

DEVELOPMENT OF EDUCATION IN PAKISTAN

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Iqaz-e-Fazeelat

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Preface

This document on the "Development of Education in Pakistan-2005" focuses achievements, interventions, challenges and issues of education system in the country with special reference to the Educational reforms that have been announced from time to time. Government recognizing the need has introduced numerous educational reforms and innovations in the system, of them Education Sector Reforms (ESR) program is the most prominent having major thrust areas to improve the education in the country. These thrust areas include Literacy Campaign; Integrated Approach to Poverty Reduction, Mainstreaming Madrassahs, Universal Primary / Elementary Education, Improving the Quality of Education: Curriculum Reform, Teachers Education & Training, Exam Reform and Assessment, Technical Stream at Secondary Level, Higher Education Sector and Public Private Partnership.

The document is divided into seven sections. The first section comprises of introduction of the report whereas the second section presents an overview of education system in Pakistan. In the third section, management of education system has been explained with special reference to devolution of powers. The progress of ESR program has been discussed in fourth section. Whereas fifth section focuses literacy. Section sixth describes the Early Childhood Education followed by major reforms and innovations in the education system.

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Chapter # 1

INTRODUCTION

1. Introduction

This document has been designed to serve as comprehensive report on development of education in Pakistan. In this context, the document aims to focus important interventions, achievements and changes that occurred in the education sector. The efforts have been made to analyze and review National Education Policies' reforms and consequent quantitative expansion and qualitative improvements that have been taken place.

The present government realized that centralized management structure of government is adversely affecting the process of policy-making and service delivery at grass root level. Recognizing this situation the government policy implementation adopted decentralized approach for decision-making through empowering to the local bodies closest to communities. The Government came up with the 'seven point agenda' to address institutional crisis through "National Reconstruction" and started to explore the procedures to restructure the political and service structure through devolution of power. Restructuring aimed at empowerment of citizens, decentralization of administrative authority, decentralization of professional functions and distribution of financial resources to the provincial and local governments at district levels.

Local government plan 2000 and local government ordinance 2001 were launched by the government to put the devolution of power into operation and twelve departments were created at districts. The local Government Ordinance 2001 was promulgated in all provinces to reconstruct and regulate the local governments, and for the real implementation of devolution plan. The devolution plan provides security and services to protect the rights of people in the following areas through devolution and decentralization:

- i. Devolution of political power,
- ii. Decentralization of administrative authority,
- iii. De-concentration of management function,
- iv. Diffusion of the power authority nexus, and
- v. Distribution of resources at district level.

1.1 Education Sector Reform

Education Sector Reforms (ESR) program is built on the long term perspective of National Education Policy (1998-2010) and ten year perspective development plan 2001-2011. Government of Pakistan has outlined its policy objectives for promoting economic growth and reducing poverty in the Interim Poverty Reduction Strategy Paper (IPRSP). ESR is an Action Plan for 2001-2005, has been fully integrated into the Interim Poverty Reduction Strategy Paper and about 80% of the ESR packages covers adult literacy, Education for All and technical education. Devolution plan is the mainframe for implementation of ESR. The ESR has emerged from consultation held with more than

600 partners/ stakeholders and has initiated a process of team building for implementing this plan with all stakeholders in each province.

The present government has introduced devolution of power program since 2000 with due legislative support. Under the devolution program the responsibilities of the provincial government now include formulation of provincial education policy in the light of National Policy, Coordination with federal and district governments in matters related to the implementation of policy provisions like Education Sector Reforms. Whereas district governments are for planning, monitoring and evaluation of education system at their levels. They are also responsible for educational programs. The district has to generate its own funds in addition to the funds allocated by the federal and provincial governments. This report was designed to explore the development of education in Pakistan 2005, in terms of quantitative expansion and qualitative improvement of education system.

1.2 Objectives of the Study

The objectives of the study were to:

1. Review of education reforms and interventions
2. Investigation of progress and achievements of ESR program
3. Identification of problems and obstacles in providing education
4. Critical analysis of reforms and intervention by Government.
5. Analysis of Literacy and early childhood education

1.3 Methodology of the Study

Being a qualitative and quantitative study analysis is based on the primary and secondary information.

For the purpose of study possible primary and secondary sources of information have been explored. Attempt has been made to include recent information. Some are listed below:

- Economic Survey of Pakistan from 1980-81 to 2003-2005
- National Education Policies of, 1947, 1958, 1962, 1972, 1979, 1992, 1998-2010, ESR 2001.
- Financing of Education in Pakistan, 2003
- Population Census Reports (1998) of the four provinces and federal areas i.e., Punjab, Sindh, NWFP, Balochistan, FATA and ICT;
- Population projections by National Institute of Population Studies (NIPS);
- Perspective Development Plan (2001-2011);
- Education Sector Reforms: Action Plan (2001-2005);

- National and Provincial Educational Management Information Systems (EMIS);
- Pakistan Integrated Household Survey (1998/99 and 2001/02);
- Education for All-Plans for district Chakwal & FANA; and the National Plan of Action for Education for All (2001-2015).
- Documents related to Poverty Reduction Strategy.
- National Plan of Action on Education For All (2001-2015), Pakistan.
- "A report of the Education For All 2000.
- "Education Sector Reform Action Plan 2001-02, 2005-06.
- A Study on Assessing Visual-Graphics Literacy
- Education for All 2000 - Assessment Country Report Pakistan.
- The Challenge of Basic Education in Pakistan 1991.
- Education for All 2001.
- Basic Education in Pakistan, 2004
- Need Assessment of Educational Managers at District Level, 2005
- Access and Equity in Basic Education, 2005
- Quality of Education Learning Achievement at Primary Level, 2005

The study was delimited to the analysis of Educational reforms, achievements as reported in official documents and research reports on education. Data have been used from only official published documents.

The document is divided into seven sections. The first section comprises of introduction of the report whereas the second section presents an overview of education system in Pakistan. In the third section, management of education system has been explained with special reference to devolution of powers. The progress of ESR program has been discussed in fourth section. Whereas fifth section focuses literacy. Section sixth describes the Early Childhood Education followed by major reforms and innovations in the education system.

Chapter # 2

*EDUCATION SYSTEM
AN OVERVIEW*

2. The Education System: An Overview

The education is becoming one of the defined enterprises of the 21st century with the emergence of globalization and increasing global competition. In the fast changing and competitive world, education and technology are the master keys for respectable survival and progress of Pakistan. Pakistan is determined to respond positively to emerging needs, opportunities and challenges of globalization. Education is being considered a key to change and progress. Progress and prosperity of the country depends on the kind of education that is provided to the people.

Pakistan holds that education assists in harmonious development of the individual. It increases the economic, social and political adjustment of the individual in the society. Education is an essential prerequisite for an efficient and equitable development process of the society. It is a recognized fact that without a minimum education level for the entire population, a human centered development process cannot be sustained.

Human as resource aspect of development has not been given due consideration in the past and now it demands special attention in order to facilitate all segments of the society. It provides people greater orientation and choices to improve their lives. In other words through the process of education, human beings develop such abilities, skills and attitudes that help them to modify their behavior according to social, economic and political demands. Education is considered the most important vehicle of human capital formation, which is prerequisite for sustaining the development of nations.

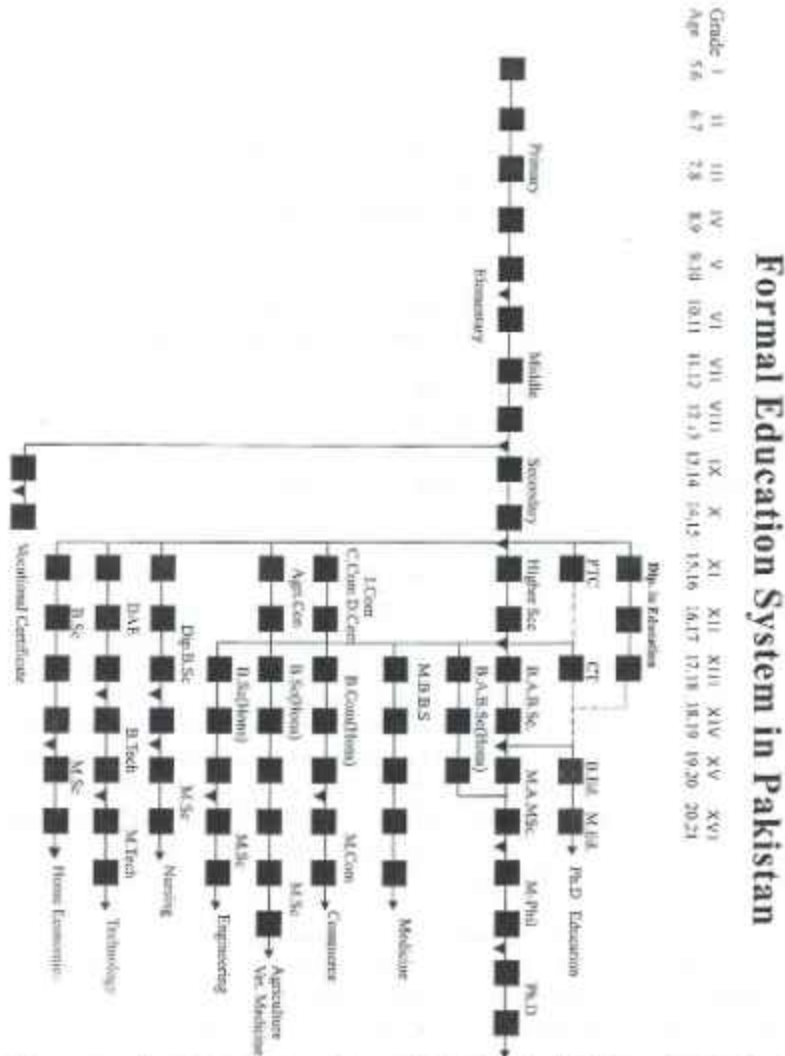
Pakistan has placed human resource development at the center of the economic planning. People of Pakistan are precious resource who are as hardworking as one can find anywhere in the world. Yet, the country have not nurtured their talent nor taken full advantage of their hard labour. Now country has begun to experience key shortages in modern skills that are needed to support an expanding economy. The three key areas of human development namely education, health and population welfare are attracting significant attention of the government. In the education sector an allocation of about Rs. 13 billion has been made for the year 2004-5 against an allocation of Rs. 6 billion in the last year. This represents an increase of 134%, which is unprecedented in country's history. It is pointed out that the primary responsibility for human development including education lies with the provinces. The federal expenditures are in addition to much larger expenditure being spent by the provinces.

Pakistan being alive to the need of decentralization has initiated political and administrative devolution under its reforms agenda. The Local Government Ordinance has been promulgated to pave way for devolution plan in the country. The reform addresses shift to decentralization of political power, decision-making authority, and administrative responsibilities to the grass root levels - village, union council, tehsil and

district. The main aim of devolution is to maximize the civil society participation in the decision- making process to improve the services' delivery to all segments of the society.

2.1 Structure of Education System

Pakistan follows centralized system of education and there is statutory requirement for all schools and colleges to follow a national curriculum.



The system has adopted three-tier mode (8+4+4) with following distinct stages:

2.1.1 Elementary Education

The elementary education comprises two distinct stages- Primary and Middle.

a) Primary Stage: The primary stage (Grades: I-V) extends over five years (age 5+ to 10+). Net primary enrolment rate is 86% in 2005. The medium of instruction in most of the schools is Urdu- the national language. There are English-medium schools as well. However, the curriculum for primary classes is almost the same throughout the country. The major focus of this stage is on basic mathematical and literacy skills (3Rs), appreciation of traditions, values, and socialization. Promotion to next class is automatic mostly to save wastage as per policy. Schooling is being made compulsory through appropriate legislation. Now it is being proposed that science and mathematics be taught in English at this stage.

b) Middle Stage: The Middle stage (Grades: VI-VIII) is of three years duration and is offered in schools either having primary or secondary classes. The curriculum is common for all males and females as well as for urban and rural dwellers. The curricular focus of this stage is to strengthen foundations of first and second languages, mathematics and science and developing understanding of family, community, environment, health and nutrition. Provincial Education Departments as well as schools conduct terminal examination at this stage. Middle level enrolment rate is 47.5% (2004-05).

