

# ***DEVELOPMENT OF EDUCATION IN PAKISTAN***

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## Foreword

This study pertains to the development of education in Pakistan with the focus on challenges and issues of education system in Pakistan especially in the perspective of National Education Policies and Development Plans that have been designed for the development of education in the country. Financing of education has always been remained crucial issues for the implementation about which scanty information is available and an attempt has been made to update. The role of public sector as well as private sector on the quantitative expansion and qualitative improvement of education in the country has also been explained.

The Government has introduced numerous reforms and innovations such as ESR program for the development of education in the country. This study investigates those factors that have been addressed in these reforms with the focus on literacy, early childhood education, Education for All, quality of education and Education for sustainable development in the country.

I would like to express my gratitude to Khawaja Sabir Hussain, Deputy Director (Research) AEPAM for his un-tired efforts for managing and reporting the study. The services of Mr. Muhammad Akram, Stenographer are also appreciated for typing & composing the report.

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## Foreword

This study outlines to the development of education in Pakistan with the focus on challenges and issues of education system in Pakistan especially in the perspective of National Education Policy and Government plan that have been designed for the development of education in the country. Education of education has always been remained crucial issues for the government when which quality information is available and no strategy has been used to update. The role of public sector as well as private sector in the development of education and its impact on the country has also been highlighted.

The Government has launched numerous reforms and regulations such as LSR program for the development of education in the country. This study investigates these factors that have been addressed in these reforms with the focus on literacy, early childhood education, education for all, quality of education and education for sustainable development in the country.

I would like to express my gratitude to Khawaja Saira Hussian Deputy Director Researcher ARIQ for his kind efforts for managing and reviewing the study. The services of the National ARIQ, Islamabad for their support and guidance in carrying out the report.

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## **Introduction**

This study was designed to serve as comprehensive development report on education in Pakistan. In this context, the study aims to give particular attention to important changes that occurred in the education sector since independence with an overview of education system. The efforts have been made to analyze and review all National Education Policies, Plans and strategies, which were designed for providing education in the country. The policy provisions, targets and strategies have been examined, so that reader would be able to get crux of the situation. In addition plan-wise financial allocation, actual expenditure on education and quantitative and qualitative achievements have been discussed.

The study is divided into fourteen sections. The first section comprises of introduction of report, with an overview of education system. Whereas the second section explains management of education system. In the third section situation analysis on primary education, review of National Education Policies, Development Plans and ESR program have been explained. In addition, future estimated figures about primary education have also been discussed in this section. Analysis of National Education Policies about secondary education have been made in section four. Fifth chapter have a lot of information about higher education. Whereas, sixth chapter explains current situation of adult literacy, causes of low literacy rate in the country, ESR program for literacy and future estimates have also been given in this section. Section seven describes early childhood education.

Ninth section describes of financing of education, plans allocation and actual expenditure of each plans has been explained in this section, whereas role of private sector in expansion of education has been examined in section nine of the report. Tenth chapter describes Education for All, EFA plan goals, and targets. Major reforms and innovations has been given in section eleven of the report. Twelve chapter covers quantitative achievements since independence. In section thirteen a lot of information is available about quality of education, challenges trends and priorities. The last section explains role of education for sustainable development at the country.

### **1.2 Objectives of the Study**

**This study attempts to review and examine the National Education plans,**  
policies and programs, existing provisions and strategies, which have been adopted to  
provide education in Pakistan.

### **1.3 Focus of the Study**

In this context, the study focused on:-

1. Critical analysis of National Education Policies and Plans on education
2. An overview of education system
3. Identification of problems and obstacles in providing education
4. Examining the role of private sector in the development of Education
5. Critical analysis of reforms and innovations introduced by Government.
6. Analysis of Adult Literacy
7. Public expenditure on Education

### **1.4 Methodology of the Study**

The study is a qualitative and quantitative analysis based on secondary information

#### **1. Published or Secondary information**

Recent information published in reliable national sources in the country.

#### **2. Review of Literature**

- Economic Survey of Pakistan from 1980-81 to 2003-2004
- National Education Policies All, 1947, 1958, 1962, 1972, 1979, 1992, 1998-2010, ESR 2001.
- Financing of Education in Pakistan
- Literacy trends in Pakistan
- Basic Education in Pakistan
- Population Censuses Reports (1998) of the four provinces and federal areas i.e., Punjab, Sindh, NWFP, Balochistan, FATA and ICT;
- Population projections by National Institute of Population Studies (NIPS);
- Perspective Development Plan (2001-2011);
- Education Sector Reforms: Action Plan (2001-2005);
- Annual provincial and federal budget documents (various years);
- Foreign Economic Assistance (various issues);

- National and Provincial Educational Management Information Systems (EMIS);
- Pakistan Integrated Household Survey (1998/99 and 2001/02);
- District Education for All-Plans for district Chakwal & FANA; and the National Plan of Action for Education for All (2001-2015).
- Documents related to Poverty Reduction Strategy.
- National Plan of Action on Education For All (2001-2015), Pakistan.
- "A report of the Education For All 2000.
- "Education Sector Reform Action Plan 2001-02, 2005-06.
- A Study on Assessing Visual-Graphics Literacy
- Basic Education in Pakistan, 1999.
- Female Teachers in Rural Schools.
- Education for All 2000 - Assessment Country Report Pakistan.
- The Challenge of Basic Education in Pakistan 1991.
- Education for All 2001.
- Basic Education in Pakistan, 2004
- Need Assessment of Educational Managers at District Level
- Access and Equity in Basic Education
- Sample Survey on Learning Achievement

### **1.5 Delimitations of the Study**

1. This study was delimited to analyze the National Education Policies, Development Plans, other official documents and research reports on education.
2. Data have been used from only official published documents.



*Chapter # 1*

**EDUCATION SYSTEM  
AN OVERVIEW**



## 1. THE EDUCATION SYSTEM: AN OVERVIEW

The education is becoming one of the defining enterprises of the 21<sup>st</sup> century with the emergence of globalization and increasing global competition. In the fast changing and competitive world, education and technology are the master keys for respectable survival and progress of Pakistan. Pakistan is determined to respond positively to emerging needs, opportunities and challenges of globalization. Education is being considered a key to change and progress. Progress and prosperity of the country depends on the kind of education that is provided to the people.

Education assists harmonious development of the individual. It increases the economic, social and political adjustment of the individual in the society. Education is an essential prerequisite for an efficient and equitable development process. It is a recognized fact that without a minimum education level for the entire population, a human centered development process cannot be sustained.

Human aspect of development has not been given due consideration in the past and now it demands special attention in order to facilitate all segments of the society. It provides people greater opportunities and choices to improve their lives. In other words through the process of education, human beings develop such abilities, skills and attitudes that help them to modify their behavior according to social, economic and political demands. Education is considered the most important way of human capital formation, which is prerequisite for sustaining the development of nations.

Pakistan has placed human development at the center of the economic planning. People of Pakistan are a precious resource who are as hardworking as one can find anywhere in the world. Yet, the country have not nurtured their talent nor taken full advantage of their hard labour. Now country has begun to experience key shortages in skills that are needed to support an expanding economy. The three key areas of human development namely education, health and population welfare are attracting significant attention of the government. In the education sector an allocation of about Rs. 13 billion has been made for the year 2004-5 against an allocation of Rs. 6 billion in last year. This represents an increase of 134%, which is unprecedented in country's history. It is pointed out that the primary responsibility for human development including education lies with the provinces. The federal expenditures are in addition to much larger expenditure being expended by the provinces.

Pakistan being alive to the need of decentralization has initiated political and administrative devolution under its reforms agenda. The Local Government Ordinance has been promulgated to pave way for devolution plan in the country. The reform addresses shift to decentralization of political power, decision-making authority, and administrative responsibilities to the grass root levels - village, union council, tehsil and

district. The main aim of devolution is to maximize the local participation in the decision-making process to improve the delivery services' to all segments of the society.

## **1.2 STRUCTURE OF EDUCATION SYSTEM**

Pakistan follows centralized system of education and there is statutory requirement for all schools and colleges to follow a national curriculum. The system has adopted three-tier mode (8+4+4) with following distinct stages:

### **1.2.1 Elementary Education**

The elementary education comprises two distinct stages- Primary and Middle.

a) **Primary Stage:** The primary stage (Grades: I-V) extends over five years (age 5+ to 10+). Net primary enrolment rate is 66% in 2005. The medium of instruction in most of the schools is Urdu- the national language. There are English-medium schools as well. However, the curriculum for primary classes is almost the same throughout the country. The major focus of this stage is on basic mathematical and literacy skills, appreciation of traditions and values, and socialization. Promotion to next class depends on the result of the school examination. Schooling is being made compulsory through appropriate legislation.

b) **Middle Stage:** The Middle stage (Grades: VI-VIII) is of three years duration and is offered in schools either having primary or secondary classes. The curriculum is common for males and females as well as for urban and rural dwellers. The focus of this stage is to strengthen foundations of National & Target languages, mathematics and science and developing understanding of family, community, environment, health and nutrition. Provincial Education Departments as well as schools conduct terminal examination at this stage. Middle level enrolment rate is 47.5% in 2005.

### **1.2.2 Secondary Education**

Secondary Education comprises of two stages- Secondary and Higher Secondary.

a) **Secondary Stage:** The secondary education is of two years duration comprising Grades: IX-X. it covers 13-15 years cohort of children. There is a Secondary Schools Certificate (SSC) examination at the end of the tenth class and is conducted by the Boards of Intermediate and Secondary Education through out the country. The medium of instruction in most of schools is Urdu, except in English medium schools. Streaming of children starts at this stage. Students opt for a group of their choice such as Science, Humanities, and Technical. Urdu, English, Pakistan Studies, Islamic Studies and

Mathematics are compulsory subjects. A group of three elective subjects determines the specified stream.

b) **Higher Secondary Stage:** The higher secondary education (Grades XI-XII) is imparted at both Intermediate Colleges and Higher Secondary Schools. The students follow two years programme of study at higher secondary level, which leads to the Higher Secondary School Certificate (HSSC) and is a pre-requisite for entrance to university or an institutions of higher education. The medium of instruction in science subjects is mostly English. The Boards of Intermediate and Secondary Education at the end of 12th grade conduct the examinations for higher secondary school certificate.

Division of students takes place at various levels of school education. After the middle stage, students can follow either academic courses in secondary schools or a trade course at vocational institutions. After secondary school stage students can enter Intermediate Colleges or Higher Secondary Schools for pre-university courses or can join polytechnics to take up three-years diploma course in a particular branch of technology or trade. After Higher Secondary School Certificate (HSSC) one can either join general universities or professional institutions such as agricultural, engineering and medical.

Level/Stage	Class	Duration	Age on entry
<b>Elementary</b>			
Primary	I-V	5 years	5 years
Middle	VI-VIII	3 years	10 years
<b>Secondary</b>			
Secondary	IX-X	2 years	13 years
Higher Secondary	XI-XII	2 years	15 years
<b>Tertiary</b>			
Undergraduate	XIII-XIV	2 years	17 years
Postgraduate	XV-XVI	2 years	19 years

### 1.3 Tertiary Education

Recognizing the significance of human resources the Government of Pakistan has reorganized the higher education in the country. To meet the challenges and devising policies Higher Education Commission (HEC) has been set up. Accordingly focus of higher education has been determined and institutions of higher learning are being strengthened academically as well as financially. New specialties and sub-specialties have been planned and are being implemented. Special incentives have been provided to professional growth and research. Universities in Pakistan offer undergraduate, graduate and postgraduate programs of studies in general and professional education. Bachelor degree programs in arts and science (B.A. and B.Sc.) are of two years. All efforts are underway to reorganize degree programs and extended to three years and honors degree

programs to four years. The curriculum is continuously being reviewed to meet the challenges of time to come.

There are more than hundred universities and degree awarding institutions in the country. Of them about 50% are being managed by private sector. A bachelor degree is a requirement for admission to postgraduate courses in the general universities. The Master degree programs in arts and science (M.A./M.Sc.) are of two years and courses are offered by universities and affiliated institutions. The universities also offer M.Phil and Ph.D. programs. The minimum duration of Master of Philosophy (M. Phil) is two years. The Doctor of Philosophy (Ph.D) degree is offered by research as well as by course work cum research. The degrees of Doctor of Literature (D. Lit.), Doctor of Science (D.Sc.) and Doctor of Law are also awarded by some universities.

#### **1.4 Teacher Education**

After obtaining Secondary School Certificate (SSC) a student can join College of Education for Elementary Teachers for Primary Teaching Certificate (PTC), which is of one-year duration and enables him/her to teach at primary level. After HSSC one can also opt for one-year program leading to Certificate of Teaching (CT), which enables teachers to teach at middle school level. Now both the programs are being replaced by Diploma in Education that is of three years duration after SSC. Bachelor of Education (B.Ed.) is a one-year program after B.A./B.Sc. being offered by Colleges of Education and its successful completion enables him/her to be a secondary school teacher. An alternate three years degree course in science education leads to the Bachelor of Science Education (B.S. Ed). The Master of Arts in Education (M.A.) program is of two years after the first degree and Master of Education (M.Ed.) program is of one year after B.Ed.

#### **1.5 Vocational And Technical Education**

The duration of vocational and technical educational programs ranges from three months to three years. Similarly entry qualifications also vary according to the programme. Different trades are offered in these institutions. Technical and vocational education is being reorganized through the establishment of provincial bodies.

#### **1.6 Deeni Madaris**

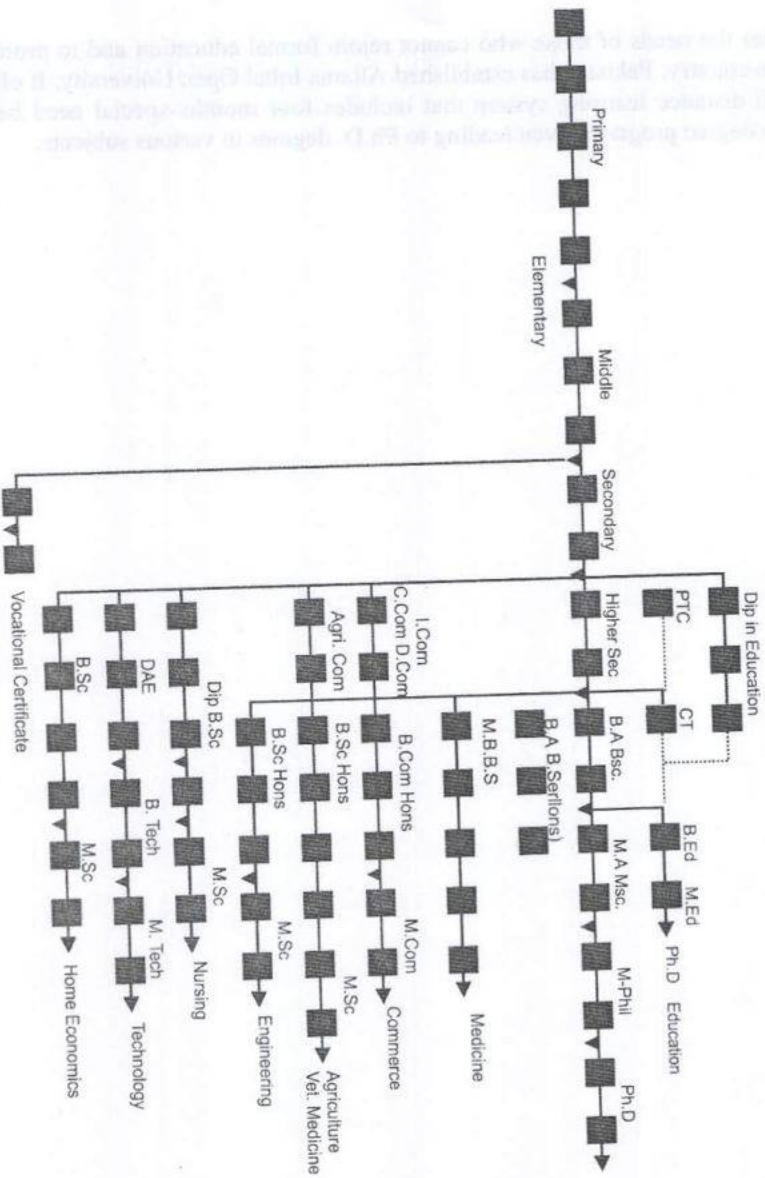
Parallel to formal school system there are Deeni Madaris imparting religious education based on the Quran, the Hadith (Sayings of the Prophet Muhammad- Peace be upon him), Islamic jurisprudence, logic, etc. Attempts are under way to integrate religious educational system with the formal school system. Most of these institutions offer Shahadat ul Almiya and Ghausia courses. The highest degree of "Shahadat-ul-Almiya" is being recognized as equivalent to M.A. in Arabic/Islamic studies.

### 1.7 Non-formal Education

To cater the needs of those who cannot rejoin formal education and to promote education in the country, Pakistan has established Allama Iqbal Open University. It offers courses through distance learning system that includes four months special need based short courses to degree programs even leading to Ph.D. degrees in various subjects.

# Formal Education System in Pakistan

Grade I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
Age 5.6	6.7	7.8	8.9	9.10	10.11	11.12	12.13	13.14	14.15	15.16	16.17	17.18	18.19	19.20	20.21



*Chapter # 2*

**MANAGEMENT  
OF  
EDUCATION SYSTEM**



## **2. MANAGEMENT OF EDUCATION SYSTEM**

The country is a federation of four provinces, each with a parliamentary system - Punjab, Sindh, Northwest Frontier Province (NWFP) and Balochistan, and other territories under the direct administration of the Federal government (Federally Administered Northern Areas (FANA) and Federally Administered Tribal Areas (FATA). The division of responsibilities of the Federation and provinces has been defined by the legislation of 1973 Constitution.

Education is primarily a provincial subject, however under the Federal Ministry of Education (MOE). The federal government continues to be the overall policy-making, coordinating, and advisory authority on education. The educational institutions located in the federal capital territory, the Centers of excellence, the Area Study Centers and other institutions in various parts of the country are administered by the MOE. Universities located in various provinces are administered by the provincial governments, but are funded by the Federal Government through the Higher Education Commission.

The executive authority in the Ministry of Education, headed by the Minister, is vested in the Secretary who ensures' implementation of policies in close collaboration with provincial education departments. The Provincial Education Departments are headed by the Education Ministers of the respective provinces and the executive authority is vested in the Education Secretaries.

Each province is divided into districts for administrative purposes. District Governments have been established across the country under the devolution plan. The department of education in each district is headed by Executive District Officer (EDO). Education up to higher secondary level has been devolved to district governments and have been entrusted to comprehensive planning, management and implementation of education in the respective areas in line with Federal Government's Education Policies and priorities.

Universities are autonomous bodies supervised and controlled by their own syndicates. A Vice-Chancellor who is the academic and administrative head of the university heads syndicate. The Governors of the respective provinces are ex-officio Chancellors of the public universities in their domains. Universities located in the Federal Area have the President of Pakistan as ex-officio chancellor. Higher Education is a federal body that looks after the interests of universities. New administrative reforms are also in the process of implementation under the auspices of Higher Education Commission.

## 2.1 Re-Organization of the Ministry of Education

On the orders and direction of the Minister for Education, it has been decided to re-organize the Ministry of Education. Ministry henceforth will consist of the following Wings:-

1. Curriculum Wing
2. Planning & Development Wing
3. Administration Wing
4. Projects Wing
5. Training Wing
6. Monitoring & Evaluation Cell

## *Chapter # 3*

# **Primary Education**

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Chapter # 3

Primary Education

### 3. SITUATION ANALYSIS

Primary education is the foundation on which all subsequent stages of education are built and is the very basic ingredient for human resource development. Concern over the state of primary education, particularly the issue of low enrolment and high dropout rates, has been duly expressed in all education policies and five year plans. Low enrolment and high dropout rates are serious issues.

Recent estimates indicate that there were total 154,970 primary schools in 2003-2004 with an enrolment of 3,573,929 in pre-primary and 16,207,287 in primary level with 432,222 teachers at this level. Further detail is as under:

**Public + Private primary school profile 2003-2004**

**Table-1**

<b>Primary</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Mixed</b>	<b>Total</b>
Number of School	74,179	43,913	36,878	1,54,970
Total enrolment pre-primary	2,000,538	1,573,391	-	3,573,929
Total enrolment primary	9,601,462	6,605,824	-	16,207,287
Number of Teachers	2,36,893	195,329	-	432,222

Source: Pakistan School Education Statistics, 2003-2004 NEMIS AEPAM, Islamabad

Although the overall net primary enrolment is about 67% but there are gender and location (urban and rural) discrepancies at this level. Detail is presented in table below.

**Net Primary Enrolment Rates (%) by Gender and Location in 2002**

**Table-2**

<b>Gender</b>	<b>Urban</b>	<b>Rural</b>
Boys	87	66
Girls	81	53

Source: EFA Wing, Ministry of Education

There were a total of 28727 middle schools with an enrolment of 4,321,261 and 239,351 teachers. Detail is presented in table below.

