balochistan shows an 18% share of education but this includes district allocations as well.

Table 5.2: Education Allocations as % Provincial Total Allocations
(%)

	2010/11 Budget	2010/11 Revised	2011/12 Budget
Balochistan	18%	19%	18%
KPk	10%	9%	11%
Punjab	10%	8%	9%
Sindh	7%	8%	8%
Federal	2%	2%	2%
NATIONAL	5%	4%	5%

Source: Budget Documents 2011/12

Most recent statistics for actual education expenditures are available for year 2009/10 (Table 5.3). Inclusive of district expenditures on education, the total national amount increased from 187.65 billion in 2007/08 to Rs 259.5 billion in 2009/10, reflecting a growth of almost 38% over the three-year period. The highest increase was recorded in KPk (68%), closely followed by Balochistan (60%) and then equal rise in Punjab (41%) and Sindh (41%); federal expenditures on education increased by only 10% during 2007/08-2009/10.

As percentage of GDP, education expenditures were 1.8% in 2007/08; 1.9% in 2008/09 and 1.7% in 2009/10.

Table 5.3 Actual* Education Expenditures
(Rs million)

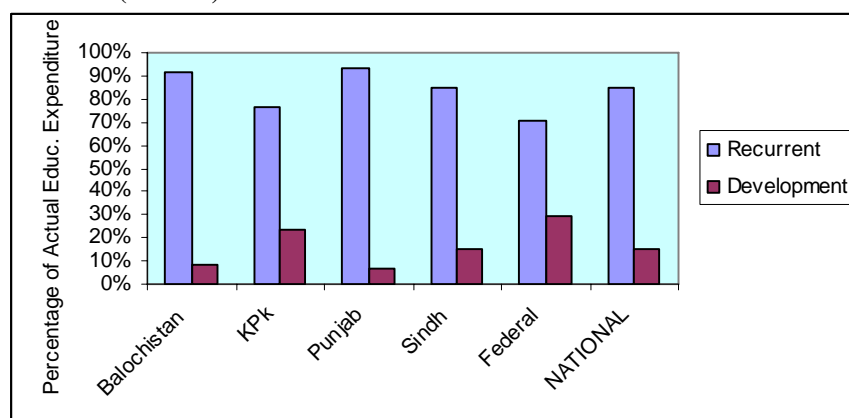
	2007/08	2008/09	2009/10
Balochistan	7,496	9,476	11,926
KPk	24,307	33,641	40,885
Punjab	76,159	103,979	107,319
Sindh	37,452	48,875	52,955
Federal	42,242	44,407	46,440
NATIONAL EDUCATION EXPENDITURE	187,656	240,378	259,525
GDP	10242799	12723987	14836536
Educ Exp as % of GDP	1.8%	1.9%	1.7%

* Includes education expenditures of the districts

Source: Ministry of Finance; Govt. of Pakistan.

The bulk (90%) of education expenditures is spent on recurrent heads, mainly salaries of teachers and non-teaching staff (figure 5a). A small proportion was spent on development activities.

Figure 5a Distribution of Actual Education Expenditures by Recurrent & Development Heads
(2009/10)



BALUCHISTAN

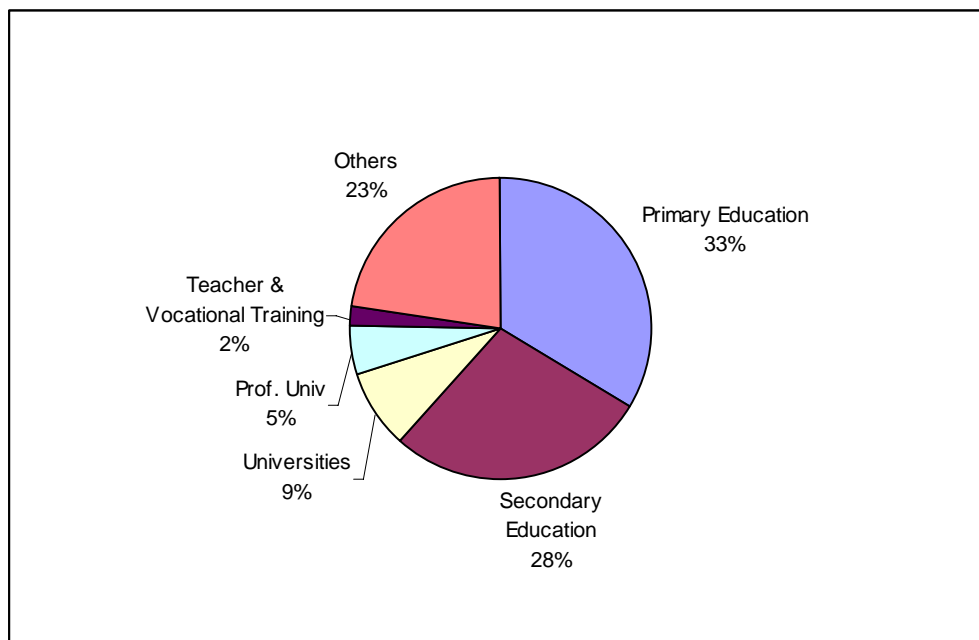
In Balochistan, while the actual education expenditures have increased steadily over the past six years, the share of education in total provincial expenditures has mostly remained around 15%, rising to 17% in 2009/10 (Table 5.3).

Table 5.3 Balochistan: Actual Education Expenditures & Share in Total Provincial Expenditures (2009/10)

	(Rs million)					
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Total Education Expenditure	5,842	6,086	7,223	7,496	9,476	11,926
<i>Current</i>	5,001	5,519	6,611	7,072	8,760	10,955
<i>Development</i>	841	567	612	424	716	971
Share of Education in Total Expenditure	13.4%	15.2%	14.9%	13.5%	15.0%	17.4%

Primary education is the single most important sub-sector of education, enjoying a share of 33% in total education spending (Figure 5b). This is followed by secondary education (28%) and then tertiary education (16%).

Figure 5b: Balochistan: Distribution of Actual Education Expenditures by Sub-Sectors (2009/10)



KHYBER PKHTOONKHWA

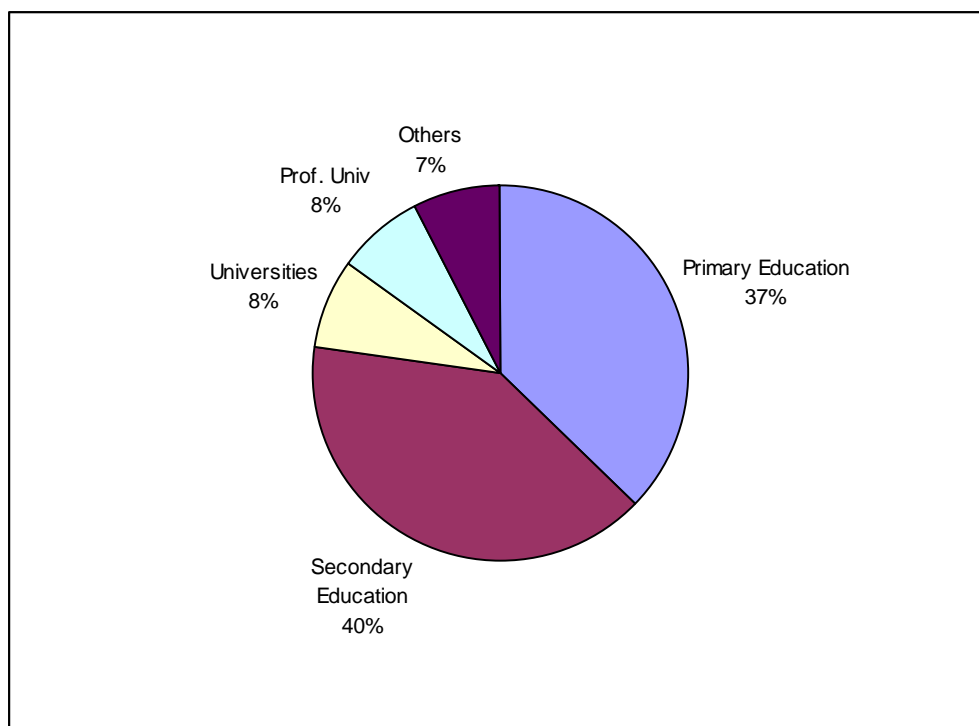
In KPk, while the actual education expenditures have increased rapidly over the past six years, the share of education in total provincial expenditures has not registered any substantial increase- in fact, it slipped from 26% in 2004/05 to 18.7% in 2006/07 and then again from 24.2% in 2008/09 to 21.9% in 2009/10 (Table 5.4).

Table 5.4 KPk Actual Education Expenditures & Share in Total Provincial Expenditures (2009/10)
(Rs million)

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Total Education Expenditure	14,397	18,355	19,447	24,307	33,641	40,885
<i>Current</i>	13,573	17,231	17,854	22,069	26,514	31,185
<i>Development</i>	824	1,124	1,593	2,238	7,127	9,700
Share of Education in Total Expenditure	25.9%	22.9%	18.7%	19.8%	24.2%	21.9%

In KPk, in the context of expenditures, secondary education (40%) was the single most important sub-sector (Figure 5c). This was followed by primary education (37%) and tertiary education (16%). There was no expenditure on teacher and vocational training.