2.1.2 Secondary Education

Secondary Education comprises of two stages- Secondary and Higher Secondary.

a) Secondary Stage: The secondary education is of two years duration comprising Grades: IX-X it covers 13-15 years cohort of children. There is a Secondary Schools Certificate (SSC) examination at the end of the tenth class and is conducted by 23 Boards of Intermediate and Secondary Education through out the country. In 2005 1,325,322 students appeared in grade-X examination. The medium of instruction in most of schools is Urdu. Most of the English medium schools are in private sector. Streaming of children starts at this stage. Students opt for a group of their choice such as Science, Humanities, and Technical. Urdu, English, Pakistan Studies, Islamic Studies and Mathematics are compulsory subjects. A group of three elective subjects determines the specified stream.

b) Higher Secondary Stage: The higher secondary education (Grades XI-XII) is imparted at both Intermediate Colleges and Higher Secondary Schools. The students follow two years program of study at higher secondary level, which leads to the Higher Secondary School Certificate (HSSC) and is a pre-requisite

for entrance to university or an institutions of higher education. The medium of instruction in science subjects is mostly English. The Boards of Intermediate and Secondary Education at the end of 11th and 12th grade conduct the examinations for higher secondary school certificate. In 2005, 789336 students appeared in grade-XII examination.

Division of students takes place at various levels of school education. After the middle stage, students can follow either academic courses in secondary schools or a trade course at vocational institutions. After secondary school stage students can enter Intermediate Colleges or Higher Secondary Schools for pre-university courses or can join polytechnics to take up three-years diploma course in a particular branch of technology or trade. After Higher Secondary School Certificate (HSSC) one can either join general universities or professional institutions such as agricultural, engineering and medical.

Level/Stage	Class	Duration	Age on entry
Elementary			
Primary	I-V	5 years	5 years
Middle	VI-VIII	3 years	10 years
Secondary			
Secondary	IX-X	2 years	13 years
Higher Secondary	XI-XII	2 years	15 years
Tertiary			
Undergraduate	XIII-XIV	2 years	17 years
Postgraduate	XV-XVI	2 years	19 years

2.1.3 Tertiary Education

Recognizing the significance of knowledge-based economy the Government of Pakistan has reorganized the higher education in the country. To meet the challenges and devising policies Higher Education Commission (HEC) has been set up. Accordingly focus of higher education have been determined and institutions of higher learning are being strengthened academically as well as financially. New specialties and sub-specialties have been planned and are being implemented. Special incentives have been provided to professional growth and research. Universities in Pakistan offer undergraduate, graduate and postgraduate programs of studies in general and professional education. Bachelor degree programs in arts and science (B.A. and B.Sc.) are of two years. All efforts are underway to reorganize bachelor degree programs and extend to three years and honors degree programs to four years. The curriculum is continuously being reviewed to meet the challenges of time to come.

There are more 109 universities and degree awarding institutions in the country. Of them about 54 are being managed by private sector. A bachelor degree is a

requirement for admission to postgraduate courses in the general universities. The Master degree programs in arts and science (M.A./M.Sc.) are of two years and courses are offered by universities and affiliated institutions. The universities also offer M.Phil and Ph.D. programs. The minimum duration of Master of Philosophy (M. Phil) is two years. The Doctor of Philosophy (Ph.D) degree is offered by research as well as by course work cum research. The degrees of Doctor of Literature (D. Lit.), Doctor of Science (D.Sc.) and Doctor of Law are also awarded by some universities.

2.2 Teacher Education

After obtaining Secondary School Certificate (SSC) a student can join College of Education for Elementary Teachers for Primary Teaching Certificate (PTC), which is of one-year duration and enables him/her to teach at primary level. After HSSC one can also opt for one-year program leading to Certificate of Teaching (CT), which enables teachers to teach at middle school level. Now both the programs are being replaced by Diploma in Education that is of three years duration after SSC. Bachelor of Education (B.Ed.) is a one-year program after B.A./B.Sc. being offered by Colleges of Education and its successful completion enables him/her to be a secondary school teacher. An alternate three years degree course in science education leads to the Bachelor of Science Education (B.S. Ed). The Master of Arts in Education (M.A.) program is of two years after the first degree and Master of Education (M.Ed.) program is of one year after B.Ed. Pakistan now has a university of education for catering special needs. 178 institutions offer certificate and degree programs in education.

2.3 Vocational And Technical Education

The duration of vocational and technical educational programs ranges from three months to three years. Similarly entry qualifications also vary according to the program. Different trades are offered in these institutions. Technical and vocational education is being reorganized through the establishment of provincial and federal technical and vocational authorities.

2.4 Deeni Madaris

Parallel to formal school system there are about 11500 Deeni Madaris imparting religious education based on the Quran, the Hadith (Sayings of the Prophet Muhammad-Peace be upon him), Islamic jurisprudence, logic, etc. Attempts are under way to integrate religious educational system with the formal school system. Most of these institutions offer Sanvia Ama and Khasa, Shahadat ul Almiya and Ghausia courses. The highest degree of "Shahadat-ul-Almiya " is being recognized as equivalent to M.A. in Arabic/Islamic studies.

2.5 Non-Formal Education

To cater the needs of those who cannot rejoin formal education and to promote education at large in the country, Pakistan has established Allama Iqbal Open University. It offers courses through distance learning system that include four months special need based short courses to degree programs even leading to Ph.D. degrees in various disciplines.

Education Statistic of Pakistan 2005

Institutions Type		Institution	Enrolment By Stage		
			Boys	Girls	Total
Pre-Primary	Public	-	2185321	1860754	4046075
	Other Public	-	16759	12424	29183
	Private	-	-	-	-
	Total	-	2202080	1873178	4075258
Primary	Public	135,173	6263943	4425532	10692475
	Other Public	3482	228388	159048	387436
	Private	18502	3547110	2630927	6178037
	Total	157157	10039441	7218507	17257948
Middle	Public	14609	1955605	1250952	3206557
	Other Public	60	42639	30226	72865
	Private	15749	689607	581444	1271051
	Total	30418	2687851	1862622	4550473
High	Public	8995	855339	530255	1385594
	Other Public	124	24223	19205	43428
	Private	7471	244158	206842	450999
	Total	16590	1123720	756302	1880021
Higher.Sed/Inter Colleges (X1-X11)	Public	1023	82516	78201	160717
	Other Public	34	11354	9786	21140
	Private	547	50033	36704	86738
	Total	1604	143903	124691	268595
Degree Colleges (X1-X1V)	Public	653	21062	204026	417088
	Other Public	24	1538	4305	5843
	Private	-	-	-	-
	Total	677	214600	208331	422931
Post Graduates Colleges (X1-XV1)	Public	98	113049	118908	231957
	Other Public	-	-	-	-
	Private	-	-	-	-
	Total	98	113049	118908	231957
Non-Formal Basic Education	Public	10336	123106	236241	359347
	Total	10336	123106	236241	359347

Institutions Type		Institution	Enrolment By Stage		
			Boys	Girls	Total
Technical & Vocational Institutions	Public	747	92364	21300	113664
	Other Public	-	-	-	-
	Private	-	-	-	-
	Total	747	92364	21300	113664
Teachers Training Institutions	Public	114	18267	8812	27079
	Other Public	-	-	-	-
	Private	21	4528	4956	9484
	Total	135	22795	13768	36563
Universities	Public	53	253186	204888	458074
	Other Public	50	45125	17467	62592
	Total	103	298311	222355	520666
Deeni Madaris	Total	12654	-	-	1544838
Total	Public	171801	12155758	8942869	21098627
	Other Public	3724	324901	234994	559895
	Private	54994	4580561	3478339	9603739
	Total	230519	17061220	12656202	31262261

Notes:

- i. Other public sector means public institutions not run by Ministry of Education or Provincial Education Department
- ii. For "Public Sector the data is estimated on the basis of "Census of Private Education Institutions in Pakistan 1999-2000" published by Federal Bureau of Statistics
- iii. For Non-formal Basic Education, Project Wing, Ministry of Education, Ministry of Education provided the data
- iv. Source of Private Sector data: Federal Bureau of Statistic, Statistics Division, 1999-2000 and estimated by AEPAM for the year 2004-05

Number of Teachers in Educational Institutions in Pakistan 2005

Institutions Type		Institution	Teachers		
			Male	Female	Total
Pre-Primary	Public	-	-	-	-
	Other Public	-	-	-	-
	Private	-	-	-	-
	Total	-	-	-	-
Primary	Public	135,173	215389	125747	341136
	Other Public	3482	6914	7006	13920
	Private	18502	21321	73758	95080
	Total	157157	243624	206511	450136
Middle	Public	14609	58425	52838	111263
	Other Public	60	773	1415	2188
	Private	15749	36011	97204	133215
	Total	30418	95209	151457	246666
High	Public	8995	108529	52763	161292
	Other Public	124	975	1375	2350
	Private	7471	34003	84468	118471
	Total	16590	143507	138606	282113
Higher.Sed/Inter Colleges (X1-X1v)	Public	1023	16263	10316	26579
	Other Public	34	405	251	656
	Private	547	9157	8271	17428
	Total	1604	25825	18838	44663
Degree Colleges (X1-X1v)	Public	653	8562	6306	14868
	Other Public	24	401	384	785
	Private	-	-	-	-
	Total	677	8963	6690	15653
Post Graduates Colleges (X1-XV1)	Public	98	3486	2524	6010
	Other Public	-	-	-	-
	Private	-	-	-	-
	Total	98	3486	2524	6010
Non-Formal Basic Education	Public	10336	633	9714	10347
	Total	10336	633	9714	10347

Institutions Type		Institution	Teachers		
			Male	Female	Total
Technical & Vocational Institutions	Public	747	5906	1450	7356
	Other Public	-	-	-	-
	Private	-	-	-	-
	Total	747	5906	1450	7356
Teachers Training Institutions	Public	114	1689	898	2587
	Other Public	-	-	-	-
	Private	21	22	67	89
	Total	135	1711	965	2676
Universities	Public	53	47175	6382	53557
	Other Public	50	5496	1580	7076
	Total	103	52671	7962	60633
Deeni Madaris	Total	12654	-	-	63617
Total	Public	171801	466057	268938	734995
	Other Public	3724	9468	10431	19899
	Private	54994	106011	265348	434976
	Total	230519	581536	544717	1189870

- i. Teacher's data in respect of Technical & Vocational institutions and data for Higher Education for the year 2003-04 are repeated for the year 2004-05
- ii. Source of Private Sector data: Federal Bureau of Statistic, Statistics Division, 1999-2000 and estimated by AEPAM for the year 2004-05

Table-1
Survival Rate of Boys Students by Year and Class

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Class 1	2,785,199* (100%)	2,879,698*	2,410,512	2,486,371	2,678,433	2,765,058	2,687,703	2,833,726	2,765,496
Class 2	1,981,984	2,008,955	1,981,792	1,791,741	1,927,099	2,050,364	2,163,886	2,172,693	2,119,825
Class 3	1,780,282	1,799,494	1,768,581	1,553,514	167,894	1,723,011	1,829,369	1,889,439	1,950,152
Class 4	1,618,586	1,636,772	1,616,275	1,357,680	1,527,325	1,521,503	1,587,541	1,620,725	1,765,947
Class 5	1,415,192	1,443,612	1,424,860	1,153,502	1,310,117	1,339,103	1,350,576	1,389,036	1,534,357
Class 6	1,172,684	1,217,582	1,197,493	1,199,759	1,156,240	1,052,388	1,068,527	1,097,875	1,162,212
Class 7	969,626	988,421	991,331	1,014,172	1,013,035	939,827	951,765	945,328	1,007,045
Class 8	857,284	854,646	844,754	866,334	904,663	855,402	885,630	889,771	908,960
Class 9	692,247	720,896	711,363	719,444	752,911	714,402	708,908	706,384	753,891 (27%)
Class 10	517,100	538,682	554,336	578,665	558,196	535,539	534,523	535,249	586,789

