



# Education

## Introduction

Education is a form of learning in which the knowledge, skills and habits of group of people are transferred from one generation to the next generation through teaching, training, or research. Education is a social instrument through which man can guide his destiny and shape his future. A knowledge society can be build by making the education process more effective which in turn provide foundations for socio-economic development of the country. Hence, the role of education has become centric to develop knowledge economy since literate and skilled citizen play a pivotal role in the development/prosperity of the country.

To obtain the objective of educated and skilled human resource, large investment in education is very important as education would help the stakeholders in changing their mindset to get maximum literacy rate. Private and public development sectors have to fulfill their corporal social responsibilities in education sector. The linkage of education with the industrial/ commercial sectors would open the avenues of development and employment. They need to establish state of the art educational institutions in the premises of their set-up/organization. Hence, there is need to develop a strong interaction between the industries and academy as academic-industrial linkage is the foundation stone for innovation and technology development which certainly leads the country to economic growth.

According to Article 25-A of the Constitution of Pakistan, the state should provide free and compulsory education to all the children between 5 and 16 years of age in Pakistan. Similarly, Pakistan is also a signatory to various international conventions on education, including the education for All in 1990 and Millennium Development Goals (MDGs) joint declaration on Education and the Dakar Framework for Action (April 2000). These conventions make it mandatory for the state to ensure that the fundamental right of education is provided to all its citizens without any discrimination.

As per National Educational Policy 2009, our education system focused on to provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nation, the concepts of tolerance, social justice, democracy, their regional & local culture and history based on the basic ideology articulated in the Constitution of the Islamic Republic of Pakistan.

In view of the 18<sup>th</sup> Amendment, the country's federating units; including Azad Jammu and Kashmir signed a joint declaration on education to abide by all the international commitments, including the MDGs. The provincial governments also affirmed their commitments in true spirit to implement legislation on children's right to free and compulsory education.

## Role of Private Sector in Education

In the rural areas of Pakistan, almost 74 percent students attend public schools while 26 percent students attend private schools including Madrasah etc and in urban areas 41 percent go to public schools while 59 percent students attend private schools including Madrasah etc. The contribution of private sector is very low as compared to other countries of the region. At national level with the collaboration of provincial governments, some corrective measures are needed to encourage private sector which can be beneficial in increasing the number of students' enrollment as well as, can create a competition among public and private educational institutions especially in the rural areas of the country. The parents will have the opportunity to send their children to the best institutions either in public or private sector.

## Millennium Development Goals (MDGs) of Education

Primary education plays a crucial role in the whole education system. It lays foundation for secondary, college and tertiary education. An effective and efficient process at primary level would be helpful to attain the goal of another cycle of secondary education. It is now widely accepted that

development of human capital (education and skills) is critical to a country achieving growth and prosperity and improving human development outcomes. The Government of Pakistan is fully committed towards the achievement of the MDGs Goal 2 and Goal 3 which focus towards development of education.

**Goal 2: To Achieve Universal Primary Education (UPE)**

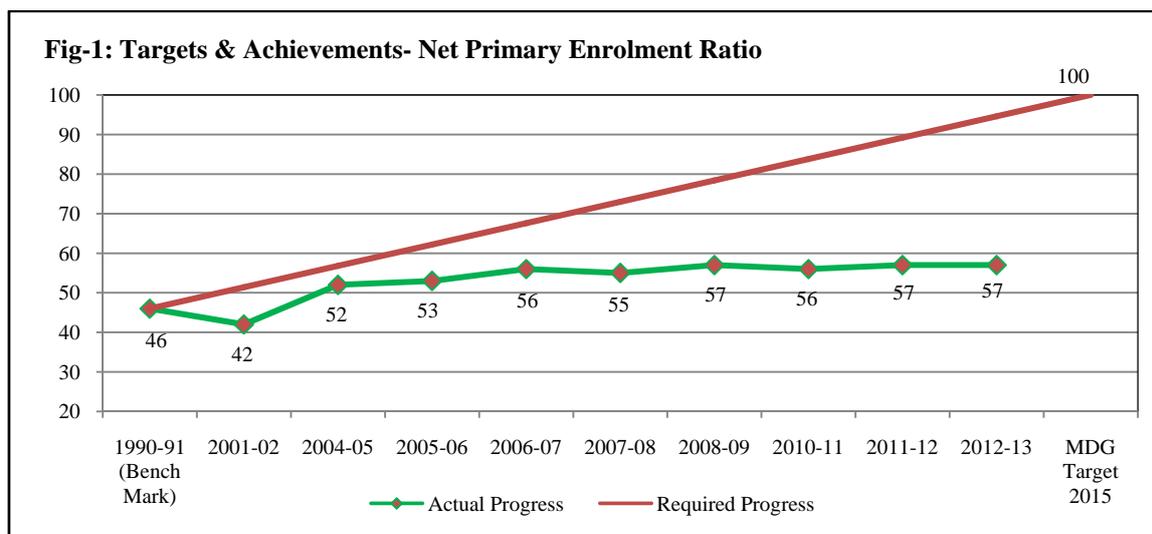
**Target:** MDG 2 aims to achieve 100 percent primary school enrolment, 100 percent completion of education from grades 1-5 and an 88 percent

overall literacy rate. The target is aimed to be achieved by 2015, for which joint efforts are being made at both federal and provincial level to increase the enrollment at primary level. During 2013-14, the federal government budget for education was Rs. 59.28 billion while PSDP of federal government was Rs.5.72 billion for the expansion and development of Basic and College Education. In addition, the provincial governments have also allocated Rs. 59.440 billion to accelerate the pace of education at all levels and to achieve the MDGs targets. The achievements made up to 2012-13 are given in the Table 10.1 and 10.2.

**Table 10.1: Progress towards Goal 2 at National Level** (Percentage)

| Indicator                                  | 1990-91<br>(Bench<br>Mark) | 2001-02 | 2004-05 | 2007-08 | 2010-11 | 2011-12 | 2012-13 | MDG<br>Target<br>2015 |
|--|----------------------------|---------|---------|---------|---------|---------|---------|-----------------------|
| Net Primary Enrolment Ratio<br>(5-9 Years) | 46                         | 42      | 52      | 55      | 56      | 57      | 57      | 100                   |
| Completion/Survival rate<br>Grade 1 to 5   | 50                         | 57      | 67      | 52      | 49      | 50      | -       | 100                   |
| Literacy Rate (%)<br>10 years and above    | 35                         | 45      | 53      | 56      | 58      | 58      | 60      | 88                    |

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13.



**Table 10.2: Progress towards Goal 2 by 2012-13 at Provincial Level** (percentage)

| Indicators                                | National                                   | Punjab                                     | Sindh                                      | Khyber<br>Pakhtunkhwa                      | Balochistan                                |
|---|--|--|--|--|--|
| Net Primary Enrolment Rate<br>(5-9 Years) | <b>Total: 57</b><br>Male: 61<br>Female: 54 | <b>Total: 62</b><br>Male: 64<br>Female: 60 | <b>Total: 52</b><br>Male: 56<br>Female: 48 | <b>Total: 54</b><br>Male: 59<br>Female: 48 | <b>Total: 45</b><br>Male: 54<br>Female: 35 |
| Completion/Survival Rate<br>1 grade to 5  | -  | -  | -  | -  | -  |
| Literacy Rate (%)<br>10 years and above   | <b>Total: 60</b><br>Male: 71<br>Female: 48 | <b>Total: 62</b><br>Male: 71<br>Female: 54 | <b>Total: 60</b><br>Male: 72<br>Female: 47 | <b>Total: 52</b><br>Male: 70<br>Female: 35 | <b>Total: 44</b><br>Male: 62<br>Female: 23 |

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13

### Goal 3: Promoting Gender Equality and Women Empowerment

**Target:** MDG 3 promotes gender equality in education and aims to eliminate gender disparity in primary and secondary education by 2005, and at all levels of education by 2015. MDG 3 focuses upon the key challenges faced by women in three major areas; education, employment and political

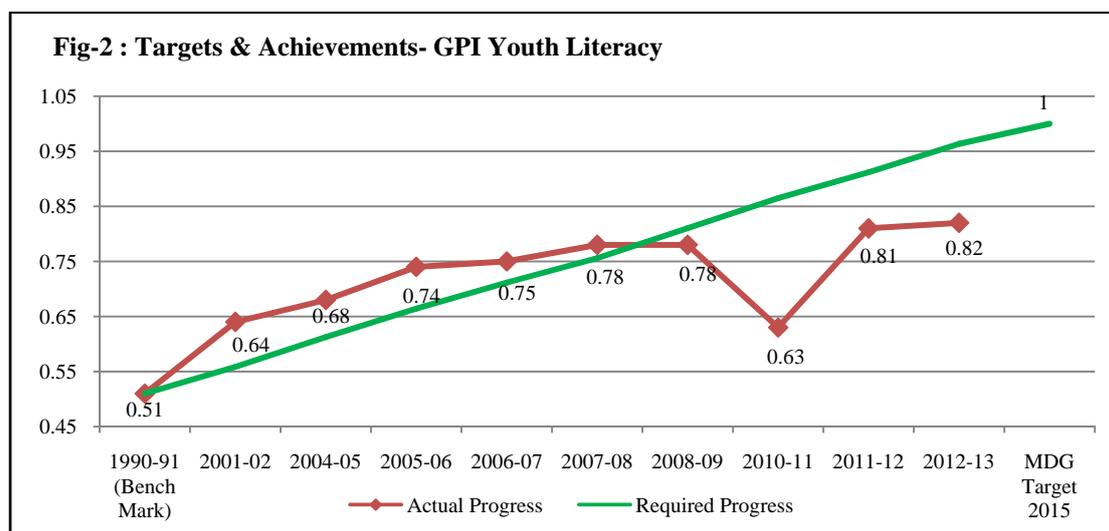
participation. Female education not only results in having access to labour opportunities, good wages but also directly affects their children in attaining higher education and also reduces mortality rates in a way that educated women possess better understanding relating to health related issues. The targets to be achieved by 2015 and achievements made up to 2012-13 are given in the Table 10.3 and 10.4.