Figure 5c: KPk: Distribution of Actual Education Expenditures by Sub-Sectors (2009/10)



PUNJAB

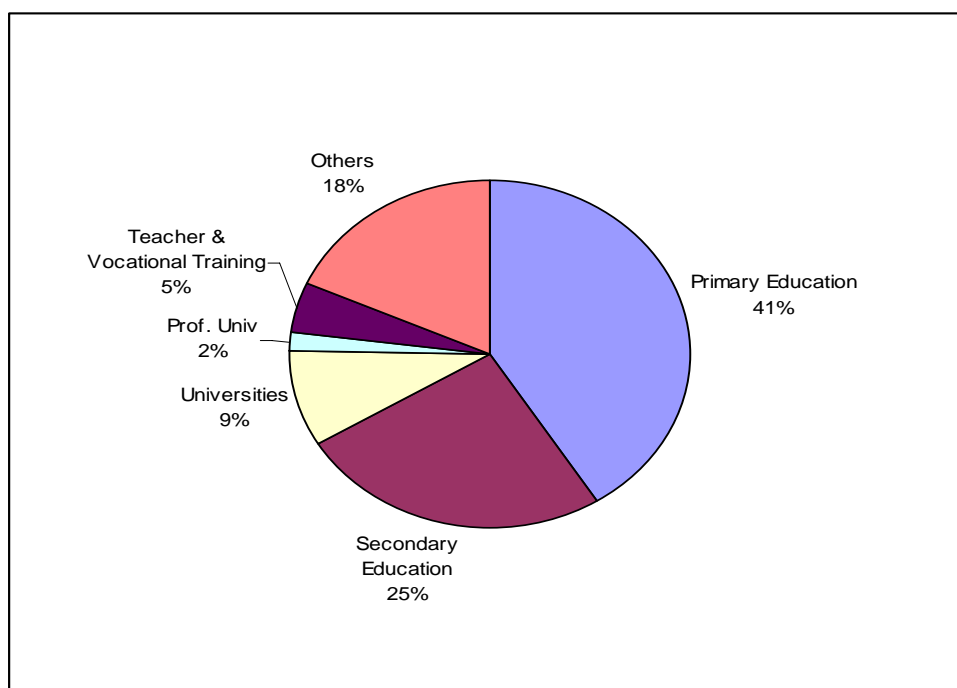
In Punjab, while the actual education expenditures have increased steadily over the past six years, the share of education in total provincial expenditures, too, has remained high and steady, ranging between 22.4% and 27.8% of the total provincial expenditures (Table 5.5).

Table 5.5 Punjab Actual Education Expenditures & Share in Total Provincial Expenditures (2009/10)

	(Rs. Million)					
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Total Education Expenditure	50,581	55,903	71,353	76,159	103,979	107,319
<i>Current</i>	43,647	52,288	63,140	71,780	96,220	100,151
<i>Development</i>	6,934	3,615	8,213	4,379	7,759	7,168
Share of Education in Total Expenditure	27.8%	24.7%	22.9%	22.4%	25.6%	24.0%

Primary education (41%) remained the most important sub-sector, with secondary education (25%) as the next in priority (Figure 5d).

Figure 5d: Punjab: Distribution of Actual Education Expenditures by Sub-Sectors (2009/10)



SINDH

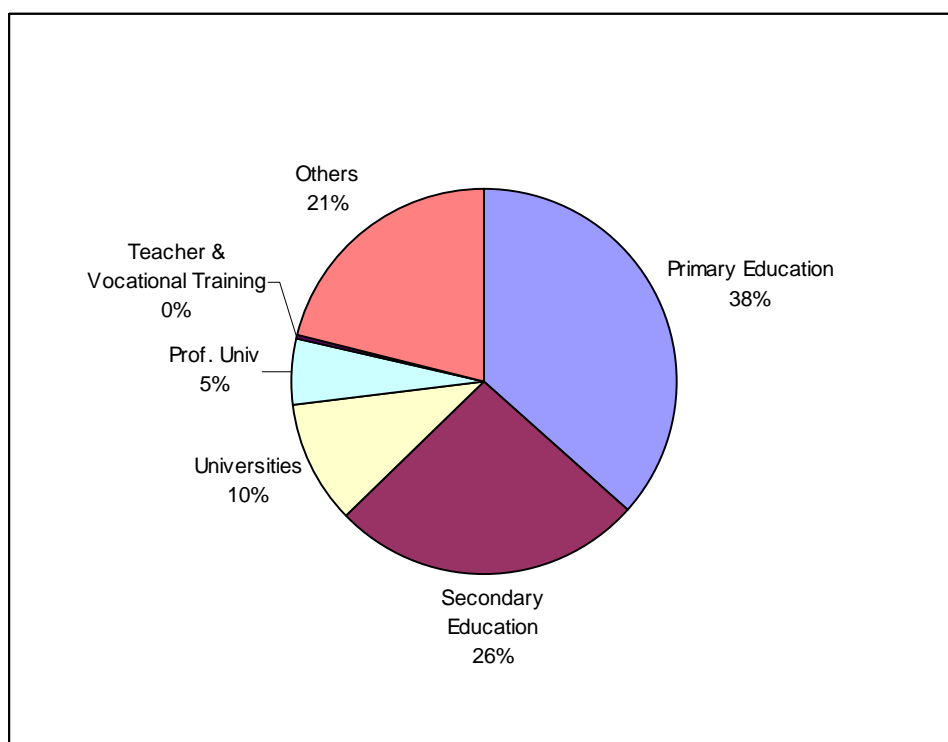
Education expenditures in Sindh have been rising steadily in the past six years but its share in the total provincial expenditures has remained more or less constant (Table 5.6).

Table 5.6 Sindh. Actual Education Expenditures & Share in Total Provincial Expenditures (2009/10)
(Rs. Million)

	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Total Education Expenditure	20,641	27,600	23,221	37,452	48,875	52,955
<i>Current</i>	20,110	25,244	20,051	31,221	40,036	44,745
<i>Development</i>	531	2,356	3,170	6,231	8,839	8,210
Share of Education in Total Expenditure	19.9%	21.8%	16.4%	21.6%	23.1%	22.4%

Primary education enjoyed top priority, with 38% of the education expenditures being spent on it, followed by secondary (26%) and tertiary (15%) education (Figure 5e).

Figure 5e: Sindh: Distribution of Actual Education Expenditures by Sub-Sectors (2009/10)



FEDERAL

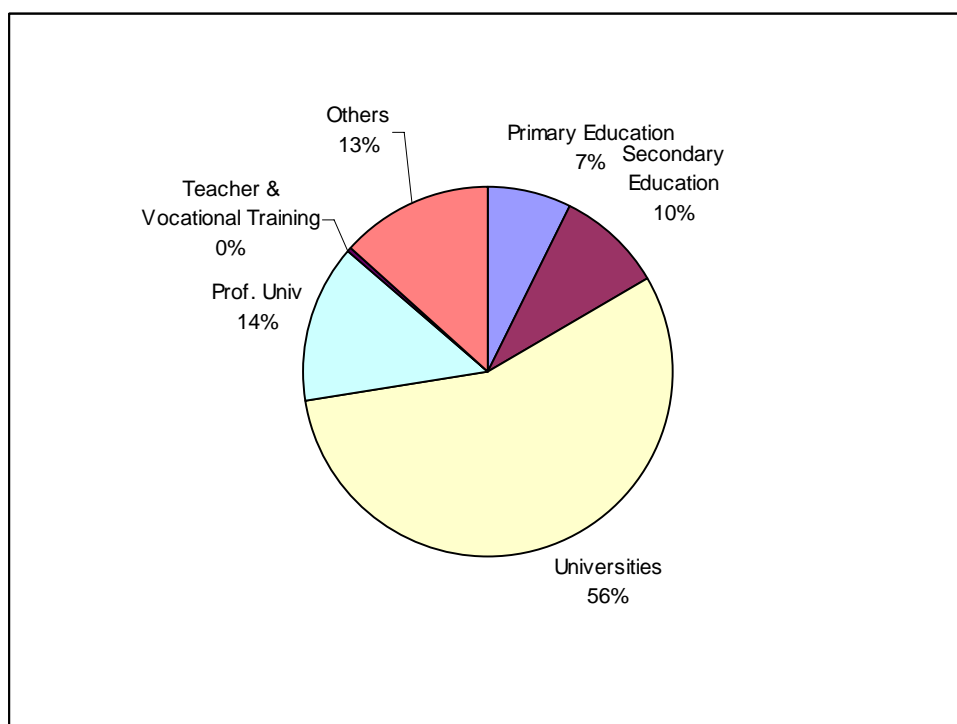
Federal education expenditures have increased over the past six years but its share in total federal expenditures has remained very small, not rising above 3.5% (Table 5.7). This is because there are larger and more important expenditures included in the federal bill such as defense spending, interest payments, etc.

Table 5.7 Federal Actual Education Expenditures & Share in Total Provincial Expenditures (2009/10)

	(Rs. Million)					
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Total Education Expenditure	25,412	33,758	40,840	42,242	44,407	46,440
<i>Current</i>	14,250	17,992	22,657	23,480	26,193	32,897
<i>Development</i>	11,162	15,766	18,183	18,762	18,214	13,543
Share of Education in Total Expenditure	2.9%	3.5%	3.6%	2.5%	2.5%	2.1%

Given the responsibility of higher education, tertiary education is the single most important sub-sector in the federal education expenditures (Figure 5f).

Figure 5f: Federal: Distribution of Actual Education Expenditures by Sub-Sectors (2009/10)



NATIONAL

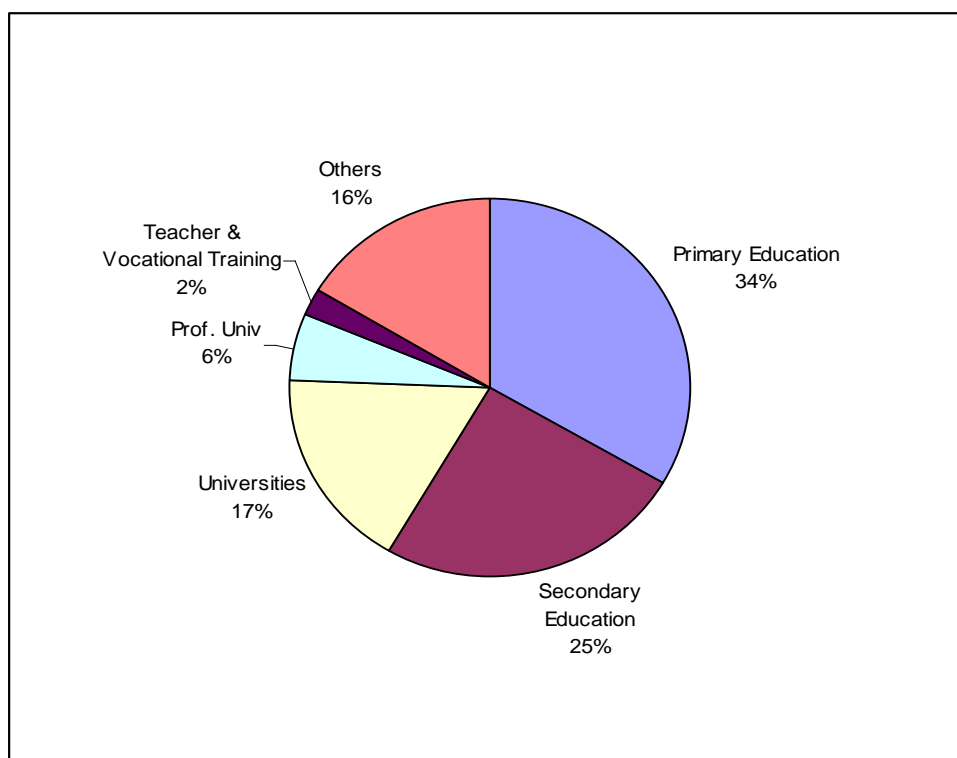
On an average, actual education expenditures ranged between 7.8% and 9.8% over the past six years (Table 5.8).

