

Achievement Levels of EFA Goals and Strategy to be Evolved for the Accelerated Achievement of EFA Goals by 2015



**Academy of Educational Planning and Management
Ministry of Education, Trainings and Standards
in Higher Education, Islamabad**

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Syed Muhammad Saqlain
Director (Research)

PREFACE

Pakistan is one of the signatories of various International Forums like Declaration of Human Rights, Dakar Frame-work of Action and Jomtien Conference. In this regard, efforts are being made to achieve the targets set through Millennium Development Goals (**MDG**) and Dakar Framework of Action for Education for All (**EFA**). The EFA goals include (i) expand early childhood education, (ii) free and compulsory primary education, (iii) learning and life skills for young people and adults, (iv) increase adult literacy, (v) achieve gender parity and (vi) to improve the quality of education.

In order to fulfill international commitment, government of Pakistan has introduced several policy reforms in education system. These include National Education Policy 1998-2010, ESR, 2001-2004, NEP, 2009 and Mid Term Development Framework (**MTDF**). Through all these policy interventions efforts have been made to achieve EFA goals before the target period 2015. National Action Plan was prepared and Provincial Governments with financial assistance of International Donor Agencies and Reforms Support Units have been established simultaneously so as to enhance infrastructural capacity of the education system in the country. It is fact that in spite of introduction of these reforms in education system in Pakistan, the system is still facing a lot of problems, both in qualitative and quantitative terms, which include lack of capacity of the system to provide educational facilities to the masses, lack of financial resources, inefficient educational management, non-availability of residence and transport for female teachers in rural areas, and long distance from homes to schools etc.

This research was conducted to investigate achievement level of EFA goals and explore the problems which are being faced by the federal and provincial governments in achieving these targets so that on the basis of some empirical evidences future strategy could be designed to accelerate the progress to achieve the targets of EFA goals by 2015.

I would like to express my gratitude to research team comprising Syed Muhammad Saqlain, Director, Mr. Mohammad Hanif, Joint Director, Dr. Khawaja Sabir Hussain, Deputy Director (Research) and Ms Shaista Bano, Deputy Director (Research) for conducting this research study and producing this report. The services of Mr. Zulfiqar Ali Joya, Assistant Private Secretary are also appreciated for typing and composing this Report.

(Dr. Allah Bakhsh Malik)
Director General

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EXECUTIVE SUMMARY

This research was designed to determine the present status for Achievement of the six EFA Goals and measures taken by the Government of Pakistan since 2001 when National Plan of Action for EFA was framed. The research further investigated the problems and causes in achieving EFA Goals in Pakistan. The respondents of the study were Provincial Education Secretaries/Additional Secretaries and other provincial functionaries. The major findings of the study are presented as follows:

1. It was found that overall progress has been made to achieve EFA goals in general and particularly ECE. It was found that GER for ECE was 36% in year 2001-02 which increased upto 91% in 2005-06 and 114% in 2010-11. The percentage of new entrant to primary grade I was 64% in 2001-02 which increased to 74% in 2005-06 and 100% in 2010-11. The private sector enrolment as percentage of total enrolment in ECE was 39% in 2005-06 which increased to 47% in 2010-11. Similarly percentage of trained teachers was 47% in 2005-06 which increased upto 68% in 2010-11.

2. As far as the second goal i.e. free and compulsory education was concerned, the data shows that gross intake in primary were 96% in 2001-02 which increased 116% in 2005-06. It again reduced upto 108% in 2010-11. The net intake was 77% in 2001-02 which increased upto 93% in 2005-06 but again reduced to 89% in 2010-11. The gross enrolment at secondary level was 25% in 2005-06 it increased upto 31% in 2005-06 and 33% in 2010-11 respectively. The net enrolment in primary was 57% in 2001-02 it increased upto 66% and 71% in 2005-06 and 2010-11 respectively. Data also shows that net enrolment in secondary education was 20% in 2001-02 which increased upto 24% in 2005-06 and 26% in 2010-2011. The survival rate to grade 5 was 57% in 2001-02 it increased to 72% in 2005-06 but reduced to 56% in 2010-2011.

3. Data shows that youth literacy rate was 62% in 2001-02 which increased upto 70% in 2010-2011. Transition rates between primary and lower secondary level (class 6-8) was 69 in 2001-02 which increased to 77% in 2005-06 and 80% in 2010-2001. Transition rate between lower secondary and upper secondary level (transition form class 8 to 9) was 77% in 2001-02 that increased up to 87% in 2010-2011.

4. The fourth goal relates to adult literacy. Data indicates that gender parity index for youth literacy was 62% in 2001-02. It increased upto 67% in 2005-06 and 70% in 2010-2011. Adult literacy rate was 43% in 2001-02 which enhanced to 52% in 2005-06 and 55% in 2010-11. The youth literacy increased from 62% in 2001-02 to 67%, in 2005-06 and 70% in 2010-2011. Data further shows that gender parity index for NER in primary was 57% in 2001-02 and increased upto 71% in 2010-2011. Gender parity index GER in middle education (class 6-8) was 25% in 2001-02. It increased upto 31% in 2010-2011.

5. The fifth EFA goal is to reduce gender gap. The data indicates that progress has been achieved in reducing the gender gap in education. It was found that gender parity index (GPI) for adult literacy was 43% which increased to 52% in 2005-06 and 55% in 2010-11. The gender parity index for GER at primary level was 71% in 2001-02 which increased to 89% in 2010-11.

6. The sixth goal is provision of quality of education. The indicators about quality of education show improvement from base year 2001-02 to 2010-2011. It was found that 100% primary schools teachers had required qualification in 2010-11. The pupil teacher ratio (PTR) was 1:36 in 2001 which became 1:40 in 2005-06, which is discouraging. However, it improved in 2010-11 as it was 1:26 in 2010-11. The PTR for secondary education was 1.15% which increased 1.19% in 2010-11. Public expenditure on education as percent of total government expenditure was 10% in 2001-02 which increased to 12% in 2005-06 but decreased to 10% in 2010-2011. Public expenditure on education as percentage of GDP was 1.76% in 2001-02, 2.20% in 2005-06 and 1.75% in 2010-2011. Public expenditure on primary education per pupil as percentage of GNP per capita in 2001-02 was 4.04% and 8.77% in 2005-06, 7.38% in 2010-2011. Public expenditure on secondary education per pupil as percentage of GNP per capita was 6.36% in 2001-02, 9.68% in 2005-06 and 8.22% in 2010-2011.

7. It was found that EFA cells/wings were established at the provincial levels in the education department for planning and implementing the government policy to achieve the targets of EFA goals. During the field visit it was found that no cell was actively functioning in any province. The provincial education departments are not working on EFA goals in an articulated form. No integrated efforts are being made to handle EFA goals under the supervision of one officer. It was found that goal one and two are being dealt by one

department whereas other goals are being approached by other departments. For example in Balochistan technical and vocational education is being controlled by Industry and Social Welfare Department. In Punjab literacy and non-formal has separate department whereas in Sindh literacy directorate is functioning separately. It is very interesting that all provinces have established Reforms Unit with financial assistance of donor agencies. But all these units are not working on EFA. There is need to integrate all these efforts to achieve the EFA targets so that international commitment could be fulfilled.

8. It is deplorable to find that no reliable and accurate data is available in the provincial EMIS. If it is available, professionals are incapable to calculate indicators of EFA so that progress can be monitored. In AJK, Incharge EMIS informed the research team of AEPAM that no data is available for the last four or five years. In KP Incharge was incapable for calculating the EFA indicators. There is need to have capable and competent professional personnel in the provincial EMIS and they must be responsible to maintain accurate and reliable data with sufficient skills to calculate indicators, so that monitoring of the progress can be made in time.

9. There is lack of coordination among agencies at Federal and Provincial level to integrate the efforts for achieving the EFA goals. Consequently progress and achievement of education department can not be measured vis a vis EFA goals. To some extent, EFA targets have been achieved but are not being presented in appropriate manners.

10. The small portion of GDP, barely 2%, is allocated by Federal Government for the education sector; likewise, almost all provincial government spends for less than the required annual budget on education. This low investment on education is the main cause of not achieving EFA goals.

11. Decisions are made by political leadership but unfortunately, a strong and explicit political will in favor of Education for All is lacking in Pakistan. This has led to numerous problems in the education sector, including teacher absenteeism, poor quality of education particularly, in rural schools, corruption and favoritism in appointments and transfers of teachers, absence of a system of accountability, etc. these all factors were affecting adversely the achievement of EFA goals.

12. Scattered pattern of population in large parts of the country and long distances of schools from home refrain parents of rural area for sending their children to schools. Natural calamities in arid zone areas and poor communications are other geographical factors responsible for low enrolment especially in desert and hilly areas. Moreover, most of the rural primary schools are 2-room schools. A large number of primary schools lack basic facilities like electricity, clean drinking water, latrine, play ground, and adequate space and furniture for comfortable seating of students. Lack of required facilities in schools makes them an unattractive place for children and causes drop out. Resultantly EFA goals could not be achieved upto the desired level.

13. Absenteeism of teachers is one of the main reasons of deterioration of the education and hurdle in achieving EFA goals. Furthermore, factors like poor competence of teachers, illiteracy of parents, and unsatisfactory conditions of learning in schools compel the enrolled children to leave the school before completion of primary education. Education managers and teachers are appointed on political affiliation instead of merit. These political appointees either lack competence to do their official work, or do not pay attention to their job assignments.

14. The donor agencies are not ready to invest in education sector as per requirements of the provinces and EFA goals. However, these are ready to invest in the education sector as per their own agenda. Therefore they select area of their own choice. Furthermore, major impediments in realizing the goals are poor management system with weak supervision of teachers. This results in poor quality of education, overall education. Moreover, educational infrastructure is in a state of despair.

INTRODUCTION

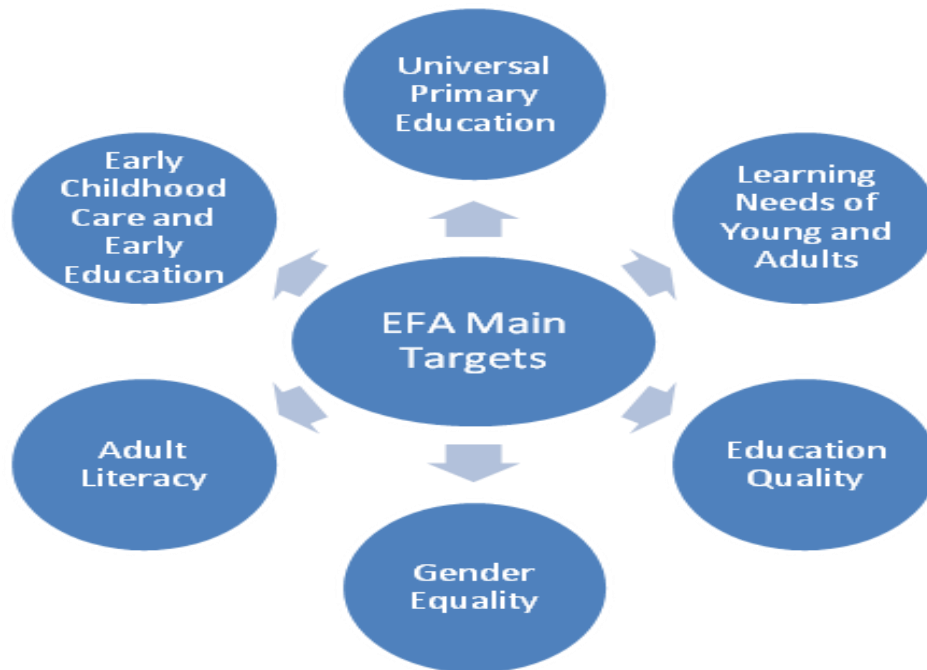
Education is only source to generate human capital that ensures the success of individuals, as well as of the nations. Education generates further knowledge and itself become instruments to spread of knowledge in the world. It is a basic human right and a process through which societies plan their socio-economic development. Education is necessary for developing universal human values and promoting the quality of human resource (UNESCO, 1994; Peter, 1995). Education is also a major tool of empowerment. So the international community dedicated itself to meet up the basic learning needs of every individual at the World Conference on “**Education for All**” held in Jomtien, Thailand, in March 1990 (World Bank, 2002). The Education for All movement was imagined by United Nations Development Programme (UNDP), UNESCO, United Nations Children’s Fund (UNICEF), and the World Bank. In this conference, governments from the whole world committed to make EFA (**Education for All**) a truth by the year 2000. However when the nations met again in 2000 in Dakar, Senegal, it was realized that the EFA is still a dream to be realized. Therefore, they reaffirmed their dedication to “**Education for All**” and agreed on a new target year – 2015 (Education International Report, 2003; UNESCO, 2003).

In the year 2000, Member States of UN, including Government of Pakistan adopted following six Education For All (EFA) Goals (in the light of Millennium Development Goals (MDGs) No. 2 & 3 regarding Education):-

Education for All (EFA)Goals	Millennium Development Goals(MDGs)
<ul style="list-style-type: none">• Goal 1: Expand early childhood care and education• Goal 2: Provide free and compulsory primary education for all• Goal 3: Promote learning and life skills for young people and adults• Goal 4: Increase adult literacy• Goal 5: Achieve gender parity• Goal 6: Improve the quality of education.	<ul style="list-style-type: none">• Goal 2: Achieve universal primary education• Goal 3: Promote gender equality and empower women

The main areas unanimously approved by the Dakar Forum of Action are shown in the following figure 1.1:

Figure: 1.1: EFA Main Targets



Source: UNESCO. (2000). *EFA Monitoring Report, Paris* (p.125)

In order to honor the international commitment reflected in the Dakar Framework for Action, EFA National Plan of Action (NPA) has been built up through broad-based discussions with major agencies of EFA and stakeholders. For the purpose to interpret the Education Policy (1998-2010) into action plan, the Education Sector Reforms (2001-05) were developed. Education Sector Reforms (ESR) endeavored at the improvement of all education sectors as a whole with a specific focus on EFA which served as the basis for the National Plan of Action (Govt. of Pakistan, 2003).

Keeping in view the significance of the literacy status and primary education in the country, the Govt. of Pakistan has taken various serious efforts and completed different programmes/activities for Accelerated progress towards the achievement of EFA Goals by 2015. Government accomplished different practical provincial and national plans of action. The efforts have been made for proper mobilization of resource for EFA targets.

