

# Education

## Introduction

Education is the most important factor which plays a leading role in human resource development. It promotes productive and informed populace and creates opportunities for the socially and economically deprived sections of society. Educational philosophy stresses on a learning process through which knowledge, skills and experience are transferred from one generation to the next generation through teaching, training, research and development that ultimately replicate the socio-economic development of the country. Education prevails over behaviors of the individuals and institutional managers working for the development/poverty alleviation and fundamental change of society and sustainable economic development which is a key to opening of venues for development towards the competitive international community as well. Globalization has made economic life more competitive and demanding, making human expertise development more significant. Only as educated workforce equipped with modern skills can compete and benefit from exploiting the opportunities created by globalization.

United Nations International Covenant on Economic, Social and Cultural Rights of 1966 guarantees the right to Education under its Article 13. Pakistan is signatory of UNESCO under the “Education for All” program. Pakistan is committed to achieve universal enrolment in Primary Education by 2015. Government of Pakistan has made Education free and compulsory up to Grade 10. Parliament of Pakistan has passed a bill for free and compulsory education following Article 25-A of the constitution that entitled the right of education to every child of age 5 to 16 years. Framework for Economic Growth 2011 of Planning Commission of

Pakistan focuses on the vision of socio-economic development of the country.

This chapter presents an overview of the Millennium Development Goals (Education), Vision 2030; National Education Policy (2009) followed by a discussion of literacy and enrolment statistics. Educational budget and programmes and issues related to technical and vocational training are discussed next, followed by a description of the activities and achievements of the Higher Education Commission. The last section presents a brief summary of the Annual Status of Education Report Survey (ASER).

## Millennium Development Goals (MDGs) of Education:

Education plays a vital role to set moral, social and economic standards of any nation and has a very strong effect on thoughts, beliefs and planning of future policies of any country. Developed nations are marching towards economic and political stability because they have an organized structure for education. The Government of Pakistan is also fully committed towards the achievement of the MDGs Goal 2 and Goal 3 which focus towards development of education.

### Goal 2: Achieve Universal Primary Education (UPE)

**Target:** Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

The Goal 2 focuses on three core indicators; i). Net primary enrolment ratio ii). Completion/Survival rate from grade 1 to 5; and iii). Literacy rate. The targets to be achieved by 2015 and achievements by 2011-12 is given in the Table 10.1 and 10.2.

**Table 10.1: Progress towards Goal 2 at National Level**

Indicator	(percentage)					MDG Target 2015
	2001-02	2004-05	2007-08	2010-11	2011-12	
Net Primary Enrolment Rate (5-9 Years)	42	52	55	56	57	100
Completion/Survival rate 1 grade to 5	57.3	67.1	52.3	49	-	100
Literacy Rate (%) 10 years and above	45	53	56	58	58	88

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.

:- Not available

Indicators	National	Punjab	Sind	KPK	Balochistan
<b>Net Primary Enrolment Rate (5-9 Years)</b>	<b>Total: 57</b> Male: 60 Female: 54	<b>Total: 64</b> Male: 65 Female: 62	<b>Total: 50</b> Male: 53 Female: 47	<b>Total: 53</b> Male: 59 Female: 48	<b>Total: 39</b> Male: 48 Female: 28
<b>Completion/Survival rate 1 grade to 5</b>	-	-	-	-	-
<b>Literacy Rate (%) 10 years and above</b>	<b>Total: 58</b> Male: 70 Female: 47	<b>Total: 60</b> Male: 70 Female: 51	<b>Total: 60</b> Male: 72 Female: 47	<b>Total: 52</b> Male: 72 Female: 35	<b>Total: 46</b> Male: 65 Female: 23

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.  
-: Not available

**Goal 3: Promoting Gender Equality and Women Empowerment** and secondary education by 2005 and to all levels of education not later than 2015.

**Target:** Eliminating gender disparity in primary

Indicators	2001-02	2005-06	2008-09	2010-11	2011-12	MDG Target 2015
Primary Education (Age 5-9 Years)	0.82	0.85	0.84	0.88	0.90	1.00
Secondary Education (Age 14-15 Years)	0.75	0.84	0.80	0.88	0.78	0.94
Youth Literacy (Age 15 years and above)	0.64	0.74	0.78	0.63	0.81	1.00

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.

Indicators	Punjab	Sindh	KPK	Balochistan
Primary Education (Age 5-9 Years)	0.95	0.89	0.81	0.58
Secondary Education (Age 14-15 Years)	0.85	0.78	0.58	0.37
Youth Literacy (Age 15 years and above)	0.88	0.81	0.60	0.45

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.

Vision 2030 of Planning Commission of Pakistan looks for an academic environment which promotes the thinking mind. Education is not just about economics and growth accounting. The following strategies have been emphasized to generate the environment to encourage the thinking mind to emerge from our schools:

- ▶ Enhance the scale and quality of education in general and the scale and quality of scientific / technical education in Pakistan in particular.
- ▶ One curriculum and one national examination system under state responsibility is the goal under Vision 2030. This will remove the social apartheid which is beginning to emerge in Pakistan because of the divide between different educational systems.
- ▶ Increase public expenditure on education and skills generation from the present 2.7 per cent of GDP to 5 per cent by 2010 and 7 percent by 2015.
- ▶ Re-introduce the technical and vocational stream in the last two years of our secondary schools. Its economic potential and likely impact for employment and SME improvement are enormous. It is also an incentive to complete schooling.
- ▶ Gradually increase vocational and technical education numbers to 25-30 percent of all secondary enrolment by 2015 and 50 per cent by 2030.
- ▶ To increase numbers and quality at universities in all disciplines needs to be sustained, as well as starting several new engineering and technology universities with foreign collaboration. It is expected that enrolments in our universities to reach 8 per cent (2 million students) by 2015 and 20 per cent of the 17- 23 age group, or 7 million, by 2030.

**National Education Policy (2009):**

National Education Policy (NEP) 2009 is under implementation to address the issues of Access, Equity and Quality of Education at all levels. The salient features of NEP include:

- i) Free and universal primary education by 2015 and up to class 10 by 2025.
- ii) The government is committed to allocate 7% of GDP to education by 2015.
- iii) The curriculum from Class 1 onward shall comprise of English (as a subject) Urdu, one regional language and mathematics, along with an integrated subject.
- iv) The provincial and area education departments shall have the choice to select the medium of instruction up to Class V.
- v) A comprehensive school language policy shall be developed in consultation with provincial and area governments and other stakeholders.
- vi) A management cadre for education, with specific training and qualification requirement shall be introduced.
- vii) A National Standards and Certification Agency for EMIS shall be established to set, monitor and evaluate the quality of education, data collection, analysis and use across all levels and tiers of education management.
- viii) School Management Commission (SMC) shall be strengthened through involvement of students, teachers, educationists, parents and society (STEPS).
- ix) Islamiyat shall be taught as a compulsory subject from Grade 1 to Grade XII. Non-muslim students shall not be required to read lessons/pages on Islam in the textbook of integrated subject for Grades I and II.
- x) Deeni Madaris shall be mainstreamed by introducing contemporary studies alongside the curricula of Deeni Madaris to enhance prospects of their students to pursue higher studies research and excellence and to ensure employment, recognition and equivalence.
- xi) Official age for primary education shall be 6 to 10 years. The official age group for next levels of education shall also change correspondingly.
- xii) Literacy rate shall be increased upto 86% by 2015 through up-scaling of ongoing programmes of adult literacy and non formal basic education in the country.
- xiii) Provinces and district governments shall allocate a minimum of 4% of education budget for literacy and non-formal basic education (NFBE).
- xiv) A Bachelor degree, with a B.Ed, shall be the minimum requirement for teaching at the elementary level. A Masters level for the secondary and higher secondary with a B.Ed, shall be ensured by 2018. PTC and CT shall be phased out through encouraging for present set of teachers to improve their qualifications.
- xv) The curriculum development and review process, as well as textbooks review process, shall be standardized and institutionalized within the framework of the Federal Supervision of Curricula, Textbooks and Maintenance of Standards of Education Act, 1976.

**Box-1****Establishment of Ministry of Education and Training**

After devolution of Ministry of Education, the government reviewed the situation and felt the need of Ministry at federal level. So a new Ministry by the name of Education and Training was established in July, 2011. Following functions have been assigned to this new Ministry.

- ▶ National Vocational and Technical Education Commission (NAVTEC).
- ▶ Academy of Educational Planning and Management (AEPAM), Islamabad.
- ▶ Federal Board of Intermediate and Secondary Education (FBISE), Islamabad.
- ▶ National Educational Assessment Centre, Islamabad.
- ▶ National Training Bureau, Islamabad.
- ▶ Pakistan Manpower Institute.
- ▶ National Internship Programme (NIP).
- ▶ Akhtar Hameed Khan, National Centre for Rural Development Islamabad.
- ▶ National Talent Pool, Islamabad.

- ▶ Youth Centres and Hostels.
- ▶ All matters relating to National Commission for Human Development (NCHD) and National Education Foundation (NEF).

### Literacy

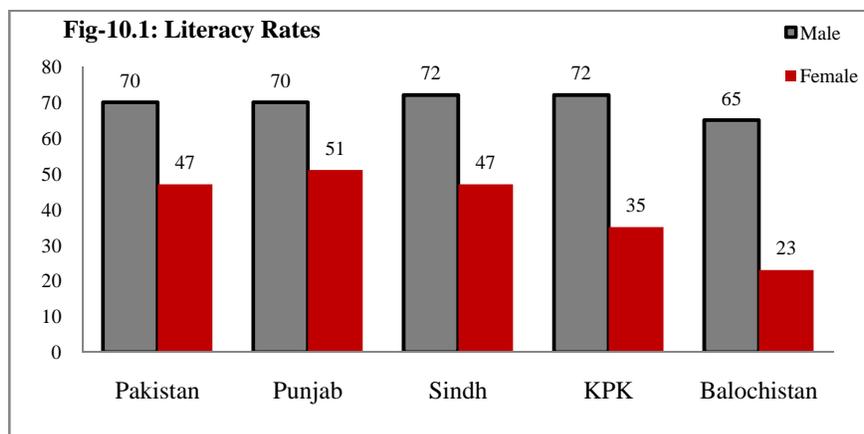
The National Education Policy 2009 proposes that the literacy rate be increased up to 86 percent by 2015 through up-scaling of ongoing programmes of adult literacy and non-formal education in the country and achieving universal primary education and ensuring zero-drop rates at the primary level. The provinces will allocate a minimum of 4 percent of education budget for literacy and non-formal education. Existing school infrastructure wherever feasible shall be used for literary and non formal education. Literacy is one of the important indicator

of education because its improvement is likely to have a longer run impact on other important indicators of national welfare. According to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12, the literacy rate of the population (10 years and above) is 58 percent during 2011-12. Literacy remains much higher in urban areas than in rural areas and much higher for men than women. Province wise data suggest that Punjab and Sindh leads with 60 percent literacy followed by Khyber Pakhtunkhwa with 52 percent and Balochistan with 46 percent. The details are given in Table 10.5.

**Table 10.5: Literacy Rate (10 Years and Above)-Pakistan and Provinces** (Percent)

Province/Area	2010-11			2011-12		
	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>	<b>69</b>	<b>46</b>	<b>58</b>	<b>70</b>	<b>47</b>	<b>58</b>
Rural	63	35	49	64	35	49
Urban	81	67	74	82	68	75
<b>Punjab</b>	<b>70</b>	<b>51</b>	<b>60</b>	<b>70</b>	<b>51</b>	<b>60</b>
Rural	64	42	53	65	41	52
Urban	80	71	76	80	70	75
<b>Sindh</b>	<b>71</b>	<b>46</b>	<b>59</b>	<b>72</b>	<b>47</b>	<b>60</b>
Rural	60	22	42	58	23	41
Urban	82	68	75	85	70	78
<b>KPK</b>	<b>68</b>	<b>33</b>	<b>50</b>	<b>72</b>	<b>35</b>	<b>52</b>
Rural	67	29	48	70	31	50
Urban	77	50	63	80	51	65
<b>Balochistan</b>	<b>60</b>	<b>19</b>	<b>41</b>	<b>65</b>	<b>23</b>	<b>46</b>
Rural	54	13	35	60	16	40
Urban	79	40	61	79	44	62

Source: Pakistan Social and Living Standards Measurement Survey, 2011-12



## Primary Enrolment Rates

### Gross Enrolment Rates (GER)

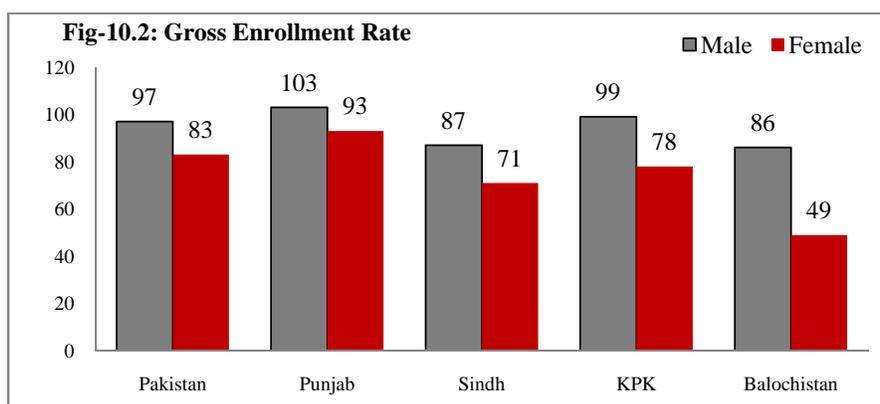
The GER or the participation rate is the number of children attending primary schools divided by the number of children who ought to be attending schools. The GER at the primary level excluding Katchi (prep) for the age group 5-9 years at national

level during 2011-12 decreased to 91 percent from 92 percent in 2010-11. Amongst the provinces, Punjab and Khyber Pakhtunkhwa remained stable with 98 and 89 percent in 2011-12 while Balochistan and Sindh declined from 69 percent to 74 percent and 79 percent to 84 percent in 2011-12. The details are given in Table 10.6.