Table 5.8 National. Actual Education Expenditures & Share in Total Provincial Expenditures (2009/10)

	(Rs. Million)					
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Total Education Expenditure	116,873	141,702	162,084	187,656	240,378	259,525
<i>Current</i>	96,581	118,274	130,313	155,622	197,723	219,933
<i>Development</i>	20,292	23,428	31,771	32,034	42,655	39,592
Share of Education in Total Expenditure	9.3%	9.8%	9.3%	7.8%	9.2%	8.3%

Overall, primary education (34%) is the single most important education sub-sector in the country (Figure 5g). This is followed by secondary education, spending 25%, and tertiary education (23%). A negligible proportion is spent on Teacher and Vocational Training.

Figure 5g: National: Distribution of Actual Education Expenditures by Sub-Sectors (2009/10)



Cost Estimates of Implementing Article 25A- free education to all children aged between 5-16 years

Cost Estimations

1. Universal Primary Education

Based on Population Census 1998 projections and using PSLMS (2008/09) net participation rates as base year rates, annual projections for enrolments were made for a seven year period, enabling the achievement of UPE by 2015/16 (Tables 5.9a and 5.9b).

Table 5.9a: Population and Enrolment Projections at Primary Level

(in millions)

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Projected Total Population (5-9 yrs)	18.5	18.1	17.8	17.6	17.4	17.3	17.3
Projected Net Primary Enrolment Rate (%)	64	71	77	83	89	95	100
Projected Total Net Primary Enrolment	11.9	12.8	13.7	14.7	15.6	16.5	17.2
Over age Primary Students*	5.9	6.4	6.9	7.3	7.8	8.3	8.6
Projected Total Gross Primary Enrolment	17.8	19.2	20.6	22.0	23.4	24.8	25.9
Projected Public Sector Primary Enrolment**	12.4	13.4	14.4	15.4	16.4	17.3	18.1

* calculated as 50% of net enrolment

** 70% of gross primary enrolment is in government schools

With 2009/10 enrolments, actual education expenditures and GDP, a series of projections i.e., for GDP, unit costs of primary education and share of primary in total education expenditures, were estimated. For each year, calculations were made for primary education expenditures, total education expenditures and the percentage of education expenditure in GDP. The total primary education expenditure required to achieve UPE by 2015/16 is estimated at Rs 1,300 billion. In this context, the share of education expenditures in GDP is required to rise from 1.8% in 2009/10 to 3.2% in 2015/16 (Table 5.9b).

Table 5.9b: Projections of Cost Estimates of UPE by 2015/16

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Projected Public Sector Primary Enrolment	12.4	13.4	14.4	15.4	16.4	17.3	18.1
Estimated Primary Education Expenditure* per primary student (Rs)	6907	8115	9536	11204	13165	15469	18176
Estimated Total Primary Expenditure (Rs m)	85956	109010	137467	172546	215674	268218	329044
Projected Total Educ Expenditure**	259525	330335	416568	539205	673981	865220	1096815
Projected GDP (Rs m)***	14668000	18063000	21041000	24200000	27464000	30759680	34450842
Educ Exp as % of GDP	1.77%	1.83%	1.98%	2.23%	2.45%	2.81%	3.18%

*calculated for 2009/10 as 33% of actual education expenditure of Rs. 259,525 million divided by the number of public sector gross enrolment. For 2010/11 onwards, it was calculated on the basis of annual increase of 17.5%.

** calculated on the basis of share of primary education (33% for 2009/10 & declining gradually to 30% by 2015/16) in total education expenditure

*** Source: For 2010/11-2013/14: Federal Budget in Brief 2011/12; Finance Division; Govt of Pakistan, June 3 2011. For 2014/15 and 2015/16, assumed to increase at 12% per annum

2. Initial Secondary Education

As a strategy to provide secondary education to all potential “qualified” candidates i.e., those who have completed primary schooling, each province should *at least* cater to the stream of successful primary candidates entering the initial first year of secondary schooling. For each successive year, similar batches be accommodated while also ensuring the retention of these students through Class X . For instance, each year:

Year 0: Primary Students in Class V → Year 1: Potential Secondary (first year) Candidates

Example

Assuming that all public school class 5 students qualify for entry into (public) secondary school, there would be an additional 0.4 million¹³ (1.7-1.3 m)¹⁴ students to be accommodated in public sector Class 6. [*This assumes that public secondary school Class 6 has a present capacity of 1.3 million students*].

Rough calculations suggest, using that secondary school expenditure per student is Rs 8,500, an *additional cost* of about Rs 3,200 million (0.4 m @ Rs 8,500¹⁵) for one year only.

Improvements in quality of education, etc. may enhance the total outlay. Also, provinces will need to make their estimations carefully, keeping in view the class wise enrolments and the expected demand for secondary education¹⁶.

There are a few key conclusions to the above exercise:

- As the MDG 2 target of attaining UPE by 2015/16 is only a few years away, massive investment in primary education is urgently required by Pakistan. Keeping in line with the trend of private enrolments at 30% of all primary enrolments, the public sector has to cater to the remaining 70%, at the present high rates of inflation as well as salary rise.
- As the prerequisite for secondary education is a full five-year schooling cycle of primary education, the immediate strategy should be to provide right to free education of class VI to *all* primary graduates, and address each such batch in the future. If this is not arranged in time, there is a danger of denying the right to education to potential secondary level students.
- While this cost exercise is based on the best available information (from a variety of sources) for the current period, but the projections made are very likely to change in the coming years given changes in the rates of economic growth (GDP), inflationary pressures, fiscal space especially for education expenditures and the poverty situation particularly affecting “drop out rates” among students aged 5-16 years;
- At best, this exercise can serve as a crude tool of planning, with each province/area assessing and predicting its educational scenario on the basis of ground realities, including economic and social priorities.

¹³ Assuming the drop outs would balance the fresh students (those who may have completed primary schooling in earlier years and desire to re-join)

¹⁴ Figures are from NEMIS 2009/10

¹⁵ Assuming a 17.5% increase in unit costs

¹⁶ Due to a variety of reasons, many students do not desire to continue beyond primary school.

Literacy Budgets

Budgetary allocations to literacy have declined drastically at the federal as well as the provincial levels except in Punjab (Table 5.10). In 2011/12, no allocations were made in the federal budget nor in KPk and Balochistan; while only Rs 10 million were allocated in Sindh. Punjab, however, raised literacy allocations in comparison to the previous two years i.e. from Rs 800 million to Rs 1,100 million.

Table 5.10: Literacy Allocations

Rs million

	2008/09		2009/10		2010/11		2011/12
	Budget Allocation	Revised Allocation	Budget Allocation	Revised Allocation	Budget Allocation	Revised Allocation	Budget Allocation
Federal	50	7.5	1	-	0*		
Punjab**	1,250	682	800	231	800		1,100
Sindh***			37		27		10
KPk	50@	147@@	202@	202@@			-
Balochistan	-		-		-		

*The office of the Projects' Wing says there was no allocation for literacy in 2010/11 Budget

Source: Projects' Wing, Ministry of Education, Government of Pakistan; Islamabad.

** Source: Department of Literacy and Non Formal Basic Education; Govt of Punjab, Lahore

** * No releases since approval of Rs 37 million PC-1 in 2009/10: Source: Department of Literacy, Govt. of Sindh; Karachi

@Releases under KPk Literacy Project

@ @ Expenditures under KPk Literacy Project

Chapter 6: International Development Partners: Their Role, Priorities and Areas of Intervention

(Various Education Programmes & Projects and their areas and priorities)

Historically, Pakistan has relied on foreign economic assistance for the past six decades. International funds have supported all sectors of the economy such as key economic sectors e.g., power, irrigation, manufacturing, shipping, banking as well as social sectors such as education, health, population planning and water and sanitation.

At present there are about 97 donor supported education projects being implemented in Pakistan by the federal government as well as by the four provincial governments. Of these, 70 projects are being implemented at the provincial level with only 27 managed by the federal government. Given the abolition of the federal ministry, one is not certain of the future implementation schedules of the latter projects.

A crude analysis of donor assistance shows that priorities are well in place and according to the country's development objectives. Over 40% of all education projects are related to capacity building and over-fifth to elementary education, mainly primary education. While teachers' training and governance issues are addressed by a large number of projects, reconstruction and rehabilitation efforts for refugees and for victims of earthquake and floods also figure prominently.

For analysis¹⁷, these projects have been categorized on the basis of their respective major themes¹⁸, represented by the following symbols: AL (Adult Literacy); CB (Capacity Building); ECE (Early Childhood Education); EE (Elementary Education - includes primary and/or middle education); EH (Education & Health); GOV (Governance); NFE (Non Formal Education); R (Reconstruction/Rehabilitation)¹⁹; T (Tertiary Education); TT (Teachers' Training); and TVE (Technical and Vocational Education).

¹⁷ Given that most of these projects are on-going, and that the volume of their final expenditures/disbursements is not certain, any financial analysis of these projects would generate misleading results.

¹⁸ One project may have more than one major theme.

