

Chapter # 3

IMPLEMENTATION STATUS FOR ESR

3.1 Implementation Strategies for ESR

Implementation of Education Sector Reforms is an intergovernmental function. Alignment of Education Sector Reforms with the provincial education priorities is the linchpin of the reforms, where local needs have been formally represented. Efforts have been made at all levels of government that programme standards and objectives under each thrust area of Education Sector Reforms be understood by those officials at provincial / district levels responsible for their implementation. Institutional mechanisms and procedures have been identified at the implementation sites of ESR programmes. Policy adjustments for implementation of ESR's programmes are being managed through quarterly meetings of Inter-Provincial Education Ministers.

To implement the strategies plan (2001-02 - 2005-06) of Education Sector Reforms, funds are provided in the Federal Budget of the Ministry of Education, which subsequently, are transferred to the provincial/Area Governments through a Letter of Agreement. Definite procedures are laid down for the transfer of funds, approval of the project, and monitoring of the ESR programmes.

3.1.1 Allocation of Funds:

- i) Federal Government allocates funds to the Provinces and AJK, Northern Areas, FATA & ICT.
- ii) The funds are spent by each Province/Agency in each thrust area of ESR programme. The concept paper on ESR approved by ECNEC forms the basis for framing individual project at Provincial/District level.
- iii) Each Province/Agency allocates funds, which it receives, from the Federal Government to the various districts for this programme. The distribution of these funds are in accordance with the assessed needs of each district. Each Province/Agency are required to utilize these funds only on the indicated thrust areas, ensuring a balance between qualitative and quantitative components.

3.1.2 Approval of Projects:

- i) Individual projects are cleared at the district level unless their total cost exceeds the District Government's financial competence as prescribed by the Provincial Government in which case it is cleared by the competent forum.
- ii) Allocations for education are included in the provincial budget of particular year whether development or non-development, are fully utilized. The Federal grant for ESR is being provided for utilization over and above the regular budgetary provisions. Failure to utilize full budgetary provisions is likely to lead to at source deduction of the grant monies. In view of the short period of time left during a financial year, the Federal Government may, in case of any deduction/lapsing of the grant money, considered its re-authorization during the next financial year.

- iii) Funds provided by the Federal Government are passed on by the Provincial Governments / Agencies to the Districts and Provincial Authorities (where such projects cover more than one district) within two weeks of the receipt of funds from the Federal Government. Provincial/Agency Education Departments are required to report disbursements to the Ministry of Education.
- iv) Funds are utilized accordingly to the principle of performance-based outcomes and well-tracked output indicators specified in each project proposal.
- v) The entire focus of project design and implementation are the learner and facility centered ensuring the best interest of the child/learner and the beneficiaries; this focus is likely to lead to outcomes-based measurable performance.
- vi) In all schemes, 50% of the provision of educational opportunities are reserved for girls/women at all levels of education, as well as Disadvantaged Groups and Rural areas.
- vii) Efforts are made to mobilize civil society organizations (CSOs), community and private sector in Implementation of programmes where appropriate. Poverty Reeducation Strategy 2001-2004, Education For All and Local Government Plan for Devolution has integrated CSO participation for making these national macro initiatives successful. Citizens Community Boards, Neighborhood and Village Councils, Education Committees of Union Councils, SMCs/PTAs and Social Councils and NGOs are consulted and taken on board as planning, implementation and facilitation partners through formal arrangements.
- viii) Project implementation mechanisms are required to be established by District Governments to facilitate as far as possible linkages and partnerships with the Private sector and Civil Society Organizations (CSOs) for school rehabilitation, up gradation and quality improvement, through formal institutional arrangements.
- ix) The Provincial Governments in collaboration with the federal ESR section in the P&D Wing of the MoE are responsible for monitoring of schemes. Supervision is done at the district level as agreed with respective District Partners (Govt. & CSOs). Monthly reports be sent to Ministry of Education accordingly to a mutually agreed format. M/o Education will be associated when required in joint monitoring visits to the project area/s.

3.1.3 Maintenance of Accounts & Audit:

- i) Federal Funds are transferred to the Provincial Government/Agency accounts of each receiving authority. The Province/Agency will transfer funds, in accordance with the allocation for each district, to the relevant account of each district as prescribed by the Controller General of Accounts.
- ii) Keeping within the framework of allocations for each major thrust area, the Provinces and Districts have flexibility to allocate resources within the

relevant thrust area as per their own priorities for outcome based implementation with transparent accountability. In case of Project fund, transfer of grant for one thrust area to another is not applicable.

- iii) Each District Government may, where implementation is to be done on the sub-district level, transfer funds further to the tehsils/municipal accounts as prescribed by the Controller General of Accounts.
- iv) Appropriate audit is needed for all expenditures in accordance with the prescribed rules.
- v) Each District Government/Agency is responsible for an assessment report, to be sent within four months of the completion of the fiscal year regarding the expenditures for each programme and regarding mutually agreed out-comes. The Provincial Government in turn, consolidate reports received from the Districts Government/Agency and send them to the Ministry of Education by the end of the fifth month following completion of the fiscal year.
- vi) All unauthorized or ineligible expenditures are the liability of the Province/Agency.

To date four Letters of Agreement have been signed between the federal and the provincial governments for ESR PSDP transfers as well as Madaris Mainstreaming program .

The implementation of ESR is a complicated and long term process in an intergovernmental system. However, the implementation of ESR programme is achieving momentum due to a progressively greater ‘buy in’ of ESR’s vision, principles and targets with Provincial and District Governments. It has been observed that the clarity of ESR sector wide framework and programmes among the official responsible for implementation is being achieved through iterative orientation and dissemination of the programme, goals and frequent technical participation in decision-making process.

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3.2. Program Implementation

3.2.1. Achievements:

Since 2002 Education Sector Reforms witnessed growing ownership and '*buy in*' reflected in continuity of core reforms and policy directions by the newly installed national and provincial governments. All provincial governments have deliberated consciously on the education sector, undertaken critical situation analyses, prioritized key areas of improvement and developed sector strategies. These strategies are reflected in their poverty reduction strategy papers (PRSPs) and EFA plans at provincial and increasingly at district levels.

PUNJAB has declared education to be its number one priority. This is an unprecedented step demonstrating unequivocal political will. The government has increased its development budget by 541 % under the newly negotiated Punjab Education Sector Reforms Program (PESRP) with the World Bank providing US \$300 million over the next three years. Focusing on improving access, equity, quality and governance, the core elements of the three year reform program coinciding with ESR are:

- Year one to focus on school education, moving to post secondary education
- Provision of free textbooks to classes 1-5
- Provision of missing facilities in schools
- Recruitment of contract based facility specific teachers
- Capacity building of teachers and managers
- Stipends to girl students of classes VI –VIII in districts with less than 40% literacy
- Restructuring and empowering of School Councils
- Communications and Awareness campaign
- Rigorous multi-level monitoring and third party evaluation
- Restructuring of the Punjab Education with a pro-poor focus in public private partnerships to complement the Department of Education efforts.

One of the core strategy of Punjab Sector Reforms is to ensure that provincial and district governments enter a performance contracts to fulfill district based targets: for enhancing enrolment, reduction of drop out rate, increase in completion rates, operationalization of non-functional schools and non-salary expenditures. These are the core implementation imperatives of PESRP.

Punjab government's efforts are being supported mainly by the World Bank, Asian Development Bank, DfID, UNICEF, UNESCO, US Department of Labor, JICA and CIDA.

SINDH: The Education Sector Strategy for Sindh already under implementation since 2001-02 is based on hard-core analysis of existing trends incorporating a broad agenda, which includes the following:

- Opening the remaining closed primary schools numbering around 1834 out of the earlier 5500 closed.

- Raising the quality of education by ensuring teacher presence, teacher training, improved syllabi, and gradual introduction of English from grade 1 onwards
- Facilitating adequate school supplies, extra reading material and encouraging textbooks of private publishers for raising quality of instruction
- Evolving an ambitious rehabilitation and up gradation programme by raising investments for improving the state of school infrastructure.
- Decentralization of school management at the school level, strengthening the SMCs for facilitating finance, planning and budgeting at this level
- Encouraging presence of private sector in rural Sindh, (only 5% of primary students are enrolled in private schools).
- Institutionalizing monitoring and evaluation of performance

The Government of Sindh's broad targets under the medium term reform and revival strategy are as follows:

- Primary net enrollment rates to be increased from 66% to 82% by 2005.
- Make the remaining 1,834 closed schools operational after an assessment of their feasibility.
- 12,000 currently untrained teachers to be trained by 2004. Evolve district wise training needs, programs and teacher testing.
- 10000 School Management Committees to be trained by 2005.
- Provide buildings to the 5000 currently shelter less schools.
- Missing facilities of remaining schools to be provided on fast track basis.
- Schools to be upgraded for facilitating needed infrastructure for schooling till secondary level.
- Expand Free & Compulsory Primary Education to other talukas after having put in place the needed infrastructure, incentives and environment for facilitating implementation of compulsory education.

Sindh is implementing a multi-pronged strategy to improve outcomes that include providing adequate resources and improving their utilization, strengthening governance and accountability, ensuring the participation of communities and increasing the role of the private sector. Key elements of the Government's strategy to increase access are: reducing regional and gender disparities; appointment of female teachers only at the primary level; making primary education free and compulsory through matriculation; implement regular enrollment drives; initiating province-wide public awareness campaign through media and other means; distribution of free textbooks to all primary school children in government schools; scholarships for girls in middle schools; reaching out-of-school children through non formal initiatives to prepare them for entry into the formal system.

Sindh became the first provincial government to enact the Compulsory Primary Education Act for making primary education mandatory under law. In the first phase, the Act has been enacted in 23 Talukas (sub-districts) of the province to be gradually expanded to other Talukas. The total enrolment in these talukas by May 2002 was 585430, which increased to 686309 by January 2003. This includes 28% girls' participation in enrollment.

The overall increase in enrolment is 8%. While there is a reversal of previous situation of declining indicators, there is tremendous work that needs to be undertaken to make a success of legislation on universal education.

NWFP has also chalked out a similar program of implementation to focus on quantity and quality as well as on mainstreaming of madaris (religious schools) the seventh thrust area of the ESR Action Plan. Like Punjab and Sindh, the NWFP government has also engaged with the Frontier Education Foundation and its Elementary Education Foundation, to supplement the work through public private partnership. This will help mobilize communities and non-elite private sector. FEF has now been set up into two bodies focusing on school and college education separately under the supervision of the Governor.

The education indicators in the province are still relatively low, the main reasons for which are: inadequate financial resources; physical inaccessibility of many areas; poorly trained and ill-paid teachers; general decay in educational standards in the country; inadequate supply of instructional materials in schools; poor physical facilities in schools; weak accountability, institutional capacity and management of the educational system; and lack of community involvement in school affairs.

Objectives and Strategy. The Provincial Reform Program has made educational improvement the foundation for achieving longer-term economic development and poverty alleviation in the province. “Education is the first priority, second priority and third priority of the government” according to the Government of NWFP. The Government’s medium-term objectives in the sector are to:

- (i) improve primary education (both enrollment and quality of instruction);
- (ii) reduce gender and rural-urban disparities; and
- (iii) expand the capacity at the secondary school level.

These objectives will be achieved by increasing resource allocation to the sector, allocating more resources to female education, upgrading the quality of instruction and teacher training, improving the management structure, implementing devolution, and increasing community and private sector involvement. In May 2002, the government approved a comprehensive medium-term reform program, which builds upon and strengthens the reform program developed in 2001 under the PRP and reflects higher budgetary allocations included in the MTBF for FY03-05.

Recent Reforms. *The highest priority is being given to improving quality and access by taking the following measures:*

Approving a comprehensive province-wide staff and facility rationalization plan which would serve as a basis for needs-based recruitment, rationalization of facilities to reduce inefficiencies, and redeployment to ensure every primary school meets the targeted teacher student ratio of 1:30. As part of this rationalization plan, recruitment for 2,100 additional teachers has been approved for immediate deployment to schools without adequate teachers; addressing teacher absenteeism by deploying teachers to their home districts and facility-specific contract recruitment; introducing a results-based teacher evaluation and reward system and initiating a province-wide periodic student assessment system as part of the National Education Assessment System (NEAS), which would be fully funded in the FY03 budget.

Strengthening of teacher training programs; The institutional and management reforms comprising bifurcation of the provincial education department into lower and higher level education; Creating separate teaching and management cadres, the latter is meant to establish a professional school managerial cadre; Introducing computer literacy and English-medium instruction on a pilot basis; Introducing textbook deregulation for Classes 9-12, and developing a road map for expanding this initiative to the primary sector, to allow for more efficient and competitive printing and publishing of textbooks.

Establishing clear criteria for the establishment/construction of primary schools and up gradation of schools, in order to strengthen transparency of decision making and ensure that decisions are in line with sector goals; and Establishing an Education Sector reform Unit and staffing it to monitor and oversee progress in implementation of reforms.

