### Abbreviations used in the report

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

Objectives and major characteristic 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 enabling environment in which the people can start participating in community welfare and be the masters of their own destiny.

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 a weak one. 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;

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2 Local Government Devolution Plan, 2000, National Reconstruction Bureau, Prime Minister’s Secretariat, Government of Pakistan, Islamabad.
• 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 1998 census, female literacy rates remain low at 32.6%. Although enrolment of girls has increased at a higher rate at all levels, their participation rate is much lower, so that gender gaps continue to persist. Whereas participation rates of girls in urban areas have increased due to a policy of co-education at the primary level, high drop out rates beyond primary level persist as a result of lack of opportunities, mobility issues as well as traditions and cultural norms constraining the access of girls (especially in the rural areas) to middle, secondary and higher education. The ratio of girls to boys in primary education is 0.72, which means that for every 100 boys, 72 girls are enrolled. It has improved from 0.51 in 1990. Secondary school enrolment has also followed the same pattern, rising from a ratio of 0.42 in 1990 to 0.64 in 2001-02. Tertiary level education shows the largest degree of improvement, rising, from a base level of 0.46 in 1990 to 0.78 in 2001-02.

The trends in respect of male and female literacy from 1981 to 1998 for various provinces of Pakistan indicate that the male literacy rate in Punjab has increased from 36.82 percent in 1981 to 57.20 percent in 1998 against a rise in the female literacy rate from 16.82 to 35.10 percent (i.e. more than double) during the same period. In the Sindh province, the male literacy rate has increased from 39.75 in 1981 to 45.29 percent in 1998, while in the same province the female literacy rate has increased from 21.65 to 34.78 percent. In NWFP, the increase in the male literacy rate has been from 25.86 to 51.39 percent, whereas the female literacy rate has increased from 6.5 to 18.82 percent (i.e. three times) for the same period. In Balochistan, the increase for the male literacy rate is from 15.2 to 23.7 and for females from 4.30 to 15 percent (more than three times) for the same period.

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 counterparts 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.

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.

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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 sectors.

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 Governments schools in Punjab, Sindh & NWFP;

- Grant of scholarships to girls attending middle schools by the Governments of Punjab and Sindh;

- Free text books to children in primary schools by the Governments of Punjab and Sindh;

- 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;

- Programs for training women in NGOs, clusters of NGOs and apex women organizations in governance and management skills, and the design, implementation and monitoring or development projects for women is being under taken both by the Government and civil society organizations;

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o 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;

o 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. The literacy rate of 49% (2002) will be raised to 60% by the year 2006. Functional literacy and income generation skills will be provided to rural women of 15 to 25 age group and basic educational facilities will be provided to working children. Functional literacy will be imparted to adolescents (10-14) who missed out the chance of primary education. The existing gender disparity in basic education will be eliminated by the year 2015.

**National benchmarks contained in ESR policy document**

The ESR Action Plan (2002-06) specifies targets that are iterative and incremental aligned to national reforms and priorities. These targets for each sub-sector are given below:-

<table>
<thead>
<tr>
<th>Sub-sector</th>
<th>Benchmark 2002</th>
<th>Target 2006</th>
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<tbody>
<tr>
<td>Literacy</td>
<td>from 49%</td>
<td>To 60%</td>
</tr>
<tr>
<td>Gross primary enrolment</td>
<td>from 83%</td>
<td>To 100%</td>
</tr>
<tr>
<td>Net primary enrolment</td>
<td>from 66%</td>
<td>To 76%</td>
</tr>
<tr>
<td>Middle school enrolment</td>
<td>from 47.5%</td>
<td>To 55%</td>
</tr>
<tr>
<td>Secondary school enrolment</td>
<td>from 29.5%</td>
<td>To 40%</td>
</tr>
<tr>
<td>Technical stream schools</td>
<td>from 100</td>
<td>To 1100</td>
</tr>
<tr>
<td>Polytechnics/mono-technics</td>
<td>from 77</td>
<td>To 160</td>
</tr>
<tr>
<td>Madaris mainstreaming</td>
<td>from 148</td>
<td>To 8000</td>
</tr>
<tr>
<td>Public-Private Partnerships</td>
<td>from 200</td>
<td>To 26000</td>
</tr>
<tr>
<td>Higher Education enrolment</td>
<td>from 2.6%</td>
<td>To 05%</td>
</tr>
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</table>

Quality assurance equivalence of all sub-sectors to international levels.