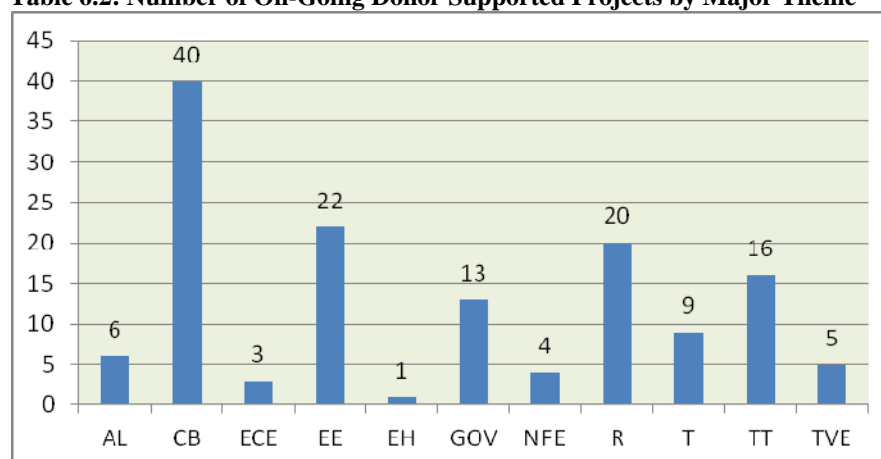
¹⁹ Mainly for refugees, earthquake victims or flood affectees

Table 6.1: Number of On-going Donor Supported Projects by Federal/Provincial Implementation and Major Themes

	#projects	AL	CB	ECE	EE	EH	GOV	NFE	R	T	TT	TVE
Federal Govt	27	1	8	1	3	1	5	1	7	5	4	3
Balochistan	16	1	7	2	7	0	0	1	4	1	5	0
KPk	20	0	7	0	7	0	1	1	4	1	2	0
Punjab	20	4	9	0	3	0	5	1	2	1	2	2
Sindh	14	0	9	0	2	0	2	0	3	1	3	0
TOTAL	97	6	40	3	22	1	13	4	20	9	16	5

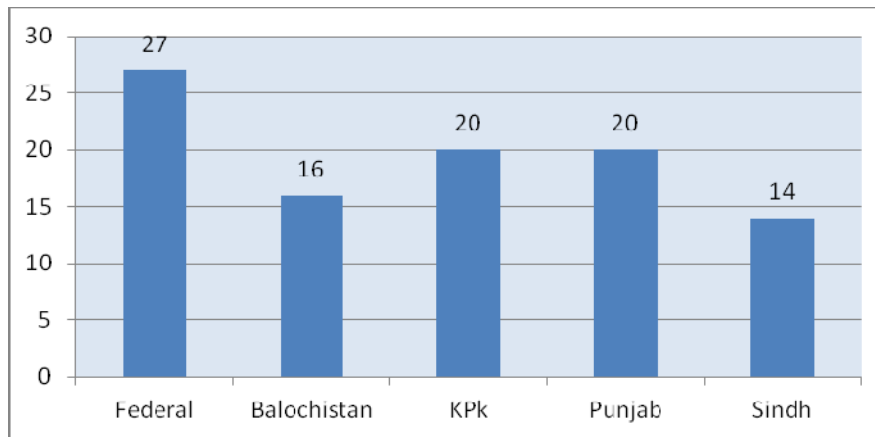
Of the 97 projects, 40 projects are focused on capacity building, 22 projects on elementary education and 20 projects on reconstruction and rehabilitation (either for refugees, earthquake victims or flood affectees). There are 16 projects related to teachers' training and 13 projects on governance.

Table 6.2: Number of On-Going Donor Supported Projects by Major Theme



Among the provinces, Punjab is implementing 20 education projects, with 9 projects focusing on capacity building, 5 projects on governance and 4 projects on adult literacy. Balochistan is currently implementing 16 projects, with 7 projects each on capacity building and elementary education and 5 projects on teachers' training. Of the 14 projects in Sindh, 9 projects relate to capacity building while in KPk, of the 13 projects, 5 projects are on elementary education.

Table 6.3: Number of On-going Donor Supported Projects by Federal/Provincial Implementation



Following is an inventory of on-going, or recently concluded, donor-supported education projects in Pakistan.

The list is divided into two sub-sections:

- (i) *Federal Projects*: Projects being implemented/supported at the federal level i.e., assistance to the (now-defunct) Federal Ministry of Education, including support to federally-administered areas i.e., FATA, FANA, Islamabad Capital Territory (ICT; and Azad Jammu & Kashmir (AJ&K); and
- (ii) *Provincial Projects*: Projects being implemented/supported at the provincial levels.

Federal Projects:

These are projects being implemented/supported at the federal level i.e., assistance previously extended to the (now-devolved) Federal Ministry of Education, and project support to federally-administered areas i.e., FATA, FANA, Islamabad Capital Territory (ICT); and Azad Jammu & Kashmir (AJ&K).

List of Donor Funded Projects in Education- Federal Government

Donor/ Agency	Project Title	Location/ Area	Start Date	End Date	Description	Theme
Asian Dev Bank (ADB)	Earthquake Emergency Assistance Project Loan	Federal	14/2/06	30/6/11	Reconst. & rehab. of education facilities	R
Canada	Pak-Canada Debt for Education Conversion	Federal & provinces	1/1/06	31/12/13	Teachers' training Institutes	TT
	Oxfam Earthquake Reconstruction Program	AJ&K	22/11/07	30/04/10	Teachers' Training on trauma and multi-grade teaching	TT
	Strengthening Teacher Education in Pakistan (STEP)	Sindh, Balochistan & FANA	26/9/08	28/2/15	Elementary education and professional development of teachers & managers	TT CB
GIZ	Support to National Education Sector Reform	MoE	12/10/09	31/12/13		GOV
	National Basic Education Policy Programme		1/1/06	31/12/13		GOV
	Support TVET Reforms Programme in Pakistan 2010		1/10/10	31/10/15		TVE
GIZ with Japan, & BPRM (USA)	Refugee Affected & Hosting Areas Project (RAHA)		27/5/09	26/5/14	Afghan Refugees educational provision – led by UNHCR	R
Japan	Japanese need based scholarship Project	Country wide	12//07	12/9/11	University scholarships	T
	Non-project Grant Aid in FATA	FATA	28/1/08	27/1/11	Investment in education and health	EH
	Rehabilitation of Village Schools & Small Infrastructure Scheme Development	Mohmand Agency, FATA	8/3/10	30/6/11	Restoration of 20 village schools in Mohmand Agency	R
	Construction of Girls' Primary School	Dhirkot, Bagh, AJ&K	29/9/10	23/2/11	Construction of 7-classroom school	EE
UK-DFID	Pakistan Education Task Force	MoE	9/12/09	31/3/11		GOV
	Reconstruction & Rehabilitation of Schools	AJ&K			Earthquake 2005	R
	Border Areas Vital Transport & Education Infrastructure		7/6/10	31/3/13		R
	An Integrated Approach to School revival				Flood 2010	R
	Strengthening Education in Pakistan (SEP)		1/5/8	31/12/12		CB
UN-ILO	Combating Child Labor through education & Training	MoE; KPk	1/5/08	30/7/10	Non formal education of child workers	NFE

Donor/ Agency	Project Title	Location/ Area	Start Date	End Date	Description	Theme
UN-UNDP	Education System Strengthening JP Component 3	MoE	1/1/09	31/12/10		GOV
UN-UNFPA	Enhanced National Expertise & facilitating transfer of Knowledge	MoE & MoPW	1/1/07	31/12/11		CB
UN-UNESCO	Capacity Development for EFA	MoE; & Balochistan, KPk, Punjab and Sindh	1/1/09	31/12/10		CB
UN-UNESCO	EFA Program (UNESCO Regular Program)	MoE	1/1/10	31/12/11	TVET Reform; Policy and Advocacy; TE Program; Literacy for All; EFA Advocacy & Inclusive Education; Education System Strengthening & HIV AIDS Prevention Education	GOV TVE AL CB
	TVET Reform & Construction Skills Development	MoE	1/1/10	31/12/11		TVE
	JP Component 1: Pre & Elementary Education	MoE	1/1/09	31/12/10	Policy commitment & increased budgetary allocations to ECE & primary education	ECE EE
	ICT for Professional Development of Teachers	MoE	6/7/10	31/12/11		CB
USAID	Merit & need based scholarship Program	MoE	02/7/04	31/12/11	University scholarships	CB
	Science & technology Partnership Program	MoE	1/6/05	31/12/11		T
	Fulbright Scholarships Program		1/10/04	30/9/11	Tertiary level	T
	Earthquake Reconstruction Project		27/10/06	26/10/11	Reconstruction of School Health units in earthquake areas	R

	Education Support to Pakistan (Ed Links)	MoE; Sindh, Balochistan, ICT & FATA	19/10/07	31/10/12	Teacher education and professional development; and student learning achievements	CB
	Pre-Service Teacher Education (Pre-STEP)		30/9/08	29/9/13		TT
	HEC-Financial Aid Development Program					T
	University & Technical Education		7/7/09	30/9/10		T
Multi-donor- Australia, Canada, ECHO, GIZ, Japan, Norway, Switzerland	Assistance to Afghan & Non-Afghan refugees in Pakistan		1/1/11	31/1/11		EE

Source: Donor Assistance Directory; EAD; July 2011

Provincial Projects

These are projects being implemented/supported at the provincial level.