Public-private partnerships and community involvement is being encouraged through: Initiating a program to encourage private sector to use unoccupied government buildings for establishing schools; restructuring the Frontier Education Foundation which supports NGOs providing education, to make it autonomous and expand its activities to promote public-private partnership with adequate linkages with the Departments of Education; strengthening parent-teacher associations (PTAs) in almost all 20,000 primary schools; and providing funds for instructional materials and minor repair (IM&R) to individual schools through the PTAs.

The monitoring and supervisory mechanisms have been strengthened. Circle Teams have been designated to carry out field visits every two weeks to monitor absenteeism and availability of inputs at the facility level based on the new monitoring forms. The reports are reviewed monthly at the district level, and will now be reviewed quarterly by the Education Minister. The government views these steps as supplementing the citizen/community oversight and accountability arrangements built into the devolution plan. These are viewed as the only sustainable and effective way to monitor agency performance. In addition, the Education Management Information System (EMIS) would be fully funded in the regular budget, starting in FY03.

Steps have been taken to reduce gender disparity. The FY02 budget allocated 70% of the sector's development budget to girls' schools, and innovative incentive schemes are being developed to increase girls' enrollment. A major primary school facility up-gradation program is being initiated to ensure that essential missing physical facilities (such as toilets, boundary walls, electricity) are provided to 100% of girls schools by end-FY03.

The allocation for education has been increased significantly. Expenditures on education have increased by 27% from Rs. 6.9 billion in FY 99 to Rs. 8.8 billion in FY01. Expenditures have been reallocated toward primary and secondary education and vocational training (including teacher training and away from tertiary and university education. User charges from higher education, which have historically been very low, were increased by around 20% in FY01.

Medium-Term Reforms. Over the medium term, the Government plans to take the following actions:

- Increase allocations by over 73% from Rs. 8.5 billion in FY02 to Rs. 14.7 billion in FY05, including increasing instructional materials and minor repair allocations several folds;
- Complete the management reforms to implement the process of district-based management, separation of teaching and management staff, and training of staff;

- Complete the teacher redeployment, and facility rationalization based on the approved staff and facility rationalization plan;
- Expand school capacity in partnership with the private sector and communities and continue the strengthening of PTAs;
- Provide essential physical facilities in all primary schools, especially for girls, and continue the policy of larger allocation of development funds for girls' schools;
- Deployment of teachers in home districts and location-based new recruitment, and in-service teacher training;
- Consolidate performance-based teacher evaluation and compensation, and the province-wide student assessment system;
- Continue textbook de-regulation;
- Expand secondary school capacity, PTAs for secondary schools, and school facilities for computer literacy;
- Establish primary schools in seriously deficient districts;
- Further increase in higher education user charges; and
- Continue to strengthen the monitoring and supervision system including the commission of a regular third party user and facility survey in October 2002, and annually thereafter, for independent monitoring of, among others, service delivery indicators.

The impact of these wide-ranging reforms is expected to be substantial. By the end of FY05, the overall primary school enrolment is expected to increase by 15%, with girls' enrolment increasing by 30%.¹ By the end of FY03, 100% of girls' schools would have basic physical facilities (such as toilets and boundary walls), and 100% of boys' schools will achieve the target by end of FY05. Serious gaps in school capacity in remote areas would have been remedied. The quality of teachers, instruction, and student achievement are also expected to be significantly higher by FY05.

BALUCHISTAN has undertaken a detailed situation analysis of its core indicators disaggregated by districts, gender and poverty ranking. Focuses of Education Strategy in Baluchistan are: to improve Primary Education, reduce gender disparity, strengthen governance and accountability, ensuring the participation of the community and private sector, developing vocational education and training, to ensure that the gap between primary and middle provision is narrowed drastically with due focus to opportunities for girls.

The Baluchistan PRSP highlights the specific interventions for education as follows:

The education indicators in the province are very poor. The main reasons for this is inadequate financial resources; physical inaccessibility of many areas; poorly trained and ill paid teachers; general decay in educational standards in the country; inadequate supply of instructional materials in schools; poor physical facilities in schools, weak accountability, institutional capacity and management of the educational system; and lack of community involvement in school affairs.

This strategy identifies the following key priority focus areas:

1. Improve primary education (Both enrolment and quality of instruction);

¹ Traditionally, the government has tracked gross enrollment rates. With the introduction of MICS and strengthening of EMIS, NWFP will start tracking net enrollment rates from FY04.

2. Reduce gender and rural / urban disparities.

These objectives are assumed to be met through:

- Strengthening of teachers training programmes
- Encouraging Public Private Partnership & Community involvement
- Setting up a monitoring and supervisory mechanisms
- Increasing the allocation for education
- Reducing gender disparity through increasing budgetary support for enhanced facilities in girls schools

Several steps are already being taken. These include:

- Increasing enrolment and decreasing dropout rates through improved education management
- Addressing teachers absenteeism and shortage through incentives, training and institutional based appointments
- Rationalizing non-salary expenditures

In addition to these detailed plans for developing education and training, that would ensure sustainable livelihoods would be drawn up with a **special emphasis on opportunities for girls and women**. Poverty reduction plans will emphasize the training of girls, so that they can be brought in to the mainstream, thus reducing their vulnerability and poverty. (Balochistan PRSP 2003, pp. --)

The above priorities and strategies are being supported by the ESR together with support from US AID, Asian Development Bank, JBIC and UNICEF. Future budgetary support for the sector is under negotiation with the World Bank on similar lines as Punjab.

Education, with special emphasis on technical and vocational education and training especially of girls

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3.3. Development Programs

Within the framework of ESR and Provincial Education Strategies, a number of development programs have been initiated, which are described below:

3.3.1. Universal Primary / Elementary Education

The most challenging milestone for the Government of Pakistan is Universal Primary Education (UPE), which is a pre-requisite for integration of Pakistan in to the global framework of human centered economic development. UPE has become a compelling national priority for the 21st century challenge of Pakistan becoming a knowledge based society.

3.1.1 Objectives:

Education for All - Quality Universal Primary Education (UPE).

3.1.2 Targets:

- a) **Access:** Increasing gross participation rate from 83% to 100% (4% per annum).
- b) **Equity:** Reducing gender disparity by 10% annually.
- c) **Completion:** Enhancing primary completion rate from 50% to 70% (5% per annum).

3.1.3. Programme – Formal Education:

- Compulsory Primary Education Ordinance
- Improving infrastructure in existing primary schools
- Construction of new schools
- Early Childhood Education – an innovative programme.

3.1.4. Programme – Non-Formal Basic Education

Non-Formal Basic Education Schools (NFBES) Project targeting age group 5-14 years is a non-formal primary programme over 40 months. After completion, the graduates of NFBES are brought in the mainstream (formal system).

3.1.5. Implementation Strategy.

- Promulgation of the Ordinance for Compulsory Primary Education for UPE.
- Consolidating existing facilities for optimal utilization.
- Up-gradation of existing primary schools to middle level.
- Allocations for new schools will be on the basis of gender and need, and not population only.
- Initiating non-formal primary education programme for 5-9 years age group in disadvantaged and un-reached areas.
- Initiating Early Childhood Education (Katchi classes) in existing government schools.

- Capacity building for Decentralized Management at District/Local level.

3.1.6. Physical Requirements of Primary Education Sector:

Projects	No. of Schools
Construction of buildings for shelter less schools	18,030
Provision of electricity to existing schools	95,979
Provision of water supply to existing school	56,455
Provision of toilets to existing schools	79,342
Provision of boundary walls to existing schools	64,973
New Schools	8,504
Total number of school facilities:	323,283

3.1.7. Budget (for three years):

(Rs. in Million)

Project	Amount
Construction of building for Shelter less Primary Schools	8,650
Provision of electricity.	2,400
Provision of water supply.	1,690
Provision of toilets.	2,380
Provision of boundary walls.	3,900
Provision of new primary schools.	6,080
Capacity building / Decentralized Management.	2,000
Up-gradation of Primary to Middle Schools.	5,900
Early Childhood Education.	1,000
Total:	34,000

3.1.8. Financial Requirements for 2001-02 - 2005-06:**(Rs. in billions)**

Programme	Year I	Year II	Year III	Year IV	Total
Access, Equity and Retention.	4.0	9.0	10.0	11.0	34.0

3.3.2. School Improvement Programme

Education Sector Reforms are committed to making elementary schools more functional and conducive places of learning by providing electricity, drinking water facility, boundary walls and other basic amenities. The provision of missing facilities is a long over due program to make the school more attractive and functional so that the children can be motivated to enroll, attend and abstain from dropping out from the school system prior to primary completion. School up-gradation through conventional and non-conventional means is also a core area to narrow the gap between primary, middle and secondary provision for ensuring increased transition rates.

An amount of Rs. 1.500 billion was provided to the Provincial/Area Governments for the School Improvement Programme (time period). The distribution of funds is as under:

(Rs. in Million)

Punjab	Sindh	NWFP	Balochistan	FATA	AJK	FANA	ICT	Total
703.242	282.652	232.011	131.875	60.380	55.348	18.987	15.285	1500

With the amount, the Provincial/Area Governments have rehabilitated 11,231 schools and following missing facilities are provided as reported by the provinces:

S. #	Project/Program	# of Schools
1	Construction of building for shelter-less schools.	501
2	Provision of electricity.	1245
3	Provision of Drinking Water facility.	1458
4	Provision of Toilets.	995
5	Provision of boundary wall.	82
6	Repair of School building.	1121
7	Provision of furniture.	1512

The same program is being replicated on a province wide scale to cover all schools under the Punjab Education Sector Reforms Program (PESRP) with approximately Rs. 150 million disbursed to each of the 34 districts. The program will cover three consecutive years of interventions for missing facilities at a total cost of US \$300 million.

3.3.3. Decentralized Elementary Education Project (DEEP) Sindh

3.3.1 Cost of Project:

ADB	Rs. 4538.124 (\$ 75) Million	77%
GoS	Rs. 1341.876 (\$ 23) Million	23%
Total	Rs. 5880.000 (\$ 98) Million	100%

3.3.2 Aims of the Project:

- The Project envisages improving access and quality at elementary level education (Class VI to VIII) with emphasis on promotion of girls' education in rural areas and urban slums of Sindh Province.
- Through implementation of this project participation rate at Elementary Schools Education will increase from existing 38% to 55%.
- Achievements of Project objectives will be measured in terms of:
 - a) Increase of participation rate by level
 - b) Retention rate by level
 - c) Reduction in drop out rate by level.
 - d) Average number of years of schooling completed.

3.3.3. Project Objectives:

- To increase access to the Pro-poor Decentralized Public Elementary School.
- To lay foundation for qualitative education for future socio-economic development and poverty reduction.
- To raise retention rates specially for the girls and the rural poor.
- To improve quality of elementary education
- To reduce gap between public and private schooling.
- To bridge qualitative and quantitative gap of education between urban, rural and slum areas.
- To mobilize potential community and create cost effect models of education with community support.

3.3.4. Targets:

- Up-gradation of 1200 existing primary schools (65% for girls) to elementary schools.
- 204 English Medium Model Schools to be established, [2 schools in each taluka / town (01 for Boys & 01 for Girls)]
- 100 Shelterless Schools to be provided five room building through Public Private Partnership.
- Introduction of pre-primary education in 1000 primary schools.
- Construction of 980 Compound Walls in Girls Schools.
- Construction of 1400 Lavatory Blocks in different Schools.

- Distribution of Free Textbooks to all female students of existing and new schools for class VI, VII & VIII.
- Mainstreaming of 16 Madarsah into Schools.
- Stipend for needy girls who qualify Class VIII and continue their studies for Class IX-XII and graduation on Poverty-cum-Merit basis.
- Scholarship for Female Matriculates who wants to continue their studies after Class X.
- Funds for Skill Development among VI to VIII students to learn about occupational works etc. Tailoring, Cooking, Embroidery, Handicrafts, Arts and Crafts.
- M. Ed. Programmes for 115 District Educators/Teachers.
- Training for 5000 New Teachers in different subjects.
- Consolidation and improvement of existing Elementary College of Education i.e. PITE at district level to serve as District Resource Centre for training purpose (20 DRCs).
- Consolidation and Improvement of 102 Taluka Resource Centres (TRCs)
- Training of 1000 Nursery Teachers.
- Training of 102 Tehsil, 16 District Education Personnel in Management, Administration, Supervision & Finance.
- Training for 3200 SMCs.
- Professional Development of 500 Master Trainers from PITE.
- Procurement of Equipment, Furniture, Sewing Machines, Embroidery Machines, Sports & Drawing Material, Computers, Library Items.
- Books, Audio Visual Facilities i.e. Over Head Projects.
- Maps, Charts & Laboratory Equipment.
- Science Demonstration Kits, Pre-Primary Learning Material, Reference Books etc.