**EFA goals and targets:**

i. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;
ii. Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;

iii. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs;

iv. Achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;

v. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality; and

vi. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved 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 unreached 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 objective of 86% literacy by 2015 and 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 the implement the Commission’s objectives and (3) securing the participation and commitment of the 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**

An innovative element of ESR is the introduction of technical education stream in 1,100 secondary schools, 10 in each district preferably five male and five female. The plan aims at introducing a skill development stream in the ninth and tenth grades, as the third option to the existing science and art groups. The program will be supplemented through the provision of micro-credit. To make the output more compatible with the market, 34 new emerging technologies have been introduced 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.

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

Science Education at Secondary and Higher Secondary level is an important area, which has great importance being the gateway to professional and higher education. Provincial Governments, and Ministry of Education has been making efforts for qualitative expansion and qualitative improvement for Science Education in the country. But the facilities for teaching science are not up to the mark. Out of about 9200 Secondary and Higher Secondary Schools in the country, only 35% have adequately equipped laboratories or there are not laboratories for teaching science. Federal Government has therefore, planned to construct new science labs in about 3000 schools during 2001-2011 in phased manner through ESR Program. It also envisages provision of additional equipment to about 5000 institutions where the labs are deficient in equipment. A project for this purpose at a cost of Rs. 500 million has been approved and funded through the public sector development program.

**Quality and relevance in education**

It is widely recognized that the quality aspects of education have been compromised because of rapid expansion of the primary system and wide spread teacher absenteeism and non-transparent manner of their recruitment. 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
New curriculum for classes I-XII has been modernized and implemented.

New textbooks for science and mathematics have been introduced while those for other subjects are under revision. The Textbook Boards are supplying textbooks to students. In the case of Punjab, the textbooks are subsidized.

New and modern teaching and assessment methodologies have been developed and are being implemented.

New and continuous assessment and examination systems have been developed and implemented from 2002-03 session whereby pass-fail systems have been abolished and internal tests are used to grade pupils.

Comprehensive teacher training program has been initiated and is set to be expanded under the Education Sector Reform Program.

Public-private partnership has been encouraged and 6,166 new upgraded afternoon schools have been opened, including 3,745 schools for girls.

Many schools have been handed over to the private sector through adopt a school program and computer labs have been set up in 200 high schools through private partnerships.

Study of English language has been made compulsory in all schools from April 2003.

Emphasis is being placed on computer education and 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 needs-based recruitment. As part of this rationalization plan, recruitment of 25,752 teachers has been approved. 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.

Strengthening of teacher training programs; provision of extending facilities for in service training along with refresher courses for teachers at all levels preferably during the holidays.

Provision of missing facilities including electricity, water supply, toilets, boundary walls and building for shelter less institutions.

**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) regarded the teacher as the centrepiece of all educational reforms at the grass root level. The Policy makes the following provision:-

- To increase the defectiveness of the system by institutionalizing in service training of teachers, teacher trainers and educational administrators;
- To upgrade the quality of free 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 talent graduate by developing a package of incentive;
- The curriculum and the methods of instruction in teachers training institutes shall be renew and revised to bring them in line with the requirements of prevailing trends in this field;
- A new cadre of teacher educator shall be created.

The Ministry of Education is committed to ensure the active participation of teachers in the processes of changing the education system and to achieve relevance of and access to high quality education placing the school as the main tool in achieving social cohesion, democratic values and the culture of piece.