Graph - 1

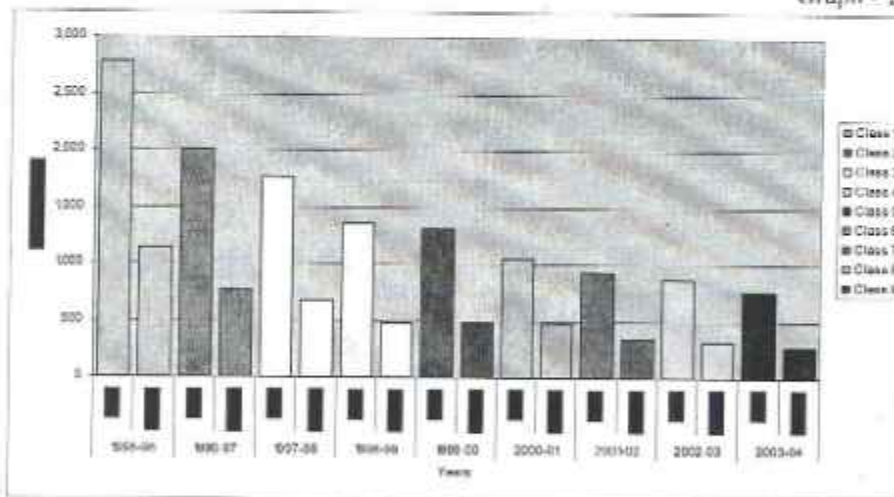


Table-2
Survival Rate of Girl Students by Year and Class

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Class 1	1,139,669* (100%)	1,226,088*	955,032	850,810	956,592	1,041,210	1,061,290	1,144,931	1,121,831
Class 2	736,368	768,405	770,242	637,062	723,908	764,563	645,966	851,221	840,352
Class 3	655,087	678,166	661,456	548,090	633,329	662,286	715,102	743,819	773,023
Class 4	582,582	606,760	606,852	475,946	573,898	583,064	624,842	634,800	692,474
Class 5	488,321	518,989	523,228	395,397	485,538	503,854	519,810	537,858	566,492
Class 6	389,544	413,290	416,843	425,611	416,068	482,290	400,581	415,555	439,700
Class 7	318,374	334,514	340,338	353,234	363,066	422,033	348,441	353,970	386,320
Class 8	269,934	285,692	289,957	302,801	320,841	384,173	318,151	321,966	345,084
Class 9	210,668	228,175	239,083	249,415	256,296	302,344	281,229	285,685	272,848 (23.9%)
Class 10	157,409	168,808	180,713	190,570	194,074	228,660	211,429	212,580	226,346

Chapter # 3

*MANAGEMENT
OF
EDUCATION SYSTEM*

3. Management of Education System

The country is a Federation of four provinces, each with a parliamentary system -Punjab, Sindh, Northwest Frontier Province (NWFP) and Balochistan, and other territories ICT, Federally Administered Northern Areas (FANA) and Federally Administered Tribal Areas (FATA). The division of responsibilities of the Federation and provinces have been defined by the legislation of 1973 Constitution.

Education is primarily a concerned subject, however the legislation is under taken jointly by both federal and provincial government. The federal government is responsible for policy-making, coordinating, and advisory authority on education. The educational institutions located in the federal capital territory, the Centers of excellence, the Area Study Centers and other institutions in various parts of the country are administered by the MOE. Universities located in various provinces are administered by the provincial governments, but are funded by the Federal Government through the Higher Education Commission, which has been established to reform higher education.

The executive authority in the Ministry of Education, headed by the Minister, is vested with the Secretary who ensures' implementation of policies in close collaboration with counter-parts in provincial education departments. The Provincial Education Departments are headed by the Education Ministers of the respective provinces and the executive authority is vested with the respective Education Secretary.

Each province is divided into districts for administrative purposes. District Governments have been established across the country under the devolution ordinance 2001. The department of education in each district is headed by Executive District Officer (EDO). Education upto secondary level has been devolved to district governments which have been entrusted educational planning, management and implementation of education in the respective areas in line with Federal Government's Education Policies and priorities.

Universities are autonomous bodies supervised and controlled by their own syndicates. A Vice-Chancellor who is the academic and administrative head of the university heads syndicate. The Governors of the respective province is the Chancellors of the public universities under their domains. Universities located in the Federal Area have the President of Pakistan as ex-officio Chancellor. Higher Education Commission is a federal body that coordinates and looks after the interests of universities. New administrative reforms in the universities are in progress under the auspices of Higher Education Commission.

3.1 Major Education Programmes 2005-2006

The major educational programmes under taken by the Ministry of Education obtaining the year 2005-06 are presented in Annex.

- Proposed Major Programmes for Education Sector (Annex-I)
- Financial Outlay (Annex-II)

3.2 Re-Organization of the Ministry of Education

Under the direction of the Minister for Education, the Ministry of Education has been reorganized. The Ministry henceforth consists of the following Wings:-

1. Curriculum Wing
2. Policy and Planning Wing
3. Administration Wing
4. Projects Wing
5. Training Wing
6. Monitoring & Evaluation Cell

The Monitoring and Evaluation Cell is new addition in the Ministry for monitoring and evaluation of educational activities. Monitoring Cell established in the Ministry of Education to monitor the development programs. 3% funds allocated for education sector reforms are being spent to monitor the program in provinces. Monitoring of the development programs has been made mandatory. Quarterly review of the programs are being undertaken to improve the program efficiency.

3.3 Government Expenditure on Education 2004-05

Table-1
Total Government Expenditure on Education 2004-05

	Current	Development	Total
Federal Government	21,194.002	15,087.587	36,281.589
Province	77,437.441	19,199.924	96,637.365
Total	98,631.443	34,287.511	132,918.954
Total Government Expenditure on Education as % of Total Government expenditure from all Sectors	10.510	15.330	11.440

Source: Policy & Planning Wing, Ministry of Education, Islamabad

3.4 Provincial Role under DOP

The provincial governments have new role under devolution plan. They retain primary responsibility for pre-service teacher training and share responsibility for in-service training with the district governments. Potentially, they have an important role to play in ensuring equity, access to schooling, influencing curriculum and ensuring quality.

3.5 District Role Under DOP

The district governments have acquired significantly greater responsibilities under devolution. Under devolution plan, the responsibility for managing education teachers lies at district level, even though teacher pay levels and teacher educational requirements are set nationally. This is a significant change from the pre-devolution arrangements where provincial governments managed and paid teachers.

Education finance is another key area under devolution that lies with the district government. The source of revenues is Federal revenues that are transferred to the provinces. The provinces retransfer the revenues to the districts as per formula set by provincial Finance Commission. Now it is the district that will decide how much to spend on education vs. other public services for which it is responsible

Finally, the district governments have acquired lead responsibilities in deciding where to locate new schools and how to finance their construction and in inspecting schools to ensure they comply with standards and in carrying out the annual evaluation of teachers and head teachers. Sub-district community organizations called Community Development Boards may also play an important role in determining the location and timing of new school facilities their precise role is still undefined.

Table-2
Major Responsibilities of Key Person under DOP are reported below:

Designation	Main Responsibilities
Provincial Secretary of Education	Advises on policy issues; Acts as Chief Executive Officer of the Department of Education and is responsible to implement and evaluate policies and plans in the province.
District Nazim	Is the district political officer responsible for education, including proposing the education budget to the District (Zila) Council and, appointing the District Coordinating Officer (DCO)

District Coordinating Officer (DCO)	Coordinates district administration; appoints and reviews performance of District Officers, including Executive District Officer (EDO)
Executive District Officer (EDO) (Education)	Prepares comprehensive district development plan; implements and monitors educational activities; prepares and controls budget; monitors and supervises public and private educational institutions; Approves procurement of goods and the appointment, transfer, promotion, selection, and leave of teachers and other education staff; has overall responsibilities for annual performance evaluations
District Education Officer (DEO) (Male & Female)	Supervision and monitoring of schools; reports to EDO; there are separate DEOs for different branches/ levels of schools
Deputy District Education Officer (DDEO) (Male & Female)	Supervision and monitoring of schools at Tehsil level, reports to EDO; release salaries to the schools and locate contingency grant according to school demand
Assistant DEO	Located at the Sub-district level; directly reports to the DEO; writes annual performance evaluations of headmasters and teachers
Learning Coordinator	Givers demonstration lessons to teachers; Advices on classroom management and reports teacher absenteeism
Tehsil Nazim	Formulate & implement strategies for development of municipal services of the tehsils
Union Nazim	Participants in Sectoral Monitoring Committees including education; Approves Annual Development Plan and budgetary proposals of the Union Administration; facilitates the formation and functioning of the Citizen Community Boards
Citizen Community Board (CCB) representatives	Mobilizes resources to improve schools voices community concerns to local government
President of School Management Committee (SMC)	Function of the SMC is to provide general support for maintenance of school facility, monitoring of teachers and checking absenteeism
Headmaster	Directly supervises teachers; coordinates with SMC
Teacher	Provides classroom instruction and administers test
Parents	Elect members of SMC, Union Councilor member of Provincial Parliament

Chapter # 4

EDUCATION SECTOR REFORM

4. Education Sector Reforms (ESR)

Education Sector Reforms (ESR) program was developed in perspective of the National Education Policy (1998-2010) and ten year long term development plan 2001-2011 was prepared. ESR is the comprehensive sector wise program that includes major thrust areas. Further detail is presented in this section.

4.1 Principal Characteristics of Education Sector Reforms

The Education Sector Reforms (ESR) 2001 originate from Education Policy and focuses on the development of human resources in Pakistan as pre-requisite for global peace, progress and prosperity. It has three fold purposes: quality education enabling all citizens to reach their maximum potentials; produce responsible, enlightened and skilled population and integrate Pakistan into the global framework of human-centered economic development. It suggests following strategies:

1. Sector-wise reforms based on efficiency and equity;
2. Political will to boost education as the anchor for economic revival;
3. Poverty reduction strategy program
4. Resource mobilization from all channels;
5. Decentralization through Devolution Plan ensuring grass-root level participation in educational planning and implementation;
6. Encouraging and supporting Government- Private Sector partnership to meet the challenges;
7. EFA Action Plan and Ordinance for compulsory Primary Education; and
8. Outcome based planning, budgeting and auditing.

Following are the major thrust areas of the Education Sector Reforms (ESR):

4.1.1 Universal Primary Education (UPE)

The education for all emphasizes quality universal primary education through ensuring access and increasing participation rate to 100%; reducing gender disparity and enhancing completion rate 70%. In order to achieve the targets the reform implies:

- i. Promulgation of Compulsory Primary Education Ordinance;
- ii. Improving infrastructure in existing primary schools;
- iii. Initiation of Early Childhood Education stage in schools;
- iv. Construction of new schools;
- v. Community Based Education Schools; and
- vi. Free textbooks for children and free Braille books to the visually handicapped children.

Initiatives:

- Basic education takes over 50% of education budget.
- Free education upto matriculation and free supply of textbooks.
- Grant of stipends and incentives to girls students and female teachers.
- Setting up of primary schools for each village in hand.
- Under devolution Ordinance 2000, community has been empowered to participate in the school management.
- Control of educational services at school and college level has been devolved at District level.
- Providing missing facilities and capacity building of existing schools.
- School up-gradation through conventional and non-conventional means to reduce the current imbalances.
- English language teaching has been introduced from class-1.
- Shift towards vocational /technical training.
- Curriculum for Early Childhood Education have been developed.
- 554 ECE Centers have been introduced in formal primary education.

4.1.2 Revamping of Science Education

The Reforms aim at improving quality of science education by providing updated science equipment, professional growth of teachers and facilities. It implies construction of science laboratories, establishment of mathematic resource rooms, provision of equipment and consumables, development of video textbooks, training of head teachers, managers, master trainers and teachers.

Initiative

- Revamping of science education has been completed in 316 institutions in Punjab.
- Revamping of science education has been completed in 164 institutions in Sindh.
- Revamping of science education has been completed in 253 institutions in NWFP.
- Revamping of science education has been completed in 25 institutions in Balouchistan.
- Revamping of science education has been completed in 198 institutions in FATA/FANA.
- Revamping of science education has been completed in 247 institutions in AJK.

- Revamping of science education has been completed in 111 institutions in ICT.

4.1.3 Promotion of Technical Education at Secondary Level

To make education meaningful and work oriented technical stream has been introduced at secondary school level. The Reforms imply that the existing scheme of studies to be revised to accommodate a new technical stream along with Science and Humanities streams, introduction of 34 trades selected against specific criteria, development of teaching learning resource materials, construction of workshops in schools and increasing enrolment from 7% to 50%. First phase of the program has been completed.

The Reforms focus qualitative and quantitative improvement of technical education. It implies establishment of one polytechnic at each district headquarter for boys and one polytechnic for girls at each divisional headquarter. It also entails development of textbooks and manuals, construction of workshops, training of teachers, revision of curricula and introduction of emerging new technologies.

