

Chapter # 4

**EDUCATION FOR ALL (EFA)
PLANS, PROGRESS AND PROSPECTS**

Education for All (EFA) Plans, Progress and Prospects

4.1 Background / Introduction:

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

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

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

4.2 National EFA Plan Goals and Targets

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

Population of 10 + age group is likely to increase from the existing 101 million to 146 million by the end of the plan (2015). Literacy rate is planned to increase from existing 49% to 86% in next 15 years. Around 81 million population of 10+ age group will become literate

during the plan period (2000-15). The innovative approaches and programs should be initiated to meet the targets.

Early Childhood Education is the third priority of NPA. The benchmark population of 3-5 year age group is 8.1 million. It may continuously decline due to reduced population growth rate. By the end of the Plan (2015), it may drop to 7.2 million. The plan has to provide ECE to at least half of the said age group population raising the net participation rate from existing 25 % to 50 % by 2015. To accommodate these children, around 2500 ECE centers/classes in the selected primary schools in public sector and 1500 centers in private sector will be opened during each year of the Plan (kindly reword this statement as there is no evidence on this in the public sector and anecdotal estimates only in private sector).

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

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

4.3 EFA Planning and Capacity Building:

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

4.3.1 EFA Planning and Capacity Building at Provincial Level:

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

- ◇ Orientation/awareness workshops/meetings were held in all the four provinces and federating units in the first instance.
- ◇ EFA communication and media campaign launched for awareness creation and mobilization of resources.
- ◇ A national training/capacity building workshop on Education for All was held in Islamabad with an objective to train master trainers for training of EDO Education, EDO Literacy, Nazims and other concerned. The said workshop was held in Islamabad on July 2003. The participants of the workshop were drawn from the provinces and federating units. Group of master trainers from the respective province

/ federating unit, by applying the skills and competencies imparted during the workshop prepared draft plan in all the three areas of EFA i.e. Primary Education, Adult Literacy and Early Childhood Education for respective province / area. Finally the participants were given training to write/describe the plan. Through this training the master trainers not only learned theoretical concepts and fundamentals of planning but also prepared draft plans and described / wrote the plans. It was termed as one of the most successful and effective workshop on EFA Planning.

- ◇ Master trainers trained in National Capacity Building Workshop were assigned the task of training/capacity building of provincial and district planners, managers and other concerned. Furthermore, to improve the provincial/federating unit draft plans prepared in National Workshop in consultation with Province and districts, a series of training workshops were held at provincial headquarters.
- ◇ **All the four provinces i.e. Punjab, Sindh, NWFP and Balochistan have prepared the EFA plans in consultation with provincial EFA forums, Provincial Education Department and other concerned.**
- ◇ As a next step these plans will be discussed in the respective provincial assemblies, finalized and launched.

4.3.2 District EFA Plans:

Subsequently training workshops for preparation of district EFA plans were held in the provinces to train the district officials and other concerned in EFA planning, monitoring and evaluation. This programme was started in August 2003 and completed in October 2003. In N.W.F.P province, two such workshops were conducted at Peshawar covering 12 districts in first workshop and remaining 12 districts in the second workshop. In Punjab province, three different workshops were conducted at Lahore, Rawalpindi/Islamabad and Multan covering all the 34 districts. For Sindh province also three workshops were conducted at Hyderabad, Karachi and Sukkur, whereas for Balochistan province only one workshop was conducted at Quetta. The participants/trainees of these workshops were Executive District Officers Education and Executive District Officers Literacy, nazims, NGOs representatives and other concerned. Draft district EFA plans were prepared by the participants of the respective districts under the guidance of training team. **The participants were given the task to finalize the plan in consultation with district EFA forums and other concerned. At present, 20 districts of Punjab, all the 16 districts of Sindh, all the 24 districts of NWFP, all the 5 districts of FANA, all the 7 districts of AJK and 4 districts of Balochistan have prepared the draft EFA plans.** These plans may be discussed and approved by the district assembly and district nazim, for full-scale implementation.

4.3.3 Sub-district / Tehsil Level EFA Planning:

Ministry of Education adopted a different approach i.e. “bottom up EFA planning approach” in district Chakwal (Model District). In the said district after giving orientation and training, data/statistics and other related information on EFA were collected from the households, educational institutions, NGOs and private sector. These statistics pertain to the core indicators of primary education; adult literacy and early childhood education in terms of population, enrolment, out of school children, illiterates, causes and factors of low participation rate and dropout etc. etc. Based on the data/statistics so collected sub-district /

tehsil EFA plans of all the three tehsils of district Chakwal i.e. tehsil Chakwal, tehsil Choasaiden Shah and Talagang have been prepared in consultation with tehsil EFA forum, councilors, nazims and other concerned. These plans will be discussed and approved by respective tehsil assembly before the same are launched for implementation.