3.3.5. Specific Project outputs are highlighted:

1. Support for 1200 SMC requests to upgrade primary to elementary schools including any rehabilitation for additional primary classrooms, toilets, boundary walls, etc.
2. Establish two model English medium schools in each tehsil (one Boys & one Girls).
3. Support for 1000 SMC requests to establish pre-primary classes (30 students each) to raise social and cognitive skills schools having additional classes available shall be given priority.
4. Support for Community Based Organization to implement model for mobilizing parents community, NGOs, SMCs.
5. Create School Development Funds (SDFs) by providing one time grant to SMCs.
Distribution of free textbooks for females to prevent not only dropout in existing and project schools but to reduce poverty also.

6. Provision of training for local school-community administrators (3200 SMCs, 102 Tehsil administrators and 16 district education staff) in management, administration, finance, evaluation skills to support elementary education.
7. Training of teachers recruited for Nursery/ Pre-primary schools and also introduce life skill awareness programme.
8. Demonstration kits for science and maps/ charts etc for Math, Social Studies, English subjects at elementary school level.
9. Mainstreaming of Madrasah education into normal education system.
10. 115 fellowships for local teachers for improvement of academic skills at any prime private institute/ University.
11. Provision of furniture, equipment, computers facilities for project schools and transports facilities at districts and tehsil offices.
12. Provide in-service training on need basis and monitoring and evaluating elementary schools enrolments, staffing, facilities and budgeting on a periodic basis.
13. Supporting of elementary teacher colleges, colleges for education and PITE to serve as resource center for master training programme.
14. Public awareness media campaign to promote education particularly for the girls.
15. Professional development of 500 master trainers selected by districts through prime private/ university/ institute.

Enhanced Role of community/ SMCs for site selection, monitoring of quality in construction and pedagogy , and in distribution of stipends and textbooks. SMC shall be over all in-charge for any development/ non-development activities in the school and all payments to be made, remaining within the provision of SLGO 2001.

3.3.4. Universal Quality Primary Education (UQPE) in Six Districts of Punjab School

The UQPE project was launched in January 2004 in six districts of Punjab: Kasur, Sheikhpura, Sargodha, Mianwali, Rahim Yar Khan and Rajanpur. The total population of the six districts is 13.66 million of which the number of children in the target age group (5-7 years) is 1.39 million (1998 census) of this age group, about 0.44 million or 47% (girls 53%) children were out-of-school at the initiation of the UPE process in the six districts.

3.4.1. Objectives of the Project:

The main objectives are:

- To build the capacity of the District Governments, District Education Teams, Nazims, Union Councilors, NGOs and strengthen partnership of 10,700 communities in 6 districts of province of Punjab Province, to support the processes in achieving UqPE in more educationally effective, child-friendly and gender-sensitive schools.
- To achieve 90 percent primary level enrolment of sexes, attendance and completion of 0.8 million excluded children and at risk girls (5-7 years).
- To improve learning outcome by 20% each year measured against baseline achievement data.

- To establish a district data base for an effective monitoring and documenting of the progress of the project in six districts.
- To ensure Universal Primary Education (child-friendly, gender-sensitive) is fully owned and sustained by the government and communities after completion of the project.

The above objectives are consistent with the Government of Pakistan, National Education Policy and UNICEF 2004-8 Program of Cooperation in Basic Education to increase participation, completion and improved learning achievement for girls.

3.4.2. Project Strategies:

- Capacity-building of the district educational staff, teachers and partners to develop child-friendly and gender sensitive government primary schools.
- Strengthening of school and community groups to promote increased school enrolment.
- Improve the quality of teacher training, including the training and support mechanism for teachers.
- Develop a learning achievement baseline and monitor improvement in learning outcome measures for each grade.
- Strengthen the focus on effective provision for children with special needs through inclusive education approaches.
- Improve educational data collection and management systems to ensure improved district-level monitoring and documentation.
- Improve the sustainability of the project through measures to enhance community capacity and participation, and enhanced governance capacity of key District Education staff.

3.3.5. School Enhancement Program (SEP)

3.5.1. Introduction:

In response to the October 2003 USAID request, and in consultation with the Ministry of Education (MoE), the Education Sector Reform Assistance Program (ESRA) proposes to extend its previous focus on a child centered initiative to a new component - a school-based "School Enhancement Program (SEP)". ESRA has requested RTI to set aside US \$ 8 million or approximately 13.3% of the total ESRA program to fund this new activity. The SEP will enable the ESRA program to adjust cooperative agreement activities to meet many school-level needs that now limit educational opportunity in the Whole District Initiative (WDI) districts and which unmet have the potential to undermine the long-term sustainability of other WDI initiatives.

3.5.2. Target Areas and Schools:

The School Enhancement Program will enable ESRA to upgrade the quality of the school learning environment in as many as 800 primary and middle schools² with a major

This is based on an estimate of \$10,000 per school that has been used as a basis for upgrade costing in other parts of Pakistan. Actual costs, and the actual number of schools covered, will depend on need and on community and other contributions. An average cost of \$8,000 per school will enable SEP to be implemented in

emphasis on girls' education and the support of female teachers. Initially, ESRA proposes to undertake the SEP in one Union Council (UC) in each of the current eight WDI districts³. However, it is hoped that funding may become available to expand the program to all primary and middle schools in the WDI districts.

3.5.3. Selection of UCs and Schools:

The UCs to be targeted in the first phase to May 2004 will be selected in consultation with the district governments, and their respective WDI Steering Committees.

Criteria for selection will be finalized by ESRA in discussions with district and provincial authorities during November and December 2003, but will include reference to:

- Number of schools in the UC – in the first stage of SEP it is preferable to work in UCs with between 20 to 30 primary and middle schools;
- Access for girls to primary and middle school within the UC or in neighboring UCs – preference will be given to UCs where every effort is being made to provide opportunities for girls' education, including mixed gender schools and shift arrangements whereby a school is a boys' school for part of the day and a girls' school for the other part;
- Level of boys' and girls' participation in schooling, dropout rates and completion rates – with preference to UCs in greatest need of improvement;
- Economic situation – to ensure initial focus on the poorest areas of the WDI districts;
- Accessibility to district center to enable easier monitoring of the initial phase of implementation;
- Security situation – to ensure that program implementers have safe access to the chosen areas;
- Support of district and community for the activity as a basis for implementation and also for sustainability. As with all ESRA initiatives, it is intended that the SEP be demand driven and not imposed from outside. UCs with capable and proactive leaders offering the strongest possible support for quality improvement in education will ensure the best environment for the first phase of SEP.

3.5.4. The SEP Package for School Enhancement:

Specifically, the SEP will work in partnership with district governments, Union Councils and their communities to enhance school-facilities and produce quality improvements in service delivery. The menu of possible SEP support may include the provision of:

- Basic facilities such as water supply, latrines, fans (where power is available), child appropriate furnishings, and boundary walls.

1000 schools. To reduce costs and optimize available resources, communities will be encouraged, wherever possible, to share in the development through both the provision of labor and financial support.

³ The WDI districts are: Chaghi, Gawadar, Kech and Killa Saifullah in Baluchistan, and Hyderabad, Khairpur, Sukkur and Thatta in Sindh. Other districts may be added in late 2004 or 2005 depending on ESRA's capacity to implement such an expansion.

- Essential learning and teaching resources, including library resources, teaching aids, charts, math kits, improved chalkboards, slates, etc.
- Extra-curricular materials.
- Contract teachers as a means to address teacher shortages, especially for girls' middle school education.
- School building renovations, including painting of classrooms and construction of additional classrooms through the community.
- Playground equipment and sport and recreational materials.
- Housing or transportation assistance for female teachers.
- Support for quality improvement in classroom teaching and learning and in the delivery of education services through regular in-service training and extended professional development opportunities for teachers and educational administrators.
- Resource centers or community-center development (preferably located within a high or middle school)⁴.
- Mobilization and support for School Management Committees (SMCs)

SEP activities will provide children in the WDI targeted communities with an enriched school-learning environment. The SEP package will help the “whole” child through improved and more extensive cognitive, social and physical development opportunities. The provision of playground equipment and the training of teachers to make the best use of such equipment should facilitate the development of the child’s motor skills, body strength, coordination and balance, as well as build perceptual skills, confidence, cooperation and other desirable social attitudes and behaviors. Supplementary teaching aids, reading books, and supplies will also be provided. Support to teachers and school administrators will extend professional development opportunities. Critical infrastructure improvements will be made with and by local communities to improve available classroom space, school grounds, and basic sanitation. In working with the districts, UCs and communities to make all this possible, ESRA will encourage and facilitate strategies that ensure long-term sustainability. Training of teachers and administrators to make the best possible use of the new resources will be a key element of the strategy.

The exact package of improvements to be provided to each school will be based on an assessment of school needs and prioritization and selection by the school communities in consultation with ESRA, the UC and the district authorities.

⁴ UC Resource Centers

To facilitate the SEP, ESRA will establish a small scale resource center (RC) in each UC. The location of the RCs will be determined with district and UC authorities and housed, wherever possible, in existing facilities, e.g. schools, NGOs, public offices, donated residential space, etc. Basic enhancements will be provided where necessary. By 31 January, locations will be identified and a generic RC plan completed based on the average facility available. Development of individual designs, customized for each RC, will be finalized by 28 February, with each center in an advanced stage of completion by 25 April. Depending on the space and infrastructure available, RCs will house a library with resource materials and provide a meeting/training room for teachers, students, literacy classes, community members, SMCs and other groups, as well as a space to host events. A means of communication will be available, including a telephone and a computer, with connectivity where infrastructure permits. ESRA will support the initial staffing of the RCs which will be fully operational by 30 June 2004.

Construction of additional classrooms, latrines and boundary walls, and installation of playground equipment, will be undertaken by the communities to agreed specifications and under the supervision of ESRA engineers/advisors and of a private engineering firm that will certify to building standard and safety.

3.5.5. Sustainability:

Sustainability is a particularly crucial issue in all education development programs and even more so in the areas in which ESRA is working. ESRA will work with the provincial and district authorities to ensure the regular flow of funds to provide the core funding necessary to maintain the equipment and facilities put in place through the SEP. However, ESRA recognizes that it is vitally important for communities to feel a sense of pride and ownership in their local schools. To this end and in support of long-term sustainability, ESRA will facilitate the establishment and training of SMCs and encourage community action to provide and maintain school facilities. The provincial authorities will also be encouraged to provide each school with an annual grant to meet the cost of consumables and of minor repairs and general maintenance.

In this way, ESRA's SEP will provide a basis for improved and more active community-government relationships in education.

In addition, each Component within the ESRA program has developed a package of activities and initiatives that will further support the districts, although not specifically included in WDI or SEP. The Policy and Planning Component (Component 1) is working to create the policy and institutional framework at national, provincial and district levels that is essential if any initiatives are to be sustainable in the long-term. Even the initiative to ensure effective teacher professional development at district level requires policy and institutional adjustments at the provincial level that have not been incorporated in the devolution strategy of the Government of Pakistan. Teacher Professional Development (Component 2) while putting in place an improved provincial and district system for ongoing in-service training is also working to develop distance education modalities, including the use of information and communication technologies (ICTs), that will have major impact on the WDI districts. The English program being developed in Component 2 will be available to all districts of Sindh and Balochistan, and hopefully across all provinces, to assist in improving the quality of teaching of English as a Second or Foreign Language in all government and non-government schools. Component 3 – the Literacy Component – will assist in the production of literacy guidelines and literacy and post-literacy materials that will impact literacy teaching nationwide and provide further support to the specific activities under WDI and SEP. Component 4, Public-Private and Public-Community Partnerships, is building strategies and networks for engaging the private sector (both corporate and community) in public education as well as facilitating the institutionalization of effective School Management Committees, that will support quality improvements in education provincially, nationwide and in the WDI districts.

Other national initiatives such as those in support of Information and Communication Technologies (ICTs), Education Management Information Systems (EMIS), Monitoring and Evaluation systems (M & E), and the national and provincial Education Foundations, and in ensuring sustainable fiscal flows from the center to the districts, will all have major positive impact on the quality of the education provision at district level.

Finally, but of major importance, is the belief that the SEP can be the first step towards the development and acceptance of national basic standards for schooling across all Pakistan. At the present time, urban schools are far better resourced than rural schools, and schools in wealthier areas are far better than schools in impoverished areas. The adoption of basic quality standards at the national level will provide a benchmark against which all development activities can be judged by communities, governments and donors alike. SEP will enable people in the more remote regions of Pakistan to see for themselves what improved quality can mean in practice.

To this end, ESRA will design a Monitoring and Evaluation Plan to assess the impact of the SEP on the selected UCs. The Plan will include baseline information regarding school enrollment, retention, drop-out, achievement, and advancement, aggregated by gender, as well as indicators to monitor improvements in these areas. While isolating the impact of the SEP from other inputs is problematic, ESRA will employ focus groups, interviews, surveys, and other proven methodologies to determine the extent to which the SEP is responsible for changes at the outset and over time.

