

The State of Education in PAKISTAN 2003-04

Policy & Planning Wing
Ministry of Education
Government of Pakistan
Islamabad



March 2005



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Abbreviations used in the report

AJ&K	The Government of Azad Jammu & Kashmir
AEPAM	Academy of Educational Planning and Management
AIOU	Allama Iqbal Open University
B.Ed	Bachelor of Education
CSO	Civil Society Organization
CLCs	Community Learning Centers
CT	Certificate in Teaching
DAE	Diploma in Associate Engineering
ESR	Education Sector Reforms
EFA	Education for All
ECE	Early Childhood Education
EMIS	Education Management Information System
GoP	Government of Pakistan
GDP	Gross Domestic Product
HEC	Higher Education Commission
IT	Information Technology
ICT	Information Communication Technology
ILO	International Labor Organization
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoU	Memorandum of Understanding
NWFP	Northern West Frontier Province
NFBE	Non-Formal Basic Education
NGO	Non-Governmental Organization
NCHD	National Commission for Human Development
NEAS	National Education Assessment System
NPA	National Plan of Action
PRSP	Poverty Reduction Strategy Paper
PPP	Public Private Partnership
PTA	Parents Teacher Association
PTC	Primary Teacher Course
Rs	Pakistani Rupees (National currency)
SMC	School Management Committee
TRC	Teacher Resource Center
TVE	Technical & Vocational Education
UNESCO	United Nations Education, Scientific & Cultural Organization
UPE	Universal Primary Education

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Pakistan's education system at the beginning of the twenty first century: an overview

Pakistan's education system at the beginning of the twenty first century: an overview

Progress and prosperity of a country, largely depends on the choices of education made available to its people. Indeed, education is one of the most powerful instruments of change. Its importance for achieving national goals through producing young minds imbued with knowledge, attitudes, skills and competencies to shape the future destiny of the nation has been fully recognized by the Government of Pakistan. Although, education is a provincial subject under the 1973 Constitution, it has been placed in the Concurrent List which makes the Federal Government responsible for policy, planning and promotion of educational facilities in the federating units to meet the needs and aspirations of the people.

The Constitution of Pakistan assigns to the Federal Government the responsibility for the development of educational infrastructure and policy planning and implementation in respect of the Federally Administered Tribal Areas, the Northern Areas, Islamabad Capital Territory and Azad Jammu & Kashmir.

The Government of Pakistan Rules of Business, 1973 demarcates the areas of responsibility of Federal Ministries and assigns specific functions to be performed by them. Under the said Rules of Business, the Ministry of Education has been assigned the following major responsibilities:-

- Development and coordination of national policies, plans and programs in education, development of curricula.
- International aspect of development and planning of education.
- Copyright.
- External examination and equivalence of degrees and diplomas.
- Development of instructional technology; promotion and coordination of educational research.
- National language and other languages used for official purposes including medium of instruction.
- National education institutions and organizations and grant-in-aid to them, excluding administrative control of law colleges, National Educational Council.
- Education in the Capital of the Federation, Federally Administered Areas and AJ&K .
- Financial assistance to educationists and men of letters and their bereaved families.
- Pride of performance award in academic fields.

- National libraries.
- National Service Corps; military training for students.
- Boy Scouts and Girl Guides; youth activities and movements.
- Welfare of Pakistani students abroad and foreign students in Pakistan.
- Relationship with UNESCO and participation in its activities; liaison with other international agencies and organizations in educational programs.
- International exchange of students and teachers.
- Foreign studies and training, international assistance in the field of education.
- Promotion of special studies designed to identify problems of national integrity and measures best calculated to protect the mainsprings of ideological inspiration and develop national cohesion.
- Administrative control of the Federal Colleges of Arts and Design.
- Administrative control of Islamic Research Institute.
- Selection of scholars against Pakistan Chairs abroad by the Special Selection Board constituted in the Education Division.
- Integrate plans, proposals and programs proposed or prepared or adopted by Higher Education Commission in Higher Education Sector.

Devolution

Under the Local Government Ordinance 2001, the Provincial Governments have established District Governments, which are responsible for the management and control of offices of the departments, which are decentralized to it or may be set up under this Ordinance, provided that the District Governments shall exercise such authority within the district in accordance with the general policy of the Government. Under the Ordinance, education up to the college level (except professional colleges) and technical education has been devolved to the Districts¹.

Objectives and major characteristics of current reforms

The Local Government design is based on five fundamentals: devolution of political power, decentralization of administrative authority, deconcentration of management functions, diffusion of the power-authority nexus, and distribution of resources to the district level. It is designed to ensure that the genuine interests of the people are served and their rights safeguarded. The new system will create an

¹ Sindh, Frontier, Balochistan and Punjab, Local Government Ordinance, 2001.

enabling environment in which the people can start participating in community welfare and be the masters of their own destiny².

The policy environment for education is embedded within the national macro reform framework, focusing on devolution, poverty reduction through economic growth, social sector development, and governance reforms. Current initiatives in the education sector are based on the National Education Policy (1998-2010), the Education Sector Reforms Action Plan 2001-2006 and the Education for All National Plan of Action (NPA) 2001-2015.

Education and gender equality

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

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

According to the Labour Force Survey conducted by the Bureau of Statistics, the literacy rate (10 years and above) in 2003-04 was placed at 51.6% with male literacy at 63.7% and female at 39.2%. In the 1998 census, female literacy rate was 32%.

The literacy profile for rural and urban areas in 2003-04 compared to the census of 1998 is contained in the following table:

	Census 1998			Labour Force Survey 2003-04		
	Total	Male	Female	Total	Male	Female
Pakistan	43.9	54.8	32.0	51.6	63.7	39.2
Rural	33.6	46.4	20.1	41.6	56.3	26.6
Urban	63.1	70.0	55.2	69.7	76.5	62.5

Source: Statistical Appendix tables 3 to 3.4 of Labour Force Survey 2003-04, Federal Bureau of Statistics, Government of Pakistan, Islamabad.

² Local Government Devolution Plan 2000, National Reconstruction Bureau, Prime Minister's Secretariat, Government of Pakistan, Islamabad.

It will be noted that although there is an improvement in the literacy rate of females in both rural and urban Pakistan in 2003-04 as compared to the census figures of 1998, a massive effort is required to meet the Millennium Development Goals targets of universal primary education (2005) and elimination of gender disparity at all levels of education by the year 2015. Pakistan has already missed the UPE target specified in the MDGs.

The progress made in case of female literacy by the Provinces has been captured in the following table:

	Census 1998			Labour Force Survey 2003-04		
	Total	Male	Female	Total	Male	Female
Punjab	46.6	57.2	35.1	53.3	63.6	42.9
Rural	38.0	50.4	24.9	45.1	57.7	32.6
Urban	64.5	70.9	57.2	69.8	75.1	64.2
Sindh	45.3	54.5	34.8	55.3	66.9	42.2
Rural	25.7	37.9	12.2	36.6	53.3	15.7
Urban	63.7	69.8	56.7	72.4	78.8	65.3
NWFP	35.4	51.4	18.8	43.0	61.8	25.2
Rural	31.3	47.7	14.7	39.8	59.2	21.7
Urban	54.3	67.5	39.1	58.3	74.0	42.6
Balochistan	24.8	34.0	14.1	36.0	52.1	17.6
Rural	17.5	25.8	7.9	27.7	43.9	9.2
Urban	46.9	58.1	32.1	60.7	75.9	42.9

Source: Statistical Appendix tables 3 to 3.4 of Labour Force Survey 2003-04, Federal Bureau of Statistics, Government of Pakistan, Islamabad.

Although enrolment of girls has increased at a higher rate at all levels, their participation rate is much lower, so that gender gaps continue to persist. Whereas participation rates of girls in urban areas have increased due to a policy of co-education at the primary level, high drop out rates beyond primary level persist as a result of lack of opportunities, mobility issues as well as traditions and cultural norms constraining the access of girls (especially in the rural areas) to middle, secondary and higher education. The ratio of girls to boys in primary education is 0.72, which means that for every 100 boys, 72 girls are enrolled. It has improved from 0.51 in 1990. Secondary school enrolment has also followed the same pattern, rising from a

ratio of 0.42 in 1990 to 0.64 in 2001-02. Tertiary level education shows the largest degree of improvement as shown in the following table relating to the year 2003-04:-

ENROLMENT	Public Sector		Private Sector		Total	Female students as % of total enrolment
	Male	Female	Male	Female		
ALL BA/BSc / BCS PROGRAMS	169698	119471	26379	10452	326000	40%
ALL MA / MSC / MCS PROGRAMS	95516	121881	15657	5549	238603	53%
ALL MPhil PROGRAMS	3856	2052	1061	398	7367	33%
ALL Ph.D PROGRAMS	3234	1240	157	50	4681	28%
ALL DIPLOMA / CERTIFICATE PROGRAMS	120884	106762	1656	527	229829	47%
TOTAL	393188	351406	44910	16976	806480	46%

Source: Public and private sector universities in their official communications to the Ministry of Education, Government of Pakistan, Islamabad.

The trends in respect of male and female literacy rate from 1998 to 2004 for various provinces of Pakistan indicate that the male literacy rate in Punjab has increased from 57.2 percent in 1998 to 63.6 percent in 2004 against a rise in the female literacy rate from 35.1 to 42.9 percent during the same period. In case of the Province of Sindh, the male literacy rate has increased from 54.5 in 1998 to 66.9 percent in 2004, while in the same province the female literacy rate has increased from 34.8 to 42.2 percent. In NWFP, the male literacy rate has increased from 51.4 to 61.8 percent, whereas the female literacy rate has increased from 18.8 to 25.2 percent during the above period. In Balochistan, the increase in the male literacy rate is from 34 to 52.1 and for females from 14.1 to 17.6 percent for the same period³.