## Public + Private Middle school profile 2003-2004

Table-3

Middle				
	Boys	Girls	Mixed	Total
Number of School	7029	6567	15,132	28,727
Total enrolment	2,584,043	1,737,218	-	4,321,261
Number of Teachers	92,770	1,46,580	-	239,351

Source: Pakistan School Education Statistics, 2003-2004 NEMIS AEPAM, Islamabad

### 3.1 Reviews and Analysis of National Education Policies

#### 3.1.1 Education policies 1947-82

In 1947, only a few months after independence an all Pakistan Education conference was convened. This conference recommended that free and compulsory education should be introduced for a period of five years, and it should gradually be raised to eight years. The Commission on National Education (1959) recommended compulsory education for all children between five and ten years of age. However, the New Education Policy (1970) fixed 1980 as target date for achieving universal primary education. Whereas, the National Education Policy (1972-80) aimed at free and universal education till class X to be achieved in two phases. The National Education Policy (1979) phased the target dates 1987 for boys and 1992 for girls.

#### 3.1.2 Education Policies in the 1990s.

During the current decade, two education policies were announced: (i) the Education Policy of 1992, and (ii) the Education Policy (1998-2010). In addition to these policies, the Social Action Program (SAP) also lays great emphasis on primary education.

The Education Policy (1992) focused on: (i) achieving universal primary education, eliminating drop-out rates, and fulfilling the basic learning needs by the year 2002, (ii) stressing women's education, (iii) raising the quality of public instruction through an extensive in-service teachers' training program, (iv) diversification of vocational streams, along with expansion of graduate and postgraduate level courses, (v) reforming of examination system, (vi) introducing computer education at school level, and (vi) encouraging the participation of private sector in education.

The main features of the new Education Policy (1998-2010) include:

- Quality of elementary education shall be improved.
- Access to elementary education shall be increased, through effective and optimum utilization of existing facilities and services, as well as provision of new facilities and services.
- Character-building, oriented towards humanism, tolerance, and moral build up on Islamic lines at elementary level shall be assigned top priority.
- Teachers' competence shall be improved and the relevance of training programmes for teachers shall be ensured.
- Kachi class at primary level shall be introduced as part of the effort to improve the achievement of pupils.
- The role of the family, school, community, non-governmental organizations and media in the provision of elementary education shall be maximized.
- Disparities and imbalances of all types shall be eliminated so as to promote equity.
- High priority shall be accorded to the provision of elementary education to the out-of-school children.
- Financial resource base of elementary education shall be diversified.
- Non-formal system shall be adopted as complementary to formal system.
- A monitoring system shall be developed to obtain timely and reliable information on enrolment, retention, completion and achievement. In addition, qualitative monitoring of achievement shall be introduced.
- Management and supervision shall be improved through greater decentralization and accountability.

### 3.2 Physical Targets of National Education Policy (1998-2010)

In order to increase the access and improve the quality of elementary education, the following additional facilities will be provided:

#### Physical Targets in Elementary Education

Table-4

Facilities/Services	Benchmark 1996/97	Policy Target	9th Plan Targets (2000-2003)
New Formal Primary Schools	145,000	190,000 (+45,000)	162,000 (+17,000)
Mosque Schools	37,000	57,000 (+20,000)	40,000 (+3,000)
Double Shift in Existing Primary Schools		20,000	20,000
Non-Formal Basic Education Schools	7,117	2,50,000 (+242,823)	82,177 (+75,000)
Up-gradation of Primary Schools to Middle/Elementary Level	15,000	60,000 (+45,000)	30,000 (+15,000)
Recruitment of Additional Teachers for Primary Schools	339,500	527,000 (+187,500)	382,200 (+42,700)

**Source:** National Education Policy (1998-2010 P.29)

More than half a dozen Education Policies have been designed since the inception of Pakistan. The targets fixed by the policies make an interesting study because of shifting target dates to longer periods. More-over no consistent strategies were adopted to achieve the U.P.E. National Education Commission (1959) changed the strategy by emphasizing compulsory religious education. The New Education Policy (1970) shifted the strategy towards the attraction of the schools so that dropout rate could be reduced.

Detail is given in the following table about the target dates with strategies.

**Summary Table-5**  
***Policy Targets and Strategies Summary***

Policy	Targets	Strategies
1947 Pakistan Education Conference	Free and Compulsory Education	<ul style="list-style-type: none"> <li>- Free and Compulsory</li> <li>- Levying a special Tax to finance primary education.</li> </ul>
	UPE within two decades by 1967	<ul style="list-style-type: none"> <li>- Primary School Age Group between 6-11 years.</li> <li>- Encourage private sector to open primary schools.</li> </ul>
1959 National Education Commission	UPE within a period of 15 years by 1974.	<ul style="list-style-type: none"> <li>- Compulsory and universal primary education</li> <li>- Compulsory religious education.</li> <li>- Female teachers for primary education.</li> <li>- Resource mobilization for additional funds.</li> </ul>
1970 The New Education Policy	Universal Enrolment upto class V by 1980	<ul style="list-style-type: none"> <li>- Attractive schools to eliminate drop out</li> <li>- Rapid expansion</li> <li>- Emphasis on female enrolment.</li> <li>- Female teachers for primary education</li> </ul>
1972 The Education Policy	UPE for boys by 1979 & for girls by 1984	<ul style="list-style-type: none"> <li>- Free primary education</li> <li>- Priority to rural areas</li> <li>- Emphasis on female enrolment</li> <li>- Standardized low cost school buildings</li> </ul>
1979 National Education Policy	UPE for boys by 1986-87 & for girls by 1992	-Rapid expansion of female education with opening of mosque and Mohalla schools. Efforts to reduce drop-outs
1992-2002 National Education Policy	100% UPE through community participation by 2002 Restructuring the existing Education System	<ul style="list-style-type: none"> <li>- Training and recruiting new primary teachers</li> <li>- Active participation of community for UPE</li> <li>- Special programme to retain female teachers</li> <li>- Provision of Special Federal Fund for Primary Schools</li> </ul>
1998-2010 National Education Policy	Enhancing participation rate from 71% to 90% by 2003 and 105% by 2010. Reduction of disparities by 2010 Opening of 45000 New Formal Primary Schools.	<ul style="list-style-type: none"> <li>- Revision of service structure of teachers.</li> <li>- Uniform curricula for public and private schools.</li> <li>- Political will for objective achievement and resource mobilization of Primary schools.</li> <li>- Free and compulsory primary education. Act shall be enacted and enforced in phased manner.</li> <li>- Revision of the examination and assessment system.</li> </ul>

### 3.3 Education Sector Reforms (ESR)

Education Sector Reforms (ESR) program was built on the long term perspective of National Education Policy (1998-2010) and ten year perspective development plan 2001-2011 was made. ESR is the comprehensive sector wise program to address the issues of low educational attainment, lack of access to schooling, and educational inequities by gender and location.

#### a) Education Sector Reforms Objectives

- Universalization of primary education and adult literacy.
- Strengthening the quality of education through better teachers, upgraded training options, curriculum & textbook reforms, and competency based examination system.

#### b) Education Sector Reforms targets for Basic Education during 2001-2005 are:

<u>Sub-Sector</u>		<u>Bench Mark 2001</u>		<u>Target 2005</u>
Literacy	from	49 %	to	60 %
Gross Primary Enrolment	from	83 %	to	100 %
Net Primary Enrolment	from	66 %	to	76 %
Middle School Enrolment	from	47.5 %	to	55 %

### 3.4 Primary Education EFA Goals.

- i) 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;
- ii) Eliminating gender disparities in primary and secondary education by 2015 and achieving gender equal access to and achievement in basic education of good quality; and
- iii) Improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

### 3.5 Review of Targets and Achievements of Five-Year Development Plans

The first five-year development plan was developed in 1955. Since then we have made eight development plans and 9th is under implementation. In these development plans, primary education has been given proper weight. More financial resources have been allocated in subsequent plan, as compared to previous ones for the development of Primary Education.

Several plan documents proposed target dates to achieve Universalization of primary education. However, these dates were politically motivated and unrealistic. In every plan the shifting of dates indicated the non-seriousness of Government commitment, which is also manifested from financial allocations.

#### Universalization of Primary Education Target Dates (Plan-Wise)

Table-6

Plan	Target date
First Plan (1955-60)	1975
Second Plan (1960-65)	1975
Third Plan (1965-70)	1980
Non-Plan (1970-78)	1979 (Boys) 1984 (Girls)
Fifth Plan (1978-83)	1987
Sixth Plan (1983-88)	1988 (Boys) 1992 (Girls)
Seventh Plan (1988-93)	1993
Eighth Plan (1993-98)	1998

Source: Policies and Plans Review 1947, 1998

Plan-Wise financial allocation details are given in the following table.

**Plan-Wise Financial Situation of Primary Education**

**Table-7**

<b>Plans</b>	<b>Education Budget (Rs. Million)</b>	<b>Allocation to Primary Education (Rs. Million)</b>	<b>Percentage Share</b>	<b>Inter-Plan increase (%)</b>
First Plan 1955-60	304.93	51.4	16.85	----
Second Plan 1960-65	490.0	78.0	15.92	60.7
Third Plan 1965-70	1086.6	67.51	6.21	121.7
Non-Plan 1970-78	2998.14	473.93	15.81	175.9
Fifth Plan 1978-83	10698.0	3049.7	28.51	256.8
Sixth Plan 1983-88	18830.0	7000.0	37.17	76.0
Seventh Plan 1988-93	22684.78	10128.0	44.64	20.5
Eighth Plan 1993-98	69031.70	32669.0	47.32	204.3
Ninth Plan 1998-2003	120020.0	69860.0	57.80	73.8

**Source:** *Five Years Development Plans Planning and Development,  
Ministry of Education*

This table-7 shows that percentage of financial allocation has been increased gradually. The share of Primary education in the first plan was 16.85% which was reduced in the second and third plans upto 6.21%. However, the successive plans had substantial share. The fifth plan allocated 28.51% of the total education budget whereas this had been increased upto 37.17% in the sixth plan. The seventh plan increased from 37.17% to 44.64% whereas allocation in eighth plan was 47.32% of the Education budget.

However, this financial allocation did not bring desired result because merely allocation in the plans cannot achieve the target unless actual expenditure is made. Plan-Wise actual expenditure is shown in the table 8.

**Plan-Wise Allocation, Expenditure on Primary Education  
(1955-2003)**

**Table -8**

<b>Plan</b>	<b>Allocation for primary education (in millions) rupees</b>	<b>Actual expenditure on primary education (in million) rupees</b>	<b>Expenditure in (percentages)</b>
1955-60	51.4	21.2	41.0
1960-65	78.0	19.0	24.0
1965-70	67.5	25.0	37.0
1970-78	473.93	444.0	94.0
1978-83	3049.7	1413.1	46.3
1983-88	7000.0	3533.0	50.5
1988-93	10128.0	6399.2	63.0
1993-98	32669.0	23340.4	71.4
1998-2003	69860.0	-	-

**Source:**

1. *Agenda for Educational Development 1988-93.*
2. *Seventh Five Years Plan (1988/89-1992/93).*
3. *Education: Past, Present and Future*

### **Plan-Wise Participation Rates at Primary Level Of Education**

**Table-9**

<b>Five years Plans</b>	<b>Bench Mark</b>	<b>Target</b>	<b>Achievement</b>
First Plan 1955-60	52	58	36
Second Plan 1960-65	36	56	45
Third Plan 1965-70	45	70	46
Non Plan 1970-78	46	65	54
Fifth Plan 1978-83	54	68	48
Sixth Plan 1983-88	48	75	64
Seventh Plan 1988-93	64	79.7	68.9
Eighth Plan 1993-98	68.9	87.7	72.4
Ninth Plan 1998-2003	72.4	90	-

**Source:** 1. Primary Education Improvement Desired Measures National Education Council August, 1986  
2. Five Years Development Plans  
3. Policies and Plans Review, 1947-1998

### **3.6 Future Requirements of Primary Education - Estimated Figures**

Based on information obtained from provincial population census reports, population projections by NIPS, the net enrolment in primary education will reach 17.536 million students in 2015/16. Of these, 9.041 million will be boys and 8.495 million will be girls.

#### **Primary Net Enrolments (by Gender and Location) to be achieved by 2015/16**

**Table-10**

**(in Millions)**

<b>Enrolments (million)</b>	<b>Benchmark (2002)</b>	<b>Target (2015/16)</b>
<b>Urban</b>	5.101	6.735
- Male	2.713	3.441
- Female	2.388	3.294
<b>Rural</b>	7.400	10.801
- Male	4.243	5.600
- Female	3.157	5.201

Note: The population projections were obtained from NIPS.

Source: Financing of Education in Pakistan, UNESCO, 2003; Islamabad

Based on the EFA goals of universal free and compulsory primary education of good quality, the study estimates the total cost requirement of the achieving these goals by 2015/16. The total cost on primary education to be incurred by the public sector is estimated to be around Rs. 955,571 million, with Rs. 582,300 million projected to maintain the present participation rate and Rs. 373,271 million to finance the additional students for the achievement of the EFA goal related to universal primary education.

Following are the cost estimates of providing universal primary education by 2015/16 to all girls and boys in Pakistan.

For urban areas, the total cost of achieving universal primary education is Rs. 48,579 million for boys (with almost 40% on development heads) and Rs. 51,923 million (with 44% on development heads) for girls.

**Total Cost of achieving Universal Primary Education in Urban Areas in Pakistan**  
**Table-11**

(In Million)

	<b>BOYS</b>			<b>GIRLS</b>		
	<b>2003-06</b>	<b>2006-11</b>	<b>2011-16</b>	<b>2003-06</b>	<b>2006-11</b>	<b>2011-16</b>
<b>Punjab</b>						
Development	3702	1297	2590	3136	1058	4537
Recurrent	1337	4163	5905	1,126	3,444	5,679
Total	5039	5460	8495	4262	4502	10216
<b>Sindh</b>						
Development	3644	2012	465	3607	1929	3002
Recurrent	1,327	4,699	6,352	1,332	4,702	7,219
Total	4971	6711	6817	4939	6631	10221
<b>NWFP</b>						
Development	513	940	1237	394	794	1558
Recurrent	173	905	1,878	128	717	1,708
Total	686	1845	3115	522	1511	3266
<b>Balochistan</b>						
Development	253	829	902	258	714	1328
Recurrent	81	587	1,346	85	556	1,413
Total	334	1416	2248	343	1270	2741
<b>Pakistan*</b>						
Development	8265	5330	5408	7580	4694	10686
Recurrent	2,974	10,631	15,971	2738	9694	16531
<b>Total</b>	<b>11239</b>	<b>15961</b>	<b>21379</b>	<b>10310</b>	<b>14388</b>	<b>27217</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO 2003, Islamabad.

For rural areas, the cost of achieving primary education for boys is Rs. 139,881 million (with Rs. 43,690 million i.e., almost 30% as development costs) and Rs. 132,887 million (with Rs. 52,153 million i.e., 40% in development costs) for girls (Table-12).

**Total Cost of achieving Universal Primary Education in Rural Areas in Pakistan**

**Table-12**

(In Million)

	<b>BOYS</b>			<b>GIRLS</b>		
	<b>2003-06</b>	<b>2006-11</b>	<b>2011-16</b>	<b>2003-06</b>	<b>2006-11</b>	<b>2011-16</b>
<b>Punjab</b>						
Development	11750	6488	1197	7995	3803	6281
Recurrent	4944	17846	24050	3349	11490	17180
Total	1694	24334	25247	11344	15294	23461
<b>Sindh</b>						
Development	3856	3077	284	3165	2266	2267
Recurrent	1633	6557	9164	1339	5343	8247
Total	5489	9634	9448	4504	7609	10514
<b>NWFP</b>						
Development	3275	5235	833	2996	4319	7420
Recurrent	1325	6528	10372	1333	6002	12058
Total	4600	11765	11205	4218	10321	19478
<b>Balochistan</b>						
Development	1255	2961	636	1088	1839	3411
Recurrent	507	3008	5188	448	2354	4958
Total	1762	5969	5824	1536	1493	8369
<b>Pakistan*</b>						
Development	21002	19181	3507	16206	13726	22221
Recurrent	8767	35693	51731	6760	27244	46730
<b>Total</b>	<b>29769</b>	<b>54874</b>	<b>55238</b>	<b>22966</b>	<b>40970</b>	<b>68951</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

For Pakistan, the total resource requirement for achieving universal primary education for both boys and girls in both urban and rural areas is Rs. 955,571 (Table-13).

**Total Cost of achieving Universal Primary Education in Pakistan**  
**Table-13**

	(In Million)			
	2003-06	2006-11	2011-16	TOTAL
<b>Punjab</b>				
Development	26582	12646	14604	53,832
Recurrent	10756	36942	52814	100,512
Total	37338	49588	67417	152,344
<b>Sindh</b>				
Development	14271	9284	6017	29,572
Recurrent	5630	21301	30982	57,912
Total	19901	30584	36999	87,484
<b>NWFP</b>				
Development	7178	11287	11048	29,514
Recurrent	2849	14152	26016	43,017
Total	10027	25439	37064	72,531
<b>Balochistan</b>				
Development	2854	6342	6276	15,472
Recurrent	1121	6505	12905	20,530
Total	3974	12846	19181	36,002
<b>Pakistan*</b>				
Development	53054	42931	41823	137,807
Recurrent	21239	83262	130963	235,464
Total (Additional)	74293	126192	172786	373,271
Existing Schools' Cost	103636	210283	268381	582,300
<b>TOTAL REQUIREMENT</b>	<b>177929</b>	<b>336475</b>	<b>441167</b>	<b>955,571</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, 2003; Islamabad

### 3.7 Social Action Program (SAP)

During the 1980s, Pakistan had the fifth fastest growing economy in the world. However, in terms of human development, the country ranked 120th on the human development index. Three major reasons were identified for the slow-moving indicators included:

- (i) Resources allocated to social sectors were too low;
- (ii) Rapidly growing population, and
- (iii) Serious implementation constraints, on the efficient and productive use of resources, that were made available to the social sectors.

As response to this grave imbalance, the government developed a Social Action Program (SAP) in 1992/93, which addressed the needs of primary education (especially female education), primary health, population welfare, and rural water supply and sanitation. The first phase of SAP (1992-96), launched at a total cost of US\$ 7.7 billion, intended to improve the coverage, quality and effectiveness of service delivery in these sectors. Actively supported by the donor community, SAP was developed and implemented at the provincial level.

The overall SAP strategy comprised three critical elements:

- Improving implementation: by addressing the issues related to poor planning and budgeting, institutional constraints such as bureaucratic delays in release of budgeted funds, lack of trained staff, staff absenteeism, and lack of input supplies, etc. so that social service delivery can be improved.
- Improving program design: by shifting focus to basic services rather than higher-level services, and targeting poor women and girls especially in far flung rural areas, and by improving service quality to improve the access to social services
- Increasing level of effort: by increasing government expenditure on basic social services.
- Education Component of SAP: Education is the most important component of SAP, enjoying the highest share of resources allocated. SAP places great emphasis on primary schooling, particularly with reference to increasing enrolment, and improving the quality of education imparted, with special emphasis on female and rural areas.

In education, SAP followed a demand driven strategy that aimed at:

- Improving the efficiency with which public education services were provided
- Increasing access to schools and
- Improving the quality of schooling provided.

A range of measures designed to achieve these objectives included:

- Decentralization of management systems
- Up-gradation and implementation of planning, budgeting and monitoring systems

- Upward adjustment of teacher staffing levels, with freeze on primary teacher recruitment lifted.
- Control through supervision on absenteeism, high transfer rates, and poor teacher performance.
- Significant increase in budgets, and spending on books and other teaching materials.
- Increased access to schooling through school construction, school extension and classroom renovation.
- Promotion of greater community involvement in school management

Reviews suggest that SAP-I has had a positive impact on the provision of quality education in rural areas. There has been a quantitative shift in awareness about the importance of education, as women and girls have been primary beneficiaries of the improved education system. However, little progress appears to have been made in institutional reforms. Also, SAP implementation remained poorly coordinated. Procurement procedures overlapped, attempts at promoting community participation were weak, and monitoring and evaluation systems remained under-developed.

The second phase of SAP (1997-2001/2), costing over US \$ 10 billion, has been evolved to consolidate the outcomes of the first phase with the following cross-sectoral objectives to improve quality, efficiency, sustainability and governance:

- Continue increasing the non-salary portion of the recurrent budget, to ensure adequate provision of quality inputs
- Improve governance through merit-based staff recruitment; facilitate site selection and employment incentives, and measures to reduce absenteeism among staff.
- Strengthen government systems of service delivery through improved planning, management, monitoring and implementation, including financing non-government provision of services, and
- Increase community and beneficiary participation.

Under SAP-II, the scope of some areas has been widened, with extended education to include middle-level schooling, health expanded to incorporate tehsil-level facilities (tehsil hospitals), and peri-urban areas covered under water supply and sanitation. The important role of non-formal education (NFE), as a means of improving literacy and educational levels, has also been recognized.

### **3.8 Drop Out at Primary Level**

The most common responses to this question, as reported by Pakistan Integrated House hold Survey 1996/97, varied between rural and urban areas. In the rural areas, 20% boys dropped out because they had to help at work, 17% as school was too expensive, 8% had to help at home, and another 8% thought education was not useful. Of the rural girls, 16% said they had to help at home, 13% reported that school was too expensive, for 11% school was too far away and another 11% said, "parents did not allow". Almost 21% urban boys, who dropped out from school, said that school was too expensive, 13% said they had to help at home, and 11% that education was not useful. About 23% urban girls dropped out of school because it was too expensive, 14% said "parents did not allow," and 12% said that they had to help at home.