**Table 10.3: Progress towards Goal 3 at National Level**

(percentage)

| Indicators                                 | 1990-91<br>(Bench<br>Mark) | 2001-02 | 2005-06 | 2008-09 | 2010-11 | 2011-12 | 2012-13 | MDG<br>Target<br>2015 |
|--|----------------------------|---------|---------|---------|---------|---------|---------|-----------------------|
| Primary Education<br>(Age 5-9 Years)       | 0.73                       | 0.82    | 0.85    | 0.88    | 0.88    | 0.90    | 0.89    | 1.00                  |
| Secondary Education<br>(Age 14-15 Years)   | n/a                        | 0.75    | 0.78    | 0.81    | 0.85    | 0.81    | 0.89    | 0.94                  |
| Youth Literacy<br>(Age 15 years and above) | 0.51                       | 0.65    | 0.74    | 0.78    | 0.63    | 0.81    | 0.82    | 1.00                  |

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13.



**Table 10.4: Progress towards Goal 3 by 2012-13 at Provincial Level**

(percentage)

| Indicators                              | Punjab | Sindh | Khyber<br>Pakhtunkhwa | Balochistan |
|---|--------|-------|-----------------------|-------------|
| Primary Education (Age 5-9 Years)       | 0.93   | 0.86  | 0.81                  | 0.65        |
| Secondary Education (Age 14-15 Years)   | 1.00   | 0.82  | 0.68                  | 0.52        |
| Youth Literacy (Age 15 years and above) | 0.90   | 0.78  | 0.61                  | 0.46        |

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13.

#### Box-1: Millennium Development Goals Acceleration Framework (MAF) [2013-16]

Ministry of Education, Trainings & Standards in Higher Education, Government of Pakistan has developed a National Plan of Action for MDGs Acceleration Framework (MAF) 2013-16. The National Education Plan focusing on; (i) bringing in maximum number of primary age, out of school children to be enrolled in formal and non-formal schools through provision/expansion of schools, awareness campaigns, etc (ii) increase retention in primary grades through provision of proper teaching-learning environment, textbooks, other incentives, etc., (iii) improve quality of education through teachers' training, community participation, etc. and (iv) specific provision of other incentives (e.g. stipends, food for education, uniforms, etc) to retain children from most disadvantaged/rural/remote areas, especially girls. To achieve the target, total plan costs Rs.784 billion and during this period 1,326,905 new schools will be enrolled in the country.

The National Plan of Action estimates a total 6.7 million primary-aged out-of-school children during 2013-16. Of these 5.06 million children are expected to be enrolled in the country. For this, the gross national cost estimate is Rs. 189 billion i.e. around US \$ 2 billion. The Government of Pakistan is committed to gradually increase the allocation to education from the present 2% of GDP to 4% of GDP by 2018.

In this, the provincial allocations to primary education will have to be substantially increased to reach out to the disadvantaged groups such as rural and remote areas, urban poor, girls, ethnic minorities, etc.

Source: National Plan of Action 2013-16, Ministry of Education, Trainings & Standards in Higher Education

### National Education Policy

To address the challenges facing at different level of education and to achieve MDGs targets, the National Education Policy (NEP) 2009 also emphasized the need for education reforms addressing financing issues of the sector which the federal as well as provincial governments are trying hard to increase and to meet the requirements. Significant reforms include:

- ▶ Strengthening the planning and implementation capacity of the government
- ▶ Improving utilization of resources by educational institutions
- ▶ Enhancing governance for greater accountability of education service providers to the country
- ▶ Capacity building of district and local level institutions
- ▶ Strengthening the role of communities through community schools.

After implementation of 18<sup>th</sup> Constitutional Amendment, education became the responsibility of the provincial/district governments. NEP 2009 reveals that the policy making shall remain a national function with participation from the federal government and the provincial/district governments in a national forum; and the Inter-Provincial Education Ministers' (IPEM) shall oversee the implementation of NEP 2009 and review its progress periodically.

The first IPEM Conference was held on 11<sup>th</sup> February, 2014 represented by all the provinces/regions. During the conference, establishment of the "National Curriculum Commission" was proposed in order to maintain a uniform standard of education all over the country.

### Challenges

The basic and college education in Pakistan is facing various challenges. These challenges comprised as following:

- ▶ After 18<sup>th</sup> Amendment, a framework development is required to integrate initiatives taken by federal as well as provincial governments to achieve the given targets
- ▶ A comprehensive Human Resource Development policy is needed to be coherence with other socio-economic policies of the government
- ▶ Our education system in deeni madaris should be mainstreamed which enables the graduates of deeni madaris to compete in the job market
- ▶ In both public and private sector, a common curricula framework development is required in general as well as professional education
- ▶ In less developed areas, a comprehensive development plan of action is mandatory for improving education of the English language
- ▶ A comprehensive school language policy should be developed in consultation with provincial and districts governments and other stakeholders
- ▶ For future planning, an authentic and incorporated database should be developed for better appraisal of education indicators
- ▶ In order to attain the education goals, capacity building of teachers and head of institutions should be mandatory
- ▶ In the education sector, a transparent system for development and better utilization of private sector initiatives is needed.

### Vision 2025 on Education

According to policy guidelines given in (Draft) Vision 2025 for Pakistan; aims at substantial expansion in access to education as well as making significant improvements in quality of education. Pakistan ranks 113<sup>th</sup> out of 120 countries in the UNESCO's Education for All Education Development Index. Pakistan's literacy rate 60 percent lags well behind the country's neighbours. According to UNESCO's Education For All (EFA) Global Monitoring report 2013, Pakistan has almost 5.5 million out of school children, the second highest number in the world after Nigeria. There is a high dropout rate at the primary, secondary and tertiary level. Annual expenditure is very low as

hardly 2.0 percent of its GDP on education. A high proportion of this allocation is spent on salaries and other administrative expenses, leaving a small amount for betterment of education. The quality of education is a serious challenge; poorly qualified and untrained teachers, irrelevant curriculum, non availability of textbooks, shortage of other learning materials, insufficient space due to which learning levels are low, teacher's absenteeism are the main issues.

According to (Draft) Vision 2025, development of a society in which every child, youth and adult must have access to quality education without discrimination. Provinces will lead the education development with active support from the federal government. The provincial governments showed their commitments to increase their education budget spending. Curriculum reform and modernized teaching methods will improve the quality of education. Quality of teaching in public schools will be improved by providing capacity building training arrangements; accreditation and certification procedure of the institutions should be standardized and institutionalized. The significance

of the curriculum will be improved to reduce the dropout rate and special effort will be made to increase the enrolments of girls by providing special incentives, protection and as well as to reduce the dropout rates.

The 11<sup>th</sup> Five Year Development Plan (2013-18) is under preparation and emphasizes on technical education. Vocational and technical education numbers will be increased to 50 percent of all secondary enrolment by 2025. Technical and Vocational Education institutions should collaborate with businesses in identifying equipment and teaching materials in accordance with skills required by businesses (Re-engineering the curricula). Vocational training facilities, Polytechnic Institutions should be established at federal and provincial level on needs basis. Secondary education enrolment will be increased from 5 percent to 10 percent. Higher Education Commission will assist the development of universities and colleges by providing quality university education through merit scholarships, research, and de-politicization of university campuses and good governance.

#### Vision 2025 Education Goals

| Indicators                               | Latest National Value | Target 2025 |
|--|-----------------------|-------------|
| Net Primary Enrolment Ratio (%)          | 57                    | 100         |
| Completion/Survival rate Grade1 to 5 (%) | 50                    | 100         |
| Literacy Rate (%)                        | 60                    | 90          |

#### Literacy

Literacy rate is one of the important indicator of education as its improvement is likely to have a long run impact on other important indicators of national welfare. According to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey 2012-13, the literacy rate of the population (10 years

and above) is 60 percent as compared to 58 percent in 2011-12. Literacy is higher in urban areas than in rural areas and much higher among male. Province wise data suggests that Punjab leads with 62 percent followed by Sindh with 60 percent, Khyber Pakhtunkhwa with 52 percent and Balochistan with 44 percent. The details are given in Table 10.5.