Major concerns in achieving gender equality

Gender concerns are not fully mainstreamed in the overall educational planning and management. The situation of urban women is better than their rural counter parts where parents are unable to afford the cost of education and access to schools is limited. Public expenditures tend to benefit boys rather than girls. The lack of access to education is compounded by dogmatic attitudes and socio-economic factors that inhibit girls education specially in the Districts in NWFP and Balochistan which border Afghanistan. The Provincial Governments are making substantial financial provisions on account of free text books and scholarships for girl students at the elementary level. This may lead to increase in enrolment and retention.

³ Statistical Appendix tables 3 to 3.4 of Labour Force Survey 2003-04, Federal Bureau of Statistics, Government of Pakistan, Islamabad.

Equity in education through gender sensitive policies.

The National Policy for the Development and Empowerment for Women announced by the Government of Pakistan in March 2002 addresses all critical areas pertaining to women. The policy contains key guidelines and directions for ensuring women's participation in socio economic development of the country.

The National Plan of Action prepared as a follow up of the Beijing Conference addresses 12 critical areas that are vital for promoting the empowerment of women. Education and training is a major pillar of the 12 critical areas.

The Poverty Reduction Strategy Paper (PRSP) is a key policy document through which the Government seeks to address gender disparity. The PRSP includes policy measures being adopted by the Government to enhance women's capacities and opportunities in the economic and social sectors⁴.

The gender based policy in education and training specifically focuses on:-

- Projects aimed at improving the nutritional status of school going girls. The Tawana Pakistan project currently under implementation has been designed to improve the school enrolment and retention of girls in 29 high poverty districts of the country;
- Free education up to matriculation level in all Federal Governments Institutions and in schools in Punjab, Sindh & NWFP;
- Grant of scholarships to girls attending middle schools by the Governments of Punjab, Sindh and NWFP;
- Free text books to children in primary schools in all institutions in Islamabad Capital Territory and by the Governments of Punjab, Sindh and NWFP;
- The Government of Sindh is also providing scholarships to female students who wish to continue their studies after matriculation;
- The revised curriculum is now more relevant to the technical and professional needs of rural girls;
- Women polytechnics are being established to encourage acquisition of skills necessary for employment in the public / private sectors;
- Gender specific programs for greater gender equality including programs for gender sensitization of Government officials at the national, provincial and local levels are being conducted;

⁴ Accelerating Economic Growth and Reducing Pverty: the road ahead, Poverty Reduction Strategy Paper, Ministry of Finance, Government of Pakistan, December 2003.

- Programs for training women in NGOs, clusters of NGOs and apex women organizations in governance and management skills, and the design, implementation and monitoring of development projects for women is being under taken both by the Government and civil society organizations;
- Gender budgeting is now focusing on financing efforts required to achieve gender equity within various Government Departments and the differential impact of direct and indirect taxes on women;
- The setting up of a gender specific database covering labor force statistics, household income and expenditure and intra household distribution of income is under consideration.

Access to education and competencies for life

The Constitution of Pakistan declares that it shall be the endeavor of the State to take measures for the eradication of illiteracy through formal and informal means and for the expansion of basic education through involvement of community. As a result of major investments currently occurring in the education sector, the literacy rate of 51.6% (2004) is likely to grow at the rate of 1.4% per annum during 2005-07 and at the rate of 1.5% per annum between 2008-10. Based on this conservative growth rate, Pakistan will achieve for literacy rate of 60.3% in 2010.

Projects are underway to provide functional literacy and income generation skills to rural women of 15 to 25 age group and basic educational facilities are being provided to working children. Functional literacy is being imparted to adolescents (10-14) who missed out the chance of primary education. The existing gender disparity in basic education is targeted for elimination by the year 2015.

EFA goals and targets:

- i. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;
- ii. Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;
- iii. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs;
- iv. Achieving a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;

- v. Eliminating gender disparities in primary and secondary education and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- vi. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved especially in literacy, numeracy and essential life skills.

Universal Primary/ Elementary Education

The most challenging milestone for the Government of Pakistan is Universal Primary Education (UPE), which is a pre-requisite for Pakistan's integration in the global framework of human centered economic development. UPE has become a compelling national priority and a challenge that has been accepted at the highest level of the Government. UPE is targeted to be achieved through a 4% per annum increase in access to education, reduction of gender disparity by 10% per annum and enhancing primary completion rate by 5% per annum.

The implementation strategies include promulgation of the Ordinance for Compulsory Primary Education, improvement of infrastructure in existing primary schools, construction of new schools on the basis of gender and need, initiating non-formal primary education program for 5-9 year age group in disadvantaged and un-reached areas launching of early childhood education in existing government schools. Providing for introduction of double shifts in existing schools is ensuring full utilization of existing capacity at the basic level. Quality of primary education is being improved through revising curricula, imparting in-service training to the teachers, raising entry qualifications for teachers from matriculation to intermediate, revising teacher training curricula, improving management and supervision system and reforming the existing examination and assessment system.

National Commission for Human Development (NCHD)

Founded in June 2002, NCHD is itself a public private partnership formed under the directive of the President of Pakistan with a mission to promote development in the fields of health, education and micro-finance. It is funded through the Pakistan Human Development Fund registered under the Company's Ordinance, 1984. It has mobilized \$5.5 million from private donors and \$34 million from government resources. In education, NCHD aims to help the government achieve its EFA objectives by 2015 through 100% enrolment 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) securing the participation and commitment of communities. Currently, NCHD is operating in 32 districts of the country and aims to cover all of Pakistan by the year 2007. The core strategy of the NCHD consists of: (a) public private partnership (b) capacity building of government's line departments, community organizations and elected officials (c) community ownership and participation.

Introduction of technical education stream in secondary schools

For alleviation of poverty there is a pressing need for the introduction of technical education stream in 1100 secondary schools, 10 in each district preferably five male and five female. Tentative investment has been made by introducing a skill development stream in the ninth and tenth grades, as the third option to the existing science and arts group. It is envisaged that once the third stream is fully functional micro credit will be available to students passing out from the secondary schools. To make the output more compatible with the market, 34 emerging technologies are planned for introduction along with appropriate Teaching Learning Materials. A program for reinvigorating polytechnics at tehsil (sub-district) level and initiating second shift in the existing polytechnics is being evolved in consultation with the provinces. The program will focus on opportunities for women. At least one polytechnic will be set up at the district level.

Expansion in technical / vocational education

For poverty alleviation and sustaining growth, Pakistan requires a mixture of skilled workers, tradesmen, technicians, technologists, engineers, research and development scientists required by the public and private sector.

Currently basic level trained manpower comes from the following streams:-

- i. Polytechnic institutions and colleges of technology operating under the Federal Ministry of Education and Provincial Education / Labour / Manpower / Industries Departments.
- ii. Commercial training institutes under the Ministry of Education, Provincial Education Departments and TEVTA in Punjab.
- iii. Vocational institutes under the Labour / Industries Departments.
- iv. Training centers operating under the aegis of various departments e.g. Labour and Manpower, Social Welfare, Industries, Agriculture etc.
- v. Apprenticeship training program administered by the Ministry of Labour and Manpower and Provincial Labour and Manpower Departments.

The above institutions suffer from serious problems of quality and access arising from their structural deficiencies. These deficiencies have been exacerbated by managerial and financial constraints. The returns from investment have been constantly negative.

Revamping of Science Education at Secondary / Higher Secondary Schools level

Science Education at Secondary and Higher Secondary level is an important area, which is the gateway to professional and higher education. Provincial Governments and Ministry of Education has been making efforts for expansion and qualitative improvement of science education in the country. But facilities for

teaching science are not up to the mark. The following table conveys data on secondary and higher secondary public schools in urban and rural areas of Pakistan.

Gender disaggregated number of secondary and higher secondary schools in Pakistan (2003-04)

Level	Urban				Rural				TOTAL			
	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Secondary	1348	1062	39	2449	4589	1622	208	6419	5937	2684	247	8868
Higher Secondary	124	159	15	298	324	155	18	497	448	314	33	795

Source: Pakistan Education School Statistics 2003-04, Academy for Educational Planning and Management, Ministry of Education, Islamabad.

Out of 9663 Secondary and Higher Secondary Schools in the country, only 3382 schools meet the bare minimum requirements of an equipped laboratory. In the remaining institutions there are no labs for teaching science. The Ministry of Education has been providing financial assistance for rehabilitation and construction of new science labs. The Provinces have to find resources to equip the labs and provide suitably trained teachers to improve the quality of output of these institutions.

Quality and relevance in education

It is widely recognized that the quality aspects of education have been compromised because of the wide spread teacher absenteeism, lack of essential facilities in public schools, an absence of environment conducive to learning aggravated by the non-transparent manner in which teachers are recruited. Education is said to have lost its relevance to social needs. This is a major factor contributing to the high dropout rate specially in the case of girls.

The National Education Policy proposes that a system of continuous evaluation should be adopted at the elementary level to ensure attainment of minimum learning competencies. It also proposes raising the minimum educational qualification of primary teachers from Matric to Intermediate and revising contents and methodology of teacher education curricula. In pursuance of the said policy, recent reforms aim at improving quality and access. These reforms are well under implementation at the levels of the Federal and Provincial Governments and are summarized below:-

- New curriculum for classes I-XII has been revised and implemented.
- New textbooks for science and mathematics have been introduced while those for other subjects are under revision.
- New and modern teaching and assessment methodologies have been developed and are being implemented.
- New and continuous assessment and examination system has been developed and implemented from 2002-03 session.
- Comprehensive teacher training programs have been initiated. There is however a pressing need for capacity building of training institutions in all the Provinces and the ICT.

- Apart from restructuring the Federal College of Education, Islamabad, the Ministry of Education is in the process of revamping the Academy for Educational Planning and Management and the National Institute of Science and Technical Education. Quality issues are intended to be addressed through the restructuring and revamping process.
- To improve access and quality of education, public-private partnerships are being encouraged. During the year 2003-04, 6166 upgraded afternoon schools have been opened, including 3745 schools for girls in all the four Provinces.
- Due to financial constraints preventing recruitment of the required qualified teachers, many schools have been handed over to the private sector through adopt a school program.
- In efforts to make education relevant to social needs, emphasis is being placed on computer education. Computer labs are being set up in high schools.
- A comprehensive province-wise staff and facility rationalization plan has been developed to serve as a basis for need-based recruitment. As part of this rationalization plan, Punjab has recruited 25752 teachers during 2003-04. Minimum qualification has been raised from Matric to BA/BSc and from BA/BSc to MA/MSc. Teacher absenteeism is being addressed by deploying them in their home districts.
- The learning environments are being improved through provision of missing facilities including electricity, water supply, toilets, boundary walls and buildings for shelter less institutions. This is however, an enormous undertaking and will take several years to complete.