### **3.9 Major Problems and Obstacles**

#### **Some Research studies have been carried out on Basic Education**

A) Ghafoor et al (1990) study on " relationship between five year schooling and literacy status of parent's reported that:

- i) Poverty is the main problem, which does not permit children of poor families either to join or continue education.
- ii) Children of literate parents have more interest in education. The families where fathers or mothers are literate, children's enthusiasm for education is greater.
- iii) Illiterate parents are found to be conservative; sticking to their traditional values. Their conservatism has a strong negative effect on female education. (Ghafoor, et al 1990, pp. 42).

B) According to Chaudhary et al (1988) study on Incentives for Rural Female Students in Pakistan:

- i) Incentive in the form of monetary as well as non- monetary is very essential if we really want to increase the enrolment of students in rural areas.
- ii) Parents generally don't send their girls to school because of direct cost of schooling.
- iii) The girls were going to boys schools and mosque schools if there was no girls school in the community. The study reported functioning of two schools in one building one for boys and other for girls: the upper

portion was used as girls' school and ground floor was used as boys' school. (Chaudhary, et al 1988, pp. 43-35).

C) BRIDGES study McGinn; et al (1989) indicated:

- i) the difference in opportunity to enroll in school was very high in Balochistan, where there were 3 schools for boys and 1 for girls.
- ii) The study further reported availability of 3 schools for boys for every 2 girls schools in NWFP and about 6 schools for boys for every 4 for girls school in Punjab and Sindh.
- iii) In Islamabad district, there is same number of schools for boys and for girls that is, the ratio is 1 to 1. Sindh has the largest proportion of "mixed" schools (45.6%), and NWFP the least (only 1%). (McGinn, et al, 1989, pp.3-4)

D) Butt (2000) conducted a study on investigation on "the factors of low enrolment Ratio of girls in Elementary schools of Rawalpindi". This study found that:

- i) The enrolment of rural girls middle school was 1.8 times less than boys. This indicated that the glaring inequalities existed between boys and girls.
- ii) The study found out that poverty was the main problem which did not permit children of poor families either to join or continue education (Butt 2002, pp.185-188).

E) Khan et al (2004) conducted a study on "Access and Equity in Basic Education". The following conclusions drawn about **access to primary schools are**: Majority of boys and girls could not be enrolled in the schools because of:

- i) Expensive education
- ii) Non-availability of schools
- iii) Remote schools
- iv) No facility for further education
- v) Providing help at home
- vi) Teachers' harsh behaviour
- vii) Less conveyance to remote schools

As far as the **reasons of repetition, and dropout** are concerned, following conclusions were drawn.

### **Reasons for repeating a class work**

- i. Lack of available guidance at home
- ii. Lack of students' interest
- iii. Students' absenteeism
- iv. Difficult syllabus
- v. General weaknesses in studies

### **The reasons for leaving school during the academic year were:**

- a) Expensive education
- b) Lack of parents' interest
- c) Large family size
- d) Remote schools
- e) Security problem

### **3.10 Causes of low enrolment of girls**

Following is a list of the basic causes of low enrolment of girls at primary level of education, and continuing gender gaps in literacy and participation rates, as identified by different research studies.

1. Poverty, illiteracy and conservatism of the parents are generating negative attitudes against the education of girls.
2. Low base level of female education at the time of independence and the persistent obsession of parents, planners and community leaders that the first available educational facility must be reserved for boys.
3. Demand for separate girls schools and lack of adequate financial support.
4. Non-availability of qualified and experienced female school teachers and neglect of basic physical facilities for girls schools.
5. Lack of incentives for girls to attend schools and for teachers to take up teaching duties with commitment and devotion.
6. Irrelevant curricula and ineffective teaching methodology for multi-grade teaching in schools where two teachers teach five classes in one or two rooms.
7. Inhibiting role of uneducated mothers and severe attitudinal barriers to girls' education in the rural and tribal areas.

8. Non-existence of girls' primary schools or non-availability of schools at an accessible distance.
9. Heavy population growth-rate and the burden of household work falling on young girls.
10. Absence of essential facilities like drinking water, mats for squatting or benches for sitting, urinals and space for playing in existing girls schools.
11. Apathy of the community and an ineffective supervisory system.
12. Poor impact of non-governmental organizations on the motivation of parents and girls.



## *Chapter # 4*

# **Secondary Education**



## **4. SECONDARY EDUCATION**

### **4.1 Situation Analysis**

Secondary Education (IX-XII) is an important sub-sector of the entire education system. On one hand, it provides middle level work force for the economy and on the other; it acts as a feeder for the higher levels of education. The quality of higher education, which is expected to produce high quality professionals in different fields of social, economic, and political progress of the country, hinges on the quality of secondary education, as well as prepares them to adjust to their practical lives meaningfully and productively.

Secondary education is a stage, where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical significance. Four years of secondary education, therefore, provide an excellent opportunity for the educators and educationists to conceive and launch programs, which initiate the learners into proper forms of behavior, and attitudes, which lead to decent productive and peaceful life in future.

#### **Public + Private Secondary School Profile 2002-2003**

<b>Secondary</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Mixed</b>	<b>Total</b>
Number of schools	6911	3240	6749	16,900
Total enrolment	100,6777	726,370	-	173,3147
Number of teacher	169,419	149,480	-	318,899

The above table indicates that there were total 16,900 secondary schools in 2002-2003 with an enrolment of 173,3147 and total 318,899 teachers were employed in these schools.

### **4.2 Objectives (National Education Policy 1998-2010)**

- To prepare the students for the world of work, as well as pursuit of professional and specialized education.
- To develop the personality of students as enlightened citizens of an Islamic state and peace loving citizens of the world at large.

- To ensure the all boys and girls, who are desirous of entering secondary education are not deprived of their basic right because of non-availability of the schools.
- To design a system of recruitment, training and selection of teachers in such a way that well-qualified and trained teachers are available for all subjects offered at secondary level.
- To prepare and make available such teaching-learning material which make learning rewarding and attractive.
- To introduce a system of evaluation which emphasizes learning of concepts and discourages rote memorization.
- To remove ambiguities and contradictions in the operation of 3-tier system of education and design rules, regulations and practices, which ensure smooth functioning of the system.
- To adopt a balanced approach towards integration of technical/vocational education and evolve a system, which is cost-effective and practicable.

#### **4.3 Policy Provisions**

- Setting up one model secondary school initially at each district level
- Introduction of a definite vocation or a career at secondary level
- Revision of curriculum for secondary and higher secondary levels
- Introduction of multiple textbooks at secondary school level
- The present rigidly compartmentalized scheme of studies at the Secondary School Certificate (SSC)/Higher Secondary School Certificate (HSSC) level will be replaced by a flexible system where a student would be free to choose any subject from a comprehensive list of subjects required.
- Appointments in the Examination Boards should be on contractual and merit basis and the efficiency of the Boards shall be enhanced by introducing the improved system of terminal examinations.
- A comprehensive in-service and pre-service teacher training program me shall be launched in the area of assessment and evaluation for the improvement of public examination.

- Project method of teaching shall be initiated at the secondary level of education by emphasizing learning by doing.
- The Education Service Commission will be established for the recruitment of teachers.
- Private and foreign investment shall be explored in the field of education and framework of incentives/encouragement to such entrepreneurs shall be provided.
- Salary structure of the teachers shall be based on qualifications
- Education Card shall be provided to the needy students
- Guidance centers shall be established on the pattern and in collaboration with such centers in the universities to provide guidance and counseling services.

#### 4.4 Physical Targets

The present participation rate at secondary level is 32% which will be raised to 48% by providing new teachers and increasing the number of schools as given in the following table:

	<b><u>Bench Mark Target</u></b>	
	<b><u>1996-97</u></b>	<b><u>2001-2002</u></b>
*Participation rate at the higher secondary level	31%	48%
*Participation rate at the higher secondary level	11%	13%
*Number of secondary schools	11,000	18,000
*Number of secondary teachers	160,000	216,000

## 4.5 Education Sector Reforms

### 4.5.1 Introduction of Technical & Vocational Stream at Secondary level

#### Rationale

Pakistan inherited very narrow technical and vocational education base. To expose students to the world of work and develop skill in employable trends, a stream of Matric (Tech) parallel to Science and Humanities Group, has been introduced in Secondary Schools. The Scheme of Studies has already been reviewed to accommodate technical subjects without diluting the contents of the relevant science subjects.

#### Objective

The basic objective of the scheme is the integration of schooling with the labour market – skilled for the youth. Under this scheme, skill development is being integrated with the general stream of Education in 1200 Secondary schools, an option for those who consider secondary level education as a terminal stage.

#### Implementation Programs

The Federal Government has provided an amount of Rs. 622.637 million to Provincial/Area Governments in 2001-2003. The distribution of the amount is as under.

(Rs. In Million)

Name of the Scheme	Punjab	Sindh	NWFP	Baloch-istan	FATA	AJK	FANA	ICT
Introduction of Technical Stream.	225.703	114.690	121.255	98.356	18.838	11.70	8.919	15.176

Selection of the Secondary School by the District Governments for the introduction of Technical Stream is based on the (1) space availability for the workshop, (2) selection of trades area and gender specific, (3) appointment of the staff on contract basis, and (4) linkages with the local industry.

The implementation indicates that 441 workshops have so far been constructed throughout the country, which are as under:

Item No.1	Punjab	Sindh	NWFP	Baloch-istan	FATA	AJK	FANA	ICT	Total
Construction of the Workshop	253	52	32	89	3	0	5	7	441

The progress made so far is encouraging. However, non-availability of fund during 2003-2004 has led to a slow execution of the Programme by provincial/Area Governments. Efforts are being made to operationalise these workshops by providing necessary equipment and teachers. Strength of teachers for Matric Technical Stream is evident due to non-availability of qualified technical teachers. National Institute of Science & Technological Education has been mandated to develop instructions modules for teachers and develop curricula for 34 trades. Substantive progress has been made in this regard.

#### **Issues**

- In-adequate finances
- Lack of industry-institution liaison
- Acute shortage of technical material as private publishers are not attracted because of low clientele and economic viability.
- Inadequate and poorly trained faculties poorly equipped and maintained workshops and inadequate administration infrastructure resulting low internal efficiency.

#### **4.5.2 Revamping of Science Education at Secondary / Higher Secondary Schools level**

Science Education at Secondary and Higher Secondary level is an important area, which has great importance being the gateway to professional and higher education. Provincial Governments, and Ministry of Education has been making efforts for qualitative expansion and qualitative improvement for Science Education in the country. But the facilities for teaching science are not up to the mark. Out of about 9200 Secondary and Higher Secondary schools in the country, only 35% have adequately equipped laboratories. Federal Government has therefore, planned to construct new science labs in about 3000 schools during 2001-2011 in a phased manner through ESR Program. It also envisages provision of additional equipment to about 5000 institutions where the labs are deficient in equipment. A project proposal for the same at a capital cost of Rs. 3408.875 million (US \$ 56.82 million) has been developed. The competent forum on (6-01-2003) has granted concept clearance of Project.

Under the first phase of "Revamping of Science Education at Secondary School Level" during 2001-2004 a capital cost of Rs. 1062.50 million is specified. With this cost 1000 labs will be constructed and equipped with necessary equipment and consumables. Furthermore, 1250 schools/higher secondary schools will be provided additional science equipment to make up their deficiencies.

All the four provinces and Federal Agencies i.e. FATA, FANA, AJ&K including Federal Area (ICT) will develop projects based on district wise requirements of

science labs, equipment and consumables in their schools. They will get the PC-Is approved from respective forums.

For the first of the project during 2001-2003 Rs. 325.777 million were allocated which stand released to the provinces/agencies as under:

		Rs. In million
S#	Province/Agency	Amount Released
1.	Punjab	Rs. 151.791
2.	Sindh	Rs. 62.263
3.	NWFP	Rs. 50.938
4.	Balochistan	Rs. 28.207
5.	FANA	Rs. 4.484
6.	ICT	Rs. 6.258
7.	FATA	Rs. 12.257
8.	AJ&K	Rs. 9.579
	<b>Total:</b>	<b>Rs. 325.777</b>

The provinces have accordingly allocated the funds to the district for its utilization on need basis. 58% utilization of this amount has been reported by the Provincial/Area Governments.

The progress reported by Provincial/Area Governments is as under:

		Rs. In million
S#	Province/Agency	Construction of Science Labs. (#)
1.	Punjab	192
2.	Sindh	86
3.	NWFP	212
4.	Balochistan	22
5.	FANA	14
6.	ICT	75
7.	FATA	11
	<b>Total</b>	<b>612</b>

Six hundred twelve workshops have been completed. These need to be operationlized and made functional so that investment made in the programme may not go in waste.

*Chapter # 5*

**HIGHER EDUCATION IN  
PAKISTAN**

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## **5. HIGHER EDUCATION IN PAKISTAN**

### **5.1 Situation Analysis**

Higher education is today recognized as a capital investment and is of paramount importance for economic and social development of a country. Institutions of higher education have the main responsibility for equipping individuals with advanced knowledge and skills required for positions of responsibility in government, business, and other professions. Only highly educated manpower can handle advanced technology. Thus, without the participation of highly qualified manpower, the process of economic development is very difficult to be accelerated. It is, therefore, important that decision-makers must recognize that higher education is an important factor of development.

There are 45 universities in public sector having total number of 388668 students. Number of male student is 220620 and female 168048. There are 30 universities/degree awarding institutions in private sector having enrolment of 16410 (male and female) in the financial year 2003-04.

### **5.2 Objectives of Higher Education (National Education Policy (1998-2010))**

The purposes of higher education are multi-dimensional and may be termed as personal, social, economic and cultural. In the context of Pakistan, it has ideological meanings attached to its purposes as well. Pakistan as an ideological state cannot ignore its ideological moorings, national unity, individual and economic development and the needs of modern society for building a competitive nation whose individuals are scientifically trained persons and make their contribution to the socio-economic development of the country.

Education and particularly higher education cannot be divorced from its milieu and social context. Religious, moral, historical and cultural ethos permeates through the fabric of the educational system of a country. The context of higher education in Pakistan, therefore is to be, within the Islamic ideology which is the genesis of Pakistan and its cultural and religious traditions. This context is enshrined in the Constitution of Pakistan and in the Objectives Resolution. Thus the underlying purpose of the vision of higher education would be guided by the Holy Quran and the Sunnah through inculcation of Islamic ideology and moral values and preservation of our religious and cultural heritage. The purpose of higher education is thus to meet the socio-cultural and educational needs of the country. Therefore, we need to produce individuals who are morally sound; share the aspirations of the nation and are capable of performing multifarious roles in society.

Education is the medium and vehicle for the preservation, transmission and promotion of cultural values and provides the means to realize the objectives through the

process of curricula, teaching and learning. This policy document takes the view that fostering national aims and objectives is the basic underlying philosophy of education. To realize the vision of a developed nation, we need to enhance the level of skills of its population and to produce highly educated and technically skilled manpower. Such an endeavor would need large spending and a commitment which will be reflected not in words but in deeds.

Technological advancements; rapidly changing pattern of scientific developments; and the need for acquiring new skills have introduced the concept of lifelong learning in the modern world. Therefore, the individuals have to continuously update their education, training and knowledge. The purpose of higher education also should take into account this aspect as well. Thus the objectives of the higher education would be:

- a. To inculcate Islamic ideology, moral values and preservation of our religious and cultural heritage.
- b. To equip the individuals with the latest knowledge and technology.
- c. To provide sufficient base of scientific knowledge to every student and to enable him to contribute in nation building efforts.
- d. To promote intellectual faculties and develop capabilities of individuals so that they are able to play their role effectively in the society.
- e. To produce highly educated and technically skilled manpower in sufficient number as required by the society.
- f. To increase access to higher education by providing places and to advance learning and generate knowledge.

### **5.3 Higher Education commission (HEC)**

The higher Education Commission (HEC) was established in September 2002 with a view to guiding higher education policy and assisting universities and degree awarding institutes in the pursuit of quality education at the seat of higher learning, both public and private. Its objective is to work with the academic community for qualitative and quantitative improvement of higher education and to aid in the socio-economic development of Pakistan.

In allocating public funds and developing policies, the Higher Education Commission aims to:

1. encourage institutions to pursue continuous quality improvement and build on their existing strengths in teaching and research, promote diversity of provision and beneficial collaboration.
2. help the sector to address the needs of student's employers and society across local, national and international communities.
3. work towards equal opportunity of access to high quality higher education and
4. achieve value for public money by seeking to make the best use of available resources and securing accountability while recognizing institutional autonomy.

The HEC has launched a research grant programme under which creative researchers of the country, working in various fields of Science and Technology and Social Sciences are awarded research grants for R&D in priority areas. The HEC is also encouraging all universities to introduce a student evaluation mechanism so that continuous feedback on the performance of teachers is available.

Foreign Ph.D scholarship programmes have been developed to enhance the research base in areas of key social and economic development in Pakistan and in areas in which the relevant facilities are not available inside the country. Special care is being taken to ensure that the Ph.D. scholars have guaranteed employment on their return to Pakistan and sufficient startup funds to setup programmes of research and development in their respective areas of specialization.

An innovative programme for support and encouragement of collaborative research between faculty at Pakistan institutions and those abroad has been introduced by the HEC. Under this programme, the expatriate community of scholars will be encouraged to both develop joint research programmes with local faculty and also provide expertise for the overall development of the concerned departments. The development expenditure of the universities has also been allocated on performance and need, where the need is defined both in terms of the particular requirements of the institution as well as the need for improvement in the higher education sector at a macro level. The allocation of funds has also attempted to correct historical imbalances while providing for the uplift of less developed universities.

#### **5.4 Brief Introduction of Programmes by Higher Education Commission**

##### **Research & Development Programmes**

Research Grant Programme, Starter Support for Research/Teaching, Pakistan Organization of Collaborative Research Programme, Establishment of Technology Incubation Centers, Strengthening of Education & Research in Life Sciences and Special Research grant for social sciences.

##### **Support to Research**

Higher Education Commission approved Ph.D. supervisors list, sponsorship for organizing seminars/conferences/workshops/meetings/symposia in Pakistan, travel grant to Faculty members for presenting research papers in International Conferences/Seminars. It also approved schemes for Support for Institutional strengthening, supply of spare parts/maintenance of equipment of universities, support for publication of local journals and recommendations regarding various facilities and programmes offered by national/international agencies.

##### **Student Service**

Talent farming scheme, the book bank scheme, admission of foreign students in Pakistani universities/educational institutions, inter-university debating contest for Award of Allama Iqbal Shield, Inter provincial exchange of students' delegations and interaction for young Pakistani Scientists with Nobel Laureates.

##### **Facility for the Faculty**

Facilitating faculty members and students to visit abroad for attending international conferences and for higher students by granting No Objection Certificate (NOC), pacts/protocol and linkages and distinguished national professors.

##### **Giving Recognition to Teachers**

Best teacher award, President's awards and Civil and other awards.

##### **International Collaboration**

South Asian Association for Regional Cooperation (SAARC) Programme, the HEC-BC Joint Higher Education Links Programme and UNESCO/ISSESCO Programme.

### **Promoting Career Development**

Ph.D fellowships for 5000 scholars, Post-Doctoral fellowship program for university teachers, five IT related projects – 2004, Re-training program for public service scientists and Engineers in IT, Development of High-level S&T Manpower through split Ph.D. program, Foreign Ph.D scholarships for Engineering in Austria (Phase-I), Overseas scholarship scheme for Ph.D in selected field, Scholarship for AIT-Bangkok and Foreign Ph.D Scholarships in Natural and Basic Sciences France, Ph.D. scholarships for Engineering Sciences, China Ph.D., Scholarships for Basic Sciences, China and HEC-USAID Need Based Scholarship Program.

### **Hiring the Faculty**

Foreign faculty hiring program, professors working under foreign faculty hiring program, short-term expatriate faculty hiring program, reclamation of talented Pakistanis working Abroad for promotion of teaching and research in professional universities (Reverses Brain Drain), Hiring of eminent educationist and researchers having Ph.D. degree, Pakistani expatriates visits to Pakistan: transfer of know-how through expatriate national (TOKTEN) program and Short-term faculty exchange scheme.

### **Curriculum Development**

Curriculum Development program, Human rights mass awareness and education program and publications.

### **Teaching, Learning and Training**

Faculty development, student convention, National/International collaboration, continuation of ongoing commitments, new developments, phase-II teacher training project, partial support for Ph.D studies abroad, visiting scholar program and training for scientific/technical staff and researchers.

### **Strategic Leadership & Direction**

Review and monitoring of development projects, international support programs and HRD programs and Access to scientific instrumentations.

### **Accreditation and Attestation**

Accreditation and Recognition of universities, establishment of private university/institution and foreign collaboration.

### **Financing for Quality Enhancement**

Development grant 2003-04, DDWP HEC meetings and CDWP/ECNEC HEC meetings.

