

AEPAM Research Study No. 250

**IDENTIFICATION OF FACTORS
AFFECTING THE ACHIEVEMENT OF
EDUCATION FOR ALL (EFA) GOALS**



A Research Study conducted by
Academy of Educational Planning and Management (AEPAM),
Government of Pakistan,
Ministry of Education and Trainings,
Islamabad

Prepared by: **Mr. Muhammad Hanif**, Joint Director (Research), AEPAM
Dr. Khawaja Sabir Hussain, Deputy Director (Research), AEPAM
under the guidance of:-
Mr. Azhar Hussain Shamim, Director General, AEPAM
and
Syed Muhammad Saqlain, Director (Research), AEPAM

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Muhammad Hanif and Khawaja Sabir Hussain

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Syed Muhammad Saqlain
Director (Research)

PREFACE

In 1945, the founding countries of UNESCO signed a convention expressing strong belief in “full and equal opportunities for Education for All.” Since that time, it has been part of UNESCO’s mandate to make these beliefs a reality. In order to realize this aim, a broad coalition of various governments, civil society groups, and development agencies, such as the World Bank, UNESCO etc. defined in the Jomtien (Thailand) Conference, 1990, the basic educational needs of the child i.e. learning tools such as literacy, oral expression, numeracy and problem solving. After ten years of Jomtien Conference, the International Development Organizations convened a Meeting in Dakar, Senegal, in 2000 and reaffirmed their commitments to following six Education for All (EFA) Goals:

- i) Expand and improve comprehensive Early Childhood Care and Education, especially for the most vulnerable and disadvantaged children.
- ii) Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality and to complete it.
- iii) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.
- iv) Achieve a 50 % improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

- v) Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- vi) Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The Government of Pakistan has introduced various reforms and interventions to achieve these EFA Goals, but the desired results could have not been achieved so far. There are many hurdles in achieving EFA Goals which include lack of political commitment, scarcity of financial resources, inadequate infrastructure, etc but all these factors are mere perceptions which need to be proved with some empirical evidences. Therefore, the Research Wing of AEPAM had prepared to conduct a national Research to investigate the real factors which are affecting the achievement of EFA Goals.

I will like to express my gratitude to the AEPAM Research Team comprising Syed Muhammad Saqlain, Director (Research), Mr. Muhammad Hanif, Joint Director (Research), Dr. Khawaja Saber Hussain, Deputy Director and Ms. Shaista Bano, Deputy Director for conducting this valuable research which is quite useful and helpful to the Education Planners both at national and provincial levels.

Azhar Hussain Shamim
Director General, AEPAM

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EXECUTIVE SUMMARY

Poor learning outcomes and low-quality education are the overriding concerns in the education sector. In many developing countries around 60 % of primary school pupils, who enroll in the first grade, reach the last grade of schooling. Pupil/teacher ratio in many countries is around 40:1 and many primary teachers lack adequate qualifications.

Access to schooling in developing countries has improved since 1990 - around 47 out of 163 countries have achieved Universal Primary Education (MDG 2), whereas, 20 more countries are considered to be “on track” to achieve this goal by 2015. However, a large number of challenges remain in 44 countries, 23 of which are in Sub-Saharan Africa. These countries are unlikely to achieve Universal Primary Education by 2015 unless domestic and international efforts are accelerated substantially.

After a decade of slow progress, the international community reaffirmed its commitment to EFA in Dakar, Senegal, in April, 2000 and again in September, 2000. Later, 189 countries and the development partners adopted two EFA Goals that are also Millennium Development Goals (**MDGs 2 & 3**). Although MDGs 2 and 3 refer only to issues of Universal Primary Education and Gender Parity, respectively, the World Bank recognized that achieving these Goals required supporting all of the full EFA Goals. That is why AEPAM conducted a Study to investigate/identify the “Factors Affecting the Achievement of Education for All (EFA) Goals in Pakistan”. The Study was descriptive in nature. The sample of the Study

consisted of 13 Districts which were selected from all over the country. First of all pilot testing was carried out in Potohar Districts i.e. (Taxila, Murree, Jehlum). For getting input from the pilot area, a Questionnaire was developed. During the pilot test, some problems in filling up the Questionnaire by respondents were indentified. Therefore the Questionnaire was revised. The finalized Questionnaire contained 28 items.