Quality education: key role of teachers

The World Declaration on Education for All emphasized the role of teachers in the following terms:-

“The pre-eminent role of teachers as well as of other educational personnel in providing quality education needs to be recognized and developed to optimize their contribution, improve their working conditions and status notably in respect to the recruitment, initial and in-service training, remuneration and career development possibilities.”
(Article 1.6)

The National Education Policy (1998-2010) regards teachers as the centrepiece of all educational reforms at the grass root level. The Policy makes the following provision:-

- To increase the effectiveness of the system by institutionalizing in service training of teachers, teacher trainers and educational administrators;
- To upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post secondary and post degree levels;

- To make the teaching profession attractive to the young talented graduates by developing a package of incentives;
- To revise the curriculum and methods of instruction in teachers training institutes to bring them in line with the requirements of prevailing trends in this field;
- To create a new cadre of teacher educators.

Quality learning cannot be expected without quality inputs. In the context of public primary education in Pakistan about 71% schools are located in rural areas. The following table contains data on missing facilities in Government primary / middle / secondary and higher secondary schools in case of Punjab – which has half the country's total population:-

MISSING FACILITIES IN GOVT. SCHOOLS (2003-04)									
MISSING FACILITIES	Primary		Middle		High		H.S.S		Total Schools Boys+Girls
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
No building	1562	1540	57	77	198	125	8	5	3572
No electricity	13242	13907	564	962	267	73	3	2	29020
No drinking water	6016	6445	378	480	401	174	17	14	13925
No latrine	11874	5973	983	741	1449	507	70	39	21636
No boundary wall	12237	3953	1156	570	1468	278	65	21	19748
No furniture	8634	8590	507	545	150	81	5	3	18515
Insufficient furniture	7623	3817	1441	1476	2028	1026	122	98	17631
Dangerous buildings	1472	1622	210	246	478	186	29	21	4264
Need major repair	3769	2592	579	496	1181	533	67	79	9296
One class room	2449	1712	-	-	-	-	-	-	4161
Multiple Science labs. High	-	-	-	-	2235		96		2331
Computer Labs High	-	-	-	-	2802		168		2970
Library rooms	-	-	-	-	2940		224		3164
Physics Lab in H.S.S	-	-	-	-	9		60		69
Chemistry Lab in H.S.S	-	-	-	-	9		63		72
Biology Lab in H.S.S	-	-	-	-	10		64		74
Computer Lab in H.S.S	-	-	-	-	-		196		196
TOTAL GOVT. SCHOOLS									150644

Source: Punjab EMIS Database 2003. Special survey on missing facilities in Government schools, Punjab.

The position in case of other Provinces can be termed as no better than that of Punjab. It may even be worse in case of the rural areas of other Provinces. In a preparatory document prepared by the Ministry of Education in collaboration with UNESCO in May 2003, a general picture of inputs in public schools has been portrayed as under⁵:

- Provisions in primary schools particularly the rural primary schools are very poor.
- Nearly 1/6 of the primary schools are shelter less.
- The schools with building have insufficient accommodation – 2 rooms and a veranda.
- Students mostly sit on mats/tat.
- Per school average number of teachers is 2.35.
- In mosque schools the average number of teachers is 1.3 per school.
- Textbooks for teachers: Never provided.
- Teaching Kit: Supplied in mid seventies. Never updated or repaired. Teachers hesitate to use it due to fear of breakage.
- Copy of curriculum: Never provided.
- Resource Materials: Never provided.
- Community support is very low, but is being sought through various modes.

The Ministry of Education is committed to the process of modifying the education system to achieve relevance and provide access to high quality education placing the school as the centre piece of the planning process directed at achieving social cohesion, democratic values and a culture of tolerance.

Government Information Technology (IT) initiatives for schools

The formal ICT policy for education will rest on four fundamental strands:

- i. Promoting rapid e-government and governance to improve data collection, education management and information systems at the micro 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.

⁵ Quality of primary education in Pakistan, preparatory document for the Ministerial meeting of South Asia EFA Forum, May 2003, Ministry of Education in collaboration with UNESCO, Islamabad.

Capacity building and pedagogy:

1. INTEL has completed training of 38,000 government teachers and master trainers in 2003.
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 across the country will be equipped with IT labs as part of the program to upgrade these training institutions.
6. Allama Iqbal Open University (AIOU) has already launched a major IT initiative supported by a wide area network for staff training.

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

2

Educational content and learning strategies

Educational content and learning strategies

Curriculum planning and development

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. The following principles have guided the development of the new curriculum in Pakistan.

1. The curriculum provides young people with flexible learning opportunities and life skills development;
2. The curriculum is aimed at helping young people acquire a common basis of human values in order to develop a greater capacity for tolerance of cultural and social values;
3. The curriculum has been designed to accommodate learning experiences, which result in the development of children towards self-realization;
4. The curriculum now provides for a balanced and integrated approach to sustainable development through its inclusion in subjects such as social and environmental studies;
5. The curriculum is flexible and broad enough to encourage the acquisition of learning experiences relevant to the needs and purposes of each individual;
6. The curriculum for class I-XII is research based and is relevant to the learning needs of Pakistan;
7. The curriculum will promote the feeling of national integrity, cohesion, self-reliance and universal brotherhood.

The curriculum has been revised / updated in the following subjects:-

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

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 system in Pakistan.
- iii) Computer Science elective / optional subject for humanities group at higher secondary level.

Textbook/Teaching Learning Material Development:

The following material has 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) Textbooks in Arabic for classes VI-VIII have been developed and sent to the Council of Islamic Ideology and the Provincial Education Departments for comments.

Review of Textbooks:

During the year 2003-04, the following textbooks developed by public / private sectors were reviewed and 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 of textbooks in General Science, Mathematics, Urdu and Social Studies developed by AJK Government.
- iii) 4 titles of textbooks in English and teacher guides for class III & IV developed by Northern Areas Education Department.
- iv) Textbooks in English, Urdu, Social Studies, Mathematics and Agro-tech for classes VI-VIII developed by Middle School project.

Development of textbooks and curriculum for Polytechnics

Ever since the establishment of Polytechnics in the country in mid 50s, shortage of appropriately structured textual material for the courses offered in these institutions has been badly felt. To overcome this acute shortage, to update and introduce emerging technologies and to train polytechnic teachers a Technical Education Project was launched. The target of developing 142 textbooks and technical manuals on subject areas of critical shortage has been achieved. Curricula of existing technologies have been revised and 23 new technologies have been introduced in different polytechnics. Teachers of polytechnics institutes are being trained to teach different technologies. A new pre service technical teacher-training program in three years B.Ed technology degree at National Institute of Science and Technical Education Islamabad has been introduced.

The national curriculum on technical education has been reviewed, revised, updated and notified for implementation in the following sub sectors:-

- i) 17 vocational trades for Matric Technical Stream.
- ii) 11 new technologies for Diploma in Associate Engineering (DAE) courses.
- iii) 2 new technologies for one-year post Diploma in Associate Engineering (DAE) Program.
- iv) One year Post Diploma in Associate Engineering (DAE) in Biomedical Technology developed by Punjab Technical Education Board (TEB).

Teachers for the 21st century

National policies have been influenced by the growing realization that teachers have a key role to play in determining the quality of output of educational institutions. Teachers lacking in professional and academic capabilities cannot be expected to contribute to the academic well being of their students. Steps have now been taken to recruit and retain motivated and able individuals of both genders. This strategic decision has been supplemented by various reforms that are summarized below:-

- i) The curriculum and methods of instruction in teacher training institutions have been reviewed and revised to produce teachers for the twenty first century.
- ii) A new stream of technical and vocational training has been introduced in the pre-service teachers training institutions.
- iii) Master trainers are being sent for training abroad.
- iv) The quality of pre-service teacher training programs is being upgraded by introducing parallel programs of longer duration at post secondary and post degree levels.

- v) The Primary Teacher Course (PTC) and Certificate in Teaching (CT) course is being replaced by diploma in education (12+1 ½ year).
- vi) To bring PTC / CT teachers at par with diploma holders, 6 months bridging course for in service teachers is being organized.

Assessment of teacher training policies and instruments

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 located in the districts.

- a. Quality is the domain of the provinces and brick and mortar work pertaining to rehabilitation and construction of training institutions 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 higher secondary institutions. These cannot be met, as decisions to respond to local training needs have to be referred to provincial headquarters.
- c. The institutional provision for professional development varies from province to province characterized by weak financial planning and low resource provision.
- d. No standard accreditation process at the provincial and/or national level has been established.
- e. Service structure is not unified.

Efforts are continuing to overcome the existing deficiencies in the policies and instruments to be used for pre-service and in-service training of teachers and educational managers. The Ministry of Education in consultation with the Provincial Governments is undertaking upgrading and revamping of teachers training institutions both at the Federal and Provincial levels. The program is due to be launched in 2005-06 covering a period of 5 years.

3

Teaching and learning environments

Teaching and learning environments

Establishment of National Education Assessment System (NEAS)

The Government's Education Policy (1998-2010) and the Education Sector Reforms (ESR) Action Plan 2002 - 2006 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 programs under the Education Policy. The program aims to develop national capacity for monitoring the learning achievements of elementary level students in order to improve the quality of services (curriculum, textual material, teachers' delivery, policy formulation, etc) in the education sector.

The basic objective of NEAS is to establish and develop national capacity for conducting assessments periodically to monitor student achievement. A five year project has been approved at a cost of Rs. 319.4 million including Rs. 273 million as external financial assistance for making national assessment a permanent feature of the education system.