### **Finance Planning and Operation**

Regular recurrent grant for 2003-04, allocation of recurrent grant and budget proposals of universities/centers/institutes, supplementary grants, HEC programmes (Inter-University Academic Activities), promotion of research, the tenure track system and additional funds for universities to cover impact of pay increases.

### **Universities Sport Management**

First Pakistan Universities games, National games, International World University games 2003, Coaching training camps, coaching training courses and sport administration and management courses.

### **New Information Perspective**

PERN Website initiated, communities of interest (COI), Video reflector, Modernization of data center, extension of IT facilities at HEC, cheaper bandwidth rates for PERN universities, Video lecturing facility, application development, network improvement, external website, IT training, PERN logo competition and digital exchange.

### **Electronic Journal Service**

The digital library program, future activities.

### **Media & Press Management**

Higher education news, the annual HEC report 2003-04, supplement on Student's Convention (May 22-24, 2004), SAARC newsletter and Monograph & Textbook writing scheme.

### **Problems Of Higher Education**

Higher education in Pakistan is beset with many problems. Institutions of higher education have not been able to achieve the main purpose of higher education, which is to produce people with moral and intellectual excellence and academic ability that can develop logical thinking and can contribute effectively towards the industrial, economic, technological and social development of the country. According to the World Bank Report (1992), the most pressing issues of higher education in Pakistan include, among

others, a flawed institutional framework, inefficiency and ineffectiveness problematic nature of design and delivery of service, irrelevance and wastage, under-funding and low productivity in research, Education is considered as a source of great potential for the socio-economic and cultural development of the country and it is a general perception globally that through quality higher education an under-developed nation can be transformed into a developed nation within the lifetime of a single generation.

Rapid expansion of the educational system, limited financial input and periodic student unrest have eroded the teaching/learning process, despite the efforts of the government to improve the situation. The interface between universities and industries has not taken place. Higher education, which was supply-oriented in the past, is showing signs of working on the demands of the market. The growth of institutions in computing, engineering and business administration is a witness to working on the frontiers of knowledge, nor are they creating knowledge, which is the hallmark of a modern university, seems less pertinent, given the low investment, scarcity of resources and paucity of funds to which this sector has been subjected. There is, however, inefficient use and wastage of public funds. The research base in universities is weak, and inadequately equipped libraries, laboratories and a shortage of qualified teachers continue to hinder the progress of higher education towards achieving international standards. The system of higher education towards achieving international standards. The system of affiliated colleges is a source of great dissatisfaction. The lower level of Secondary and Higher Secondary education suffers from almost the same maladies.

### **Major issues of higher education**

#### **I. Structural Issues**

- Bifurcation of higher secondary education from degree classes
- Short duration of Bachelor's degree course
- Affiliation issues
- Tracheotomy of the system

#### **II. Functional and instructional problems**

- Limited Access
- Tilt towards arts education and wastage
- The problems of quality
- Faculty problems
- Outdated curricula
- In-adequate research
- Inadequate physical facilities and student support services
- Under-funding



*Chapter # 6*

**ADULT LITERACY**



## 6. ADULT LITERACY

### 6.1 Situation Analysis

Basic education is a fundamental human right. Literacy being a key learning tool is the first step towards basic education. Illiteracy breeds a vicious cycle i.e., the illiterate is poor, the poor are powerless and the powerless are illiterate. Literacy is not just attaining the skills of reading and writing but providing people with the skills to learn, protect and empower themselves in society and effectively contribute to decision-making at various levels. The United Nations Literacy Decade (2003-12) is focusing on the promotion of literacy, especially for the poorest and most marginalized groups. As follow-up of its international commitments, the Government of Pakistan is placing emphasis on literacy in its recent education policies, well-documented in the Poverty Reduction Strategy Paper.

Literacy rate for both sexes is estimated at 54.0 percent in the current year. Literacy rates for male and female are estimated at 66.25 percent and 41.75 percent in the current year respectively, which were 56.48 percent and 32.59 percent in 1998. Under the Education Sector Reforms, the National Literacy Campaign envisages making 13.5 million people literate to enhance the literacy rate to 60% by 2006. In this connection around 270,000 adult literacy centers will be opened for this purpose. Table-14 reports statistics on literacy rate and population growth.

**Table-14**  
**Literacy Rate – Population and GDP Growth**

Year	Literacy	Change by Percentage Point	Population Growth* (Million)
1996	40.9	1.3	2.47
1997	42.2	1.3	2.45
1998	43.6	1.4	2.42
1999	45.0	1.4	2.34
2000	47.1	2.1	3.40
2001	49.0	1.9	2.06
2002	50.5	1.5	2.00
2003	51.6	1.1	1.94
2004	54.0	1.5	1.90

Source: \*The population growth is for fiscal year "Federal Bureau of Statistics".

## LITERACY

UNESCO, 1951 (First Definition of Literacy)

1. **“A person is literate who can with full understanding, both read and write a short, simple statement on his/her everyday life.”**

The phrase “Every Day Life” – Contains an in-built requirement for evolution as life becomes more complex.

In this formal definition, we have the essence of “Functional Literacy.” In 1990, “Functional Literacy” was defined as:

“A person who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community’s development.” (UNESCO, 1992)

2. **Three levels of literacy have been defined by UNESCO:**

- Basic
- Middle
- Self-learning

Each is explained below.

3. **Basic Level (Level I)**

Target Group

- i) Adults who have never been to school or who have dropped out of school before acquiring literacy skills.
- ii) Adults unable to read and write simple words, paragraphs or any other type of written statement without the help of a teacher.

4. **Requirements of Level 1**

When adults have completed this level, they should have mastered the following skills:

<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>	<b>Other</b>
Read newspaper headlines and sub-headings	Write own name and address	Count and reorganize figures 1-1000	Communicate clearly
Read and understand posters	Communicate in writing using simple language	Add and subtract up to 3 digits	Use literacy skills in daily life
Read and understand simple printed paragraphs	Write simple letters	Understand the principles of simple addition, subtraction, multiplication and division	
Read and recognize figures 1-1000	Write numerical numbers 1-1000		

## 5. Middle Level (Level II)

Target Group

Adults who have completed basic level and/or acquired basic skills.

## 6. Requirements of Level II

When adults have completed this level, they should have mastered the following skills.

<b>Reading</b>	<b>Writing</b>	<b>Numeracy</b>	<b>Other</b>
Read and comprehend stories, songs, directions, instructions and simple parts of newspapers	Write simple notes and letters	Demonstrate proficiency in adding and subtracting	Further improvement in communication and literacy
Identify the main idea of what has been read	Fill out simple forms and receipts (bills)	Apply basic skills in multiplying and dividing	
Understand basic measurements (money, weight, length, volume). Solve simple numerical problems (family budget, marketing).			

## 7. Self Learning Level (Level III)

### Target Group

Adults who have completed intermediate level or can study independently and who are willing to use books and other resources in search of knowledge.

## 8. Requirements of Level III

When adults have completed this level, they should have mastered skills such as the following:

Reading	Writing	Numeracy	Other
Analyze and synthesize main ideas of what they read.	Write one/two pages on certain topics.	Add and subtract large numbers with accuracy and speed.	Further improvement in communications and literacy skills.
Discuss with others what they have read.	Write personal letters, applications, report, inquiries, etc.	Multiply up to 5 digit numbers and functions	
Read and interpret simple graphs.	Draw graphs and geometric figures.	Divide up to 3 digit numbers and functions	

[Note: By the end of Level III learners should be able to learn by themselves.]

9. It will be observed that initially literacy was confined to acquisition of basic skills of 3 levels. Over a period of time, basic literacy was converted into functional literacy and it may change further with sophistication of our daily-use gadgets and spread of new ideas. This transformation of literacy is, in fact, associated with its importance for society as a whole and the person as an individual.

10. The evolving definitions of Adult Literacy in Pakistan are given below followed by definitions of Adult Literacy in India and China. Table 1 presents a chronological history (from 1947-98) of Pakistan Government's (unsuccessful) efforts to improve literacy in Pakistan.

Pakistan's Definition of Literacy		
Census Year	Definition of Literacy	Percentage of Literacy
1951	One who can read a clear print in any language	16.4%
1961	One who is able to read with understanding a simple letter in any language	16.3%
1972	One who is able to read and write in some language with understanding	21.7%
1981	One who can read a newspaper and write a simple letter	26.2%
1998	One who can read a newspaper and write a simple letter	45%
PIHS (1998) Ministry of Education (March 2002)	One who can read and write in any language with understanding and can add and subtract.	45%

**Table-15**  
**Adult Literacy – Plan Allocations, Targets and Strategies**

<b>Plan</b>	<b>Allocation (Rs. In Million)</b>	<b>Target (Million Persons)</b>	<b>Strategies</b>
First Five Year Plan 1955-60	-	-	<ul style="list-style-type: none"> <li>Through Village Aid Programme.</li> <li>School as a community center.</li> </ul>
Second Five Year Plan 1960-65	-	-	<ul style="list-style-type: none"> <li>School as a Community center</li> </ul>
Third Five Year Plan 1965-70	-	-	<ul style="list-style-type: none"> <li>Pilot projects of intensive nature on experimental basis</li> </ul>
Non-Plan Period 1970-78	2.3	5.0	<ul style="list-style-type: none"> <li>Advisory Council for Adult Literacy and Adult Education recommended.</li> <li>National Education Corps.</li> <li>Armed forces to play a role</li> <li>Industrial establishment to run literacy classes for workers.</li> </ul>
Fifth Five Year Plan 1978-83	50.0	8.5	<ul style="list-style-type: none"> <li>Population 10-45 years to be covered.</li> <li>Pakistan Television Literacy Program to be augmented.</li> </ul>
Sixth Five Year Plan 1983-88	750.0 834.0 (Actual Expenditure)	15.0	<ul style="list-style-type: none"> <li>Population 10-24 years to be covered</li> <li>Establishment of LAMEC</li> <li>NGOs and local governments to be involved.</li> <li>Fresh matriculates to take up literacy work for one year</li> <li>Debarring illiterates from employment.</li> </ul>
Seventh Five Year Plan 1988-93	300.0	12.5	<ul style="list-style-type: none"> <li>Universalization of Primary Education</li> <li>Non-formal Education Programs</li> <li>NGOs.</li> </ul>
Eighth Five Year Plan 1993-98	1750.0 (SAP)	16.86	<ul style="list-style-type: none"> <li>Universalization of Primary Education.</li> <li>NGOs to develop and launch community based literacy programs.</li> <li>Integration of literacy in Rural and Urban Community Development programmes.</li> </ul>
Ninth Five Year Plan 1998-2003	12455.00	55% Literacy by 2003, 70% literacy by 2010	<ul style="list-style-type: none"> <li>Functional Literacy Centers for Education of Adults</li> <li>Establishment of new 75000 NFBE schools</li> </ul>

\*Source: Human Development in South Asia 2002, Mahbub-ul-Haq, Human Development Center, Oxford University Press, Karachi.

**Table-16**  
**Adult Literacy Policy Targets and Strategies (1947-2010)**

Policy	Target (Literates/ Literacy Rate)	Strategies
1947 Pakistan Education Conference	-	<ul style="list-style-type: none"> <li>Adult education by provinces</li> <li>College students to participate in literacy campaign</li> <li>Existing school buildings and staff to be used</li> </ul>
1959 Commission on National Education	-	<ul style="list-style-type: none"> <li>Use of school children as the teachers of their illiterate parents</li> <li>College students as adult literacy teachers</li> <li>Each one teach one</li> <li>Media use for adult education</li> </ul>
1970 The New Education Policy	5.0 Million to be made literate	<ul style="list-style-type: none"> <li>Functional education</li> <li>Employers to make the employees literate</li> <li>National Education Corps</li> <li>Non-Formal Education Programmes</li> </ul>
1972 The Education Policy	11.0 (Millions)	<ul style="list-style-type: none"> <li>Massive literacy Programmes</li> <li>Literacy Centers in schools, factories, farms, union council halls and other community places.</li> </ul>
1979 National Education Policy	<ul style="list-style-type: none"> <li>35% by 1982-85</li> <li>40% by 1992-93</li> <li>80% by 2000</li> </ul>	<ul style="list-style-type: none"> <li>Mosque schools and Mohalla schools.</li> <li>Student volunteers corps</li> <li>Use of television for literacy</li> <li>Creation of literacy and Mass Education Commission</li> </ul>
1992 National Education Policy, 1992-2002	<ul style="list-style-type: none"> <li>50% by 1995</li> <li>70% by 2002</li> </ul>	<ul style="list-style-type: none"> <li>Primary Education Compulsory</li> <li>Involvement of NGOs</li> <li>Massive efforts to enhance literacy rate</li> <li>Literacy programmes will be integrated with skill based community programmes</li> <li>Use of electronic and print media</li> <li>Awards to meritorious work in adult literacy</li> <li>Appropriate legislation to allocate funds for promotion of adult literacy, (non-transferable and non lapsable)</li> </ul>
National Education Policy, 1998-2010	<u>By 2002-2003</u> <ul style="list-style-type: none"> <li>55%</li> <li>70% Male</li> <li>40% Female</li> </ul> <u>By 2010</u> <ul style="list-style-type: none"> <li>70%</li> <li>85% Male</li> <li>55.5 Female</li> </ul>	<ul style="list-style-type: none"> <li>Decentralization of planning mechanism</li> <li>Special attention to out-of-school children</li> <li>Emphasis on maximum utilization of resources e.g. GoP, NGO community initiatives, Boy Scouts and Girl Guides.</li> <li>Increase in Non-Formal Basic Edu-Community centers from 70000 to 82000 by 2000</li> <li>Media involvement to impart life skills to the new literate.</li> </ul>

\*Source: Human Development in South Asia 2002, Mahbub-ul-Haq Human Development Center, Oxford University Press, Karachi.

## 6.2 Causes of Low Literacy Rate

These include:

- i. Lack of political will, absence of consistency in policy and adult literacy programmes, non-provision of needed/desired priority for in EFA programmes;
- ii. Non-availability of funds for Adult literacy programs, resources/funds earmarked for adult literacy programmes were hardly 1% of the education budget; further, allocated funds could never be provided on time;
- iii. Absence of a strong coordination and organizational structure with the result that interaction among the principal actors in the field of adult literacy remained weak;
- iv. Under developed professional base of adult literacy initiatives due to lack of training of instructors; no formalized curriculum; and a virtual non-existence of effective research; and
- v. Weak monitoring and evaluation mechanism at the grassroot level which affected the internal efficiency and effectiveness of the literacy programmes and projects.

## 6.3 Adult Literacy Project

Under ICT-Adult Literacy Project, approved in December 2001, 704 Adult Literacy Centers (ALCs) have been established in ICT by June 2003. In these centers, girls/women of age 15+ get literacy classes. In each center, approximately 25 learners are enrolled; 98% of which are female. During the current financial year 2003-04, an allocation of Rs. 12.500 (Million) has been made for opening 466 ALCs; out of which, 131 ALCs will start functioning with effect from 25 March 2004. A comprehensive Teachers Training Course for these centers has been accomplished on 16-3-2004. As per PC-I, 50% learners who completed the Literacy cycle satisfactorily will be given skill training linked with the micro-credit facilities to start their business.

## 6.4 ESR Program For Literacy

### **Objective**

Improvement in literacy rate and universalization of primary education

### **Target**

To make 13.5 million males & females literate (10+ age group) in order to increase literacy rate from 47% to 62% during 2001-2004:

### Strategy for Implementation:

- Setting up the Presidents' Task Force on Human Development: an initiative of Expatriate Pakistanis for integrated human development
- Implementation by District and Provincial Governments,
  - Targets will be district specific
  - Each literacy cycle of 6-8 months
  - Mass Media Mobilization Campaign

### Supporting Organizations:

The campaign will be supported by the following.

- President's Task Force on Human Development; advocacy, strategy, policy guidelines, implementation, institutional procedures, & mobilization of expatriates.
- Literacy Cell, EFA Wing: co-ordination, standard-setting, evaluation & research.
- AIOU: material development Training & mass-media campaign.
- NGOs, CBOs, Girl Guides and Boy Scouts-grass-root implementation.
- Ministry of Information & Media Development
- Pak Army: Identification of sites, training, & monitoring.

**Table-17**  
**Targets and Budget Summary:**

	<b>Year I</b>	<b>Year II</b>	<b>Year III</b>	<b>Total</b>
Literacy Centers	45,000	90,000	135,000	<b>270,000</b>
Enrolment	2.25 million	4.50 million	6.75 million	<b>13.5 million</b>
Increase Literacy Rate	2%	5%	8%	<b>15%</b>
Cost in Rs.	1.5 million	3.00 million	4.5 million	<b>9.0 million</b>

### Selected Programs according to need and age group:

- I. The Accelerated Community Primary Schools Project targeting age group 10-14 years which is a non-formal primary programme over three years.
- II. The Literacy for Empowerment Project targeting age group 5+ which is of one year duration combining literacy with functional skills for income generation (linked to micro-credit).

Table-18

## Number of Adult Literates (by Gender and Location)

Enrolments Location/Gender	Benchmark (2002) (million)	Target (2015/16) (million)
<b>Urban</b>	26.447	52.674
- Male	15.293	27.562
- Female	11.154	25.112
<b>Rural</b>	28.857	73.025
- Male	20.362	37.395
- Female	8.495	35.630

Note: The population projections were obtained from NIPS.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

### 6.5 Future Estimates

Based on the EFA goals of improving the levels of adult literacy rates by 50% and improving its quality: The study estimates the total cost requirement of achieving 86% adult literacy for all Pakistani males and females by 2015/16.

For urban areas, the cost of adult literacy programme is estimated at Rs. 35,816 million (with Rs. 14,472 million as development costs) for males and Rs. 40,747 million (with Rs. 16,464 million as development expenses) for females (Table-19).

Category	Year I	Year II	Year III	Year IV
Male	15.293	15.293	15.293	15.293
Female	11.154	11.154	11.154	11.154
Total	26.447	26.447	26.447	26.447
Male	15.293	15.293	15.293	15.293
Female	11.154	11.154	11.154	11.154
Total	26.447	26.447	26.447	26.447

**Table-19**  
**Total Cost (in Rs. m) of Adult Literacy in Urban Areas of Pakistan**

	MALES			FEMALES		
	2003-06	2006-11	2011-16	2003-06	2006-11	2011-16
<b>Punjab</b>						
Development	1,440	3,022	3,599	1,483	3,190	3,921
Recurrent	2,124	4,457	5,308	2,188	4,705	5,784
Total	3,564	7,479	8,907	3,671	7,895	9,705
<b>Sindh</b>						
Development	779	1,613	1,725	852	1,874	2,189
Recurrent	1,148	2,379	2,545	1,257	2,764	3,229
Total	1,927	3,992	4,270	2,109	4,638	5,418
<b>NWFP</b>						
Development	208	448	618	261	593	864
Recurrent	307	661	911	385	875	1,274
Total	515	1,109	1,526	646	1,468	2,138
<b>Balochistan</b>						
Development	134	277	360	146	332	471
Recurrent	198	409	520	215	490	694
Total	332	686	880	361	822	1,165
<b>Pakistan*</b>						
Development	2,610	5,455	6,407	2,792	6,095	7,577
Recurrent	3,849	8,045	9,450	4,118	8,989	11,176
<b>Total</b>	<b>6,459</b>	<b>13,500</b>	<b>15,857</b>	<b>6,910</b>	<b>15,084</b>	<b>18,753</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

**Table-20**  
**Total Cost (in Rs. m) of Adult Literacy in Rural Areas of Pakistan**

	MALES			FEMALES		
	2003-06	2006-11	2011-16	2003-06	2006-11	2011-16
<b>Punjab</b>						
Development	2480	4,530	4,036	3,522	6,562	6,612
Recurrent	3658	6,683	5,954	5,195	9,679	9,754
Total	6138	11,213	9,990	8,717	16,241	16,366
<b>Sindh</b>						
Development	746	1,330	1,143	1,181	2,205	2,205
Recurrent	1,101	1,961	1,686	1,741	3,253	3,252
Total	1847	3,291	2,829	2,922	5,458	5,457
<b>NWFP</b>						
Development	712	1,314	1,325	1,203	2,323	2,596
Recurrent	1,050	1,938	1,955	1,774	3,426	3,829
Total	1,762	3,252	3,280	2,977	5,749	6,425
<b>Balochistan</b>						
Development	277	464	474	390	732	807
Recurrent	409	685	699	575	1,079	1,190
Total	686	1,149	1,173	965	1,811	1,997
<b>Pakistan*</b>						
Development	4,458	8,107	7,525	1,600	12,439	12,964
Recurrent	6,575	11,957	11,099	9,736	18,348	19,123
<b>Total</b>	<b>11,033</b>	<b>20,064</b>	<b>18,624</b>	<b>11,336</b>	<b>30,787</b>	<b>32,087</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

**Table-21**  
**Total Cost of Adult Literacy in Pakistan (in million)**

	<b>2003-06</b>	<b>2006-11</b>	<b>2011-16</b>	<b>TOTAL</b>
<b>Punjab</b>				
Development	8,925	17,303	18,169	44,398
Recurrent	13,456	26,087	27,392	66,935
Total	22,381	43,390	45,561	111,333
<b>Sindh</b>				
Development	3,558	7,022	7,262	17,842
Recurrent	5,364	10,586	10,948	26,898
Total	8,922	17,608	18,210	44,740
<b>NWFP</b>				
Development	2,384	4,678	5,402	12,465
Recurrent	3,594	7,053	8,145	18,791
Total	5,978	11,731	13,547	31,256
<b>Balochistan</b>				
Development	948	1,805	2,111	4,864
Recurrent	1,429	2,721	3,183	7,333
Total	2,377	4,526	5,294	12,197
<b>Pakistan*</b>				
Development	16,460	32,095	34,472	83,028
Recurrent	24,814	48,385	51,970	125,169
<b>Total</b>	<b>41,274</b>	<b>80,480</b>	<b>86,442</b>	<b>208,197</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

The total cost of achieving 86% adult literacy rates for all Pakistani males and females is Rs. 208,197 million, with Rs. 83,028 million as development costs and Rs. 125,169 million in recurrent expenses.