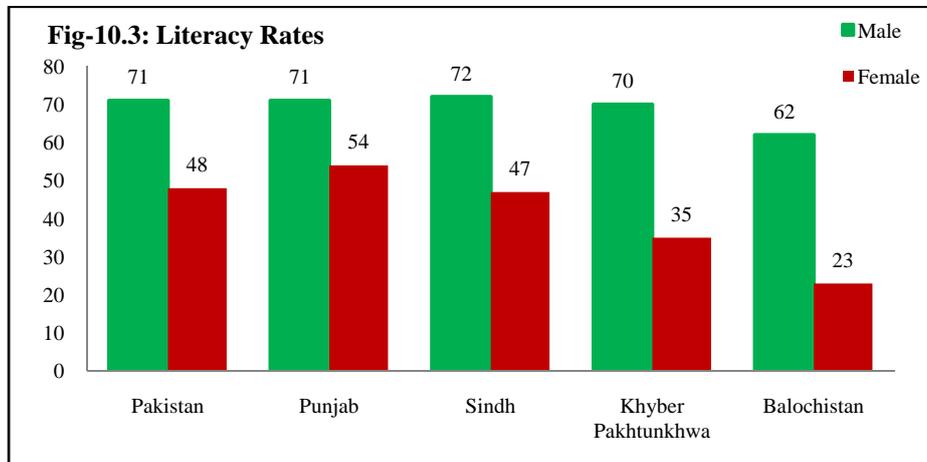
**Table 10.5: Literacy Rate (10 Years and Above)-Pakistan and Provinces** (percent)

| Province/Area             | 2011-12   |           |           | 2012-13   |           |           |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                           | Male      | Female    | Total     | Male      | Female    | Total     |
| <b>Pakistan</b>           | <b>70</b> | <b>47</b> | <b>58</b> | <b>71</b> | <b>48</b> | <b>60</b> |
| Rural                     | 64        | 35        | 49        | 64        | 37        | 51        |
| Urban                     | 82        | 68        | 75        | 82        | 69        | 76        |
| <b>Punjab</b>             | <b>70</b> | <b>51</b> | <b>60</b> | <b>71</b> | <b>54</b> | <b>62</b> |
| Rural                     | 65        | 41        | 52        | 66        | 45        | 55        |
| Urban                     | 80        | 70        | 75        | 82        | 72        | 77        |
| <b>Sindh</b>              | <b>72</b> | <b>47</b> | <b>60</b> | <b>72</b> | <b>47</b> | <b>60</b> |
| Rural                     | 58        | 23        | 41        | 59        | 22        | 42        |
| Urban                     | 85        | 70        | 78        | 84        | 70        | 77        |
| <b>Khyber Pakhtunkhwa</b> | <b>72</b> | <b>35</b> | <b>52</b> | <b>72</b> | <b>35</b> | <b>52</b> |
| Rural                     | 70        | 31        | 50        | 69        | 31        | 49        |
| Urban                     | 80        | 51        | 65        | 78        | 52        | 66        |
| <b>Balochistan</b>        | <b>65</b> | <b>23</b> | <b>46</b> | <b>62</b> | <b>23</b> | <b>44</b> |

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

| Province/Area | 2011-12 |        |       | 2012-13 |        |       |
|---------------|---------|--------|-------|---------|--------|-------|
|               | Male    | Female | Total | Male    | Female | Total |
| Rural         | 60      | 16     | 40    | 55      | 15     | 37    |
| Urban         | 79      | 44     | 62    | 81      | 47     | 65    |

Source: Pakistan Social and Living Standards Measurement Survey, 2012-13



**Primary Enrolment Rates**

**A. Gross Enrolment Rates**

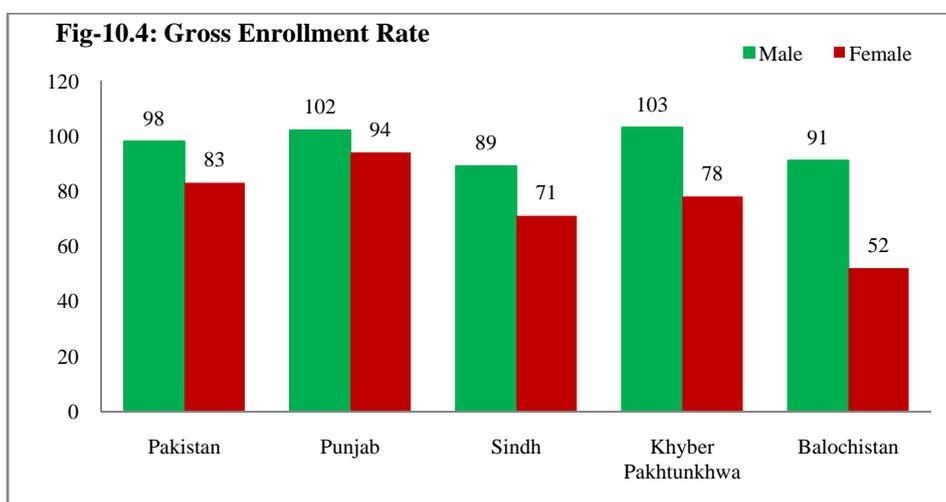
Gross Enrolment Rates (GER) referred to the participation rate of children attending primary schools divided by the number of children aged 5 to 9 years. GER at the primary level excluding Katchi (prep) for the age group 5-9 years at national level during 2012-13 remained at 91percent. Province

wise data suggests that Punjab remained stable with Primary level GER at 98 percent; Sindh showed improvement to 81 percent in 2012-13 against 79 percent in 2011-12 and Khyber Pakhtunkhwa also improved to 91 percent in 2012-13 against 89 percent in 2011-12 while Balochistan also witnessed improvement from 73 percent in 2012-13 as compared to 69 percent in 2011-12. The details are given in Table 10.6.

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

| Province/Area      | 2011-12   |           |           | 2012-13   |           |           |
|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                    | Male      | Female    | Total     | Male      | Female    | Total     |
| <b>Pakistan</b>    | <b>97</b> | <b>83</b> | <b>91</b> | <b>98</b> | <b>83</b> | <b>91</b> |
| Punjab             | 103       | 93        | 98        | 102       | 94        | 98        |
| Sindh              | 87        | 71        | 79        | 89        | 71        | 81        |
| Khyber Pakhtunkhwa | 99        | 78        | 89        | 103       | 78        | 91        |
| Balochistan        | 86        | 49        | 69        | 91        | 52        | 73        |

Source: Pakistan Social and Living Standards Measurement Survey, 2012-13



## B. Net Enrolment Rates

Net Enrolment Rates (NER) at the primary level refers to the number of students enrolled in primary schools of age 5 to 9 years divided by the number of children in the same 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 (1-5) divided by the total number of children aged 5 to 9 years.

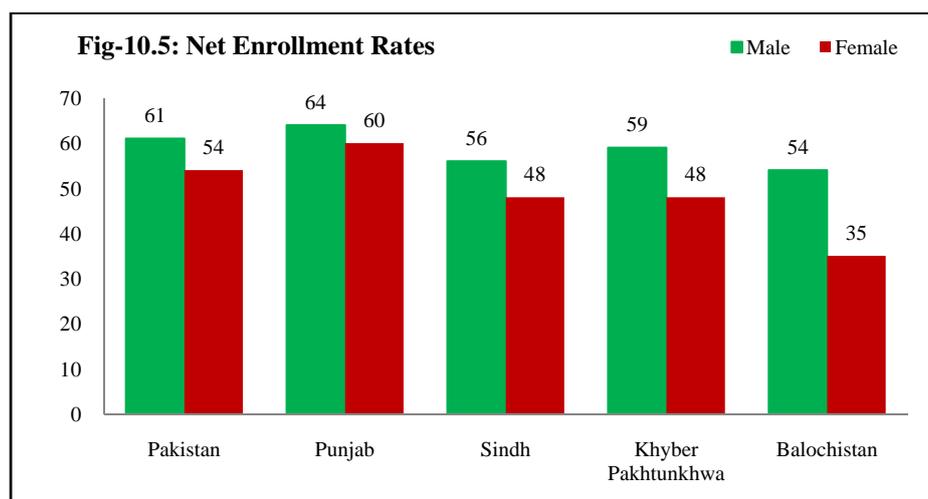
Table 10.7 show the net primary level enrolment rates at the national/provincial (excluding

prep/Katchi class) level for the age group 5-9 years. NER at the national level during 2012-13 remained at 57 percent. Province wise comparison reveals that Punjab witnessed 62 percent in 2012-13 as compared to 64 percent in 2011-12. Sindh showed improvement at 52 percent in 2012-13 as compared to 50 percent in 2011-12; Khyber Pakhtunkhwa witnessed a slight improvement at 54 percent in 2012-13 as compared to 53 percent in 2011-12 while Balochistan witnessed a prominent improvement at 45 percent in 2012-13 as compared to 39 percent in 2011-12.

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

| Province/Area      | 2011-12 |        |       | 2012-13 |        |       |
|--------------------|---------|--------|-------|---------|--------|-------|
|                    | Male    | Female | Total | Male    | Female | Total |
| Pakistan           | 60      | 54     | 57    | 61      | 54     | 57    |
| Punjab             | 65      | 62     | 64    | 64      | 60     | 62    |
| Sindh              | 53      | 47     | 50    | 56      | 48     | 52    |
| Khyber Pakhtunkhwa | 59      | 48     | 53    | 59      | 48     | 54    |
| Balochistan        | 48      | 28     | 39    | 54      | 35     | 45    |

Source: Pakistan Social and Living Standards Measurement Survey, 2012-13.