A short overview of these actions/activities is as follows:

- i) Census of Private Educational Institutions conducted.
- ii) Primary and Non-formal Education Wing of Ministry of Education restructured
- iii) and named as Education for All (EFA) Wing.
- iv) National EFA committee constituted.
- v) Education Sector Reforms - Focusing on EFA Goals, Sector wide approaches and Poverty linkage were developed through broad-based consultations with the stakeholders.
- vi) National Conference on Education for All with the objectives to launch EFA Movement, share Dakar Goals and to prepare framework of EFA plan held in Islamabad.
- vii) Establishment of technical groups and provincial EFA forums.
- viii) Framework of National Plan of Action (NPA) was prepared.
- ix) Provincial EFA plans for all the four provinces i.e. Punjab, Sindh, KP and Balochistan as well as federating units, i.e. FATA, GB, and ICT prepared and constituted building blocks for NPA.
- x) National EFA Forum constituted.
- xi) NPA was presented in E-9 Ministerial Meeting held in Beijing, China from 21-23 August, 2001.
- xii) Consequently, the NPA was shared with other countries having same conditions during International Conference on Education (ICE) held in Geneva, Switzerland and then presented in EFA High Level Group Meeting held in Paris (Govt. of Pakistan, 2003).

The World Conference on Education for All (1990) prompted Pakistan to re-affirm its policy, re-shuffle its main concerns and re-arrange its targets, especially in the area of basic education and literacy to make them friendly with the goals and targets set in Jomtien Hanemann, 2004).

Despite these measures adopted by the Government successive educational plans and policies have failed to eradicate the curse of illiteracy from the country.

Academy of Educational Planning and Management (AEPAM) is mandated to carry Research Studies related to the fields of education. In view of importance of the matter AEPAM decided to conduct research study to gauge change latest the achievement level of EFA goals. It was also mandate of the research study to analyze the proposed and strategy of the provinces which they have adopted to achieve EFA goals.

The Government of Pakistan introduced various reforms and interventions to achieve EFA Goals, but perhaps the desired results could have not been achieved so far. In order to say some thing with some level of certainty in that regard, it was essential to carry an in-depth Study on that topic.

1.1 Rationale of the Study

In the past every effort was made to achieve EFA Goals by 2015, and for the purpose Strategies have been designed for accelerated progress of EFA Goals. The Government of Pakistan has planned and prepares the National Plan of Action for EFA (2001-2015). As the donor agencies are ready to invest in Education sector, so we can say that financing education is not a major constraint, Major impediments in realizing the goals are poor management of the system with weak supervision and administration of teacher as well as lack of monitoring, and political instability. This results in poor quality of education and infrastructure in a state of despair.

In a total of 5.32 million children of 5-9 age groups in 2003, 1.88 children are not attending school, of which 1.26 are females. This constitutes more than 35% of total out of School population. This disparity to such a high level is a challenge to policy makers to fill the gap. Moreover another important issue is dropout, which needs attention of the educationist besides achieving aim of UPE with quality education. The factors responsible for this dismal position with a view to handle them while formulating implementation strategy for achieving EFA goals are; Management Factors, Economic Factors, Social Factors, Academic Factors, and Geographical Factors.

The Government of Pakistan has planned and prepared the National Plan of Action for EFA (2001-2015). The focus of the this study program was Early Childhood Education, Free and Compulsory Primary Education, Learning and Life Skills, Adult literacy, Gender

Disparity Education, and Quality of Education, Gross Enrollment Ratio in early childhood development plans, Percent of new entrants, Private Centers Enrollment, percentage of Trained Teachers, Repetition Rate, Pupil-Teacher Ratio, and Youth Literacy Rate. The present study was undertaken to investigate the current status for Achievement of EFA Goals and to suggest the strategies to achieve those six EFA Goals in Pakistan by 2015.

1.2 Objectives of the Study

The objectives of the Study were as following:-

- i) To determine the present status for Achievement of the six EFA Goals and measures taken by the Government of Pakistan since 2001 when National Plan of Action for EFA was formed till 2015.
- ii) To identify problems and root causes in achieving EFA Goals in Pakistan
- iii) To suggest the strategies to Achieve EFA Goals by 2015.

1.3 Significance of the Study

The present study was undertaken with an attention to investigate the present status for Achievement of the six EFA Goals and measures taken by the Government of Pakistan since 2001 when National Plan of Action for EFA was formed till 2015.

The Government of Pakistan in five year plans and educational policies has highlighted the importance of EFA programme with the aim of making illiterate adults literate. Moreover, in all the educational policies and economic development plans, literacy of people remained the first priority of the Government of Pakistan. Funds were allocated in all documents to achieve the goal of 100% literacy. Recently EFA campaign is in progress in the whole country particularly in Punjab province. This research was an effort to check the real situation of EFA concerning adult literacy. It was also aimed to observe what changes EFA programme has brought in social, political, economic and educational aspects of the Pakistani society. If EFA programme is producing required results, there is need to bring these to light to the personnel involved in planning and administration of this programme. In the same way, if the results show a different scene then it might lead to constructive changes.

The present study reviewed the various steps taken by the Government of Pakistan to enhance the literacy rate. So the study is also being significant as:-

- i) For the development of the quality education at the very basic level in the country as it might be helpful to policy-makers, developers and implementers of literacy programmes.
- ii) In providing base for reshaping the policies and plans for the equality in gender education.
- iii) In bringing to light the opportunities for the illiterate people to educate themselves.
- iv) To help the planners and administrators for proper development and implementation of programmes regarding the achievement of EFA Goals.

Finally, this study may serve as a resource material for multi-donor agencies, international organization, educational planners, students, teachers and researcher concerned especially with the achievement of EFA goals in Pakistan.

1.4 Delimitations of the Study

Keeping in view the limited time and resources, the study was limited to only four Provincial Headquarters including Gilgit Baltistan and AJK.

REVIEW OF LITERATURE

2.1 Concept and Rationale of EFA

The term Education for All (EFA) means that all human beings have the right to free and compulsory education up to secondary level. The state, society, and the government are responsible to ensure that free and equal opportunities of basic education are provided to all children, young people and adults. In other words, all children and citizen in a country should be offered free basic education opportunities irrespective of their gender, age, economic conditions, social status, religion, language and ethnic background. EFA emphasized on early childhood education, universal primary education, learning and life skills, adult literacy, gender disparity and provision of quality education at all levels.

2.2 Historical Perspective of Education for All

The Jomtien's Conference held in 1990 suggested that the countries can set their own targets for the 1990s in terms of the six proposed dimensions. These dimensions were also adopted as six basic goals of Education for All movement. The Conference adopted the 'World Declaration on Education for All' and the 'Framework for Action. Through these documents the world community broadened the scope of basic education to include early childhood development, primary education, non-formal learning (including literacy) for youth and adults, and learning conveyed through the media and social action (UNESCO, 1993; UNESCO, 1994).

In the late 90s, various international and national conferences reinforced the Jomtien's memorandum, to bring socio-economic development and environmental change. In the series of different conferences since Jomtien, the Governments had frequently highlighted the significance of literacy in all aspects like combating poverty, managing population growth, preserving the environment, promoting social development, and creating equality between

males and females (UNESCO, 2004; www.unesco.org). Similarly, the world education community gathered at Amman, Jordan in 1996 to consider the advancement made so far and to identify the major barriers in the way ahead. Likewise in January 2000, the Asia-Pacific Conference on EFA 2000 Assessment was held in Bangkok, Thailand (UNESCO, 2000).

It was noted in the Dakar Forum in 2000 that the objectives of the Jomtien conference had not been achieved. Hence, these were reshaped and the year 2015 was fixed as a new target year. The Dakar Forum 2000 highlighted the significant progress made in many countries (UNESCO, 2000). In the Dakar Forum 2000 EFA Goals were more clearly defined as follows:

2.3 Goals of Education for All (EFA)

- **Early Childhood Care and Education (ECCE):-** Expanding the improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;
- **Free and Compulsory Primary Education:** - Ensuring that by 2015 all children, especially girls and disadvantaged children have access to and complete free and compulsory primary education of good quality;
- **Learning Needs of Young and Adults:** - Ensuring that the learning needs of all young people adults are met through equitable access to appropriate learning skills and citizenship learning programmes;
- **Adult Literacy:** - Achieve 50% achievement in existing levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
- **Equity:** - Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access and achievement in basic education of good quality;

- **Quality Education:**-Improving aspects of quality of education and ensuring their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and life skills. (UNESCO, 2000).

2.4 EFA in Pakistan

Education is an essential tool for human resource development and a necessary component for sustainable socio-economic growth. Therefore, in Pakistan this sector has adopted as one of the tools for poverty reduction and benefit of masses. (Govt. of Pakistan, 2008).

The constitution of Pakistan has placed the responsibility of providing basic education on the state. Various governments have formulated an assortment of policies and plans to fulfill the constitutional commitment of providing education to the people and removing of inequalities.

The World Conference on Education for All (Jomtien, 1990) prompted the Government of Pakistan to restate its policy, reshuffle its priorities and reset its goals and targets, especially in the area of primary education and literacy to make them compatible with the goals and targets set in Jomtien (UNESCO, 1990). Ministry of education established a separate wing named 'EFA Wing' to launch EFA in full commitment. Pakistan took four years to sign EFA formally, and a further six years for the ratification of the commitment to EFA at the World Education Forum, Dakar, Senegal.

The World Bank invited 23 countries including Pakistan to join the Education for All Fast Track to meet the Millennium Development Goal of providing every girl and boy with quality primary school education by 2015 (UNESCO, 2005). In this regard Pakistan has been approved for technical assistance funded by Fast Track Initiative Analytical and Capacity Building Trust Fund to lay the groundwork for future participation in the FTI.

In Pakistan, the response to the Dakar Framework for Action a comprehensive package of educational reforms with medium term targets, the Education Sector Reforms (ESR) and Action Plan for 2001-2005 was finalized through a consultative process involving

over 600 partners (UNESCO, 2002). The main policies and programmes on Education for All included National Education Policy (1998-2010), Social Action Programme phase-II (1997-2002) and Pakistan 2010 programme.

2.5 EFA in Educational Policies of Pakistan

Since 1990 the Government of Pakistan has included EFA goals in all the educational policies, the future aspirations and plans to ensure the achievements. A brief review of these policies is given in the forth coming sections.

2.5.1 EFA in National Education Policy (1992)

As a follow-up to the Jomtien Conference a major attempt towards EFA was the formulation of National Education Policy (1992) in consultation with principal EFA actors both at the national and local levels (Saleem, 2000). The major goals and targets set in the National Education Policy (1992) towards covering different dimensions of Education for All are summarized below:

- i) Compulsory and free Primary Education.
- ii) Special measures for quality education.
- iii) Transformation of Primary Education into basic education.
- iv) Establishment of Education Foundations.
- v) Planning for the improvement of literacy rate to 70% by the year 2002.
- vi) Implementation of literacy programmes through the Provincial Governments, NGOs and local organizations.
- vii) Utilization of electronic and print media for motivation and to support literacy efforts.
- viii) Change in curricula, teaching methods and evaluation techniques for quality education.
- ix) Establishment of National Testing Service.
- x) Provision of opportunity for Semi-literate and school drop-outs for upgrading their skills (Govt. of Pakistan, 1992).

2.5.2 EFA in National Education Policy (1998-2010)

The National Education Policy (1998-2010) was framed in the perspective of historical developments, modern trends in education and emerging requirements of the country. The main policy provisions for EFA are about elementary education, adult literacy and early childhood education. Following targets were fixed in this policy:-

- i) Improvement of quality elementary education.
- ii) Access to elementary education through effective utilization of existing facilities.
- iii) Islamic teachings at elementary level shall be assigned top priority.
- iv) Improvement in teachers' competency and introduction of Katchi class at school.
- v) Improve the role of family, community, NGOs for the betterment of education.
- vi) Elimination of gender disparities and diversification of financial resource.
- vii) Priority to the provision of elementary education to the out-of-school children.
- viii) Adoption of non-formal system as complementary to formal system.
- ix) Development of a monitoring system.
- x) Improvement in management and supervision through decentralization.

2.5.3 Ten Year Perspective Development Plan (2001-2011)

The challenges of future can be faced if issues are identified. So to make Pakistan a prosperous country, Ten Year Perspective Development Plan 2001-11 was prepared (Govt. of Pakistan, 2003). The National Economic Council (NEC) approved this Perspective Development Plan in its meeting held on 7th June, 2001 (Govt. of Pakistan, 2003). According to the Govt. of Pakistan (2004) the priority area of the Plan is to visualize the long term macro-economic strategies, poverty reduction and human development. The NEC also directed the Ministries concerned and provincial governments to take appropriate actions for the achievement of the targets and projects set out for 2001-11. The Plan proposes new initiatives for achieving accelerated literacy rate, opening/upgrading of primary/secondary schools, initiatives for teachers training projects and establishment of National Education Assessment System. (Govt. of Pakistan, 2001, 2004, 2006).

2.6 Education Sector Reforms

The Government of Pakistan introduced Education Sector Reforms (ESR) in the long term perspective of National Education Policy (1998-2010) and Ten Year Perspective Development Plan (2001-2011). It was a comprehensive sector-wide program for increased access, enhanced equity and improved quality at all levels of education. In ESR the quality aspects of education are addressed through modernization of curricula, up gradation of teacher training and reforms of examinations. The main objective is to develop an educated citizenry in which every person has completed at least a minimum level of education such as universal primary education. Its major thrust areas were:

- i) Rehabilitation of existing schools through provision of basic facilities.
- ii) Establishment of EFA Units at the provincial and district levels.
- iii) Establishment of Early Childhood Education Centers (ECE).
- iv) Teachers Training and Establishment of Teachers' Resource Centers.
- v) Non-formal Basic Education Community Schools (Govt. of Pakistan, 2003).

2.7 Major problems in achieving of EFA goals in Pakistan

Review of literature indicates that various international and national agencies, government organizations and NGOs have conducted research studies either to monitor EFA progress or to investigate causes of low achievement of EFA in Pakistan. Almost all documents highlighted the following problems are being faced by education system to achieve the EFA targets.