*Chapter # 7*

**EARLY CHILDHOOD  
EDUCATION**



## 7. EARLY CHILDHOOD EDUCATION

According to the EFA goals of expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children, the study estimates the resource requirement of raising the present participation rate from 25% to 50%.

**Table-22**

### **ECE Enrolment by Gender and Location**

	<b>Benchmark (2002)</b>	<b>Target (2015/16)</b>
<b>Enrolments (000)</b>		
<b>Urban</b>	542	1,519
- Male	310	780
- Female	232	739
<b>Rural</b>	1,835	2,485
- Male	1,137	1,284
- Female	698	1,201

Note: The population projections were obtained from NIPS.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

For urban areas, the total cost of reaching 50% participation rate for both boys and girls in early childhood education is Rs. 13,134 million for boys and Rs. 14,343 million for girls (Table 23).

**Table-23**  
**Total Cost (in Rs. m) of Early Childhood Education in Urban Areas**

	Boys			Girls		
	2003-06	2006-11	2011-16	2003-06	2006-11	2011-16
<b>Punjab</b>						
Development	218	481	711	222	476	695
Recurrent	214	1,354	3,326	217	1,342	3,294
Total	432	1,834	4,037	440	1,819	3,989
<b>Sindh</b>						
Development	231	381	483	269	437	533
Recurrent	231	1,255	2,745	269	1,451	3,129
Total	462	1,636	3,229	538	1,889	3,662
<b>NWFP</b>						
Development	19	54	49	35	79	84
Recurrent	17	135	308	33	215	496
Total	35	189	357	68	295	580
<b>Balochistan</b>						
Development	21	49	53	25	60	68
Recurrent	20	132	307	23	156	369
Total	40	180	360	48	216	436
<b>Pakistan*</b>						
Development	502	992	1,324	567	1,085	1,413
Recurrent	494	2,956	6,866	555	3,250	7,472
<b>Total</b>	<b>996</b>	<b>3,949</b>	<b>8,189</b>	<b>1,123</b>	<b>4,335</b>	<b>8,885</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

For rural areas, the nature of population projections for the younger age groups has led to a wide gender difference in total costs of early childhood education: for boys, the total cost is Rs. 4,863 million while for girls it is Rs. 15,294 (table-24).

**Table-24**  
**Total Cost (in Rs. m) of Early Childhood Education in Rural Areas**

	Boys			Girls		
	2003-06	2006-11	2011-16	2003-06	2006-11	2011-16
<b>Punjab</b>						
Development	18	112	325	231	504	642
Recurring	17	180	882	228	1,422	3,367
Total	35	292	1,207	459	1,926	4,009
<b>Sindh</b>						
Development	85	167	160	201	267	254
Recurring	84	490	1,058	204	1,008	1,956
Total	169	657	1,218	405	1,275	2,210
<b>NWFP</b>						
Development	13	55	10	114	220	153
Recurring	11	131	236	111	669	1,343
Total	24	186	247	225	889	1,496
<b>Balochistan</b>						
Development	23	49	23	58	107	88
Recurring	24	139	271	56	328	677
Total	47	188	294	114	435	765
<b>Pakistan*</b>						
Development	151	420	531	651	1,189	1,217
Recurring	143	1018	2,600	644	3,693	7,900
<b>Total</b>	<b>294</b>	<b>1,438</b>	<b>3,131</b>	<b>1,295</b>	<b>4,881</b>	<b>9,117</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

**Table-25**  
**Total Cost of Early Childhood Education in Pakistan**  
**(in Million)**

	2003-06	2006-11	2011-16	TOTAL
<b>Punjab</b>				
Development	691	1,576	2,378	4,645
Recurring	723	4,404	11,028	16,155
Total	1,414	5980	13406	20,800
<b>Sindh</b>				
Development	789	1,255	1,434	3,478
Recurring	839	4,288	8,984	14,111
Total	1,628	5,543	10,418	17,589
<b>NWFP</b>				
Development	181	410	297	888
Recurring	183	1,177	2,403	3,764
Total	364	1,587	2,700	4,652
<b>Balochistan</b>				
Development	128	266	233	626
Recurring	131	773	1,639	2,542
Total	259	1,039	1,872	3,168
<b>Pakistan*</b>				
Development	1,876	3,695	4,496	10,067
Recurring	1,962	11,163	25,138	38,262
<b>Total</b>	<b>3,838</b>	<b>14,858</b>	<b>29,634</b>	<b>48,329</b>

\* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, 2003; Islamabad

*Chapter # 8*

**FINANCING OF  
EDUCATION**



## 8. FINANCING OF EDUCATION

### 8.1 Financing of Education (Public Sector)

**Table-26-A**  
**Statement of 1<sup>st</sup> to 5<sup>th</sup> Plan Allocation and Expenditure on Education in Pakistan**  
**(Rs. in Million Rupees)**

Sub-Sector	1 <sup>st</sup> Plan		2 <sup>nd</sup> Plan		3 <sup>rd</sup> Plan		Non-Plan Period		5 <sup>th</sup> Plan	
	(1955-60)		(1960-65)		(1965-70)		(1970-78)		(1978-83)	
	Alloc.	Expr.	Alloc.	Expr.	Alloc.	Expr.	Alloc.	Expr.	Alloc.	Expr.
Primary Education	51.4	21.2	78.0	18.8	67.51	24.74	473.93	443.76	3049.7	1413.1
Secondary Education	68.1	44.0	96.4	95.3	294.183	124.5	502.52	541.55	3257.0	1090.1
Teacher Education	23.3	4.9	17.4	17.5	36.01	15.05	109.9	114.01	380.0	290.3
Technical Education	-	-	-	-	-	-	-	-	-	-
College Education	31.8	29.5	17.0	68.3	64.04	64.16	314.81	374.02	767.0	536.6
University Education	48.5	36.5	47.5	58.9	91.95	59.69	334.05	398.78	725.0	687.0
Scholarships	2.6	1.0	18.7	49.1	91.0	76.85	257.74	289.87	430.0	349.6
Literacy & Mass Education	-	-	-	-	-	-	-	-	-	-
Libraries & Textbook	-	-	-	-	-	-	-	-	-	-
Miscellaneous	29.8	39.1	137.8	55.24	83.55	61.45	519.54	397.5	287.0	526.1
Sub-Total	255.5	176.2	412.8	363.14	728.24	426.44	2512.49	2559.49	8895.70	4892.8
Other Divisions	49.43	21.76	77.2	85.65	358.36	154.17	485.65	843.16	1802.3	750.7
Total Education	304.93	197.96	490.0	448.79	1086.6	580.61	2998.14	3402.65	10698.0	5643.5

Source: National Education Policy 1998-2010

The table illustrates that:

1. Primary education has been severely ignored during the 1<sup>st</sup> Five Plans. The actual expenditure on primary education during 1<sup>st</sup> and fifth five-year plans has been less the 50% of the allocations made. Furthermore, the actual expenditure on primary education in 2<sup>nd</sup>, 3<sup>rd</sup> Five-year Plans has been almost 1/4<sup>th</sup> of the allocated amount. There was only the 4<sup>th</sup> Plan (1970-78) during which 93% of the allocated amount was spent.

2. During the first five-year plans there was only once in non-plan period when the amount spent on Secondary Education exceeded the allocated amount. Otherwise, it has always been 50% or even less.
3. During the first and third plan periods, the amount spent on teacher education was less than 50% of the allocated amount. During the 2<sup>nd</sup>, 4<sup>th</sup> and 5<sup>th</sup> five year plans, the expenditure on teacher education was more than 50% of the allocated amount.
4. Technical education, literacy & mass education and libraries have been the worstly ignored areas during the whole of the period of 1955-1983.
5. College and University Education have been better recipients during the first five-year plans. These sectors received almost 50% or more of the allocated amounts. Even during the periods of 1960-85 and 1970-78, the expenditure incurred on these sectors was more than allocated ones.
6. As far as scholarship are concerned, overall position remained better. There was only one in incidence in 1955-60 plan, the expenditure was less than the allocated amount.
7. On the miscellaneous side, again the expenditure remained less than the allocated amount during all the five year plans.

The table 26-B shows the statement of expenditure and allocation for education sector during 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> plans of Pakistan.

It shows that:

- a) During the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Five-year Plans, the expenditure on primary education remained 50% or a bit more of the allocated funds.
- b) Secondary Education also received less amount as compared to the allocated amount. Even during the 8<sup>th</sup> plan period the expenditure for secondary education was about 1/4<sup>th</sup> of allocated amount.
- c) Teacher education sector also was not good enough and received less expenditure from the allocated funds.
- d) There was major change in technical education, literacy and mass education and libraries sectors. These sectors have been totally ignored upto the 5<sup>th</sup> plan period. But during the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> plan period, these sectors received some expenditures from these allocated funds.
- e) College education and University education, as usual received more or less 50% of the allocated funds.

- f) The scholarship sector was the most luckiest one to receive almost full allocated amount and even more than the allocated amount in 1988-93 period.

**Statement of 6<sup>th</sup> to 9<sup>th</sup> Plan Allocation and Expenditure on Education in Pakistan**  
**Table-26-B**

(Rs. in Million)

Sub-Sector	6 <sup>th</sup> Plan		7 <sup>th</sup> Plan		8 <sup>th</sup> Plan		9 <sup>th</sup> Plan	
	(1983-88)		(1988-93)		(1993-98)		(1998-2003)	
	Alloc.	Expr.	Alloc.	Expr.	Alloc.	Expr.	Alloc.	Expr.
Primary Education	7000.0	3172.40	10128.0	6399.165	32669.0	23340.37	69,860	
Secondary Education	4125.0	3231.02	6404.0	5507.312	16521.2	4930.358	33,140	
Teacher Education	305.0	156.75	287.0	260.256	3360.0	616.931	2,000	
Technical Education	1315.0	857.95	2000.0	943.166	2447.0	2373.324	5,000	
College Education	1300.0	991.95	615.0	1730.536	2507.5	2350.801	2,000	
University Education	2100.0	1629.70	1800.0	1890.863	4100.0	1727.751	4,000	
Scholarships	660.0	663.67	760.0	867.117	1400.0	1215.743	15,000	
Literacy & Mass Education	750.0	724.09	300.0	510.308	1750.0	49.164	1,000	
Libraries & Textbook	455.0	128.32	86.0	26.85	200.0	19.200	300	
Miscellaneous	570.0	3663.97	150.0	1216.438	3877.0	1217.853	1,000	
Sub-Total	18580.0	15219.81	22530.0	19345.983	68831.7	38201.495	119,800	
Other Divisions	250.0	1386.20	154.776	880.954	200.0	165.992	200	
Total Education	18830.0	16606.013	22684.78	20226.94	69031.70	38367.47	120,000	

Source: National Education Policy 1998-2010

## Expenditure on Education during last three years

Table-27

Rs. in million

S#		Expenditure								
		1999-00			2000-01			2001-02		
		Rec.	Dev.	Total	Rec.	Dev.	Total	Rec.	Dev.	Total
1.	Federal	5.829	1.053	6.882	5,672	702	6,374	4,075	4,480	8,556
2.	Punjab	23.049	402	23.451	24.672	263	25.384	25.384	976	26,360
3.	Sindh	11.424	178	11,602	12.188	127	13,862	13,862	1,173	15,033
4.	NWFP	7.729	567	8,296	8,292	605	8,904	8,904	1,176	10,080
5.	Balochistan	3.541	230	3,771	3,572	269	4,553	4,553	805	5,359
Total:		51.572	2,430	54,002	54,396	1,966	56,362	56,778	8,610	65,388

Source: Federal Ministry of Education, Islamabad

The above table indicates about 23 percent increase in the development budget from the 2000-01 to 2001-2002.

According to Economic Survey 2002-2003 the total education budget for the year 2002-03 was Rs. 69.874 billion, with a break-up of development budget of Rs. 2.770 billion (4 percent) and recurring budget of Rs. 67.27 billion (96 percent). The total budget for education for 2002-03 is 1.7% of the GDP; the share of private education is 0.6 percent of GDP. Allocation to education in the annual budget is very low as compared to most of the budgetary allocations to recurrent expenditures. Development budget is very low as compared to the recurrent budget. The reason behind is the bureaucratic behavior of the officers and large number of the helping staff for them at all levels of government (Federal, Provincial and District). There is need of the public schools at rural areas to increase the development budget which will improve their condition to motivate people towards education for their children. (Source: Economic Survey 2002-2003).

### 8.2 Other Sources of Education

Other sources of education are as follows:

#### USAID Assistance

- i) Education Sector Reform Assistance (ESRA): **US \$ 60 million**
- ii) Academy For Education Development (AED)
- iii) Children Resource International (CRI)
- iv) Agha Khan Foundation (AKF)
- v) Early Childhood Education.

NORAD Assisted

NWFP Basic Education improvement Project:

**Rs. 587.647 million**

UNFPA

Female education in 20 selected district:

**Rs. 29 million**

World Food Program

Edible Oil for promotion of primary education



*Chapter # 9*

**ROLE OF PRIVATE SECTOR**

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## **9. ROLE OF PRIVATE SECTOR IN EXPANSION OF BASIC EDUCATION**

Prior to 1972, privately managed educational institutions constituted a sizeable portion of the total education system. These institutions were administered and managed by voluntary organizations, and apart from generating their own funds through fees, attached property and donations, the institutions also received grant-in-aid from the government. Some private educational institutions earned a high reputation for the academic standards they maintained and for the quality of their public instruction.

In view of high rate in growth in population and ever expanding size of primary education sector, the government is seeking participation of private sector in making basic education accessible to all citizens of Pakistan. Population growth rate in Pakistan is higher than other developing countries and only about 50% of the existing primary age group children are presently in schools. In such a situation Government alone cannot provide all the educational facilities to its 100% population. Therefore the support of private sector is most needed to share this huge burden.

Recognizing this fact that the Government alone cannot achieve the desired objectives, it was imperative to seek political involvement of the private sector in the expansion of education system. The private sector needs to be assured that the educational institutions established by them in future will not be nationalized. Unless such an assurance is forthcoming, the private enterprise is most likely to remain shy of making any further investment in education.

Private sector in education has long been a major source of perpetual division and demarcation of privilege, status and esteem, power, opportunity and expectations that go with it. In the past, private sector played a very limited role as this was meant only for the elite's children. These institutions of private sector created a class system and were responsible for the division in society. "The existing of private schooling with all its increments of status and complementary paraphernalia of quaint uniform, traditions, language and accent is amongst the most offensive means of perpetually imposing the division among society" (Kinnoch, 1981).

Private sector can provide a variety of choices to the parents. Local community, which runs the private institutions, can always play a definite important role in increasing the literacy rate if taken into confidence. The continued contribution of healthy independent sector towards the development of tomorrow's citizen is welcomed. People want variety and freedom of choice in all areas of life. In the sphere of education, parents choose particular schools for many different reasons. The right to exercise parental choice is key component of the society (Becker, 1987).

The National Education Policy (1992) stated that participation of the private sector in education development in Pakistan has a long history. Since 1947 to 1971, the

contribution of private sector expanded considerably through a variety of non-governmental organizations. In 1991, the public to private sector ratio in education system was 70:30. If this trend continued, it is estimated, this ratio could easily touch the 50:50 ratio.

#### **9.1 National Educational Policy 1998-2010**

The following policy provisions/implementation strategy in respect of involvement of private sector in education was made:

1. There will be regulatory bodies at the national / provincial levels to regulate activities and smooth functioning of privately managed schools and institutions of higher education through proper rules and regulations.
2. A reasonable tax rebate will be granted on the expenditure incurred on the setting-up of educational facilities by the private sector. Grants-in aid for specific purposes will be provided to private institutions. Setting up of private technical institutions will be encouraged.
3. Matching grants will be provided for establishing educational institutions by the private sector in the rural areas or poor urban areas through Education Foundations.
4. Existing institutions of higher learning will be allowed to negotiate for financial assistance with donor agencies in collaboration with the Ministry of Education.
5. Educational institutions to be set up in the private sector will be provided (a) plots in residential schemes on reserve prices, and (b) rebate on income tax, like industry.
6. In rural areas, schools will be established through public-private partnership schemes. The government shall not only provide free land to build the school but also bear a reasonable proportion of the cost of construction and management.
7. Companies, with a paid-up capital of Rs. 100 million or more, will be required under the law to establish and run educational institutions up to secondary level with funds provided by them.
8. Liberal loan facilities will be extended to private educational institutions by financial institutions.

9. The private sector institutions at all levels will be allowed to collaborate with international institutions of repute for achieving common academic objectives, subject to laws to be framed in this context.
10. Schools running on non-profit basis will be exempted from all taxes.
11. Privately managed institutions shall be bound under law to admit, free of charge, at least 10% of the talented students belonging to the low-income groups.
12. Curricula of private institutions must conform to the principles laid down in the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976.
13. The fee structure will be developed in consultation with the government.
14. Selective de-nationalization of nationalized institutions will be initiated.
15. The law pertaining to the setting-up of degree-awarding higher educational institutions and specialized institutes will be liberalized. The institutions so established will be placed under the University Grants Commission (now Higher Education Commission) for monitoring the academic programs and the award of degrees (National Education Policy 1998-2010, pp. 107-112).

## **9.2 Public Private Partnership**

Private sector involvement in education is encouraging. The Federal Bureau of Statistics survey (1999-2000) indicates that there are 36,096 private educational institutions in Pakistan. About 61 percent of the institutions are in urban areas and 39 percent in rural areas. The percentage share of private sector in enrolment is 18 percent at primary school level, 16 percent at middle school level and 14 percent at high school level.

It has been observed that most of the private schools select their own curricula and textbooks, which are not in conformity with public schools. Majority of the schools are "English Medium" which attracts the parents for sending their children to these schools. Most of the schools are overcrowded and do not have adequate physical facilities. These schools are usually charging high fees from the students. Most of the schools are unregistered; therefore, in most cases the certificates issued by these institutions are not recognized by public schools. Majority of these institutions are functioning in the rented buildings.

The National Education Policy 1998-2010 proposed that there will be regulatory bodies at the national and provincial levels to regulate activities and smooth functioning of privately managed schools and institutions of higher education through proper rules and regulations. A reasonable tax rebate will be granted on the expenditure incurred on the setting up of educational facilities by the private sector. Grants-in-Aid for specific purposes will be provided to private institutions. Setting up of private technical institutions shall be encouraged. Matching grants will be provided for establishing educational institutions by the private sector in the rural areas or poor urban areas through Education Foundation. In rural areas, schools will be established through public-private partnership schemes. The government will not only provide free land to build the schools but also bear a reasonable proportion of the cost of construction and management. Liberal loan facilities will be extended to private educational institutions by financial institutions.

Despite all shortcomings of private education mentioned above, Pakistan Integrated Household Survey indicates that enrolment rates in public schools have declined since 1995-96 particularly a large decline has been observed in rural areas. It is generally perceived by parents that quality of education in private schools is better than in public schools. Therefore, those parents who can afford, prefer to send their children to private schools. This trend indicates that the public education system is unable to meet public demand for providing quality education in the country.

#### **Objectives of ESR Program**

- Increasing access to quality education at all levels
- Improved service delivery through public private partnership.

#### **Targets of ESR Program**

- Provision of incentive package for private sector
- Involvement of private sector in the management of under utilized public sector institutions
- Provision of grants and soft loans through restructured Education Foundations.
- Adopt School Program
- Community Participation Project (CPP) for school; up gradation in afternoon shifts from primary to middle/middle to secondary and higher secondary levels
- Introduction of Information Technology courses in schools/colleges through private sector under public-private partnership.
- Access to public funds – 25% utilization of funds at district level through CCB's and PTA's.

### Achievements of ESR Program

- Enabling environment for private sector participation
- Private sector incentive package approved by Federal Cabinet
- 6240 schools upgraded through Public Private Partnership in Punjab and NWFP with 60.7% girls schools having 60,000 students.
- Computer Education introduced in more than 4000 secondary schools through Public Private Partnership.
- National Education Foundation (NEF) destructed; Ordinance promulgated. Provincial Education Foundations are in the process of restructuring
- 8000 Teachers trained in IT by INTEL Corporation
- SMC's /PTAs provided legal cover through CCBs for school improvement and local governance.

### 9.3 Expansion of Private Sector

The following table shows clear picture of enrolment growth rate in private schools in Pakistan.