## Educational Institutions and Enrolment

### i). Pre-Primary Education

Pre-Primary education is the basic step for Early Childhood Education (ECE). Prep or Katchi class is meant for children between 3 to 4 years of age. At national level, a decline of 2.4 percent was observed in Pre-Primary enrolment as it dropped to 9.28 million in 2012-13 as compared to 9.51 million in 2011-12. However, it is estimated to increase by 2.0 percent i.e. from 9.28 million to 9.47 million during 2013-14. [Table 10.8].

### ii). Primary Education (Classes I-V)

At national level, a total of 158.6 thousands Primary Schools with 427.7 thousands teachers were functional in 2012-13. An increase of 0.5 percent in

primary enrolment is witnessed as it increased to 18.8 million in 2012-13 against 18.7 million in 2011-12. However, it is estimated to remain stable to 18.8 million in 2013-14. [Table 10.8].

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

During academic year, a total of 42.1 thousand middle schools with 362.6 thousand teachers were functional in the whole country. At national level, an increase of 3.3 percent in middle enrolment is observed as it increased to 6.2 million in 2012-13 against 6.0 million in 2011-12. However, it is estimated to increase by 3.2 percent i.e. from 6.2 million to 6.4 million during 2013-14. [Table 10.8].

**iv). Secondary Education (Classes IX-X)**

During academic year, a total of 29.8 thousand secondary schools with 489.6 thousand teachers were functional in the whole country. At national level, an increase of 7.4 percent in secondary enrolment is estimated as it increased to 2.9 million in 2012-13 against 2.7 million in 2011-12. However, it is estimated to increase by 3.4 percent i.e. from 2.9 million to 3.0 million during 2013-14. [Table 10.8].

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

At national level, a total of 4.9 thousand higher secondary schools and inter colleges with 130.1 thousand teachers were functional in 2012-13. An increase of 7.7 percent in higher secondary enrolment is observed as it increased to 1.4 million in 2012-13 against 1.3 million in 2011-12. Moreover, it is estimated to increase by 6.4 percent i.e. from 1.4 million to 1.5 million during 2013-14 [Table 10.8].

**vii). Technical & Vocational Institutes**

During academic year, a total of 3.3 thousand technical and vocational institutes with 16.1 thousand teachers were functional in 2012-13. An increase of 4.3 percent enrolment is observed as it increased to 0.30 million in 2012-13 against 0.29 million in 2011-12. However, it is estimated to increase by 3.6 percent i.e. from 0.30 million to 0.31 million during 2013-14. [Table 10.8].

**vii) Degree Colleges Education (Classes XIII-XIV)**

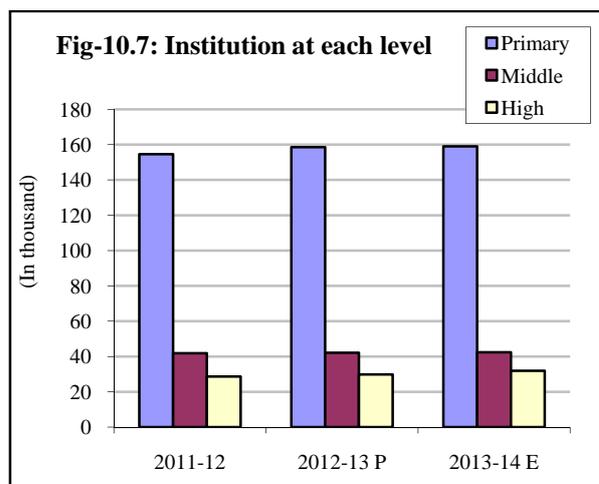
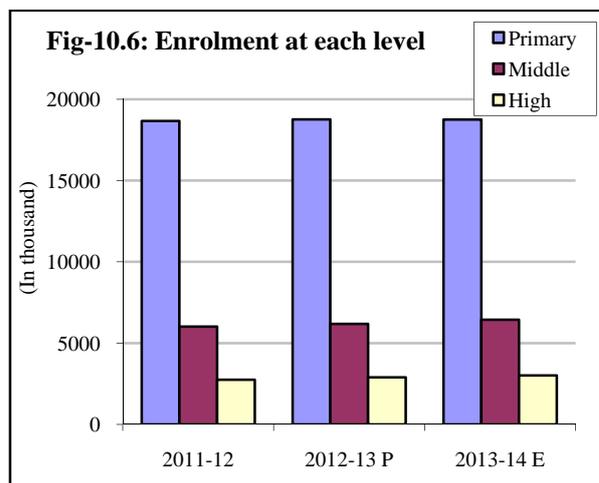
At national level, a total of 1.5 thousand degree colleges with 47.9 thousand teachers were functional in 2012-13. An increase of 27.8 percent enrolment is observed as it increased to 0.63 million in 2012-13 against 0.50 million in 2011-12. However, it is estimated to increase by 21.7 percent i.e. from 0.63 million to 0.77 million during 2013-14. [Table 10.8].

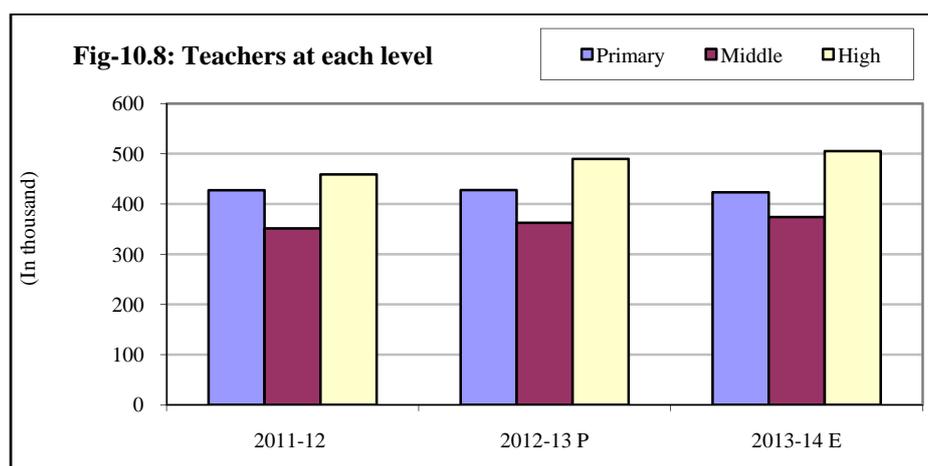
**viii) Universities Education (Classes XV onwards)**

At national level, a total of 139 universities with 77.6 thousand teachers were functional in higher education (universities) during 2012-13. An increase of 20.8 percent in the enrolment of students is observed as it increased to 1.6 million in 2012-13 against 1.3 million in 2011-12. However, it is estimated to increase by 23.5 percent i.e. from 1.6 million to 2.0 million during 2013-14. [Table 10.8].

**Overall Assessment**

The overall education situation based on key indicators such as likely enrolments, number of institutes and teachers, has shown a slight improvement. The total number of enrolments during 2012-13 was estimated at 41.1 million as compared to 40.3 million during the same period last year. This shows an increase of 2.0 percent. It is estimated to increase to 42.2 million during 2013-14. The number of institutes stood at 240.3 thousands during 2012-13 as compared to 234.5 thousands during last year. This shows an increase of 2.5 percent. However, the number of institutes is estimated to increase to 243.8 thousands during 2013-14. The number of teachers during 2012-13 was estimated at 1.55 million as compared to 1.46 million during last year showing an increase of 6.2 percent. This number of teachers is estimated to increase further to 1.62 million during the year 2013-14. [Table 10.8].





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

| Year                              | Enrolment      |                |                | Institutions   |                |                | Teachers     |               |               |
|-----------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------|---------------|---------------|
|                                   | 2011-12        | 2012-13 (P)    | 2013-14 (E)    | 2011-12        | 2012-13 (P)    | 2013-14 (E)    | 2011-12      | 2012-13 (P)   | 2013-14 (E)   |
| Pre-Primary                       | 9513.5         | 9284.3         | 9468.6         | -              | -              | -              | -            | -             | -             |
| Primary*                          | 18667.4        | 18760.1        | 18756.3        | 154.6          | 158.6          | 159.0          | 427.4        | 427.7         | 423.1         |
| Middle                            | 6020.2         | 6188.0         | 6444.1         | 41.9           | 42.1           | 42.4           | 351.4        | 362.6         | 373.9         |
| High                              | 2753.0         | 2898.1         | 3015.7         | 28.7           | 29.8           | 31.9           | 458.7        | 489.6         | 505.1         |
| Higher Sec./ Inter                | 1294.1         | 1400.0         | 1493.7         | 4.5            | 4.9            | 5.6            | 97.6         | 130.1         | 159.8         |
| Degree Colleges                   | 497.1          | 634.8          | 773.1          | 1.4            | 1.5            | 1.5            | 40.2         | 47.9          | 56.8          |
| Technical & Vocational Institutes | 289.8          | 302.2          | 313.2          | 3.3            | 3.3            | 3.3            | 15.8         | 16.1          | 16.4          |
| Universities                      | 1319.8         | 1594.6         | 1969.1         | 0.139          | 0.139          | 0.141          | 70.0         | 77.6          | 86.4          |
| <b>Total</b>                      | <b>40354.9</b> | <b>41062.1</b> | <b>42233.8</b> | <b>234.539</b> | <b>240.339</b> | <b>243.841</b> | <b>146.1</b> | <b>1551.6</b> | <b>1621.5</b> |

Source: Ministry of Professional & Technical Training, AEPAM, Islamabad

E: Estimated, P: Provisional, \*: Including Pre-Primary & Mosque Schools

### Comparative Analysis of Expenditure on Education

It is widely acknowledged that education is the single most important factor contributing to poverty alleviation. Education plays a vital role and has a cross cutting impact on all aspects of human life.