Balochistan

List of Donor Funded Projects in Balochistan's Education

Donor/ Agency	Project Title	Start Date	End Date	Description	Theme
AKF	Early Childhood Education (ECE) & Releasing Confidence and Creativity (RCC)	2002	2011	In order to establish ECE in Government Schools, the Programme focused at the outset on 100 Government schools in 7 districts of Balochistan namely Pishin, Killa Abdullah, Loralai, Ziarat, Mastung, Noshki and Lasbela. In those schools 70 additional rooms were constructed for ECE and all the 100 schools were appropriately equipped with ECE material. It was made certain that all relevant ECE material was provided to classes I & II of the schools. Moreover 100 Teachers were appointed on contract basis for the ECE classes in the above mentioned schools. The teachers were given thorough training of ECE methodology. The training was conducted to ECE and regular teachers of all focused schools.	ECE
CIDA	Primary Education Support Program in Balochistan & KP districts	28/8/06	21/08/11	Primary & Middle Schools	EE
	Strengthening of Teachers Training Institutions (Debt Swap)	2008	2013	Under the Programme, a Computer Laboratory was established in Provincial Management Unit (PMU). Out of 2600 faculty staff 571 were given TTI training. Provision of material, general repair and renovation of 14 teacher training institutions is 80% done and the remaining part is in progress. About 16 transport buses have also been provided to the training institutions and 14 AC and generators have also installed been in the training institutions	TT CB

Donor/ Agency	Project Title	Start Date	End Date	Description	Theme
	Strengthening Teacher Education in Pakistan (STEP) in Sindh, Balochistan & FANA	26/9/08	28/2/15	Elementary education and professional development of teachers & managers	EE TT CB
Japan	Balochistan Middle Level Education Project	25/11/97	30/6/10	Upgrading 200 primary to middle schools; constr. of 25 girls middle schools; teachers training and 52 TVE centres.	EE
	Japanese need based scholarship Project (country wide)	12//07	12/9/11	University scholarships	T
	Non Formal Education & Training for children and yourh in rural Balochistan	21/10/08	21/10/12		NFE
Save the Children UK	BEP 5 year Programme	2009	2014	Under the Programme 200 schools will be provided missing facilities. In 105 schools ECE classes will be introduced. Similarly 25 girls primary schools will be upgraded to middle standard and 10 girls middle schools will be upgraded to high standard.	R ECE EE
UN- UNESCO	Education for All: <i>Capacity Development for EFA in Balochistan</i>	1/1/09	31/12/10	Development of EFA Plans for the provinces and districts	CB
UN- UNHCR & UNICEF	Afghan Refugees Education Project (AREP)	2002	2011	Under the Programme, around 5000 Children were enrolled in Refugee schools from Primary to Elementary level. Teachers were hired and trained under the Project to facilitate the schools. To improve the condition of schools, community participation was encouraged.	EE TT R
UN- UNHCR/ UNDP/ CAR	Refugee Affected Hosting Areas (RAHA)	2009	2011	The Project, focused on schools in Refugee Affected areas and rehabilitated missing facilities	R

Donor/ Agency	Project Title	Start Date	End Date	Description	Theme
UNICEF & other donors	Primary Education Support Project (PESP)	2005	2010 (on-going)	To provide a boost to regional and local development and to reduce gender disparity, all girls schools of the 8 aforementioned districts were targeted under the project. Additional teachers were hired in the schools for this purpose and PTSMC were formed and strengthened. During the project 80 girls schools were upgraded and in 100 girls schools ECE was introduced. Provision of material, missing facilities, general repair and renovation of schools. Under the project 300 schools were focused on as Child Friendly School.	EE R CB
USAID	Education Support to Pakistan (Ed Links) in Balochistan	2008	2011	During the Programme 285 Middle and High schools were targeted for intervention. About 500 teachers, 150 Education Managers and 160 RPs were trained. Moreover 21 Teachers have been sent to USA under Teachers Attachment Program and a Student group has also been sent to USA under Student Exchange Program. An Excel Camp has been organized to check capacity and capability of students, during the camp Improved Testing systems have been tested.	TT CB
	Pre-STEP	2008	2013	The target of the Project is to Support the Government's plans to introduce a four year Bachelor of Education B. Ed. (Hons) Elementary Programme. So far with the help of the Programme, ADE has begun its activities in 2 GCETs and B. Ed. (Hons) in Balochistan University. Other than the aforementioned achievements, the Programme facilitated capacity building of faculty of GCETs and Education Department of Balochistan	TT CB

Donor/ Agency	Project Title	Start Date	End Date	Description	Theme
	Adult Literacy	2003	2010	More than 10,000 illiterate adults have been enrolled in Adult Literacy Program. National Literacy Guidelines and National Literacy Curriculum have been developed. Moreover, 6 month Adult Literacy model has been developed and tested.	AL CB
World Bank	Balochistan Education Support Programme	10/7/06	31/1/11	Under the Programme 650 community schools and 200 Fellowship schools have been established.	EE

Source: Donor Assistance Directory; EAD; July 2011 & UNESCO Balochistan Provincial Report Oct 2011

Khyber Pakhtunkhwa (KPk)

List of Donor Funded Projects in Khyber Pakhtunkhwa Education

Donor/ Agency	Project Title	Location/ Area	Start Date	End Date	Description	Theme
CIDA	Primary Education Support Program	Balochistan & KPk districts	28/8/06	21/08/11	Primary & Middle Schools	EE
	Support to Primary Education	Battagram	15/11/07	30/4/12	Construction of 3 girls' schools	EE
	Capacity Building of Elementary Teachers Training Institutions	KPk	2008	2015	Capacity Building of Elementary Teachers; Improvement in Existing Facilities of Teachers Training Institutions	TT
Canad-AusAid	Communication for Effective Social Service Delivery (CESSD) in Education Sector	KPk	2008	2015	Training of Parent Teachers Councils (PTC); Training of Assistant District Officer (ADO)-Circle; Facilitation for Teachers Guide and Manuals	CB
GTZ	Education Sector Development Project	KPk	05/12/09	31/12/13		CB
	Refugee Affected & Hosting Areas Project		27/5/09	28/5/14		R
	German Development Cooperation, Education Sector Development Programme	KPk	2008	2015	Three components: -Governance structures -Capacity development, -Quality and relevance	GOV, CB
	Debt for Education Swap-II	KPk	1/07/2005	30/6/2011	Construction work; Provision of library books to school	CB
Japan	Japanese need based scholarship Project	Country wide	12//07	12/9/11	University scholarships	T
	Expansion of Primary & Middle School	Swabi, KPk				EE
Norway	Basic Education Improvement Project	KPk	19/11/03	31/12/13	Improving basic education	EE
	School Construction	Talgran Union Council	1/1/10	31/12/10		EE
UK-DFID	Border Areas Vital Transport & Education Infrastructure		7/6/10	31/3/13		R
	An Integrated Approach to School revival				Flood 2010	R

	Strengthening Education in Pakistan (SEP)		1/5/8	31/12/12		CB
	Interim Support of DFID (UK) to the Khyber Pakhtunkhwa	KPk	2009	2011	Provision of Free textbooks to all student of Class 1-12 & Stipends to female students from class 6 to 10	EE
	KP-Education Sector Reforms Programme		2012	2016	Improved literacy, numeracy and critical thinking; Improved school performance; Girls Stipend Programme and voucher scheme	EE
UN-ILO	Combating Child Labor through education & Training	MoE; KPk	1/5/08	30/7/10	Non formal education of child workers	NFE
UN-UNESCO	Capacity Development for EFA in KPk		1/1/09	31/12/10		CB
USAID	Rehabilitation/renovation of Schools in Malakand Division		2007	2011	Involve parents, community, school and district education management in the improvement of their children's schools; Teachers' Training; Equipping schools with furniture and labs. And learning kits	CB; TT; R

Source: Donor Assistance Directory; EAD; July 2011

Punjab

List of Donor Funded Projects in Punjab's Education

Donor/ Agency	Project Title	Start Date	End Date	Description	Theme
Canada	Canada Pak Basic Education Project	28/3/06	27/11/10	Primary education & Teachers' Training	EE TT
	Punjab Education Development Project	11/3/10	10/3/13	Education reform program of Punjab	GOV CB
	Improve Access, Equity, Quality and Relevance in Education in Punjab		30/6/12	Support the education reform programme of the provincial government of Punjab which aims to improve access, quality and governance in basic education. The objectives of the project are to support all elements of the Punjab Education Sector Reform Programme (PESRP) that are complementary to CIDA's current or intended programming in teacher education. Key elements of this programme include the rolling out of in-service teacher training and mentoring across Punjab's 35 districts (from the 12 districts currently targeted) and the phased introduction of English lessons across Punjab's schools.	GOV CB TT
GIZ	Promotion of Basic Education in Punjab	25/9/09	31/12/13	Education Sector Planning Private School Census Capacity building, grants for low cost private sector (Punjab Education Foundation), district capacity building programme, teacher performance incentive programme, monitoring and evaluation programme	GOV CB
Japan	Project for Strengthening of DAE Mechanical & Architecture Department in GCT Railway Road Lahore, Punjab		31/12/13	Aims to provide a building and equipment to revamp the existing technical institution as a center of excellence for mechanical course and architecture course.	TVE
	Project for Development of Center of Excellence for Technical Education		31/12/13	Aims to revamp the existing technical institution as a center of excellence for mechanical course and architecture course so that the institution can produce the skilled manpower who meets the needs of industry.	TVE
	Non-Formal Education Promotion Project		30/6/14	Promotion of the quality non-formal basic education and adult literacy program by developing the curriculum (including the standard and assessment method) and capacity development of the related stakeholders.	NFE AL
	Japanese need based scholarship Project	12//07	12/9/11	University scholarships	T
	Construction of Primary School in Hafizabad	17/3/10	16/3/11	Constr. of new 21-classroom school for 600 children	EE