Research team of AEPAM personally visited each sample District to collect data. The data collected vide items 1 to 28 of the Questionnaire was coded and fed into computer to have a Database. On the basis of the data analysis, findings of the study are drafted. The major findings of the study are given below:

Major Findings of the Study

1. Majority (72 %) of respondents gave positive (Yes) response, when the question “Do you have any awareness or knowledge about Early Childhood Education (ECE) Program was asked. Whereas, 10 % had no awareness or knowledge about (ECE) and 18 % gave No Response.
2. In the view of 69 % respondents, the ECE program was 25 % successful in their Districts. Whereas, 09 % respondents thought that the ECE program was successful to the tune of 50 %. 13 % of the respondents did not give their opinion about the success level of the ECE program.
3. About 75% of the respondents were of the opinion that the factors which have affected adversely the achievement of EFA Goals included following:-

- a) Lack of teachers for ECE,
- b) Non-provision of rooms for ECE,
- c) Non-availability of syllabus for ECE Program,
- d) Parental Ignorance about ECE,
- e) Lack of financial, human and physical resources, and
- f) Non-availability of schools near to home.

4. A question was asked through Research Proformas that what steps have been taken to achieve UPE in their areas. 60 % respondents did not give their response, 18 % respondents pointed out that campaign through banners and mass media was launched to achieves UPE, 5 % respondents were of the view that “survey of primary school age group children should be carried out to determine out of school children” if Government wanted to achieve the UPE”. It was noted that 9 % respondents gave suggestion for provision of sufficient resources and free books and incentives to children for making the UPE Program a success. 2% respondents demanded that devoted officers should be appointed at Districts and Tehsil levels.

5. The respondents were asked weather they were familiar with the Term “Universal Primary Education” (UPE). It was interesting to note that overall 71 % respondents were familiar with the term and only 14 % of Educational Managers did not know the meaning of the term, whereas, 15 % respondents did not respond.

6. About 75% respondents were of the view that the following factors were affecting the progress in life skills development program:

- a. High population growth rate.
- b. Low priority to primary education as compared to tertiary education.
- c. Neglect of adult literacy sector.
- d. Lack of awareness about the importance and significance of female education and literacy.
- e. Inadequate budgetary provisions resulting in poor facilities and service for education and literacy.

7. In order to enhance adult literacy 73% respondents suggested to adopt Non-formal Approach, 76% respondents suggested launching Media Campaign, 75% respondents suggested involving Community, 76 % respondents suggested to reduce poverty and 73% respondents suggested to reduce parental illiteracy.

Recommendations

1. A campaign is launched through seminars, workshops, Print and Electronic Media to educate and make aware both the parents and the Education Managers of the benefits of ECE and UPE.
2. Steps must be taken to eliminate gender disparity, particularly in rural areas.
3. Allocation of budget, particularly for rural areas, should be increased and timely releases of funds be ensured to meet EFA Goals.
4. Non-Formal approaches should be adopted for enhancing adult literacy rate.

5. Steps should be taken for proper planning and utilization of available funds to overcome financial constraints.
6. The female teachers should be posted nearby their homes.
7. A regular monitoring system should be placed to eliminate factors affecting EFA Goals.
8. Good infrastructure and good management has to be ensured for achieving the EFA Goals.

Chapter **1**

INTRODUCTION

During last 20 years, significant progress has taken place in the state of education in South Asia, but vast gaps still remain between the educational achievement of men and women and boys and girls.