Initiative

Setting up of NTEVTA be expedited to ensure:

- **Vocational Schools:** at each Tehsil and at industrial clusters.
 - All dropouts from schools be encouraged to enroll.
- **Polytechnic Institutes:** at District level for matriculates to produce technicians/supervisors.
- **Technical Colleges:** 4/5 in each province for F.Sc. qualified students to produce technical graduates.

4.1.4 Quality Assurance

The Reforms have major target to improve quality of education. The related Reforms encompass revision of curricula for classes I-XII, harmonization of teacher training programs, introduction of multiple textbooks scheme, professional development of planners, managers, teacher educators, teachers at all levels, setting up of professional cadre for planning and management of education, strengthening of teacher training institutions, examination reforms and setting up of examination boards in private sector, establishment of national education assessment system, system of academic audit, increase in financial support, etc.

As per Reforms curricula of all school subjects has been revised and new textbooks have been produced. Extensive teachers training programs have been organized through out the country and 175,000 master teacher trainers and teachers have been trained. Diploma in Education has been launched to upgrade teacher qualifications to 12+1 ½ years replacing PTC/CT courses. National Educational Assessment System has been established with provincial network in all provinces. Examination reforms as planned have been introduced through out the country.

Initiatives:

- Improvement in provision of infrastructure and human resources for primary education.
- Provision of improved curriculum and teaching-learning materials to improve the quality of teaching-learning process.
- Attention to continuous professional development of teachers.
- Establishment of Educational Assessment System.
- Strengthening and up-gradation of Teacher Training institutions.
- Setting-up Academic Audit through linkage of cash awards/ incentives with quality.
- Developing a National Strategy for Information Communication Technologies (ICTs).
- Setting up Examination Board in private sector.

4.1.5 Mainstreaming of Madrassahs

To streamline the religious education in the country and making it compatible with the emerging needs the Reforms intend to review and revise curricula of religious education. Pakistan Madrassah Education Board has been established to look after the affairs of schools. Incentive program have been launched to facilitate teaching of general education subjects like English, Math, Science, Computer Science, Economics, Social Studies, etc.

To evolve an integrated system of national education by Bringing Deeni Madaris and modern schools closer to mainstream especially in curriculum and the scheme of studies

Initiatives:

- Plan developed for introduction of formal subjects in Deeni Madaris:
- English, Maths, Social/Pakistan Studies and Computer Science to be introduced in all Madaris.
- Madaris will be mainstreamed through provision of grants for salaries to teachers, cost of textbooks, teacher training and equipment.
- Madarassah Education Board set up to regulate curriculum and examination of the Madaris.

4.1.6 Public Private Partnership

The Reforms aim at improved service delivery through public private partnership by offering incentive package for private sector; involvement of private sector in the management of under utilized public sector institutions; facilitating grants and soft loans for the development of education; introduction of Adopt School program; maximizing utilization of public school buildings by school up gradation in the afternoon shifts from primary to higher secondary levels through community participation project; introduction of information technology courses in schools through public private partnership; etc.

Initiatives:

- Public policy has been amended to mobilize the private sector and civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan.
- The Community Supported Rural Schools Program (CSRSP) encourages education in rural areas. Currently, 610 schools are run with an enrolment of 23,300 students.
- 70 schools have been adopted by the corporate sector.
- 10,000 teachers trained in IT by INTEL Corporation
- Building ICT lab infrastructures for teachers' training by Microsoft.
- Other modes of Public Private Partnership
 - Adopt a school

- Scholarship Scheme
 - Food-Aid Program
 - Grant-in-Aid program to private schools
- National Commission for Human Development (NCHD) set up in July 2002 to implement a variety of human development objectives in collaboration with NGOs including UPE and mass literacy.

4.1.7 Higher Education

The reforms advocate shift towards human resource development through qualitative and quantitative improvements of higher education. The major aspects of the Reforms include strengthening of research in institutions of higher learning, professional development of teachers, increasing access to higher education, increasing enrolment, encouragement for private sector universities, increasing financial allocations, up gradation of science and social science programs, introduction of IT education, etc. For better governance and management of higher education Commission has been established and University Ordinance has been promulgated.

Table-1
Funds Provided by the Higher Education Commission to the Public Sector
Universities for Non-Development and Development Expenditure for the period
2001-05

Budget	2001-02	2002-03	2003-04	2004-05
Non-Development	3377.985	4110.514	5312.838	5379.470
Development	423.927	4265.009	4968.450	8940.076
Total	3801.912	8375.523	10281.288	14319.546

Source: Statistical Booklet on Higher Education Pakistan 2001-02 to 2003-04

Foreign Scholarship**Table-2**
Foreign Scholarship Project (Currently Studying Aboard)

S. No.	Country Name	Science Stream	Humanities and Social Sciences Group	Total
1.	Austria	95	9	104
2.	Germany	48	4	52
3.	France	121	6	127
4.	China	112	2	114
5.	Netherlands	25	5	30
6.	UK	43	11	54
7.	USA	17	2	19
8.	Australia	12	0	12
9.	Sweden	4	0	4
10	Thailand	15	0	15
11.	Canada	12	0	12

Table-3
Foreign Scholarship Project (Scholar Yet to Proceed Aboard)

S. No.	Country Name	Science Stream	Humanities and Social Sciences Group	Total
1.	Austria	37	10	47
2.	Germany	36	7	43
3.	France	151	45	196
4.	China	2	0	2
5.	Netherlands	46	67	113
6.	UK	37	1	38
7.	USA	15	1	16
8.	Australia	12	0	12
9.	Sweden	25	0	25
10.	Canada	5	0	5

4.2 Education Sector Reforms Indicators

The ESR Action Plan targets are iterative and incremental, aligned to national reforms and priorities. Based on the National Education Policy 1998-2010, The seven thrust areas have been identified for their improvements. The ESR indicators for each Sub-Sector are given below:

SUB-SECTOR	BENCH MARK 2001	TARGET 2005
Literacy	from 49%	to 60%
Gross Primary Enrolment	from 83%	to 100%
Net Primary Enrolment	from 66%	to 76%
Middle School Enrolment	from 47.5%	to 55%
Secondary School Enrolment	from 29.5%	to 40%
Technical Stream Schools	from 100	to 1100
Polytechnics/mono-techniques	from 77	to 160
Madaris Mainstreaming	from 148	to 8000
Public-Private Partnerships	from 200	to 26000
Higher Education Enrolment	from 2.6%	to 05%

Quality Assurance Equivalence of all sub-sectors to international levels

(Source: ESR Action Plan 2001-02 – 2005-06)

4.3 Targets of ESR

The following are major targets of ESR.

Adult Literacy Centers	2,70,000
Rehabilitation facilities:	
a) Construction of building for shelterless schools	18030
b) Provision of Electricity to existing school	95979
c) Provision of Water supply to existing schools	56455
d) Provision of Toilets to existing schools	79342
e) Provision of Boundary walls to existing schools	64973
f) Construction of building for New Schools	8503
TOTAL:	<u>323283</u>
Establishment of Early Childhood Education Centers	1100 Schools
Introduction of Technical Steam at Secondary level	1100 Schools
Construction/Strengthening of Science Laboratories	2100 Schools
Teacher Training Resource Centers	550

(Source: ESR Section Project Wing, Ministry of Education, Islamabad)

4.4 Budget of ESR Program

Table -4

Financial Requirements for ESR Action Plan 2001-02-2005-06

(Rs. in Billion)

Programs	2001-02	2002-03	2003-04	2004-05	2005-06	Total	%
Elementary Education	2.300	0.398	0.450	15.45	15.450	34.0	34.0
Literacy Campaign	0.200	0.130	0.100	3.935	3.935	8.3	8.3
Mainstreaming Madaris	-	0.225	0.375	6.700	6.700	14.0	14.0
Secondary Education	0.100	0.225	-	4.837	4.837	10.0	10.0
Technical Education	0.400	0.222	0.300	7.039	7.039	15.0	15.0
College/Higher Education	-	0.006	-	4.997	4.997	10.0	10.0
Quality Assurance	0.350	0.019	0.100	3.765	3.765	8.0	8.0
Public-Private Partnership	0.074	-	-	0.345	0.349	0.7	0.7
Total	3.424	1.225	1.325	47.069	47.069	100*	100

* Figure has been rounded

(Source Education Sector Reforms Action Plan 2001-02-2005-06, Ministry of Education, Islamabad)

4.5 Province-Wise Utilization of Fund

The federal government provided funds to the provincial governments. Province-wise utilization of funds is presented below.

Table-5

Province-Wise/Area-Wise Utilization of ESR funds 2001-2005

RS. IN MILLION

NAME OF AREA	2001-2002	2002-2003	2003-2004	2004-2005	TOTAL	UTILIZATION	% UTILIZATION	2005-2006
Punjab	1462.68	464.58	401.03	371.66	2699.96	1851.30	68.56	534.26
Sindh	611.03	192.06	165.79	153.64	1122.53	727.10	64.77	220.86
NWFP	528.58	156.96	135.49	125.56	946.60	454.30	47.99	180.50
Balochistan	330.41	86.40	111.36	69.12	597.30	458.27	76.72	99.36
FATA	113.03	41.00	35.39	32.80	222.22	205.82	92.62	47.15
AJK	84.97	38.00	32.80	30.40	186.17	120.66	64.80	43.70
FANA	46.66	11.00	9.49	8.80	75.96	60.40	79.52	12.65
ICT	92.09	8.70	7.63	7.00	115.42	115.42	100.00	11.5
Federal Agencies	154.50	1.30	1.00	1.00	157.80	146.50	92.83	0
Total	3424.00	1000.00	900.00	800.00	6124.00	4148.85	67.74%	1150

Source: Ministry of education yearbook 2004-05

4.6 Province-Wise Physical Achievements

Province-wise physical achievements during 2001-05 are presented in table-6

Table-6
Area-Wise Physical Achievements during 2001-2005

S.NO.	DESCRIPTION	PUNJAB	SINDH	NWFP	BALUCHISTAN	FATA	FANA	AJK	ICT	TOTAL
1.	Establishment/strengthening of Adult Literacy Centers	3226	757	874	500	169	65	111	467	6169
2.	Establishment of Early Childhood Education Centers	1700	71	164	61	179	2	40	100	2307
3.	Introduction of Technical Stream at Secondary level	206	107	64	117	10	10	5	10	529
5.	Revamping of Science Education	316	164	253	25	20	178	247	111	1293
6.	Re-habilitation facilities at elementary level	4799	3256	2624	1104	447	167	532	118	13047
7.	Establishment/renovation of Teacher Training Resource Centers	233	112	37	123	1	13	1	20	540
8.	Teachers Trained	323515	6071	17740	7812	3330	1993	13250	3500	377299
9.	Public, private partnership	16000								7%

(Source: Ministry of education yearbook 2004-05)

Chapter # 5

LITERACY

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5. Literacy

5.1 Situation Analysis

Literacy is a learning process, by which a set of technical skills of reading, writing and numeracy are acquired, and once grasped, these skills can be applied in all kinds of contexts for many different forms of print-based learning. In other words, Literacy is the meaningful acquisition, development and use of the written language (Rosa Maria Torres, 2003). Literacy is an ageless concept and process. It plays an important role in improving the lives of individuals as well as bring changes in the society. Literacy helps in enhancing economic security, good health; tolerance, and promoting civic participation.

Basic education is a fundamental human right. Literacy being a key learning tool is the first step towards basic education. Illiteracy breeds a vicious cycle i.e., the illiterate is poor, the poor are powerless and the powerless are illiterate. Literacy is not just attaining the skills of reading and writing but providing people with the skills to learn, protect and empower themselves in society and effectively contribute to decision-making at various levels. The United Nations Literacy Decade (2003-12) is focusing on the promotion of literacy, especially for the poorest and most marginalized groups. As follow-up of its international commitments, the Government of Pakistan is placing emphasis on literacy in its recent education policies, well-documented in the Poverty Reduction Strategy Paper.

Non-formal education system is commonly used for imparting both literacy and non-formal basic education known as home schools. It is obvious that in order to achieve measurable progress, large gaps in the knowledge about literacy need to be taken seriously.

5.2 Emerging Concepts of Literacy

In the modern days, Literacy is a plural concept, with diverse literacies shaped by their use in particular contexts e.g.