Donor/ Agency	Project Title	Start Date	End Date	Description	
UK-DFID	Improve Access, Equity, Quality and Relevance in Education in Punjab		30/6/14	Enhance fiscal sustainability and the effectiveness of public expenditures including in education Enhance the quality of school education Improve and expand access through improvements in school participation and completion rates and reduction in gender and regional disparities; and Strengthen school management and governance in the education sector	GOV CB
	Integrated Early Recovery Program for Revitalization Of the Education System in Sindh and Punjab			Flood 2010	R
	Getting Children Back to School in 3 flood affected districts			Flood 2010	R
	Punjab School Education Programme	16/3/09	30/6/14		CB
	Strengthening Education in Pakistan (SEP)	1/5/8	31/12/12		CB
UNESCO	Capacity Development for EFA in MoE; & Balochistan, KPk, Punjab and Sindh	1/1/09	31/12/10		CB
	Capacity Development for EFA Establishment of Provincial Literacy Resource Centre for Punjab		31/12/10	Project is under the UNESCO Regular Programme with 2 years life span. It covers the activities related to Six Dakar EFA Goals.	CB AL
	Establishment of Functional Literacy Centers in Flood Affected people of D.G.Khan and Muzaffargarh Phase I		31/12/10	Project was launched for the flood affected districts of D.G.Khan and Muzaffargarh	AL
	Establishment of Functional Literacy Centers in Flood Affected people of D.G.Khan and Muzaffargarh Phase II		07/2011	Project was launched for the flood affected districts of D.G.Khan and Muzaffargarh	AL
USAID	Southern Punjab Basic Education Project	29/7/10	30/9/13		EE
World Bank	Punjab Education Sector Reforms Project		30/6/12	Budgetary support as eligible expenditure programme for: Teacher salaries Girls stipends School council recurrent budget and capacity building Grants for low cost private sector (Punjab Education Foundation) District capacity building programme Teacher performance incentive programme; and Monitoring and evaluation programme	GOV CB

Source: Donor Assistance Directory; EAD; July 2011 & PMIU-PESRP 2011, School Education Department, Government of the Punjab; and Literacy & NFBED 2011, Government of the Punjab

Sindh

List of Donor Funded Projects in Sindh's Education

Donor/ Agency	Project Title	Start Date	End Date	Description	Theme
CIDA	Strengthening Teacher Education in Pakistan (STEP) in Sindh, Balochistan & FANA	26/9/08	28/2/15	Elementary education and professional development of teachers & managers	EE TT CB
EU	Sindh Education Plan-Support Programme (SEP-SP)	22/12/06	28/2/12		GOV CB
GIZ	Refugee Affected & Hosting Areas Project	27/5/09	28/5/14		R
Japan	Japanese need based scholarship Project (country wide)	12//07	12/9/11	University scholarships	T
	Construction of Al-Khair School in Karachi Sindh	24/2/10	23/2/11		EE
Norway	Releasing Confidence and Creativity	1/10/06	30/9/11		CB
Spain	Gender Equality Project	19/11/09	31/12/11		CB
UK-DFID	Integrated Early Recovery Program for Revitalization Of the Education System in Sindh and Punjab			Flood 2010	R
	An Integrated Approach to School revival			Flood 2010	R
UN-UNESCO	Capacity Development for EFA in MoE; & Balochistan, KPk, Punjab and Sindh	1/1/09	31/12/10		CB
	Promotion of HIV/AIDS Prevention Education and School Health Programme in Pakistan	1/1/09	30/12/11	Regular Program – Education of HIV/AIDS and health. Review of curriculum and textbooks for this at secondary and higher sec. levels.	CB
UN-UNFPA	Enhanced National Expertise & facilitating transfer of Knowledge	1/1/07	31/12/11		CB
USAID	Education Support to Pakistan (Ed Links) in MoE; Sindh, Balochistan, ICT & FATA	19/10/07	31/10/12	Teacher education and professional development; and student learning achievements	TT CB
World Bank	Sindh Education Sector Reform Project	8/6/09	30/6/12		GOV CB TT

Source: Donor Assistance Directory; EAD; July 2011 & UNESCO Sindh Provincial Report; Oct 2011

Chapter 7: Pakistan's Medium Term Development Needs/Priorities in Education

With low adult literacy rates as well as low enrolment rates at all levels of education, high dropout rates at primary level and poor quality of education, the education needs of Pakistan are very clear. These needs are common across all provinces, especially in the rural areas and for vulnerable groups such as the poor, girls and residents of far and remote areas.

More specifically, there is an urgent need to:

- (i) Implement Article 25A i.e., increase access to all levels of education such as pre- and primary, middle, secondary and higher secondary education by necessary legislation, resource mobilization and investments in educational institutions in close proximity, free schooling, encouraging public-private partnership, provision of missing facilities, and presence of good teachers.
- (ii) Enhance the quality of all levels and types of education through provision of qualified and trained teachers appointed on merit, timely provision of relevant teaching and learning materials, effective governance, and strong community participation.
- (iii) Build capacity, through training, of education planners and managers to design and implement education services effectively. Given the recent devolution of education to provinces, there are capacity gaps in the provincial departments to tackle the education challenges related to improving access and quality and as such serious efforts are required to enhance provincial institutional capacity.
- (iv) Improve quality and relevance of university education through merit scholarships, de-politicization of university campuses, and good governance.
- (v) Improve access to, and quality of, adult literacy and technical and vocational education through more programmes, trained teachers and relevant curriculum.
- (vi) Expand the non formal basic education network to reach the “unreached” i.e., the out-of-school children in far and remote areas, especially girls,
- (vii) Strengthen support services to meet emergencies such as floods, earthquake, etc.
- (viii) Ensure, specifically in Balochistan, schooling for all 22,000 settlements in the province through improved mapping system and expansion of non formal network of education.

Despite constitutional and policy commitments to improve the access to, and quality of, education, strong and urgent measures are required by all provinces to meet the massive challenges, especially given the serious financial and technical resource constraints.

Based on the needs, strategies and suggested activities identified by the provincial reports, following are some specific education needs, suggested strategies to meet these needs and corresponding suggested activities.

Table 7: Education Needs, Suggested Strategies and Suggested Activities in Pakistan

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
UNIVERSAL PRIMARY EDUCATION			
1. To increase access to, and retention in, pre and primary education	Children aged between 5-10 years, especially: - the poor, residing in remote areas; -out-of-school children; -girl children;	Advocacy - for political commitment and legislation for implementation of Article 25A of the Constitution;	-Organize seminars for parliamentarians to discuss and legislate for implementation of Article 25A- free and compulsory education; - Media campaigns to spread awareness about Article 25A
		Additional Resource Mobilization for primary education	-Higher budgetary allocation to education, esp. pre and primary levels -Public private partnership; -Diversion of funds from investments in high to low cost rural schools; - more donor support
		Physical Infrastructural Development	-Expansion of formal and non formal school networks in close proximity to residents; -Improvement of conditions of existing schools i.e. providing missing facilities
		Gender Equality	-Ensure that schools are made conducive to girl children by providing shelter, security and female teachers. -Provision of non formal schools in areas where there are no formal schools, esp for girls

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
2. To improve quality of education	Primary schools, esp. in rural areas; Teachers, esp females; Parents, esp in rural communities	Physical Infrastructural Improvement	Provision of missing facilities esp water, toilets, and boundary walls in girls' schools
		Teachers Professional Development	- Regular and quality teachers training, both pre and in-service; - Merit based appointments of teachers
		Curriculum Development	-Improve curriculum and textbooks on the basis of latest knowledge; -Timely provision of teaching and learning materials to schools
		Good Governance	- Regular and effective supervision and monitoring of schools, teachers' absenteeism, etc - Community/parents participation in school supervision through SMCs, PTSMCs, etc
3. To improve the capacity of education managers in provinces and districts	Provincial education planners, policy makers and staff and district education managers	Capacity building	-Training in: <i>(a) comprehending key issues;</i> <i>(b) developing policy;</i> <i>(c) curriculum development</i> <i>(d) planning expansionary activities;</i> <i>(e) data collection;</i> <i>(f) supervision & monitoring</i>

Balochistan's specific needs and suggested strategies and activities

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
1.Ensure schooling for all 22,000 settlements in the province	Young children, parents and community	Reaching all children in the province through using multiple approaches of service delivery e.g community schools, public-private partnerships etc.	-Revive GIS capacity of EMIS to map settlements and school needs; and change the current criteria of linking school set up to population within a radius -Expand the feeder school system introduced by NCHD.

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
MIDDLE & HIGH SCHOOL EDUCATION			
1. To increase access to middle and high school education	-Primary school graduates; -Middle school graduates	Advocacy for political commitment and legislation for implementation of Article 25A of the Constitution;	-Organize seminars for parliamentarians to discuss and legislate for implementation of Article 25A- free and compulsory education; - Media campaigns to spread awareness about Article 25A
		Additional Resource Mobilization	-Higher budgetary allocation to middle and secondary education; -Public private partnership; -Diversion of funds from investments in high to low cost rural schools; - more donor support
		Physical Infrastructural Development	-Upgradation of primary schools to middle level, and middle schools to high school level, esp. for girls -Investment in more middle and high schools, esp. for girls
		Incentive Schemes	-Stipends to students enrolling in middle and high schools; - Merit scholarships for good and deserving students
2. Improved quality of middle and high school education	-Middle and high schools esp in rural areas; -Middle and high school teachers; -Parents	Physical Infrastructural Improvement	- Improved school facilities such as buildings, provision of water, toilets, etc
		Teachers Professional Development	- Merit based appointments of teachers; - Regular and quality teachers training
		Curriculum Development	-Revision of middle and high school curriculum and textbooks in light of latest knowledge; - Provision of quality learning facilities such as science and computer laboratories

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
		Good Governance	<ul style="list-style-type: none"> - Regular and effective supervision and monitoring of schools, teachers' absenteeism, etc - Community/parents participation in school supervision through SMCs, PTSMCs, etc
3. To improve the capacity of education managers in provinces and districts	Provincial education planners, policy makers and staff and district education managers	Capacity building	<ul style="list-style-type: none"> -Training in: <ul style="list-style-type: none"> (a) <i>comprehending key issues;</i> (b) <i>developing policy;</i> (c) <i>curriculum development</i> (d) <i>planning expansionary activities;</i> (e) <i>data collection;</i> (f) <i>supervision & monitoring</i>