The Constitution of Pakistan 1973 recognizes that education is a fundamental right of every citizen. Thus, it is the responsibility of Government of Pakistan to provide education to its entire populace. Education sector in Pakistan was lacking in access and quality dimensions during the past decades. Pakistan is one of the signatories of the instrument signed by the member countries in a conference held at Jomtien, Thailand which emphasized on increasing access and quality of education and developed the 10 years Plan of Action 1990-2000. This plan provided a broader outline of the development of education sector in the member countries. Pakistan devised a comprehensive Education Sector Reform (ESR) Program and National Plan of Action (NPA) for EFA and implemented them vigorously to realize EFA Goals by 2015.

The Education for All (**EFA**) aimed at the following:-

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, specially girls and children in difficult circumstances, have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs;
4. Achieving 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with focus on ensuring girls' full and equal access and achievement in basic education of good quality.
6. Improving all aspects of the quality of education so that recognized and measurable learning outcomes are achieved especially in literacy numeracy and essential life skills.

The major goal of NPA (National Plan of Action) was to eliminate gender disparity in primary and secondary education by 2005; other goal of NPA is to achieve Universal Primary Education (UPE) by 2015, with a focus on ensuring girls' equal access to achieve basic education of good quality. This is a cross cutting issue which is integral to all other Goals and targets.

As per National Plan of Action (**NPA**) in the education sector, primary education is getting increased attention. Scholarships and subsidies for girl's education are to be provided to low-income households to encourage continuation of education of their girls beyond the primary level. Particular emphasis has to be given on provision of education facilities to girls residing in regions with high poverty concentration. Scholarships have to be given to girls to enhance their professional education qualification to become teachers. The contents of education are being made more relevant to the practical needs of rural girls through inclusion of subjects such as agriculture, health and hygiene in the curriculum.

The government of Pakistan has introduced various reforms and interventions to achieve these EFA Goals, but desired results could not be achieved so far. There are many hurdles in achieving EFA Goals which include lack of political commitment; scarcity of financial resources, inadequate infrastructure etc. but all these factors would remain mere perceptions unless proved with some empirical evidences. Therefore, the Research Wing of AEPAM intended to conduct a National Research to investigate the real factors which are affecting the achievement of EFA Goals.

1.1 Statement of the Problem

It is a general perception that in Pakistan declining tendency in primary education, low literacy rate, particularly among females are prevailing. And that no concrete steps have been taken for improving Adult Literacy, Early Childhood Education and the quality of education. This perception was to be proved / rejected on the basis of some empirical evidence.

1.2 Rationale/Justification

In the past, attention remained focused mainly on higher education in utter disregard of basic education that is why very meager funds were allocated for the sub-sectors such as primary education and adult literacy etc. with the result that it became stunted at the base.

National Education Policy 2009 has tried to rectify the anomalous position of primary education and highlighted that the poor quality of primary education in rural areas is a matter of great concern.

It has been learnt from experiences of other countries that if we want to make a head-way in primary education to achieve UPE target by 2015 and respectable literacy situation, we must drive our inspiration from steps and strategies taken by other countries to achieve EFA Goals.

1.3 Objectives of the Study

The Study was aimed to:

1. To investigate the factors affecting the achievement of EFA Goals at National as well as at Provincial levels.
2. To suggest measures for policy formulation to remove hurdles in achieving EFA Goals.

1.4 Significance of the Study

This study was conducted to investigate the factors affecting the achievement of EFA Goals. The study is of immense importance for Education Managers, planners, policy makers and policy implementers. The findings of the study may be more helpful for Education Managers and other stakeholders who are having direct interaction with students.

1.5 Limitation of the Study

Though the Study was of immense importance and deserved that view/comments of all of the Education Managers in the country should have been taken, but due to financial and time constraints it was limited to Education Managers, Planners and Heads of Elementary and Secondary Schools of only following 13 Districts:

S#	Province/ Region	Name of District	No. of Districts
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1	Punjab	Lahore, Faisalabad	2
2	Sindh	Karachi, Hyderabad	2
3	Balochistan	Quetta, Sibi	2
4	KPK	Peshawar, Mansehra	2
5	FANA	Gilgit, Ghizer	2
6	AJK	Muzaffarbad, Rawalakot	2
7	ICT	Islamabad	1
Total			13

Table No.1: Names of Districts included in the Sample

Chapter **2**

REVIEW OF LITERATURE

Learning of basic education is a right of every Pakistani citizen. Pakistan is one of the signatories to the Jometien Declaration which dictates that it is duty of all the signatory nations to provide access to education to the whole primary school age-group so as to fulfill Education for All (EFA) commitment.