Unfortunately, public expenditure on education as percentage of GDP is lowest in Pakistan (Fig-10.9) as compared to other countries of the South Asian Region. According to CIA World Fact book sheet, the public sector expenditure on education as percentage of GDP in other countries of the region is shown in Table-10.9 below:

**Table-10.9: Comparison of Public Sector Spending on Education**

| Country    | Public Sector Spending (As % of GDP) | Literacy Rates In (%) |
|------------|--------------------------------------|-----------------------|
| Bangladesh | 2.4                                  | 59.8                  |
| Bhutan     | 4.8                                  | 52.0                  |
| India      | 3.1                                  | 73.8                  |
| Iran       | 4.7                                  | 85.0                  |
| Maldives   | 11.2                                 | 99.0                  |
| Nepal      | 4.6                                  | 66.0                  |
| Pakistan   | 2.0                                  | 60.0                  |
| Srilanka   | 2.6                                  | 91.2                  |

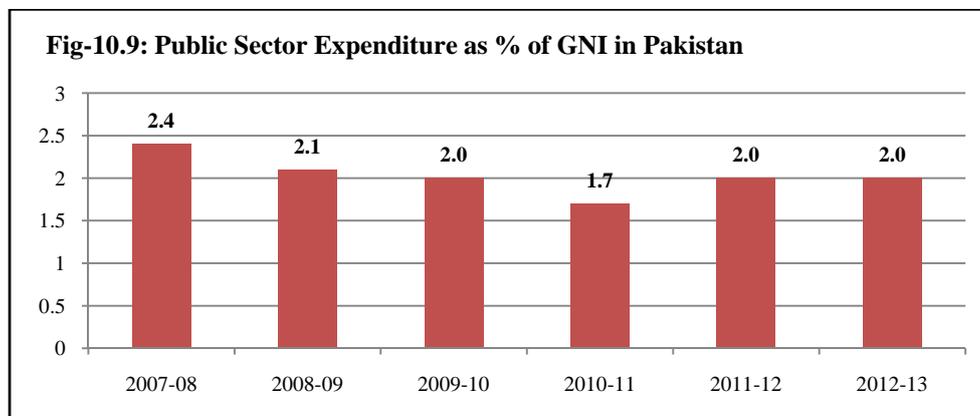
Source: CIA World Fact book, Figures for latest available years

A country which is only dependent on fisheries & tourism i.e. Maldives has high literacy rate as it spends more than among SAARC region. A cursory

look at the table indicate that Pakistan ranks at the lowest level i.e. 9<sup>th</sup> position in terms of expenditure on education amongst the South Asian countries of

the region with a literacy rate of 60 percent placing the country at 7<sup>th</sup> position. Within the region, Bhutan has a worsed outcome on both indicators. So far as, the expenditure of education as percentage of GDP is concerned, the Government of Pakistan is fully committed to enhance the allocated resources to

education sector by ensuring proper and timely utilization of funds in order to achieve the UNESCO target of 4 percent of GDP by 2018. The provincial governments are also spending sizeable amount of their Annual Development Plans (ADPs) on education to reach the targets.



## Development Programme 2013-14

### Federal Public Sector Development Program (PSDP) 2013-14

During the fiscal year 2013-14, federal government has allocated Rs.59.28 billion for education against last year Rs.57.03 billion, an increase of 4.0 percent. PSDP allocation of federal government was Rs.5.72 billion for the expansion and development of Basic and College education. The development programs / projects are as follows:

- ▶ National Book Foundation (NBF) Head Office Building, Phase-II Islamabad, Rs.6.684 million
- ▶ Establishment of FG Degree College for Women at Bhara Kahu, Islamabad, Rs.11.250 million
- ▶ Strengthening of IMCG F-7/4, Islamabad. Rs.11.124 million
- ▶ Establishment of FG Degree College for Boys at Nowshera. Rs.6.650 million
- ▶ Capacity Building of Teacher Training Institutions & Training of Elementary School Teachers in ICT, "FATA, GB & AJ&K". Rs.104.532 million
- ▶ Educational Leadership and Institutional Management (ELIM) Phase-III Rs.15.00 million
- ▶ Establishment & Operation of Basic Education Community School in the Country. Rs.2342.792 million
- ▶ Financial Management for Good Governance (FMGG) Phase-II. Rs.16.192 million
- ▶ Improving Human Development Indicators in Pakistan. (Country wide).Rs. 2367.98 million
- ▶ Use of Data for Educational Planning & Management Using Computer Software for Education Managers. Rs.7.904 million
- ▶ Capacity Building of Teachers Training Institutions and Training of Elementary Schools Teachers in Balochistan Rs.106.00 million
- ▶ Capacity Building of Teachers Training Institutions and Training of Elementary Schools Teachers in Khyber Pakhtunkhwa Rs.103.279 million
- ▶ Capacity Building of Teachers Training Institutions and Training of Elementary Schools Teachers in Punjab. Rs.365.543 million
- ▶ Capacity Building of Teachers Training Institutions and Training of Elementary Schools Teachers in Sindh Rs. 150.00 million
- ▶ Award of 100 Scholarships to Bangladeshi Students in Engineering and Information Technology under Prime Minister's Directive All Pakistan. Rs.5.00 million
- ▶ Award of 400 scholarships to students from Indian Occupied Kashmir in the Fields of Medicine, Engineering and I.T. Rs.35.685 million
- ▶ Award of Cultural Scholarship to students from Other Countries. Rs. 3.00 million
- ▶ Merit, Scholarship for Minority Student (Phase-II) All over Pakistan. Rs.2.569 million

- ▶ Provision of Quality Education opportunities for students of Balochistan and FATA and 03 PMUs. Rs.52.640 million
- ▶ Construction of 96 Shelter Less Primary School Buildings of Southern Districts of AJ&K. Rs.296.808 million
- ▶ Reconstruction of 70 Non-strategy institutions (30 Primary, 20 Middle, and 20 High schools) Earth quake affected Damaged School Buildings, Provision of Furniture and other equipments in 7 districts of AJ&K. Rs. 493.192 million
- ▶ Establishment of Project Monitoring &

Evaluation Cell. Rs. 2.00 million.

### **Provincial Annual Development Programs (ADPs) 2013-14**

#### **Punjab**

During the fiscal year 2013-14, Punjab government has allocated Rs. 23.31 billion against last year Rs.15.00 billion, an increase of 55.0 percent for 22 development projects for education. It includes school education Rs.15.50 billion, higher education Rs. 6.67 billion and special education Rs.1.14 billion.

#### **Box-2: Establishment of Daanish Schools**

Education is one of the top priorities of the Government of Punjab. They have made various interventions which include efforts for compulsory primary education, stipend for girls, emphasis on teachers' training for which a separate task force has been constituted which has made admirable headway in ensuring continuous up-gradation of teachers' quality, encouraging talented but poor students through scholarships to continue higher education and also encouraging them with monetary rewards, and creating extra-curricular activities amongst students at all levels.

Another important step taken by the Punjab Government is to alleviate poverty through empowering human resource and providing access to free education to the extremely under privileged sections of the society. The concept of Daanish Schools is the outcome of this vision. The salient features of the program are:-

- ▶ To enable the poorest sections of the society to have access to quality education environment and enabling infrastructure.
- ▶ Daanish Schools are being established with an objective to provide quality education to children belonging to low income segments of the society especially of the less developed areas of Punjab.
- ▶ These residential schools will cater to the most underprivileged segments of community in the less developed areas of the Punjab, providing children with free and high quality education which so far had been the domain of private schools alone.

The Daanish schools are boarding schools and look after all the requirements of the students. Excellence in studies and teachers' quality is prime focus of Punjab Government to secure the maximum return for the investment made. The grooming of these children will have linkages within the society and be able to create awareness in the neighboring communities as a multiplier effect. So far, 14 Daanish schools have been established for each boys and girls at 7 district locations (Rahim Yar Khan, Hasilpur, Chistian, Mianwali, Jand, Fazilpur and Dera Ghazi Khan).