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;
- 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.

Standards and accountability

At the Federal level, the Curriculum Wing is developing 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 Islamabad Capital Territory.

To develop standards and a process of accountability, the project would have the following specific components:

- i) Establishment of NEAS Unit in the Curriculum Wing of the Ministry of Education (MoE) aided by assessment professionals, support staff and facilities, office space, equipment, supplies and maintenance.
- ii) Implementation of an intensive short-term and long-term training program to develop sustainable assessment skills in Federal, Provincial and Area Government professionals.
- iii) Identification of one or more institutions in Pakistan possessing the potential and indigenous capacity for the 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) Pilot testing, administering tests on sample schools in Islamabad Capital Territory, Provinces and Areas, analysis, interpretation and dissemination of assessment information, findings and recommendations to stakeholders for improving the quality of education through strategic interventions.

Resources to support teaching and learning

Improvement in the quality of education is the basic focus of education policy and the short term Education Sector Reforms. The decline in the standards of education is a matter of deep concern for the Federal and Provincial Governments as well as parents, teachers and all other stakeholders. The establishment of proposed District teacher resource centers (TRCs) well equipped to meet the needs of supervisors, head teachers, teachers and education managers would facilitate discussion of issues relating to class room activities and possibilities for continuous development of teachers.

Other key objectives of these resource centers would include training of school management committees and parents teachers associations. With the support of the District Governments the resource centers once fully established can also undertake mapping and need assessment of training within their designated area, and act as a center for information dissemination. Under the envisaged program, resource persons are to be trained and resource materials are to be developed for effective pedagogy.

The proposed TRCs will also be able to upgrade the quality of pre-service teacher training programs by introducing parallel programs of longer duration at post-secondary and post-degree levels. The contents and methodology parts of teacher education curricula will be revised. Both formal and non-formal means shall be used to provide increased opportunities of in-service training to the working teachers, preferably at least once in five years.

The Ministry of Education has provided the initial resources for the establishment of these TRCs. The Provincial and the District Governments may be able to strengthen their structure and institutionalize them for realizing the objectives for which they have been established.

Transition from school to work – new initiatives in technical and vocational education

There is increasing evidence that the country is beginning to experience skill shortages. The country's education system up to the secondary level fails to provide skills that are required by the market. There is, therefore, a pressing need to plan for building a strong pool of skills among young people so that they can earn a decent living for their families. With a view to giving a major impetus to technical and vocational training in the country, the Federal Government is establishing a national technical and vocational training authority that would undertake national planning, curriculum development, standardization of technical education, training of trainers, national accreditation of private polytechnics and institutes and develop strong linkages with the industrial end-users. This will afford close coordination with industry and proper synchronization of demand and supply of proper skills. While meeting local demand, this initiative will also be able to supply skilled manpower to overseas markets. The fiscal budget for 2004-05, has provided tax incentives to the private sector for setting up technical and vocational institutes. These institutes will have to be accredited with the new authority to qualify for these incentives.

The new organization will help improve the quality of technical education so as to enhance the chances of employment of technical and vocational education (TVE) graduates by moving from a static, supply-based system to a demand-driven system. Revision and updating of curricula shall be made a continuing activity to keep pace with changing needs of the job market and accommodating emerging requirements. Development of technical competence, communication skills, safety and health measures and entrepreneurial skills shall be reflected in the curricula. Institution-industry linkages shall be strengthened to enhance the relevance of training to the requirements of the job market. Emerging technologies e.g. telecommunication, computer, electronics, automation, petroleum, garments, food preservation, printing and graphics, textile, mining, sugar technology, etc. greatly in demand in the job market shall be introduced in selected polytechnics.

Higher Education

A Presidential Ordinance established the Higher Education Commission on September 11th, 2002. Its objectives include the development of universities in Pakistan to be world-class centers of education, research and development.

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

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

A well-educated graduate is the fundamental building block of a knowledge-based economy. In this regard, key issues are the quality of education imparted to the graduate, and its relevance to the economy. The Higher Education Commission (HEC) has endeavored to identify intervention strategies that will assist institutes of higher learning in providing an environment conducive to quality education. The issues of relevance are addressed by taking into consideration the direct or indirect links of the different disciplines to the current and future focus areas for development. It is necessary that these focus areas are in harmony with the local and national industrial and social development plans. It has been considered that the future intervention strategies of the HEC and the respective implementation plans will lead to improved quality of higher education, as well as improved access to education, while laying the foundations of a strong knowledge-based economy.

These interventions are directed in the following five areas:

1. Faculty development;
2. Higher Education infrastructure development;
3. Industrial linkages;
4. Higher Education Quality Assurance; and
5. Higher Education sector reforms.

During the year 2003-04, 55 universities and degree awarding institutions were operating in the public sector. In the private sector, HEC had granted recognition to 51 universities and degree awarding institutions. The gender disaggregated enrolment in public sector universities is contained in the following table:

ENROLMENT	Public Sector		Total
	Male	Female	
ALL BA/BSc / BCS PROGRAMS	169698	119471	289169
ALL MA / MSC / MCS PROGRAMS	95516	121881	217397
ALL MPhil PROGRAMS	3856	2052	5908
ALL Ph.D PROGRAMS	3234	1240	4474
ALL DIPLOMA / CERTIFICATE PROGRAMS	120884	106762	227646
TOTAL	393188	351406	744594

Source: Public sector universities / degree awarding institutions in their official communications to the Ministry of Education

The Higher Education Commission had granted recognition to 51 universities and degree awarding institutions in the private sector during the period ending on June 30th, 2004. The gender disaggregated enrolment of these institutions is contained in the following table:-

ENROLMENT	Private Sector		Total
	Male	Female	
ALL BA/BSc / BCS PROGRAMS	26379	10452	36831
ALL MA / MSC / MCS PROGRAMS	15657	5549	21206
ALL MPhil PROGRAMS	1061	398	1459
ALL Ph.D PROGRAMS	157	50	207
ALL DIPLOMA / CERTIFICATE PROGRAMS	1656	527	2183
TOTAL	44910	16976	61886

Source: Private sector universities / degree awarding institutions in their official communications to the Ministry of Education.

A number of institutions almost all of them in the private sector were operating with doubtful credentials and questionable quality of output leading to frustration on the part of parents and their wards and wastage of national resources. The Higher Education Commission has been unable to forcefully move for the regulation of these unrecognized institutions.

Private Sector in Education

Prior to 1972, privately managed educational institutions constituted a sizeable portion of the total educational system. Most of these institutions operated at the school and college levels. Such institutions were administered and managed by voluntary organizations and, apart for generating their own funds through fees, attached property and donations, the institutions also received grant-in-aid from the government. Some private educational institutions earned high reputation for the academic standards they maintained and for the quality of their public instruction. The government in 1972 decided to take over all the privately managed educational institutions. As a result, 19432 educational institutions were nationalized. These included 18926 schools, 346 madrassas, 155 colleges and 5 technical institutions⁶.

The Government of Pakistan reviewed the consequences of nationalization in 1979 and came to the conclusion that in view of poor participation rates at all levels of education, the government alone could not carry the burden of the whole educational process. It was, therefore, considered necessary to encourage once again the participation of the community in educational development. To do so, the following policy measures were adopted:-

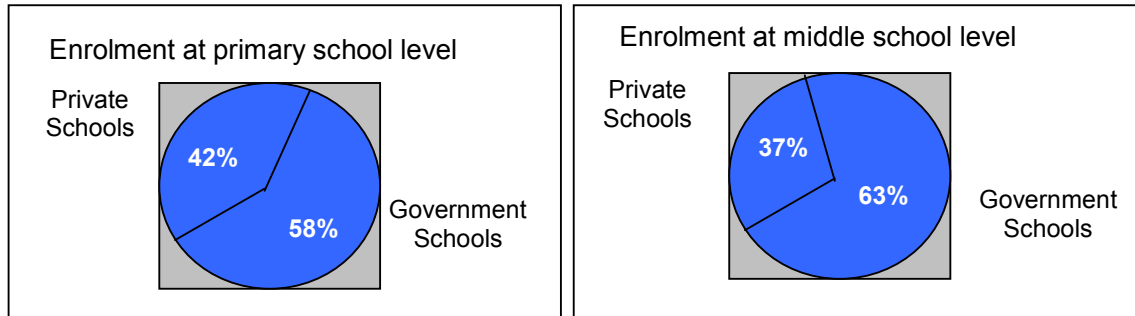
- i) Private enterprise would be encouraged to open educational institutions particularly in rural areas.
- ii) Permission to set up educational institutions would be granted by the Ministry of Education or the respective Provincial Education Departments. Criteria for according permission to set up new educational institutions and their recognition will be developed to ensure academic standards and provision of qualified staff, their terms and conditions of service and adequate physical facilities.
- iii) The existing legislation on nationalization of privately managed educational institutions would be suitably amended to allow opening of private educational institutions and to ensure that such institutions set up with the permission of government will not be nationalized in future.
- iv) Income tax relief will be allowed to individuals and organizations for their donations to educational institutions.

In pursuance of this policy, the Punjab Private Educational Institutions (Promotion and Regulation), Ordinance was passed in 1984. The Government of NWFP and Sindh adopted similar Ordinances. As no institutions were nationalized in Balochistan, the need for new legislation did not arise.

⁶ National Education Policy 1998 – 2010, Ministry of Education, Government of Pakistan, Islamabad.