Pakistan, being signatory of Jometien Declaration, committed to provide primary basic education to all of its citizenry by 2000. Emphasis on Primary Education was given, perhaps, because of the reason that it itself provides the basic cognitive skills on which further educational development of human beings is based. It also provides the first building block for the development of a nation. Second, primary education helps develop skills and attitudes and imparts literacy and numeracy that are needed by children to function effectively in society.

EFA Goals achievement scenario of few of the countries of the region and Pakistan is given below briefly:

2.1 Vietnam

Providing basic education to all by the year 2000 is one of the objectives of Vietnam. In 1983, the Vietnam's Ministry of Education launched specific initiative and a consistent program to promote the universalization of primary education. In 1989, the Ministry issued orders for stepping up the activities of this program.

At present, in Vietnam 88-90% of the people are literate. However, Vietnam is continuing the plan to enhance literacy and to prevent people from losing their literacy. During the period 1990-1992, the number of individuals who became newly literate was 734,804. Illiteracy is mostly concentrated in the mountainous and other remote areas. Special efforts have been undertaken to eradicate illiteracy in these areas.

The Universalization of Primary Education (UPE), in fact, was launched in the 1960s. But the Laws on Primary Education Universalization and on protection, care and education of children were endorsed in 1991. By now, **eight provinces and cities have reached the National standards of UPE. In the other cities and provinces, 157 Districts** and 3700, out of thousand of communes and precincts, have achieved State Standards of Literacy and UPE. Since 1990 the National Assembly has spent billions in the fight against illiteracy and for UPE. Recently the National Committee against illiteracy changed its name to "the National Committee on EFA".

These achievements indicate that EFA is continuing to be emphasized. But due to problems in the transition from a centralized, bureaucratic economy to a multi component market economy, in combination with the

deterioration in quality at all levels of general education (including pre-schools), student enrolment was not encouraging in the outset. Repetition and dropout ratios were very high, particularly in the years 1986-1990.

In Vietnam the Educational Monitoring Information System (EMIS) has been improved several times, especially after the Jomtien Conference of March 1990. The data collected and processed by EMIS has been a timely source of current educational information for managers, planners and policy makers. EMIS in Vietnam has proved to be significant contributor to the designing and monitoring of educational reforms.

2.2 Thailand

According to Thailand's EFA Report 1994:

1. The structure for EFA monitoring can be divided in to two parts: organization and planning.
2. At the National level, responsibility lies with the office of the National Education Commission (NEC) and the National Statistics Office (NSO).
3. At the ministry level, responsibility lies with office of the Permanent Secretary, Ministry of Education (MOE) which is linked with the committee on education, religion and culture.
4. At the Provincial level, responsibility lies with the Office of Provincial General Education, Office of Provincial Primary Education, Office of Provincial non- formal Education and Office of Provincial Education, linked with the

subcommittees on education, religion and culture.

5. At the District level, responsibility lies with the schools, the Office of District Primary Education and Office of District Education, linked with the District sub-committee on education, religion and culture.

To raise the achievement level of primary school students, a project on the development of effective teaching and learning was launched. Specific activities included training for teachers and supervisors, development of teaching – learning media and remedial teaching media in order to improve and promote teaching skills to address current problems, curricula and supplementary reading materials were initiated. Moreover, the Department of Curriculum and Instruction Development was responsible for a project on the development of science and mathematics teaching and emphasizing teaching plans to enhance scientific skills in rural schools.