3.3.6. Tawana Pakistan Program (TPP): School Nutrition for Girls

This innovative project is sponsored by the Ministry of Women Development and Social Welfare (MoWD & SW) and is being executed by Pakistan Bait-ul-Maal (PBM) - an autonomous body of the Ministry with technical assistance from Aga Khan University. The project is implemented in close collaboration with the Provincial Education & Health Departments and through District Governments. The initiative takes cognizance of high prevalence of malnutrition in Pakistan particularly among women and girls.

This is a safety net direct intervention for 530,000 school-age girls (5-12 years) [and boys in girls/mixed schools], from 5300 Primary Schools in 29 high poverty districts in four provinces and federal areas of Pakistan (8 in Punjab, 4 in Sindh, 6 in NWFP, 8 in Balochistan, 2 in Northern Areas and 1 in AJ&K). The program would contribute to the national goals of Health for All and Education for All and address issues of malnutrition and micro-nutrient deficiency as well as school access, equity, quality and efficiency within the decentralized framework of good governance. The project has been approved at a revised cost of Rs. 3,600 million for 54 months.

3.6.1. Goal:

Improvement of nutritional and health status of the girl child (5-9 years old) and reduction of social and gender inequities.

3.6.2. Primary Objectives:

- i) Amelioration of malnutrition and micro-nutrient deficiencies among the 500,000 school-age girls (5-12 years) in primary schools.
- ii) Improvement in school enrollment, retention and cognitive learning; and
- iii) Providing access to out of school girls in the community.

3.6.3. Secondary Objectives:

- i) Creation of awareness of better living concepts in the community particularly on public health education and status of women/girls,
- ii) Introduction through the participatory process of capacity building whereby a nexus is created between human development, elected councilors and community empowerment; and
- iii) Devolution of responsibility to the beneficiary for ownership and sustainability of the program.

3.6.4. Target:

Access the poorest of the poor segment of society, i.e. 530,000 girls (both enrolled and non-enrolled) from 5300 girls primary schools and communities in 29 selected high poverty districts in Punjab, Sindh, NWFP, Balochistan, Northern Areas and AJK over a 54 months period (2002-2005).

3.6.5. Expected Outcomes:**Indicators against the pre-intervention benchmark.**

- 18% greater weight gain for age
- 10% height gain for age
- Increase in existing enrollment
- Decrease in dropout rate by 30%
- Reduction of gender gap in school enrollment
- Community mobilization for local ownership and sustainability.

3.6.6. Program:

The School Nutrition Package (SNP) for girls is a community-based response to address the needs of the girl child. The SNP is a school based meal program that would access 100 students from each area (40 girls enrolled in primary school) and about 60 non-enrolled girls) in about 250 schools per district. It would provide (i) food, one cooked meal a day for 26 days a month for 10 months; (ii) bi-monthly vitamins, iron and albendazole for deworming medicine. The out-of-school girls would be invited to join the meal program and get enrolled in the school.

3.6.7 Strategy for Implementation:

A Federal Steering Committee would provide policy guidelines and monitor implementation of the project in consultation with Provincial Coordination Committees to be set up in four provinces.

- (a) In each selected district, a District School Nutrition Committee would be constituted under the chairmanship of Zila Nazim with DCO, EDOs of Health, Education & Social Welfare/Community Development as members.
- (b) At the school level, each selected primary girls school would have a School Nutrition Committee that would include a locally selected (and appointed on

contract) Community Organizer and a representative of parents, teachers and school girls.

- (c) Pakistan Bait-ul-Maal and School Nutrition Committees would as co-signatory jointly disburse funds to implement the package which will be monitored by the PBM, District School Nutrition Committees and School Nutrition Committees and a monthly progress report would be submitted to the PBM Headquarters for continuous monitoring and evaluation.
- (d) To create synergy, the SNP would establish linkage with MoE's ESR unit to procure inputs under the Incentive Scheme for Girls (such as free uniforms and textbooks/notebooks for poor girls), teacher training for the staff and implementation of the school rehabilitation project. MoE and Education Departments would implement the ESR Incentive Scheme for Girls and School Rehabilitation Project on priority basis in schools selected for the School Nutrition Package.
- (e) Similarly, the SNP would seek linkage with Health Departments to implement nutrition/health package and monitor growth in selected primary girls schools.
- (f) Institute of Education Development, Aga Khan University in partnership with Dow Medical College, Karachi would provide Technical Support including pre-project planning, benchmark survey, development of training materials, conducting training at AKU for 5,000 Community Organizers, developing medicine prescription plan and monitoring and evaluation.

3.6.8. Budget:

The School Nutrition Package is estimated to cost a total of Rs. 3,600 million over a period of 54 months.

Against the target of 4,786 functional schools, initial fieldwork has been completed in 4,352 Schools of which 4,227 schools are ready for feeding, whereas feeding is already continuing in 2,532 schools. The fieldwork involves social mapping, collection of baseline data of enrolled and un-enrolled girls in the community/village, formation of School Tawana Committee, opening of a bank/post office *NC*, identification of a local woman to be appointed as Community Organizer and preparation of Menu, etc.

- Currently, as of December 20, 2003, feeding is continuing in project schools as follows:

Punjab	1130
Sindh	606
NWFP	164
Balochistan	513
Northern Areas	119
Total	2,532

- In 4,227 schools, School Tawana Committees have been formed. 4,014 Community Organizers and 3,973 School Teachers have been trained and School Tawana Committee Accounts have been opened for 3,660 schools and funds have been transferred to 2,717

schools where the feeding is soon to be started.

- Weighing Machines and Measuring tapes have been supplied to 3,958 schools, the same would be provided in the remaining schools gradually.
- Management Information System tools including child cards, registers, etc., have been supplied to all 29 project districts for onward distribution to project schools.
- First tranche of multi micronutrients (MMNs) with an entire range of vitamins and minerals and deworming medicine (Albendazole 400 mg) has been imported through UNICEF and distributed to 20 project districts for onward distribution to schools for administration to children in accordance with guidelines provided to each school.
- NIU/MOWD has already released Rs. 1,390 Million so far to PBM (1,047.24 million) and AKU (334.0 million) and NIU (8.76 Million). Rupees 700 Million have been allocated to Tawana Pakistan Project for FY 2003-2004.
- Necessary funds (about Rs. 523.848 Million) have been transferred by the PBM to District Governments in 29 project districts and these funds are further being transferred to School Tawana Committees for implementation of the project for onward transfer to School Tawana Committees.

3.6.9. Conclusion:

Tawana Pakistan Project involves numerous Public, Private and Civil Society partners. In the public sector, the Ministry of Women Development, Social Welfare and Special Education, Pakistan Bait-ul-Mal, an autonomous body of the Ministry of Women Development, and other ministries such as Planning and Development, Finance, Education, Health and Local Government are relevant for this project. In the private sector, The Aga Khan University is playing a pivotal role in project implementation through a select group of ten prominent civil society organizations (NGOs) in the provinces. The National Implementation Unit under the Ministry of Women Development, Social Welfare and Special Education is overseeing and managing project implementation and undertaking regular monitoring and evaluation of the project.

3.3.7. Early Childhood Education (ECE) Programme

3.7.1. Background:

Studies in 1995 and 1997-8 revealed that one third of primary school children in government schools are sitting in a pre-primary class called 'Kachi' which needs to be recognized as an Early Childhood Education (ECE) learning group. It is only very recent that the provincial EMIS offices have begun to record the registered children in Kachi classes. There are still considerable number of children below age 5 who are not being registered at schools, but they attend schools with their siblings. In the province of Sindh, an estimated official figure of 137,394 is provided of the 'unadmitted kachi' children (SEMIS: 1998). In Punjab, the comparative figure of the un-admitted 'visible/invisibles' at Kachi is 444,802 (EMIS: 1997-98)). These children reflect a substantial demand for ECE at the household level and represent an opportunity, which has been formally endorsed at the national policy level.

The National Education Policy (1998-2010) formally provided recognition to Kachi class as a proxy for Early Childhood Education.

- Kachi class at primary level shall be introduced as a part of the effort to improve achievements of pupils (5.3.5, National Education Policy provisions Chapter 5).
- Kachi class shall be institutionalized in the primary cycle gradually and progressively (5.5.4 Curricula, Chapter 5).

Development of Kachi early learning and training materials have been ongoing in NWFP, Sindh, Punjab and Balochistan under various large scale provincial and pilot NGO projects which have produced some excellent materials for the target group. These initiatives have created possibilities to co-ordinate and collate material development for scaling up the ECE initiative.

The Pakistan Integrated Household Survey (PIHS) 1997-98 has indicated the challenge of getting children to school at the right age in order to improve the key indicators of attendance, completion and transition. It is common knowledge that a good ECE programme is an incentive for the parents to ring the children to school, build their readiness skills and ensure that they remain in school with optimum results.

3.7.2. Implementation Strategy:

Provincial/Area Governments have developed a Selection Criteria for Schools deemed appropriate in terms of facilities needed for introduction of early childhood education programme ensuring a balanced urban, rural, boys and girls school. Selection and appointment of teachers are based on merit/Contract Criterion. Curriculum Wing in collaboration with Teachers' Resource Centre has developed basic National Curriculum guidelines for ECE programme in the country. Teachers after recruitment are expected to in-service training for various duration in collaboration with local/District Training Institutions of teachers.

3.7.3. Scope of ECE:

ECE, which addresses children in the age-group of 3-5 years, has been globally acknowledged as a significant input, since it serves to compensate for early environmental deprivation on the home front by providing an appropriate stimulating environment to child. It facilitates the realization of the goals of UPE by helping children develop necessary readiness for schooling in terms of getting them habituated to a regularly attending a Centre based programme away from home and by developing in them certain pre-reading, pre-writing, pre-number skills concepts and vocabulary. Initially, Province/Area Governments have been mandated to select 200 schools for ECE programme. The programme has some components of active parent involvement in it so as to ensure the continuity of inputs for the child. These Centres have been located in the premises of Primary Schools with a facility of play-based educational programme.

3.7.4. Progress:

An amount of Rs.74 million (2001-2003) has been provided by the Federal Government to provincial / Area Governments. The distribution of the said amount is as under.

	Rs. in Millions)							
	Punjab	Sindh	NWFP	Baloch- istan	FATA	AJK	FATA	ICT
Introduction of Early Child Education Programme.	6.60	2.60	2.70	1.23	6.42	0.14	0.28	0.28

With this amount provincial / Area Governments have established 590 ECE Centres in the premises of the primary schools, as per detail given below:

Name of Province/Area	Number of Centres
Punjab	104
Sindh	109
NWFP	156
Balochistan	123
FANA	2
ICT	50
AJK	10
Total:	450

Under the scheme, Federal assistance is being given to the provincial / Area Governments for running pre-primary school education programme. A major lacuna of this scheme is the lack of health and nutrition programme, which should be linked to ECE. Although training of personnel under this programme is being provided, but pre-service training programme essentially prepares student teachers for employment in ECE classes do not run by the public sector teacher training institution.

While involvement of the community can play a significant role in overseeing and providing support to ECE programmes, there still remains a need for effective mechanism for academic supervision and monitoring of the programme. The existing supervisory cadre of Primary Education needs to be perceived and trained as facilitators playing the positive role. ECE's scope addresses psycho-social development in a holistic and synergistic manner along the Childhood Continuum, and its implementation would inevitably involve shared responsibilities across the different sectors such as education, child and maternal health and nutrition. The planning thus needs to be done holistically for child development as a whole.

US AID is funding two projects for ECE through Child Resource International and (CRI) and Aga Khan Foundation (AKF). The resource commitment is US \$5 million and the number of centers in operation are 200 in Sindh, Balochistan, Punjab and ICT. The two

programmes are embedded in school based, community linked approaches, use of child-friendly materials and build upon the national curriculum guidelines developed recently for ECE as well as best practices from the ECE global network. Similarly UNICEF is promoting the practice of Child Friendly Schools across Pakistan in its UPE districts as well as the Islamabad Capital Territory . Under this program approximately 300 schools are being targeted for implementation in the first phase.

3.3.8. National Commission for Human Development (NCHD)

Founded in June 2002 NCHD is itself a public-private partnership formed under the directive of the President with a mission to promote development in the fields of health, education and micro-finance. It is funded through the Pakistan Human Development Fund (PHDF) registered under the Company's Act 1984. It has mobilized \$5.5 million from private donors and \$34 million from government resources (Rs. 2 billion). NCHD was set up to act as a government sponsored autonomous agency to implement a variety of human development objectives. In education, NCHD aims to help the government achieve its EFA objective of 86% literacy by 2015 and 100% enrollment of children aged 5 – 7 years by (1) providing technical assistance in teacher training, syllabus development and instruction in practical life skills, (2) selecting, funding and training CSOs who will implement the commission's objectives and (3) gaining the participation and commitment of the communities among which the commission works. Currently, NCHD operates in 16 districts on a core-program basis each of which has a staff of approximately 15 people. It aims to add 32 more districts in year 2004 and cover all of Pakistan by year 2007. The core strategy of NCHD comprises of: (a) Public-Private Partnership (b) Capacity building of Government's line departments, Community Organizations and elected officials (c) Community Participation.