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
HIGHER SECONDARY/COLLEGE EDUCATION			
1. To increase access to higher secondary level education	-High school graduates;	Physical Infrastructural Development	Higher budgetary allocation for higher secondary/college education; -Upgradation of high schools to higher secondary/college level esp. for girls -Investment in more higher secondary schools/colleges esp. in rural areas and for girls
		Incentive Schemes	-Stipends to students enrolling in higher secondary schools/colleges; - Merit scholarships for good and deserving students
2. Improved quality of higher secondary schools/college education	-Higher secondary schools/colleges in rural areas and urban low-income areas; -Higher secondary schools/college teachers	Physical Infrastructural Improvement	- Provision of improved facilities such as buildings, provision of water, toilets, etc
		Teachers Professional Development	- Merit based appointments of teachers; - Well-defined career paths for lecturers
		Curriculum Development	-Revision of curriculum and textbooks in light of latest knowledge; - Provision of quality learning facilities such as science and computer laboratories
		Student Advisory Service	-Develop student counseling and advisory systems in colleges; - Assistance systems in seeking internships
		Good Governance	- Regular and effective supervision and monitoring of schools/colleges, teachers' absenteeism, etc

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
3. To improve the capacity of education managers in provinces and districts	Provincial education planners, policy makers and staff and district education managers	Capacity building	-Training in: (a) <i>comprehending key issues</i> ; (b) <i>developing policy</i> ; (c) <i>curriculum development</i> (d) <i>planning expansionary activities</i> ; (e) <i>data collection</i> ; (f) <i>supervision & monitoring</i>
TERTIARY EDUCATION			
To improve quality and relevance of university education	-Students; Education managers; HEC; political parties	Incentive Schemes	-Stipends to needy students enrolling in universities; - Merit scholarships for good and deserving students
		Teachers Professional Development	- Merit based appointments of teachers; - Well-defined career/tenure tracks for professors
		Good Governance	-Merit-based Examination/Evaluation Systems; -Check on award of fake degrees; -De-politicization of campuses
		Research & Development	Encourage research linkages with reputed foreign institutions

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
TECHNICAL & VOCATIONAL EDUCATION (TVE)			
1. Improved access to technical and vocational education (TVE)	-High school and higher secondary school graduates, esp in low income families; -Literate adults	Physical Infrastructural Development	-Higher budgetary allocation to TVE; -Establishment of more TVE institutions for both males and females and according to the need of the area; -Encourage public-private partnership
2. Improved Quality of TVE	TVE centres and teachers	Teacher Training and Development	- Teachers should be well-trained and terms and conditions of teachers should be compatible with market demand of their services
		Curriculum Development	TVE curriculum should be updated regularly with new skills added as required by area/time
		Improved Teaching and Learning Equipment	Latest equipment for teaching and learning should be provided
		Linkages with Industry	TVE institutions should collaborate with businesses in identifying equipment and teaching materials in accordance with skills required by businesses.
		Good Governance	Focal point should be set up for coherent planning of TVE
			Comprehensive TVE strategy with participation of all stakeholders would help to enhance quality of TVE.

NEEDS	TARGET GROUP	SUGGESTED STRATEGIES	SUGGESTED ACTIVITIES
ADULT LITERACY			
1. To increase adult literacy rates	Illiterate adults, esp. in rural communities, in poor areas and among women	Advocacy for political commitment	Parliamentarians should be briefed on the country's literacy status, importance of literacy and its needs in the near future
		Additional Resource Mobilization	Higher budgetary allocation for literacy
		Expansion of literacy centres	Investment in literacy classes
2. Improved quality of literacy education	-Literacy teachers; -Literacy planners & managers	Teachers' Professional Development	Literacy teachers should be selected on merit, paid well and trained professionally
		Curriculum Development	-Literacy curriculum should be revised and updated with information on modern vocational skills and practices'; -Literacy curriculum should be standardised across the country -Literacy primers and learning materials should be of high standard
		Good Governance	Literacy programmes should be supervised and monitored regularly
EDUCATION IN EMERGENCIES			
Temporary arrangements of education for the internally displaced persons	Internally displaced students	Provision of education	- Provision of education facilities for all classes in relief camps - Provision of teachers; - Provision of books, etc
Recovery and rehabilitation of educational facilities destroyed by disasters	Returning internally displaced students		- Good quality restoration of educational facilities and provision of books and materials lost in the disaster.

ANNEX A: BUDGETARY ALLOCATIONS

Table A.1: Education Allocations as % Total Allocations
(%)

	2010/11 Budget	2010/11 Revised	2011/12 Budget
Balochistan	18%	19%	18%
KPk	10%	9%	11%
Punjab	10%	8%	9%
Sindh	7%	8%	8%
Federal	2%	2%	2%
NATIONAL	5%	4%	5%

Source: Budget Documents 2011/12- district allocations not included

Table A.2: Education Expenditures as % Own* Expenditures
(%)

	2010/11 Budget	2010/11 Revised	2011/12 Budget
Balochistan	19%	20%	18%
KPk	14%	13%	15%
Punjab	13%	12%	13%
Sindh	10%	13%	12%
Federal	2%	2%	2%
NATIONAL	6%	5%	5%

* Defined as Total Provincial Expenditure minus the Grants given to District Governments

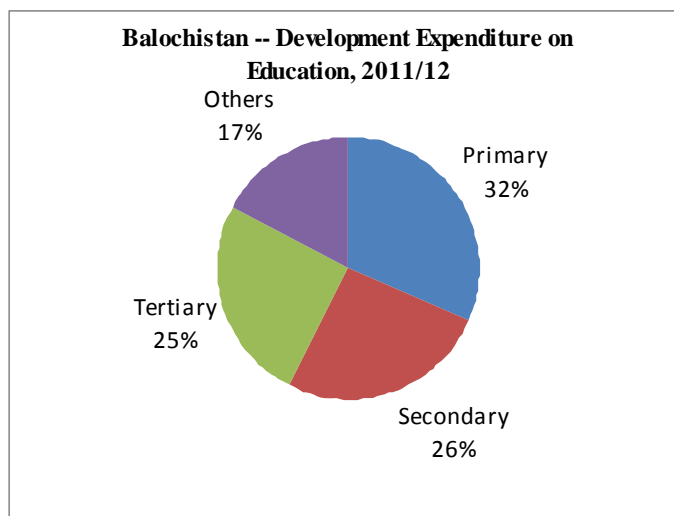
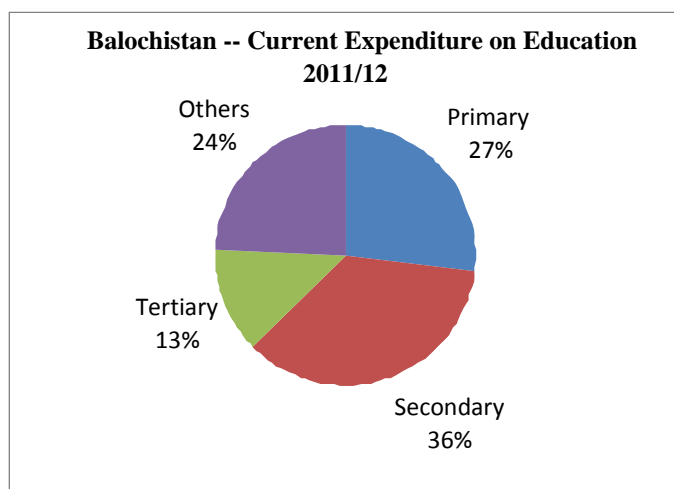
Source: Budget Documents 2011/12

BALUCHISTAN

Table A.3 Balochistan's Education Budget 2011/12

	2010/11		2011/12
	Budget	Revised	Budget
Total Expenditure on Education (Rs Million)	19,607	19,686	22,044
Current Expenditure	17,318	17,515	19,243
Development Expenditure	2,289	2,172	2,800
Education as a Percent of Total Expenditure	18%	19%	18%
Current Expenditure	21%	24%	21%
Development Expenditure	9%	8%	9%

Source: Budget Documents 2011/12

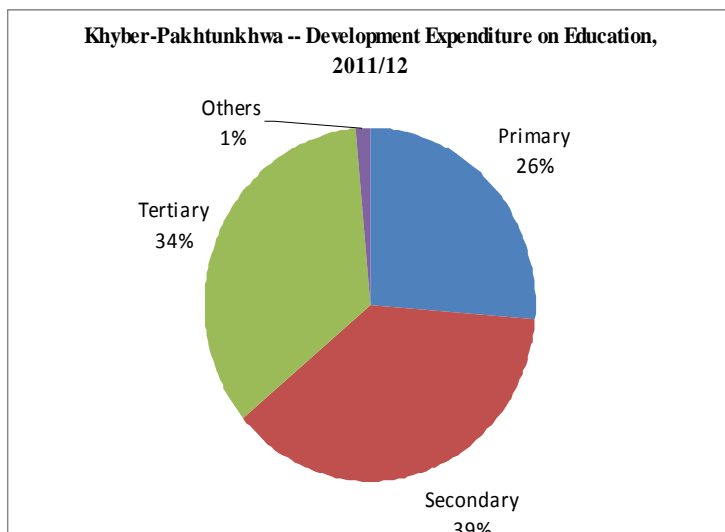
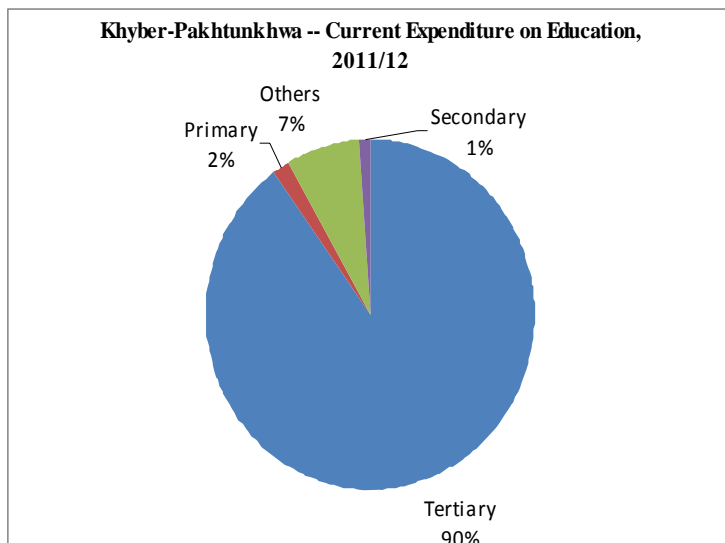


KHYBER PAKHTOONKHWA (KPk)