According to an evaluation, the correlation between the transition rate and Provincial GDP was fairly high (70%), which means that children living in provinces with high incomes had a better chance to continue to study than those from other provinces. One of the reasons for children's failure to pursue lower secondary education was that the parents did not realize the importance of education of their offsprings.

This commitment of the government to expand and universalize basic education to the secondary education through active community participation has resulted in a policy on Basic Education For All. To ensure concrete

action various organizations held brain storming sessions to develop master action plan of Basic Education For All.

Having realized the importance of education for the socio-economically disadvantaged and disabled persons, the government is expanding educational opportunities and services in various forms to reach these groups, especially in remote areas. The disadvantaged are divided into two groups, namely those with disabilities and the socio-economically disadvantaged, which include poor children in remote rural areas, the culturally disadvantaged, street and slum children at construction sites, and those without Nationality and identification.

Though the progress towards attainment of EFA targets is low, yet, it reveals that the country remarkably accomplished its target in terms of providing access to primary schools and in raising literacy rate. However, a lot of work remains to be done, particularly, in early childhood education program. The government needs to open more public day-care centers to cover millions of out-of-school children and to increase the number of new Grade I entrants that have some form of ECE exposure. The low rate progress in the indicator poses serious future challenges for primary education.

2.3 Philippine

In context of EFA Plan, Philippine is implementing an Alternative Learning System (ALS), which makes it possible for out-of-school youth including street children, to be integrated into the learning system. ALS covers non-formal and informal education. NGOs and private institutions support government's efforts by initiating

programs and services that will address the education-right of out-of- school children, particularly, those from disadvantaged and under- resource families.

Out of 4 million working children in 2001, around 30 % (1.25 million) were not attending school. In terms of the age bracket, 9.6 % of the 5-9 years old, and 48 % of the 15-17 years old were reported not attending school. It is well known that older the working children the lesser probability is that they are in school. This might also be affected by the general high drop-out rate recorded in the country. The major effects of child labour were low grades and absenteeism. The top two reasons for drop out, according to both parents and children, are that the latter are not interested in school and that the cost of schooling is too high.

To cope with the major challenges the following innovative strategies have been adopted:

1. Education innovations were implemented, particularly, in disadvantaged areas.
2. Child friendly school system (CFSS) program was initiated.
3. ICT was integrated in the curriculum so as to enrich the teaching learning process.

A number of interventions have been made to support the decentralization of school management and to strengthen the basic education management system. The involvement of other Basic Education stakeholders in planning and implementation of EFA, particularly, at the National level is considered a good practice in the country. A civil society representative sits to co-chair with the

Secretary of Department of Education in the National EFA Committee. The challenge is how to expand the EFA network at the sub-National local levels.

2.4 Pakistan

Education sector development in Pakistan has been heartening since World Education Forum in 2000. The imperative actions have been taken on all fronts as necessitated in the Dakar Frame Work of Action for Education for All (EFA). Mid decade assessment of Education for All has been carried out to identify achievements and analyze quantitative trends and to learn lessons from the education interventions by the government over the years 2001-02 to 2005-06.

In Pakistan Early Childhood Education (**ECE**) stage has been recognized as part of formal education structure and curriculum has been designed to organize pre-primary education. The Gross Enrolment Ratio (**GER**) has substantially increased from 36 % to 91 % during five years from 2001-06. Consequently, among the new entrants to grade I, the number of children having ECE background increased to 74 %. The private sector schools have multiple grades in ECE. Re-organization of ECE in public sector has been initiated to meet the requirement of young children.

The National Plan of Action (**NPA**) for EFA sets targets for Universal Primary Education to be achieved by mid decade. In some cases, the achievement is even beyond the targets. The system has experienced continuous growth in enrolment at primary education. This encouraging trend reflects assurance of attaining UPE in Pakistan. GER increased to 96%; whereas, Net Enrollment Ratio (**NER**)

enhanced from 77% to 93%. Similar increasing trend is visible in GER Primary (from 71% to 84%) and NER Primary reflects an increase (from 57% to 66%). Likewise, female GER increased from 59% to 76% and NER reflects increase from 47% to 59%. Repetition rate has declined from 2.3% to 1.9%. Survival rate to grade V has improved from 57% to 73%. The public expenditure on primary education has substantially increased from 23.5% to 43.6%. Universal Primary Education is being further promoted by providing free education i.e. elimination of tuition fee, free textbook for all children, financial support and material incentives particularly to females. Secondary education is expanding rapidly as there is increase in the institutions as well as participation.