3.8.1. National Literacy Campaign – Integrated approach to poverty reduction:

8.1.1. Objective:

Improvement in literacy rate and universalization of primary education is the main objective of ESR Action Plan's thrust areas and to achieve this objective the plan targets to make 13.5 million males & females (10+ age group) literate in order to increase literacy rate from 49% to 60% during 2002-05.

8.1.2. Strategy for Implementation:

- Setting up the President's Task Force on Human Development - an initiative of Expatriate Pakistanis for integrated human development. The Task Force has now been upgraded to the National Commission for Human Development (NCHD) under an Ordinance, with the President as its Chairman.
- Implementation of literacy programs by District and Provincial Governments:⁵
 - Targets will be district specific;
 - Each literacy cycle of 6 – 8 months: &

1.⁵ Punjab had allocated Rs. 20 million in its ADP 2001/02 for the UJAALA literacy program being undertaken at the tehsil level for 180,000 learners. The Province of Sindh is also experimenting with a Women's Literacy and Empowerment Program (WLEP) in the Districts of Dadu & alir through the Sindh Education Foundation.

- Mass Media Mobilization Campaign

8.1.3. Supporting Organizations:

The campaign will be supported by the following:

- National Commission for Human Development (NCHD) – action planning.
- Literacy Cell, EFA Wing: co-ordination, standard-setting, evaluation & research.
- Provincial Literacy Commissions/Literacy Departments
- AIOU: material development training and mass-media campaign.
- NGOs, CCBs, Girl Guides and Boy Scouts-grass-root implementation.
- Ministries of Women Development & Social Welfare, Local Government, Labor, Information & Media Development.
- District Governments.

8.1.4. Targets and Budget Summary for 2001-02 - 2005-06:

	Year I	Year II	Year III	Year IV	Total
Literacy Centers	27,000	54,000	81,000	108,000	270,000
Enrolment	1.35 million	2.70 million	4.05 million	5.40 million	13.5 million
Increase Literacy Rate	1.5%	2%	3%	4.5%	11%
Cost in Rs.	0.80 billion	2.00 billion	2.50 billion	3.00 billion	8.30 billion

3.3.9. Non-Formal Basic Education (NFBE)

3.3.1. Establishment of 82,000 Non-Formal Basic Education Community Schools:

In order to supplement Governance endeavors regarding universalization of primary education and enhancement of the literacy rate in the country, Ministry of Education launched a program for establishment of 10,000 Non-Formal Basic Education Schools throughout country. The project was approved in December 1995 by ECNEC at the cost of Rs. 1263.375 million for 5 years. The project was revised later in July 1998 with the title “Establishment of 82,000 Non-Formal Basic Education Community Schools (NFBE)” by ECNEC at the cost of Rs. 11,214.896 million with the implementation period of 5 years i.e. 1998-2003.

The allocation of funds against this project was made w.e.f. 2000-2001 and only Rs. 387.500 million have been released over a period of three financial years i.e. 2000-03 against the phasing of Rs. 8668.93 million. Therefore, as a consequence of thin funding, only 8044 schools have been established against the target of 82,000 NFBE Schools, and only 10% laid down targets have been achieved so far.

Though the project was approved more than five year ago, the cost of living/level of pries has risen tremendous. Hence it needs so minor but most crucial changes/ improvements, which are listed below:

- a. Salary of teachers needs to be enhanced from Rs. 1000 to at least Rs. 2000
- b. Number of teachers be proportionate to the number of students First additional teacher be provided to the school on enrolment of above 40 students and next teacher on every 30 additional students
- c. Examinations of class V be synchronized with the formal primary schools. Admission in class 1 be made, so as to complete 40 months cycle in February / March, in order to save time of class-V students which is wasted in waiting for examinations session in formal primary school
- d. Teacher salary be re-imbursed regularly on monthly basis
- e. Books and allied material for students be provided in time and for all students
- f. Examinations of class-V girls students be arranged in the nearest government girls primary school.
- g. Different materials like blackboard, taats, attendance register etc be provided annually and blackboard etc on need basis.
- h. NGO be allowed to re-locate the schools on the basis of ground realities, changed situation and compulsions
- i. Promotion test be conducted in all NFBE Schools simultaneously.

3.3.10 Combating Child Labour *through* Quality Education and Literacy

ESR promotes a proactive approach to sector wide reform and inclusive education. Since its inception the effort has been to create linkages across ministries for optimum outreach to programs, which, have a direct impact on education targets, and goals as laid out in the ESR. This approach has also been emphasized in the Poverty Reduction Strategy Paper (PRSP):

Summary of Poverty Reduction Strategy Paper: On Child Labour

“Child labour in Pakistan is a socio-economic phenomenon that exists because poor families are pushed by economic necessities to force children to enter the labour market. A nationwide survey by ILO in 1996 estimated that there are about 3.3 million children economically active in the labour market. Although the government is committed to eliminate child labour, it is pursuing a policy of gradual elimination of all forms of child labour and immediate elimination of the hazardous and exploitative forms of child labour under ILO’s International Programme for Elimination of Child Labour. To achieve this objective, certain specified target programs have been initiated. The Government has established a Fund of Rs 100 million (US 1.7 million) for education of working children and rehabilitation of bonded labour.

“The Government has also set targets and activities in the National Policy and Plan of Action to Combat Child Labour (May 2000) and for abolition of Bonded Labour (2001). The objectives of the Plan are progressive elimination of child labour from all economic sectors, immediate withdrawal of children from worst form of child labour, preventing entry of under-aged children into the labour market through universal primary education and family empowerment, and rehabilitation of working children through non-formal education, pre-vocational training and skill development. The Federal Bureau of Statistics will launch a follow-up of 1996 survey on child labour to assess the impact of measures taken by the Government so far.”

The Social Safety Nets for the vulnerable currently available in Pakistan include Workers Welfare Fund (WWF), Food Support Program, Social Security, Employees Old Age Benefit (EOBI), Pakistan Bait-ul-Mal (PBM) and Zakat Fund. The Poverty Reduction Strategy aims to strengthen the existing mechanism of cash transfers through Zakat, and the social protection system of EOBI and Employees Social Security Institutions (ESSI). The revamped system of Zakat provides financial subsistence, educational stipends, health care, social welfare, and marriage assistance. A new Programme “Education Stipends (Technical)” has been introduced with a budget of Rs 1 billion (US\$ 17.6 million).

3.10.1 Child Labour Situation in Pakistan:

Magnitude and Nature of Child Labour:

A national child labour survey (1996) conducted by the Federal Bureau of Statistics found 3.3 million of the 40 million children (5-14 age group) to be economically active on full-time basis. This survey will be repeated in 2004, but the profile emerging from the 1996 survey provide important baseline markers for policy and planning. Of the 3.3 million working children, 73 per cent (2.4 million) were boys and 27 per cent (0.9 million) girls. Children’s contribution to work in the rural areas is about eight times greater than that in urban areas. Number of economically active children in 10-14 age group is more than four times the children in 5-9 age group.

Rural children are mostly engaged in agriculture sector (74%) whereas in urban areas, most working children (31%) are engaged in manufacturing sector. In both areas, the percentage of girls working in manufacturing and services is higher than that of boys; this indicates that girls are more likely to work in manufacturing and services sectors as compared to boys. It is also observed that in non-agricultural sectors, most of the working children (93%) are engaged in informal activities.

Working children come from large families in the low income bracket. Household size of working children was found to be 8 which is higher than the national average. Higher proportion of economically active girls falls under households of size 9 plus. The survey indicates that most cogent reasons given by parents/guardians for letting their child to work are: (i) to assist in house enterprise (69%) and (ii) to supplement household income (28%). The former is pronounced in rural households whereas the latter is more significant in urban families.

One third of the working children are literate which shows that mere primary completion is not an effective deterrent to child labour. School enrolment indicates that economically active children who are not enrolled in school (34.2%) are higher than the economically active children combined with school (13.2%). This reveals that enrolment is negatively correlated with involvement of children in economic activity. Education attainment is low due to: (1) Limited opportunities as schools may not be accessible, (2) Inability of parents to afford schooling costs, (3) Irrelevance of school curriculum to real needs, (4) Restrictions on girls’ mobility in certain parts of the country.

A considerable proportion of the working children (46%) are working more than the normal working hours i.e. 35 hours per week with 13% working for 56 hours or more per week. In urban area 73% of the working children work more than the normal working hours, which is significantly higher compared to rural area (42%). This shows that the working conditions in urban area in general and for boys in particular are worse.

ILO's is a major contributor to the National Policy and Plan of Action to Combat Child Labour (2000). The major initiatives in Child Labor have been led by ILO through its Core Programs viz., International Project of Elimination of Child labor IPEC and more recently Worst Forms of Child Labour (WFCL). The strategies developed draw upon the international, and national policy frameworks.

To implement the 2000 Policy and NPA the Government of Pakistan set up a fund of Rs 100 million for the education of working children. Subsequently Government of Pakistan ratified ILO Convention 182 on WFCL and requested ILO to extend its technical cooperation to help establish national Time-bound Programme (TBP) in which education interventions play a central role in elimination and rehabilitation.

From a total of 29 hazardous occupations, six priority sectors were determined for immediate action. These include Surgical Instrument Manufacturing, Coal Mines, Deep Sea Fishing, Rag Pickers, Glass Bangles, and Tanneries. ILO-IPEC commissioned a multitude of studies, including baseline surveys, and rapid assessment to develop implementation strategies in the priority six hazardous sectors. Key government ministries [including Finance, Education, Planning, Labour, Women Development and international development partners helped develop a strategic programme frame work for the implementation of ILO Convention 182 to eliminate worst forms of child labour. **It clearly identified EFA 2015 as the strategy to eliminate WFCL.**

The National Plan of Action for EFA 2015 and the Education Sector Reforms identifies child labour as a target group to be fully catered for in UPE and literacy programs. **EFA thus, becomes the cornerstone in national Time-bound program to eliminate Worst Forms of Child Labour from Pakistan through education initiatives.**

Following are the salient features of the Project of Support to Government of Pakistan for the implementation of ILO Convention 182, and it clearly hinges on the EFA 2015 targets:

Direct Action Support:

- This Project will provide social protection to children working in six hazardous sectors, namely coalmines, tanneries, rag pickers, surgical instrument manufacturing, deep-sea fishing, and glass bangles.
- The project will operate in seven districts across Pakistan and provide support to
- Total of 11, 800 children [5-17 age group] in worst forms of labor will be withdrawn and provided with non-forma education, literary, pre-vocational and skills training in non-hazardous occupations.
- In line with EFA 2015 and NPA for ESR 2003-05, the District Governments will be assisted to develop District Education Plan to leverage more resources for WFCL.
- Some model Teachers Training Courses [to be replicated by district government] will also be arranged for the government schoolteachers to help prevent the school dropouts, thus helping the Government achieve its EFA 2015 targets.
- Families of WFCL will be linked to social safety nets or micro credit schemes.
- Findings of Occupational Safety health studies in these six sectors will also widely disseminated amongst the targeted population.
- Assistant will also be provides to Technical Institutes in target areas to develop locally marketable skills and link them with families with WFCL through schools.

Policy Level Support:

- Provide technical assistance to Ministry of Education to improvise its National Plan of Action for Education Sector Reforms so it could holistically addresses the needs of WFCL and child labour.
- Project will help Ministry of Labour to revise the Employment pf Children Act 1991 in line with ILO convention 182 on WFCL, which GOP ratified in 2001.
- Project will also help Ministry of Labour to revise the National Policy and Plan of Action to Combat Child Labour and bring in line with government's other development initiatives as the NPA Education For All target by 2015.
- Technical support to Federal Bureau of Statistics in making its data collection instrument [LFS, HIES] sensitive to WFCL.

3.10.2 Spread of IPEC Programs:

Key areas of work are, awareness raising, child labor surveys NFE, vocational training and secondary education. The categories of programs are classified as Core Action Programs and International Project of Elimination of Child labor or IPEC program.

These are being supported through funds from the US Department of Labour, European commission (EC), Swiss Development Cooperation (SDC) and the Govt. of Italy

Service Delivery NFE/Literacy Vocational Education Under ILO	
Number of Children in NFE, Literacy and functional literacy programs (2001-2007)	50,579
Awareness Raising Programs	National level, Interior Sindh, Hyderabad, Mirpurkhas, Mithi, Nawabshah, Sukkur and Larkana.
Surveys	FATA, FR & Malakand Division

All of the above programs are ongoing and cover the period from 2001 to 2007. Some have completed phase I and are now extended into phase II whilst others such as WFCL is just beginning.