- | | | |
|-----------------------|--------------------|------------------------|
| * Functional Literacy | * Post Literacy | * Quranic Literacy |
| * Computer Literacy | * Health Literacy | * Information Literacy |
| * Internet Literacy | * Braille Literacy | * Social Literacy |
| * Science Literacy | * e-Literacy | * Desk-Top Literacy |

*Source: Literacy & Non-Formal Education: Policy and Planning Wing,
Ministry of Education*

Literacy rate for both sexes is estimated at 53 percent in the 2004-05 year. Under the Education Sector Reforms, the National Literacy Campaign envisages making 13.5 million people literate to enhance the literacy rate to 60% by 2006. In this connection around 270,000 adult literacy centers were to be opened for this purpose hence total 6169 literacy centre could be established from 2001-05.

5.3 Province-Wise Literacy Rates

Following table presents province-wise and sex wise literacy rate in the provinces and its break-up on rural/urban basis:

Table-1
Literacy Rate in Provinces disaggregated by Sex and Rural/Urban

Province	2004-05 PSLMS		
	Total	Male	Female
Balochistan	37	52	19
Rural	32	47	13
Urban	60	74	42
NWFP	45	64	26
Rural	41	61	23
Urban	61	75	47
Punjab	55	65	45
Rural	47	59	35
Urban	72	78	66
Sindh	56	68	41
Rural	38	56	18
Urban	72	80	62
Pakistan	53	65	40

Source: Literacy & Non-Formal Education: Policy and Planning Wing, Ministry of Education

Strategy for Implementation of ESR programme

- Setting up the Presidents' Task Force on Human Development: an initiative of Expatriate Pakistanis for integrated human development
- Implementation by District and Provincial Governments,
 - Targets will be district specific
 - Each literacy cycle of 6-8 months
 - Mass Media Mobilization Campaign

Supporting Organizations:

The campaign will be supported by the following:

- President's Task Force on Human Development; advocacy, strategy, policy guidelines, implementation, institutional procedures, & mobilization of expatriates.
- Literacy Cell, EFA Wing: co-ordination, standard-setting, evaluation & research.
- AIOU: material development Training & mass-media campaign.
- NGOs, CBOs, Girl Guides and Boy Scouts-grass-root implementation.
- Ministry of Information & Media Development
- Pak Army: Identification of sites, training, & monitoring.

Table-2
Targets and Budget Summary:

	Year I	Year II	Year III	Total
Literacy Centers	45,000	90,000	135,000	270,000
Enrolment	2.25 million	4.50 million	6.75 million	13.5 million
Increase Literacy Rate	2%	5%	8%	15%
Cost in Rs.	1.5 million	3.00 million	4.5 million	9.0 million

Selected Programs according to need and age group:

- I. The Accelerated Community Primary Schools Project targeting age group 10-14 years which is a non-formal primary programme over three years.
- II. The Literacy for Empowerment Project targeting age group 5+ which is of one year duration combining literacy with functional skills for income generation (linked to micro-credit).

Table-3
Physical Achievement

Province	Establishment/ strengthening of Adult Literacy Centers
Punjab	3226
Sindh	757
NWFP	874
Balochistan	500
FATA	169
FANA	65
AJK	111
ICT	467
TOTAL	6169

5.4 Adult Literacy Programmes:

Major projects and programs launched in Pakistan for adult literacy since 1990 and their impact/achievements are as follows:

- Television Literacy Programme (1983-84). Under the programme, Community Viewing Centers (CVCs) were provided with Television Set for watching literacy lessons and service of part time teachers to supplement TV lessons with face to face instructions. Provincial departments and NGOs were mobilized to establish these Television Literacy Centers in CVCs. Some of the CVCs were provided T.V. sets by LAMEC. However, some NGOs procured and installed T.V. sets on their own. The Centers were provided literacy primers free of cost by LAMEC. The duration of the class was about one hour daily in the afternoon. Literacy lessons were telecast from Nov., 1983 till May, 1984. LAMEC also carried out a sample survey to assess the impact of the programme. 1024 Community Viewing Centers with an enrollment of 20480 learners remained in operation from November 1983 to May 1984.
- Iqra Pilot Project was launched in the twin districts of Rawalpindi and Islamabad in 1986, with the notion of each one, teach one. 60,000 learners were enrolled/registered. Out of them 20,000 appeared in examination and about 18,000 persons passed/made literate in one year at a cost of Rs. 25 million; hence it did not prove successful, sustainable and economically viable.

- Quranic Literacy Project (1992-94) launched in five union councils in four districts surrounding Islamabad, at a cost of Rs. 4.06 million. It aimed to make Urdu literate those females, who were already able to read the Holy Quran. Under this programme 10,867 females were made literate in 494 centers. The project was considered successful and sustainable but it is not known whether it is being replicated in any province/area or not and at what scale.
- Eradication of Illiteracy Project was started in five selected districts of Pakistan 1992-94. This pilot Project targeted 10-39 years old illiterates in Islamabad, Hafizabad, Karachi (East), Quetta and Tehkal Bala (Peshawar) involving NGOs. 3460 literacy centers were set up, which produced 138,025 literates against the target of 174,460. Out of them 87% were female learners. The Project was regarded successful but could not be taken to larger scale.
- Crash Literacy Programme was planned in May 1998, at a cost of Rs. 6.4 million. 87 literacy centers in Islamabad were opened, making use of school buildings and teachers during summer vacations (June-September, 1998) and thereafter, in evening hours. Under the programme, 1,500 learners were made literate, but the programme could not be sustained/continued.
- Adult Literacy Project-ICT was launched in 2001 with the objective of establishing 1170 adult literacy centers within the vicinity of Islamabad Capital Territory for making 29,250 adults of 15+ ages literate through non-formal method of education at an approved cost of Rs. 34.5 million. The project has been completed at a cost of Rs. 31.380 million. Under the project 1,414 adult literacy centers were established and 35,375 persons / neo-learners were made literate. As such, the project achievement was beyond target.
- Some innovative practices were also experienced in some of the above listed projects and programmes which resulted in invaluable lessons. Such practices include:
 - Cash incentive for literacy students;
 - Cash award for literacy teachers;
 - Village committee – associating them with the work of literacy centers; & Box Libraries were organized as a follow up activity.
 - Literacy centers at workplace and pavement of fixed overtime to the factory workers, for the time spent in literacy classroom.

5.5 Donor – Assisted Literacy Programmes

Assistance and intervention in the field of basic/primary education by donors and International Financial Institutions has been in vogue, for several decades in Pakistan. But after World Education Forum Dakar April 2000 and United Nations Literacy Decade (2003-12), some donors have recently manifested their interest in eradicating literacy and enhancing literacy rate in some provinces of their choice. Two such programmes are:

- *Japan international cooperation Agency (JICA)*, while selecting the province of Punjab, has chosen four districts for increasing literacy rate at high speed which include Mandi Bahauddin, Khushab, Khanewal, and D.G. Khan.
- *USAID – sponsored Education Sector Reforms Assistance (ESRA) Program* launched its literacy programme initially in 8 districts of Sindh and Balochistan (Thatta, Khairpur, Hyderabad, & Sukkur in Sindh and Qila Saifullah, Turbat, Gwadar & Chaghi in Balochistan). ICT was also included at some later stage. It has led to opening of approximately 4000 adult literacy centers and 7543 adults have completed the literacy programme.

Unfortunately, no impact study of literacy projects/ programmes implemented so far in Pakistan has been carried out to assess their respective strengths and weaknesses. The implementers themselves declare the programme benefit analysis or at least per unit cost of making a person literate under various basic data of total cost of the programme and the number of beneficiaries, who were made literate under each programmes. Such an impact study, inter-alia giving analysis, unit cost etc. is utmost necessary to assess usefulness, sustainability responsibility of replication of on-going and preferably all past programmes.

5.6 Adult Literacy Project

Under ICT-Adult Literacy Project, approved in December 2001, 704 Adult Literacy Centers (ALCs) have been established in ICT by June 2003. In these centers, girls/women of age 15+ get literacy classes. In each center, approximately 25 learners are enrolled; 98% of which are female. During the current financial year 2003-04, an allocation of Rs. 12.500 (Million) has been made for opening 466 ALCs; out of which, 131 ALCs started functioning with effect from 25 March 2004. A comprehensive Teachers Training Course for these centers had been accomplished on 16-3-2004. As per PC-I, 50% learners who completed the Literacy cycle satisfactorily were given skill training linked with the micro-credit facilities to start their business.

5.7 Issues and Challenges of Literacy Programmes

- i. The literacy programmes were not prepared with a national and holistic vision, but only in selected provinces(s) and few districts. Even these programmes were inconsistent and mostly terminated before envisaged period.
- ii. Each regime experience in its own way.
- iii. Major reasons responsible for failure of literacy programmes or impeding their success inter-alia, include:
 - Instability of governments: discontinuity of ongoing programmes by succeeding governments;
 - Insufficient political will and commitment;
 - Scarcity of resources or uncertainty of continuous funding;
 - Under-utilization/wrong utilization of funds;
 - Lack of institutionalization and organizational infrastructure;
 - Weak professional base;
 - Non-existence of national curriculum; and
 - Supervision of implementers/partner NGOs etc.
- iv. Lack of coordination of literacy initiatives by provinces and private sector involved in literacy programmes.
- v. There is no system in place to standardize/determine the literacy levels (basic, middle and advance) of various programmes being run by Ministry of Education, Provincial Education Departments, Private Sectors and NGOs.
- vi. Educators/Teachers for literacy classes are deployed without any training in some cases and normally after a week long orientation or so. Absence of an institution to impart proper training to literacy educators affects the quality of literacy graduates of these programmes.

- vii. Literacy programme were not linked with post-literacy, vocational, income-generating, marketable and demand-oriented skills training for providing literate & semi-skilled manpower for cottage and local industry.
- viii. Donor- sponsored (fully or partially) are disjointed. Not only have they been selecting the provinces of their own choice but even the districts of those provinces by themselves, apparently without any systemic need-assessment or on the basis of vital indicators of literacy and UPE. Normally, the Ministry of Education, Provincial/District Education Departments are taken on board after making decisions.

Source: Literacy & Non-Formal Education: Policy and Planning Wing, Ministry of Education

Chapter # 6

*EARLY CHILDHOOD
EDUCATION*

6. Early Childhood Education

Early Childhood Education placed vital role in providing strong foundation for the development of primary education. The enrolment of early childhood education is presented in following table-1.

Table-1
ECE Enrolment by Gender

Enrolment			
Pre-Primary	Boys	Girls	Total
Public	2,185,321	1,860,754	4,046,075
Others	16,759	12,424	29,183
Total	2,202,080	1,873,178	4,075,258

Source: Pakistan Education Statistics 2004-05, AEPAM, Ministry of Education, Islamabad.

According to the EFA goals of expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children, the study estimates the resource requirement of raising the present participation rate from 25% to 50%.

Table-2
ECE Enrolment by Gender and Location

Enrolments (000)	Benchmark (2002)	Target (2015/16)
Urban	542	1,519
- Male	310	780
- Female	232	739
Rural	1,835	2,485
- Male	1,137	1,284
- Female	698	1,201

Note: The population projections were obtained from NIPS.

Source: Financing of Education in Pakistan, UNESCO, Islamabad 2003

Table-3
Physical Achievement of ESR During 2001-2005

Province	Establishment Early Childhood Education Centers
Punjab	1700
Sindh	71
NWFP	164
Balochistan	61
FATA	169
FANA	2
AJK	40
ICT	100
TOTAL	2307

For urban areas, the total cost of reaching 50% participation rate for both boys and girls in early childhood education is Rs. 13,134 million for boys and Rs. 14,343 million for girls.

Province	Establishment Early Childhood Education Centers	Physical Achievement
Punjab	1700	1700
Sindh	71	71
NWFP	164	164
Balochistan	61	61
FATA	169	169
FANA	2	2
AJK	40	40
ICT	100	100
TOTAL	2307	2307

Table-4

Total Cost (in Rs. m) of Early Childhood Education in Urban Areas

	Boys			Girls		
	2003-06	2006-11	2011-16	2003-06	2006-11	2011-16
Punjab						
Development	218	481	711	222	476	695
Recurrent	214	1,354	3,326	217	1,342	3,294
Total	432	1,834	4,037	440	1,819	3,989
Sindh						
Development	231	381	483	269	437	533
Recurrent	231	1,255	2,745	269	1,451	3,129
Total	462	1,636	3,229	538	1,889	3,662
NWFP						
Development	19	54	49	35	79	84
Recurrent	17	135	308	33	215	496
Total	35	189	357	68	295	580
Balochistan						
Development	21	49	53	25	60	68
Recurrent	20	132	307	23	156	369
Total	40	180	360	48	216	436
Pakistan*						
Development	502	992	1,324	567	1,085	1,413
Recurrent	494	2,956	6,866	555	3,250	7,472
Total	996	3,949	8,189	1,123	4,335	8,885

* Estimates for Pakistan include estimates for FATA and ICT.