In the ESR Action Plan the strategies for quality improvement and assurance at all levels has been outlined as under:-

1. Benchmarking competencies.
2. Continuous improvement of curricula.
3. Staff development, teacher education and training, and professional development of planners, managers and staff at all levels.
4. Establishment of National Educational Assessment System (NEAS)
5. Strengthening the Teacher Training institutions.
6. Setting Academic Audit through linkage of grants/incentives with quality.
7. Increase of non-salary budget for provision of conducive educational environmental.
8. District based educational planning and implementation under the Devolution Plan.

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. A general picture of inputs in schools can be portrayed as under:5

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.
• 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 National Plan of Action (NPA) for Education For All also addresses the issue of quality education. The major quality inputs include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult), textbook development and teachers’ training. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) will also be introduced. Besides, early childhood education programs will be initiated as part of efforts to improve the achievement of pupils at primary education level.

**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.

**Capacity building and pedagogy:**

1. INTEL has completed training of 38,000 government teachers and master trainers in 2003. An additional 22,000 teachers will be trained
in 2004. The MICROSOFT Partners in Learning agreement signed recently will make significant contribution to the training program.

2. The Academy of Education Planning and Management (AEPAM) is also training district education managers from all over the country in basic ICT skills to create a basis for e-governance.

3. Development of online and CD Rom based courses in Science, English, Urdu and Maths is well underway through private sector initiatives in software.

4. Radio, video textbooks and education television programs with enhanced transmission time are also being promoted in existing and planned schemes.

5. All 208 teacher training institutions and a majority of the 350 Teacher Resource Centres across the country will be equipped with IT labs and networked for effective and efficient standardized professional development.

6. Allama Iqbal Open University (AIQU) has already launched a major IT initiative supported by a wide area network for staff training and an online course for French language in collaboration with the Government of France. Many more online courses will be brought on board through AIOU and other teacher training institutions.

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).

Community Learning Centres (CLCs) are being set up in government schools and community sites for serving the broader community and lifelong learners through NGOs, government and corporate sector initiatives promoting IT literacy and other capacity building activities.
2

Educational content and learning strategies for the twenty first century
Educational content and learning strategies for the twenty first century

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 Systems 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.


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

Review of Textbooks:

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

i) 10 titles of textbooks in Science and Mathematics developed by Punjab Textbook Board.

ii) 4 titles 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.

Curriculum Development: National curriculum has been reviewed, revised, updated and notified for implementation in the following sub sectors of technical education:-

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 individual 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) courses 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 are 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.
3

Teaching and learning strategies
Teaching and learning strategies

Establishment of National Education Assessment System (NEAS)

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

The basic objective of NEAS is to establish a system of student assessment in the Ministry of Education and to develop national capacity for conducting assessments periodically to monitor student achievement. A 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 would develop its capacity for leading and coordinating the Provincial and Area assessment initiatives through joint planning/phasing of activities, national level training and integrating Provincial/Area assessment data into a national profile. At the Federal level, NEAS would also support the implementation of assessment activities in Islamabad Capital Territory (ICT).

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

i) Establishment of NEAS Units 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 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 ICT, Provinces and Areas, analysis, interpretation and dissemination of assessment
information, findings and recommendations to stakeholders for improving the quality of education through strategic interventions.

**Resources to support teaching and learning**

Improvement in the quality of education is the basic focus of education policy and the Education Sector Reforms. Training and support to quality education is an ever-increasing demand at the grass-root level. The provision of District / Tehsil Resource Centers are the means, through decentralized infrastructure, for timely response to needs of the clientele i.e. teachers, head teachers, supervisors / learning coordinators and other district education managers. The main functions of the District and Tehsil or Sub-District Resource Centres are teacher training, monthly cluster meeting of teachers to discuss issues related to classroom activities and possibilities for continuous professional development of teachers.