The above are being implemented by a range of Government and non-Government institutions such as:

Ministry of Education, All Pakistan Federation of Trade Unions (APFTU), LHE, Pakistan National Federation of Trade Unions (PNFTU) - Karachi, Site Association of Industry – Karachi, Ministry of Women Development, Social welfare and Special Education – Islamabad, Directorate of Labour, Govt. of NWFP – Peshawar, Directorate of Labour Welcare, Dept. of Labour & Manpower, Govt. of Punjab – Lahore, Skill Development Council – Lahore, Skill Development Council – Karachi, Pakistan National Textile, Leather and Garment Workers' Federation (PNTLGWF) – Multan, European Commission, Swiss Agency for Development and Cooperation (SDC), Italian Social Partners Government of

Italy, Surgical Instrument Manufacturers Association of Pakistan (SIMAP) and United States Department of Labour (USDOL).

Bait Ul Maal : IPEC launched a project in 1998 with Pakistan Bait Ul Maal to provide full time education, recreation and subsistence allowances to children. The project was funded by the European Union. A total of 1080 children were withdrawn from work and offered these services in 18 Community Education and Action Centres in as many districts. At the termination of the project in 2002, Bait Ul Maal has adopted the 18 centres and continues to support the education of the children from its own resources. Bait Ul Maal continues to enrol additional children in these 18 centres and has established an additional 35 centres covering 5000 working children utilizing its own resources. The project is an example of a government institution sustaining project activities after termination of donor funds.

Besides IPEC and ILO projects, there have been other initiatives to address child labour issues in Pakistan. These initiatives have mainly been supported by Save the Children UK, Save the Children Sweden, CIDA, DfID and other international organizations. Two of the notable projects addressing child labour issues are multi faceted carpet children project managed by Thardeep in Tharparkar district in Sindh, and the children resource centre for working children established by Sindh Education Foundation in Karachi.

3.10.3. Lessons Learnt in Child Labour Elimination in Pakistan:

It is evident from experience that where implementing agencies managed to develop a rapport with major stakeholders, and where they were kept informed and involved in consultations and dialogue, it contributed to successful implementation of the projects. Conversely, when projects were implemented in isolation from the social environment they were simply reduced to unimaginative replication of NFE, skills training and awareness programs. The key problems with these projects were:

- Weak ownership by communities
- Side stepping the issue of long term sustainability in project design
- Little effort to build linkages with existing institutions
- Poor quality of services especially education

Another problem area that needs to be watched is uniformity of interventions across widely varying age groups of children. For instance while non formal education and mainstreaming to formal schools would be a valid option for younger children, it would not work for an older age group since they are way beyond school age and perhaps settled to the pattern of working on full time basis. For the latter group, it might be better to consider withdrawal from hazardous work and shifting to a safer occupation after going through appropriate training.

One of the important lessons learnt in interventions related to basic education for working children 5-10 age group, is developing linkages between non formal and formal systems of education. In other words, mainstreaming children to the formal education system needs to be seen as the primary function of the non formal schools. Mainstreaming ensures that former working children will attend school for at least five hours in the morning thus preventing them from taking up full time work.

**US Department of Labour-Education Initiative Project
Addressing Child Labour through Quality Education for All**

US Department of Labour Education Initiative project is being implemented in two districts in Punjab (Kasur and Sheikhpura) by Save Children-UK and its implementing partners. The project aims to provide non formal education, mainstreaming, literacy and vocational training options to 8000 working children prioritizing children in worst forms of labour, and 2000 non working siblings at risk of entering the child labour market. The preventive aspect of the project is working with the two district governments for capacity building of district education and literacy departments, vocational training institutes, and improvement in quality of education in all the government schools through district education planning and implementation. The project will support the provincial government in developing district education plans for eight additional districts. The ILO Project of Support to Pakistan Time Bound Programme will seek to develop linkages with the Education Initiative (EI) Project especially in Kasur District where common target groups have been identified. In Sheikhpura District, IPEC partners implementing the carpet children project have already initiated contacts with EI Project for possibilities of collaborative action in common target areas.

Twelve additional districts selected with the advice of Government of Punjab have been identified for education planning and linkages: Gujranwala, Gujrat, Okara, Lahore, Muzaffargarh, Multan, Lodhran, Rajanpur, Faisalabad, Jhang, Hafizabad, Chakwal

US DoL-EI Project Implementing Partners

3.10.4. Status of ACL-QEFA on January 31, 2004:

Community Mobilization

- Field appraisal completed for 220+ localities in Kasur and Sheikhpura
- 137 community groups (Quality Education for All Groups) organized
- Organization of 200+ school councils initiated in target areas
- Workshop on CCBs organization/ proposal making organized for CCBs and elected representatives in Sheikhpura

NFE, Literacy, Vocational Training

- 183 NFE centers established covering more than 5500 children (5-12 age group). NFE centers equipped and provided educational material. 221 NFE teachers provided 7-day Pre-Service Training.
- Literacy syllabus finalized. Identification of locations for establishing 100 literacy centers in progress.
- Draft vocational training institutes survey report prepared for Sheikhpura. Data is being collected in Kasur.
- Meetings initiated with TEVTA and Skills Development Council for linking up literacy graduates with vocational training programs.

Formal Education

- 240 government primary schools identified for enrichment programs, small infrastructure support and head teacher/ teachers training. Identification of At Risk Children (children at risk of being dropped out) completed in 100 schools
- Training workshops organized for sixty six school formal school teachers in Kasur
- School based budgeting: Annual School development plans of 4000+ government schools completed.
- District Education Plans reviewed/ developed and printed for Kasur and Sheikhpura. Implementation support being extended to District Education Department in Kasur
- District Education Planning Guide printed and is being disseminated
- District Education Planning process initiated in 6 districts in Punjab: Muzaffargarh, Lodhran, Jhang, Multan, Hafizabad, Rajanpur

3.3.11. Special Education⁶ an Overview and Initiatives

The movement for revitalization of services for the disabled person, provision of facilities and participation of disabled persons in public activities in Pakistan started with International Year for the Disabled Persons in 1981, followed by the decade of Disabled Persons, ended in 1992. The movement created mass awareness among the public in general and disabled in particular. Disabled persons Employment & Rehabilitation Ordinance was enacted in 1981 which inter alia made it mandatory to employ 2% disabled persons. Besides, the Ordinance also ensures provision of all round welfare and rehabilitation services for the disabled. Innumerable projects and services have come up during this period. The Directorate General of Special Education established by the Government of Pakistan in 1985 specifically for the development of facilities for disabled persons played a significant role. The delivery of welfare services is essentially provided through the following agencies:-

1. Federal and Provincial governments through their annual development programme for welfare, education, training and rehabilitation services.
2. National and Provincial Councils for Rehabilitation of Disabled Persons.
3. District Government Departments of Education, Social Welfare and Special Education.
4. Non-government Organizations
5. Pakistan Bait-ul-Mal.
6. National Trust for Disabled.

Major Initiatives taken by the Government in the Field of Special Education:

The Government has taken up the following initiatives in the field of Special Education:

- Government has approved the National Policy for persons with disabilities 2002. Preparation of National Plan of Action for implementation of various policy issues is in

⁶ Inputs for this section have been obtained from the Ministry of Women Development Social Welfare & Special Education.

process in collaboration with line Ministers/Divisions/Departments and NGOs and International Agencies viz World Bank.

- Amendment has been proposed in the disabled persons (Employment & Rehabilitation Ordinance, 1981. the emended draft bill is in process with Cabinet for approval. The National Council for Rehabilitation of Disabled Persons is the focal agency for his implementation.
- Institution of Inclusive Education System for Persons with Disabilities to achieve the goal of mainstreaming of disabled persons in the process. Accordingly, a pilot project titled “Integrated Education of Children with Disabilities” in the selected schools of normal education at Federal/Provincial Government level approved by MoWD is under implementation in co-ordination with UNESCO expertise etc.
- As per Directives of adviser to the P.M./In-charge MoWDSW&SE declaration of various cities of Pakistan as “Disability Friendly Cities” for making certain structural etc. reforms for easy accessible approach of disabled persons towards public and private places/Departments is in progress. Accordingly, Islamabad and Lahore have already been declared as disability friendly cities by involving District Governments for playing pivotal role in this concerned.
- A park for disabled persons for their recreational/sports activities is under construction at Fatima Jinnah Park, F-9, Islamabad. Efforts to organize such parks for the disabled at other cities of Pakistan will also be made subject to available of resources.
- A model hostel facility has been started in the National Special Education Center for Hearing Impaired Children, Islamabad in collaboration with prominent NGO named BOUBARA Foundation International.
- Efforts are being made to provide Zakat assistance to the mustahiq-e-Zakat students enrolled at special education centers.
- A number of new development schemes are being initiated, which shall cater to the needs of the persons with disabilities throughout the country.
- Financial assistance to NGOs working for education, training and rehabilitation of disabled persons for expansion of Special Education activities at grass roots level.
- Human resource development in Special Education field through National Institute of Special Education at Allama Iqbal Open University, Karachi University and Punjab University (M.A. Special Education/Ph.D. in Special Education).
- Organization of workshops/symposia and campaigns etc. at regional /national level for creation of mass awareness /advocacy for the rights and special needs of disabled persons.
- Socio-economic development /rehabilitation of disabled persons through various programs.

3.3.12. Introduction of Technical & Vocational Stream at Secondary Level.

3.12.1. Rational:

Pakistan inherited a 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 School. The Scheme of Studies has already been reviewed to accommodate technical subjects without diluting the contents of the relevant Science Subjects.

3.12.2. 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.

3.12.3. Implementation Programs:

An amount of Rs. 622.37 million has been provided by the Federal Government to provincial/Area Governments in 2002-2003. 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 434 workshops have so far been constructed throughout the country, which are as under:

(Rs. in Millions)

Item No. 1	Punjab	Sindh	NWFP	Baloch-istan	FATA	FANA	AJK	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.

3.12.4. Issues:

- In-adequate financial
- Lack of industry-institution liaison
- There is an 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 workshop and inadequate administration infrastructure resulting low internal efficiency.

3.3.13. Revamping of Science Education at Secondary/Higher Secondary Schoolslevel.

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 or there are not laboratories for teaching science. Federal Government has therefore, planned to construct new science labs in about 3000 schools during 2001-2011 in phases 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 Schools Level” during 2001-2004 it is estimated that a capital cost of RS. 1062.50 million about 1000 labs. will be constructed and equipped with necessary equipment and consumables while 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 their respective forums.

For the first phase 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
	Total	Rs. 325.777

The province 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 are 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
	Total	612

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

3.3.14. Higher Education

3.14.1 Objective:

Strengthening Higher Education and Research in Pakistan

3.14.2. Targets:

- Increasing access to higher education from 2.6% to 5%
- Increasing enrolment from 100,000 to 200,000 students
- Private sector to raise its share of enrolment to 40% of the total.
- Increasing allocation from 0.39% to 1% of GDP
- Increasing allocation for research through an Endowment Fund
- Shift from Humanities to Science & Technology from current 70:30 ratio to 50:50
- Up gradation of social sciences programs and staff development accordingly
- Introducing IT Education in all public universities.
- Introducing a one year honors course after Bachelor's Degree and/or a three year Master's Program

3.14.3. Achievements:

- Expansion from 48 Universities in 1999 to 77 in 2002, includes 35 public sector universities.
- Rs.1 billion spent on shift from Humanities to S&T in higher education
- Rs.1 billion Endowment Fund for promotion of research, for Engineering Universities
- IT Education facilities provided to 27 universities.
- An Ordinance on Higher Education Commission (HEC) has been promulgated and HEC established
- Model University Ordinance approved for better governance and management of Public Sector Universities
- Virtual University established.

3.3.15. Quality

Quality is multidimensional and comprises areas of curriculum renewal and up-gradation, professional development of pedagogues and managers, assessment and evaluation, supervision and support for meeting agreed standards. Quality is the sixth thrust area of ESR and it underpins all levels of education.

3.15.1. Curriculum Development

The curriculum is modernized in a way that it is very much equivalent to those of the developed world in content and approach. It encourages to be critical of things in the context of our own culture, society and Islamic heritage reflected in the code of personal and social life. The curriculum is designed in a way that it will inculcate the feelings of national integrity, cohesion, universal brotherhood and self-reliance and also the sense of patronizing behavior patterns of national character.

3.15.2. Scheme of studies:

The following stream / groups have been introduced in the National Scheme of Studies:

- i) Technical and Vocational stream at secondary level.
- ii) Dars-i-Nizami Group at Secondary and Higher Secondary levels to bridge the gap between Madrasa Education and the Formal Education Systems in Pakistan.
- iii) Computer Science Elective / Optional subject for humanities group at higher secondary level.