Source: *Financing of Education in Pakistan, UNESCO, 2003; Islamabad*

For rural areas, the nature of population projections for the younger age groups has led to a wide gender difference in total costs of early childhood education: for boys, the total cost is Rs. 4,863 million while for girls it is Rs. 15,294.

Table-5

Total Cost (in Rs. m) of Early Childhood Education in Rural Areas

	Boys			Girls		
	2003-06	2006-11	2011-16	2003-06	2006-11	2011-16
Punjab						
Development	18	112	325	231	504	642
Recurring	17	180	882	228	1,422	3,367
Total	35	292	1,207	459	1,926	4,009
Sindh						
Development	85	167	160	201	267	254
Recurring	84	490	1,058	204	1,008	1,956
Total	169	657	1,218	405	1,275	2,210
NWFP						
Development	13	55	10	114	220	153
Recurring	11	131	236	111	669	1,343
Total	24	186	247	225	889	1,496
Balochistan						
Development	23	49	23	58	107	88
Recurring	24	139	271	56	328	677
Total	47	188	294	114	435	765
Pakistan*						
Development	151	420	531	651	1,189	1,217
Recurring	143	1018	2,600	644	3,693	7,900
Total	294	1,438	3,131	1,295	4,881	9,117

* Estimates for Pakistan include estimates for FATA and ICT.

Source: *Financing of Education in Pakistan, UNESCO, 2003; Islamabad*

Table-6
Total Cost of Early Childhood Education in Pakistan
(in Million)

	2003-06	2006-11	2011-16	TOTAL
Punjab				
Development	691	1,576	2,378	4,645
Recurring	723	4,404	11,028	16,155
Total	1,414	5,980	13,406	20,800
Sindh				
Development	789	1,255	1,434	3,478
Recurring	839	4,288	8,984	14,111
Total	1,628	5,543	10,418	17,589
NWFP				
Development	181	410	297	888
Recurring	183	1,177	2,403	3,764
Total	364	1,587	2,700	4,652
Balochistan				
Development	128	266	233	626
Recurring	131	773	1,639	2,542
Total	259	1,039	1,872	3,168
Pakistan*				
Development	1,876	3,695	4,496	10,067
Recurring	1,962	11,163	25,138	38,262
Total	3,838	14,858	29,634	48,329

* Estimates for Pakistan include estimates for FATA and ICT.

Source: Financing of Education in Pakistan, UNESCO, 2003; Islamabad

Chapter # 7

***MAJOR REFORMS AND
INNOVATIONS***

7. Major Reforms and Innovations

7.1 Decentralization

Recognizing that the education delivery system is not meeting the needs and aspirations of the society, to make the policy and planning process of Federal and Provincial governments more realistic and relevant to the ground realities and to ensure the participation of community, Pakistan has introduced Devolution of Power Program since 2000 with due legislative support. Under the devolution program the community has been empowered at the grass root level in planning, management, resource mobilization and utilization, implementation, monitoring and evaluation of the education system. Decentralization of educational administration is a major innovation and reform in the political and education system to improve administrative and implementation processes by entrusting those closer to the field to increase the participation and to make the appropriate decisions.

Federal Government under Devolution of Power (DOP) program is now responsible for national policy formulation, addressing issues such as:

- Access to education,
- Equity and quality of education,
- Setting teacher pay levels,
- Defining required teachers qualifications,
- Setting the norms for national curriculum and
- Assessing students' performance through national assessment system.

Under the devolution program the responsibilities of the Provincial Government now include formulation of Provincial Education Policy in the light of National Education Policy, coordination with the Federal and District Governments in matters related to the implementation of policy provisions like Education Sector Reforms (ESR). With respect to districts it entails capacity building of the institutions, assuring equity, access to schooling, quality of education and influencing implementation of curriculum. Under this decentralization program the District Governments are responsible for planning, monitoring and evaluation of education system at their levels. They are also responsible to develop organizational structure for educational programs. The district has to generate its own funds in addition to the funds allocated by the Federal and Provincial Governments. However it is a challenging task for a country like Pakistan, which has direct bearing on the educational policies and planning.

The relationship between district political authorities and education authorities is resulting into some complexities. The elected officials are handicapped by their lack of expertise concerning powers devolved to them and on the other hand, they lack

educational experience. The collaboration between two authorities is taking shape. However, the legitimacy conferred by professional experience sometime comes into conflict with the elected officials and this renders relations between the two much more strained. Government have introduced mechanism to foster collaboration but still actual implementation depends on the will of elected officials.

To support the new system short term and long term plans have been drawn to facilitate and providing them opportunities to address the implications of decentralization. These areas pertain to:

- i. Development of framework for district based planning, management, supervision and monitoring in education;
- ii. Good Governance;
- iii. Community mobilization and participation; and
- iv. Capacity building and technical assistance needs.

7.2 Curriculum Development In Pakistan

Curriculum is a mysterious term for educators. Its interpretation varies from a narrow concept of "a set of subjects or program of studies" to a broader concept of a series of experiences undergone by learners in the school.

In Pakistan for organizing teaching-learning processes for schools, an education plan is developed and documented in the form of National Curriculum. These plans comprise a set of curriculum objectives, graded content, instructional objectives, a few suggested activities and assessment and evaluation guidelines.

The main responsibility rests with the Federal Ministry of Education although education otherwise falls under the sphere of provincial ministries. Curriculum Wing ensures whether the National standards and requirements are met. At provincial level, each province has Provincial Curriculum Bureau and Provincial Textbook Board, who collaborate with the Federal Curriculum Wing not only in terms of providing provincial perspectives in policy development but also for ensuring curriculum implementation at provincial level. After a long procedure of development of curriculum, provincial institutes make arrangements for teacher training for the implementation of curricula at school level. Curriculum Wing engages number of subject specialists, teachers and academicians, intelligentsias and educationists both from public and private sector.

In Pakistan, curriculum reforms have been associated with the changes in education policies and recent developments in the world. The first review of the curriculum was undertaken after National Education Policy 1972-80. The current curriculum reform cycle, titled vision 2025, is aligned with National Education Policy 1998-2010, as well as new developments such as enlightened, moderation, awareness etc,

which aims at meeting basic learning needs of all children, diversifying education system, making curriculum development a continuous process and popularizing Information Technology.

To implement Vision 2025, Ministry of Education has formed a National Advisory Committee on Curriculum. It intends to develop a conceptual framework to provide a genuine educational philosophy as a guideline to maintain standards of the National Curriculum. The aim of National Advisory Committee is to develop mechanism for the maintenance of education standard in the country, spell out context for the guidance of teachers and writers, preservation of respect for the identity of each subject, identify linkages of the curriculum world of work, harmonization of teachers training education with the school curriculum and guidance in the competency oriented examination system. The conceptual framework is aimed at bringing a paradigm shift in the education system from rote learning to one which builds on the understanding nature and interest of individual students. It also addresses pedagogical approaches to ensure intellectual autonomy, facilitation of the innate ability and motivation to learn, and child's conceptual understanding through contextualized models. Furthermore, for child's holistic development, the framework also charts out integral learning, learning how to learn, and competency oriented exam system as key methods to achieving its goals.

Conceptual framework is a well articulated framework and will present a broader perspective of education and learning. The framework will be founded on respect for the child, encouraging access and equity, and creativity and on providing happy and rewarding in-school and out-of school opportunities for developing key learning skills. Thereby, the framework highlights key learning aspects, and presents the idea of intellectual autonomy as a basic premise for learning, seeing that it is the freedom that allows children to be architects of their own understanding and knowledge. The framework will also emphasize on bringing multiple perspectives and view points in the classroom. It stresses student learning at their own pace. Besides all, the conceptual framework of the curriculum puts strong emphasis on the development of concepts through children's immediate context as one of the basic learning principles. The subject matter gains meaning only when it is placed in the context of children's own experiences, interest and curiosity.

<u>University & Professional Education</u>	16	Preparation
	15	
<u>Higher Secondary</u>	14	Pre Preparation
	13	
Foundation for Higher Academic, Technical & Professional Education	12	Exploration
	11	
	10	
<u>Secondary</u> Strengthening language, Math and Science	09	Orientation
	08	
<u>Middle</u> Foundation in 1 st & 2 nd languages math, science and understanding of family community & Environment	07	Awareness
	06	
	05	
<u>Primary</u> Basic numeracy and literacy skills, Appreciation of tradition & values & Socialization	04	
	03	
	02	
	01	
Level	Grade	Curriculum Stage

7.3 Curriculum Policies and Reforms

Taking cognizance of emerging realities, new global perspectives and contemporary issues, Pakistani educational programs at all levels are also being tailored to cater for the new challenges. Curricula are being revised, textbooks are being re-written and teacher-training programs are being re-designed to gear the education system to new demands and new opportunities. This not only means imparting the latest knowledge and introducing the latest disciplines but also involves preparing the teachers and students to become more responsible members of the society at home and the international community at large.

7.3.1 General Principles for bringing change in curriculum

On the basis of the above considerations, the following could be viewed as general principles for guiding decisions about introducing changes in the curriculum.

1. The curriculum should comprise all possible learning experiences, which result in the development of children towards continuing self-realization.
2. The curriculum should be flexible and broad enough to encourage the selection of learning experiences geared to the needs and purposes of each individual.
3. The curriculum should make optimum use of knowledge of the learning process.
4. The curriculum should develop the cultural and social values of the nation, as well as those of the immediate community.
5. The curriculum should provide for a balanced and integrated program to ensure each child's living more effectively in this world through greater understanding of it.

7.3.2 Development of Textbooks

Quality improvement of school textbooks is also receiving serious attention. Revised versions of various textbooks prepared by provincial agencies have already been reviewed, refined and approved. The textbooks and instructional material is very important in any educational set up for improvement of the quality of textbooks from classes I to XII, PTC and CT programs. The curricula of various classes have been revised for improving the quality of education in the country.

7.3.3 Revision of Curricula and Development of Textbooks for Elementary and Secondary Schools

Following prescribed principles, curricula of all subjects of elementary and secondary levels have been revised and accordingly new textbooks have been developed that are being used by students in schools.

7.3.4 Development of Textbooks for Polytechnics

Ever since the establishment of Polytechnics in the country in mid 50s, shortage of appropriately structured textual material for the courses offered in these institutions has been badly felt. To overcome this acute shortage, to update and introduce emerging technologies and to train polytechnic teachers a Technical Education Project was launched. The target of developing 142 textbooks and technical manuals on subject areas of critical shortage has been achieved. Curricula of existing technologies has been revised and 16 new technologies have been introduced in different polytechnics. Teachers of polytechnic institutes are being trained to teach different technologies.

7.3.5 Textbook Development for Vocationalization of General Education

In order to make education meaningful as per Education Policy the demands of the new technical stream at secondary level have been partly accomplished by developing textbooks and manual in 18 technical trades.

7.4 National Curricula

Present Status of Curricula:

- The Curriculum Revision / Development is a continuous process but in Pakistan, the effort has been an ill-organized with pro-long intervals. Revision whenever initiated, it was not comprehensive. The Curricula revised in 1985 were subsequently partially updated in 2000-02 but this was a superficial effort. Our curriculum does not cater to the individual and societal needs. As a result, it has remained static and non-responsive to changes occurring in the modern world.

Weaknesses:

- Curriculum parameters are not known to teachers / principals, as they have not been provided with the curricula documents. This resulted in a communication gap between curriculum planners and implementers.
- Curriculum has three pillars i.e. knowledge, skills and behavior. Our curricula concentrate more on knowledge ignoring the other two most important aspects

i.e. skills and behavior. Consequently, the graduates produced are not properly equipped for the economy and society.