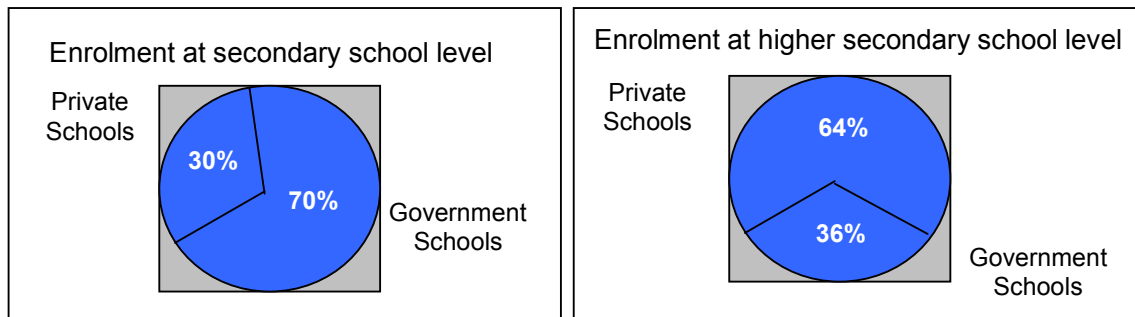
As a consequence of the promulgation of these ordinances, the latent private sector energy has once again been mobilized. It is estimated that more or less 30000 private educational institutions at all levels with approximately 3 million students are functioning in the country. Most of these institutions impart education from playgroup to postgraduate level. Some schools have been established on community basis, while individuals own others.

Private schooling is important in Pakistan. Enrolment in private primary schools is now in the order of 42 percent of total enrolment (2004)⁷. During 2004, at the middle school level, the private sector had a share of 37% of total enrolment.



Note: Government schools include those managed by public sector organizations other than the Ministry of Education and the Provincial Education Departments.

At the secondary and higher secondary level in the same year, the private sector share was 30% and 64% respectively of the total enrolment.



Enrolment in private schools has been on the increase for girls as well as for boys, in rural as well as urban areas and among all income categories. It is however, more predominant among urban middle and upper income families. The growing popularity of private schools suggests that they compare well and indeed out-perform many government schools. Accountability for performance is central to the culture of many private schools, and sets them apart from government schools where quality of teaching is often very poor. Fee structure in non-governmental schools vary considerably, but a significant number of schools in poor and remote areas charge less than Rs. 100 a month with many offering fee waivers/scholarships to children from poor families.

⁷ Source: A study on "National Sample Survey of private school in Pakistan", AEPAM, Ministry of Education, 2004

Recent initiatives in promoting public private partnerships

Starting in the mid-1990s, a major shift has occurred in the Government of Pakistan's 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.

The Government's Incentive Program⁸:

- i) Income Tax exemption for teaching faculty and researchers is 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%;
- ii) Exemption of custom duties and other taxes on import of education equipment / material is granted to institutions which are recognized or aided by the government⁹;
- iii) Electricity and gas is being provided on domestic tariff rates to registered private sector institutions;
- iv) For construction of school buildings by the privates sector, land will be provided free of cost or at concessional rates in rural areas. In urban areas, respective departments / organizations shall undertake appropriate zoning for educational institutions in residential areas;
- v) Provision of concessional financing for establishing rural schools through respective Education Foundations and credit through Khushali Bank and other similar financial institutions.

Government Initiatives:

- 1) Afternoon School System and Up-Gradation of Schools through Community Participation

It has been decided to allow the private sector to use Government school buildings to operate classes in the afternoon. This is done under a three year agreement with the private sector. Similarly existing Government schools are being upgraded through community participation. The NGOs and civil society organizations carry out the upgradation work with the active involvement of the communities.

⁸ Education Sector Reforms Action Plan 2002-06, Ministry of Education, Government of Pakistan, Islamabad.

⁹ SRO 362(I)/2000 dated 17/06/2000 issued by the Central Board of Revenue, Government of Pakistan, Islamabad.

2) *Adopt-a-School / School Improvement Program:*

Another Government initiative enables Non-Governmental Organizations (NGOs) / Civil Society Organizations (CSOs) to 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.

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 Information Technology 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 School Management Committee (SMCs) is being undertaken through public private partnership (PPP) with government contracting out this service to NGOs who have effective outreach to communities, more organized materials and effective communications skills.

5) *Education Foundation Programs:*

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. 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.

Madaris reforms

To bring the formal education and Deeni Madaris close to each other and to facilitate horizontal mobility of students with the ultimate aim of integrating the two systems, Madaris reforms have been initiated. These envisage 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 the 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 of 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.

Curriculum Reforms

The curriculum of schools is the pupil's social inheritance, which is selected, graded and organized for assimilation, according to his capacity and suitable to the psychological needs of his development. The educational process is therefore, defined as one of gradual adjustment of the individual pupil to the cultural possessions of the nation. Curriculum enables him to realize his own potentials and to develop his personality. It enables him to meet the requirements of society by his gifts and attainments and thereby assist in its progress. Of the two aspects of the process of education – the individual and the social – the former represents the elements of permanence, the latter that of change. While the fundamental nature of man remains unchanged through the ages, society undergoes change. Social organization is dynamic. Education being an agency or instrument of society, its organization and content should reflect the decisive changes in the society it is designed to serve.

The curriculum for basic and social sciences was revised in the year 2000 and 2002 respectively. The jihadist and sectarian content does not exist in the curricula. There were some references in the textbooks which could be interpreted as biased reflection of some of the sectarian beliefs. Necessary editing has been carried out in the text books. Revision in curriculum is the responsibility of the Federal Government. This is an evolving and ongoing process. Revision of the existing curricula will be carried out in 2005-06.

4

Education and social inclusion

Education and social inclusion

Through a variety of programs, government is making targeted interventions to address poverty and generate income and employment for ensuring social inclusion. Both poverty and unemployment are perceived as major challenges confronting the Government. The social safety nets for the vulnerable currently available in Pakistan include workers welfare fund, food support program, social security, employees old age benefits, Pakistan Bait-ul-Mal and Zakat funds. The rural girl child, children in difficult circumstances, working children and the disabled are adversely affected by their exclusion from the mainstream of economic development. The Government has conducted a comprehensive review of the existing safety nets. Based on this review, the coverage of the various programs is being enhanced. During the year 2003-04, the District Governments and community organizations were involved in improving the effectiveness of various programs.

The PRSP supports institutional reforms and strengthening of social assistance schemes by improving their legal framework, organization structure, operational systems and financial position to improve their performance.

Integration of special children through education and training.

The National Census 1998 indicates that 2.49 percent of the population suffers from different types of disabilities. The disabilities distribution includes physically handicapped (19 percent); mentally handicapped and insane (14 percent), multiple disabilities (8.21 percent), visually impaired (8.6 percent), hearing impaired (7.40 percent), and unclassified (43.33 percent). The Federal, Provincial and District Governments are concentrating their efforts on:-

- (i) Prevention and detection of disability through early intervention;
- (ii) Education and training;
- (iii) Integration and mainstreaming; and
- (iv) Vocational training, employment and rehabilitation.

The mainstreaming of special children will be ensured through aligning of policies at all levels of the government, changes in curriculum, and provision of specialized aids and equipment. The strengthening, up gradation and revitalization of special education centers will be accorded high priority over the medium term. Vocational training centers including sheltered workshops are also planned for disabled persons. Women and children are a special focus. The National Institute of Special Education will further strengthen its program of teachers training and research for improved service delivery. The program will also promote the use of computers for education and training of persons with disabilities in the federal and provincial special education centers. The private sector and donors will also be engaged in this system. Efforts are also being made to develop a National Plan of Action for implementation of national policy for disability management. The

Government has already promulgated the Disabled Persons (Employment and Rehabilitation) Ordinance, 1981, reserving 1 percent employment quota for persons with disabilities. This is proposed to be increased to 2 percent. Agencies such as Pakistan Bait-ul-Mal, Zakat Administration, Khushali Bank, and civil society organizations are providing support to programs that advocate vocational training and rehabilitation of disabled persons through community participation.

Recent reforms and initiatives.

The Federal Government has launched a series of reform actions and initiatives for the social inclusion of the country's disabled population:

- Government has approved a National Policy for Persons with Disabilities. Preparation of National Plan of Action aimed at reforming institutions, effectiveness of service delivery and improved outreach program is in process in collaboration with line Ministries/Divisions/Departments and NGOs and International Agencies viz World Bank.
- Existing legislation providing for 1 per cent employment of disabled persons in the public and private sector is being made more stringent. The disabled persons possessing requisite qualifications have been allowed to appear in the various examinations conducted by the Federal Public Service Commission.
- An initiative for Inclusive education system for persons with disabilities is being implemented. A pilot project titled "Integrated Education of Children with Disabilities" in selected schools of normal education at Federal/Provincial Government level is under implementation in co-ordination with UNESCO.
- Awareness raising programs are under implementation.
- Instead of creating a park exclusively for the disabled, recreation and sports facilities are being provided in the existing Fatima Jinnah Park, F-9, Islamabad. Efforts to organize such parks for the disabled at other cities of Pakistan will also be made.
- A model hostel facility is being built in the National Special Education Center for Hearing Impaired Children, Islamabad in collaboration with an NGO.
- Procedures are being developed to provide Zakat assistance to the Zakat eligible students enrolled at special education centers.
- A number of new development schemes are being initiated, which shall cater to the needs of persons with disabilities throughout the country.
- Government is providing financial assistance to NGOs working for education, training and rehabilitation of disabled persons.
- Human resource development in Special Education is being encouraged through National Institute of Special Education at Allama Iqbal Open University, Karachi University and Punjab University.

Combating child labor through quality education and literacy

Magnitude and nature of Child Labour:

A national child labor 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 is being repeated in 2004, but the profile emerging from the 1996 survey provides 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.

One third of the working children are literate which shows that mere primary completion is not an effective deterrent to child labor. 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.

Mainstreaming child labor

The Ministry of Labor in collaboration with the Ministry of Women Development and Social Welfare and the International Labor Organization (ILO) have been involved in implementing programs for elimination of the worst forms of child labor. Some of these programs have achieved notable success.

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 projects. Conversely, when projects were implemented in isolation from the social environment they were simply reduced to unimaginative replication of non-formal education, 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

In designing future programs, a 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.