**Table-28**  
**Enrolment growth rate in Private Sector**

Stages	Growth 2000-2002			Growth 2002-2004		
	Boys	Girls	Total	Boys	Girls	Total
Nursery	11	11	11	15	11	13
Primary	17	11	14	15	10	13
Middle	14	12	13	12	13	12
High	14	18	15	22	9	18
Higher secondary	8	26	13	20	25	21
<b>Total</b>	<b>16</b>	<b>12</b>	<b>14</b>	<b>15</b>	<b>11</b>	<b>13</b>

Source: Academy of Educational Planning and Management, *National Sample Survey of private school, 2004*.

The above table-28 indicates that enrolment growth rate at primary level was 14% in years 2000-2002 and 13% in years 2004. At middle level it was 13% in year 2000-2002 and 12% in year 2004 respectively. Enrolment growth rate at secondary level was 15% in 2000-2004, which increased up to 18% in 2004. In the same way at higher secondary level it increased from 13% in 2002 to 21% in year 2004, whereas, the overall enrolment growth was 14% in 2000-2004 and 13% in 2004 respectively.

#### 9.4 Enrolment Growth rate in Public Sector

Enrolment growth rate of the public sector was calculated on the basis of data provided by the NEMIS, which is presented in the following table-29.

**Table-29**  
**Enrolment Growth rate of the public sector**

Stage	2001-2002	2002-2003	Growth
Primary	11,989,594	12,416,644	4
Middle	2,863,922	2,912,974	2
High	1,243,431	1,241,633	0
Higher Sec	80,686	90,584	12
Total	16,177,633	16,661,835	3

Source: Academy of Educational Planning and Management: National Sample Survey of private school 2004)

Table indicates that overall enrolment growth rate was 3% in the public sector during 2002-2003. However at primary level it was 4% and at higher secondary level enrolment growth rate was 12%.

## *Chapter # 10*

# **EDUCATION FOR ALL**



## 10. EDUCATION FOR ALL (EFA) PERSPECTIVE

Discussing the significance of education, Bhatia (1985) cited that Aristotle viewed as "educated men are as much superior to uneducated as the living are to the dead". It is universally accepted that education is a concomitant of all human societies. Considering the importance of education for mankind, a world forum consisting of UN agencies, World Bank and NGOs joined hands and a World Conference on Education for All was held in Jomtien, Thailand, in March 1990. All the nations of the world adopted a world declaration on "Education For All." The declaration included that "education is a fundamental right for all people; women and men of all ages, throughout our world" (World Conference on Education for All, 1990). It declared that every one, irrespective of religion, race and gender, has a right to get education. The following six goals of EFA (1990) were framed and agreed upon by the nations of the world.

- i) Expansion of early childhood care and developmental activities... especially for poor, disadvantaged and disabled children
- ii) Universal access to, and completion of primary education (or whatever higher level of education is considered as "basic") by the year 2000.
- iii) Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement.
- iv) Reduction of the adult illiteracy rate (the appropriate age group to be determined in each country) to, say, one-half of its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates.
- v) Increased acquisition by individuals and families, of the knowledge, skills and values required for better living and sound sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioural change.

Since 1990, UNESCO assumed a leading role to facilitate governments of a number of developing countries to move forward to achieve EFA goals. In April 2000, world Education Forum organized EFA assessment conference in Dakar, Senegal. The targets achieved over the decade were reviewed and shortfalls were analyzed. Nations of the world reminded and reiterated their commitment to EFA.

According to World Education Forum Dakar (2000) “ Education is a fundamental human right. It is the key to sustainable development, peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalization. Achieving EFA goals may not be postponed any more. The basic learning needs of all can and must be met as a matter of urgency” (The Dakar Framework for Action, 2000).

The forum reiterated that everyone has a fundamental right to get education. Education is prerequisite for sustainable development of countries. Education is indispensable that cannot be avoided; educational facilities should be provided to all, otherwise globalization would be vulnerable. According to Dakar framework for Action, all representatives of the participating countries committed themselves to the attainment of the following six goals:

- i) Expanding and improving comprehensive early child care and education, especially for the most vulnerable and disadvantaged children.
- ii) Ensure that by 2015 all children, particularly girls in difficult circumstances and those belonging to ethnic minorities, have access to 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 and life skill programmes.
- iv) Achieving 50 percent 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.
- vi) Improving all aspects of the quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes may be achieved by all, especially in literacy, numeracy and essential life skills.

The goals determined in the Dakar Declaration 2000, are very important and challenging. Stressing the provisions for ECCE, universal free and compulsory primary

education, adult literacy, eliminating gender disparity, the declaration required improvements in the quality of education. There are many aspects of quality of education related to school teachers, textbooks, curriculum, teacher training and family factors.

EFA National Plan of Action (NPA) has been developed through broad-based consultations with principal actors of EFA and all stakeholders. Education Sector Reforms (2001-02 – 2005-06) aimed at the development of education sector as a whole with a special focus of EFA goals, served as foundation of the NPA. Allocations of Rs. 1.574 Billion with additional Rs. 2.00 Billion in the current financial year for ESR implementation over and above the regular budget, despite economic difficulties, is a clear expression of political will and government commitment of Education for All.

The planning framework of National Plan of Action (NPA) are the six EFA goals as stated in the Dakar Framework For Action. The main objectives of NPA interalia are (i) to reach the disadvantaged population groups in rural and urban areas with emphasis on girls and women, (ii) to promote community participation and ownership of basic education programs at the grassroot, and (iii) to improve relevance and quality of basic education through enhancing learning achievements of the children, youth and adults. The sector-wise order of priorities of the plan are Primary Education, Adult Literacy and Early Childhood Education.

Separate plan for each EFA sector/area was developed and integrated into a consolidated plan. Each plan covers three main aspects/components of project cycle i.e. planning, implementation and monitoring/evaluation. The NPA has been developed within a sustainable and well-integrated sector framework clearly linked to poverty alleviation and development strategies. It aims at forging a link between basic education and skills development.

### **10.1 National EFA Plan Goals and Targets:**

Population projections of the National Institute of Population Studies quoted the population of primary age group (5-9) to be 17.9 million. This number may rise to 19.6 million in 2005 and remaining almost constant for few years, will decline to 17.5 million in the last year of the plan. Net participation rate will increase from the existing 66% to 100% by the last year of the plan. UPE target for males would be achieved by the year 2010 and in case of females by 2015. Additional year-wise enrolment target of 0.4: 0.7: 0.9 and 0.7 million for the first 5 years of the plan have been fixed. 8250 new primary schools will be constructed to accommodate the above additional enrolment. Physical facilities of 100,000 primary schools will be upgraded along with introduction of double shifts (2006-2010) and (2011-2015) in existing primary schools and opening of new primary schools in private sector. During the 2<sup>nd</sup> and 3<sup>rd</sup> phase of the plan more schools in public sector may not be needed. However up-gradation of primary schools to middle level would be regular feature of the plan.

Population of 10+age group is likely to increase from the existing 101 million to 146 million by the end of the plan (2015). Literacy rate is planned to increase from existing 49% to 86% in next 15 years. Around 81 million population of 10+ age group will become literate during the plan period (2000-15). The innovative approaches and programs should be initiated to meet the targets.

Early Childhood Education is the third priority of NPA. The benchmark population 3-5 year age group is 8.1 million. It may continuously decline due to reduced population growth rate. By the end of the Plan (2015), it may drop to 7.2 million. The plan has to provide ECE to at least half of the said age group population raising the net participation rate from existing 25% to 50% by 2015. To accommodate these children, around 2500 ECE centers/classes in the selected primary schools in public sector and 1500 centers in private sector will be opened during each year of the Plan.

Quality improvement and school effectiveness are the key elements of the Plan. The main quality inputs inter alia, include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult) textbook development, teachers training and literacy curriculum. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) will be introduced. Besides, pre-primary education (ECE), programs will be initiated as part of efforts to improve achievement of pupils at primary education level.

Sector-wise estimated cost will be Rs. 202 billion for Primary Education, Rs. 180 billion for adult literacy and Rs. 48 billion for ECE. The total cost worked out to be Rs. 430 billion. Out of it Rs. 178 billion is estimated to be provided through the country's own resources and the gap of Rs. 252 billion may be provided by international development partners, bilateral and multilateral agencies as per Dakar commitment.

## **10.2 EFA Planning and Capacity Building:**

It was strongly felt that capacity building of provinces and districts was one of the urgent needs for EFA planning, implementation and monitoring/evaluation particularly for district based planning and management under the new system and structure. In order to fulfill this need following measures have been undertaken:

### **10.3 EFA Planning and Capacity Building at Provincial Level**

In order to build the capacity of provinces and prepare provincial EFA plans of action following steps have been completed.

- Orientation/awareness workshops/meetings were held in all the four provinces and federating units in the first instance.
- EFA communication and media campaign were launched for awareness, creation and mobilization resources.
- A national training/capacity building workshop on Education for All was held in Islamabad with an objective to train master trainers for training of EDO Education, EDO Literacy, Nazims and other concerned. The said workshop was held in Islamabad on July 2003. The participants of the workshop were drawn from the provinces and federating units. Group of master trainers from the respective province federating unit, by applying the skills and competencies imparted during the workshop prepared draft plan in all the three areas of EFA i.e. Primary Education, Adult Literacy and Early Childhood Education for respective province/area. Finally the participants were given training to write/describe the plan. Through this training, the master trainers not only learned theoretical concepts and fundamentals of planning but also prepared draft plans and described/wrote the plans. It was termed as one of the most successful and effective workshop on EFA Planning.
- Master trainers trained in National Capacity Building Workshop were assigned the task of training/capacity building of provincial and district planners, managers and other concerned. Furthermore, to improve the provincial/federating unit draft plans prepared in National Workshop in consultation with Province and districts, a series of training workshops were held at provincial headquarters.
- All the four provinces i.e. Punjab, NWFP, Sindh and Balochistan have prepared the EFA plans in consultation with provincial EFA forums, Provincial Education Departments and others concerned.
- As a next step, these plans will be discussed in the respective provincial assemblies, finalized and launched.

#### **10.4 District EFA Plans:**

Subsequently training workshops for preparation of district EFA plans were held in the provinces to train the district officials and other concerned in EFA planning, monitoring and evaluation. This program was started in August, 2003 and completed in October, 2003. In N.W.F.P province, two such workshops were conducted in Peshawar covering 12 districts. In Punjab first workshops were conducted in Lahore, Rawalpindi/Islamabad and Multan covering all the 34 district. For Sindh province also

three workshops were conducted in Quetta. The participants/trainees of these workshops were Executive District Education Officers and Executive District Officers Literacy, nazims, NGOs representatives and other concerned. Draft district EFA plans were prepared by the participants of the respective districts under the guidance of training team. The participants were given the task to finalize the plan in consultation with district EFA forums and others concerned. At present, 20 districts of Punjab, all the 16 districts of Sindh, all the 24 districts of NWFP, all the 5 districts of FANA, all the 7 districts of AJK and 4 districts of Balochistan have prepared the draft EFA plans. These plans may be discussed and approved by the district assembly and district Nazims, for full-scale implementation.

#### **10.5 Sub-district /Tehsil Level EFA Planning**

Ministry of Education adopted a different approach i.e. "bottom up EFA planning approach" in district Chakwal (Model District). In the said district after giving orientation and training, data/statistics and other related information on EFA were collected from the households, educational institutions, NGOs and private sector. These statistics pertain to the core indicators of primary education; adult literacy and early childhood education in terms of population enrolment, out of school children, illiterates, causes and factors of low participation rate and dropout etc. etc. Based on the data/statistics so collected sub-district/tehsil EFA plans of all the three tehsils of district Chakwal i.e. tehsil Chakwal, tehsil Choasaiden Shah and Talagang have been prepared in consultation with tehsil EFA forum, councilors, nazims and others concerned. These plans will be discussed and approved by respective tehsil assembly before the same are launched for implementation.

#### **10.6 Union Council level EFA Planning**

As mentioned above we have successfully completed union council EFA planning exercise, through the bottom up approach. Union council EFA plans of all the sixty-eight union councils of district Chakwal have been prepared in consultation with union councilors and union Nazims. These plans are based on the actual data/facts and figures collected from the households and institutions.

These union council, tehsil and district Chakwal Model Plans will be shared with other districts of the county to be adopted as model district planning approach.

#### **EFA Forums and EFA Units Established**

Effective Coordination in EFA planning, implementation and monitoring/evaluation has been given vital importance almost at all levels. It emerged from the strong realization that unless and until all principal EFA actors and stakeholders

were effectively involved at each stage, the achievement of EFA goals and targets might not be possible.

To achieve EFA goals and targets, EFA Forums at national, provincial, district and local levels have been established. The EFA Forum is a representative body of the Government, Civil Society, Private Schools, Deeni Madaris, Media, Support Organizations and Communities. The functions of EFA Forum inter alia include Coordination, Awareness Raising, Planning, Collection and Dissemination of Information, Monitoring, Resource Mobilization, Political Support and Capacity Building etc.

#### **10.7 International Development Partners EFA Forum**

EFA Partners (UNESCO, UNICEF, UNFPA, UNDP and world Bank) in Pakistan have set up EFA International Development Partners Forum (INDPF) comprising all the development partners including bi-lateral and multilateral agencies and international NGOs and INGOs. Coordination and Resource Mobilization for EFA would be the main function of INDPF.

EFA units at national, provincial and district levels will provide a platform to the respective forum for effective coordination and monitoring/evaluation of EFA activities and programs at respective levels.

#### **10.8 Implementation Status:**

##### Primary education:

In EFA Primary Education has been assigned top priority. Universalization of Primary Education (UPE) in terms of universal enrolment/access, universal retention/completion and universal achievement latest by 2010 in case of boys and 2015 in case of girls is the avowed goal and target of national, provincial and district EFA plans.

New programmes and actions initiated to achieve the UPE target interalia include; opening of primary schools; both formal and non-formal establishment of community primary schools in FATA, FANA, AJK and ICT; rehabilitation of existing primary schools; provision of missing facilities in existing schools; provision of incentives to deserving children in the form of free text-books, uniform, stipends, food and nutrition etc; enrolment drive launched by provincial education departments, National Commission for Human Development, International Development Partners, NGOs and INGOs; UPE programme launched by UNICEF in twenty selected districts focusing on girls enrolment; and enactment and enforcement of compulsory primary education act in phased manner.

Punjab Education Department under Punjab ESR Program (PESRP) has taken a major step towards UPE by initializing a 3-year programme for educational development at a total cost of 21.7 billion rupees with current year allocation of 7.2 billion. Major part of this budget will be spent on primary education for provision of missing facilities, provision of free text-books, stipends to girls, restructuring of Punjab Education Foundation, teachers training, capacity building and activation of school councils, awareness campaign; and strengthening of EMIS.

The target of 73% net participation rate under ESR/EFA plan of action for primary education was set. Achievement in terms of net participation rate could not be assessed due to non-availability of data/statistics. However, gross enrolment at primary level (I-V) is estimated to be 83%.

Declining population growth rate; high intake rate in grade I; increased enrolment in primary classes (I-V); reduced dropout rate (from 50% to 35%); increased allocations for primary education (more than 50% budget of education sector is allocated for primary education); and adequate infrastructure (around 200,000 institutions including Formal Primary Schools, Masjid Maktab Schools, Primary Sections of Middle and Secondary Schools, Deeni Madaris, Private Sector Schools and Non-formal Basic Education Schools catering to the needs of primary age group children) are the achievements and strengths of primary Education in Pakistan. Whereas, a large number of out of school (more than 6 million) children; gender and area disparities; lack of effective community participation; deteriorating quality of education and shortage of required funds are some of the lackings and weaknesses of the system which need to be addressed on priority basis.

*Chapter # 11*

**MAJOR REFORMS AND  
INNOVATIONS**



## **11. MAJOR REFORMS AND INNOVATIONS**

### **11.1 Decentralization**

Recognizing that the education delivery system is not meeting the needs and aspirations of the society, to make the policy and planning process of Federal and Provincial governments more realistic and relevant to the ground realities and to ensure the participation of community, Pakistan has introduced Devolution of Power Program since 2000 with due legislative support. Under the devolution program the community has been empowered at the grass root level in planning, management, resource mobilization and utilization, implementation, monitoring and evaluation of the education system. Decentralization of educational administration is a major innovation and reform in the political and education system to improve administrative and implementation processes by entrusting those closer to the field to increase the participation and to make the appropriate decisions.

Federal Government under Devolution of Power (DOP) program is now responsible for national policy formulation, addressing issues such as:

- Access to education,
- Equity and quality of education,
- Setting teacher pay levels,
- Defining required teachers qualifications,
- Setting the norms for national curriculum and
- Assessing students' performance through national assessment system.

Under the devolution program the responsibilities of the Provincial Government now include formulation of Provincial Education Policy in the light of National Education Policy, coordination with the Federal and District Governments in matters related to the implementation of policy provisions like Education Sector Reforms (ESR). With respect to districts it entails capacity building of the institutions, assuring equity, access to schooling, quality of education and influencing implementation of curriculum. Under this decentralization program the District Governments are responsible for planning, monitoring and evaluation of education system at their levels. They are also responsible to develop organizational structure for educational programs. The district has to generate its own funds in addition to the funds allocated by the Federal and Provincial Governments. However it is a challenging task for a country like Pakistan, which has direct bearing on the educational policies and planning.

The relationship between district political authorities and education authorities is resulting into some complexities. The elected officials are handicapped by their lack of expertise concerning powers devolved to them and on the other hand, they lack

educational experience. The collaboration between two authorities is taking shape. However, the legitimacy conferred by professional experience sometime comes into conflict with the elected officials and this renders relations between the two much more strained. Government has introduced mechanism to foster collaboration but still actual implementation depends on the will of elected officials.

To support the new system short term and long term plans have been drawn to facilitate and providing them opportunities to address the implications of decentralization. These areas pertain to:

- i. Development of framework for district based planning, management, supervision and monitoring in education;
- ii. Good Governance;
- iii. Community mobilization and participation; and
- iv. Capacity building and technical assistance needs.

## **11.2 Major Provisions of Education Policy 1998-2010**

The present government has envisioned with a political commitment and support to reform various crucial aspects of education system as framed within the National Education Policy 1998-2010. Ten-year perspective Development Plan 2001-2011 has also been formulated to support and materialize the implementation of Education Policy. Following are the major provisions of Education Policy:

1. Political commitment;
2. Establishment of implementation, monitoring and evaluation mechanism;
3. Attaining respectable level of literacy by universalization of basic education;
4. Making arrangement for quality education;
5. Reducing gender disparities at all levels;
6. Encouraging private sector;
7. Making education purposeful and job oriented through vocationalization of general education and promotion of technical and vocational education;
8. Upgrading the quality of higher education, increasing participation rate, establishment of university and industry linkages and encouraging research in the universities;
9. Initiation of information and communication technology at all levels;
10. Reforming the examination system and establishment of National Education Testing Service; and
11. Evolving an efficient decentralized management system.

### **11.3 Principal Characteristics of Education Sector Reforms**

The Education Sector Reforms (ESR) 2001 originate from Education Policy and focuses on the development of human resources in Pakistan as pre-requisite for global peace, progress and prosperity. It has three fold purposes: quality education enabling all citizens to reach their maximum potentials; produce responsible, enlightened and skilled population and integrate Pakistan into the global framework of human-centered economic development. It suggests following strategies:

1. Sector-wise reforms based on efficiency and equity;
2. Political will to boost education as the anchor for economic revival;
3. Poverty reduction strategy program
4. Resource mobilization from all channels;
5. Decentralization through Devolution Plan ensuring grass-root level participation in educational planning and implementation;
6. Encouraging and supporting Government- Private Sector partnership to meet the challenges;
7. EFA Action Plan and Ordinance for compulsory Primary Education; and
8. Outcome based planning, budgeting and auditing.

Following are the major thrust areas of the Education Sector Reforms (ESR):

#### **11.4 Universal Primary Education (UPE)**

The education for all emphasizes quality universal primary education through ensuring access and increasing participation rate to 100%; reducing gender disparity and enhancing completion rate 70%. In order to achieve the targets the reform implies:

- i. Promulgation of Compulsory Primary Education Ordinance;
- ii. Improving infrastructure in existing primary schools;
- iii. Initiation of Early Childhood Education stage in schools;
- iv. Construction of new schools;
- v. Community Based Education Schools; and
- vi. Free textbooks for children and free Braille books to the visually handicapped children.

#### **11.5 Adult Literacy**

Under the Reforms National Commission for Human Development (NCHD) has been set up with the President of Pakistan as its Chairman. The Commission has developed district-based infrastructure to reach people. The task encompasses establishment of literacy centers through out the country. The action plan target is to open 525,000 literacy centers with 118,000 teachers by 2016. The literacy program implies

district specific targets, literacy cycle of 6-8 months with due involvement of mass media mobilization campaign.

#### **11.6 Vocationalization of General Secondary Education**

To make education meaningful and work oriented technical stream has been introduced at secondary school level. The Reforms imply that the existing scheme of studies to be revised to accommodate a new technical stream along with Science and Humanities streams, introduction of 34 trades selected against specific criteria, development of teaching learning resource materials, construction of workshops in schools and increasing enrolment from 7% to 50%. First phase of the program has been completed.