- The Revised Curriculum was not subjected to the process of evaluation and no feedback was obtained to assess its effectiveness. This happened due to ad-hoc arrangements instead of institutionalization.
- The management responsible for curriculum development was more inclined to a regional representation rather than having experts' involvement. This has resulted in compromise on quality.
- The existing curricula are producing graduates who are not being absorbed in the market. This is due to the fact that education contents do not match with needs of the job market and industry.
- Recently, it has been observed that our textbooks are infested with mistakes, duplication and inconsistencies. These flaws are attributable to lack of proper guidelines to textbook writers.
- Horizontal and vertical linkages of the subjects reflect quality of the curricula in vogue. In our case, the curricula development teams did not pay due attention to these linkages, thus making subject structuring lopsided. The conceptual arrangement / sequencing of simple to complex, known to unknown and easy to difficult was also not properly attended. Rigid approach was adopted, instead of flexibility in teaching with onus of responsibility to be with the teacher to adopt as per dictates of modern environments. Our curricula are teacher-centered rather than being student-centered.
- The expertise available with the MoE has dried up affecting professionalism in the development of curriculum and textbooks. The mechanism of academic coordination between the experts of federal and provincial governments, which used to be a strong bondage, has lost its effectiveness.

Anomalies:

- Sanctity of the subject as spelled out in curricula was not respected while developing the textbooks, this resulted in duplications and intermingling of concepts.
- In the last two decades, internationally the pace of knowledge exploration has been progressing very fast in all the subjects. Pakistan failed to adjust to knowledge thrust through curricula, thus, rendering our curricula outdated and obsolete.
- While developing/revising the scope of curricula for each level of education, corresponding guidelines for the textbooks and teaching were not clearly

defined. This incompatibility resulted in mismatch between concepts/contents of curricula and textbooks and teaching competencies.

- Our curriculum encourages rote-memorization, as it is fact-based rather than inculcating creative and analytical thinking. This affected quality and standard of our education.
- The foundations of curricula are based on values and respect of each group/community. Whereas, our efforts gave emergence to intolerance and hostility in the society.
- The examination system has linkage to its curriculum i.e. what it prescribes. However, our curricula concentrate on rote memorization. Thus, our examination system values reproduction of facts, which is not conducive to enhance teaching/learning process, where comprehension, application, analysis and synthesis are not subject of assessment.

Measures:

1. The grievances of a particular sect/community addressed by removing controversial books in Northern Areas. However, in next review/revision:
 - a) Emphasis to be placed on language and literature learning instead of repetition of topics of Islamiyat in language learning i.e. Urdu/English textbooks.
 - b) Overlapping and duplication of contents in various subjects needs removal and the contents of subjects need to be examined to make them non-controversial.
2. Early Childhood Education has been introduced as an independent stage of our Education System.
3. English language has been made compulsory from Class-1 onwards.
4. Social Studies for Classes VI-VIII bifurcated into History and Geography and will be taught as compulsory subjects from the academic year 2006. The curriculum prepared and notified and provincial textbook boards preparing the books for these subjects.
5. Other changes after review by Curriculum Council in process of being set up.

7.5 School Curriculum

Schools curriculum is static, inert and non-responsive to the socio-economic needs both nationally and internationally:

Initiatives:

- Revision of the curricula has been planned in 2005 within the following contexts:
- Do the curriculum and its scope facilitate education according to needs of the modern time?
- Are the content suited to the socio-economic needs?
- Has the balance been maintained between the capability to assimilate and the contents to be delivered?
- Does the content foster desired knowledge, social responsibilities, skills and behaviors?
- Has sequencing been done with due regard to the nature of the subject, age of the child and does it move gradually from simple to more difficult?
- Does it equip a student to become a productive member of society?

7.6 National Education Management Information System [NEMIS]

- Accurate data for different education indicators is a prerequisite for informed planning. It is also essential for country's development indicators requirements internationally. While the primary responsibility of accurate collection of data lies with the provinces and its consolidation by the Federal Government is essential to make the data more reliable and the system more sustainable.
- Data collection through Provincial Education Management Information System and collated by National Education Management Information System as source of educational data for planning & management, monitoring and evaluation purpose.
- Databases of critical indicators both on quantitative and qualitative aspects of educational growth shall be developed and maintained by National Education Management Information System (NEMIS) for computing indicators of progress, based on more reliable and valid data to facilitate planning, implementation and follow-up.
- Creation of linkage between District, Provincial and Federal Education Managements.
- Accurate data for different education indicators, its analysis and interpretation for policy decisions is pre-requisite for informed planning.

- District information system is in poor shape.
- Periodic education census is not a permanent feature.

Initiatives:

- National Education Management Information System (NEMIS) being setup at Federal level.
- Existing Education Management Information System (EMIS) at Provincial and District levels shall be strengthened to make them responsive.
- Database of critical indicators on qualitative aspects of education growth, reliable and valid data to facilitate planning, implementation and follow-up to be obtained and maintained.
- To have complete educational statistics of the country, a comprehensive program of census of all educational institutions have been developed and is being launched with donors and government support.
- School Census Day has been fixed for collecting data on one day from all over the country.

7.7 Literacy Rate in Pakistan by Gender [Age group 10+]

- Pakistan has one of the lowest literacy rate in the region it is currently 53% (Male 65% and female 40%).
- There are wide inter and intra-provincial disparities present a discriminating scenario. The situation is worst in case of female especially in the rural Sindh and Balochistan. Female literacy in Rural Sindh is 18%. Female literacy in Balochistan is 19%.
- Education Sector Reforms envisage improvement through the implementation of the national literacy guidelines / policy, institutionalizing literacy efforts through more efficient and effective organizational structure at all tiers of governments, to ensure consistent implementation of national literacy curriculum and standards.

7.8 Enrollment & Dropouts up to Intermediate Level 2004

- The gross and net enrolment ratios at different levels of education in Pakistan have been far from satisfactory level and thus a matter of grave concern.
- In Pakistan, the official age group for enrolment at primary level (grades I to V) is 5 to 9 years (above 5 but less than 10 years of age). The population falling in this age group was almost 20 million in the year 2004. Out of this, 13.953 million children were enrolled and remaining 6 million mostly girls, remained out of school. Out of the enrolled number of 13.95 million, 45% children dropped out at various grades (from (grades I to V). Thus, the absolute number of children leaving the school before completing class V, comes to 6.279 million.
- Similarly, the official age group of children for middle level (grades VI to VIII) is 10-12 years. In Pakistan, there was a total population of 10.625 million in this group; of which 3.150 million were enrolled and the rest were out of school. Out of enrolled 3.150 million, 30% children again left the school before completing the terminal stage (grade-VIII). The absolute number of dropouts at this level comes to 0.945 million.
- The secondary school level comprises grades IX and X. The corresponding age group is 13-14 years, whose total population was 7.083 million in 2004; out of which 1.384 million were enrolled and 28% of the enrolled population (0.554 million children) dropped out before completing class X.
- The total population of students for higher secondary level (aged 15-16 years) was 7.096 million, out of which, 0.675 million children got admission in higher secondary classes (grades XI & XII); out of them, 38% were dropped out before completing class XII. To sum up:
 - The total population of the school age group for grades I to XII was 44.264 million.
 - Out of this, 19.162 million were enrolled at primary to higher secondary levels, in only public sector institutions; of which 8.03 million are believed to have been dropped out.
 - As per *Pakistan Education Statistics 2003-04*, 71.3 % of the school-age population is enrolled in public sector and another 28.7% is being catered by Private institutions, which leads to the careful estimates of 7.713 million enrolment in private institutions in grades I to XII, making a total enrolment of 26.875 million children in both Public & Private sectors; and

- Leaving a large segment of **over 17 million out of school children**.
- This undesirable situation calls for two- pronged strategies. On the one hand, we must **create necessary space/seats** for the **left-out** children at different levels. On the other hand, which is equally important is to **arrest the high dropout** of children at different levels who are once enrolled but could not complete their respective terminal grades.

7.9 Budgetary Allocation for Education

- The present Government has increased Public Expenditure on Education as percentage of GDP from 1.97% in 2000-01 to 2.73% in 2004-2005. This shows our commitment for the promotion and expansion of education in the country.
- Efforts are being made to prepare programmes within the Medium Term Development Framework (2005-10) for opening of more Primary Schools, Up-gradation of Primary Schools to Middle level and opening of more Polytechnic and Vocational Training Institutes in the country in line with the Medium Term Development Framework.
- Necessary funds will be required by the provinces and Ministry of Education to meet the targets envisaged in the Medium Term Development Framework.

7.10 Education Census

- National Data Bank on Education is maintained by NEMIS. This data do not capture information other than public sector educational institutions, resulting in the deficiency of complete, comprehensive and consistent data needed for national policy planning framework. Moreover, the feedback to the international organizations like UNESCO Institute of Statistics (UIS) & UNDP, responsible for EFA Global Monitoring Report, Human Development Report and MDGs has not been properly provided. In cognizance of these facts, the Ministry of Education has planned to conduct National Education Census 2005 of institutions of all categories in the country in collaboration with Federal Bureau of Statistics.
- The main purpose of this project is to conduct complete enumeration of all categories of educational institutions from pre-primary to tertiary levels.
- The duration of the project is one year (1st July 2005 up to 30th June 2006).
- The project stands approved by CDWP.
- Federal Bureau of Statistics and Ministry of Education would jointly implement the project.
- Total cost of the project is Rs. 185 million.

- Census will be held in October 2005.

7.11 National Education Assessment System [NEAS]

- A development project costing Rs.319.364 million with a foreign exchange component of Rs.273.110 million for 5 years (2002-07). (World Bank US\$ 5 million).
- Project being run in collaboration with World Bank and Department for International Development (DfID-UK).

Objectives:

- To measure learning achievement of students grade (IV & VIII) to raise quality of education.
- Institutionalization of sustainable monitoring system.

Achievements upto 2005:

- Eight National / Provincial/Area Education Assessment Centers established. 2000 test Administrators trained:
 - NEAS Islamabad = 1
 - Provinces (one each) = 4
 - AJK, FATA and FANA (one each) = 3
- Conducted National Achievement Testing (NAT)-2005 in the subject of Urdu/Sindhi, Mathematics, General Science and Social Studies at Grade-IV Level with the following details:
 - No of sample schools assessed = 800
 - No of students assessed = 16,000
 - No of students interviewed = 16,000
 - No of Teachers assessed/interviewed = 1600
 - No of Head Teachers interviewed = 800
- National achievement testing for Grade-VIII in the subjects of Urdu/Sindhi and Math shall be held in 2007.

7.12 Planned Initiatives – Policy Directions:

- An Institutional Arrangement in the form of National Curricula Council is being established in the Ministry of Education, to review the national curricula to

translate national vision and policies into national curricula, covering the mechanics and parameters of Curriculum Revision and also to develop a transitional policy from an old to a new one.

- In other societies, the curriculum development or revision is based on the feedback from the professional associations, PTAs/SMCs and Civil Society at large; whereas in Pakistan this aspect was totally ignored. In order to ensure effective participation of civil society, suitable institutional arrangements shall be evolved.
- Keeping in view the lessons learnt from past practices, a periodic review will be carried out by authorizing the National Curricula Council to have a continuous watch on the implementation of the curricula. This process is bound to enhance quality assurance.
- The Curricula revision shall be after every 5 years instead of 10 years. To ensure continuity, the Ministry of Education shall evaluate all aspects of curricula as well as recent developments in the knowledge / discipline and will come up with an improved version of curricula at the time of next mandated revision.
- The ingredients of each subject will be properly evaluated, scrutinized and covered, instead of undue emphases on any discipline.
- In order to bridge the gaps between the curriculum planners/developers and the implementers, the teachers and principals shall be provided with the curriculum document for broader comprehension of curriculum philosophy and objectives. This will facilitate a better communication to achieve the set goals.
- Linkages among the subjects are essential both horizontally and vertically. The National Curricula Council (NCC) shall be entrusted to oversee the sequencing of contents of each subject.
- To understand the profession better and its related work for the development of dignity of labour in the minds of young student, pre-vocational education shall be an essential ingredient for Education for All.
- Number of students follow purposeless education or face dead end at their terminal stages of education. The curricula shall facilitate a student, either to opt for higher stage of formal education or switchover to technical and vocational education stream.

7.15 Initiatives Taken by Sindh

- Free books amounting to Rs. 172 million have been released in Districts.
- Edible oil for Education being distributed for girl students by World Food Program in 4 districts.
- Rs. 100 per month scholarship to girl students studying in middle schools.
- Free Uniform to students at Primary level.