4.3.4 Union Council Level EFA Planning:

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

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

4.3.5 EFA Forums and EFA Units Established:

Effective Coordination in EFA planning, implementation and monitoring/evaluation has been given vital importance almost at all levels. It emerged from the strong realization that unless and until all principal EFA actors and stakeholders are effectively involved at each stage the achievement of EFA goals and targets may not be possible.

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

4.3.6 International Development Partners EFA Forum:

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

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

4.4. Implementation Status:

4.4.1 Primary Education

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

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

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

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

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

4.4.2 Adult Literacy:

In literacy 10,000 Adult Literacy Centers in public sector and more than 2000 in private sector against the target of 270,000 during the period 2001-3 could be opened. Literacy rate could be enhanced to 51.6% against the target of 56% during this period.

The shortfall was mainly due to non-availability of the required resources by the international Development Partners, Federal, Provincial and District Governments. Secondly, implementation of ESR was delayed for one year and started in the year 2002 instead of 2001.

In adult literacy a number of programmes and projects with the main focus on female literacy have been initiated both in public and private sectors. These programmes inter alia include; opening of adult literacy centers in public sector; skill development project recently initiated; 10-year United Nations Literacy Decade (UNLD) programme sponsored by UNESCO and JICA; National Commission for Human Development (NCHD) literacy programme launched in the selected districts of the country; literacy campaign started in collaboration with USAID/ESRA; the project on “Addressing Child Labour Through Quality Education for All” sponsored by US department of labour, managed by Save the Children UK and being implemented by SUDHAAR/ITA; and programme and projects being implemented by number of other NGOs. Besides that, Punjab literacy and Non-formal Education Department has initiated a programme for total literacy in four selected districts of Punjab.

The above mentioned initiatives in literacy; plus declining population growth rate (reduced from 3% in 1991 to 2.1% in 2003); and increasing participation rate at primary level has resulted in considerable increase (2.2% against 1.1% per year average increase from 1981 – 1998) in literacy. At present (2003-4) the adult literacy rate is estimated to be 54% (male 66%: female 42%)

Consequent upon that the targets of adult literacy rate for ESR first phase (upto 2005-06) are revised to 58% (male 69%: female 47%) against 60% previously targeted. The current projection is based on actual evidence at present and may be revised upwards if implementation in 2004-2005 is seen to be more robust on account of government, NCHD, US AID, and JICA funded initiatives in literacy. The backlog of 264,000 literacy centers will be adjusted accordingly during the remaining period of 1st, 2nd and 3rd phases of EFA Plan of Action spread evenly across the period 2004/5 to 2014.

4.4.3 Early Childhood Education (ECE):

Early Childhood Education is one of the priority areas of education for all. Some of the major Programmes on ECE launched in Pakistan are as follows:

- In the public sector primary schools, especially in rural areas, children below 5 years of age do attend the schools informally, and learn basic concepts of literacy and numeracy.
- In private sector schools, especially schools run on commercial basis, pre-primary education is well organized, being an essential part of primary education. Almost all such schools arrange pre-primary education in the form of Nursery, Pre-nursery or Kindergarten KG-I, KG-II classes.
- Day Care Centers and Nurseries have also been opened by the Social Welfare Department, for children of working mothers.
- The Ministry of Education under ESR has promoted ECE as an innovative program in the provinces. Under this initiative 450 ECE classes were set up with a view that these may be mainstreamed by the respective provinces once their efficacy was established. Support for ECE has been mobilized from donors such as US AID, UNICEF, and the Asian Development Bank (ADB).

- ❑ Child friendly School Project has been launched by Federal Directorate of Education in Islamabad, Chakwal and six other districts in Punjab covering 200 schools in collaboration with UNICEF.
- ❑ The Aga Khan Foundation Pakistan with the support from US-AID has initiated a pilot programme of early childhood education (ECE) in the province of Sindh and Balochistan. ECE programme entitled “Releasing Confidence and Creativity: Building Sound Foundations for Early Learning in Pakistan” is being implemented in 100 government schools in Sindh and Balochistan. The Sindh Education Foundation (SEF) has been given the role of documentation and research of the program to capture the impact on early years on learning, parental and teachers engagement.
- ❑ Children Resource International (CRI) is also implementing ECE in another 100 schools across public sector and non-elite private sector.
- ❑ The Teachers Resource Center (TRC) which has developed the national ECE curriculum has been engaged to provide support to all partners in various areas especially in teachers’ training and classroom material development and dissemination of ‘taleemi bastas’ of learning kits for ECE and early primary years.

EMIS data indicates that Pre-primary age group gross enrolment in public sector was 2.97 (male 1.67: female 1.30) million in 2001-02. Since, private sector ECE data is not available therefore adding to it 50% of private sector enrolment (as is the present ratio between public and private sector in Primary education I-V) the gross enrolment comes out to be 4.5 million which is 57% of the ECE age group population of 7.9 million in 2002. It shows that we have achieved the NPA target of 27.5% net participation rate of ECE in 2002.

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