- **Low investment on education:** In Pakistan a small portion of GDP, barely 2%, is allocated by Pakistan for the education sector at national level and consequently provincial governments also could not spent on education as per requirements of the education system in the respective provinces.
- **Lack of Political will:** Unfortunately, a strong and explicit political will in favor of Education For All is lacking particularly in Sindh. This has led to numerous problems in the education sector, including teacher absenteeism, poor quality of

education in rural schools, corruption in appointments and transfers, and absence of a system of accountability.

- **Poverty:** In the past, families, living below the poverty line were unable to send their wards to the schools, owing to the payment of fees and cost of books etc.
- **Non-availability of Schools:** In many parts of rural areas of the country schools are distantly located. Non availability of schools in the vicinity also inhibits enrolment and regular attendance of children from remote villages.
- **Poor physical facilities:** Most of the rural primary schools are 2-room schools. Number of primary schools lack basic facilities like electricity, clean drinking water, latrine, play ground, and adequate space and furniture for comfortable seating of students.
- **Teacher absenteeism:** It has been reported that many teachers posted in rural areas do not regularly attend school and take their classes. This negatively affects quality of education and interest of children absenteeism is one of the main reasons of deterioration of the education in Sindh.
- **Higher dropout rate:** Drop out rate is high in rural area. Factors like teacher absenteeism, poor competence of teachers, illiteracy of parents, and unsatisfactory conditions of learning in schools compel those enrolled children to leave the school before completion of primary education.
- **Weak Education Government and Politicization:** It is a well known fact that there are complaints about politicization of appointments and transfers in education department. Education managers and teachers are appointed on political basis. These political appointees either lack competence to do their official work, or do not pay attention to there job assignments. This affects the whole system, including quality of education in schools. (UNESCO, 2000, 2005, 2006, 2008).

2.8 MDG Acceleration framework 2013-16 and EFA Goals

Recently government of Pakistan with the financial and technical support provided by UNESCO took stock of existing situation of MDGs specially UPE in the country. The report compiled by the experts in this regard contains that the set of common education indicators include following:-

- (a) Net primary enrolment rates - to reflect move towards Universal Primary Education
- (b) Completion/survival rates till grade V - as proxy for quality of education
- (c) Literacy rates
- (d) Gender Parity in primary education
- (e) Gender parity in secondary education
- (f) Youth (15-24 years old) literacy gender parity

The said report indicates that recent statistics on Pakistan's education indicators show that only the gender parity indices would hopefully meet the MDG target by 2015. Achieving other targets would require enhanced commitment and intensive efforts. Universal access to basic education and the completion of primary education are important targets for EFA and MDGs. The primary net enrolment rate in 2001-02 was 57 % which has increased to 63% in 2011-12, that is 6 % point increase during the last decade-almost an average of 0.5% per year.

In order to achieve MDG, especially UPE by 2015-16 a National Plan of Action (2013-16) for achieving UPE has been prepared with the title MDG Acceleration framework (MAF). The key objective of the MAF National Plan of Action is to accelerate the program towards achieving education MDG, in the next three years. Most specifically the plan aims at achieving:-

1. Enrolment of maximum number of out-of-school children in primary classes.
2. In-school retention all enrolled children, and completion of their primary education.
3. Improvement in quality of primary education.

2.8.1 Strategies to accelerate new enrolment and enhance quality

MAF has suggested following four strategies for accelerated new enrolment and enhance quality:-

- a) Enrolment of new students in existing schools (under-utilized/closed schools).
- b) Enrolment of new students in formal schools through provision of an additional room.
- c) Enrolment of Children in new schools.
- d) Targeted Incentives for access and retention for disadvantaged groups and girls (15% of all enrolments).

2.8.2 Strategy (a) Enrolment of new students in existing schools (under-utilized/closed schools)

- i) The number of children to be enrolled in existing schools is shown in the following table:-

Table: Number of children to be enrolled in Existing Schools by Type of School

		2013-14	2014-15	2015-16	Total
Total children		1,062,807	1,084,328	1,078,658	3,225,793
I	Public sector formal schools	597,332	610,326	605,248	1,812,906
II	Public sector Non-formal and feeder schools	138,294	140,855	139,854	419,003
III	Private Sector Schools *	166,126	168,472	169,566	504,164
III	Deeni Madaris & Others	161,055	164,674	163,990	489,719

Not costed as these are estimates for private sector schools

Source: (National Plan of Action 2013-16, p.22)

- ii) Human resources (mainly teachers and administrators/supervisors) will have to be recruited for the new students enrolled. This recruitment will be based on 30:1 students-teacher ratio and 40:1 teachers-supervisor ratio.

Table : Human Resource Requirement (Teachers) for New Enrolments in Existing Schools

	2013-14	2014-15	2015-16	Total
Formal school teachers	5,222	5,598	5,961	16,781
Non-formal school teachers (NFBE, Feeder Schools, Madrassah)	3,975	5,413	5,387	14,775
Administrators/Supervisors	6	7	6	20

Source: (National Plan of Action 2013-16, p.22)

iii) The total cost of implementing strategies (a) is given in the following table:-

Table: Cost of Enrolling New Students in Existing Schools (Rs million)

	2013-14	2014-15	2015-16	TOTAL
Development Costs	0	0	0	0
Recurrent Costs*	5,351	16,056	24,480	45,887
Subtotal of Strategy (a)	5,351	16,056	24,480	45,887
Cost of Quality improvement (20 % of recurring cost)	1,063	3,194	4,871	9,128
Cost of Innovative Strategies for access & quality (15% of recurring cost)	967	2,899	4,421	8,288
Total Cost i.e., Development, Recurrent, Quality and Innovative Strategies	7,382	22,150	33,772	63,304
Misc/Unforeseen Cost (10 % of total cost)	738	2,215	3,377	6,330
Total Cost Of Strategy a (Rs m)	8,120	24,365	37,149	69,634

**Includes cost of previous years' new enrolments*

Source: (National Plan of Action 2013-16, p.23)

2.8.3 Strategy (b) Enrolment of new students in formal schools through provision of an additional room:-

i) Table: Number of children to be enrolled in Schools with additional room provided

	2013-14	2014-15	2015-16	TOTAL
Total children	168,008	174,414	171,352	513,774
Number of formal schools to be provided with additional room and teacher and other missing facilities	6,893	7,107	7,005	21,004

Source: (National Plan of Action 2013-16, p.23)

ii) Table: Human Resource Requirement (Teachers) for Schools with additional room provided

	2013-14	2014-15	2015-16	TOTAL
Formal school teachers	5,609	5,823	5,721	17,152
Non-formal school teachers (NFBE,Feeder Sch, Madrassah)	-	-	-	-
Administrators/Supervisors	140	146	143	429

Source: (National Plan of Action 2013-16, p.24)

The total cost of implementing strategy b i.e., provision of public sector formal schools with one additional room and teacher is estimated to be Rs. 37,449 million over a period of three years. Of this, about 80% is the cost for the additional room and human resources while the remaining are costs for quality enhancement, innovative strategies (e.g., awareness campaigns to promote the importance of education, community involvement in supervision of local education; and use of media; etc.) and for miscellaneous/unforeseen events.

iii) **Table: Cost of Enrolling New Students in Schools with additional room provided (Rs million)**

	2013-14	2014-15	2015-16	TOTAL
Development Costs	5,866	6,687	6,576	19,129
Recurrent Costs*	1,686	3,612	5,505	10,804
Subtotal of Strategy (b)	7,552	10,300	12,080	29,932
Cost of Quality improvement (20 % of recurring cost)	337	722	1,101	2,161
Cost of Innovative Strategies for access & quality (15% of recurring cost)	305	653	995	1,952
Total Cost i.e., Development, Recurrent, Quality and Innovative Strategies	8,194	11,675	14,176	34,045
Misc/Unforeseen Cost (10 % of total cost)	819	1,167	1,418	3,404
Total Cost Of Strategy b (Rs m)	9,013	12,842	15,594	37,449

**Includes cost of previous years' new enrolments*

Source: (National Plan of Action 2013-16, p.24)

2.8.4 Strategy (c) Enrolment of Children in new schools

Of the children to be enrolled in new schools, 24% will be enrolled in formal public sector new schools and 76% will be enrolled equally in new non formal primary and feeder schools.

i) **Table: Number of children to be enrolled in New Schools by Type of School**

	2013-14	2014-15	2015-16	Total
Total Children	434,394	446,128	446,383	1,326,905
Children to be enrolled in new Formal schools	101,378	105,550	107,419	314,347
Number of new -formal primary schools to be opened	1,844	1,914	1,946	5,703
Children to be enrolled in new Non-Formal schools	166,508	170,736	169,482	506,725
Number of new Non-formal primary schools to be opened	5,550	5,691	5,649	16,891
Number of children to be enrolled in new feeder schools	166,508	169,843	169,482	505,832
Number of new feeder schools grade (I-III) to be opened	5,550	5,661	5,649	16,861

Source: (National Plan of Action 2013-16, p.25)

The human resource requirement under this strategy will entail recruitment of 6,917 formal school teachers, 33,752 non formal teachers, 857 supervisors and 835 other support staff.

ii) Table: Human Resource Requirement (Teachers) for New Schools

	2013-14	2014-15	2015-16	Total
Formal school teachers	2,197	2,334	2,386	6,917
Non-formal school teachers (NFBE, Feeder Sch, Madrassah)	11,101	11,353	11,299	33,752
Administrators/Supervisors	282	288	287	857
Support Staff	270	275	290	835

Source: (National Plan of Action 2013-16, p.25)

The total cost of implementing this strategy is estimated at Rs 50,897 million, almost 80% of which is the development and recurrent cost of implementation (Table NPASc3). The remaining 20% accounts for costs due to quality enhancement measures, innovative strategies (e.g., awareness campaigns to promote the importance of education, community involvement in supervision of local education; and use of media; etc.) and miscellaneous/unforeseen events.

iii) Table: Cost of Enrolling New Students in New Schools (Rs million)

	2013-14	2014-15	2015-16	TOTAL
Development Costs	6861	7815	7928	22604
Recurrent Costs*	2,679	5,714	8,760	17,153
Subtotal of Strategy (c)	9,540	13,529	16,687	39,757
Cost of Quality improvement (20 % of recurring cost)	534	1,140	1,747	3,421
Cost of Innovative Strategies for access & quality (15% of recurring cost)	483	1,030	1,579	3,092
Total Cost i.e., Development, Recurrent, Quality and Innovative Strategies	10,558	15,699	20,013	46,270
Misc/Unforeseen Cost (10 % of total cost)	1,056	1,570	2,001	4,627
Total Cost Of Strategy c (Rs m)	11,613	17,269	22,015	50,897

**Includes cost of previous years' new enrolments*

Source: (National Plan of Action 2013-16, p.26)

2.8.5 Strategy (d) Targeted Incentives for access and retention for disadvantaged groups and girls (15% of all enrolments)

Under this strategy, of all primary enrolments (old and new), 15% of the students will be provided incentives for access and retention in primary schools. In Pakistan, 10.3 million children will be targeted and provided incentives (equivalent to Rs. 3,000 per child) at a cost of Rs. 30.9 billion.

Table: Number of disadvantaged children/girls to be given targeted incentives

	2013-14	2014-15	2015-16	TOTAL
Children to be given incentives for access and retention	3,120,415	3,440,078	3,758,152	10,318,645

Source: (National Plan of Action 2013-16, p.26)

Table: Cost of Targeted Incentives for Disadvantaged/Girls (Rs million)

	2013-14	2014-15	2015-16	TOTAL
@Rs 3,000 per child Subtotal of Strategy (d)	9,361	10,320	11,274	30,956
Total Cost Of Strategy d (Rs m)	9,361	10,320	11,274	30,956

Source: (National Plan of Action 2013-16, p.27)

2.9 Overall Plan Analysis: Total Plan Outlay

Under the MAF National Plan of Action, a total of 5.06 million additional children will be enrolled during 2013/14 – 2015/16. The province/area wise distribution of this enrolment appears in Table.

Table: Province/Area wise Enrolment of Additional Children under MAF NPA

	Children to be enrolled under 3 Strategies				Targeted Incentives to children
	a	b	c	Total MAF	d
	Existing Schools	Addition of Room & Teacher	New Schools		Incentives
PAKISTAN	3,225,793	513,774	1,326,905	5,066,471	10,318,645
Balochistan	41,229	27,486	68,716	137,431	368,871
FATA	42,387	0	3,701	46,088	200,917
Gilgit-Baltistan	27,951	3,993	7,986	39,930	89,366
ICT	26,335	2,679	17,855	46,869	77,347
Khyber Pakhtunkhwa	224,572	44,914	179,658	449,144	1,495,543
Punjab	2,336,375	333,768	667,536	3,337,678	5,652,759
Sindh	448,970	89,794	359,176	897,941	2,201,746
AJ&K	77,973	11,139	22,278	111,390	232,097

Source: (National Plan of Action 2013-16, p.27)

Of all the additional children to be enrolled under the MAF Plan, 80% will be enrolled in public sector formal and non-formal/feeder schools. Another 10% will be enrolled in Deeni-Madaris while it is estimated that the private sector also will absorb an equal proportion

Table: Enrolment of Additional Children under MAF NPA by Type of School

	Under Strategy			Total	%
	a	b	c		
	Existing Schools	Addition of Room & Teacher	New Schools		
Total children to be enrolled	3,225,793	513,774	1,326,905	5,066,471	100%
Public sector formal schools	1,812,906	513,774	314,347	2,641,027	52%
Public sector Non- formal and feeder schools	419,003	-	1,012,557	1,431,560	28%
Private Sector Schools	504,164	-	-	504,164	10%
Deeni Madaris & Others	489,719	-	-	489,719	10%

Source: (National Plan of Action 2013-16, p.28)

The three-year National Plan of Action (MAF) outlay for Pakistan is around Rs 189 billion. Given the projections for actual primary education expenditures, the new plan expenditures i.e. additional cost is almost 32% of the total existing expenditures.