According to EFA Report, 2008, sustainable improvement in school effectiveness and the quality of education is only possible when apex institutions with sufficient professional capacity provide support through research on educational issues of national, provincial and district significance.

Civil society and community participation is imperative to achieve success in EFA. Government and donors fully recognize the dynamic role of community in the promotion of education. Though School Management Councils (SMCs) and Parents Teachers Association (PTAs) have been working, but the organizational form of these bodies, in most of the cases, are not proving effective. It would be useful to review the organizational framework of community participation which has to be more flexible and less prescriptive in nature.

Universal Primary Education (**UPE**) by 2015 can only be assured by consolidating and accelerating the efforts for continuity in the increase in enrolment and improvement in NER and GER, reaching the out-reach and disadvantaged groups, enhancing the transitional and survival rates and minimizing the dropout and repetition rates.

Although there are multiple challenges, yet, Pakistan has made considerable progress in achieving the gender parity targets. There is still need to address issues such as number of institutions, enrolment, teachers, GER, NER, dropout etc., particularly, related to females. In other words, renewed commitment to gender Goals is required to be afresh.

Spending on education in Pakistan has experienced three-fold increase but still remains low as a %age of National income and government has time and again announced its intention to increase spending on education to 4% of GDP, whereas, in reality, it is not more than 2%. Re-commitment to more spending on education as well as spending more efficiently need to be ensured.

Pakistan introduced Education Sector Reforms (**ESR**) and implemented National Plan of Action for EFA. Financial requirement had been worked out and despite economic and financial constraints, government allocated funds generously but still gaps remained. Unfortunately, contrary to the Dakar conference, the response from the development partners has been lukewarm. There is a need on the part of development partners to honour their commitments as they pledged for EFA. Moreover, there is a need to accelerate the progress on donor harmonization so

that funds could be targeted towards specific educational areas.

Achieving 'Education For All' is a challenging target for Pakistan. It is more pressing for all the stakeholders to make it a reality. It is felt that in the post 18th Constitutional Amendment scenario the country has been deprived of any focal-agency which may, by its mandate, initiate, pursue and co-ordinate with the Provinces for making concentrated and protracted efforts to achieve EFA Goals. Perhaps, Civil Society would have to highlight this issue in the best interest of the nation.

Chapter 3

METHODOLOGY

This Chapter describes methods and procedures adopted for conducting this Study. The Study was descriptive in nature and essentially a survey type of research. The Study was designed to identify factors affecting the achievement of Education For All (EFA) Goals. The following methods and procedures were adopted to carry out this Study.

3.1 Population

The focus of the Study was to carryout identification of factors affecting the achievement of Education For All (EFA) Goals. All the educational administrators from four Provinces (Sindh, Punjab, Khyber Pakhtunkhwa and Balochistan), Gilgit Baltistan, ICT, FATA and AJK were included in the population. Therefore, all the Provincial Executive District Officers (Education), District Education Officers, Assistant District Education Officers, Deputy District Education Officers, Headmasters/ Headmistresses and Science Teachers (male/female) of Secondary Schools working in the schools of these Districts were included in the population.

3.2 Sample for the Study

One of the major tasks of this Study was to select the sample Districts in such a way that the sample selected must be the true representative of the population. While making selection of sample Districts availability of human and financial resources was kept in view. In order to get true representatives a sample consisting of thirteen Districts was selected for data collection. Province/Region-wise distribution of sample Districts is given in the following table.