These resource centers provide a modality for involving teachers in the process of quality improvement. These centers can also provide a forum for education managers and NGOs to work closely for school improvement programs including training of school management committees and Parents Teachers Associations (PTAs). Under this program, resource persons are to be trained and resource materials are to be developed for effective pedagogy. The TRCs will also act as an information Centre on NGOs, SMCs/PTAs training unit and EMIS / database linkage resource unit.

These resources centers have also been mandated to undertake a facility mapping and need assessment of training within a catchment area as well as design programs for information dissemination and outreach. The management of the centers rests with professionals ensuring appropriate representation from Government, NGOs, and private sector.

A major objective of the TRCs is to increase the effectiveness of the system by institutionalizing in-service training of teachers, teacher trainers and educational administrators through school clustering and other techniques. These centers 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. A special package of incentives shall be provided to rural females to join the teaching profession. A new cadre of teacher educators shall be created.

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

There is increasing evidence that the country is beginning to experience skills gap. On the other hand, many children drop out from schools, or even when they continue they fail to acquire marketable skills. There is, therefore, a pressing need to plan for building a strong pool of skills among the 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, it is proposed to establish 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. This initiative will not simply aim at meeting local demand; rather it will focus on locating new markets for the Pakistani workers. Accordingly, not only the skills gaps will be filled but also the country will have better prospects for manpower exports that will contribute to exports earnings. The fiscal budget for 2004-05, has provided tax incentives to private sector to set up technical and vocational institutes, which 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 for accommodating the new developments. Development of technical competence, communication skills, safety and health measures and entrepreneurial skills etc. 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. Focus area support;
4. Industrial linkages;
5. Higher Education Quality Assurance; and

Currently 52 universities and degree awarding institutions are operating in the public sector with a total gender disaggregated enrolment of 222352 males and 170580 females at the graduate and postgraduate level. In 2000-01 the enrolment was 114,010 as reported in the Economic Survey 2001-02. The increase in enrolment specially of female students is phenomenal. In the private sector Pakistan has 47 universities and degree-awarding institutions with a total gender disaggregated enrolment of 19010 males and 7247 females at the graduate and postgraduate level.\(^6\)

**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 19,432 educational institutions were nationalized. These included 18,926 schools, 346 madrassas, 155 colleges and 5 technical institutions\(^7\).

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

\(^6\) Enrolment conveyed by private sector universities and degree awarding institutions to the P&D Wing of the Ministry of Education. This data is provisional.

again the participation of the community in educational development. To do so, the following policy measures were adopted:-

i) Private enterprise will be encouraged to open educational institutions particularly in rural areas.

ii) Permission to set up educational institutions will 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 will 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.

As a consequence of the promulgation of these ordinances, a second wave of community participation in education has been energized. It is estimated that more or less 30,000 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 28 percent of total enrolment (2002), up from 14 percent in 1991.

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At the secondary level private schools account for 17 percent of enrolment in 2002 compared to 8 percent in 1991. Enrolment in private schools has been on the increase for girls as well as boys, in rural as well as urban areas and among all income categories, but it is 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.

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 Program

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, aided or run by the government [SRO 362(I)/2000 dated 17/06/2000;

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 on 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 such financial institutions.

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Government Initiatives:

1) **Afternoon School System: Up-Gradation of Schools through Community Participation Project (CPP)**

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

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

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

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. Notable examples can be found in all provinces of Pakistan.

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 shall be undertaken. 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.

The Curriculum Wing of the Ministry of Education has been designated as the focal point for implementing the program at the Federal level and over seeing its implementation in the Provinces.
Education and social inclusion
Education and social inclusion

The 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 now intends to carry out a comprehensive review of the existing safety nets that will provide a profile of the poor and vulnerable and coverage of the programs designed for their benefit. It has been suggested that this review should also include an evaluation of the service delivery, outreach of the programs and measures for improved effectiveness.