Some of the major sector initiatives / projects in Punjab are as follows:

- ▶ Provision of missing facilities in 2500 schools (Rs.7.5 billion)
- ▶ Provision of IT labs in Elementary and Secondary schools (Rs.1.0 billion)
- ▶ Rehabilitation of school buildings in 13 flood affected districts. (Rs. 500 million)
- ▶ Provision of furniture in high schools (Rs. 500 million)
- ▶ Establishment of 22 Primary schools in Tribal areas of D.G. Khan (Rs.110 million)

- ▶ Up-gradation of newly converted colleges into Ghazi University, D.G. Khan and 4 Universities at Sialkot, Faisalabad, Bahawalpur, and Multan (Rs.163 million)

- ▶ Provision of Missing / additional facilities in colleges (Rs.1364 million)

- ▶ Construction of building of Govt. Degree College of Special Education, Bahawalpur (Rs.38.181 million)

#### **Sindh**

During the fiscal year 2013-14, Sindh government has allocated Rs. 14.99 billion against last year Rs.12.00 billion, an increase of 25.0 percent for 86

on-going and 48 new development projects for education. It includes elementary education Rs.1.336 billion, teacher education Rs.187.000 million, Sindh education foundation Rs.100.000 million, secondary education Rs.8.186 billion, college education Rs. 3.181 billion and miscellaneous Rs.1.998 billion. Some of the major sector initiatives / projects in Sindh are as follows:

- ▶ Enhancing girls' enrollment through reopening of 400 closed schools, through Rural Support Programme
- ▶ Up-gradation of Primary schools to Middle schools in Sindh. (475 units)
- ▶ Introduction of Computer Education in Middle Schools in Sindh (230 units)
- ▶ Up-gradation of Boys Primary Schools to Middle Schools in Sindh (200 units)
- ▶ Construction of Compound wall in Existing primary Schools (68 units)
- ▶ Strengthening of Provincial Institute for Teacher Education (PITE) and Capacity building of Teachers
- ▶ Rehabilitation / Re-Construction & Provision of missing facilities in existing Elementary colleges / Colleges of Education in Sindh
- ▶ Establishment of Public Schools in Sindh (05 units)
- ▶ Up-gradation of Middle Schools to High schools in Sindh (115 units)
- ▶ Restoration of historical building of Noor Muhammad High School, Hyderabad
- ▶ Establishment of English Medium Schools in Sindh (25 units)
- ▶ Establishment of Comprehensive Schools in Sindh (23 units)
- ▶ Introduction of Post graduate courses in 12 existing Degree Colleges
- ▶ Establishment of Cadet College Gadop Town Karachi
- ▶ Establishment of Benazir Bhutto Shaheed Institute of Management Sciences, Dadu
- ▶ Establishment of Boys / Girls Degree College in Sindh (23 units)
- ▶ Establishment of Shaheed Mohtarma Benazir Bhutto Govt. College of Education at Larkana
- ▶ Establishment of 05 IBA Community Colleges

- ▶ Establishment and Provision of Missing Facilities in Existing Colleges in Sindh.

### **Khyber Pakhtunkhwa**

During the fiscal year 2013-14, Khyber Pakhtunkhwa Government has allocated Rs. 11.66 billion against last year Rs. 7.12 billion, an increase of 63.0 percent for 55 ongoing and 26 new development projects in Basic and College Education. It includes elementary and secondary education Rs.8.132 billion and college education Rs.3.528 billion. Some of the major sector initiatives / projects in Khyber Pakhtunkhwa are as follows:

- ▶ Establishment of 200 Primary Schools (B&G) in Khyber Pakhtunkhwa
- ▶ Up-gradation of 120 Primary schools to Middle Schools (B&G) in Khyber Pakhtunkhwa on need basis (Phase-III)
- ▶ Establishment of 5 Model Schools in Khyber Pakhtunkhwa
- ▶ Strengthening of Planning Cell of Higher Education Department
- ▶ Establishment of 15 Government Colleges in Khyber Pakhtunkhwa for Boys and Girls (Phase-IV)
- ▶ Construction of PG, Science & IT Blocks in Government Colleges in Khyber Pakhtunkhwa
- ▶ Construction of Examination Hall, Administration Block, Additional Class rooms and Bus Garages in Government Colleges in Khyber Pakhtunkhwa
- ▶ Provision of Special / Major repair of Govt. College Buildings in Khyber Pakhtunkhwa
- ▶ Conversion of 100 Mosque Schools into Regular Primary Schools in Khyber Pakhtunkhwa
- ▶ Curriculum development in 5 Languages, composing and Printing of Curriculum and Manuals, Training of Master Trainers and Printing of extra books.

### **Balochistan**

During the fiscal year 2013-14, Balochistan Government has allocated Rs. 10.15 billion against last year Rs. 2.15 billion, for 79 on-going and 16 new development projects in basic and college education which is 23.12 percent of total development budget. It includes primary education Rs.1.449 billion, middle education Rs.3.023 billion, secondary education Rs.1.720 billion, general education Rs.566.986 million and college education

Rs.1.556 billion. Some of the major Sector initiatives / projects in Balochistan are as follows:

- ▶ Establishment of 300 New Primary Schools in Balochistan Rs.1.00 billion
- ▶ Balochistan Education Support Project. Rs.387.650 million
- ▶ Up-gradation of 300 Primary Schools into Middle Schools. Rs.1.50 billion
- ▶ Construction of additional class rooms in existing schools. Rs.1.00 billion
- ▶ Provision of Missing Infrastructure in existing schools. Rs.500.0 million
- ▶ Education Support to Government of Balochistan. Rs.111.00 million
- ▶ Up-gradation of 300 Middle Schools into High Schools. Rs.1.00 billion
- ▶ Construction of Examination Halls, Labs & Libraries in High Schools of Balochistan. Rs.500.0 million
- ▶ Establishment of Cadet College Killa Saif-Ul-Lah at Nasai (Devolved). Rs.81.923 million
- ▶ Up-gradation of Girls Inter College, Jinnah Town Quetta to Degree level. Rs.40.00 million
- ▶ Provision of Missing infrastructure at all Balochistan Residential Colleges (BRCs) of Balochistan. Rs.150.00 million
- ▶ Provision of Missing infrastructure at all Cadet Colleges of Balochistan. Rs.150.00 million
- ▶ Provision of Missing infrastructure existing Colleges. Rs.500.00 million
- ▶ Scholarship Endowment Funds in Balochistan Education Foundation. Rs.50.00 million
- ▶ Establishment of Divisional Education Enclave at all Divisional Head Quarters of Balochistan. Rs.500.00 million.

### Technical and Vocational Education

It is the need of 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 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 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 among various stakeholders existing at national as well as international level. During the fiscal year 2013-14, federal government has allocated Rs. 350 million for NAVTTTC against last year Rs. 300 million witnessed an increase of 16.7 percent. Out of which Rs. 200 million (57 percent) has been released up to March, 2014 and Rs.78.88 million has been disbursed to 32 on-going projects throughout the country.

### Achievements during July - March, 2014

- ▶ NAVTTTC has drafted National Vocational and Qualification Framework (NVQF) which permits the vertical and horizontal mobility to the TVET Trainees in the vocational stream. It also recognizes the prior learning and envisions taken into the loop, the informal labor force that has learned skills through traditional-matter discipline (Ustaad-Shagird) method. The NVQF will be beneficial for students, employers and the government. The draft has been disseminated to all provinces; the final version of NVQF will be notified by December, 2014
- ▶ The National skill Strategy (NSS) 2009 to 2013 has been reviewed by NAVTTTC and it was proposed that the NSS should be extended for another two years
- ▶ NAVTTTC has constituted 29 “Industry Advisory Groups” (IAGs) in different economic sectors to bridge the gap between industries and TVET. IAGs helps in providing labour market information and competency standards for performing the job efficiently and within possible resource and time
- ▶ NAVTTTC has notified competency standards in 4 sectors i.e. Hospitality, Garment Manufacturing, Beauty & Personal care and Fashion Designing prepared by ILO. In addition to, NAVTTTC has also developed 10 Skill Standards and Curricula prepared by UNIDO. So far, 185 curricula’s have been developed; 24 of them pertaining to technical fields with duration of 3-years program (DAE) and remaining 161 curricula are for different certificate programs
- ▶ NAVTTTC has established Inter-Provincial TVET Coordination Committee to ensure improvements and better coordination among the provinces and territories in the TVET Sector
- ▶ NAVTTTC’s training policy envisages mainly important sectors. During July-March, 2014;

6,677 individuals were equipped with technical hand-on skills under President's Fanni Maharat program and Prime Minister's Hunarmand Pakistan Program collectively and 2,687 trainees are under training

- ▶ NAVTTC has accredited 28 TVET institutes/107 disciplines whereas 42 TVET institutes are in pipeline for assessment/accreditation with NAVTTC
- ▶ NAVTTC has prepared TORs for the members of the TVET Accreditation and Quality Evaluation Committee (TAQ & QEC) that supervises and grants final decisions on accreditation of the TVET programs and other relevant issues of Accreditation. 5<sup>th</sup> meeting of the TA & QEC was organized on 13<sup>th</sup> February, 2014 wherein accreditation status to 15 institutions containing 61 disciplines including DAE programs and Vocational Trades were awarded
- ▶ NAVTTC has maintained a pool of more than 275 technical experts having relevant qualifications and expertise in various disciplines and trades for on-going accreditation activities
- ▶ NAVTTC has organized Seven Accreditation Awareness Sessions in different cities i.e. Islamabad, Rawalpindi, Bahawalpur, Karachi, Quetta and Khyber Pakhtunkhwa. Whereas, the second phase of the same is scheduled in August-September, 2014 covering other provinces i.e. AJK, Gilgit Baltistan
- ▶ NAVTTC has successfully organized 04 days "ISO trainings" sessions from 27<sup>th</sup> to 30<sup>th</sup> January, 2014 for the capacity building of NAVTTC- Coordinators and Technical Trainers and staff.

### Higher Education Commission

Higher Education Commission (HEC) has focused on improving access to quality higher education as a key element of its strategy to bring higher education revolution in the country. 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 second five year plan of higher education sector, i.e. MTRF 2010-2015, HEC is focused on creating the knowledge capital and technology required to enable Pakistan to join the ranks of the industrially advanced countries. With the continuous support of Government of Pakistan, HEC has provided access to quality education to masses, upgraded teaching and research labs, provided merit and need based home-grown and foreign scholarship to the talented youth and

free access to scientific literature through digital library.