**Table 10.6: National and Provincial GER** (Percent)

Province/Area	2010-11			2011-12		
	Male	Female	Total	Male	Female	Total
Pakistan	100	83	92	97	83	91
Punjab	103	93	98	103	93	98
Sindh	94	72	84	87	71	79
Khyber Pakhtunkhwa	101	76	89	99	78	89
Balochistan	92	52	74	86	49	69

Source: Pakistan Social and Living Standards Measurement Survey, 2011-12



### Net Enrolment Rates (NER)

The NER at the primary level refers to the number of students of primary school age enrolled in primary schools divided by the number of children in the age group for that level of education. In Pakistan, the official primary NER is the number of children aged 5 to 9 years attending primary level divided by the total number of children aged 5 to 9 years.

Table 10.7 show the Net primary level enrolment rates at the national/provincial (excluding Katchi

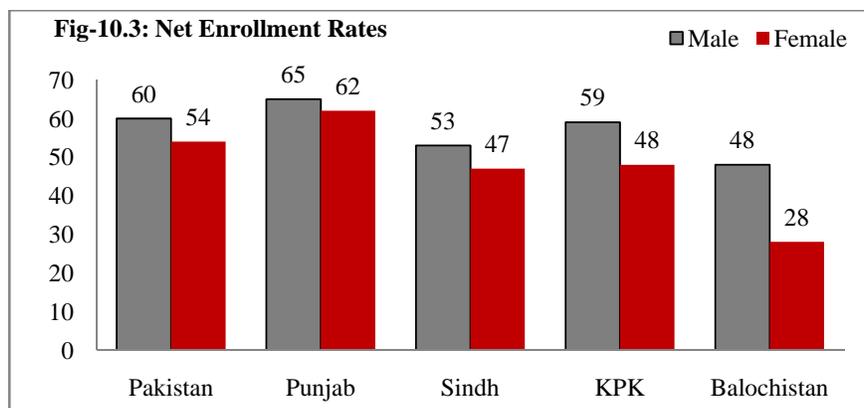
abadies) level for the age group 5-9 years. The NER at the national level during 2011-12 slightly increased to 57 percent from 56 percent in 2010-11. Punjab shows an increase of 64 percent in 2011-12 as compared to 61 percent in 2010-11. Sindh shows decrease from 53 percent in 2010-11 to 50 percent in 2011-2012; Khyber Pakhtunkhwa witnessed a slight improvement from 51 percent in 2010-11 to 53 percent in 2011-12 while Balochistan witnessed a prominent decline from 47 percent in 2010-11 to 39 percent in 2011-12 due to security prevailing situation.

**Table 10.7: National and Provincial NER at Primary Level** (Percent)

Province/Area	2010-11			2011-12		
	Male	Female	Total	Male	Female	Total
Pakistan	60	53	56	60	54	57
Punjab	62	59	61	65	62	64
Sindh	57	48	53	53	47	50
Khyber Pakhtunkhwa	57	45	51	59	48	53
Balochistan*	56	35	47	48	28	39

Source: Pakistan Social and Living Standards Measurement Survey, 2011-12

\*: Results of Balochistan are not representative as 57 areas out of 160 areas have been dropped from scope of Survey due to security prevailing situation in Balochistan.



### Educational Institutions and Enrolment:

#### i) Pre-Primary Education

Pre-Primary education is the basic component of Early Childhood Education (ECE). Prep or Katchi classes are for children between 3 to 4 years of age. An increase of 1.1 percent in Pre-Primary enrolment (9.51 million) in 2011-12 over 2010-11 (9.41 million) has been observed and it is estimated to increase by 4.3 percent to 9.92 million in 2012-13. [Table 10.8].

#### ii) Primary Education (Classes I – V)

A total of 154,650 Primary Schools with 427,371 Teachers were functional in 2011-12. An increase in primary enrolment (18.67 million) in 2011-12 over 2010-11 (18.06 million) was observed. It is estimated to slightly increase by 0.4 percent to 18.75 million in 2012-13. [Table 10.8].

#### iii) Middle Education (Classes VI-VIII)

A total of 41,945 middle schools with 351,381 teachers were functional in 2011-12. An increase in middle enrolment (6.02 million) in 2011-12 over 2010-11 (5.64 million) has been observed. It is estimated to increase by 3.7 percent (6.24 million) in 2012-13. [Table 10.8].

#### iv) Secondary Education (Classes IX-X)

A total of 28,655 secondary schools with 458,655 teachers were functional in 2011-12. An increase in secondary enrolment (2.75 million) in 2011-12 over 2010-11 (2.63 million) has been observed. It is estimated to increase by 3.7 percent to 2.82 million in 2012-13. [Table 10.8].

#### v) Higher Secondary / Inter Colleges (Classes XI-XII)

A total of 4,515 higher secondary schools and inter colleges with 97,633 teachers were functional in

2011-12. An increase in secondary enrolment (1.29 million) in 2011-12 over 2010-11 (1.19 million) has been observed. It is estimated to increase by 6.8 percent to 1.382 million in 2012-13 [Table 10.8].

