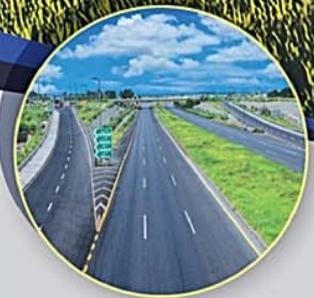


Pakistan Economic Survey

2019-20



FINANCE DIVISION
GOVERNMENT OF PAKISTAN

arising globally due to the spread of COVID-19, HEC has made efforts to ensure that the country utilizes the research capacity of its universities to respond to the pandemic timely and effectively. HEC has launched a fast track funding mechanism under RRII to support proposals in applied research, product innovation and commercialization of potential solutions under various priority themes dealing with topics and issues of severe urgency with regard to availability and access to data, facilities or specialized equipment as well as the quick response of research on COVID-19.

- ii) Under "National Research Programme for Universities"(NRPU), 544 Projects have been awarded in FY2020, and a total of 381 projects have been completed during this period with a total allocation of Rs 1.45 billion.
- iii) Six (06) collaborative research grants jointly submitted by Pakistani and UK faculty will be supported under Innovative & Collaborative Research Grants (ICRG), of up to Rs 50.0 million for each partner by HEC & British Council.
- iv) Twenty-Five (25) Travel Grants to Pakistani and UK researchers to establish linkages and strengthen research partnership have been awarded.
- v) Under Pak-France and Pak-Turk Research Mobility Programme, review of applications is under process and project to be awarded in the current financial year.
- vi) HEC has recently revamped the research grants framework in order to meet projected national requirements as well as to achieve a wider social impact. This has been developed in consultation with the Higher Education Development in Pakistan (HEDP) Project funded by the World Bank. The project aims to strengthen the research capacity and academic excellence of HEIs in Pakistan. HEDP is comprised of a diverse set of research funding opportunities, including Grand Challenge Fund (GCF), Technology Transfer Support Fund (TTSF), and Innovator Seed Fund (ISF). These research portfolios will provide competitive research, innovation, and commercialization grant opportunities.

Planning & Development Division

In FY2020, the government has allocated Rs 29.047 billion to HEC for the implementation of 138 development projects (128 ongoing & 10 new projects) of Public Sector Universities/HEIs.

During July-March, FY2020, an amount of Rs 22.738 billion (around 80% of the total allocation) has been authorized to HEC for meeting expenditure against ongoing projects activities like Construction of New Academic Buildings, Strengthening of ICT Infrastructure, Faculty Development, Procurement of Laboratory Equipment and other approved components. However, the balance amount is to be released in the remaining period of the current financial year.

Education Survey (Annual Status of Education Report, 2019)

Annual Status of Education Report (ASER), 2019, is the largest citizen-led household-based learning survey mostly in all rural and selected urban areas. It is led by the Idara-e-Taleemo-Aagahi (ITA) in collaboration with other stakeholders. The ASER 10,000 trained volunteer/enumerators surveyed 92,008 households in 4,546 villages across 155 rural districts of Pakistan. Detailed information of 255,266 children aged 3-16 has been collected

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(56% male and 44% female), and of these, 202,648 children aged 5-16 years were assessed for language and arithmetic competencies.