The PRSP supports institutional reforms and strengthening of social assistance schemes by strengthening their legal framework, organization structure, operational systems and financial position of these institutions 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:-

(ii) Prevention and detection of disability through early intervention;

(iii) Education and training;

(iv) Integration and mainstreaming; and

(v) 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, upgradation 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 Action Plan 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 Ministers/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.
- 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

Major achievements
Major achievements

Access to education

Pakistan had a total of 150809 primary schools in 2002-03 with an enrolment of 18.220 million students and 433461 teachers\(^\text{10}\). The rural urban distribution of institutions in the public and private sector is given below:-

<table>
<thead>
<tr>
<th>Total Primary schools (2002-03)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Public Sector</td>
</tr>
<tr>
<td>Private Sector</td>
</tr>
</tbody>
</table>

The following table contains the rural urban availability of primary schools for girls in the public and private sector:-

<table>
<thead>
<tr>
<th>Girls Primary schools (rural - urban) 2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Public Sector</td>
</tr>
<tr>
<td>Private Sector</td>
</tr>
</tbody>
</table>

It is important to note that the private sector share in the total primary schools for girls increased by 526 over the figure of 15970 schools recorded in the year 2001-02. The enrolment at the primary level is contained in the following table:-

<table>
<thead>
<tr>
<th>Total Primary enrolment 2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Public Sector</td>
</tr>
<tr>
<td>Private Sector</td>
</tr>
</tbody>
</table>

The enrolment at the primary level had increased in both the public and the private sector as compared to the enrolment figure for the year 2001-02 which was 12.588 million and 4.941 million in the public and private sector respectively.

\(^{10}\) Pakistan Education Statistics 2002-03, Academy of Educational Planning and Management, Ministry of Education, Government of Pakistan, Islamabad.
The teacher strength at the primary level in urban and rural schools is given below:

**Primary teachers (urban – rural) 2002-03**

<table>
<thead>
<tr>
<th>Level</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Sector</td>
<td>75399</td>
<td>271822</td>
<td>347221</td>
</tr>
<tr>
<td>Private Sector</td>
<td>53479</td>
<td>32761</td>
<td>86240</td>
</tr>
</tbody>
</table>

The student teacher ratio in case of urban areas was 46:1 and 40:1 in the rural areas. In case of urban primary schools 64% teachers were female whereas in case of rural primary schools 36% teacher were female. The lower percentage of female teachers in rural areas is attributed to inhospitable working conditions and the reluctance of female teachers to be posted away from their homes. In order however to provide education access to girls in the rural areas, the recruitment policy now provides for local recruitment of female teachers.

There has been a net increase of 19542 teachers at the primary level in 2002-03 against their strength in the previous year. A higher proportion of female teachers have been recruited.

At the middle school level access to education has increased. The number of middle schools has increased both in rural and urban areas from 26790 during the year 2001-02 to 28048 in the year 2002-03.

**Total Middle schools (2002-03)**

<table>
<thead>
<tr>
<th>Level</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Sector</td>
<td>1949</td>
<td>11787</td>
<td>13763</td>
</tr>
<tr>
<td>Private Sector</td>
<td>8431</td>
<td>5854</td>
<td>14285</td>
</tr>
</tbody>
</table>

The total middle enrolment has increased from 3.821 million during the year 2001-02 to 3.918 million during the year 2002-03. The increase in enrolment has taken place in both rural and urban areas and in the enrolment of boys and girls.

The strength of teachers at the middle school level has increased from 230093 in the year 2001-02 to 236274 in the year 2002-03. The increase in teacher strength has taken place in both rural and urban schools.

**Middle Schools teachers (urban – rural) 2002-03**

<table>
<thead>
<tr>
<th>Level</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Sector</td>
<td>22468</td>
<td>92976</td>
<td>115444</td>
</tr>
<tr>
<td>Private Sector</td>
<td>77431</td>
<td>43399</td>
<td>120830</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Project / Program</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Construction of building for shelter less schools</td>
<td>501</td>
</tr>
<tr>
<td>2</td>
<td>Provision of electricity</td>
<td>1245</td>
</tr>
<tr>
<td>3</td>
<td>Provision of drinking water facility</td>
<td>1458</td>
</tr>
<tr>
<td>4</td>
<td>Provision of toilets</td>
<td>995</td>
</tr>
<tr>
<td>5</td>
<td>Provision of boundary wall</td>
<td>82</td>
</tr>
<tr>
<td>6</td>
<td>Repair of school building</td>
<td>1121</td>
</tr>
<tr>
<td>7</td>
<td>Provision of furniture</td>
<td>1512</td>
</tr>
</tbody>
</table>