#### vi) Degree Colleges Education (Classes XIII-XIV)

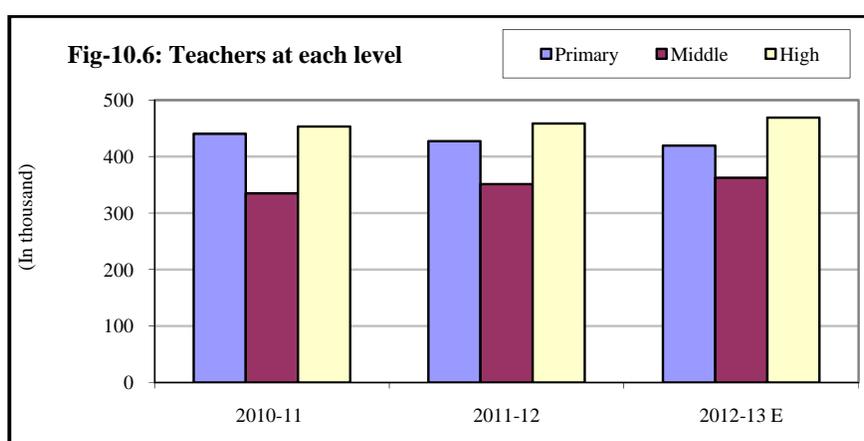
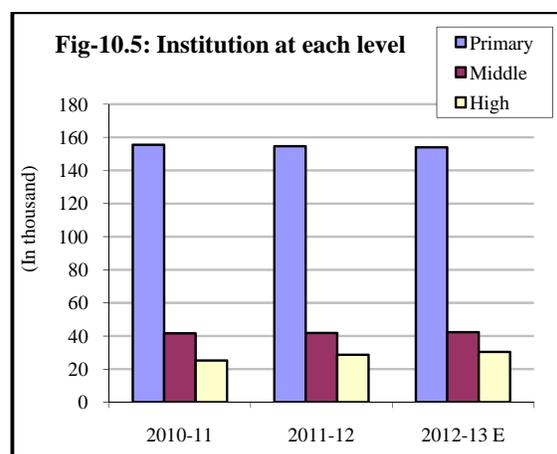
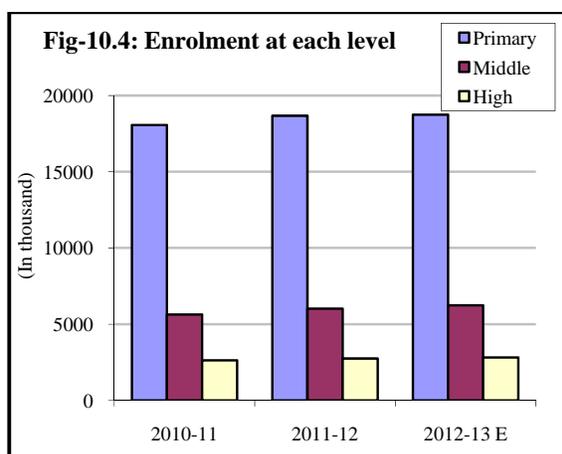
An enrolment of 0.56 million students is expected during 2012-13 in degree colleges against an enrolment of 0.50 million in 2011-12. A total of 1,384 degree colleges with 40,191 teachers were functional during 2011-12. [Table 10.8].

#### vii) Universities Education (Classes XV onwards)

An enrolment of 1.60 million is estimated in 2012-13 in higher education (universities) over 1.32 million in 2011-12. There are 139 universities with 70,053 teachers in both private and public sectors are functional during 2011-12. [Table 10.8].

### Overall Assessment

The overall educational situation, based on key indicators such as likely enrolments, number of institutes and number of teachers, has shown a slight improvement. The number of enrolments during 2011-12 was 40.1 million as compared to 38.5 million during the same period last year. This shows an increase of 4.2 percent. It is estimated to increase to 41.3 million during 2012-13. The number of institutes stood at 231.2 thousands during 2011-12 as compared to 227.4 thousands during the last year. This shows an increase of 1.7 percent. However, the number of institutes is estimated to increase to 233.2 thousands during 2012-13. The number of teachers during 2011-12 was 1.44 million compared to 1.41 million during the last year showing an increase of 2.1 percent. This number of teachers is estimated to increase further to 1.50 million during the year 2012-13. [Table 10.8].



**Table 10.8: Number of Mainstream Institutions, Enrolment and Teachers by Level** (Thousands)

Year	Enrolment			Institutions			Teachers		
	2010-11	2011-12	2012-13 (E)	2010-11	2011-12	2012-13 (E)	2010-11	2011-12	2012-13 (E)
Pre-Primary	9412.5	9513.5	9919.1	-	-	-	-	-	-
Primary*	18063.4	18667.4	18747.9	155.5	154.6	154.0	440.5	427.4	419.4
Middle	5643.7	6020.2	6244.8	41.6	41.9	42.3	335.0	351.4	362.6
High	2630.1	2753.0	2823.7	25.2	28.7	30.4	452.8	458.7	468.9
Higher Sec./ Inter	1187.8	1294.1	1382.3	3.4	4.5	5.1	81.2	97.6	107.9
Degree Colleges	431.2	497.1	556.2	1.6	1.4	1.4	36.3	40.2	52.5
Universities	1107.7	1319.8	1602.5	0.135	0.139	-	63.6	70.1	81.6
<b>Total</b>	<b>38,476.4</b>	<b>40,065.1</b>	<b>41,276.5</b>	<b>227.435</b>	<b>231.239</b>	<b>233.2</b>	<b>1,409.4</b>	<b>1,445.4</b>	<b>1,492.9</b>

Source: Ministry of Professional & Technical Training, AEPAM, Islamabad  
 E: Estimated, \*: including Pre-primary and Mosque Schools

#### Incentives by Provincial Governments and ICT:

**Punjab** Introduced free textbooks scheme from Katchi (nursery) to primary in 2004-05 and distributed 12.2 million textbooks. The scheme was extended to elementary in 2005-06 by providing 20.9 million text books. Text books to the extent of 40.08 million to 10.597 million students covering Katchi to secondary school were distributed in 2011-13, an amount of Rs. 3.0 billion has been allocated

for this purpose. A stipend @ Rs. 200 per month for girl students of classes 6-10 in 15 low literacy districts is being provided since 2003. As of 2010 - 11 almost 375,605 girl students have benefited from the scheme.

**Sindh** Introduced free textbooks scheme for primary students in all government schools in 2003 and extended to secondary classes from 2005-06, an amount of Rs. 609 million was earmarked in

2005-06 which was repeated in financial year 2006-07, also in 2011-12, a total of 4,724,864 sets of textbooks were provided 3,652,194 for primary, 700,865 for middle and 371,805 for secondary. From 2010-11, free textbooks to the students for higher secondary are also being provided. An endowment fund of Rs. 1.0 billion has been instituted to provide an opportunity for meritorious students from poor community to continue higher education in the field of IT, Business Administration and MBBS in prestigious institutions. Scholarships are granted once a year @ Rs. 25,000 each to 600 students.

**Khyber Pakhtunkhwa** is providing free textbooks to all students from KG to Secondary. Under this scheme, over 30 million textbooks have been provided to government schools. A stipend of Rs. 200 per month to all girl students of middle and secondary schools in low literacy districts (Shangla, Kohistan, Bunair, Battagram, Hangu, Dir upper and Tank) is being given.

**Balochistan** is providing free text books worth Rs. 150 million up to secondary level. 150 scholarships to the students from the province is being awarded during the current financial year.

**Islamabad Capital Territory** is providing free text books since 2005-06 to the educational institutions under Federal Directorate of Education (FDE). Textbooks worth of Rs. 393.7 million have been provided up to 2011-12. For the fiscal year 2012-13, an amount of Rs. 71 million has been allocated for this purpose. Merit Scholarships worth Rs. 14.5 million have also been provided to meritorious students since 2008-09. For the fiscal year 2012-13, an amount of Rs. 3.0 million has been allocated for this purpose. Private Education Regulatory Authority (PEIRA) has distributed free books and school bags among 40,000 students of private sector schools who pay monthly fee up to Rs. 300 and follow government syllabus.

### Development Programme 2012-13

#### Federal Public Sector Development Program (PSDP) 2012-13.

During the fiscal year 2012-13; Rs. 1429.64 million was allocated in the Federal PSDP for the expansion and development of basic and college education. The development programs/projects are as following:

- ▶ Provision of 119 Computer Labs in Educational Institutions Islamabad; Rs. 30.00 million.