Box-III: Summary of Key Findings & Comparison between ASER 2019 and 2018.	
Enrollment (National Rural)	
<ul style="list-style-type: none"> ▶ In 2019, 83% of 6-16-year-old children in rural Pakistan were enrolled in schools (17% of children were out-of-school). Amongst the enrolled, 77% of children were in government schools, and 23% were enrolled in non-state institutions (21% private schools, 2% Madrassa). ▶ Pre-school enrollment (3-5 years) in 2019 increased to 39%. 	<ul style="list-style-type: none"> ▶ In 2018, 83% of 6-16-year-old children in rural Pakistan were enrolled in schools (17% of children were out-of-school). Amongst the enrolled, 77% of children were in government schools, and 23% were enrolled in non-state institutions (20% private schools, 3% Madrassa). ▶ Pre-school enrollment (3-5 years) in 2018 was observed at 37%.
Quality of Learning (National Rural)	
<p>In 2019,</p> <ul style="list-style-type: none"> ▶ Percentage of Class 5 students able to read a story in Urdu/Sindhi/Pashto: 59 ▶ Percentage of Class 5 students able to read Class 2 level English sentences: 55 ▶ Percentage of Class 5 students able to do 2-digit division sums: 57 ▶ ASER Rural Survey 2019 highlights, as per past trends that children enrolled in private schools are performing better compared to those studying in government schools. 	<p>In 2018,</p> <ul style="list-style-type: none"> ▶ Percentage of Class 5 students able to read a story in Urdu/Sindhi/Pashto: 56 ▶ Percentage of Class 5 students able to read Class 2 level English sentences: 52 ▶ Percentage of Class 5 students able to do 2-digit division sums: 53
Mothers' Education	
<ul style="list-style-type: none"> ▶ ASER, 2019 reveals that the percentage of mothers having completed primary education has increased to 35%. 	<ul style="list-style-type: none"> ▶ In 2018, 33% of mothers were completed primary education.
School Facilities (National Rural)	
<ul style="list-style-type: none"> ▶ Overall, teacher attendance in government schools increased to 89% in 2019, while attendance in private schools stood at the same (89%). Overall, student attendance in government schools stood at 84% compared to 90% in private schools. ▶ In 2019, 33% of teachers of government schools had a bachelor's degree compared to 40% of teachers of private schools. Whereas, 47% of teachers of government schools have a Master's degree as compared to 35% of teachers of private schools. ▶ In 2019, 59% of the surveyed government primary schools had toilets. Similarly, 89% surveyed private primary schools have toilet facilities. ▶ Government primary schools with drinking water facility: 61% ▶ Private primary schools with drinking water facility: 93% ▶ ASER 2019 also collected information on some important civic, social support and technology indicators such as (Government & Private primary schools) cell phone use (66%), SMS use (59%) and WhatsApp use (90%) to communicate pragmatically, and percentage with alternative energy sources (34% overall). 	<ul style="list-style-type: none"> ▶ Overall, teacher attendance in government schools was 87% compared to 89% in private schools. Overall, student attendance in government schools was 84% compared to 88% in private schools. ▶ In ASER 2018, 36% of teachers of government schools have a bachelor's degree compared to 42% of teachers of private schools. Whereas 42% of teachers of government schools have a Master's degree as compared to 30% of teachers of private schools. ▶ 58% of the surveyed government primary schools have toilets in 2018. Similarly, 87% surveyed private primary schools have toilet facilities. ▶ Government primary schools with drinking water facility: 67% ▶ Private primary schools with drinking water facility: 89%

Conclusion

Education plays a leading role in improving the economic condition of the country and is a vital investment for human and economic development. Quality education with access and equity can produce human capital which is essential for improving productivity, economic growth and establishing knowledge-based society. The present government is making efforts to introduce Single National Curriculum with the aim to eliminate the disparity between curriculums, facilities, medium of instruction, and have a fair and equal opportunity for all children to receive a high-quality education. Phase-I of Single National Curriculum (for class 1-5) has been developed, and its implementation would be completed by March 2021. Similarly, phase-II of Single National Curriculum (for class 6-8) would be ready by March 2021 and implemented by March 2022, while the phase-III curriculum (for class 9-12) would be ready by March 2022 and implemented by March 2023.

Similar to many developing countries, Pakistan has not made adequate progress in improving education outcomes. A literacy rate of only 60 percent (40 percent of its population remains unable to read or write) considerably limits opportunities towards acquiring skills and technical knowledge for higher productivity and better-earning levels. Large investments in education access and quality are required to obtain the objective of educated and skilled human resources, along with comprehensive planning, removal of the gender inequalities, and enforcing more accountability in the sector.