Table: Total MAF Plan Costs and Actual (Projected) Education Expenditures

(in Rs. Million)

			PROJECTED			
	2011-12	Benchmark 2012-13 (Projected)	2013-14	2014-15	2015-16	Total
Strategy a			8,120	24,365	37,149	69,634
Strategy b			9,013	12,842	15,594	37,449
Strategy c			11,613	17,269	22,015	50,897
Strategy d			9,361	10,320	11,274	30,956
Total MAF plan			38,108	64,796	86,032	188,936
Primary education expenditure (actual)	148,551	163,406	179,746	197,721	217,493	594,961
Grand Total	148,551	163,406	217,855	262,517	303,525	783,897

Source: (National Plan of Action 2013-16, p.28)

METHODOLOGY

This chapter describes methods and procedures adopted for conducting this study. The study was descriptive in nature and essentially a survey type of research. The study was designed to investigate the Achievements of EFA Goals in Pakistan and to evolve strategy for their Accelerated Progress by 2015. The following methods and procedures were adopted to carry out the study:-

3.1 Population of the Study

The focus of the study was to measure the Achievements of EFA Goals in Pakistan. All the education administration from four provinces namely Sindh, Punjab, Khyber Pakhtunkhwa and Balochistan, and Regions like Gilgit Baltistan, ICT and AJK were included in the population. Therefore all the Provincial Education Managers i.e. Secretaries of Education of Provinces, DPIs of the provinces, Secretaries of Literacy, Secretaries of Social welfare, Heads of TEVTA, DSD PMIU, BEMIS, EMIS, PITE of the Provinces/Regions were selected as population.

3.2 Sample of the Study

The major task of this study was to select such a sample which may be true representative at national level. Availability of human and financial resources was kept in view while making sample selection. In order to get the true representative sample the provincial headquarter of each province and one district from each region was selected. The following Districts/Regions from all over the country were included in the sample for Data Collection:-

Table 2.1
Provinces/Regions/District-wise Sample Selection

S. #	Province/Region	Sample Districts
1.	Punjab	Lahore
2.	Sindh	Karachi
3.	Balochistan	Quetta
4.	Khyber Pakhtunkhwa	Peshawar
5.	Gilgit Baltistan	Gilgit
6.	AJK	Muzaffarabad
Total		Six Districts

3.3 Research Instruments of the study

The main research instrument for the study was Questionnaire and Interview. One questionnaire and specific was designed to collect data. The item of the questionnaire was consisted of the following important aspects regarding the Achievements level of EFA Goals: Strategy to be evolved for accelerated progress of EFA Goals by 2015:-

1. Current status of Achievement of EFA Goals in each Province;
2. Indicators of each EFA Goal;
3. Action Plan/Strategy which had to be adopted by Provincial/Regional Government to achieve EFA Goals by 2015;
4. Monitoring Mechanism to Ensure implementation of EFA Goals Program;
5. Bottlenecks/hurdles those had been faced by the Provinces for Achieving EFA Goals;
6. Opinion to Remove/Minimize the bottlenecks;
7. Availability of Sufficient Resources to Achieve EFA goals;
8. Requirement of additional Resources to Achieve EFA Goals;
9. Suggestions given to Research Team for the Achievement of EFA Goals.

From the Provincial/ Regional Government Sector, Secretaries of Education of Provinces; DPI (s) of the Provinces, Secretaries of Literacy, Secretaries of Social Welfare,

Heads of TEVTA, DSD, PMIU, BEMIS, EMIS and representatives of PITEs were the respondents of the Interview.

3.4 Procedure for Data Collection

The Research Team of AEPAM consisting of two Researchers personally visited in the field to collect data from Education Managers. The team also conducted interviews with the Provincial Education Secretaries and DPI(s). Every effort was made by the Research Team to collect valid and reliable data.

3.5 Data Analysis, Findings, Conclusions and Recommendations

Data collected from the respondents through interview were analyzed in qualitative form. On the basis of data analysis, findings of the study were drawn. Conclusions were drawn from the findings/observations with the consideration of the objectives of the study. Finally recommendations/suggestions were formulated on the basis of conclusions drawn from the facts and figures collected while conducting the study in the shape of Strategy to be Evolved for Accelerated Progress of EFA Goals by 2015.

DATA ANALYSIS AND ITS INTERPRETATION

The purpose of this research was to find out the achievement level of EFA goals, so that on the basis of empirical data strategy may be designed to accelerate progress towards international commitment. Therefore data analysis of this research has been made in various parts such:-

Part-1 Progress at National Level: According to indicators:

Part-2 Analysis of interview of the respondents

Part-3 Provincial strategy to achieve EFA goals and financial requirements

PART-1

4.1 Progress at National Level: According to Indicators

There are six goals with 55 indicators to assess the achievement level of the progress. During the field visits the research team tried to get data from the provinces according to the international standard indicators but it was revealed that provinces had no concrete data in this respect. Thus, non-availability of data in the provinces appeared to be the main hurdle in planning to achieve targets of EFA goals. That is why the research team was constrained to use NEMIS data 2010 to assess indicators wise achievement level of EFA goals. Detail of goal wise progress is given in the following table.

Table - 4.1
EFA Goal 1: Early Childhood Education

S. No.	Indicators	2001-02 (%)	2005-06 (%)	2010-11 (%)
1.1	Gross Enrolment Ratio in early childhood development programmes (GER for ECCE)	36	91	114
1.2	Percent of New Entrants to Primary Grade 1 who have Attended Some Form of Organized ECCE Programme	64	74	100
1.3	Private Centre Enrolment as Percentage of Total Enrolment in ECCE Programme	-	39	47
1.4	Percentage of Trained Teachers in ECCE Programs	-	47	68

Table 4.1 indicates that GER for ECE was 36% in year 2001-02 which increased upto 91% in 2005-06 and 114% in 2010-11. The percentage of new entrant to primary grade I was 64% in 2001-02 which increased to 74% in 2005-06 and 100% in 2010-11. The private sector enrolment as percentage of total enrolment in ECE was 39% in 2005-06 that increased to 47% in 2010-11. Similarly percentage of trained teacher was 47% in 2005-06 which increased upto 68% in 2010-11. It can be said that progress in ECE toward target has been made.

Table – 4.2
EFA Goal 2: Free and Compulsory Primary Education

S. No.	Indicators	2001-02 (%)	2005-06 (%)	2010-11 (%)
2.1	Gross Intake in Primary Education	96	116	108
2.2	Net Intake in Primary Education	77	93	86
2.3	Gross Enrolment in Primary Education	71	84	89
2.4	Gross Enrolment in Secondary Education	25	31	33
2.5	Net Enrolment in Primary Education	57	66	71
2.6	Net Enrolment in Secondary Education	20	24	26
2.7	Repetition Rate (RR) by Grade 1 in Primary Education	3	2	5
2.8	Repetition Rate (RR) by Grade 2 in Primary Education	3	2	4
2.9	Repetition Rate (RR) by Grade 3 in Primary Education	3	2	4
2.10	Repetition Rate (RR) by Grade 4 in Primary Education	3	2	4
2.11	Repetition Rate (RR) by Grade 5 in Primary Education	3	2	3
2.12	i) Survival Rate to Grade 5	57	72	56
	ii) Intake in class 6			
2.13	Pupil-Teacher Ratio at Primary Education			
2.14	Public Expenditure on Primary Education as Percent of Total Public Expenditure on Education	24	44	43

Table 4.2 shows that some progress has been achieved in goal 2 i.e. free and compulsory educations in Pakistan. The indicator shows that gross intake in primary was 96% in 2001-02 which increased to 116% in 2005-06, but it again reduced upto 108% in 2010-11. The net intake was 77% in 2001-02 which increased upto 93% in 2005-06 but again reduced to 89% in 2010-11. The gross enrolment in secondary was 25% in 2005-06 and increased upto 31% in 2005-06 and 33% in 2010-11. The net enrolment in primary was 57% in 2001-02 and increased upto 66% and 71% in 2005-06 and 2010-11 respectively. Data also shows that net enrolment in secondary education was 20% in 2001-02 which increased upto 24% in 2005-06 and 26% in 2010-2011. The survival rate to grade 5 was 57% in 2001-02 and increased to 72% in 2005-06 but reduced to 56% in 2010-2011 respectively. This trend demands to tackle to issue of drop out more seriously. Data also shows that net enrolment in secondary education was 20% in 2001-02 which increased upto 24% in 2005-06 and 26% in 2010-2011. The survival rate to grade 5 was 57% in 2001-02 and increased to 72% in 2005-06 but reduced to 56% in 2010-2011 respectively.

Table - 4.3
EFA Goal 3: Learning and Life Skills

S. No.	Indicators	2001-02 (%)	2005-06 (%)	2010-11 (%)
3.1	Youth Literacy Rate (15-24 Years)	62	67	70
3.2	Gross Enrolment Rate in Technical, and Vocational Education and Training (TVET) at Secondary Level	8	2	2
3.3	Transition Rates Between Primary and Lower Secondary Levels (Class 6-8)	69	77	80
3.4	Transition Rates Between Lower Secondary and Upper Secondary Levels (Transition From Class 8 to Class 9)	77	87	87

Table 4.3 illustrates that youth literacy rate was 62% in 2001-02 which increased upto 70% in 2010-2011. Transition rates between primary and lower secondary level (class 6-8) was 69 in 2001-02 which increased 77% in 2005-06 and 80% in 2010-2001 respectively. Transition rate between lower secondary and upper secondary level (transition form class 8 to 9) was 77% in 2001-02 that increased up to 87% in 2010-2011.

Table – 4.4
EFA Goal 4: Adult Literacy

S. No.	Indicators	2001-02 (%)	2005-06 (%)	2010-11 (%)
4.1	Adult Literacy Rate (15 Years Old and Over)	43	52	55
4.2	Youth Literacy Rate (age 15-24 years old)	62	67	70
4.3	Gender Parity Index for Adult Literacy	62	67	70
4.4	Public Expenditure on Literacy and Non-Formal Education as a Percentage of Total Public Expenditure on Education	Not available	-	-

Table 4.4 depicts that adult literacy rate was 43% in 2001-2002 which enhanced upto 52% in 2005-06 and 55% in 2010-11. The youth literacy increased from 62% in 2001-02 to 67% and 70% in 2005-06 and 2010-2011 respectively.

Table – 4.5
EFA Goal 5: Gender Disparities Education

S. No.	Indicators	2001-02 (%)	2005-06 (%)	2010-11 (%)
5.1	Gender Parity Index for Youth Literacy	62	67	70
5.2	Gender Parity Index for Adult Literacy	43	52	55
5.3	Gender Parity Index for GER in ECCE	36	91	114
5.4	Gender Parity Index for GIR in Primary Education	96	116	108
5.5	Gender Parity Index for NIR in Primary Education	77	93	86
5.6	Gender Parity Index for GER in Primary Education	71	84	89
5.7	Gender Parity Index for GER in Middle Education (Classes 6-8)	25	31	33
5.8	Gender Parity Index for NER in Primary Education	57	66	71
5.9	Gender Parity Index for NER in Middle Education (Classes 6-8)	20	24	26
5.10	Gender Parity Index for Survival Rate to Grade Five	57	72	56
5.11	Gender Parity Index for Transition Rate between Primary and Middle Education (Classes 6-8)	69	77	80
5.12	Percent of Female Enrolment in Primary Education	40	43	44
5.13	Percent of Female Enrolment in Middle Education (Classes 6-8)	41	42	42
5.14	Percent of Female Enrolment in Vocational or Technical Education	23	38	38
5.15	Percent of Female Teachers in Primary Education	44	45	47
5.16	Percent of Female Teachers in Middle Education (Classes 6-8)	52	58	60
5.17	Percent of Female Teachers in Vocational or Technical Education	26	32	32
5.18	Percent of Repetition of Girls in Primary	35	38	42

Table 4.5 table shows that gender parity index for youth literacy was 62% in 2001-02 and increased upto 67% in 2005-06 and 70% in 2010-2011. Adult literacy rate was 43% in 2001-02 which enhanced upto 52% in 2005-06 and 55% in 2010-11. The youth literacy increased from 62% in 2001-02 to 67% where 70% in 2005-06 and 2010-2011 respectively. Data further shows that gender parity index for NER in primary was 57% in 2001-02 and

increased upto 71% in 2010-2011. Gender parity index GER in middle education (class 6-8) was 25% in 2001-02 and increased upto 31% in 2010-2011.

The data gives an overall encouraging picture. That is to say Gender parity is improving over the period of time.

Table – 4.6
EFA Goal 6: Quality of Education

S. No.	Indicators	2001-02 (%)	2005-06 (%)	2010-11 (%)
6.1	Percentage of Primary School Teachers having the Required Academic Qualifications	100	100	100
6.2	Pupil-teacher ratio (PTR) for Primary education	36	34	34
6.3	Pupil-teacher ratio (PTR) for Middle Education (Classes 6-8)	15	23	23
6.4	Public Expenditure on Elementary Education (Classes 1-8) as Percent of Total Government Expenditure	10	12	10
6.5	Public current expenditure per pupil as percentage of GNP per credit.	4	9	7
6.6	Public Expenditure on Elementary Education as Percentage of Gross National Product (GNP)	2	2	2
6.7	Public Expenditure on Primary Education per Pupil	4	9	7
6.8	Public Expenditure on Middle Education per Pupil	6	10	8
6.9	Percentage of Schools with Improved Water Sources and Adequate Sanitation Facilities	44	63	66
6.10	Survival Rate to Grade 5	57	72	56

Table 4.6 indicates that 100% primary schools teachers had required qualification in 2001-02 and 2010-11. The pupil teacher ratio (PTR) was 1:36 in 2001 which become 1:40 in 2005-06, which is using discouraging. However it improved in 2010-11 as it was 1:26 in 2010-11. The PTR for secondary was 1.15% which increased 1.19% in 2010-11. Public expenditure on education as percent of total government expenditure was 10% in 2001-02 and increased 12% in 2005-06 and decreased to 10% in 2010-2011. Public expenditure on education as percentage of CNP was 1.76% in 2001-02 and 2.20% in 2005-06 and 1.75% in 2010-2011. Public expenditure on primary education per pupils as percentage of GNP per

capital in 2001-02 was 4.04% and 8.77% in 2005-06 and 7.38% in 2010-2011. Public expenditure on secondary education per pupils as percentage of GNP per capita was 6.36% in 2001-02 and 9.68% in 2005-06 and 8.22% in 2010-2011.

One can see alarming situation of reduction in public expenditure on all levels of school education. It is resulting in high dropout and reducing survival rate to grade 5.

PART-2

4.2 Analysis of Interview of the Respondents

4.2.1 Would you like to share with us about achievement of EFA goals in your province/

Almost all the respondents were of the view that EFA goals have not been achieved so far. Some of them had opinion that 60% to 70% target have been achieved. They were of the opinion that efforts have been made but these targets are so high whereas there was lack of required resources and infrastructure in the provinces.