Result of the reforms and investment has started giving dividends at national and international level. Seven universities of Pakistan have made it to the list of top 250 Asian Universities while three other universities are among the top 200 world universities in Agriculture and Forestry. More than 5,000 Pakistani scholars were facilitated to present their research work in leading international conferences abroad.

### Enhancement of Access to Quality Education

Improved access to quality higher education can ensure the country to reap the benefits from globalization and increased productivity in the domestic production processes. Such productivity gains also results in a more equitable distribution of incomes thereby addressing the inherent inequities of the system. Increasing access to higher education also results in enormous social benefits through the development of a tolerant and inclusive society, crime control, civic responsibility and environmental awareness.

HEC's strategy to improve equitable access to higher education is based on the following objectives:

- ▶ To significantly increase enrolment in undergraduate and postgraduate degree programmes
- ▶ To provide opportunities for higher education to talented students regardless of gender or socioeconomic background
- ▶ To support quality distance education
- ▶ To introduce new areas of teaching and research in universities in response to market demands and projection of the future needs of the country
- ▶ To provide institutions with the necessary infrastructure to absorb an increased student population
- ▶ To provide on-campus residential opportunities to students so that deserving students are not deprived access to quality higher education

Public sector universities accommodate a major portion of the students while the contribution from private sector is about one-third in overall enrollment. During 2013-14, the enrollment in the higher education institutions was recorded the highest since the inception of HEC. Table 10.10

below shows the historical growth of enrollment in universities/degree awarding institutions.

**Table- 10.10: Students Enrolment and Number of Degree Awarding Institutions** (numbers)

| Year    | Number of Degree Awarding Institutions |         |       | Student Enrollment |
|---------|--|---------|-------|--------------------|
|         | Public                                 | Private | Total |                    |
| 2000-01 | 37                                     | 22      | 59    | 276,274            |
| 2004-05 | 57                                     | 53      | 110   | 471,964            |
| 2008-09 | 70                                     | 57      | 127   | 803,507            |
| 2012-13 | 87                                     | 66      | 153   | 1,080,00           |
| 2013-14 | 87                                     | 69      | 156   | 1,230,000          |

Source: Higher Education Commission

### Human Resources Development

Human Resources Development (HRD) is the process of increasing the knowledge, skills and capacities of all people in a society. South Asian region understand the new environment and growing complex competition and have the ability to provide appropriate responses to the challenges to survive and grow. HRD is the way to develop human resources skills in a society. The increasing requirement of skilled workers need modern paradigm shifts to develop high intellectual demands.

HEC's HRD programmes provide financial assistance to improve qualification in foreign universities of technologically advanced countries, fellowships to pursue higher studies in local universities, on merit and need base scholarships for students from less developed areas of the country. Following are the major projects for award of scholarships. The projects/ programmes of HEC are given in Table-10.11 below.

**Table 10.11: Projects/Programmes** (numbers)

| Project Name   | Total Planned | Availed | Completed | On-Board |
|--|---------------|---------|-----------|----------|
| Overseas Scholarships for MS/M.Phil leading to Ph.D. in Selected Fields (Phase-I)  | 800           | 742     | 496       | 246      |
| Overseas Scholarships for MS/M.Phil leading to Ph.D. in Selected Fields (Phase-II)   | 2000          | 1425    | 695       | 730      |
| HRD Initiatives MS leading to Ph.D. Program of Faculty Development for UESTPs/UETs (Phase-I)   | 1500          | 658     | 28        | 630      |
| 1000 Cuban Scholarships for Studies in General Comprehensive Medicine  | 1000          | 907     | 295       | 612      |
| Provision of Higher Education Opportunities for Students from Balochistan and FATA   | 2010          | 2001    | 135       | 1866     |
| PhD fellowship for 5000 Scholars (Phase-I)   | 5000          | 4736    | 3686      | 1052     |
| Indigenous PhD fellowship for 5000 Scholars (Phase-II)   | 5000          | 1050    | 1046      | 04       |
| Master Leading to PhD Scholarships Program (Indigenous and Overseas) for the Students of Balochistan (An Initiative of the Aghaz-e-Haqooq-e-Balochistan Package) | 600           | 0       | 0         | 0        |
| US-Need Based Merit Scholarship for Pakistani University Students enrolled in Agriculture and Business Administration study programs(USAID)                      | 1807          | 1807    | 1350      | 257      |
| PAK-USAID Merit and Needs Based Scholarship Program (Phase-II)   | 3000          | 0       | 0         | 0        |

Source: Higher Education Commission (HEC)

### Box-3: Prime Minister Fee Reimbursement Program for Students from Less Developed Areas

The federal government, on the initiative of the Prime Minister of Pakistan has launched a scheme to support the students from less developed areas. The scheme is focused on enhancing opportunities for access to higher education especially to talented but financially constrained students belonging to remote and far flung areas of the country who despite possessing academic merit, are unable to finance their education. Under this innovative and special scheme, along with tuition fee, the federal government have paid other academic, incidental, or mandatory fees charged by educational institutions as one-off or on a per semester basis of Masters, MS/ M.Phil and Ph.D. students of selected areas. Under the programme, Rs.1200 millions will be paid as fee for 35,000 students.

## Research and Development

The economic development of a country is directly related to the research and development, and to the quality of research being churned out by the universities. Higher Education Commission (HEC) executes programs and projects which ensure sustainable and progressive research culture. HEC has taken several initiatives during 2013-14 to enhance the role of research and development in higher education. The details are given below:

### International Linkages

- ▶ Under HEC-BC INSPIRE project, 17 strategic partnerships have been established between Pakistan and UK, for duration of three years that are in their final year
- ▶ Under Pak-US Joint Academic and Research Project, 10 Pak-US linkages of three years duration were established in Phase-V. With the launch of Phase-V, a total of 65 collaborative research projects have been selected out of which 23 projects have been completed
- ▶ Under International Linkages with Foreign Universities, thirty one international research linkages were established with different countries for a duration of three years.

### National Research Grants

- ▶ During July - March 2013-14, 115 national research projects were funded, under National Research Program for Universities, with a total cost of Rs.520 million for the maximum period of three years
- ▶ Under Travel Grants Program, 746 fresh cases have been approved during July – March 2013-14
- ▶ Under ‘Seminars/Conferences Program, 138 fresh cases have been approved during July - March, 2013-14.

## Resource Development

- ▶ Thirty two research awards have been distributed in four different categories during July-March, 2013-14 under “HEC’s Outstanding Research Awards Series”
- ▶ One project was completed in “University Industry Technology Support Program” during July-March, 2013-14
- ▶ During July-March 2013-14, 07 Offices of Research, Innovation and Commercialization (OIRC) have been established. In total, 33 ORICs are working in various universities
- ▶ Five new Business Incubation Centers (BICs) have been approved while two of them have been established. So far, 13 BICs established has been established
- ▶ The impact factor published articles for the year 2013-14 are 7107. Content subscriptions are more than 10,000 in the form of e-journals and e-books. The numbers of institutes that are taking the facilities of National Digital Library Program are 500 in 2013. The H-Index for the research output from all the R&D organization and HEIs are 13 for the year 2013. From the total of 7107 impact factor articles, 1052 articles are produced from the directly funded program of HEC.

### Learning Innovation at HEC

Learning Innovation Division (LID) is the hub for the In-Service Continuous Professional Development of HEIs Teaching Faculty and Management. With a two pronged objective it is spearheading initiatives for the In-Service professional quality enhancement of academia and their management through its core LI Department and two development projects National Academy of Higher Education (NAHE) and English Language Teaching Reforms (ELTR). The details of these initiatives are presented in Table 10.12.

**Table 10.12: Province-Wise Distribution of Faculty Members/Management Staff Trained** (numbers)

| S.No | Programmes   | Federal    | Punjab     | Sindh      | Khyber Pakhtunkhwa | Balochistan | AJ&K     | Total      |
|------|--|------------|------------|------------|--------------------|-------------|----------|------------|
| 1    | Professional Training Programs for HEIs Teachers   | 142        | 146        | 174        | 101                | 103         | 2        | 668        |
| 2    | Professional Training Programs for HEIs Management | 5          | 11         | 12         | 2                  | 1           | 2        | 33         |
|      | <b>Total</b>                                       | <b>147</b> | <b>157</b> | <b>186</b> | <b>103</b>         | <b>104</b>  | <b>4</b> | <b>701</b> |

Source: Higher Education Commission (HEC)

## Planning and Development

### Policy Measures /Targets (FY 2013-14)

- ▶ For FY 2013-14, Government of Pakistan has

included 33 new development projects costing Rs. 26.3 billion in the Federal PSDP of HEC along with 129 on-going development projects.

### Progress during 2013-14

During July- March, 2013-14, 13 un-approved projects have been granted approval from the competent forum at an overall cost of Rs. 13.25 billion. Out of 13, 11 projects have been approved for universities at a cost of Rs. 6.30 billion including 06 for universities of the Punjab Province, 01 of Sindh Province, 01 each of Khyber Pakhtunkhwa and Federal and 02 for Balochistan. Focus is improvement of infrastructure and provision of latest teaching and research lab equipment.