3.15.3. Curriculum Development:

The National Curriculum has been revised / updated in the following subjects:

- i) The National Curriculum in the subjects of Physics, Chemistry, Biology, Computer Science for classes IX-X and XI-XII (8 titles).
- ii) The National Curriculum in General Science and Mathematics for classes 1 through X (6 titles).
- iii) The National Curriculum in Mathematics and Statistics for classes XI-XII (2 titles).
- iv) The National Curriculum in Early Childhood Education (ECE) English and Urdu Versions (2 titles).
- v) The National Curriculum in Languages and Social Sciences for classes 1 through XII (41 titles).
- vi) The National Curriculum in Arabic for classes VI-VIII.

3.15.4. Textbook/Teaching Learning Material Development:

The following material have been developed:

- i) Teacher's Guide out-lines, based on newly developed textbooks of Diploma in Education.
- ii) Four Textbooks of Diploma in Education namely Teaching of Home Economics, Teaching of Mathematics, Teaching of Agriculture, Teaching of Science.

- iii) The textbook in Arabic for classes VI-VIII have been developed and sent to Islamic Ideology Council and Education Departments for comments.

3.15.5. Review of the Textbooks:

The following textbooks developed by public / private sectors were reviewed / approved under the deregulation policy of printing of textbooks.

- i) 10 titles of textbooks in Science and Mathematics developed by Punjab Textbook Board.
- ii) 4 titles: General Science, Mathematics, Urdu, Social Studies developed by AJK Government.
- iii) 4 titles: English textbooks and teacher guides for class III & IV developed by Northern Education Department.
- iv) The textbooks on English, Urdu, Social Studies, Mathematics and Agro-tech for classes VI-VIII developed by Middle School project.

3.15.6. Staff Development:

- i) Launched Diploma in Education (12+ 1 1/2 years), replacing one year PTC/CT course.
- ii) 6 months bridging courses for in-service teachers to bring PTC, CT teachers at par with Diploma holders.
- iii) For sustainability of quality components with reference to teacher education at Elementary (Primary + Middle) School level. Newly established PITEs have been transferred to recurring budget on regular basis.
- iv) Trained more than one thousand Master Trainers for teaching of Islamiyat and the Holy Quraan with translation.
- v) Trained 550 Master Teachers of Deeni Madaris in Economics, English, Pakistan Studies and Computer Science.
- vi) Under the ESR, 3,46,937 teachers have been trained during 2001-03.

Devolution has led to an institutional disconnect for quality interventions as all decision making lies with the provincial apex training body whilst the training institutions are in the districts.

- a. Quality is the domain of provinces and brick and mortar or work pertaining to rehabilitation and construction is with the district governments.
- b. There are urgent needs for local or district level teacher education programs to meet the needs of primary, middle, secondary and colleges. These cannot be met as decisions to respond to local training needs has to be referred to provincial headquarters.
- c. The institutional provision for professional development varies from province to province with weak financial planning, project driven and low resource provision.
- d. No standard accreditation process at the provincial and/or national level
- e. Service structure is not unified.

3.3.16. Establishment of National Education Assessment System (NEAS)

The Government's Education Policies (1992 and 1998-2010) and the Education Sector Reforms (ESR) Action Plan 2001-02 - 2005-06 recognize the fact that quality of education is an important contributory factor in national development. The monitoring of learning achievements of students is, therefore, one of the key components to assess and to improve the quality of education. National Education Assessment System (NEAS) is one of the key programmes of the ESR under Quality Assurance agenda of the Government. The programme would develop national capacity for monitoring the learning achievements of elementary level students in order to improve the quality of services (curriculum, textual material, teachers' delivery, policy formulation, etc) in the education sector.

The basic objective of NEAS is to establish a system of student assessment in the Ministry of Education and to develop national capacity for conducting assessments periodically to monitor student achievement. A small project on Immediate Requirements costing Rs.10.807 million for a period of 16 months (March 2002 to June 2003) was approved by DDWP and is under implementation through funds allocated under ESR programme. However, since the objective cannot be achieved in a short span of 16 months, a 5 year project has been prepared for making national assessment a permanent feature of the education system even after the project period. Shifting of NEAS expenditures from the development to the non-development budget from July 2007 onwards would also be financially more viable.

NEAS forms part of the Quality Assurance component of the ESR Action Plan. An amount of Rs.1.500 million was released for NEAS through ESR funding in PSDP 2001-2002. An allocation of Rs.50 million has been made in PSDP 2002-2003 for NEAS project. The Provinces and Areas have also prepared their own PC-Is costing in total 137.068 million to be funded through Quality Assurance component of ESR funds.

Specifically, the objectives of the project are:

- i) to institutionalize a monitoring system which permits and encourages continuing educational improvement at the elementary level;
- ii) to develop institutional capacity for test development, test administration, statistical analysis and report writing targeted at stakeholders, capacity development;
- iii) to establish a baseline of student achievement and develop institutional capacity to conduct periodic assessments for obtaining monitoring indicators;
- iv) to analyze student performance with reference to variation in instructional context, student background and other factors affecting student achievement in order to identify the effectiveness of educational inputs and interventions;
- v) to identify strong and weak areas of student learning with reference to the curriculum and target competencies, for appropriate action;
- vi) to assess performance of teachers and educational institutions by relating it to the learning achievements of students;
- vii) to provide feedback to policy makers and frontline implementers to enable them to develop effective strategies and action plans for improving the quality of education;

- viii) to inform parents, community members and other stakeholders about quality of education;
- ix) to establish professional linkages with relevant national and international institutions; and
- x) to promote uniformity of academic standards in accordance with national and international institutions.

At the Federal level, the CW would develop its capacity for leading and coordinating the Provincial and Area assessment initiatives through joint planning/phasing of activities, national level training and integrating Provincial/Area assessment data into a national profile. At the Federal level, NEAS would also support the implementation of assessment activities in ICT. The project would have the following specific components:

- i) Establishment of NEAS Units in the CW (MOE) with assessment professionals, support staff and facilities: office space, equipment, supplies and maintenance.
- ii) Implementation of an intensive short-term and long-term training programme to develop sustainable assessment skills in federal, provincial and area professional.
- iii) Identification of one or more institution in Pakistan to institutionalize an indigenous capacity building capability and development of professional linkages with institutions which have assessment expertise – nationally, regionally and internationally, particularly in the early years of the project to develop institutional capacity.
- iv) Coordination of and support to provincial/area assessment activities to develop an integrated national assessment system.
- v) Establishment of student achievement benchmarks and conducting subsequent periodic assessments, including data on background variables of the ‘conditions of learning’ like teachers, head teachers and school performance.
- vi) Piloting tests, administering tests on sample schools in ICT, provinces and areas, analysis, interpretation and dissemination of assessment information, findings and recommendations to stakeholders for improving the quality of education through strategic interventions.

3.16.1. Tehsil and District Teacher Resource Centres:

Improvement in the quality of education is the basic focus of the Education Sector Reforms. Training and support to quality education is an ever increasing demand at the grass-root level. The provision of District / Tehsil resource centers are the means, through decentralized infrastructure, for timely response to needs of the clientele i.e. teachers, head teachers, supervisors / learning coordinators and other district education managers. The main functions of the District and Tehsil or Sub-District Resource Centres are teacher training, monthly cluster meeting of teachers to discuss issues related to classroom activities and possibilities for continuous professional development of teachers. These resource centers provide a modality for involving teachers in the process of quality improvement. These resource centers can also provide forum for education managers and NGOs to work closely for school improvement programs including training of school management committees and PTAs. Under this program resource persons are to be trained and resource materials are to be developed for effective pedagogy. The TRC also acts as an information Centre, on NGOs, SMC/PTA training unit and EMIS / database linkage resource unit. These resources centers

have also been mandated to undertake a facility mapping and needs assessment of training within a catchment area as well as design programs for information dissemination and outreach.

The managements of the center rests with professionals ensuring the appropriate representation from Government, local Government, NGOs, and private sector

3.16.2. Professional Development and Teachers for Resource Centres:

Sindh: Under ESR 69 TRCs have been established by the District Governments' Departments of Education in high schools which have sufficient space for the facility. Although the TRCs are not under the jurisdiction of the Provincial Institute of Teachers Education (PITE), they work collaboratively for in-service teacher training in the province. Under USAID assisted ESRA program and the ADB assisted DEEP strengthening of TRCs is a core element which needs to be fully explored for synergies. Under the Sindh Primary Education Development Programme (SPEDP), 38 School Development Centres (SDCs) were set up in existing government schools in four districts of Sindh. Many of the SDCs have become dormant as there was no provision for recurrent expenses nor institutional measures were taken to connect these to schools, personnel and training institutions.

Punjab: There has been detailed planning on Tehsil resource centers under the University of Education for implementation of ESR. This has resulted in setting up of 223 TRCs at tehsil level in government secondary schools where there are three to four subject specialists available. Some of the previous Training Outposts have been converted to TRCs. Projects such as Universal Quality Primary Education (UQPE) (UNICEF/NORAD) in 6 districts and Addressing Child labor through Quality EFA (SCF –UK and DoL) are also supporting strengthening of cluster-based teacher training and TRCs. The Ali Institute of Education (AIE) Lahore has also set up 4 Training and Resource Centres (TARCs) through public-private partnership in divisional public and government schools

Balochistan: The ESR innovative program for setting up of TRCs has resulted in 13 Resource Centres in Teacher Training Institutions and also in High Schools where no GCET is available. The TRCs are being supported in target districts of USAID's program under ESRA. Under the Balochistan Primary Education Development (BPED) programme, there have been several innovative programmes such as the Mobile Female Teachers Training Units (MFITU) the Primary Education Quality Improvement Project (PEQIP), supported by

UNICEF and the government of Netherlands. The programme developed master trainers, supplementary reading materials, libraries, teaching aides and field based support to community teachers.

NWFP: Under the Primary Education Programme – Improvement of the Learning Environment (PEPILE) project focusing on quality, efforts have been undertaken to divide the province into zones for cluster based information and training opportunities for teachers/head teachers and LCs. A regular teacher in-service training programme has been designed for the new structures. It is increasingly implemented by the district departments of schools and literacy, and supervised by the competent provincial authorities.

- ★ The institutions in charge of teacher education are better able to assume their new administrative and (in a first step) professional duties.
- ★ A system of quality control and assessment of student achievement has been introduced in selected districts at local circle level.

3.16.3. Progress:

A sum of Rs.78.04 million has been provided to Provincial / Area Governments for the establishment of the Resource Centres and District/Tehsil level. The distribution of funds is as under:

(Rs. in Million)

Province / Area Government	Amount
Punjab	35.329
Sindh	14.605
NWFP	11.936
Balochistan	6.570
FATA	3.118
AJK	2.890
FANA	0.837
ICT	0.761

With the resources, Provincial / Area Governments have established the following resource centers at District / Tehsil level.

Province / Area Government	# of Resource Centers
Punjab	233
Sindh	69
NWFP	33
Balochistan	13
FANA	12
ICT	20
Total:	380

Capacity building is a core area in the post devolution phase, which is targeted to professional development of teachers, head teachers, field managers and planners. It exudes a robustness that raises hopes through these centers for continued capacity building of teachers,

headteachers, supervisors and PTC/SMCs at grass root level. The creation of the TRCs has provided a widened base for professional up-gradation of teachers. The approach to planning and management of Resource Centres demands professionalism, additional recurrent non-salary resources for their effective functioning. The resource centers at district level have yet to emerge as the fully empowered institutions with the required staffing, resources and outreach capability.

TRCs under Education Sector Reforms Action Plan 2001-02 - 2005-06

The Islamabad or ICT Model under the Federal Directorate of Education:

1. Teachers Resource Centres set up under ESR Action Plan 2001-02 - 2005-06 were established in existing High/Middle and Junior Model Schools where there were facilities available in the form of a spare room large enough to be used for training. Thus no physical additions or capital costs were required or incurred for TRCs.

2. The Head Teacher of the target school was designated as the Coordinator of the TRC. No extra remuneration was provided.

3. Each TRC was supplied with the following equipment and furniture to make the TRC functional.

Chairs	60
Tables	20
Display Board	01
Display Board with stand	01
Display Tables	03
Steel Almirah	02
Overhead Projector	01
Projection Screen	01
Spare Bulb for the OHP	01

TRCs Coordinators were provided with these along with necessary warranty and service letters of manufacturers for OHP.

4. To date each of the 20 TRCs set up in ICT have been heavily used for implementation of the training plan of the FDE and also for training under public private partnerships with NGOs and professional organizations.