It is very encouraging to note that almost in all provinces Education Sector Reforms units have been established with the financial assistance of the donor agencies. It was observed that to some extent progress had been made in EFA goals. But there is still need to develop a rational strategy to accelerate the progress so that international commitment could be fulfilled. Therefore goal wise information was collected which is explained in the following questions.

4.2.2 To what extent ECE target have been achieved

The majority of the respondents were of the opinion that 60% to 70% target have been achieved. Hence, in Khyber Pakhtunkhwa ECE program was launched with the assistance of donor agency save the Children in some districts and efforts were made to start katchi/Paki class in all primary schools. Similarly in AJK ECE program was launched in 150 schools and teachers were appointed with the financial assistance of UNICEF but this project has been closed and no ECE program is at present available in AJK. In Punjab, Sindh and Balochistan ECE programs were launched with the assistance of donor agencies and katchi classes were started in public schools. In this regard the following steps have been taken in almost in all provinces

- Education for All (EFA) plan was adopted and implemented at provincial and district levels to some extent through not fully.

- Formal Early Childhood Education (ECE) at primary school level has been introduced and institutionalized.
- Primary education for all children (boys and girls) has been declared as compulsory and free through constitutional provisions (Article 25-A of the constitution of Islamic republic of Pakistan.
- Communities were involved in educational a matter that is to say to increase access, reduce drop outs, improve and run school facilities – partnership in education is partnership for development.
- Specific incentives were provided in some districts increase access and participation of girls in mainstream education through free textbooks, stipends for girls at secondary level, voucher scheme, scholarships hostel facilities for female teachers etc. and facilitating female teacher’s transportation to and from school.
- Developed diverse district strategies to promote overall enrolments and enhancement of girl’s participation in particular rural areas and increase opportunities for girls at middle school level.
- Strengthened teacher training institutions for quality training and linking training with promotion.

4.2.3 In your opinion to what extent Universal primary education target have been achieved so far?

The respondents were of the view that 70% to 80% target have been achieved. They indicated that several steps had been taken to achieve these goals. The provincial governments through ESR programs tried to achieve targets. They also shared with the researchers their proposed Action Plan to achieve UPE targets. The Punjab government has taken the following steps in this regard.

- The government of the Punjab has given clear target to School Education Department that 100% enrolment and 100% retention must be ensured.
- A house hold survey has been completed through out the Punjab province.
- Out of school children registers are being maintained.
- Admission of out of school children is under process.
- Enrolment campaign is under process in rural and urban primary, middle, high and higher secondary schools with full fervor.
- Zero percent drop out of enrolled children policy is being strictly observed.
- Retention of enrolled children till the passing of terminal class is being monitored.
- Meetings of heads of institutions have been held many times for issuance of directions for making the enrolment campaign successful.
- District Education Officer (SE), Multan has already been deputed as Focal Person for USE and District Education Officer (EE-M), Multan for UPE campaign, 2013-14.
- Thirty (30) Secondary and Higher Secondary Schools have been nominated as responsible schools according to Union Council wise. All the primary/elementary/secondary schools fall in a Union Council are included under a responsible school.

4.2.4 In your opinion to what extent the target of life skills has been achieved so far?

The majority of the respondents had opinion that 50% to 60% target have been achieved regarding this EFA goal. Hence, there is still need to work hard to achieve the target. It was observed during the field visit that there was lack of coordination among the department of technical and vocational education and education department. For example the technical and vocational education was working in industrial department. TEVT was also working in the Balochistan province but there was no coordination. The similar situation was found in Khyber Pakhtunkhwa and Sindh and AJK. Consequently it was observed that due to lack of coordination among the concerned departments no reliable data was available to the researchers for this study.

4.2.5 In your opinion to what extent adult literacy target has been achieved in your province?

In almost all the provinces adult literacy rate has been increased. The respondents had opinion that 60% to 70% target have been achieved in their provinces. In the provinces literacy and non-formal departments have been established. The representatives of the department informed that with the financial assistance literacy programs were launched in the provinces but there is a need to allocate more resources to make the literacy centres functional on regular basis.

It is very interesting to note that provincial respondents informed that NCHD has worked to enhance literacy rate in their provinces. The steps taken by NCHD are as under:-

- Established 120,263 Adult Literacy Centers in 122 districts of Pakistan and made 2.7 million people literate (90% of them are women) in first Phase 2002-2008, Second phase is for the period 2009-2012. Results are being compiled.
- NCHD has won International Reading Association Literacy Award from UNESCO Paris for introducing the best practices in the field of literacy.
- NCHD has been declared as lead agency for literacy in Pakistan by the government of Pakistan.
- NCHD is the only organization in the field of literacy that had its approved literacy primers from Ministry of Education.
- NCHD has also developed Electronic Primer of Literacy (ICT-Based Literary Kit); Literacy skills may be imparted to the illiterate through using computers. Mobile Phones may also be used for this purpose.
- Established Community Learning Centers (CLCs) in collaboration with UNESCO Pakistan. It is an international practice but NCHD had developed Pakistani version of CLCs.
- Developed a comprehensive Literacy Management and Information System (LMIS) which is the only literacy software in the country.

4.2.6 In your opinion, to what extent gender parity has been improved as compared to the year 2000?

The provincial governments have tried to provide educational facilities to the masses irrespective of gender. The respondents were of the view that after National Education policy 1998-2010, ESR program 2001 and Education Policy 2009 have made every possible effort to provide equal access to education to boys and girls.

4.3 In your opinion, at present, what is the level of quality of education in your province?

The provincial governments have taken steps to improve quality of education in the provinces. Curriculum has been revised and textbooks have been improved. The curriculum of teachers for pre-service training has also been revised. The respondents informed that with the financial assistance of donor agencies In-service Training facilities have been provided to the teachers. In collaboration with CIDA one hundred thousand teachers were trained in Primary level curricula in Khyber Pakhtunkhwa, Punjab, Sindh, AJK, Balochistan have also provided In-service Training to the teachers at small scale i.e. to the extent funds were provided by the donor agencies. It was observed during field visit in Gilgit Baltistan that Agha Khan University was playing vital role in improve the quality of teachers and education managers.

4.4 What type of resources are required to achieve EFA Goals

4.4.1 Budgetary Resources

The representatives of the provincials governments were of the opinion that sufficient budget is not available for planning to achieve EFA goals. The respondents of KP informed that due to law and order situation it was too difficult to run even the established schools in the province. In the prevailing situation it was not possible to force the parents to send their children for ECE classes in the schools. Similarly, in the Sindh, Punjab and Balochistan provinces sufficient budget is not available with provincial education department to achieve the EFA goals. Similar is the situation in Gilgit Baltistan and AJK as explained by their representative to the research team.

4.4.2 Physical Resources /infrastructure

It is very deplorable to note that majority of the respondents were of the view that there was lack of infrastructure and physical resources to achieve the EFA goals. For example in KP majority of the respondents informed that ECE classes are to be started in primary or elementary schools. But, practically in these schools one or two teachers are posted and schools have only two rooms. Therefore, it is not possible to arrange ECE class separately. In spite of that they are making every possible effort to achieve the target of EFA by running katchi and puki classes in these schools.

4.4.3 What are the major Causes for Low achievement of EFA Goals in Pakistan?

Would you like to explain?

1. The majority of the respondents of the above question were of the view that only the small portion of GDP, (barely 2%) institutions allocated by the Federal Government for the education sector. Likewise, almost all provincial governments spend for less than the required annual budget on education. This low investment on education is the main cause of not achieving the EFA goals. Some respondents had opinion that weak professional capacity of the Education Department to fully utilize allocated funds was also a problem. Consequently EFA goals could not be achieved so far and it is very likely that these would not be achieved by 2015 as per international commitment.
2. The respondents were of the view that decisions are made by the political leadership but unfortunately, a strong and explicit political will in favor of Education for All is lacking in Pakistan. This has led to numerous problems in the education sector, including teacher absenteeism, poor quality of education, particularly, in rural schools. Corruption and favoritism in appointments and transfers of teachers, absence of a system of accountability, etc. are results of political mal-practices.
3. The respondents from KP, Balochistan and AJK were of the opinion that larger portion of the province consists on rural areas, where schools are distantly located. Thus, non availability of schools in the vicinity inhibits enrolment and regular attendance of children from remote villages.

4. Most of the rural primary schools are 2-room schools. Number of primary schools lack basic facilities like electricity, clean drinking water, latrine, play ground, and adequate space and furniture for comfortable seating of students. Lack of required facilities in schools makes them an unattractive place for children and causes drop out. Resultantly EFA goals could not be achieved.

5. The majority of the respondents were of the view that many teachers posted in rural areas do not regularly attend school and take their classes. This affects quality of education and interest of children adversely. Absenteeism of teachers is one of the main reasons of deterioration of the education quality and hurdle in achieving EFA goals. Furthermore, Factors like teacher absenteeism, poor competence of teachers, illiteracy of parents, and unsatisfactory conditions of learning in schools compel enrolled children to leave the school before completion of primary education.

6. The respondents informed that there are complaints about politicization of appointments and transfers in education department. Education managers and teachers are appointed on political affiliation basis. These political appointees either lack competence to do their official work, or do not pay attention to their job assignments. This affects the whole system, including quality of education in schools.

4.5 What type of challenges do you face in addition to already explained factors?

1. Majority of the respondents had opinion that low financing for education was the major constraint. The Donor Agencies are not ready to invest in this sector. Moreover, major impediments in realizing the goals are poor management of the system i.e. poor supervision and administration of teacher, lack of school monitoring, and political had interventions in educational affairs. All these results are in poor quality of education and infrastructure which is at present in a state of despair.

2. Moreover dropout is another issue which needs attention of the educationist dropout made has difficult to achieve UPE. It is, therefore, imperative to find out the causes of drop out and to remove these causes by taking appropriate measures.

3. Scattered pattern of population in large parts of the country and long distances of schools from home refrain parents of rural area from sending their children to schools. Natural calamities in arid zone areas and poor communications in hills areas are other geographical factors responsible for low enrolment.

4.6 Would you like to explain any academic type of problems of your province?

The respondents pointed to the following academic problems prevailing in their provinces:

- There is overstaffing in city schools whereas rural schools are facing the problem of shortage of teachers. This means that investment made in primary schools has been partially wasted.
- The competency level of teachers is questionable in view of politically motivated appointments.
- Due to faulty system of training the behavior of teachers with the students in the school is harsh which discourage students and they leave their studies in the middle.
- The educationist criticized the present curriculum which is not skill oriented. It is also not in harmony with the needs and cognitive abilities of children. It does not prepare youth for employment.
- The present system of examination depends upon rote memorization and does not inculcate creative abilities among students. The system also forces the child either to repeat the class or leave the school.
- Non-conducive atmosphere, unattractive/unfamiliar environment and punitive measures adopted by the school managers discourage the parents to send their children to school.

4.7 Do you think that there are managerial problems in achieving the EFA goals?

The respondents indicated following managerial problems which need to be addressed for achieving the EFA goals

- There was often overlapping of functions due to introduction of devolution plan by the previous governments. The administration was not clear about their responsibilities.
- The decisions are taken in haphazard way without giving considerable thought to the causes of problem and perspectives of the outcome of the decisions. Any reforms and innovations in education demand dynamic leadership and orientation of educational administration, which is not being provided.
- Instead of thoughtful planning to meet the challenges, ad-hoc decision are made, which create further problems. Moreover, many educational administrators reach senior positions when they are near to retirement. By that time they are mostly concerned with their own problems and do not meet the requirement of newly occupied high offices.
- The educational managers are well trained for the job. They lack ability of to motivate their subordinates to get the job done and communicate with the members of the society to get their co-operation and assistance.
- The tactics adopted by the ill trained educational administrators for personnel management are outdated and are least concerned with the measures necessary to improve productivity and efficiency of school personnel.
- The policies framed by the administrators are usually of short term nature instead of long term strategies. This has widened the gap between demand and supply of educational product. Many good reforms become ineffective due to mismanagement by the educational administrators who lack knowledge and interest.
- The school administrator has to perform numerous functions at a time. Consequently, they do not have time to handle administrative matters in perfect manners. They are pre-occupied with small tasks of routine work, like sanction of leave, grant of loans, transfer of teachers, settling unnecessary complaints, etc. thus, they are not able to pay desired attention to the academic side of schools.

PART-3

4.8 Provincial plans to achieve EFA goals

It was thought appropriate to have information about Action Plans that have been made by the provinces to achieve EFA goals. The information collected is presented as under:-

4.9 Would you like to share with us the plan which your provincial government adopted to achieve EFA goals?

4.9.1 The proposed strategy to achieve EFA goals of Sindh Government is as under:-

The Government of Sindh in Education Department initiated a number of innovative programmes and strategies which include Social Action programmes and foreign aided projects. Steps have also been taken to eliminate gender disparities, promote public private partnership, expand in-service teachers training programmes, decentralized management, introduce legislation for making primary education compulsory; teach English at primary level and develop integrated text books for class I&II. Packages for incentives have been developed and are being implemented to increase enrollment to improve retention and to upgrade quality. These steps may be categorized as under:-

- i) Scholarship to Rural Girls
- ii) Nutrition Programme
- iii) Training of PTAs
- iv) Free text Books to the students
- v) Management Training
- vi) In-Service Teachers Training
- vii) Incentive to Teachers to improve quality of education
- viii) Girls Primary Education Development Project Phases I&II
 - Community Model Schools

- Teachers Resource Centres
 - Quality Improvement Centre
 - Accelerated Training
 - Community Mobilization
- ix) Middle School Projects (MSP)
- Training for the teachers
 - Curricula
 - Scholarship
- x) Teachers Training Projects (TTP)
- In-Service Trainings
 - In Country Fellowship Trainings

4.9.2 EFA Priorities

a) Sector wide priorities:

- First Priority - Primary Education
- Second Priority - Adult Literacy
- Third Priority - Early Childhood Education

b) Quantitative vs Qualitative

EFA Sector	Phase I 2004-05 to 2005-06	Phase II 2006-07 to 2010-11	Phase III 2011-12 to 2015-16
Primary Education	Equal Focus on Access Quality	More Focus on Quality and School Effectiveness	More Focus on Quality and School Effectiveness
Adult Literacy	More Focus on Access	Equal Focus on access and Quality	Equal Focus on access and Quality
Early Childhood Education	More Focus on Access	Equal Focus on access and Quality	Equal Focus on access and Quality

The government of Sindh has taken above mentioned steps for achieving EFA goals through Education Sector Reforms unit with the financial assistance of donors' agencies. They further explained detail in the following table

Table – 4.7
Essence of the Sindh Provincial Plan of Action (2001-2015) for “Education for All”

EFA SECTOR	2003	2005	2010	2015	Priorities of EFA in Sindh
Primary Education	64%	70.5%	88%	100%	First Priority Primary Education
Adult Literacy (Rate)	49%	54%	66.5%	80%	Second Priority Adult Literacy
Early Childhood Education	36%	39%	49%	60%	Third Priority Early Childhood Education

The Sindh are facing following problems in achieving EFA goals

4.9.3 Lack of access to education

The education system of Sindh government is facing following problems regarding access to education in the province

- i) Opportunity costs inhibit the enrolment of children from poor families
- ii) Schools lack basic infrastructure such as water, toilets, electricity
- iii) Children leaving schools dropping out/ without completion due to poor learning conditions in schools
- iv) School buildings need repair
- v) Social attitudes and lack of social mobility neither encourage nor see the need for education, especially for girls
- vi) Conservatism and illiteracy of parents
- vii) Distance from school- the further a child lives from school, the less likely he/she is to attend, especially for girls
- viii) Security concerns, especially with girls as also there are fewer schools for girls
- ix) Devastating earthquake, and floods has reduced the number of functional schools

4.9.4 Poor` quality of education

The Sindh education system is facing problems related with quality of education.