Improvement in the quality of education is the basic focus of the Education Sector Reforms. The establishment of district / tehsil resource centers will meet the need of teachers, head teachers, supervisors and other district education managers. The Provincial / Area Governments has establish the following resource centers through funds provided by the Federal Government.

<table>
<thead>
<tr>
<th>Province / Area Government</th>
<th># of Resource Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>233</td>
</tr>
<tr>
<td>Sindh</td>
<td>69</td>
</tr>
<tr>
<td>NWFP</td>
<td>33</td>
</tr>
<tr>
<td>Balochistan</td>
<td>13</td>
</tr>
<tr>
<td>FANA</td>
<td>12</td>
</tr>
<tr>
<td>ICT</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

The initiatives in literacy, declining population growth rate and increased participation rate at primary level has resulted in attaining 2.2% growth in literacy against 1.1% annual average increase from 1981-1988. During the year 2003-04 the literacy rate is placed at 54% (male 66%; female 42%).

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

In the technical and vocational education sub sector, the Federal Government had provided financial assistance to the Provincial / Area Government under the ESR. These fund were meant to be utilize for introduction of a technical stream parallel to science and humanities group. The following progress has been made in the construction of workshops:-

<table>
<thead>
<tr>
<th>Province / Agency</th>
<th>Construction of Science Labs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punjab</td>
<td>192</td>
</tr>
<tr>
<td>Sindh</td>
<td>86</td>
</tr>
<tr>
<td>NWFP</td>
<td>212</td>
</tr>
<tr>
<td>Balochistan</td>
<td>22</td>
</tr>
<tr>
<td>FANA</td>
<td>14</td>
</tr>
<tr>
<td>ICT</td>
<td>75</td>
</tr>
<tr>
<td>FATA</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>612</td>
</tr>
</tbody>
</table>

Science education at secondary and higher secondary level is a major areas of concerned for the Federal and Provincial Governments. Out of 9200 secondary and higher secondary school 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 lab, purchase of equipment and consumables. The progress is summarized below:

In the higher education sector, the Government policy is to encourage establishment of private sector universities, shift from humanities to science and technology and better governance and management of public sector universities. The following are some of the notable achievements in the higher education sector:-

- Expansion from 48 universities / degree awarding institutions in 1999 to 99 universities / degree awarding institutions in 2004;
- IT education facilities provided to 27 universities;
- Endowment fund has been established for promotion of research;
- Share of higher education has increased from 0.39% to 1% of the GDP;
- Model university ordinance has been approved for better governance and management of public sector universities.
Lessons learnt from the past decade

The Government is acutely conscious of the fact that expansion in elementary education spending resulted in only moderate benefits in the past decade. Lessons learnt are being reflected in approaches to elementary education. Some Provinces are not giving priority to opening of new schools.

As emphasized in the ESR, attention is being given to improving quality by hiring new teachers, increasing their accountability, improving the learning environment in schools, and raising non-salary spending. While raising the level of public spending on education in important, there is a concern for achieving improvements in the efficiency of allocated funds. Institutional bottlenecks, which may disrupt the overall flow of funds, need to be removed. This would appear to be a high priority reform area especially in view of service delivery having been devolved to the Districts.
Bibliography


v) Factors Associated with Learning Achievement of grade-V students in public schools, Selected Regions of Pakistan, Academy of Educational Planning and Management, Ministry of Education, Islamabad, January 2002.


xii) Pakistan Education Statistics (2001-02), Academy of Educational Planning and Management, Ministry of Education, Islamabad.