7.16 Initiatives Taken by NWFP

- Education up to secondary level free in Government schools.
- Free text books to Primary school students.
- For the next year, female students will get free books at Secondary level.
- An initial allocation of Rs. 1 billion has been made to achieve the objectives of "Literacy for All" during the year 2004-05.
- NWFP Elementary Education Foundation has been set up with a fund of Rupees 400 million, to provide support to the private sector.
- Primary teachers [renamed as Primary School Teachers-PST instead of [PTC] will be recruited 75% on union council and 25% on district basis.
- A separate management cadre in Education Sector notified.
- Free can of oil to girl students in 7 Districts by World Food Program.

7.17 Other Reforms Undertaken

- 1) Uniform Academic Session from 1st of September throughout the country.
- 2) Free Education upto matriculation
- 3) Provision of missing facilities in schools
- 4) Provision of free textbooks
- 5) Grant of scholarships and Incentives to Girl Students
- 6) Composite examination at Matric level throughout the country from 2007.

- 7) The composite examination will be introduced in 2009 for HSSC.
- 8) English language has been made compulsory from Class-I onwards.
- 9) The grievances of a particular Sect / community addressed by removing controversial books in Northern Areas. However, in next review / revision.
 - a) Emphasis to be placed on language and literature learning instead of repetition of topics of Islamiyat in language learning i.e. Urdu/ English textbooks etc.
 - b) Overlapping and duplication of contents in various subjects needs removal and the contents of subjects need to be examined to make them non-controversial.
- 10) Social Studies for Classes VI-VIII bifurcated into History and Geography and will be taught as compulsory subjects from the academic year 2006. The curriculum prepared and notified and provincial textbook boards preparing the books for these subjects.
- 11) Introduction of English as medium of instruction for Science, Mathematics, Computer Science and other selected subjects like Economics and Geography in all schools in a phased manner.
- 12) Budgetary allocations for education from existing 2.7% of GDP to be increased to 4% of GDP.
- 13) Revision of curriculum to ensure that:
 - a) Technical stream of education is introduced from class 8th.
 - b) Information Technology/Computer education is introduced from lower classes.
 - c) All duplication of subjects is eliminated.
 - d) Contents do not reflect thinking of any particular sect/ school of thought.
 - e) Ethics, moral education and Haqooq-ul-ibad be included and stressed.

- English being an international language, widely spoken and understood in the world, was ignored in last 30 years in our teaching system, thus, culminating on low compatibility of our students in comprehending the subjects in English at higher levels. English shall now be taught from very beginning in all schools, which will facilitate in meeting the challenges of globalization.
- Urdu vocabulary has no compatible substitutes for Scientific/ Mathematical terminologies but its usage is also limited. At Higher Secondary level and above, Science subjects are taught in English, whereas the students from Urdu medium face immense difficulties both in language and vocabulary. The medium of teaching of Science subjects in Urdu Medium schools shall be shifted to English.
- Geography and History were integrated into Social Studies as school subject, which could not justify either of the two. To have proper knowledge of History as well as Geography, it is felt essential to treat these subjects independently.
- To prepare a child for formal schooling, Early Childhood Education (ECE) has been recognized as a pre-primary stage. ECE will facilitate the young minds to accommodate them with the schooling environment, so as to reduce the dropout at primary level.

7.13 Decisions taken in 8th Inter-Provincial Education Ministers' meeting held on 25-7-2005 at Lahore

- Start of bilingual schools. All schools will teach Urdu and English from Class-I.
- Science, Mathematics and Computer Science will be taught in English, all other subjects in Urdu in all medium schools. Shift gradually to this as the teachers to teach in English Medium become available.
- The composite Matric Examination System will be restarted from 2007 instead of separate examinations for class IX and X. There will be no Board examination for class-IX in 2006
- The decision about HSC Exams will be made in the next Inter-Provincial Education Ministers' meeting in November 2005.
- Provinces/Area Governments will in principal change to start the academic year from August-September.
- Provincial / Area Governments will prioritize their needs within the framework of ESR for securing the funds from federal government.
- More thrust areas for ESR be identified by Provinces / Areas for the next phase of ESR as the present phase will be completed by June 2006.

- The Provincial/Area/District EMIS Cells are directed to offer all cooperation to the Federal Bureau of Statistics / Ministry of Education for carrying out the census.

7.14 Punjab - Education Sector Reforms

- Punjab Education Sector Reforms Program [PESRP] with the World Bank providing US \$300 million over the next three years. The core elements of the three years reform program are:

- Provision of free textbooks to classes I-V
- Provision of missing facilities in schools
- Recruitment of contract based facility specific teachers
- Capacity building of teachers and managers
- Stipends @ Rs. 200 per month to girl students of classes VI –VIII in 15 districts with less than 40% literacy
- Restructuring and empowering of School Councils
- Rigorous multi-level monitoring and third party evaluation
- Restructuring of the Punjab Education Foundation with a pro-poor focus in public private partnerships to complement the Department of Education efforts.

- **Achievements:**

- Total school enrolment increased : 12.7% (1 million)
- Female enrolment increase in : 23% (41,000).
15 stipend districts (Middle schools)
- Total No. of students covered under stipend program : 2,16,000.
- Total No. of book jackets distributed : 32.16 million
- Recruitment of new teachers : 29,000
- Missing Facilities improved. : 21,000
- Free can of oil to girl students in 7 Districts by World Food Program.

- f) Curriculum be upgraded to ensure latest developments/ideas in science and technology are included and it is progressive with vertical and horizontal linkages.
- 14) Marks allocated for practical examinations in Science and Social Science Subjects will be reduced from 25% to 15% due to inadequate lab facilities available in the country. It will be applicable for examinations to be conducted in the year 2007.
- 15) Registration of private sector educational institutional be done on the pattern of madaris.
- 16) Format of the question papers for the Board examinations will be revised. The papers will have three parts:
- a) 20% will be objective questions. The questions will have multiple choices.
 - b) 50% questions will be for short answers.
 - c) 30% questions will be for descriptive answers.
 - d) During the year 2006 teachers will be trained to prepare the children to answer the questions on this patter.
 - e) Question papers will be prepared in this format from the year 2007.
- 17) Reduction in Number of elective subjects at SSC and HSSC.
- 18) College level education be run by provincial education departments.
- 19) Availability and Accessibility of Schools Particularly in Rural Areas.
- 20) Setting up of NTEVTA be expedited to ensure:
- a) **Vocational Schools:** at each Tehsil and at industrial clusters. All dropout from schools be encouraged to enroll.
 - b) **Polytechnic Institutes:** at District level for matriculates to produce technicians/ supervisors.

- c) **Technical Colleges:** 4/5 in each province for F.Sc. qualified students to produce technical graduates.

- 21) Teacher's Status and Recruitment of Female Teachers.
22) Strategy for National Textbook Policy.

7.18 Primary Education EFA Goals

- i) Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;
- ii) Eliminating gender disparities in primary and secondary education by 2015 and achieving gender equal access to and achievement in basic education of good quality; and
- iii) Improving all aspects of the quality of education and ensuring excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

7.19 Equity in Education

In order to eliminate the existing urban/rural and male/female imbalances and disparities, the Government has taken a number of steps. In future all new schools will be mixed schools and 70 per cent of teachers in the new schools will be female. The recruitment age of female teachers has been relaxed to increase their availability. To retain young girls in rural schools, free textbooks, stipends and nutritional food are being provided in disadvantaged and far off areas. This has resulted in an increase in enrolment and a reduction in the drop out rate. More than two-thirds of all primary schools opened in the rural areas of Pakistan have been opened to address the historic imbalance of boys being educated at the expense of girls.

Eliminating gender gaps in basic education/literacy is the cornerstone of Government of Pakistan Policy for social development in general and in education in particular. Ministry of Education has a policy framework in place to advance gender equality in education. Each target is gender disaggregated in Education Sector Reforms (ESR) and Education For All (EFA) Programs. Diverse programs and strategies have been developed, ranging from compensatory programs such as stipends at middle and secondary levels, free textbooks and school nutrition support to girls schools. Ministry of

Education has a special desk for Gender in the Education For All (EFA) Wings for facilitation.

- Gender sensitization and training
- Development of research, survey and data tools/systems to analyze gender issues and ensure the application of pertinent sex-disaggregated data.
- Gender-responsiveness in planning, implementing, monitoring & evaluating, and gathering of lessons learned.
- Communication, information sharing and problem-solving on gender and education issues.
- Experience sharing between government and non-government stakeholders in education.

Many studies on Education for Girls identify low levels of participation rates generated by a combination of following supply and demand related factors:

- Poverty
- Lack of policies, will & commitment to education;
- High Population growth rates;
- Low levels of financial allocation;
- Inefficient utilization of the limited resources.
- Lack of coordination between federal, provincial and local governments;
- Lack of schools or school facilities; transport; water; washrooms; electricity, boundary wall and district location etc.
- Absenteeism of female teachers; lack of privacy and security for female teachers
- Cultural and family constraints which hinder girls from attending school; and
- Lack of community participation.

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Proposed Major Programmes for Education Sector

S. No.	Programmes	2005-06	2006-07	2007-08	2008-09	2009-2010
1	Opening of 25,000 literacy centres	4,000	4,500	5,000	5,500	6,000
2.	Opening of 30,000 Primary Schools	4,500	5,000	5,500	7,000	8,000
3.	Upgrade of 50,000 Primary Schools to Middle level	10,000	10,000	10,000	10,000	10,000
4.	Upgradation of 5,000 Middle schools to Secondary level	1,000	1,000	1,000	1,000	1,000
5.	Addition of classes XI-XII in 2000 Secondary Schools	200	250	450	500	600
6.	Establishment of 8 Cadet Colleges	1	1	2	2	2
7.	Establishment of 100 Degree Colleges with 4 year stream	10	15	20	25	30
8.	Upgrade 300 degree colleges to 4 year steam	60	60	60	60	60
9	Mianstreaming of 8,000 Madaris	1,600	1,600	1,600	1,600	1,600
10.	Opening of 50 Polytechnics	10	10	10	10	10
11.	Induction of Technical Stream in 2000 existing Secondary schools	400	400	400	400	400
12.	Stengthening of 120 existing teachers Training Institutes	24	24	24	24	24
13.	Stipend for girls students and scholarships for talented students	80,000	80,000	80,000	80,000	80,000
14.	Establsih 75 Commercial Training Institutes	15	15	15	15	15
15.	Establish 75 Vocational Training Institutes	15	15	15	15	15

Annex-II

Financial Outlay

(Rs. in billion)

S. No.	Sub-Sector	2005-06	2006-07	2007-08	2008-09	2009-2010	Total
	Federal						
1	Literacy	0.80	0.83	0.90	1.00	1.15	4.68
2.	Elementary Education	0.70	0.73	0.89	1.10	1.20	4.62
3.	Secondary Education	0.60	0.62	0.65	0.70	0.75	3.32
4.	College Education	0.60	0.63	0.66	0.70	0.75	3.34
5.	Technical Education	1.00	1.05	1.14	1.22	1.35	5.76
6.	Teacher Education	0.40	0.42	0.48	0.54	0.60	2.44
7.	Scholarships & Misc.	0.40	0.42	0.48	0.54	0.60	2.44
	Federal Total	4.50	4.70	5.20	5.80	6.40	26.60
	Provincial						
1	Literacy	2.10	2.54	3.17	3.80	4.50	16.10
2.	Elementary Education	2.10	2.52	3.11	3.75	4.40	15.87
3.	Secondary Education	1.30	1.44	2.00	2.70	4.30	11.74
4.	College Education	1.20	1.82	2.60	3.30	4.00	12.92
5.	Technical Education	3.00	3.60	4.32	5.20	6.30	22.42
6.	Teacher Education	1.00	1.10	1.30	1.50	1.80	6.70
7.	Scholarships & Misc.	1.00	1.20	1.30	1.75	2.10	7.35
	Provincial Total	11.70	14.20	17.80	22.00	27.40	93.10
	National						
1	Literacy	2.90	3.35	4.07	4.80	5.65	20.77
2.	Elementary Education	2.80	3.25	4.00	4.85	5.60	20.50
3.	Secondary Education	1.90	2.06	2.65	3.40	5.05	15.06
4.	College Education	1.80	2.45	3.26	4.00	4.75	16.26
5.	Technical Education	4.00	4.65	5.46	6.42	7.65	28.18
6.	Teacher Education	1.40	1.52	1.78	2.04	2.40	09.14
7.	Scholarships & Misc.	1.40	1.62	1.78	2.29	2.70	09.79
	National Total:	16.20	18.90	23.00	27.80	33.80	119.70