- i) Irrational teacher deployment-In some schools student teacher ratio very high and in some very low
- ii) Multi grade teaching causes discipline and quality of teaching to suffer
- iii) No regular supervision/monitoring
- iv) Non-functional schools
- v)
- vi) Opportunity Cost-Poverty & children need to contribute to household income so have no time for homework

4.10 The Punjab Government Strategy to achieve EFA Goals

The Punjab government has taken several steps to achieve the EFA goals which include the following programs.

Chief Minister's Reform Road Map targeting 100% enrollment and retention

by:

- improving teacher attendance
- student presence
- functioning of basic facilities in schools
- monitoring of District Administration
- Data Collection
- Enrollment of children aged 5 – 9
- Posting of EDOs, DEOs Deputy DEOs on merit
- Rationalization/Reallocation of teacher posts on need basis to attain STR 1:40
- Merit based transfer of teachers

4.10.1 Enrolment of new students in existing schools:

This strategy focuses on enrolling out-of-school children in existing primary schools with underutilized capacity. Also, there are several closed schools which can be made functional. As admission policy does not allow children aged 7+ years in formal primary classes, over-age children will be enrolled in non-formal basic education, community feeder or religious (Deeni Madrassah) schools.

Enrolment of new students in formal schools through provision of an additional room. In existing public formal schools, where extra space is available, construction of an additional classroom and provision of a teacher will help in accommodating a number of new students.

Enrolment of new students in new schools. In disadvantaged/remote areas where enrolment is low due to non-availability of formal public schools, construction of two-room new formal and opening of one room non-formal schools will help in improving access to education.

4.10.2 Enrollment Emergency Campaign

- Inauguration of Enrollment Emergency Campaign on 14 August 2013 by Chief Minister Punjab
- Household survey for Out of School Children
- 100% Retention of enrolled students
- Enrollment of 9-16 years Out of School Children in Literacy Centers
- Third party validation in November 2013

Goal-wise detail is given below:

4.11 Early Childhood Education

4.11.1 Establishment of Well resourced Pre-primary Classes i.e. katchi classes

The government of the Punjab has taken several steps to achieve the target of early childhood education. These include introducing ECE Classes in all Public and Private Schools and also to start ECE Classes in Foundation Assisted Schools of PEF, ECE Classes in Non-Formal Basic Education Schools of Literacy and Non-Formal Basic Education Department. Improvements in quality of ECE must be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards. ECE age group should be recognized as comprising 3 to 5 years and at least one year pre-primary education should be provided by the State. Universal access to ECE should be ensured within the next ten years.

Role of Private Sector has also been defined for enhancing the ECE in the province. ECE is well systematized in the private sector and is an integral part of primary education. ECE may comprise of any of preparatory, nursery, Kindergarten, playgroup and Montessori style of education. The enrollment age in all such schools is 3-5 years. Government of the

Punjab must support and encourage the policy of introducing ECE classes not only in Government Primary Schools but also encourage and support the private sector.

The districts management of education departments was directed to start admission campaign in their respective districts and advocacy among parents and communities was made as per policy for ECE by the Government of Punjab. The government has also taken steps to ensure the availability of qualified and trained teachers for ECE in the province. In this regard steps have been taken including Pre-Service and In-Service Teachers Training and Professional Development to teach ECE Classes development of curriculum and syllabus for ECE classes, specialized training for ECE teachers on the pattern of educators for primary, elementary and science subjects. ECE has been attached to primary school which is being provided with additional budget, teachers and assistants for this purpose.

Budgetary Allocation steps have also been taken which include budgetary allocations for ECE Classes, salary of ECE Teachers, provision of Textbooks for ECE classes, and accommodation for ECE classes.

4.11.2 Primary Education in Punjab Province

The Punjab province has also taken steps to enhance access to Universal Primary Education and meet MDG/EFA Goals, to ensure 100% enrollment and retention in primary schools and to ensure access to all students to schools in the age cohort of 5-9 years. Steps have also been taken to open more schools in public sector at primary level recruit more educators at primary level, ensure enabling environment by appropriate accommodation and other facilities, encourage private sector in education, enhance capacity of PEF in order to enter into partnership with more low cost schools in remote rural areas and urban slums to ensure enrollment and retention. The capacity of Literacy and Non-Formal Basic Education Department to enroll students in the areas where no primary school is available in public or private sector has been built. Efforts have been made for equal opportunity for male and female students in rural and urban areas improvement in enrollment and discourage drop-outs, improving gender parity and assessment mechanism, addressing location disadvantages due to faulty location of schools and the physical infrastructure. Multi-grade teaching and multi-tasking of primary school teachers is being avoided. Continuous revision of curriculum

and up-gradation to encompass and incorporate the latest developments and quality of textbooks has to be improved on regular basis.

4.11.3 Elementary Education

The Punjab government has taken steps to enhance access to elementary education in the province. The following steps are very important

- Opening of more Middle Schools and up-gradation of existing primary schools
- Provision of Science and IT Labs
- Providing equal opportunity for male and female students in rural and urban areas
- Establishment of Middle Schools to accommodate all the students from male and female feeding primary schools

The Quality of elementary education is very important therefore the following steps have been taken for the improvement of inputs:-

- Appointment of post- graduate educators through transparent manners, thus, quality has been ensured by raising the qualification of future teachers.
- Selection of the best teachers to teach at Elementary level has been ensured.
- Recruitment of teachers absolutely on merit in a transparent manners
- Quality inputs at the level of pre-service training of the teachers at DSD and GCETs has been ensured.
- Improving curriculum and textbooks incorporating the latest knowledge
- Continuous professional development of teachers through in-service teacher training.
- Pre-Service and In-Service Teachers Training and Professional Development.
- Teachers guides of Textbooks especially in Science subjects.
- Continuous syllabus and curriculum improvement keeping in view the expanding frontiers of knowledge due to technological and sociological developments around the globe
- Incentive-based salary structure linked with the performance

4.11.4 Secondary Education

The Punjab government has taken several steps to enhance access to secondary education. These include expansion to accommodate Students at Secondary Level and expand the narrow base and keep the enrollment high at Secondary level especially for the female students. Moreover, number of Secondary schools suddenly drops when compared to Elementary and Primary schools. Rationalization for schools at Secondary level compatible enough to accommodate graduating students from Elementary level is required through opening of more Secondary Schools and up-gradation of existing Middle Schools. Efforts have been made for the provision of Science and IT Labs and equal opportunity for male and female students in rural and urban areas and to ensure the establishment of Secondary Schools to accommodate all the students from male and female feeding Elementary schools. It was also taken in to consideration that distance of Secondary schools is not a barrier for female students. Adequate arrangements for transport facilities is yet to be ensured to honor the pledge to meet MDG/EFA Goals

4.11.5 Literacy and Non-Formal Education

In order to eradicate the menace of illiteracy and achieve MDG/EFA Goals, the following measures are under implementation in the Punjab province.

- Opening of Non Formal Schools and Adult Literacy Centers to accommodate out-of-school children and literacy for adult illiterate males and females
- Special attention has been paid to illiteracy pockets in remote rural areas and urban slums.
- Mainstreaming of graduates of Non Formal Schools in to Formal School System
- Functional literacy with life-long and life-wide vocational skills for adults.
- NFBE Programmes are under implementation to ensure sustainability of adult literacy. This objective is being achieved through strengthening organizational structure, coordination, collaboration, synergy and enhancing budgetary allocations
- Punjab government has planned to increase literacy rate to up to 86% by 2015 through up-scaling of ongoing programmes of adult literacy and non-formal basic education.

- Develop a system to mainstream the students in non-formal programmes into regular education system. A system of equivalence shall be developed to permit such mainstreaming.
- Government of the Punjab is making arrangements to use formal school buildings for adult literacy after school hours.
- International Development Partners especially UN agencies, community and private sector involvement in awareness and advocacy programmes are being mobilized

4.11.6 Technical and Vocational Education

It is very interesting to note that Punjab government has taken various steps to enhance access to technical and vocational education so that EFA goal could be achieved in time. In this regard the following steps were explained by the respondents of the province.

- Matriculates and Intermediate Pass male and females were encouraged to get admission in the technical and vocational education in the province.
- Literate adults were encouraged to get technical skills for the employment.
- Opening of more Technical Institutes in the Province by TEVTA and PVTC so as to reduce gap between supply and demand.
- Policy provision for traditional apprenticeship experience in the non-formal sector could be assessed and certified for entry into the formal sector of vocational education.
- Current TVE certificate stream is too narrow in its scope and does not cover the large variety of skills that takes place in the traditional sector. Two way cross-over between the academic and the applied/ professional streams is lacking in the system. Government of Punjab must formulate a strategy to introduce a formal TVE stream parallel to formal school system, providing freedom of choice to students to choose TVE instead of general education.
- Absence of a well-articulated qualifications system is a major structural short coming. The problem of a fragmented structure of governance, endemic to the education sector, also plagues the technical and vocational sub-sector. Many

institutions and jurisdictions are involved in governance of this field without a clear demarcation of their respective responsibilities. There is no focal point for coherent planning for the sector. At the same time, the voices of important stakeholders such as the business sector are not adequately taken into account in shaping the content, structures and certification of study programmes. Government of the Punjab must recognize TVE as a separate sector with a dedicated department. At the moment TEVTA and PVT are functioning in silos. A comprehensive TVE strategy inviting all stakeholders will be beneficial to introduce technical education and bridge the existing gap between supply and demand.

- TVE sector does not benefit from good collaboration and input from the business sector, such as for updating its equipment and teaching materials. Resultantly, there are perennial complaints from employers about the substandard quality of the skills available in the market. Government of the Punjab must formulate policy recognizing the high importance of developing a broad-based and high quality sector for providing technical skills. Manufacturing, services and industrial sector should be on board so that TVE is market based.

Khyber Pakhtunkhwa

4.12 The Khyber Pakhtunkhwa Government has taken following steps to achieve EFA targets

The Pakhtunkhwa government has also taken steps to achieve EFA targets in the province. The Education Sector Reform unit have been established and following steps have been taken.

- Education for All (EFA) plan was adopted for implementation at provincial and district levels.
- Introduced and institutionalized formal Early Childhood Education (ECE) at primary school level.
- Declared primary education for all children (boys and girls) as compulsory and free through level mandate (implementation of Article 25-A of Constitution of Pakistan).
- Involve communities in education to increase access, reduce drop outs, improve and run school facilities – partnership in education is partnership for development.
- Provide further incentives to increase access and participation of girls in mainstream education through free textbooks, stipends for girls at secondary level, voucher scheme, scholarships, hostel facilities for female teachers etc. and facilitating female teacher’s transportation to and from school.
- Develop diverse district strategies to promote overall enrolments and enhancement of girl’s participation particularly in rural areas and increase opportunities for girls at middle school level.
- Strengthen teacher training institutions for quality training and linking training with promotion.
- Develop linkages between all levels of education and curriculum.
- Improve examination system with re-introduction of uniform centralized examination system at 8th and 5th class levels.
- Improve school level monitoring with the help of PTCs.
- Separate teaching and management cadres in elementary and secondary sector.

- Development and implementation of Spatial Decision Support System (SDSS) i.e. Web based GIS enabled system for Planners/Researchers/Donors both at Provincial and District level.
- Use of Educational Management Information System (EMIS) data in education planning.
- Development of Financial Management Information System (FMIS)

The other major Initiatives are as under:-

- Governance accountability and transparency
- Biometric system for attendance of staff
- File tracking system
- Communication and Advocacy strategy.
- Curriculum upgrading and implementing the SLO based curriculum for the province by enactment of law.
- Education governing bodies
- Cluster system establishment
- Transparent teacher recruitment placement and training institutionalized
- Subsidies to private schools for pro-poor education
- Text Book Boards to be restructured as stakeholder led autonomous organization.
- Assessment and examination institutionalized.
- Teacher education restructured and strengthened.
- Early Grade Reading (EGR)
- Girls Education
- Female Teachers incentives (accommodation, transportation & allowances)
- DEOs (Female) incentives (accommodation, transportation & allowances, cluster hostel)
- Community based initiatives
- Promotion of Science Education
- School Report Card
- Formalization of 3 years age into regular education system
- Access and equity
- Quality

- Adult literacy
- Board of Intermediate and Secondary Education revamped structure

Table – 4.8
Financial requirements of Khyber Pakhtunkhwa for proposed Action Plan
to achieve EFA Goals

Activities	Rs. in Millions					
	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-16
Rehabilitation of Blown-up Schools	1.006	1.350	1,402	1,466	1,535	6,758
Provision of Uniform to Students	2.751	2,889	3,030	3,155	3,281	15,106
Community Schools	462	918	1,374	1,828	2,311	6,892
Examination Reforms	264	274	276	296	339	1,449
Curriculum Development	13	14	16	17	19	79
Creation of M&E Cells at Directorate & Districts	87	96	105	116	127	531
Remuneration to Mentors (New+Existing)	43	46	50	53	57	249
Curriculum Development in Regional Languages	198	-	-	-	-	198
School Report Card	10	33	33	33	33	142
Playground Facility with BW	11	11	11	12	12	57
Aid for Orphans @ 1% of Enrollment	0	0	0	0	0	0
Construction of Examination Halls	39	39	39	42	42	200
Construction of EDO Offices	12	24	36	24	24	120
Establishment of Cadet Colleges	60	60	60	60	60	300
Construction of Building for Directorate of E&SE	10	-	-	-	-	10
PITE	43	873	806	898	979	3,598
Adult Literacy (EEF)	578	1,656	1,976	2,128	1,534	7,873
Capacity Building in Education Administration	216	216	288	288	432	1,441
Grant-in-aid for Semi Govt: Schools	200	200	200	200	200	1,000
Grand Total	6001	8,698	9,701	10,618	10,985	46,003

The government of Khyber Pakhtunkhwa has taken the aforementioned steps through Education Sector Reforms.