- ▶ Two (02) newly approved mega schemes at a cost of Rs. 6.9 billion will be executed by Higher Education Commission as follows:
  - i. After successful implementation of the Phase-I, the phase-II of the PAK-USAID Need Based Scholarship scheme at a cost of Rs. 2.9 billion will provide the scholarships for Higher Education to about 2750 Pakistani students in top ranked Pakistani Universities
  - ii. As announced by the Prime Minister of Pakistan, the project at a cost of Rs. 4.00 billion has been approved for distribution of 100,000 laptops during the current financial year to talented students enrolled in Public Sector Universities of Pakistan. Laptops will

also be provided to Government Poly technique institutes

- ▶ In addition to PSDP Projects, 02 development projects worth Rs. 586.5 million to be funded by the International donor agencies, i.e. JICA and KOICA have been approved during the specified period. Details are as below:
  - i. JICA will provide Rs. 212.00 million for Balochistan University of Information Technology, Engineering & Management Sciences (BUIITEMS), Quetta for provision of training and Lab equipment
  - ii. KOICA will provide Rs. 374.5 million as grant-in-aid for establishment of Pak-Korea Capacity Building Centre for Agriculture & Livestock Technology at Arid Agriculture University, Rawalpindi.

### Financial Scenario of HEC

During the fiscal year Government of Pakistan has allocated Rs. 39.00 billion for the recurring expenditures while Rs. 18.490 billion were allocated for the development of higher education sector. HEC disbursed recurring grant to different universities on the basis of enrolment of students, performance and financial requirements of the particular institution. The details of recurring and development funds released to HEC during the last 4 years are given in Table 10.13 below:

| Fiscal Year | Recurring Grant |          | Development Grant |          |
|-------------|-----------------|----------|-------------------|----------|
|             | Allocated       | Released | Allocated         | Released |
| 2009-10     | 21.500          | 21.500   | 22.500            | 11.300   |
| 2010-11     | 29.057          | 29.057   | 15.760            | 14.060   |
| 2011-12     | 31.500          | 28.887   | 14.000            | 9.763    |
| 2012-13     | 36.276          | 36.276   | 15.800            | 12.013   |
| 2013-14*    | 39.000          | 34.119   | 18.490            | 11.656   |

Source: HEC, \*: The releases are till April. 2014

### Education Survey

Annual Status of Education Report (ASER), 2013 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-Aagahi (ITA) in collaboration with the National Commission for Human Development (NCHD),

Sindh Education Foundation and many other Civil Society Organizations (CSOs). In 2013, the ASER's specifically trained 10,000 member volunteer team has surveyed 87,044 households in 4,382 villages and blocks across 138 rural and 13 urban districts of Pakistan. Detailed information of 263,9904 children aged 3-16 has been collected (59% male and 41% female), amongst which 230,370 children aged 5-16 years were tested for language and arithmetic competencies (out of which 14,158 were from urban districts).

**Box-4: ASER 2013 National Summary****A. Rural Trends:****Enrollment (5-16 Years):**

- ▶ In 2013, 78% of 5-16 year old children in rural Pakistan were enrolled in schools whereas 22% children were out-of-school. Compared to last year, percentage of out of school children in rural Pakistan has fallen (24% in 2012) whereas enrollment level is on the rise (76% in 2012).
- ▶ Nationally, there is a decreasing gender gap in out-of-school children but still with more girls than boys not being enrolled or have dropped out of school. In ASER 2012, amongst the 24% out-of- school children, 10% were males and 14% were females whereas as per ASER 2013, 10% boys continue to remain out-of-school as compared to 12% females.
- ▶ Pre-school enrollment (3-5 years) was 41% as compared to 37% in 2012, gradually approaching the National Action Plan's (NAP) target of 50% enrollment in pre-school by 2015. Highest enrollment in this age group was 58% in AJK and the lowest in Balochistan with 19%. In urban areas, it was 58%.

**Quality of learning (5-16 Years):**

- ▶ Learning levels in all three competencies i.e. Language (Urdu/Sindhi/Pashto), English and Arithmetic have fallen since last year and still remain poor. Half of the children from Class 5 still cannot read Class 2 Urdu/Sindhi/Pashto story.
- ▶ In ASER 2012, 51% of Class 5 students were reported as being able to read a story compared to 50% of Class 5 students who could do so in 2013. For English this year, 43% of class 5 students were reported to read Class 2 level English sentences as compared to 48% of Class 5 students who could do so in 2012. Similarly, 43% of Class 5 students were able to do 3-digit division sums compared to 44% of children in 2012.
- ▶ Punjab was found to be the best in terms of assessment results for the three (English, Arithmetic and Language) assessments. 61% of children were able to read a story in Urdu while 58% were able to read sentences in English and 50% could solve sums of 2-digit division.
- ▶ FATA and Sindh were identified as the least satisfactory regions amongst all when compared for the assessment results for class 5 children. Only 29% of the Class 5 children in Sindh were able to accomplish Class 3 level tasks (2-digit division) in Arithmetic and 25% of Class 2 level tasks for English (reading sentences).

**Similar pattern for basic reading levels can be seen for children in class 3:**

- ▶ Only 16% 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 fallen by 4% when compared to the previous year.
- ▶ Similarly, 15% of the children of class 3 could read sentences in English this year whereas 85% could not do so. In 2012, the percentage of children in class 3 who were able to read sentences was 19%.
- ▶ Twelve percent of children of class 3 could do 2-digit division as compared to 15% in 2012.

**Private tuition trends:**

- ▶ Private tuition incidence and uptake is more prevalent among private than government school students like that seen in previous years. Around 25% of all private school-going children were found taking paid tuition compared to only 5% of all government school children.

**Multi grade in 2 and 8:**

- ▶ Almost half of all government schools surveyed nationally had Class 2 students sitting with other classes. It was found that 48% of the surveyed government schools and 30% of the surveyed private schools had Class 2 sitting with other classes. Also, 15% of surveyed government schools and 37% of surveyed private schools had Class 8 sitting with other classes.
- ▶ It was also found that only 24% of mothers in the sampled households had completed at least primary schooling against 48% of fathers.

**School facilities (Rural):**

- ▶ ASER 2013 surveyed 3,959 government and 1,694 private schools in 138 rural districts of Pakistan.
- ▶ Overall teacher attendance in government schools was 87% and 93% in private school.
- ▶ Overall student attendance in government schools stood at 85% whereas it was 89% in private schools.

**More qualified teachers in private schools as compared to government schools:**

- ▶ Thirty-four percent teachers of government schools have done graduation as compared to 39% teachers of private schools.

- ▶ Forty percent of government school teachers had Bachelors in Education degrees, as compared to 46% teachers of private school.
- ▶ But more government teachers hold M.Ed degree compared to private teachers. Seventeen percent teachers of government schools hold M.Ed as compared to 11% teachers of private school.

Overall, Punjab and ICT were found with the highest percentage of primary schools with useable water and toilet facilities. Hundred percent of all surveyed primary schools in ICT while 95% of all surveyed primary schools in Punjab have useable water facility. Balochistan was ranked last with only 29% of surveyed primary school having useable water facility.

#### **B. Urban Trends:**

- ▶ In 2013, overall 92% children aged 5-16 years were found to be enrolled in 13 urban districts surveyed whereas 8% (4% of girls and 4% of boys) children were found to be out-of-school.
- ▶ Private schools absorb a large share of school aged children. Sixty percent of all school going children are enrolled in non-state schools in urban areas.
- ▶ Forty one percent of the children enrolled in private schools are girls and 59% are boys.
- ▶ This year, the proportion of children in class 5 who were able to read a class 2 level Urdu story text were reported to be 55% as compared to 60% in 2012. For English, 59% of Class 5 students were reported as being able to read Class 2 English sentences compared to 60% of Class 5 students in 2012. Similarly, 51% of Class 5 students were able to do 2-digit division sums in 2013 as compared to 53% in 2012.
- ▶ It was also found that private tuition incidence was more prevalent among private than government school students. Around 47% of all private school-going children take paid tuition as compared to 24% of all government school children.
- ▶ 251 government and 228 private schools were surveyed in 13 urban districts.
- ▶ Percentage of primary schools having useable water and toilet facilities in urban areas is twice more than rural areas. Only 31% of the surveyed government primary schools in urban districts did not have functional toilets as compared to 53% of the surveyed government primary schools in rural districts. Also, 24% of the surveyed government primary schools in urban districts did not have useable water facility as compared to 36% of the surveyed government primary school in rural districts.
- ▶ The percentage of private primary schools found with useable water facility was 97% and 100% had functional toilets in 2013.

Source: ASER, 2013 Annual Report.

Education propagates awareness and light, infused into the minds of the pupils, a spiritual urge for coming in contact with the society. In our country, education is recognized as a basic right. Pakistan is, therefore, aware of the fact that achievement of Universal Primary Enrolment will go a long way to improve overall education and literacy level. There is a need for establishing an effective forum for coordination, policy making and implementation at federal as well as provincial level. There is also need

to include data relating to AKJ, Gilgit Baltistan and FATA in Pakistan Social and Living Standards Measurement (PSLM) survey reports. The Government of Pakistan is fully committed to enhance education spending from 2.0 percent of GDP to 4.0 percent of GDP as well as improving both the quality and the coverage of education through effective policy interferences and better expenditure management.