- ▶ Strengthening of IMCG, F-7/4, Islamabad; Rs. 25.00 million
- ▶ Establishment of FG Degree College for Women at Bhara Kau; Rs. 33.220 million.
- ▶ Construction of Additional Academic Blocks & renovation of old building of FG Girls Secondary School, Dhok Ghangal (FA), Islamabad; Rs. 25.518 million.
- ▶ Establishment of FG Degree College for Boys at Nowshera, FGEEI; Rs. 0.969 million.
- ▶ Award of Merit Scholarships to the Student of FGEEI; Rs. 11.966 million.
- ▶ Construction of IMG Hostel at Met Complex University Road, Karachi; Rs. 3.00 million.
- ▶ Provision of Quality Education for Students of Balochistan and FATA; Rs. 83.667 million.
- ▶ Award of 200 Scholarships to Students from Indian Occupied Kashmir in the field of Medicine, Engineering & IT; Rs. 42.00 million.
- ▶ Award of Cultural Scholarships to the Students from other countries; Rs. 12.00 million.
- ▶ Provision of Quality Education Facilities to 200 Tribal Students from FATA in Settled Areas outside Khyber Pakhtunkhwa; Rs. 3.00 million.
- ▶ Award of 100 scholarships to the Bangladeshi Students; Rs.10.00 million.
- ▶ Merit scholarships for Minority students (Phase –II); Rs. 3.30 million.
- ▶ Capacity Building of Teachers Training Institutions of M/O Education & Trainings of Elementary Schools Teachers in ICT, FATA, G-B, & AJK; Rs. 199.00 million.
- ▶ Capacity Building of Teachers Training Institutions & Training of Elementary Schools Teachers in Punjab; Rs. 700.00 million.
- ▶ Capacity Building of Teachers Training Institutions & Training of Elementary Schools Teachers in Khyber Pakhtunkhwa; Rs. 147.00 million.
- ▶ Capacity Building of Teachers Institutions & Training of Elementary Schools Teachers in Balochistan; Rs. 100.00 million.
- ▶ Capacity Building of Teachers Training Institutions & Training of Elementary Schools Teachers in Sindh; Rs. 222.386 million.

## Provincial Annual Development Programs (ADPs) 2012-13

### Punjab:

The Government of Punjab has allocated Rs. 15000/- million for 62 new and ongoing development projects of School Education in Punjab. Some of the crucial development projects includes provision of computer /IT education in 4286 High/Higher Secondary Schools, revamping/capacity building of school education department, introduction of early child hood education in 1000 primary schools, and provision of missing facilities in 2000 primary schools (50% for girls schools).

### Sindh:

The Government of Sindh has allocated Rs. 12000/-million for 157 new and on-going development projects in the Annual Development Plan 2012-13 in the sub-sectors of Education like Elementary education, Teacher Education, Sindh Education Foundation, Secondary Education, College Education and Higher Education in Sindh. Some of the important development projects include Construction of VIP suits for Faculty of PITE Sindh, Nawabshah, Promotion of private schools in rural area, Establishment of Public School Umerkot, establishment of public schools in Sindh (05 units), up-gradation of Middle schools to High schools in Sindh (115 units), Reconstruction of dangerous schools in Sindh (200 units), Introduction of post graduate courses in 12 existing degree colleges, Establishment of Cadet College Khairpur, purchase of land for university campus at Dadu and Larkana, Establishment of 05 IBA Community colleges, Provision of computer labs in schools in Sindh, Construction of building for Sindh Education Commission and Sindh Higher Education Commission at Jamshoro.

### Khyber Pakhtunkhwa:

The Government of Khyber Pakhtunkhwa has allocated Rs. 7116/- million for 57 new and on-going development projects of Elementary and Secondary Education in Khyber Pakhtunkhwa which is 9.6 percentage share of the Annual Development Programme. Some of the important projects include Basic Education Improvement Project, Provision of basic facilities, Establishment of 110 primary schools, Conversion of 100 Mosque schools into regular primary schools, Education sector reforms programme, Training of management cadre staff of E&SE Department, Provision of free

text books to all student up to intermediate level and Establishment of Project Management Unit for re-organization of higher education.

### Balochistan:

The Government of Balochistan has allocated Rs.2150.394 million for 163 new and on-going development projects of primary education (49), middle education (21), secondary education (29), college education (35), university education (10), general education (15) and technical education (4).

### Technical and Vocational Education:

It is the need of a time to enhance and upgrade technical and vocational education in the country to cater the labour demand in emerging sectors. In this context, the government is endeavoring to focus on enhancing productivity and skill development industries particularly in the SME sector and in economic opportunities within and outside the country.

### NAVTTTC:

The National Vocational and Technical Training Commission (NAVTTTC) is an apex body and a national regulatory authority that has been set up to address the challenges of technical and vocational education and training (TVET) in the country. It is involved in policy making, strategy formulation, and regulation and revamping of the TVET system. The commission is establishing and promoting linkages among various stakeholders at the national as well as international level.

### Achievements during July – March, 2013:

- ▶ 6,755 youth received vocational & technical training under the President' Fanni Maharat Programme and Prime Minister's Hunermand Pakistan Programme and 9,837 are under training.
- ▶ Draft National Vocational Qualification Framework (NVQF) has been evolved after thorough consultation with stakeholders including academia, researchers, policy makers industry & chambers and TEVTAs. The objective of NVQF is to provide vertical and horizontal mobility to the trainees in the vocational stream.
- ▶ NAVTTTC has developed 106 Curricula on Competency Based Training (CBT) approach in last one year by involving industry at different stages of its development. In addition, NAVTTTC

also developed competency standards in four economic sectors including Beauty & Personal Care, Fashion Designing, Hospitality and Garments Manufacturing in collaboration with International Labour Organization, Pakistan.

- ▶ NAVTTC has constituted 28 Industry Advisory Groups (IAGs) in different economic sectors. The rationale behind establishing the IAGs is to involve industry representatives in providing labour market information, setting up of competency standards and their input in TEVT policy making.
- ▶ Job Analysis Workshops conducted in different industries to develop competency profile/skill standards which would help in development of curricula. Vocational curricula for 35 trades have been notified and job analysis of 46 more vocational trades in different industries has been conducted.
- ▶ NAVTTC initiated the process for setting up an independent National Accreditation Council for TVET. Regulations of the Council have been drafted and circulated to the concerned stakeholders for views/comments.
- ▶ NAVTTC constituted TVET Accreditation & Quality Evaluation Committee (TA&QEC) for accreditation of TVET institutions. In the first phase, 14 TEVT Institutes have been accredited during current financial year. The accreditation of further 18 plus TEVT Institutes is under process.
- ▶ Standardization of Rice processing machine and its indigenous production with training of machine operators and repairs in collaboration with Pakistan Science Foundation, NUST and Rice Exporters Association of Pakistan (REAP).
- ▶ CDWP has approved the NAVTTC's concept Papers regarding-
  - i). Pak-Saudi collaboration in construction sector (establishment Center of Excellence in construction); and
  - (ii). Development of TEVT Sector in order to produce skilled workforce for export to the

markets of Middle East and countries of OIC members states under grant from Islamic Development Bank.