3.3.17. Information Communications Technologies (ICT) Policy Initiative and Outreach Program

The formal ICT policy for education will rest on four fundamental strands: i. Promotion of rapid e-government and governance to improve data collection, education management and information systems at the micro and macro levels; ii. Encouraging optimum professional and pedagogic development; iii. Expanding IT literacy in sub-sectors of education and IT based classroom teaching practices; and iv. Undertake the above through partnerships across government, private sector and civil society for efficient, inclusive and maximum spread of ICTs. Whilst the ICT policy will be formally in place later this year concrete initiatives are already on the ground:

3.17.1. E-Government:

1. ON LINE COMPUTER LINKS, is a project funded by US AID linking Federal and Provincial Departments of Education in phase one and extending to districts in phase two for direct access to information and EMIS from districts and provinces for national consolidation.
2. A program has been launched to drastically improve the National Statistical Information Statistical System through UNESCO and European Union's support. Improved consistent data on key indicators for EFA must become a basis for enhanced G8 resource mobilization to meet the EFA and Millennium Development Goals specifically pertaining to universal completion rate at primary level and gender. This program will be heavily supported by ICTs.
3. Websites of Provincial Education Departments and the Ministry are already in place with robust information on policy, programs and budgets available to the public, which is updated regularly.
4. The Ministries of Education and Religious Affairs have been identified for the Government Of Pakistan's e-government implementation and we anxiously await the national initiative to build capacity of our personnel and transform our systems of information storage, retrieval and sharing.

3.17.2. Capacity building and pedagogy:

1. Training of 38,000 government teachers and master trainers was already completed by INTEL in 2003 and an additional 22,000 will be trained in 2004. This number shall be boosted by the recently negotiated MICROSOFT Partners in Learning (PIL) collaboration together with capacity building of education planners and managers across the country.
2. The Academy of Education Planning and Management (AEPAM) is also training district education managers from all over the country in basic ICT skills to create a basis for e-governance.
3. Development of online and CD Rom based courses in Science, English, Urdu and Maths is well underway through private sector initiatives in software.
4. Radio, video textbooks and education television programs with enhanced transmission time are also being promoted in existing and planned schemes.
5. All 208 teacher training institutions and a majority of the 350 Teacher Resource Centres across the country will be equipped with IT labs and networked for effective and efficient standardized professional development overcoming the constraints of the shortage of super trainers being available in multiple locations simultaneously.
6. *Allama Iqbal Open University (AIOU)* has already launched a major IT initiative supported by a wide area network for staff training and an online course for French language in collaboration with the Government of France. Many more online courses will be brought on board through AIOU and other teacher training institutions.

We hope to provide a dedicated portal for teachers and managers professional development and for education management systems.

In tertiary education a more vigorous and comprehensive IT driven regime is fully underway facilitated by the higher education reform program under the Higher Education Commission (HEC).

Community Learning Centres (CLCs) are being set up in government schools and community sites for *servicing the broader community and lifelong learners through NGOs, government (Balochistan) and corporate sector initiatives promoting IT literacy and other capacity building activities.*

3.18. Public-Private Partnership (PPP)

3.18.1. Introduction:

Starting in the mid-1990s, a major shift has occurred in the Government of Pakistan's (GoP) approach to the country's education sector. The government has officially recognized that the public sector on its own lacks all the necessary resources and expertise to effectively address and rectify low education indicators. Moreover, it has taken the bold step to assert and involve the private sector and civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan. In essence, the GoP sees its role shifting from being a mere provider to also acting as a facilitator and financier of the education sector in Pakistan.

Among other initiatives, the GoP has undertaken policy reforms and provided incentives for PPPs to flourish in the education sector.

3.18.2. The Government's Incentive Programme:

1.	Income Tax Exemption for teaching faculty and researchers are in place on a sliding scale whereby income greater than Rs. 1,000,000 receives a tax reduction of 5% all the way down to annual income of Rs. 60,000 receiving a tax reduction of 80%.
2.	Exemption of custom duties and other taxes on import of education equipment / material is granted to institutions which are recognized, aided or run by the government [SRO 362(I)/2000 dated 17/06/2000.
3.	Electricity and gas shall be provided on domestic tariff rates;
4.	Provision of land free or on concessional rates in rural areas. In urban areas, respective departments / organizations shall undertake appropriate zoning for educational institutions in residential areas;
5.	Provision of concessional financing for establishing rural schools through respective Education Foundations and credit through Khushali Bank and other such financial institutions.

Decisions were promptly sent forward to each of the provincial education departments, the Capital Development Authority (CDA), Water and Power Development Authority (WAPDA), Khushali Bank, Pakistan Poverty Alleviation Fund (PPAF) and the Federal Directorate of Education to be made aware of these concessions.

3.18.3. PPP Initiatives:**Government Initiatives:****1) Afternoon School System: Up-Gradation of Schools through Community Participation Project (CPP)**

With 6166 school upgraded (39% boys / 61% girls) through the program , Cost savings to the government as a result of the program are estimated to be Rs. 0.8 million per primary to elementary up-gradation, Rs. 1.5 million per elementary to high up-gradation and Rs. 2 million per high to higher secondary up-gradation.

The same initiative has been replicated in NWFP, but on a much smaller scale with just 150 institutions brought into the net.

2) Adopt-a-School / School Improvement Programme:

A second PPP scheme to revitalize low-performing school whereby NGOs / CSOs may contractually take over and manage government schools over a prescribed time-period through a Memorandum of Understanding (MoU) that sets the standards for the period (usually a minimum of three years) under which the school is under NGO-management. The Adopt-a-School program has resulted in over 1800 refurbished schools, better-trained teachers, the addition of libraries and IT-labs as well as increased enrolments, morale and attendance at public schools.

Successful models are being replicated throughout the country. Support from the Departments of Education to CSOs is not readily forthcoming and requires a great deal of time and persistence.

3) IT programs in Government Schools:

A third initiative implemented by the government is that of setting up of computer labs in government schools through inter-departmental and private sector mobilization. The IT Division is supporting 1100 computer labs with teachers. The government has entered into agreements with the private/civil society sector, resulting in provision of over 5000 IT labs in public schools at low user charges to cover running costs.

4) Capacity Building of School Management Committees (SMCs)/PTAs:

In many provinces capacity building of SMCs is being undertaken through PPP with government contracting out this service to NGOs who have effective outreach to communities, more organized materials and effective communications skills. Notable examples can be found in all provinces of Pakistan

The government sponsored autonomous agencies such as the Education Foundations have been lively contributors to PPP options.

5) **Education Foundation Programmes:**

As government agencies with a mandate to promote private sector participation in education, several of the education foundations have taken a leading role in developing innovative programs and collaborations. There are altogether six foundations including two in the NWFP to focus on school and college education. A great deal of restructuring has been undertaken and more is under process so that the Education Foundations can fully support and participate in the enabling environment for private sector options to meet the goals of ESR, EFA and PRSP.

Pakistan Centre for Philanthropy

The Pakistan Center for Philanthropy (PCP) is a non-profit support organisation with a mandate **to promote the volume and effectiveness of philanthropy for development in Pakistan**. Established in 2001, it brings together in its Board of Directors many years of experience and commitment by a group of eminent citizens, civil society representative and corporate leaders. The Centre does not engage in direct philanthropy; instead it strives to **facilitate philanthropic efforts** of others through support services. The Centre's efforts focus on mobilizing resources from the private sector, in particular the corporate sector to supplement government's poverty reduction agenda.

Against this backdrop PCP launched its initiative "PUBLIC PRIVATE PARTNERSHIPS - FACILITATING CORPORATE PHILANTHROPY FOR QUALITY EDUCATION". The project aims at creating linkages between the public sector primary, elementary and secondary education services, corporate philanthropists and nonprofit organizations. Historically the corporate sector has played a very significant role in the education sector in Pakistan's. However this is for the first time that the corporate sector's support is being recognised, studied and documented in a systematic manner by PCP under its PPPs initiative.

3.3.19. Madaris Reforms

Madaris reforms envisages introduction of formal education in 8000 Madaris, (Primary Education in 4000, Middle and Secondary Education in 3000, and Intermediate education in 1000 Madaris). Selection of madaris will be made in consultation with Provincial Governments including AJ&K, FATA, FANA and ICT. Madaris will be mainstreamed through provision of grants, salaries to teachers, cost of textbooks, teacher training and equipment. Formal subjects, English, Maths, Social /Pak Studies and General Science would be introduced at the Primary, Middle and Secondary levels while English, Economics, Pakistan Studies and Computer Science will be introduced at the Intermediate level.

Introduction of teaching of formal subjects is a part of the National Education Policy 1998-2010, Education Sector Reforms Action Plan 2001-02 - 2005-06 and Ten Year Perspective Plan 2001-2011. Apart from other measures of establishing new institutions, formal subjects will be introduced in madaris. The program will bridge the gap between formal education and madaris education system. Incentives to madaris have already been provided in 140 selected madaris at Secondary and 200 at intermediate level.

The Ministry of Education (Curriculum Wing) will be the focal place responsible for the implementation of the project. Federal Project Implementation Unit (FPIU) comprising one Project Director (B-19), one Deputy Director (B-18), one Project Coordinator (BPS-19), one Deputy Director (BPS-18), an Accounts Officer (BPS-17), one Data Processor/Assistant Programmer (BPS-16) and supporting staff will be established. FPIU will also act as Project Management Unit for Islamabad Capital Territory for which a separate Liaison Officer (BPS-17) will be appointed.

Provincial Governments will constitute Project Management Unit (PMU) comprising one Project Manager (BPS-19), one Monitoring Officer (BPS-18), an Account Officer (BPS-17), a Data Processor (BPS-16) and supporting staff with 2 vehicles for effective implementation of the project.

Since the number of madaris in FATA, Northern Area and AJ&K is relatively small, the task will be entrusted to the respective Area Governments, which will establish Liaison Offices by appointing one Liaison Officer (BPS-17) with supporting staff who will report to and coordinate with FPIU for the purpose.

Monitoring and evaluation of the program would be done by FPIU, plus Liaison Offices and Provincial/Area Governments. For this purpose, they may utilize services of the Executive District Education Officer (EDEO) or assign this task to some other agency/organization considered appropriate. Quality of education in madaris will be checked through frequent visits. All PMUs and Liaison Offices would maintain the record of their respective provinces/areas and submit quarterly and annual implementation reports to the FPIU regularly.

For effective monitoring, the amount of Rs. 15 million provided in PC-1 will have to be increased to Rs. 25 million. Amount earmarked for the purpose may be transferred from FPIU to the Provincial/Area Governments for monitoring of activities envisaged in the project including academic audit to ensure quality in education. The project activities will be reviewed after one year on the basis of quarterly and annual monitoring reports.

Steering Committees will be set up in each Province/Area on the pattern of National Steering Committee. Respective Secretaries, Education Department, may head these Steering Committees and include representation from Home and Planning Departments and also include such other Departments. Persons/organizations, as the Provincial/Area Governments concerned may consider necessary. The steering Committees will seek guidance from the National Steering Committee on policy issues.

3.3.20. Local Governance and Decentralization in Education

The Government views governance of education as extremely important for: (a) use of resources through effective and efficient management, (b) moving decision making processes as close to the source of action as possible; and (c) demand for increasing local level participation in choosing and managing education by the communities and children.

The Government is developing a responsive, participatory, and accountable system of educational governance and management by empowering the local governments and also engaging the civil society in the formulation, implementation and monitoring of strategies for

educational development. Future challenges to implement the ambitious ESR package comprises administrative decentralization, capacity building at national, provincial, and district levels to develop skills in planning, budgeting, implementing and supervision, working with teachers communities and district level managers, increased public spending on education and development of strong institutions of higher education and quality research.

The governance reforms in education in the provinces focus on: (i) transparent criteria for teachers recruitment; (ii) decentralizing the management of local schools to School Management Committees (SMCs) or Parent Teacher Associations (PTAs), or school councils which have already been initiated in some of the provinces and reaffirmation of their role in school management and in monitoring and curbing teachers' absenteeism; and (iii) developing transparent approach to targeting districts and students for scholarships for girls or boys; and formal contract between the provincial and district governments for transfer of additional resources for education. Model partnership terms have been developed under Punjab Education Sector Reforms Programme and these are being supplemented through restructuring of School Councils and SMCs in Punjab and Sindh for enhanced authority with accountability.

There is increasing trend towards district based planning as valuable capacity building exercise engaging multiple district partners in comprehensive education target setting and identification of potential resources. District EFA Plans have been developed up to 2015 in almost 50 districts, whilst medium term District Education Plans have been undertaken in over 25 districts of the country.

The Project GoodGEM (Good Governance and Effective Management) was launched under ESR's initiative for Good Governance and Effective Management in Education under the new system of Devolution of Power (DoP). The Project aims at enhancing the capacity building of district managers identify needs assessment; develop self-learning modules and job manuals for master-trainers and head-teachers for effective management and administration.

Major objectives are:

- To assess need of capacity building of Pakistan education by conducting research study.
- To develop training modules based on assessed needs and from material developed in various provinces.
- To develop training programmes for district level managers to facilitate Devolution of Power.
- To establish linkages with institutions of national and international repute.
- To establish ways and means for developing effective linkages between educational institutions and community i.e. PTAs and SMCs roles, etc.

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