#### **11.7 Revamping of Science Education**

The Reforms aim at improving quality of science education by providing updated science equipment, professional growth of teachers and facilities. It implies construction of science laboratories, establishment of mathematic resource rooms, provision of equipment and consumables, development of video textbooks, training of head teachers, managers, master trainers and teachers.

#### **11.8 Promotion of Technical Education**

The Reforms focus qualitative and quantitative improvement of technical education. It implies establishment of one polytechnic at each district headquarter for boys and one polytechnic for girls at each divisional headquarter. It also entails development of textbooks and manuals, construction of workshops, training of teachers, revision of curricula and introduction of emerging new technologies.

#### **11.9 Quality Assurance**

The Reforms have major target to improve quality of education. The related Reforms encompass revision of curricula for classes I-XII, harmonization of teacher training programs, introduction of multiple textbooks scheme, professional development of planners, managers, teacher educators, teachers at all levels, setting up of professional cadre for planning and management of education, strengthening of teacher training institutions, examination reforms and setting up of examination boards in private sector, establishment of national education assessment system, system of academic audit, increase in financial support, etc.

As per Reforms curricula of all school subjects has been revised and new textbooks have been produced. Extensive teachers training programmes have been organized through out the country and 175,000 master teacher trainers and teachers have been

trained. Diploma in Education has been launched to upgrade teacher qualifications to 12+1 ½ years replacing PTC/CT courses. National Educational Assessment System has been established with provincial network in all provinces. Examination reforms as planned have been introduced through out the country.

#### **11.10 Mainstreaming of Madrassahs**

To streamline the religious education in the country and making it compatible with the emerging needs the Reforms intend to review and revise curricula of religious education. Pakistan Madrassah Education Board has been established to look after the affairs of schools. Incentive program has been launched to facilitate teaching of general education subjects like English, Math, Science, Computer Science, Economics, Social Studies, etc.

#### **11.11 Public Private Partnership**

The Reforms aim at improved service delivery through public private partnership by offering incentive package for private sector; involvement of private sector in the management of under utilized public sector institutions; facilitating grants and soft loans for the development of education; introduction of Adopt School program; maximizing utilization of public school buildings by school up gradation in the afternoon shifts from primary to higher secondary levels through community participation project; introduction of information technology courses in schools through public private partnership; etc.

#### **11.12 Higher Education**

The reforms advocate a shift towards human resource development through qualitative and quantitative improvements of higher education. The major aspects of the Reforms include strengthening of research in institutions of higher learning, professional development of teachers, increasing access to higher education, increasing enrolment, encouragement for private sector universities, increasing financial allocations, up gradation of science and social science programs, introduction of IT education, etc. For better governance and management of higher education Commission has been established and University Ordinance has been promulgated.

#### **11.13 Curriculum Policies and Reforms**

Taking cognizance of emerging realities, new global perspectives and contemporary issues, Pakistani educational programs at all levels are also being tailored to cater for the new challenges. Curricula are being revised, textbooks are being re-written and teacher-training programs are being re-designed to gear the education system to new demands and new opportunities. This not only means imparting the latest

knowledge and introducing the latest disciplines but also involves preparing the teachers and students to become more responsible members of the society at home and the international community at large.

#### **11.13.1 General Principles for bringing change in curriculum**

On the basis of the above considerations, the following could be viewed as general principles for guiding decisions about introducing changes in the curriculum.

1. The curriculum should comprise all possible learning experiences, which result in the development of children towards continuing self-realization.
2. The curriculum should be flexible and broad enough to encourage the selection of learning experiences geared to the needs and purposes of each individual
3. The curriculum should make optimum use of knowledge of the learning process.
4. The curriculum should develop the cultural and social values of the nation, as well as those of the immediate community.
5. The curriculum should provide for a balanced and integrated program to ensure each child's living more effectively in this world through greater understanding of it.

#### **11.13.2 Development of Textbooks**

Quality improvement of school textbooks is also receiving serious attention. Revised versions of various textbooks prepared by provincial agencies have already been reviewed, refined and approved. The textbooks and instructional material is very important in any educational set up for improvement of the quality of textbooks from classes I to XII, PTC and CT programs. The curricula of various classes have been revised for improving the quality of education in the country.

#### **11.13.3 Revision of Curricula and Development of Textbooks for Elementary and Secondary Schools**

Following prescribed principles, curricula of all subjects of elementary and secondary levels have been revised and accordingly new textbooks have been developed that are being used by students in schools.

#### **11.13.4 Development of Textbooks for Polytechnics**

Ever since the establishment of Polytechnics in the country in mid 50s, shortage of appropriately structured textual material for the courses offered in these institutions has been badly felt. To overcome this acute shortage, to update and introduce emerging technologies and to train polytechnic teachers a Technical Education Project was launched. The target of developing 142 textbooks and technical manuals on subject areas of critical shortage has been achieved. Curricula of existing technologies has been revised and 16 new technologies have been introduced in different polytechnics. Teachers of polytechnic institutes are being trained to teach different technologies.

#### **11.13.5 Textbook Development for Vocationalization of General Education**

In order to make education meaningful as per Education Policy the demands of the new technical stream at secondary level have been partly accomplished by developing textbooks and manual in 18 technical trades.



*Chapter # 12*

**ACHIEVEMENTS**



## 12.1 MAJOR ACHIEVEMENTS

Following are the major achievements both qualitative and quantitative with regard to number of educational institution, teachers and enrolment from 1947-2003.

**Table-30**  
**Total Number of Institutions 2002-2003**

Level	Boys	Girls	Mixed	Total
Primary	74,008	43,858	32,943	150,809
Middle	7,035	6,553	14,433	28,021
High	6,378	2,850	6,395	15,623
Higher Secondary	533	390	354	1,277
<b>Total</b>	<b>87,954</b>	<b>53,651</b>	<b>54,125</b>	<b>195,730</b>

Source: National Educational Management Information System, AEPAM 2002-2003

**Table-31**  
**Number of Educational Institutions by kind, level and sex (1947-2000)**

Years	Primary Schools		Middle Schools		High Schools	
	Total	Female	Total	Female	Total	Female
1947-48	8,413	1,549	2,190	153	408	64
1949-50	9,411	1,586	2,134	172	469	89
1959-60	17,901	3,260	1,974	281	1,069	203
1964-65	32,589	8,021	2,701	589	1,622	367
1969-70	41,290	11,170	3,560	860	1,995	520
1974-75	51,744	15,673	4,713	1,266	2,898	770
1979-80	57,220	17,771	5,233	1,407	3,361	924
1984-85	73,812	21,551	6,132	1,817	4,630	1,250
*1990-91	114.1	31.1	8.7	3.4	8.2	2.1
*1994-95	139.6	42.0	12.6	5.6	9.5	3.1
*1999-00	162.5	58.7	18.4	8.1	12.6	4.6

\* (in thousands)

Source: Economic Survey 1990-91 and 2003-2004.

**Table-32**  
**Number of Vocational, Arts and Science and Professional Colleges, Universities**  
**(1947-2000)**

Years	Secondary Vocational Institutions		Arts and Science Colleges		Professional Colleges		Universities
	Total	Female	Total	Female	Total	Female	Total
1947-48	46	18	40	5	-	-	2
1949-50	59	25	46	9	19	2	2
1959-60	100	35	126	32	40	5	4
1964-65	145	58	225	62	45	5	6
1969-70	190	90	290	85	59	5	7
1974-75	301	141	361	96	83	8	10
1979-80	219	85	430	118	99	8	15
1984-85	290	104	467	153	99	8	21
1990-91	725	345	612	222	99	8	22
1994-95	487	221	678	257	167	10	25
1999-00	612	233	889	358	324	15	26

Source: Economic Survey 1990-91 and 2003-2004

**Table-33**  
**Enrolment in Educational Institutions by kind, level and sex (1947-2000)**

Years	Primary Stage (I-V) (000 No)		Middle Stage (VI-VIII) (000 No)		High Stage (IX-X) (000 No)	
	Total	Female	Total	Female	Total	Female
1947-48	770	110	221	21	58	7
1949-50	920	120	250	24	57	9
1959-60	1,890	370	422	63	149	23
1964-65	3,050	700	624	128	222	46
1969-70	3,910	1,030	899	175	337	62
1974-75	4,971	1,430	1,196	279	462	100
1979-80	5,213	1,676	1,391	345	476	125
1984-85	6,828	2,252	1,805	446	645	160
1990-91	10,837	3,675	2,821	842	1,004	285
1994-95	14,264	5,638	3,816	1,347	1,525	514
1999-00	19,148	7,044	4,112	1,615	1,762	653

Source: Economic Survey 1990-91 and 2003-2004

**Table-34**  
**Enrolment in Secondary Vocational, Arts and Science, Professional College and**  
**Universities by kind level and sex (1947-2000)**

Years	Secondary Vocational (000 No)		Arts and Science Colleges (000 No)		Professional Colleges (Number)		Universities (Number)	
	Total	Female	Total	Female	Total	Female	Total	Female
1947-48	4	1	14	1	4'368	327	644	56
1949-50	5	2	21	2	4,925	394	737	71
1959-60	13	3	76	12	12,434	1,851	4,092	778
1964-65	21	6	127	24	17,372	2,990	13,221	2,730
1969-70	29	9	175	45	33,633	4,219	15,475	3,298
1974-75	42	14	208	58	44,734	8,086	21,396	4,500
1979-80	35	7	253	78	72,479	13,206	41,810	5,712
1984-85	57	8	373	117	59,169	9,742	54,031	8,407
1990-91	90	19	630	211	75,786	18,902	61,857	11,667
1994-95	86	15	704	276	100,969	27,715	80,651	21,174
1999-00	91	17	792	372	160,985	41,036	114,010	27,369

Source: Economic Survey 1990-91 and 2003-2004

**Table-35**  
**Number of Teachers in Educational Institutions by kind, level and sex (1947-2000)**

Years	Primary Schools (Thousands)		Middle Schools (Thousands)		High Schools (Thousands)	
	Total	Female	Total	Female	Total	Female
1947-48	17.8	2.4	12.0	0.8	6.8	0.8
1949-50	19.9	2.5	12.1	1.1	8.0	1.1
1959-60	44.8	8.4	13.0	1.9	18.3	3.9
1964-65	75.9	16.7	22.1	4.7	27.7	6.3
1969-70	92.0	25.0	31.5	7.7	35.5	9.6
1974-75	125.5	42.4	43.5	12.8	51.1	15.3
1979-80	140.9	47.8	51.4	14.9	63.8	19.4
1984-85	179.0	57.2	57.4	17.0	78.7	24.5
1990-91	277.8	92.7	84.1	32.0	152.5	43.9
1994-95	334.0	114.5	86.4	38.4	175.8	65.7
1999-00	366.4	127.2	91.5	44.3	155.7	52.2

Source: Economic Survey 1990-91 and 2003-2004

**Table-36**  
**Number of Teachers in Secondary Vocational, Arts and Science, Professional**  
**Colleges and Universities by kind, level and sex (1947-2000)**

Years	Secondary Vocational Institutions		Arts and Science Colleges		Professional Colleges		Universities	
	Total	Female	Total	Female	Total	Female	Total	Female
1947-48	-	-	-	-	-	-	-	-
1949-50	-	-	-	-	-	-	-	-
1959-60	-	-	-	-	-	-	382	31
1964-65	1,493	375	5,432	1,428	1,239	175	1,265	72
1969-70	2,050	520	7,950	2,370	1,737	228	1,473	125
1974-75	2,462	597	9,635	2,642	2,624	478	2,455	330
1979-80	2,817	674	12,077	3,430	3,500	510	3,068	332
1984-85	4,034	866	13,951	4,305	3,884	629	3,589	509
1990-91	7,402	2,566	20,792	7,277	4,544	907	4,744	640
1994-95	6,949	1,708	22,821	8,159	6,650	1,364	5,316	939
1999-00	9,253	1,959	27,662	10,553	9,043	1,765	5,914	1,174

Source: Economic Survey 1990-91 and 2003-2004

Following are the major qualitative and quantitative achievements with regard to access, equity, quality and partnership:

## 12.2 Access to Education

**Table-37**  
**Primary and Middle School Profiles (1999/2000)**

	PRIMARY		MIDDLE	
	Total	%Female	Total	%Female
<b>Number of Schools</b>	162,076	38.1	18,435	45.4
<b>Total Enrolment</b>	15,800,000	36.8	4,112,255	39.3
<b>Number of Teachers</b>	332,022	34.7	95,249	47.9

Primary and middle level participation rates and targets are given below:

The country had a total of 162,076 primary schools in 1999/00, with an enrolment of 15.8 million students and 332,022 teachers. The student-teacher ratio was estimated at 48:1. Almost 35%-38% of all schools, total enrolment and teachers were female. There were a total of 18,435 middle schools, with an enrolment of over 4 million students and 95,249 teachers. The estimated student-teacher ratio of 43:1, as well as the share (39%-48%) of female schools, enrolment and teachers, too, are slightly better than for primary schools.

**Table-38**  
**Gross Participation Rates 1999/2000 and Targets for 2015-2016**

	1999-2000		2015-2016	
	Total	Female	Total	Female
<b>Primary Level</b>	89%	70%	120%	120%
<b>Middle Level</b>	38%	31%	80%	80%

Seventy seven percent of the Primary Sampling Units (PSUs)/villages/settlements in the country had a boys primary school within 1 km distance; whereas 69% of PSUs had one girls school within a distance of 1 km. In urban areas, both government and non-government schools appear to be equally accessible, and approximately four-fifths of all PSUs had each of these types of school within 1 km. In rural areas, however, access to non-government primary schools was markedly poorer, and for every 5 PSUs, there was less than one non-government school within one km distance.

Boys access to primary level schooling was similar across all provinces of the country. Girls' access to primary level schooling in rural Sindh, however, was markedly poorer than in other parts of the country. Only 31 per cent of PSUs in Sindh had a school located within 1 km, as compared to 60% of the country as a whole.

The following are achievements of ESR Program:

1. Compulsory primary education act/ordinance; promulgated in Punjab, Sindh, NWFP, & ICT. It is being implemented in a phased manner in Sindh & ICT.
2. Incentives for UPE: Free distribution of textbooks, edible oil distribution, stipend, & scholarships as incentive for compulsory primary education

3. 500 Early Childhood Education Centers established in government schools

The following situation exists in the primary and middle school education sub-sectors which posed obstacles in achieving the desired goals/targets:

- i. Low level of participation at the primary and middle levels, especially of girls.
- ii. Primary schools lack physical facilities including buildings, furniture, tats/mats and even very basic necessities like blackboard, chalk, and charts.
- iii. Shortage of teachers, especially local female teachers in certain rural areas. Primary schools were opened and teachers were posted in remote rural areas but many of these schools are still not functioning because either the teachers, especially females, have got themselves transferred to more convenient locations, or are working on loan basis in schools of their choice. The result of this situation is that the children of far-flung areas are still without school.
- iv. Factors such as low salaries, low status of teachers and weak supervision have contributed towards absenteeism of teachers, particularly in rural areas.
- v. Inadequate pre-service and in-service training and lack of dedication and motivation in most of the teachers, especially when they are appointed on political basis.
- vi. Lack of proper school mapping has made it difficult to identify the appropriate location for establishing new primary schools.
- vii. On the demand side, some parents, and even children, are not interested in education since they do not understand its benefits. To them, education is only a means to employment. When parents see many educated persons still un-employed, the rest of them lose their interest in sending their children to schools.
- viii. The curriculum is mostly urban-oriented and hence not relevant to the daily life of rural children.
- ix. Un-attractive school environment has resulted in poor retention and a high dropout rate.
- x. Efforts, with limited coverage, have also been made to extend primary education through Non-formal Basic Education Schools (NFBE) in areas where government primary schools are non-existent; separate schools for girls are not available; girls' participation rate at primary level is low; and drop-out rate is high.
- xi. At the middle school level (Class VI-VIII), there, too, is a shortage of school facilities; and enrolment rates are much lower than primary enrolments, with wide gender and geographical (urban/rural) disparities.

### 12.3 Equity in Education

In order to eliminate the existing urban/rural and male/female imbalances and disparities, the Government has taken a number of steps. In future all new schools will be mixed schools and 70 per cent of teachers in the new schools will be female. The recruitment age of female teachers has been relaxed to increase their availability. To retain young girls in rural schools, free textbooks, stipends and nutritional food are being provided in disadvantaged and far off areas. This has resulted in an increase in enrolment and a reduction in the drop out rate. More than two-thirds of all primary schools opened in the rural areas of Pakistan have been opened to address the historic imbalance of boys being educated at the expense of girls.

Eliminating gender gaps in basic education/literacy is the cornerstone of Government of Pakistan Policy for social development in general and in education in particular. Ministry of Education has a policy framework in place to advance gender equality in education. Each target is gender disaggregated in Education Sector Reforms (ESR) and Education For All (EFA) Programs. Diverse programs and strategies have been developed, ranging from compensatory programs such as stipends at middle and secondary levels, free textbooks and school nutrition support to girls schools. Ministry of Education has a special desk for Gender in the Education For All (EFA) Wings for facilitation.

- Gender sensitization and training
- Development of research, survey and data tools/systems to analyze gender issues and ensure the application of pertinent sex-disaggregated data.
- Gender-responsiveness in planning, implementing, monitoring & evaluating, and gathering of lessons learned.
- Communication, information sharing and problem-solving on gender and education issues.
- Experience sharing between government and non-government stakeholders in education.

Many studies on Education for Girls identify low levels of participation rates generated by a combination of following supply and demand related factors:

- Poverty

- Lack of policies, will & commitment to education;
- High Population growth rates;
- Low levels of financial allocation;
- Inefficient utilization of the limited resources.
- Lack of coordination between federal, provincial and local governments;
- Lack of schools or school facilities; transport; water; washrooms; electricity, boundary wall and district location etc.
- Absenteeism of female teachers; lack of privacy and security for female teachers
- Cultural and family constraints which hinder girls from attending school; and
- Lack of community participation.

#### **12.4 Policy Dialogue and Partnership**

The aims of reforms through the improvement of service delivery through public and private partnership by:

- Provision of incentive package for private sector
- Involvement of private sector in the management of under utilized public sector institutions
- Provision of grants and soft loans through restructured Education Foundations.
- Adopt School Program
- Community Participation Project (CPP) for school up gradation in afternoon shifts from primary to middle/middle to secondary and higher secondary levels
- Introduction of Information Technology courses in schools/colleges through private sector under public-private partnership.
- Access to public funds – 25% utilization of funds at district level through CBOs and PTAs.

The major achievements in this regards include:

- Enabling environment for private sector participation
- Private sector incentive package approved by Federal Cabinet
- 6240 schools have been upgraded through Public Private Partnerships in Punjab and NWFP (60.7% are girls schools with 60,000 students).
- Computer Education introduced in over 4000 secondary schools through Public Private Partnership.
- National Education Foundation (NEF) destructed – Ordinance promulgated. Provincial Education Foundations are in the process of restructuring
- 8000 Teachers trained in IT by INTEL Corporation
- SMC's /PTAs provided legal cover through CBOs for school improvement and local governance.

*Chapter # 13*

**QUALITY EDUCATION FOR  
ALL:  
CHALLENGES, TRENDS AND  
PRIORITIES**



### 13. QUALITY EDUCATION FOR ALL: CHALLENGES, TRENDS AND PRIORITIES

Low quality of education is one of the major problems in the public sector education system of Pakistan. Therefore, emphasis on improving all aspects of quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, several key inputs are planned which would contribute effectively towards the improvement of quality of education. Basically, quality improvement plans will ensure the development of a more relevant, learner-centered curriculum, which is supported by, and linked with, the development of higher quality textbooks, teacher training processes and assessment methods as well as other aspects of education.

Some of the major constraints and issues within the education sector are described below:

**Standardized data collection and dissemination:** An overriding issue in the education sector is the unavailability of high-quality, reliable and standardized data despite the fact that vast quantities of information are available within the sector.

**Affordability and willingness:** The major reasons for children either not attending school or dropping out of primary school include: high cost of education (including fee and related expenses), inadequacies in the quality and relevance of education particularly at the primary level, and parental attitudes, especially in the case of girls. Distance from school also matters.

**Low public investment in education and utilization of development allocations:** Budgetary allocations for the education, have remained below 2% of GDP. About 90-95% of the current allocations are spent on meeting staff salaries and the remainder is insufficient for providing quality education. A large number of students therefore, have been shifting from public to private schools, in particular, due to problems related to teachers' quality and absenteeism.

**Need for low cost options to enhance access and service delivery:** The Government of Pakistan recognizes that community participation in the provision of quality education is necessary not only for meeting resource gaps but also for enhancing ownership and operation and maintenance (O&M).

## **13.1 Education and Gender Equality**

### **13.1.1. Achieving the Goals: Status and Trends**

An overall track record of Pakistan in promoting and delivering gender equality is a weak one. There are, however, areas in which significant progress has been made and indicators point to a steady though slow improvement:

- i) the ratio of girls to boys at all levels of education has improved
- ii) the ratio of literate females to males has risen
- iii) the share of women in urban employment (as a proxy indicator for share of women in wage employment in non-agricultural sector) has improved marginally
- iv) the role of women in national decision-making has improved significantly.