#### Higher Education Commission:

Since its inception in 2002, the Higher Education Commission (HEC) has been striving to encourage universities to play a greater role in the economic development of the country. After implementing the MTFDF 2005-2010, HEC has proposed its next five year plan viz. its second MTFDF – 2010-2015 to create the knowledge capital and technology required to enable Pakistan to join the ranks of the industrially advanced countries within the next decade. A few prime physical targets of the proposed 5-year plan are:

- (i) Promoting excellence in learning and research
- (ii) Developing leadership, governance and management
- (iii) Universities building economies and communities
- (iv) Financial management and sustainability
- (v) Research, innovation and entrepreneurship

Key achievements of the Higher Education Commission are as follows:

#### Human Development

Human Resource Development within the higher education sector lies at the heart of the HEC's reform process, and an area in which vital and significant progress has been made. With a dual objective of increasing institutional capacity and enhancing local research activities, the major thrust of programs in this area have been primarily aimed at improving the academic qualifications of university faculty. However, scholarships schemes are also open to individuals working in the private sector or government servants as well as Pakistani students. The projects and programmes are given in Table-10.9.

**Table 10.9: Projects/Programmes**

Project Name	(Numbers)	
	Scholarship Availed	Scholars Completed Studies
Provision of HE Opportunities for Students of Baluchistan/ and FATA	2000	73
10 Ph.D Overseas Scholarships for FATA Journalists	01	--
Japanese Need Based Merit Scholarships Program	1674	1519
Financial Support for Meritorious Needy Students Program	300	296

<b>Table 10.9: Projects/Programmes</b>		(Numbers)	
<b>Project Name</b>	<b>Scholarship Availed</b>	<b>Scholars Completed Studies</b>	
Indigenous PhD Scholarship Schemes	5000	834	
1250 People are placed in HEIs under Interim Placement of Fresh PhDs Programmes.			
Source: Higher Education Commission (HEC)			

HEC is also playing its role in running different scholarship programmes to enhance academic qualification at various levels on merit basis in line with requirements. The details are given in Table 10.10.

<b>Table 10.10: Scholarships</b>		(Numbers)		
<b>Project Name</b>	<b>Scholarships Awarded</b>	<b>Scholars Proceeded</b>	<b>Scholars Completed Studies</b>	
Post-Doctoral Fellowship Program	575	570	530	
1000 Cuban Scholarships for Studies in General Comprehensive Medicine	604	604	Nil	
US needs based Scholarship Program for Pakistani University Students	1807	901	1250	
MS / M. Phil leading to PhD Scholarships for teachers of Weaker Univ.	98	98	58	
MS leading to PhD Faculty Development Prog. of UESTP/UETs Univs.	468	277	16	
Overseas scholarship scheme for PhD in selected fields Phase - 1	719	731	477	
Overseas Scholarships Phase-II	1540	1540	538	
Fulbright Scholarship Program	<b>270</b>	<b>233</b>	<b>66</b>	
Source: Higher Education Commission				

### Research and Development:

Research and development (R&D) is essential to be competitive in the changing international economic scenarios. HEC has taken some initiatives during 2012-13 to improve the research and development which is as under:

#### International Linkages:

- ▶ 50 International linkages between Pakistan and UK universities were established during three years through HEC-British Council Joint programs phase 1 and 2.
- ▶ 17 strategic partnerships are established between Pakistan and UK under HEC-BC INSPIRE project in 2011 for duration of three years.
- ▶ 50 Pak-US linkages of three years duration were established under the development project of "Pak-US Joint Academic and Research Project" phases 1 to 4.
- ▶ 6 research linkages between Pakistan and USA are developed under "Bio Engagement Program" in 2010.
- ▶ 31 international research linkages were established with different countries for duration

of three years under "International Linkages with Foreign Universities".

#### National Research Grants:

- ▶ During 2011-12, 597 national projects were funded with the maximum duration of three years with the consumption of Rs.1463 million. In 2012-13 under this mega project, 179 national projects were funded with the maximum duration of three years with the consumption of Rs. 315 million.
- ▶ By 2011-12, a total of 6210 cases of "Travel Grants" were approved, while 848 fresh cases have been approved during 2012-13.
- ▶ By 2012, a total 394 cases of "Seminars/Conferences" were approved, while 105 fresh cases during 2012-13 have been approved.

#### Resource Development:

- ▶ 24 research awards were distributed in five different categories during 2009, while 33

awards were given in 2011 under the project “HEC’s Outstanding Research Awards Series”.

- ▶ 55 books were published by HEC in these 5 years under development project of R&D, “Monograph and Textbook Writing Scheme”. 28 patents were filed under “Patent Filing” project.
- ▶ 11 projects were completed in “University Industry Technology Support Program”.
- ▶ Under the project “Offices of Research, Innovation and Commercialization”, research offices have been developed in 26 Universities to promote research within universities.

### Learning Innovation at HEC:

In the absence of a pre-service mechanism, Learning Innovation Division was created in 2003 as the National Hub for the In-Service Professional Training of Higher Education Teaching Faculty and Management across Pakistan. Learning Innovation Division along with its two projects titled ELTR (English Language Teaching Reforms) and NAHE (National Academy of Higher Education) are conducting these programs and their activities on a regular basis at HEC centers as well at the doorsteps of the universities and colleges across the country. These programmes are designed to make international standard education available to the students. The details of this initiative are presented in Table 10.11.

**Table 10.11: Province-Wise Distribution of Faculty Members/Management Staff Trained** (Numbers)

Programmes	Federal	Punjab	Sindh	KPK	Balochistan	AJ&K	Total
Professional Training Programs for HEIs Teachers	116	401	80	205	8	2	812
Professional Training Programs for HEIs Management	5	7	4	6	3	5	30
<b>Grand Total</b>	<b>121</b>	<b>408</b>	<b>84</b>	<b>211</b>	<b>11</b>	<b>7</b>	<b>842</b>

Source: HEC

### Quality Assurance Programmes:

Quality assurance is one of the objectives of the HEC. In order to achieve, some quality parameters have been developed and implemented to fill the gaps in quality provision between national and international systems of higher learning. The Tenure Track System (TTS) of appointments has been introduced in public sector universities. It aims at enhancing performance and efficiency of the faculty members by creating a healthy competition among them, allowing freedom of research and teaching, as well as the financial independence to pursue these objectives. Up to March, 2013, a total of 1,750 faculty members have been appointed in 70 Public Sector Universities/Degree Awarding Institutes (DAIs). Due to continuous support to research journals, HEC has achieved remarkable progress and now research output of Pakistan is more visible at international level. Almost 45 research journals are now in the International Scientific Institutes (ISI) master list with 11 journals having impact factor.