5

Financing of education in the public sector

Financing of education in the public sector

There is an evident and pressing need to raise education sector allocations including an increase in non salary recurring expenditure for primary and secondary school improvements, provision of missing facilities in existing infrastructure, specially at the primary and secondary level; provision of quality services such as teacher training; increasing resources for demand sides interventions including incentive programs for girls. An increase in public funding alone will not meet the challenges in the education sector. However, without additional funding, the District Governments will be unable to attain targets and the needed quality improvements will not materialize. The Federal and Provincial Governments need to develop a more detailed estimate of public funding requirements for the entire education sector.

The following table contains the resources allocated in 2003-04 for education by the Federal and Provincial Governments including resources devoted to education by public sector organizations under the administrative control of Federal Ministries/Divisions.

Summary of public sector budgetary allocation for Education 2003-04

(Rs. in million)

	Current	Development	Total
Ministry of Education	1408.537	3107.102	4515.639
Higher Education Commission	5305.647	4477.613	9783.260
Federal Government Education Institution in Cantonments & Garrisons	788.267	59.258	847.525
Federally Administered Tribal Areas	1595.722	518.533	2114.255
Federally Administered Northern Areas	464.135	304.504	768.639
AJ&K	2510.000	375.000	2885.000
Federal Government Special Education Institutions (Social Welfare & Special Education Division)	189.825	105.925	295.750
Cabinet Division	14.960	0.000	14.960
Establishment Division	49.728	0.000	49.728
Youth Affairs Division	0.000	145.412	145.412
IT & Telecom Division	0.000	576.818	576.818
Ministry of Scientific & Technological Research	0.000	65.892	65.892
Ministry of Women Development (Nutrition Support Program for girls in primary schools)	0.000	700.000	700.000
Ministry of Interior	3.637	0.000	3.637
Defence Division (Pak Army, PN, PAF)	1409.185	0.000	1409.185
Ministry of Health	2.743	0.000	2.743

Industries & Production Division	149.915	0.000	149.915
Ministry of Labor, Manpower & Overseas Pakistanis	564.226	0.000	564.226
Zakat & Ushr Division	1939.429	0.000	1939.429
Ministry of Petroleum & Natural Resources	4.040	0.000	4.040
Ministry of Railways	66.681	0.000	66.681
Ministry of Water & Power	120.972	0.000	120.972
Communication Division	34.046	0.000	34.046
NCHD	277.000	0.000	277.000
Pakistan Bait-ul-Mal	129.200	0.000	129.200
PROVINCIAL GOVERNMENTS			
Government of Punjab	38487.208	14014.907	52502.115
Government of Sindh	17337.124	1677.867	19014.991
Government of NWFP	11361.138	2680.932	14042.070
Government of Balochistan	5987.563	1477.558	7465.121
G. TOTAL	90200.928	30287.321	120488.249

Note 1: Data in case of Balochistan does not include allocations by some District Governments.

Source 1: Details of Demands for Grants and Appropriations 2003-04, Government of Pakistan, Finance Division, Islamabad.

Source 2: Public Sector Development Program 2003-04, Planning Division, Government of Pakistan.

Source 3: Demands for Grants and Appropriations, Provincial Finance Department, Government of Punjab / Sindh / NWFP / Balochistan.

Source 4: Federal Ministries / Divisions / Organizations in their various official communications to the Ministry of Education.

The allocation for education has shown a rising trend. The following table captures the allocation for education made by the Federal and Provincial Governments in the years 2001-02 and 2002-03:-

Financial allocations for education

(Rs. in million)

	2001-02			2002-03		
	Current	Dev.	Total	Current	Dev.	Total
Ministry of Education	3353.142	2550.204	5903.346	4831.754	2603.728	7435.482
Federal Government Education Institutions in Cantonments & Garrisons	707.978	23.332	731.310	811.167	42.048	853.215
Federally Administered Tribal Areas	1353.216	243.162	1596.378	1536.182	616.553	2152.735
Federally Administered Northern Areas	374.289	228.517	602.806	414.336	276.748	691.084

AJ&K	2100.000	457.080	2557.080	2400.00	458.000	2858.000
Social Welfare & Special Education Division	143.531	68.650	212.181	157.242	56.250	213.492
Cabinet Division	12.385	0.000	12.385	14.151	0.000	14.151
Establishment Division	43.305	0.000	43.305	49.906	0.000	49.906
Culture & Youth Affairs Division	0.000	18.002	18.002	0.000	74.500	74.500
Ministry of Scientific & Technological Research	0.000	806.765	806.765	0.000	51.034	51.034
Defence Division (Army, PN, PAF)	870.688	000.000	870.688	1350.921	0.000	1350.921
Ministry of Health	2.110	0.000	2.110	2.300	0.000	2.300
Industries & Production Division	122.609	0.000	122.609	133.612	0.000	133.612
Ministry of Labor, Manpower & Overseas Pakistanis	261.547	0.000	261.547	378.300	0.000	378.300
Zakat & Ushr Division	895.573	0.000	895.573	1930.281	0.000	1930.281
Ministry of Railways	45.170	0.000	45.170	37.550	0.000	37.550
Ministry of Water & Power	99.704	0.000	99.704	104.622	0.000	104.622
Communications Division	38.815	0.000	38.815	35.170	0.000	35.170
PROVINCES						
Punjab	32156.694	1635.735	33792.429	31241.602	1461.215	32702.817
Sindh	14455.606	1438.000	15893.606	17713.122	2550.711	20263.833
NWFP	8508.356	625.038	9133.394	11010.855	347.123	11357.978
Balochistan	4854.888	430.880	5285.768	5183.191	1240.254	6423.445
TOTAL	70399.606	8525.365	78924.971	79459.220	10368.164	89827.384

- Source: (i) Details of Demands for Grants and Appropriations 2001-02 and 2002-03 Current Expenditure Vol. I, and Development Expenditure Vol. II, Government of Pakistan, Finance Division.
- (ii) Budget Books of Provincial Governments for the year 2001-02 and 2002-03.
- (iii) Budgetary allocations of other Ministries / Divisions as conveyed in their communications to the Ministry of Education.

The GDP in 2001-02 was Rs. 3988 billion. The allocation for education amounts to 1.98% of the GDP. In the succeeding financial year the GDP rose to Rs. 4193 billion. The allocation for education in this financial year was 2.14% of the GDP.

The rising trend of allocation has continued in 2004-05 as evident from the following table:-

(Rs. in million)

	2004-05		
	Current	Dev.	Total
Ministry of Education	3069.594	3359.040	6428.634
Higher Education Commission	7045.608	9104.436	16150.044
Federal Government Education Institution in Cantonments & Garrisons	862.829	56.636	919.465
Federally Administered Tribal Areas	1820.900	880.000	2700.900
Federally Administered Northern Areas	577.063	411.000	988.063
AJ&K	2964.000	390.000	3354.000
Social Welfare & Special Education Division	208.426	215.352	423.778
Cabinet Division	16.210	4.000	20.210
Establishment Division	48.546	000.000	48.546
Youth Affairs Division	000.000	294.848	294.848
IT & Telecom Division	42.716	000.000	42.716
Ministry of Scientific & Technological Research	000.000	72.275	72.275
Ministry of Women Development	000.000	300.000	300.000
Ministry of Interior	3.840	000.000	3.840
Defence Division (Pak Army, PN, PAF)*	1480.000	000.000	1480.000
Ministry of Health	4.184	000.000	4.184
Industries & Production Division	206.243	000.000	206.243
Ministry of Labor, Manpower & Overseas Pakistanis	492.420	000.000	492.420
Zakat & Ushr Division	1938.944	000.000	1938.944
Ministry of Petroleum & Natural Resources	4.308	000.000	4.308
Ministry of Railways	41.240	000.000	41.240
Ministry of Water & Power	125.087	000.000	125.087
Communication Division	32.869	000.000	32.869
NCHD	350.000	0.000	350.000
Pakistan Bait-ul-Mal	208.975	000.000	208.975
PROVINCIAL GOVERNMENTS			
Government of Punjab	41178.125	11235.181	52413.306
Government of Sindh	17410.787	2221.040	19631.827
Government of NWFP	13280.965	3694.270	16975.235
Government of Balochistan	5724.673	2049.433	7774.106
G. TOTAL	98788.552	34287.511	133076.063

* The data is provisional.

- Source: (i) Details of Demands for Grants and Appropriations 2003-04 and 2004-05 Current Expenditure Vol. I and Development Expenditure Vol. II, Government of Pakistan, Finance Division.
- (ii) Budget Books of Provincial Governments for the year 2003-04 and 2004-05.
- (iii) Budgetary allocations of other Ministries / Divisions as conveyed in their communications to the Ministry of Education.

The GDP in 2003-04 is placed at Rs. 4445 billion. The allocation made for education amounted to 2.70% of the GDP. This represents a healthy growth over the base line of 2001-02. The Poverty Reduction Strategy Paper projects the GDP for 2004-05 at Rs. 4875 billion. Based on this projected figure, the provisional allocation for education amounts to 2.73% of the GDP.

Notwithstanding the increased allocations for education made by the Provincial Governments, the District Governments are constrained by limitation of resources as also the capacity to utilize them. Many District Governments have only a modest understanding of the need to allocate higher resources for non-salary expenditure. Current data indicates that the District Governments are allocating less than 5% of the salary expenditure for non-salary expenses¹⁰.

The allocation of development funds for education by the District Governments presents an uneven picture. Most of the District Governments in Balochistan have been unable to allocate any development funds for education during the year 2003-04 claiming paucity of resources. Many District Governments in NWFP have made nominal allocations in the development budget for education. Some District Governments have ignored the education sector altogether as their priorities lie elsewhere¹¹.

Resource requirements

The MDGs and PRSP targets cannot be achieved if the current level of budgetary allocation as a % of GDP is maintained. At existing funding levels, resource gap for sectoral programs are projected in the following table :-

Sector	Phasing	Scope of program	Resource gap
i) Elementary Education (including Pry. Upgradation)	2005-15	5.6 million new enrolment	Rs. 202 billion
ii) Construction of primary schools in school less villages/Settlements	2005-10	15000 primary schools	Rs. 10.8 billion) (Capital cost)
Rehabilitation of elementary schools	2005-10	1200 schools	Rs. 2.2 billion

¹⁰ The statement relies on the salary and non-salary expenditure for the year 2003-04 conveyed by the District Governments to the Ministry of Education.