Balochistan

4.13 The proposed strategy of the Balochistan Government to achieve EFA goals

Balochistan Education Sector Plan 2013-17, Education Department, Government of Balochistan.

Table – 4.9
Total Budget ECE and Primary Education

(Rs.In Millions)

Description	2011	2012	2013	2014	2015	Total
ECE	1657.992	2124.180	2590.980	3057.780	3524.580	12955.512
Primary	13301.918	17350.598	21398.446	25302.750	29337.750	106691.462
Institutional Capacity Building	149.599	1947.748	239.894	283.605	328.623	1196.469
Total	15,109.509	19,669.526	24,229.320	28,644.135	33,190.953	120,843.443

4.13.1 Strategies

1. Child friendly school designs are developed for all future constructions in consultations with educationists.
2. Awareness campaign within community and educationists on the impacts of corporal punishment and other forms of child abuse have been launched with the aim to mobilize local community against the bad practices.
3. Missing facilities replenishment plan is being developed to fill in the current gaps over the next 3 years.
4. A plan to minimise the impact of multi-grade schools through minimising their numbers and training the teachers on multi-grade teaching through PITE has been chalked out.
5. Functional laboratories are to be provided in all secondary schools that include funds for replenishment and technical expertise.
6. Library usage has to be increased and current set of books reviewed to upgrade as per curricular and age needs.
7. Teacher training components have to include a component on friendly classroom and shift in attitudes towards corporal punishment.
8. Revival of co-curricular activities in the province in terms of sports competitions, debates etc to be ensured.

Table – 4.10
Cost Estimates (Cost in Billions Pak Rs.)

Area	Total	2013-14	2014-15	2015-16	2016-17	2017-18
Quality Education	3.372	0.041	1.724	0.610	0.541	0.456
	8%	1%	20%	6%	5%	4%
Early Childhood Education	5.210	0.000	0.602	1.704	1.635	1.268
	12%	0%	7%	16%	14%	12%
Access and Equity Inclusive Education	31.222	3.213	5.950	7.247	7.762	7.051
	70%	96%	69%	67%	67%	69%
DRR	0.922	0.041	0.042	0.178	0.330	0.331
	2%	1%	0%	2%	3%	3%
Governance and Management	0.008	0.008	0.000	0.000	0.000	0.000
	0.02%	0.22%	0.00%	0.00%	0.00%	0.00%
Higher Education	0.130	0.019	0.057	0.019	0.017	0.017
	0%	1%	1%	0%	0%	0%
Adult & Youth Literacy and NFE	2.586	0.001	0.021	0.678	0.997	0.889
	6%	0%	0%	6%	9%	9%
Total Cost (in Billion Pak Rs.)	1.172	0.014	0.222	0.355	0.370	0.211
	3%	0%	3%	3%	3%	2%
Total Cost (in Billion Pak Rs.)	44.621	3.336	8.619	10.791	11.652	10.224

The government of Balochistan has taken these steps through Education Sector Reforms unit.

AJK Government

4.14 The proposed strategy of the AJK Government to achieve EFA goals

The respondents of the AJK were of the view that their government has taken several steps to achieve EFA goals.

4.14.1 Early childhood Education

The early childhood education was started in 150 schools with the assistance of an international donor agency. But this project has been closed and teachers have not been paid their salary for the last six months.

4.15 Causes of Low Progress In EFA

4.15.1 The government of AKJ could not achieve the EFA goals due to following reasons.

- Natural Disasters-----2005
- Cross-boarder firing
- Poverty
- Hilly terrain in most of the AJK, so still access problem. It is further aggravated due to sliding and weather conditions
- Lack of Basic Facilities
- Absence of friendly environments
- Poor monitoring & supervision
- Access

The following steps have been proposed to handle the above problems:-

- Enrollment of new students in existing schools;
- Enrollment of new students in formal schools through provision of an additional room;
- Enrollment of new students in new Non-formal schools;
- Targeted incentives for disadvantaged group

The AJK government has proposed action plan alongwith following Financial Requirements

**Table – 4.11
Financial Requirement**

S#	No. of Institutions primary schools	Financial Requirement (Amount in Million)
1.	2061	220.527
2.	505	126.250
3.	336	126.250
4.	30	126.250
Total	2932	438.277 million

These schools are to be established to enhance access to education

**Table – 4.12
Up gradation of elementary schools to secondary schools and Financial Requirements**

S#	No. of Institutions	Required positions	Financial requirements	Rs. in Million
1.	35	630	29459220/=	29.459
2.	75	1350	49301100/=	49.301
3.	300	3000	88371600/=	88.371
4.	410	5390	167131920/=	167.131

4.15.2 Further Strategy to achieve the EFA goals

- Enrollment in existing schools are to be increased up to 77, 973 million
- Enrolment in formal schools through provision of an additional room will be enhanced upto 11,139
- Enrollment in New schools (non-formal & feeder schools) will be enhanced to 22,278
- Through disadvantaged group Incentives enrolment will be enhanced upto 232,097
- Out of School Children (Projected) Estimates 2013-16 to be enrolled 11,333

Gilgit Baltistan

4.16 The proposed strategy of the Gilgit-Baltistan Government to achieve EFA goals

The government of Gilgit-Baltistan has taken various steps to achieve EFA goals.

Early childhood education has been started in almost all primary public and private schools. Further steps include;

- Community Model Schools
- Teachers Resource Centres
- Quality Improvement Centre
- Accelerated Training
- Community Mobilization
- Girls Primary Education program

These programs have been started with the assistance of Agha Khan Foundation.

4.16.1 Gigit-Baltistan education system is facing two major problems

- Lack of access to education; and
- Poor quality of education

**Table – 4.13
NER and Enrollment Targets**

Projected Net Enrolment Rates Estimates					
	2011-12	Benchmark 2012-13 (Projected)	2013-14	2014-15	2015-16
Total	63%	65%	70%	74%	79%
Male	66%	68%	72%	76%	80%
Female	60%	62%	67%	72%	77%

FINDINGS, CONCLUSIONS AND RECOMMENDATION

The findings of the research were drawn from data analysis and its interpretation. The following were the major findings of this research:-

1. It was found that overall progress has been made to achieve EFA goals in general and particularly ECE. It was found that GER for ECE was 36% in year 2001-02 which increased upto 91% in 2005-06 and 114% in 2010-11. The percentage of new entrant to primary grade I was 64% in 2001-02 which increased to 74% in 2005-06 and 100% in 2010-11. The private sector enrolment as percentage of total enrolment in ECE was 39% in 2005-06 that increased 47% in 2010-11. Similarly percentage of trained teacher was 47% in 2005-06 which increased upto 68% in 2010-11.

2. As far as the second goal i.e. free and compulsory education was concerned, the data shows that gross intake in primary were 96% in 2001-02 which increased 116% in 2005-06. It again reduced upto 108% in 2010-11. The net intake was 77% in 2001-02 which increased upto 93% in 2005-06 but again reduced to 89% in 2010-11. The gross enrolment at secondary level was 25% in 2005-06; it increased upto 31% in 2005-06 and 33% in 2010-11 respectively. The net enrolment in primary was 57% in 2001-02; it and increased upto 66% and 71% in 2005-06 and 2010-11 respectively. Data also shows that net enrolment in secondary education was 20% in 2001-02 which increased upto 24% in 2005-06 and 26% in 2010-2011. The survival rate to grade 5 was 57% in 2001-02. It increased to 72% in 2005-06 but reduced to 56% in 2010-2011.

3. Table 4.3 illustrates that youth literacy rate was 62% in 2001-02 which increased upto 70% in 2010-2011. Transition rates between primary and lower secondary level (class 6-8) was 69 in 2001-02 which increased to 77% in 2005-06 and 80% in 2010-2001. Transition rate between lower secondary and upper secondary level (transition form class 8 to 9) was 77% in 2001-02 that increased up to 87% in 2010-2011.

4. The fourth goal relates to adult literacy. Data indicates that adult literacy rate was 43% in 2001-2002 which enhanced to 52% in 2005-06 and 55% in 2010-11. The youth literacy increased from 62% in 2001-02 to 67% where 70% in 2005-06 and 2010-2011 respectively.

5. The fifth goal is to reduce gender gap. The data indicates that progress has been achieved in reducing the gender gap in education. It was found that gender parity index (GPI) for youth literacy was 62% in 2001-02 which increased to 67% in 2005-06 and 70% in 2010-2011. Data further shows that gender parity index for NER in primary was 57% in 2001-02 and increased upto 71% in 2010-2011. Gender parity index (GPI) in middle education (class 6-8) was 25% in 2001-02 and increased upto 31% in 2010-2011.

6. The sixth goal IS provision of quality of education. The indicators about quality of education show improvement from base year 2001-02 to 2010-2011. It was found that 100% primary schools teachers had required qualification in 2010-11. The pupil teacher ratio (PTR) was 1:36 in 2001 which became 1:40 in 2005-06, which is discouraging. However it improved in 2010-11 as it was 1:26 in 2010-11. The PTR for secondary education was 1.15% which increased 1.19% in 2010-11. Public expenditure on education as percent of total government expenditure was 10% in 2001-02 which increased to 12% in 2005-06 but decreased to 10% in 2010-2011. Public expenditure on education as percentage of **CNP** was 1.76% in 2001-02, 2.20% in 2005-06 and 1.75% in 2010-2011. Public expenditure on primary education per pupil as percentage of GNP per capita in 2001-02 was 4.04% and 8.77% in 2005-06, 7.38% in 2010-2011. Public expenditure on secondary education per pupil as percentage of GNP per capita was 6.36% in 2001-02, 9.68% in 2005-06 and 8.22% in 2010-2011.

7. It was found that EFA cells/wings were established at the provincial levels in the education department for planning and implementing the government policy to achieve the targets of EFA goals. During the field visit it was found that no cell was actively functioning in any province. The provincial education departments are working on EFA goals in unarticulated manner. No integrated efforts are being made to handle EFA goals under the supervision of one officer. It was found that goal one and two are being dealt by one department whereas other goals are being addressed by other departments. For example in Balochistan technical and vocational education is being controlled by Industry and Social

Welfare Department etc. Almost similar situation was found in other provinces. It is very interesting that all provinces have established Reforms Unit with financial assistance of donor agencies. But all these units are not responsible to work on EFA. There is need to integrate all these efforts to achieve the EFA targets so that international commitment could be fulfilled.

8. It is deplorable to find that no reliable and accurate data is available in the provincial EMIS. If it is available, professionals are incapable to calculate indicators of EFA so that progress can be monitored. In AJK, Incharge EMIS informed the research team of AEPAM that no data is available for the last four or five years. In KP Incharge was incapable for calculating the EFA indicators. There is need to have capable and competent professional personnel in the provincial EMIS and they must be responsible to maintain accurate and reliable data with sufficient skills to calculate indicators, so that monitoring of the progress can be made in time.

9. There is lack of coordination among agencies at Federal and Provincial level to integrate the efforts for achieving the EFA goals. Consequently progress and achievement of education department can not be materialized. To some extent, EFA targets have been achieved but are not being presented in appropriate manners.

5.1 Problems and issues in achieving the EFA goals

It is fact that some progress has been made to achieve EFA goals but there is still need to design strategy to achieve these international commitments. The provincial governments were facing the following problems.

1. The small portion of GDP, barely 2%, is allocated by Federal Government for the education sector; likewise, almost all provincial government spends less than the required annual budget on education. This low investment on education is the main cause of not achieving EFA goals.

2. Decisions are made by political leadership but unfortunately, a strong and explicit political will in favor of Education for All is lacking in Pakistan. This has led to numerous problems in the education sector, including teacher absenteeism, poor quality of education particularly, in rural schools, corruption and favoritism in appointments and transfers of

teachers, absence of a system of accountability, etc. these all factors were affecting EFA goals.

3. Scattered pattern of population in large parts of the country and long distances of schools from home refrain parents of rural area from sending their children to schools. Natural calamities in arid zone areas and poor communications are other geographical factors responsible for low enrolment especially in desert and hilly area schools. Moreover, most of the rural primary schools are 2-room schools. A large number of primary schools lack basic facilities like electricity, clean drinking water, latrine, play ground, and adequate space and furniture for comfortable seating of students. Lack of required facilities in schools makes them an unattractive place for children and causes drop out. Resultantly EFA goals could not be achieved, so far.

4. Absenteeism of teachers is one of the main reasons of deterioration of the education and hurdle in achieving EFA goals. Furthermore, factors like poor competence of teachers, illiteracy of parents, and unsatisfactory conditions of learning in schools compel the enrolled children to leave the school before completion of primary education. Education managers and teachers are appointed on political affiliation instead of merit. These political appointees either lack competence to do their official work, or do not pay attention to their job assignments.

5. The donor agencies are not ready to invest in education sector as per requirements of the provinces and EFA goals. However, these are ready to invest in the education sector as per their own agenda. Therefore they select area of their own choice. Furthermore, major impediments in realizing the goals are poor management of the system with weak supervision and administration of teacher. This results in poor quality of education. Moreover, educational infrastructure is in a state of despair.

6. Instead of thoughtful planning to meet the challenges of the change and development, ad-hoc decisions are made, which create problems somewhere down the road in educational process. The policies framed by the administrators are of short term nature instead of long term. This has widened the gap between demand and supply of educational product. Many good reforms became ineffective due to mismanagement by the educational administrators who lacked knowledge and interest.

5.2 Conclusions

On the basis of the findings of the study, the following conclusions were drawn.