Table A.4 KPk's Education Budget 2011/12

	2010/11		2011/12
	Budget	Revised	Budget
Total Expenditure on Education (Rs Million)	20,056	18,576	24,894
Current Expenditure	6,226	6,223	8,995
Development Expenditure	13,830	12,353	15,899
Education as a Percent of Total Expenditure	10%	9%	11%
Current Expenditure	5%	4%	6%
Development Expenditure	20%	19%	19%

Source: Budget Documents 2011/12- *district allocations not included*

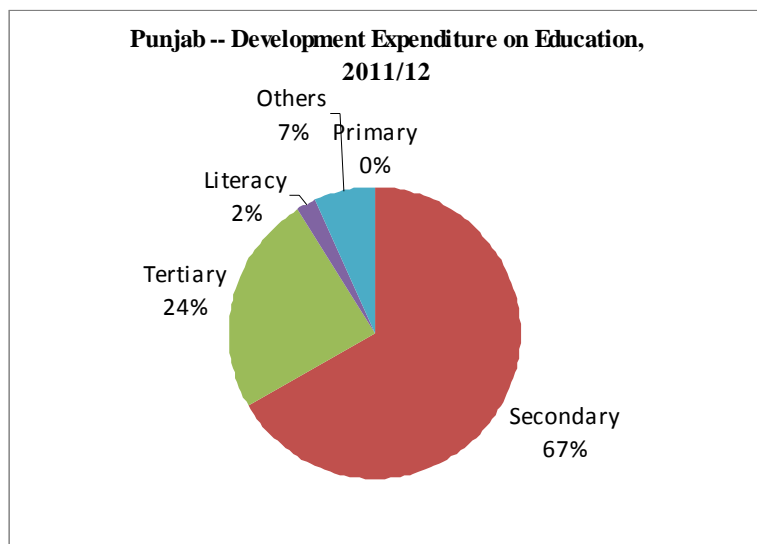
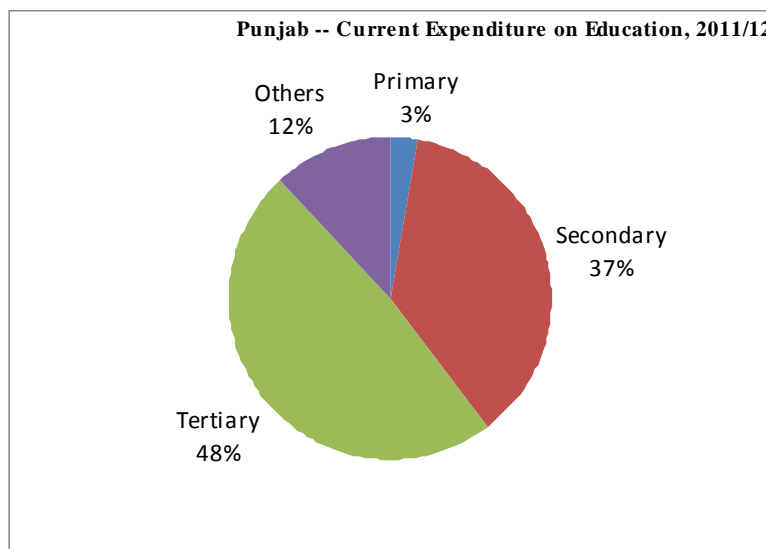


PUNJAB

Table A.5 Punjab's Education Budget 2011/12

	2010/11		2011/12
	Budget	Revised	Budget
Total Expenditure on Education (Rs Million)	55,483	44,082	62,041
Current Expenditure	28,885	28,301	27,141
Development Expenditure	26,597	15,781	34,900
Education as a Percent of Total Expenditure	10%	8%	9%
Current Expenditure	7%	7%	6%
Development Expenditure	14%	11%	16%

Source: Budget Documents 2011/12- *district allocations not included*

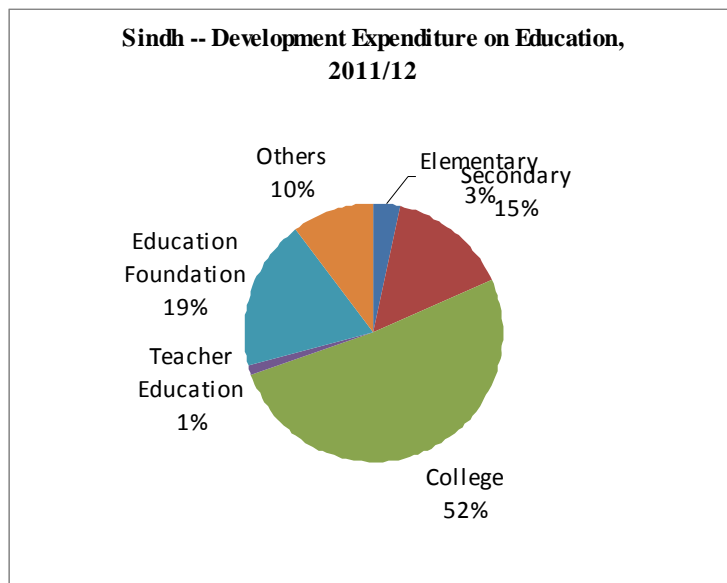
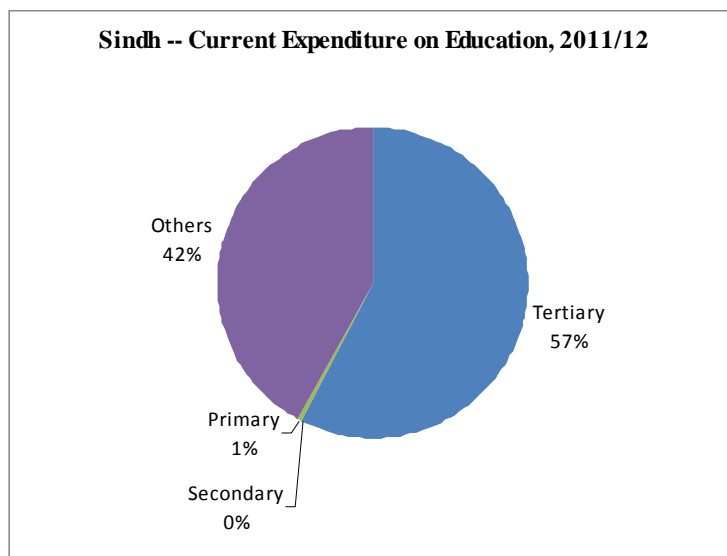


SINDH

Table A.6 Sindh's Education Budget 2011/12

	2010/11		2011/12
	Budget	Revised	Budget
Total Expenditure on Education (Rs Million)	25,708	26,199	32,310
Current Expenditure	18,678	20,425	24,577
Development Expenditure	7,030	5,774	7,733
Education as a Percent of Total Expenditure	7%	8%	8%
Current Expenditure	7%	8%	9%
Development Expenditure	5%	7%	5%

Source: Budget Documents 2011/12- *district allocations not included*

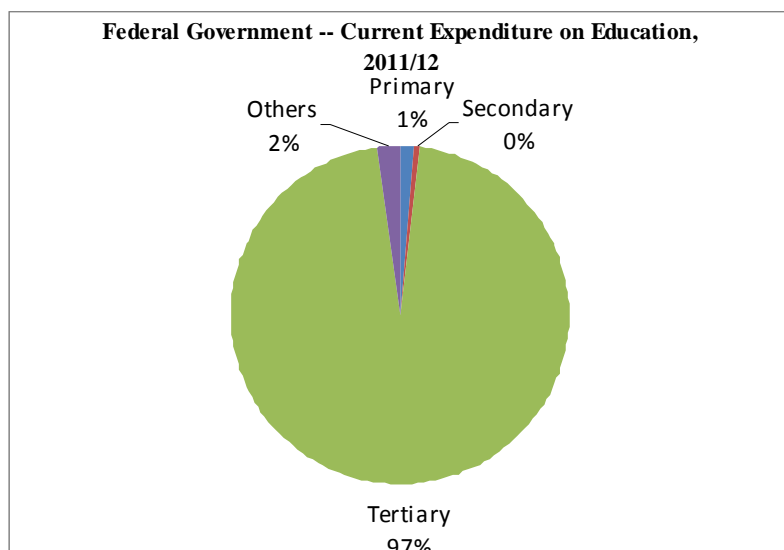
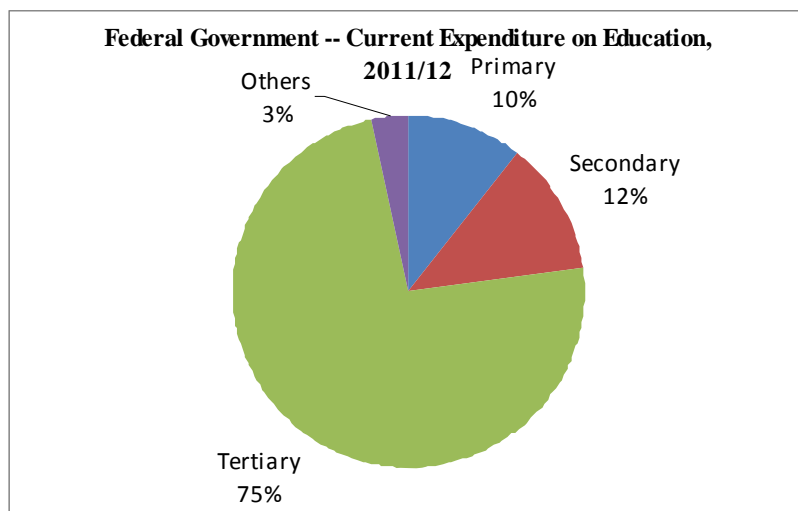


FEDERAL GOVT.

Table A.7 Federal Government's Education Budget 2011/12

	2010/11		2011/12
	Budget	Revised	Budget
Total Expenditure on Education (Rs Million)	176,521	163,724	195,763
Current Expenditure	105,608	112,787	119,470
Development Expenditure	70,913	50,937	76,293
Education as a Percent of Total Expenditure	5%	4%	5%
Current Expenditure	4%	4%	4%
Development Expenditure	8%	7%	9%

Source: Budget Documents 2011/12



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