### Plagiarism Eradication System:

The HEC's goal is to combat plagiarism effectively in an academic environment in all institutions of Pakistan while ensuring that the students and academicians know that stealing intellectual

property is unethical and leads to serious consequences. Due to zero tolerance policy of the HEC towards plagiarism, it has positive impact on research activities being carried out in the Higher Education Institutions and R&D organization. Awareness about proper documentation, literature referred during research activities has been improved and researchers are more vigilant in citing information in their scholarly works.

### Anti-Plagiarism Service “Turnitin”

Plagiarism detection service ‘Turnitin’ has been provided to all public and private sector HEIs by the HEC in order to facilitate authentication of contents. Some of the salient features of this strategy are as follows:

- ▶ The unlimited accounts have been acquired for period of one year and each University has been given 720 student accounts whereas accounts for all faculty members can be created. The administrative privileges of the service are provided to focal person nominated by the university, who will be the resource person for rest of the faculty members
- ▶ Technical support and facilitation through emails, phone and personal visit is provided

- round the clock
- ▶ Turnitin guidelines for Instructors and Administrators are developed and uploaded on the HEC website
  - ▶ Continuously monitoring the Turnitin usage of the Universities
  - ▶ Focal persons conduct Quarterly training sessions at respective campuses

#### **Pakistan Qualification Framework (PQF):**

Pakistan Qualification Framework (PQF) encompasses a comprehensive list of all quality assured qualifications in Pakistan. Each accredited qualification offered in Pakistan has been assigned a level. The PQF consists of Entry level to level 8, describing the difficulty of qualifications at each level and the same has been uploaded on the HEC website.

#### **Pakistan Qualification Register:**

The Pakistan Qualification Register is also the part of PQF which provides all the information regarding the accredited higher qualifications and institutions recognized by the Higher Education Commission of Pakistan.

#### **Subject Classification List:**

The subjects offered by HEIs/DAIs of Pakistan has been categorized, therefore, the qualifications offered by HEIs/DAIs in Pakistan have been included in Joint Academic Classification of Subjects (JACS) list and the same has been upload on HEC website.

#### **Financial Scenario of HEC:**

For efficient allocation and disbursement of public funds, HEC has developed a formula based funding mechanism that assigns appropriate weights to

different need and performance indicators along with students and faculty strength. The detail of recurring funds released to higher education sector during last 4 years is given in Table 10.12.

**Table 10.12: Recurring Grant Released**  
(Rs. million)

Year	Recurring Grant Released
2007-08	12,536.498
2008-09	15,766.425
2009-10	21,500.000
2010-11	29,057.000
2011-12	28,887.318
2012-13	35,778.278

Source: HEC.

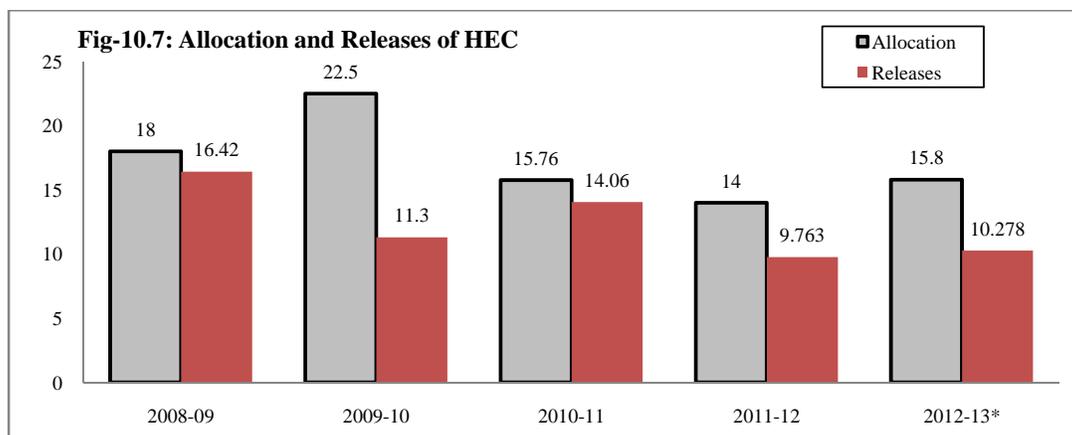
To streamline and support institutional processes and operations, the HEC has successfully introduced/installed SAP Enterprise Resource Planning (ERP) application in its offices. The HEC has introduced a tenure track system, which offers a market based competitive salary package to attract and retain intelligentsia in public sector institutions of higher learning. Currently, there are 1,750 tenure track teachers working in different public sector universities.

#### **Planning & Development:**

In the development portfolio of HEC, there are 168 approved development projects and only 07 new projects were allowed to be included in current year PSDP 2012-13. The allocation has been revised during 2012-13 from Rs. 15.800 billion to 15.590 billion and so far Rs. 10.278 billion has released up till April 2013. The HEC would be able to complete 56 development projects during the current financial year if entire development budget is released. The year wise breakup is given in Table 10.13 below:

<b>Table 10.13: Development Expenditure</b>			(Rs. Billion)
Financial Year	Allocation	Releases	
2008-09	18.00		16.42
2009-10	22.50		11.30
2010-11	15.76		14.06
2011-12	14.00		9.763
2012-13*	15.800		10.278
<b>Total</b>	<b>86.060</b>		<b>61.821</b>

Source: HEC, \*: The releases are till April. 2013



### Education Survey:

Annual Status of Education Report (ASER), 2012 is a citizen led household based learning survey mostly in rural and selected urban areas. It measures learning levels of children 5-16 years the same age group as identified for compulsory education in Article 25 A of the Constitution of Pakistan. ASER is conducted each year across Pakistan and will continue up to 2015. It is led by the Idara-e-Taleem-o-Agahi (ITA) in collaboration with the National

Commission for Human Development (NCHD), Sindh Education Foundation and many other Civil Society Organizations (CSOs). In 2012, ASER's specifically trained 9,000 member volunteer team who surveyed 82,521 households in 4033 villages and 4,226 blocks across 136 rural and 6 urban districts of Pakistan. Detailed information of 251,444 children aged 3-16 has been collected (59% male and 41% female), amongst which 216,125 children aged 5-16 years were tested for language and arithmetic competencies.

### Box-II

#### ASER 2012 National Summary (RURAL)

##### Enrolment:

- ▶ In 2012, 75.5% of 5-16 year old children in rural Pakistan were enrolled in schools whereas 24.5% children were out-of-school. Compared to 2011, enrollment levels of rural Pakistan have fallen whereas percentage of out-of-school children is on the rise.
- ▶ Nationally, there is an increasing gender gap in out-of-school children with more girls than boys not being enrolled or have dropped out of school. In ASER 2011, amongst the 20% out-of-school children, 10% were males and 11% were females whereas as per ASER 2012, 10% boys continue to remain out-of-school and 13% females were out-of-school.
- ▶ Pre-school enrollment (3-5 years) was 37.1%, gradually approaching the National Action Plan's (NAP) target of 50% enrollment in pre-school by 2015. Highest enrollment in this age group was 56.1% in ICT and the lowest in Balochistan with 22.3%.