¹¹ Based on the written communications addressed to the MoE by the District Governments in NWFP and Balochistan.

Adult literacy	2005-15	81 million adults	Rs. 180 billion
Teacher training	2005-10	343000 teachers	Rs. 5 billion
Science labs.	2005-10	9200 schools	Rs. 3.4 billion
NEMIS / EMIS / DEMIS	2005-10	100 Districts 4 Provinces & MoE	Rs. 297.194 million
Technical / Vocational Education	2005-10	2649 (new institutions)	Rs. 69.172 billion cap. cost

Source: Recent estimates formulated by different Wings of the MoE and the Academy for Educational Planning and Management.

It is important to emphasize that bilateral and multilateral donors have played a significant role in the education sector. Their assistance must continue for all programs Federal or Provincial that intend achieving equity, access and quality targets across all education levels. The assistance should be flexible and untied for program support and include both capital and recurrent cost. There must be commitment to providing predictable resources aligned to Pakistan's Medium Term Budgetary Framework (MTBF).

6

Major achievements and challenges

Major achievements and challenges

Access to education

The country is making a major effort to expand access to education. It now has a total of 154970 primary schools in 2003-04 with an enrolment of 19.794 million students and 432222 teachers. The rural urban distribution of institutions in the public and private sector is given below:-

Total Primary schools (2003-04)¹²

Level	Urban	Rural	Total
Public Sector	12423	121529	133952
Private Sector	9072	8549	17621
Other Public Sector*	453	2944	3397
TOTAL	21948	133022	154970

Note: The figure of primary schools is inclusive of mosque schools.

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

Both the Federal and the Provincial Governments recognize the need for eliminating gender disparity. Policy reforms are focusing on increasing girls enrolment and their retention. The following table contains the rural urban availability of primary schools for girls in the public and private sector:-

Girls Primary schools (rural - urban) 2003-04¹²

Level	Urban		Rural		Total
	Girls	Mixed	Girls	Mixed	
Public Sector	4576	1776	38669	15148	60169
Private Sector	81	8910	483	7847	17321
Other Public Sector*	46	311	58	2886	3301
TOTAL	4703	10997	39210	25881	80791

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

It is important to note that the private sector share in the total primary schools for girls increased by 825 over the figure of 16496 schools recorded in the year 2002-03.

¹² Pakistan School Statistics 2004, published by Academy for Educational Planning and Management, Ministry of Education, Islamabad.

The national enrolment at the primary level is contained in the following table:-

Total Primary enrolment 2003-04¹³

Level	Urban	Rural	Total
Public Sector	2719122	10962503	13681625
Private Sector	3837510	1990826	5828336
Other Public Sector*	147842	137553	285395
TOTAL	6704474	13090882	19795356

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

The enrolment at the primary level has increased in both the public and the private sector as compared to the enrolment figure for the year 2002-03 which was 18.220 million. The net increase in enrolment is 1.575 million.

Gender disaggregated enrolment at primary level (2003-04)¹³

Level	Urban		Rural		Total	
	Male	Female	Male	Female	Male	Female
Public Sector	1374988	1344134	6728937	4233566	8103925	5577700
Private Sector	2116559	1720952	1229772	761054	3346331	2482006
Other Public Sector*	82359	65483	76093	61460	158452	126943
TOTAL	3573906	3130569	8034802	5056080	11608708	8186649

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

In case of urban areas, the public sector has almost closed the gender gap where the proportion of female to male enrolment was 98%. In case of the private sector, the proportion of female to male enrolment was 81%. This gap in enrolment is expected to close with expansion in the private sector facilities.

In case of enrolment in the rural areas, the gender gap in both the public and private sector institutions is quite pronounced. In both the cases, the proportion of female to male enrolment is 62%. With policy emphasis on female enrolment and launching of free text books and scholarship schemes, the gender gap should close in the rural areas as well.

¹³ Pakistan School Statistics 2004, published by Academy for Educational Planning and Management, Ministry of Education, Islamabad.

The teacher strength at the primary level in urban and rural schools is given below:-

Primary teachers (urban – rural) 2003-04¹⁴

Level	Urban	Rural	Total
Public Sector	71380	258659	330039
Private Sector	56153	34399	90552
Other Public Sector*	7313	4318	11631
TOTAL	134846	297376	432222

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

The gender disaggregated employment of teachers at the primary level is given in the following table:-

Gender disaggregated strength of primary school teachers (urban – rural) 2003-04¹⁴

Level	Urban		Rural		Total	
	Male	Female	Male	Female	Male	Female
Public Sector	36674	34706	174183	84476	210857	119182
Private Sector	7850	48303	12456	21943	20306	70246
Other Public Sector*	3513	3800	2217	2101	5730	5901
TOTAL	48037	86809	188856	108520	236893	195329

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

The private sector was substantially ahead of the public sector in recruitment of female teachers at the primary level in both the urban and rural areas. In the case of the public sector while the proportion of female to male teachers in the urban areas was not a source of concern, the situation in case of rural areas need policy interventions. The recent recruitment policy provides for local recruitment of female teachers at the primary level.

¹⁴ Pakistan School Statistics 2004, published by Academy for Educational Planning and Management, Ministry of Education, Islamabad.

At the middle school level access to education has increased. The number of middle schools has increased both in rural and urban areas from 28048 in the year 2002-03 to 28728 in the year 2003-04.

Total Middle schools (2003-04)¹⁵

Level	Urban	Rural	Total
Public Sector	1897	11771	13668
Private Sector	8853	6147	15000
Other Public Sector*	60	---	60
TOTAL	10810	17918	28728

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

The total middle enrolment has increased from 3.918 million during the year 2002-03 to 4.318 million during the year 2003-04. The increase in enrolment has taken place in both rural and urban areas.

Total Middle enrolment 2003-04¹⁵

Level	Urban	Rural	Total
Public Sector	1229325	1846353	3075678
Private Sector	851346	320129	1171475
Other Public Sector*	70693	875	71568
TOTAL	2151364	2167357	4318721

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

The gender disaggregated enrolment at the Middle level is given in the following table:-

Gender disaggregated enrolment at Middle level (2003-04)¹⁵

Level	Urban		Rural		Total	
	Male	Female	Male	Female	Male	Female
Public Sector	645113	584212	1261284	585069	1906397	1169281
Private Sector	455936	395410	179647	140482	635583	535892
Other Public Sector*	40764	29929	583	292	41347	30221
TOTAL	1141813	1009551	1441514	725843	2583327	1735394

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

¹⁵ Pakistan School Statistics 2004, published by Academy for Educational Planning and Management, Ministry of Education, Islamabad.

The gap in public sector female enrolment in the rural areas is quite pronounced and points to the need for accelerating progress in the opening of new schools for girls and upgrading existing primary schools to middle level. The private sector needs to be encouraged to expand their presence in the rural communities with greater focus on female enrolment.

The strength of teachers at the middle school level has increased from 236274 in the year 2002-03 to 239351 in the year 2003-04.

Middle Schools teachers (urban – rural) 2003-04¹⁵

Level	Urban	Rural	Total
Public Sector	21329	87998	109327
Private Sector	81303	45569	126872
Other Public Sector*	3113	39	3152
TOTAL	105745	133606	239351

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

The gender disaggregated strength of middle school teachers is given in the following table:-

Gender disaggregated strength of Middle school teachers (urban – rural) 2003-04¹⁵

Level	Urban		Rural		Total	
	Male	Female	Male	Female	Male	Female
Public Sector	9169	12160	47758	40240	56927	52400
Private Sector	16203	65100	18094	27475	34297	92575
Other Public Sector*	1526	1587	21	18	1547	1605
TOTAL	26898	78847	65873	67733	92771	146580

* Other public sector means institutions managed by Ministries / Divisions / Departments other than the Ministry of Education / Education Departments.

The private sector has done well in the employment of female teachers at the middle level in both urban and rural areas. The public sector has not faced difficulties in employing female teachers in the urban areas. However, historically the difficult working conditions in the rural areas in some parts of the country may have kept female teachers away from accepting employment.

Under the ESR program, elementary schools lacking basic facilities were to be taken up for improvement. An amount of Rs. 1.5 billion was provided to the Provincial / Area Governments for the school improvement program. With the above amount 11231 schools have been rehabilitated and the following missing facilities have been provided.

S. No.	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

Source: Monitoring reports provided by the Provincial and Area Governments to the P&P Wing, Ministry of Education.

Improvement in the quality of education is the basic focus of the National Education Policy. In pursuance of this policy, the short term ESR Action Plan proposed the establishment of district resource centers to meet the needs of teachers, head teachers, supervisors and other district education managers. During the period 2002-04, the Provincial / Area Governments have established the following resource centers through funds provided by the Federal Government.

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

Source: Monitoring reports provided by the Provincial and Area Governments to the P&P Wing, Ministry of Education.

For the introduction of a technical stream at the secondary level, the Federal Government had provided financial assistance to the Provincial / Area Governments. During the period 2002-04 the following progress has been made in the construction of workshops:-

Punjab	Sindh	NWFP	Balochistan	FATA	FANA	AJK	ICT	Total
253	52	32	89	3	0	5	7	441

Source: Monitoring reports provided by the Provincial and Area Governments to the P&P Wing, Ministry of Education.

Due to inadequacy of resources equipment for the workshops has not been procured and the requisite staff has also not been employed. This remains a major deficiency that needs to be addressed urgently.

Science education at secondary and higher secondary level is a major area of concern for the Federal and Provincial Governments. Out of 9200 secondary and higher secondary schools in the country, it is estimated that only 35% of the institutions are adequately equipped. With the help of the Federal Government the Provincial Governments and the Federally Administered Areas have launched programs for construction of science labs, purchase of equipment and consumables. The progress is summarized below:

Province / Agency	Construction of Science Labs.
Punjab	192
Sindh	86
NWFP	212
Balochistan	22
FANA	14
ICT	75
FATA	11
TOTAL	612

Source: Monitoring reports provided by the Provincial and Area Governments to the P&P Wing, Ministry of Education.