1. It was concluded that federal and provincial governments have made every possible effort within available resources to achieve targets of EFA goals to fulfill international commitments. To some extent success has been made, for example the target of early childhood education was fully achieved. Some improvement has also been made in primary education, adult literacy, learning and life skills, parity index and provision of quality of education. Yet, desired targets could not be achieved so far due to manifold reasons. There is need to develop rational strategy by involving all stakeholders to accelerate the progress so that international commitment could be fulfilled.
2. There is need to establish EFA cell at Federal level which should work with close collaboration with EFA cells at provincial and districts levels. At present provincial education departments are making efforts to achieve EFA targets, but they are facing lack of infrastructure, which need to be addressed.
3. Provincial EMIS cells are facing lack of professional capacity. No reliable and accurate data is available. There is also need of third party validation of data at provincial level.
4. It was also concluded that international donor agencies are providing financial assistance to education department, but not in appropriate proportion as per requirements of the provinces.
5. There is political interference in education department almost at all levels from appointment to transfer, posting and even in service delivery.
6. Geographical factors are also major hurdles in providing educational facilities. Consequently, both location disparity and gender disparity do exist in education.
7. Poverty, illiteracy of parents, social cultural barriers, teachers' absenteeism in rural areas, lack of political will, gap between policy formulation and policy implementation, lack

of infrastructure and incapability of education managers, are the most common factors for not achieving the EFA goals, so far.

8. All stakeholders i.e. Federal Government, Provincial Government Donor Agencies, community members, political leaders, education managers and even head of educational institutions are not playing their desired role to the optimum level, which needs to be addressed.

9. Low allocation of GDP for education is one of the major handicaps. Major portion of the budget fell under recurring budget and very small amount is provided through development but. That is why infrastructure is quite deficient. The lack of financial resources is the most crucial problem to achieve target of EFA goals in Pakistan.

5.3 Way forward/Strategy for Accelerated Achievement of EFA Goals by 2015

5.3.1 Role of federal and provincial governments to achieve EFA goals

1. Free and compulsory elementary education is fundamental right of all human beings. Provision of free education up to secondary level is the constitutional responsibility of the State of Pakistan. Therefore, following steps have to be taken:-

- i) Legislation in the light of Article 25-A of the constitution for provision of free and compulsory elementary education to all children in Pakistan is to be made immediately by the Provinces.
- ii) There is dire need to increase the education budget. It must be raised to at least 4% of GDP.
- iii) Eradicate corruption and favoritism in appointments and transfers of education managers. Also teacher's appointments must be made on open merit through Public Service Commissions.
- iv) Strict mechanism for monitoring and disciplinary action to overcome teacher absenteeism must be developed at district level.

- v) There must be a system of accountability for those who misuse their authority or do not perform well in education department.
- vi) Advocacy drive to motivate parents to send their children to school has to be launched.

2. There is need of establishing EFA Units at provincial and districts level so that integrated efforts may be made to monitor achievement of EFA Goals. The following functions may be assigned to these Units:-

- i) The federal and provincial government may ensure the availability of resources and building the capacity of the districts management for effective and efficient implementation of the EFA plan.
- ii) The District Action Plans may be designed and implemented through District Education Officers. The EFA forums may be set up at District and Tehsil levels consisting of the education officers, experts, community members, media personnel and stakeholders. The forums may bring awareness among the people, monitor the progress towards set goals and coordinate the efforts of NGOs and government functionaries. The major role of EFA forums would be resource mobilization and oversee the plan implementation with special focus on the girls' education.
- iii) Compile and maintain latest data related to EFA goals at district level. The data should include primary enrolment, literacy rate, ECE, quality of education, drop out rate, completion rate, gender balance etc.
- iv) Prepare, revise, and up date District EFA plan on annual basis
- v) Identify gaps or short falls of the district with respect to targets of District EFA plan

- vi) Persuade district education authorities (EDO, DCO, etc.) for corrective measures and enhanced support to catch up or promote EFA goals in the district.
- vii) District EFA Unit should serve as a hub for EFA movement, and a platform for all stakeholders who strive for development. District EFA Unit can play a pivotal role for accelerating progress of the district towards EFA Goals.

5.3.2 Role of Education Managers, Teachers and Head Teachers in Achieving EFA Goals

Education personnel can play a key role in eradication of illiteracy and promotion of basic education in the society. Education Managers like EDOs, DEOs can bring reform in the system. School heads and teachers can fulfill educational needs of children in the catchments area of their schools. Following role may be played by various categories of education personnel:

- i) Follow merit, and rule of law in all affairs dealt by them
- ii) Ensure optimum use of resources placed on their disposal
- iii) Plan and launch suitable projects to expand educational facilities
- iv) Liaison with masses, parent, teachers, and SMCs/PTAs to acquire first hand information about problems on the ground
- v) Collect and compile up-to-date information about educational facilities (EMIS) and gaps may be identified with possible solutions.

BALUCHISTAN

OVERALL PLAN ANALYSIS

Total Plan Outlay

The three-year MAF Education Plan outlay for Balochistan is Rs 9,111 million (Table B3). Given the projections for actual primary education expenditures, the new plan expenditures are almost 30% of the total existing expenditures.

Table B3: Total MAF Plan Costs and Actual (Projected) Education Expenditures
(in Rs. Million)

	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			TOTAL
			2013-14	2014-15	2015-16	
Strategy a Enrolment of new students in existing schools (under-utilized/closed schools) (30% of all new enrolment)			157	329	508	994
Strategy b Enrolment of new students in formal schools through provision of an additional room (In 20% of existing schools)			457	655	830	1,942
Strategy c Enrolment of Children in new schools (50% of all new enrolments)			1,269	1,716	2,083	5,068
Strategy d Targeted Incentives for access and retention for disadvantaged groups and girls (15% of all enrolments)			343	369	395	1,107
TOTAL MAF PLAN			2,226	3,068	3,816	9,111
Primary Education Expenditure (Actual)	7,683	8,451	9,296	10,226	11,249	30,771
GRAND TOTAL	7,683	8,451	11,522	13,295	15,065	39,882

AJK**OVERALL PLAN ANALYSIS****Total Plan Outlay**

The three-year MAF Education Plan outlay for AJ&K is Rs 3,611 million (Table A3). Given the projections for actual primary education expenditures, the new plan expenditures are almost 16% of the total existing expenditures.

Table A3: Total MAF Plan Costs and Actual (Projected) Education Expenditures
(in Rs. Million)

	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			
			2013-14	2014-15	2015-16	TOTAL
Strategy a Enrolment of new students in existing schools (under-utilized/closed schools) (70% of all new enrolment)			273	532	903	1,708
Strategy b Enrolment of new students in formal schools through provision of an additional room (In 10% of existing schools)			187	232	359	778
Strategy c Enrolment of Children in new schools (20% of all new enrolments)			81	131	216	429
Strategy d Targeted Incentives for access and retention for disadvantaged groups and girls (15% of all enrolments)			212	230	255	696
TOTAL MAF PLAN			753	1,125	1,733	3,611
Primary Education Expenditure (Actual)	4,583	5,041	5,545	6,100	6,710	18,355
GRAND TOTAL	4,583	5,041	6,298	7,225	8,443	21,966

FATA

OVERALL PLAN ANALYSIS

Total Plan Outlay

The three-year MAF Education Plan outlay for FATA is Rs 41,581 million (Table F3). Given the projections for actual primary education expenditures, the new plan expenditures are almost 10% of the total existing expenditures.

Table F3: Total MAF Plan Costs and Actual (Projected) Education Expenditures
(in Rs. Million)

	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			
			2013-14	2014-15	2015-16	TOTAL
Strategy a Enrolment of new students in existing schools (under-utilized/closed schools) (93% in 2013-14, 92% in 2014-15 and 91% in 2015-16 of new enrolment)			122	257	394	772
Strategy b Enrolment of new students in formal schools through provision of missing facilities (In 10% of existing schools)			282	311	311	904
Strategy c Enrolment of Children in new schools (7%, 8% and 9% of new enrolments each year, respectively)			577	664	702	1,942
Strategy d Targeted Incentives for access and retention for disadvantaged groups and girls (15% of all enrolments)			192	201	210	603
TOTAL MAF PLAN			1,173	1,432	1,616	4,221
Primary Education Expenditure (Actual)	9328	10,261	11,287	12,416	13,657	37,360
GRAND TOTAL	9328	10,261	12,460	13,848	15,273	41,581

Gilgit Baltistan

OVERALL PLAN ANALYSIS

Total Plan Outlay

The three-year MAF Education Plan outlay for GB is Rs 1,788 million (Table G3). Given the projections for actual primary education expenditures, the new plan expenditures are almost 38% of the total expenditures.

Table G3: Total MAF Plan Costs and Actual (Projected) Education Expenditures
(in Rs. Million)

	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			
			2013-14	2014-15	2015-16	TOTAL
Strategy a Enrolment of new students in existing schools (under-utilized/closed schools) (70% of all new enrolment)			139	313	495	947
Strategy b Enrolment of new students in formal schools through provision of an additional room (In 10% of existing schools)			86	129	169	384
Strategy c Enrolment of Children in new schools (20% of all new enrolments)			34	63	92	189
Strategy d Targeted Incentives for access and retention for disadvantaged groups and girls (15% of all enrolments)			82	89	97	268
TOTAL MAF PLAN Cost			341	595	852	1,788
Primary Education Expenditure (Actual)	740*	814	895	985	1,083	2,963
GRAND TOTAL	740	814	1,236	1,579	1,936	4,751

* Generated as Primary Education Expenditure per student multiplied by GB Primary enrolment

ICT

OVERALL PLAN ANALYSIS

Total Plan Outlay

The three-year MAF Education Plan outlay for ICT is Rs 2.210 billion (Table I3). Given the projections for actual primary education expenditures, the new plan expenditures are almost 34% of the total existing expenditures.

Table I3: Total MAF Plan Costs and Actual (Projected) Education Expenditures
(in Rs. Million)

	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			
			2013-14	2014-15	2015-16	TOTAL
Strategy a Enrolment of new students in existing schools (under-utilized) (50% to 60% of all new enrolment)			211	497	729	1,437
Strategy b Enrolment of new students in formal schools through provision of an additional room (In 15% of existing schools)			-	153	45	198
Strategy c Enrolment of Children in new non formal schools (35% to 40% of all new enrolments)			64	118	162	343
Strategy d Targeted Incentives for access and retention for disadvantaged groups and girls (15% of all enrolments)			68	78	86	232
TOTAL MAF PLAN Cost			343	845	1,022	2,210
Primary Education Expenditure (Actual)	1,067	1,174	1,291	1,420	1,562	4,273
GRAND TOTAL	1,067	1,174	1,634	2,266	2,584	6,483

KP**OVERALL PLAN ANALYSIS****Total Plan Outlay**

The three-year MAF Education Plan outlay for KP is Rs 22,067 million (Table K3). Given the projections for actual primary education expenditures, the new plan expenditures are almost 18% of the total existing expenditures.

Table K3: Total MAF Plan Costs and Actual (Projected) Education Expenditures
(in Rs. Million)

	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			
			2013-14	2014-15	2015-16	TOTAL
Strategy a Enrolment of new students in existing schools (under-utilized/closed schools) (50% of all new enrolment)			679	1,517	2,370	4,565
Strategy b Enrolment of new students in formal schools through provision of an additional room (In 10% of existing schools)			714	1,089	1,363	3,166
Strategy c Enrolment of Children in new schools (40% of all new enrolments)			2,242	3,392	4,216	9,850
Strategy d Targeted Incentives for access and retention for disadvantaged groups and girls (15% of all enrolments)			1,408	1,495	1,583	4,487
TOTAL MAF PLAN COST			5,043	7,492	9,531	22,067
Primary Education Expenditure (Actual)	24574	27,031	29,735	32,708	35,979	98,421
GRAND TOTAL	24574	27,031	34,778	40,200	45,510	120,489

Punjab

OVERALL PLAN ANALYSIS

Total Plan Outlay

The three-year MAF Education Plan outlay for Punjab is Rs 103.85 billion (Table P3). Given the projections for actual primary education expenditures, the new plan expenditures are almost 30% of the total existing expenditures.

Table P3: Total MAF Plan Costs and Actual (Projected) Education Expenditures
(in Rs. Million)

	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			
			2013-14	2014-15	2015-16	TOTAL
Strategy a Enrolment of new students in existing schools (under-utilized/closed schools) (70% of all new enrolment)			5,068	17,829	27,026	49,923
Strategy b Enrolment of new students in formal schools through provision of an additional room (In 10% of existing schools)			5,742	8,118	9,848	23,708
Strategy c Enrolment of Children in new schools (20% of all new enrolments)			2,494	4,476	6,294	13,263
Strategy d Targeted Incentives for access and retention for disadvantaged groups and girls (15% of GrossEnrolments)			5,023	5,658	6,277	16,958
TOTAL MAF PLAN Cost			18,327	36,080	49,445	103,852
Primary Education Expenditure (Actual)	75,371	82,908	91,199	100,319	110,351	301,868
GRAND TOTAL	75,371	82,908	109,526	136,399	159,796	405,721

Sindh

OVERALL PLAN ANALYSIS

Total Plan Outlay

The three-year MAF Education Plan outlay for Sindh is around Rs 42 billion (Table S3). Given the projections for actual primary education expenditures, the new plan expenditures are almost 25% of the total existing expenditures.

Table S3: Total MAF Plan Costs and Actual (Projected) Education Expenditures
(in Rs. Million)

	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			
			2013-14	2014-15	2015-16	TOTAL
Strategy a Enrolment of new students in existing schools (under-utilized/closed schools) (50% of all new enrolment)			1,470	3,091	4,726	9,287
Strategy b Enrolment of new students in formal schools through provision of an additional room (In 10% of existing schools)			1,545	2,156	2,669	6,370
Strategy c Enrolment of Children in new schools (40% of all new enrolments)			4,854	6,709	8,250	19,813
Strategy d Targeted Incentives for access and retention for disadvantaged groups and girls (15% of gross enrolments)			2,033	2,201	2,371	6,605
TOTAL MAF PLAN COST			9,902	14,157	18,016	42,076
Primary Education Expenditure (Actual)	25,205	27,726	30,498	33,548	36,903	100,949
GRAND TOTAL	25,205	27,726	40,400	47,705	54,919	143,024