##### Quality of Learning:

- ▶ Learning levels in all three competencies i.e. Language (Urdu/Sindhi/Pashto), English and Arithmetic have been improved since last year but still remain poor. Half of the children from Class 5 still cannot read Class 2 Urdu/Sindhi/Pashto story.
- ▶ In ASER 2011, 47% of Class 5 students were reported as being able to read a story compared to 51% of Class 5 students who could do so in 2012. For English this year, 48% of class 5 students were reported to read Class 2 level English sentences as compared to 41% of Class 5 students who could do so in 2011. Similarly, forty-four percent of Class 5 students were able to do 3-digit division sums compared to 37% of children in 2011.
- ▶ Punjab was found to be the best and FATA the worst in terms of average assessment results for the three (English, Arithmetic and Language) assessments. When assessment results for class 5 children in all the regions of the country were assessed, FATA was identified as the least satisfactory. Only 17% of the Class 5 children in the region of FATA were able to accomplish Class 3 level tasks in Arithmetic and Class 2 level tasks for English and reading language. GB was found to be the best performing region in English. Punjab was the best performing province in the reading language and Arithmetic tasks.

**Similar Pattern of improvement for basic reading levels can be seen for children in class 3**

- ▶ Twenty percent of the children of class 3 could read a story in Urdu/Pashto/Sindhi which is the highest competency level. The proportion of children achieving this competency level has risen by 3% when compared to the previous year.
- ▶ Nineteen percent of the children of class 3 could read sentences in English whereas 81% could not do so. In 2011, only 13% could read sentences in English. Therefore, some level of improvement in the quality of learning can be seen.
- ▶ Fifteen percent of children of class 3 could do 3-digit division whereas 85% were not able to do so. In the previous year, only 10% of the children could read the highest competency level in Arithmetic.

**Private Tuition Trends:**

- ▶ Private tuition incidence and uptake is more prevalent among private than government school students. Around 25% of all private school-going children were found taking paid tuition compared to only 6% of all government school children.

**Multi Grade in 2 and 8:**

- ▶ Half of all government schools surveyed nationally had Class 2 students sitting with other classes. It was found that 50% of the surveyed government schools and 28% of the surveyed private schools had Class 2 sitting with other classes. Also, seventeen percent of surveyed government schools and 22% of surveyed private schools had Class 8 sitting with other classes.

**Mother Tongue Findings and Preferred Language for Medium of Instruction:**

- ▶ ASER 2012 survey findings reveal that 41 different languages were used in the surveyed households throughout Pakistan. The 5 languages used commonly were: Pashto (27%), Punjabi (19%), Sindhi (16%), Balochi (10%) and Siraiki (7%).
- ▶ Each surveyed household was also asked their preferred medium of instruction for their children in schools. 46% of all the households surveyed preferred Urdu as the medium of instruction in schools. Home language was preferred by a major proportion of 37% of all households and 17% surveyed households preferred English.
- ▶ It was also found that only 22% of mothers in the sampled households had completed at least primary schooling against 47% of fathers.

**School Facilities (RURAL):**

- ▶ ASER 2012 surveyed **3,934** government and **1,660** Private schools in Pakistan. The figures for 2012 show a slight improvement in attendance of teachers and students and provision of school facilities in schools.

**Useable Facilities:**

- ▶ National figures for 2012 show a slight improvement in the proportion of schools with useable water and toilet facilities. Of the total government primary schools surveyed, 66% had useable water facility and 50% had a functional toilet.
- ▶ Although there is an improvement but still the figures are not promising enough as private sectors stays dominant in the provision of basic facilities. Of the total private primary schools surveyed, 84% had useable water facility and 75% had a functional toilet.
- ▶ In ASER 2012, boundary walls were found in 62% of the surveyed government and 72% of the surveyed private primary schools as compared to 65% of the surveyed government primary schools and 77% of the surveyed private schools last year.
- ▶ Larger proportions of surveyed government high schools had computer labs and library books in their premises as compared to private schools. 57% of the surveyed government high schools had library books available for students to use in the school premises, while 53% of the private schools had the same facility. Similarly 46% of government high schools had computer labs as opposed to 38% private high schools.
- ▶ ASER 2012 further identified that government schools have more qualified teachers than private schools. Thirty-four percent of the teachers in government schools had post-graduate degrees, while private schools had only 21% teachers. Sixteen percent of the teachers had Masters in Education in government schools, while only 10% of the teachers in private schools had the same degree.
- ▶ Overall teacher attendance in government schools was 87% while the overall attendance in private schools was 88% as per the register.
- ▶ Overall, Punjab was the region with the highest percentage of primary schools with useable facilities. It had useable facilities in 77% of all ASER-surveyed primary schools. GB was ranked a close second with 69% of ASER-surveyed primary schools having useable facilities. KP was ranked last with only 32% of all ASER-surveyed primary schools having useable facilities.

**URBAN Trends:**

- ▶ In 2012, overall 92.8% children aged 5-16 years were found to be enrolled in 6 urban districts surveyed whereas 7.2% (3% of girls and 4% of boys) children were found to be out-of-school.
- ▶ Private schools absorb a large share of school aged children. 59% of all school going children are enrolled in non-state schools in urban areas.
- ▶ 41% of the children enrolled in private schools are girls and 59% are boys.
- ▶ The proportion of children in class 5 who were able to read a class 2 level Urdu story text were reported to be 60% as compared to 59% in ASER 2011. For English, this year 60% of Class 5 students were reported as being able to read Class 2 English sentences compared to 67% of Class 5 students who could do so in 2011. Similarly, fifty-three percent of Class 5 students were able to do 3-digit division sums in 2012 as compared to 50% in 2011.
- ▶ It was also found that private tuition incidence was more prevalent among private than government school students. Around 39% of all private school-going children take paid tuition as compared to 27% of all government school children.
- ▶ Percentage of primary schools having facilities in urban areas is twice more than rural areas. Of the total government primary schools surveyed, only 17% did not have useable water facility and 12% did not have functional toilets.
- ▶ The percentage of private primary schools found with useable water facility was 97% and 88% had functional toilets in 2012.

Source:ASER,2012AnnualReport

Education plays a pivotal role for creation of skills and human capital which certainly leads to higher economic growth. In our country, education is recognized as a fundamental right. Pakistan is, therefore, cognizant of the fact that achievement of Universal Primary Enrolment will go a long way forward to improve overall education and literacy level. The government of Pakistan is hence committed to improving both the quality and the coverage of education through effective policy interventions and expenditure allocations. International commitments require political will to achieve EFA goals and MDGs.

The time factor for achieving UPE by 2015 and making education available to all the children, is too critical but not impossible. The sincere and serious efforts for educational improvement have been started. In the first step, the percentage of expenditure on primary education has increased substantially to achieve UPE by 2015 and then the overall public expenditure on elementary and secondary education as percentage of government spending on education has also increased considerably to ensure free and compulsory education.