Sate of tertiary education in Pakistan (2003-04)

In the higher education sector, the Government policy is to improve quality and encourage a shift from humanities to science and technology. Private sector initiatives are being encouraged. Reforms are being implemented that are aimed at better governance and management of public sector universities. There has been an expansion in the sector and the number of public / private sector universities has increased from 48 in 1999 to 106 in 2004. The enrolment data at different levels of education for the academic year 2003-04 is contained in the following table:-

ENROLMENT	Public Sector	Private Sector	Total
ALL BA/BSc / BCS PROGRAMS	289169	36831	326000
ALL MA / MSC / MCS PROGRAMS	217397	21206	238603
ALL MPhil PROGRAMS	5908	1459	7367
ALL Ph.D PROGRAMS	4474	207	4681
ALL DIPLOMA / CERTIFICATE PROGRAMS	227646	2183	229829
TOTAL	744594	61886	806480

Source: Public and private sector universities / degree awarding institutions in their officer communications to Ministry of Education.

During the year 2003-04, more than 92% students at all levels of tertiary education were enrolled in public sector universities / degree awarding institutions. Significantly, 96% PhD candidates were enrolled in the public sector institutions indicating confidence in the value of the program and the qualifications and experience of the faculty at the PhD level. There is a marginal improvement in enrolment at the MPhil level where private sector universities had a 20% share of the total enrolled candidates.

It is encouraging to note that 127 and 12 students were enrolled in the MPhil and PhD programs respectively in the public sector universities in Balochistan. Punjab had the highest share of doctoral candidates at 44% of the total closely followed by ICT at 29%, Sindh at 20% and NWFP 7%.

Elimination of gender disparity at the tertiary education level continues to be an important agenda item of the Higher Education Commission. The gender disaggregated enrolment data is contained in the following table:-

GENDER DISAGGREGATED ENROLMENT DATA (2003-04)

ENROLMENT	Public Sector		Private Sector		Total	Female students as % of total enrolment
	Male	Female	Male	Female		
ALL BA/BSc / BCS PROGRAMS	169698	119471	26379	10452	326000	40%
ALL MA / MSC / MCS PROGRAMS	95516	121881	15657	5549	238603	53%
ALL MPhil PROGRAMS	3856	2052	1061	398	7367	33%
ALL Ph.D PROGRAMS	3234	1240	157	50	4681	28%
ALL DIPLOMA / CERTIFICATE PROGRAMS	120884	106762	1656	527	229829	47%
TOTAL	393188	351406	44910	16976	806480	46%

Source: Public and private sector universities / degree awarding institutions in their officer communications to Ministry of Education.

The above table demonstrates that a higher number of female students (53%) were enrolled in MA / MSC / MCS programs than was the case with male students. The enrolment of female students as a % of total enrolment in all public and private sector universities was a healthy 46%. This is a major achievement.

The following table captures the gender disaggregated enrolment in various professional programs:-

	Male	Female	Total
Enrolment in all PhD programs (Public + Private Sector)	3391	1290	4681
Enrolment in all Science, Engineering and Technology programs (Public + Private Sector)	27488	4585	32073
Enrolment in all Medical programs (Public + Private Sector)	11529	12636	24165
Enrolment in all MPhil programs (Public + Private Sector)	4917	2450	7367
Enrolment in all Agriculture / Veterinary Science programs (Public + Private Sector)	12325	3533	15858
TOTAL	59650	24494	84144

Source: Public and private sector universities / degree awarding institutions in their officer communications to Ministry of Education.

An analysis of the data in the above table indicates that enrolment in all engineering and technology programs was 38% of the total enrolment in the professional subjects. This was closely followed by enrolment in all medical programs which was 29% of the total enrolment in professional subjects. Of the total 4681 students enrolled in the PhD programs, the private sector share was limited to 207 students. In the public sector, the highest enrolment of 761 candidates was noted in case of University of Karachi closely followed by the Punjab University with 658 and Quaid-e-Azam University, Islamabad with 606 doctoral candidates. In the case of private sector, the highest number of 33 PhD candidates was reported by Preston University for its three campuses at Karachi, Kohat and Islamabad. Female candidates represented 22% of the total enrolment in all PhD programs. It is encouraging to note that female enrolment in case of medical programs was 52% of the total enrolment in this discipline.

The following table contains the faculty strength of public and private sector universities for the year 2003-04:-

	Full time		Part time		TOTAL
	Male	Female	Male	Female	
Public sector	9194	3588	38272	2524	53578
Private sector	2979	1104	2557	537	7177

Source: Public and private sector universities / degree awarding institutions in their officer communications to Ministry of Education.

An analysis of data in the above table indicates some distortion in the part time employment of faculty in the public sector. This is due to Allama Iqbal Open University, Islamabad which has employed 30012 part time faculty for its various programs and courses. If the part time faculty in the public sector is ignored, the proportion of female faculty is 39% of the male faculty employed. Proportion of female faculty constitutes 37% of the total full time faculty strength in the private sector.

The following table contains the per capita cost of education in the public and the private sector:-

(Rs. in million)

	Student enrolment	Financial outlay	Per capita cost
Public Sector	744594	11177.444	0.015
Private Sector	61886	5333.235	0.086

Source: Public and private sector universities / degree awarding institutions in their officer communications to Ministry of Education.

The above data demonstrates that education in the private sector was relatively more expensive as compared to the public sector. The cost however, is unrelated to the issue of quality. Most of the public and private sector universities do not allocate resources for specific academic programs. Resultantly, it has not been possible to analyze if the financial commitments were adequate for the level of education involved.

The following table contains data on salary and non-salary expenditure incurred by public and private sector universities during 2003-04:-

(Rs. in million)

Public Sector		Total	% of non-salary to total expenditure	Private Sector		Total	% of non-salary to total expenditure
Salary	Non – Salary			Salary	Non-Salary		
7303.044	3874.400	11177.444	35%	4044.286	1288.949	5333.235	24%

Source: Public and private sector universities / degree awarding institutions in their officer communications to Ministry of Education.

From the data in the above table it appears that private sector universities were allocating inadequate resources on account of non-salary expenditure relative to the allocation on this account made by the public sector universities. Higher allocations under non-salary expenditure have a direct bearing on the quality of output of institutions of higher learning. Within the private sector there are large variations in the non-salary allocations. This is attributed to a variety of factors including seeking of higher returns at minimum investments made.

Challenges

Pakistan is faced with the following challenges in the education sector:-

- a) Meaningful and relevant delivery of education services by the District Governments;
- b) Sector planning approach for effective and efficient educational development;
- c) Monitoring of all ongoing projects and programs for mid-course corrections where needed;
- d) Improved internal capabilities enabling a more vibrant and efficient setup at the Federal level;
- e) Improved accountability at each level of responsibility;
- f) Performance based educational management system;
- g) Strengthen the structures responsible for educational data collection.

Although considerable progress has been made in the attainment of Universal Primary Education, some goal posts have been missed while there has been slippages in meeting other targets as demonstrated in the following table:-

MDG GOAL 2: Achieve Universal Primary Education

Target 3	Ensure that by, 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.		
Indicators	2005/06 PRSP Targets	2015 MDG Targets	Present status (2003-04)
Net Enrolment Ratio primary	58	100	68
Completion / survival rate to grade-5	79 (M82 & F76)	100 (M100 & F100)	87
Adult Literacy Rate (Population aged 10+ years)	59.5 (M70 & F49)	88 (M89 & F87)	51.6 (M63.7 & F39.2)

- Source:**
1. NER data (both public & private) calculated from enrolment data of Pakistan School Education Statistics 2003-04 and population data of NIPS.
 2. Literacy Rates as evidenced in Pakistan Labour Force Survey 2003-04.

**GOAL 3:
Promoting gender equality and women empowerment**

Target 4	Eliminate gender disparity in primary & secondary education by 2005 and to all levels of education no later than 2015.		
Indicators	2005/06 PRSP Targets	2015 MDG Targets	Present status
Enrolment Gender Parity Index (GPI) Ratio of girls to boys .	Primary: --- Secondary: 0.73 Tertiary: ---	Primary: 1.00 Secondary: 0.94	Primary: 0.735 Secondary: 0.72
Youth Literacy GPI	0.70	1.00	0.72

Source: PRSP and MDG targets taken from Pakistan MDG Report 2004.

Apart from promotion of gender equality, Pakistan is faced with the major challenge of expanding access to education and improving its quality. More specifically focused efforts are needed to:-

- Encourage and motivate Provinces/District Governments and Federal Areas to continue allocating at least 50% of their education budget for elementary education;
- Work with Provinces and donors to enhance financial support for elementary education, training of teachers and other programs that will secure Pakistan's international commitments;
- Ensure financial support for all programs aimed at creation of learning environments in elementary schools;
- Reinforce support for the establishment of community schools through the National and Provincial Education Foundations;
- Continue policy support for provision of free text books, scholarships and other innovative incentives for girl students to achieve EFA, MDGs and PRSP goals;
- Optimize existing Federal / Provincial / District Government resources and financial assistance from donors to provide for improvement in infrastructure for elementary education and teaching/learning materials as well as for non-formal basic education;
- Aim at improving the quality of teaching / learning process through the introduction of learner centered pedagogy including measurement of learner achievement levels;

- Induct the private sector both at policy and operational levels in all technical and vocational institutions;
- Continue program for mainstreaming deeni madaris;
- Work with the management of registered deeni madaris for introducing English, Science, Mathematics and Computer Science enabling their graduates to find employment opportunities;
- Monitor effectively and undertake academic audit of all programs in collaboration with the Provincial and District Governments, seeking donor assistance where required to supplement Government efforts;
- Launch nationally full scale program of National Education Assessment System (NEAS), which has been designed to develop national capacity for conducting assessment periodically to monitor student achievement;
- Revamp NEMIS and create capacity for data analysis.

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