According to the 1998 census, female literacy rates remain low at 32.6%. Although enrolment of girls has increased at a higher rate at all levels, their participation rate is much lower, so that gender gaps continue to persist. Whereas participation rates of girls in urban areas have increased due to a policy of co-education at the primary level, high drop out rates beyond primary level persist as a result of lack of opportunities, mobility issues as well as traditions and cultural norms constraining the access of girls (especially in the rural areas) to middle, secondary and higher education. The ratio of girls to boys in primary education is 0.72, which means that for every 100 boys, 72 girls are enrolled. It has improved from a dismal 0.51 in 1990. Secondary school enrolment has also followed the same pattern, rising from a ratio of 0.42 in 1990 to 0.64 in 2001-02. Tertiary level education shows the largest degree of improvement, rising from a base level of 0.46 in 1990 to 0.78 in 2001-02.

The ratio of literate women to literate men is 0.65 in the 15-24 year group, which means that for every 100 literate males there are 65 literate females. This is an improvement over the 1991 ratio of 0.51. This indicator, however, shows the same biases across categories—male literacy rate being higher than female in both urban and rural settings, and the difference being more marked in rural areas as compared to urban areas. The literacy rate has shown a slower growth for rural than for urban areas.

### **13.1.2 Major Challenges**

The objective of mainstreaming gender concerns into the overall planning, implementation and sectoral programming framework for improving women's status continues to be a major national challenge. The Poverty Reduction Programmes report that women are more adversely affected by the incidence of poverty on account of their weak position, weak educational background, lack of equal participation in economic

activity and inequitable access to productive resources. The situation of rural women in Pakistan is far worse than that of their urban counterparts: They have little or no access to productive inputs. Facilities and opportunities available to rural women are minimal and their status is low compared to urban women.

The literacy rate of rural women is 20.8% and is among the lowest in the world. The main factors responsible for low literacy rate are poverty, domestic and farming responsibilities, lack of access to schools, early marriages and biased socio-cultural attitude. It is estimated that 8.2 million children are out of school, 5.9 million of them are girls and 75% of rural girls drop out at the primary school level. The gender gap in overall literacy rate has not narrowed at a satisfactory pace and an accurate analysis of how the public expenditures benefit boys and girls does not exist.

### ***13.1.3 Supportive Environment: Policies and Programs***

The GOP is committed to achieving the objectives of gender mainstreaming and gender equality in all spheres of society. This commitment is formalized through a number of policy, strategic and institutional measures adopted by the Government to promote gender equality. The National Plan of Action (NPA) and the National Policy for Development and Empowerment of Women provide the framework for the implementation of 188 actions addressing women's social, economic and political empowerment.

Government of Pakistan announced the first ever **National Policy for Development and Empowerment of Women** in March 2002. The policy encompasses all critical areas pertaining to women and contains key guidelines and policy directions for ensuring women's participation in socio-economic and political empowerment and forms the basis of all women development programs. The key objective is to remove inequities and imbalances in all sectors, protection of women rights and ensure equitable benefits to and participation of women in national development and decision-making processes. Key policy measures focus on ensuring that the government adopts a gender sensitive approach to development at stages of a project cycle.

Government of Pakistan prepared the **National Plan of Action (NPA) for Women** as a key follow up of the Platform for Action adopted by Pakistan at the Fourth UN World Conference for Women in Beijing in 1995. The NPA is a strategic plan of action that lays down a set of priority actions in 12 critical areas of concern that are vital for achieving the agenda of women empowerment. These are: (i) poverty (ii) education and training (iii) health (iv) violence (v) armed conflict (vi) economy (vii) women in power and decision making (viii) institutional mechanisms for the advancement of women (ix) human rights of women, (x) media (xi) environment, and (xii) the girl child.

As significant measure taken against a recommended action of the NPA, the government established the National Commission on the Status of Women in 2000. It is mandated (among other functions) to examine all policies, programs and other measures taken by the government for women's development and gender equality, to assess implementation and make suitable recommendations.

The Government launched a mega project, called Tawana Pakistan, in October 2002 at a total cost of Rs. 3,600 million with the goal of improving the nutrition and education status of the girl child. The objectives of the project are to make interventions in terms of nutrition to improve the present state of health of the girl child and to improve their school enrolment, retention and cognitive learning. The project has been designed for a complete feeding cycle of two years for 520,000 girls in 29 high-poverty districts of the country.

A five-year Gender Support Programme has been initiated, and its goal is to eradicate poverty in Pakistan through gender-responsive government and a rights-based approach to sustainable human development. Its objective is to provide co-ordinated policy, technical and managerial support to GoP in the design, implementation and monitoring of national programmes in the areas of women's political participation, economic empowerment, enabling social environment and institutional strengthening.

The PRSP is a major policy document in which the government seeks to address gender disparity. The PRSP includes policy measures being adopted by government to enhance women's capacities and opportunities in the economic, social and political spheres. These include provision of soft loans to women, improving educational and health facilities, skill development and enforcing the 5% quota for women's employment in government.

In education, the Government has undertaken the following projects to enhance gender parity:

- "Girls Primary Education Project" under Primary Education Development Projects.
- "Women Empowerment and Literacy" under Primary Education Development Projects
- Universalising Primary Education for removing gender disparities in primary and secondary education by 2015.

#### ***13.1.4 Priorities for Development Assistance***

The resource requirements for the achievement of these goals cannot be separated from the umbrella programs under which they are being managed. The following are some areas identified for internal and external financing.

- Legal and social action to encourage female participation in all areas—increasing the platforms for women rights.
- Provision of scholarships and subsidies for girls education to low income households, equality of access and quality education for girls to narrow the existing gender gap, revision of curricula and textbooks at all educational levels for gender sensitization and provision of vocational and skills training, particularly in information technology.
- Adult literacy programs should be financed as literate masses translate into high enrolments and less gender bias.
- Provision of incentive based programs to help break mental barriers towards female education and participation in value-added economic activity and services.

### **13.2 Quality Education and Key Role of Teachers**

A primary criterion in determining the quality of professional and academic status of teachers is that its members should have acquired a sound background of general education, subject matter specialization and effective preparation in the methods and techniques of teaching. The academic status of teachers refers to the prestige that teachers enjoy by virtue of the education they have received in schools and colleges, their professional competence, and their personal commitment to and care for the pupils/students. Other things being equal, the higher the level of education a teacher has received, the higher his/her academic status.

#### **13.2.1 Policies and Reforms**

Since the 1990s the Government of Pakistan adopted a series of policies and programs to improve the access to, and quality of primary education and realizing the both indicators rely heavily on the availability and quality of teachers, the emphasis on recruitment of academically qualified teaching staff, certified to teach, has since been as essential component of every education policy and initiative.

#### **13.2.2 Social Action Program (1990s)**

In the 1990s, the Social Action Program (SAP) launched by the Government of Pakistan greatly emphasized the need for good quality teachers. It also realized that the lack of availability of female teachers in less developed and rural areas posed a problem for the functioning of girls' schools. To overcome these problems, SAP underlined flexibility of qualification and age in the recruitment rules for female teachers in these areas, with preference for teachers from the local community. In the lesser-developed

provinces of NWFP and Balochistan, special monetary allowances provided to female teachers.

### **13.2.3 National Education Policy (1998-2010)**

Teachers' training forms an important part of the policy targets included in the National Education Policy (1998-2010). The main objectives outlined in the National Education Policy in relation to teachers' education included the following:

- To increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators.
- To upgrade the quality of pre-service teacher training programs, by the introducing parallel programs of longer duration at post-secondary and post-degree levels.
- To make the teaching profession attractive to the young talented graduates by institutionalizing a package of incentives.
- To develop a viable framework for policy, planning and development of teacher training programs, both in-service and pre-service.

The Policy stresses following key policy provisions for the training of teachers:

- Both formal and non-formal means shall be used, to provide increased opportunities of in-service training, to working teachers preferably at least once in five years;
- The curriculum and the methods of instruction in teachers' training institutions shall be reviewed and revised, for bringing them in the line with the requirement of modern trends in this field;
- Special incentives shall be provided to attract and retain talented students in the teaching profession;
- A special package of incentives shall be provided to rural females to join the teaching profession.
- A new stream of technical and vocational training shall be introduced in the pre-service teachers' training institutions, initially at post-degree level'
- A new cadre of teacher educators shall be created.

### **13.2.4 Education Sector Reforms (2001-2005) and the National Plan of Action (NPA) for EFA**

More recently, the Government has built an Action Plan for 2001-2005. It has been built on the National Education Policy by developing a comprehensive package of educational reforms with medium term targets- the Education Sector Reforms (ESR). The main thrust of ESR includes, besides enactment and enforcement of Compulsory Primary

Education Ordinance and the rehabilitation and upgrading of physical facilities in existing primary schools, improvement in the quality of education through Teacher Education and Training.

The ESR also serves as a foundation of the National Plan of Action (NPA) for Education for All developed as a long-term framework (2001-15) to achieve EFA goals. Based on three five-year phases, the NPA relies on a set of strategies, which include the improvement in quality of education through a variety of teacher-related measures such as:

- Merit-based hiring of teachers;
- Checking teacher absenteeism;
- Revamping in-service training for existing teachers;
- Reforming and strengthening in-service teacher training and
- Institutionalizing the incentives and accountability system for teachers to improve performance.

### 13.2.5 Profile of Teachers in Pakistan

Out of 60 million teachers world-wide, over 0.6 million are employed in public sector Pakistani schools, colleges and universities. Teachers are among the largest professionals in the country.

**Number of Teachers in Pakistan (Public Sector)**

Level	Primary	Middle	High	Arts & Science Colleges	Professional Colleges	Universities	Total
No. of Teachers	414,000	230,000	270,000 + 9611*	27,822	9,382	5,160	965,975

\* Secondary Vocational

A primary criterion in determining the professional status of the teaching profession relates to the quality and relevance of the academic and pedagogical training undertaken by the teachers. In Pakistan, almost all teachers in the public sector system have the required academic qualifications while a great majority i.e., 87% have the required professional training.

### Percentage of Qualified and Trained Teachers in Pakistan

Level	% Teachers with minimum academic qualification	% Teachers with Required Professional Training
Pakistan	99%	87%

Although the teachers possess the minimum educational qualification and training required in Pakistan, their entry qualifications and the duration of training are lower than those in other countries (refer to Table 1).

#### 13.2.6 Problems of teachers in Pakistan

The following have been identified as major problems of teachers in Pakistan.

- **Lack of transport facility, security and residential facilities in remote rural areas:** This has emerged as one of the important problems, especially for female teachers.
- **Non Transparent Appointment practice:** It is often observed that appointments of teachers are based on non-merit considerations.
- **Poor management and evaluation practices:** Performance reports are not always based on actual performance.
- **Politicization:** Frequent transfers of teachers for subjective or political considerations frustrate many teachers. This is of special concern and hardship for female teachers and rural school teachers.
- **Student Teacher Ratio:** Over-crowded classes and high student-teacher ratio, especially in the urban schools, is a perennial problem. It not only creates disciplinary problems but also affects the quality of education.
- **Additional Assignments:** Duties on national tasks like census, elections etc. have emerged as a problem as they result in the loss of instructional time for children.
- **Contractual Appointments:** Teachers are being given contractual appointments, which lack job security.
- **Schools Without Walls:** Teachers sometimes have to teach in schools without walls and without rooms in extreme weather conditions in rural area.

#### 13.2.7 Quality Inputs

1. Revise regulations and create stronger and more transparent personnel management mechanisms to promote merit-based hiring.

2. Revise, strengthen and enforce attendance and leave regulations and strict action to check teachers' absenteeism.
3. Relaxation of qualification (in areas where no female teacher is available) and age limit for females to facilitate entry into the profession. In order to attract and retain female teachers in rural areas and difficult regions of the country, special incentives including monetary incentives will be given to female teachers.
4. Institutionalize the incentives and accountability system for teachers to improve their performance.
5. Revamp in-service training for existing teachers, and over a period of the years all primary school teachers shall be provided with in-service training opportunities, and then institutionalize in-service on a 3-year cycle basis.
6. Reform and strengthen in-service teacher training; evaluate and replicate existing best practices; cluster delivery mechanisms,
7. Reform pre-service teacher training, and include the revision of the curricula, revamping textbooks, and instructional materials in the training programs.
8. Learner-oriented teaching, with the learner, i.e. the child, at the center of the learning process shall be focused.
9. The new concepts such as active learning, development of critical thinking and creativity shall be encouraged.
10. Highly interactive, learner centered teaching and training materials shall be produced and utilized.
11. Many forms of teaching and learning, e.g. peer group discussion, class observation, distance education, self-study, on-site visits and multi-grade teaching shall be introduced.
12. Integration of teaching theory and practice shall be ensured with greater emphasis on the latter. Pedagogy with content of knowledge shall be integrated.
13. Training programs shall take into consideration teachers' on-ground conditions such as motivation, concerns, knowledge, available time and resources, etc.
14. Besides teachers, the head teachers, supervisors and critical stakeholder in the system shall also be trained.
15. Training shall be taken to the teacher (school site) rather than bringing the teacher to the training site through cluster-based resource center approach as proposed under Girls Primary Education Project Phase-II i.e. establishment of Quality Improvement Cell (QIC).
16. The development of a more relevant, learner-centered curriculum, supported by and linked to, development of higher quality

textbooks as well as with improved teacher training processes and assessment methods, will be ensured.

17. Concepts dealing with environmental education, health education and population education shall be integrated into the relevant subjects.
18. Major effort shall be directed towards improving the delivery of the curriculum.
19. Besides training and upgrading of female teachers, there would be measures to improve their work and living conditions and provide them with better career opportunities. This would help retain them in the profession.

### **13.3 Education and Social Inclusion**

The Education Policies and development plans encourage public private partnership to join hands in the development of education in the country. This is because the government realizes and has reiterated in its policy that the magnitude of the problems of education sector is far too large to be resolved by the government alone. The available evidence indicates that private schools have been expanding rapidly in recent years. As a result, 25% school level students are enrolled in private institutions. At higher level there are about 50 universities and degree awarding institutions available in private sector. An incentive driven system is in the offering to these institutions to nurture economically high quality education at all levels in a competitive environment and to further expand private sector partnership in the education sector.

Based on public private partnerships, Government of Pakistan has set target of increasing access to quality education at all levels through involvement of community based organizations (CBOs) such as school management committees, parent teacher associations and NGOs etc. It is intended to resolve the problems of quality of education, construction, repair and maintenance of buildings, management of under-utilized and remotest schools, teacher absenteeism, etc. Resource position for education sector is being improved through social mobilization, community participation and activating the role of NGOs, CBOs and local bodies. The majority of NGOs in Pakistan are small organizations, limited in their reach and with small financial resources. A large number of them receive funds from the government and even collaboration in the implementation of government sponsored programs.

At district level NGO councils are being established to streamline their functioning. Entire development activity is being planned, initiated and monitored at this level. The tasks of the council include:

1. Mobilization of community,
2. Allocation of projects
3. Training of CBOs and NGOs,
4. Motivation to ensuring maximum participation of local people, Monitoring of projects, and
5. Identify areas/ programs where attention is needed.



*Chapter # 14*

**EDUCATION FOR  
SUSTAINABLE  
DEVELOPMENT**



## **14. EDUCATION FOR SUSTAINABLE DEVELOPMENT**

Education increases the economic, social and political opportunities available to individuals. Education empowers persons to take control of their lives. It provides them with greater opportunity and choices to improve their lives and that of their families. Education is the key to overcoming oppressive customs and traditions that have neglected the needs of girls and women. Educating women is an important goal in itself. It is also a basic human right.

In addition to the direct benefits in the form of more knowledge, skills, income earning opportunities, education social benefits particularly female education is strongly connected to reduce number of children and maternal mortality, reduce fertility, improved family health, and increased educational attainment of children, particularly girls. These factors play vital role in the socio-economic development of the country.

Education leads to direct economic benefits in the form of higher lifetime earnings for the society and community also benefits from the higher productivity of its labour force.

Higher returns to education are a direct consequence of the fact that the benefits to society from educating women are far greater than that of boys. Besides improving human capital and increasing economic growth, female education also reduces the fertility rate.

Following are the major inputs for the sustainable development:

### **14.1 Information and Communication Technologies (ICTs)**

1. ICTs will be used to improve learning outcomes, bridge the Digital Divide narrowing the gap between the information rich and information poor.
2. ICTs will be utilized for training of educators, teacher trainers and managerial people to promote quality EFA.
3. Distance Education strategy will be used both for access and quality EFA.
4. Radio, TV, VCR, computers, video libraries, cassettes, film projector with large screen, multi media, well equipped mobile vans and other modern means and modes of information technologies will be effectively employed and harnessed for promotion of EFA particularly adult literacy and early childhood education.

#### **14.2 Textbooks and Instructional Materials**

1. Substantial increase will be ensured in the non-salary recurrent expenditure on provision of textbooks, basic school supplies, learning materials, etc. Provision of free textbooks for rural girls and subsidized textbooks for all children shall be ensured.
2. Textbooks will be revised and updated, incorporating new concepts, skills and techniques.
3. The Ministry of Education will continue to pay attention to eliminating gender bias in textbooks and curriculum.
4. The curricula will encourage enquiry, creativity and progressive thinking through project-oriented education. Curriculum will be revised and made relevant to the modern needs and also incorporate concepts, which will promote a culture of peace.
5. Incentives will be provided to teachers for producing new and attractive learning materials, making use of audio video and print media.

#### **14.3 Assessment and Evaluation System**

1. A system of continuous internal evaluation culminating in the annual examination will be used to evaluate the performance of students. The certificate awarded to students will include marks obtained in internal evaluation as well as in the final examination.
2. Automatic promotion upto grade – three will be introduced.
3. National Education Assessment System (NEAS) at federal level, supported by Provincial Education Assessment Centers (PEACs), under the Education Sector Reforms, are being established. It will evaluate/assess learning achievements of students at primary (Class IV) and elementary (Class VIII) levels. The NEAS will provide a feedback for ensuring continuous assessment of the whole education process by improving, teaching strategies, school effectiveness, curriculum design, appropriateness of textbooks and the whole delivery system.
4. Examination at the end of primary education (grade-V) and elementary education (grade-VIII) will be conducted by district body/board/authority.

#### **14.4 School Management and Local Programs**

1. special programs will be initiated for training of head teachers, school principals and learning coordinators.
2. The training and job descriptions for head teachers will specify their roles in guiding and supporting their teacher colleagues, in mobilizing

- community involvement in the school, and in administration, management and maintenance of the school.
3. Adequate number of experienced and committed learning coordinators are needed for both the academic/professional guidance and general supervision.
  4. Learning coordinators will be given training to enable him/her to provide to teachers guidance in new teaching techniques.
  5. Learning coordinators will be facilitated especially by providing means to travel. Particularly, female learning coordinators face serious problem of transport which will be resolved.
  6. The concept of cluster/center school has proved very effective for school effectiveness. It will be reintroduced and strengthened.
  7. In order to ensure community participation and effective involvement of civil society, the village education committees/school management committees/school councils already established will be strengthened, trained and empowered.
  8. Management and administration of elementary education will be decentralized to the district/sub-district level under Devolution Plan. District base planning will be introduced. Each district of the country shall prepare plan of action in elementary education development focusing on Education for All. This will be implemented as well as monitored by the District Governments.
  9. A district Advisory Forum/Authority shall be established to oversee/supervise/monitor development of elementary education focusing on teacher's attendance and commitment.
  10. Forums/Authorities at all levels right from union council through district, province and especially at national level comprising Government, NGOs, Private Sector and the Representative of all other EFA principal actors will be constituted to prepare, implement, monitor and coordinate EFA development keeping in view the national and international commitment of the country.
  11. Teachers will be recruited on contract basis and their promotions, postings and transfers shall be linked with their qualifications and performance rather than ACRs.
  12. Administrative management of non-functional, dysfunctional and sick schools will be given to well reputed NGOs and Education Foundation.

#### **14.5 Education and Competencies for Life**

The Education policy and all the subsequent reforms address competencies for life as it is held that education prepares individuals for life.

At primary stage, awareness of various aspects of custom and culture are emphasized along with major component of a personnel hygiene and health. Several concepts and contents have been incorporated into various subjects (Islamiyat, Arabic Social Studies, languages etc) from classes I-XII. Tolerance, sympathy, helping others, courtesy, truthfulness, honesty, forgiveness, selflessness, generosity, sense of honor, love and affection to younger, respect for humanity (especially for females), justice, dignity of labor, punctuality, brotherhood, sacrifice, collective efforts, moral courage, simplicity and contentment search for knowledge, keeping promise, clear conscience, etc. constitute some of the key characteristics depicted in textual materials.

In order to expose children to various vocations in their environment a pre-vocational education program has been introduced at middle stage as Agro-technical studies. This program includes various subjects such as metal work, woodwork, Electricity, Agriculture and Home Economics. Students are supposed to orientate themselves with different vocational environments and also familiarize themselves with difference tools. At Secondary level there is a choice of Technical Stream for students. It intends to link education with the world of work. The technical streams include various courses on technical trades. The schools have been provided workshops. Textbooks and manuals have been prepared for the use of students. The major aim of this program is to develop saleable competencies from the students.

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