Table No.2: Names of Districts included in the Study Sample

S#	Province/ Region	Name of District	No. of Districts
1	Punjab	Lahore, Faisalabad	2
2	Sindh	Karachi, Hyderabad	2
3	Balochistan	Quetta, Sibi	2
4	KPK	Peshawar, Mansehra	2
5	FANA	Gilgit, Ghizer	2
6	AJK	Muzaffarabad, Rawalakot	2
7	ICT	Islamabad	1
Total			13

The respondents of the study include Executive District Officers (Education), District Education Officers, Assistant District Education Officers, Deputy District Education Officers, Headmasters/Headmistresses and Science Teachers (male/female) of Secondary. District-wise number of respondents is given below.

Table No.3: Respondents from Sample Districts

S#	Districts	Male	Female	Total
1.	Mansehra	14	12	26
2.	Faisalabad	21	22	43
3.	Islamabad	34	52	86
4.	Muzzaffarabad	37	30	67
5.	Gilgit	38	25	63
6.	Ghizer	44	14	58
7.	Peshawar	37	32	69
8.	Lahore	32	38	70
9.	Quetta	38	44	82
10.	Rawalakot	32	34	66
11.	Pishin	22	24	46
12.	Karachi	57	62	119
13.	Hyderabad	42	41	83
Total		448	430	878

3.3 Research Instruments

The main research instrument for the Study was Questionnaire. A Questionnaire consisting of 28 (Open ended and close ended) questions for the District Education Managers and science teachers of elementary and secondary level was designed to collect data from the selected sample Districts. The items of the Questionnaires consisted on the following important aspects regarding identification of factors effecting the achievement of Education For All (EFA) Goals.

1. To investigate the factors affecting to achieve the EFA Goals at National and Provincial level.

2. To suggest measures for policy formulation to remove hurdles in achieving EFA Goals.

3.4 Pilot Testing of Research Instrument

Instrument of the study was first tested and then finalized in the light of the feedback received as a result of pilot testing. Pilot testing was conducted in the three Tehsil (Taxila, Murree, and Rawalpindi) of District Rawalpindi. Necessary changes were incorporated in the research instrument, however, instrument was found valid for conducting the study. Each and every question included in the research instrument was discussed with AEPAM's Faculty under the guidance of Chief Investigator. Efforts were made to design comprehensive instrument to get relevant information from the respondents included in the sample.

3.5 Procedure for Data Collection

Research Team of AEPAM consisting of four researchers who personally visited each sample District to collect data. The team also conducted interviews with the Provincial and District Education Managers. Every effort was made by the research team to collect valid and reliable data.

3.6 Procedure of Data Analysis

The code book was generated by research team on the basis of responses of the respondents on open-ended questions. The data collected from the respondents through Questionnaire was coded and entered into computer as per code book for getting the data in the shape of database.

Also, tabulation plan was prepared. Frequencies, %ages and other indicators were calculated considering the objectives of the study for the preparation of the report.

3.7 Findings, Conclusions and Recommendations

Findings of the Study are given on the basis of data analysis. Conclusions were drawn from the findings keeping in view the objectives of the study. Factors affecting the achievement of Education For All (EFA) Goals have been identified. Finally, recommendations were formulated for the achievement of Education For All (EFA) Goals so that Pakistan being the signatory of the Convention may not be declared defaulter in 2015, the target year for EFA Goals achievement.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

In order to collect data from Educational Managers of 13 sample Districts for this study a Questionnaire was designed which consisted on 28 items. The Questionnaire was got filled from 878 District Education Managers and Heads of Secondary and Elementary Schools.

4.1 Genders of the Respondents

The data regarding gender of the respondents was collected which is given below:-

Table No.4: Genders of the Respondents

Male		Female	
<i>Frequency</i>	<i>Percentage</i>	<i>Frequency</i>	<i>Percentage</i>
448	51	430	49

Table No. 4 indicates that the number of Male and Female Education Managers respondents from the selected Districts was almost equal though male respondents were 51% and female respondents were 49%.

District-wise distribution of gender of the respondents given in the Table No. 5 indicates that in the big cities like Karachi, Lahore, Faisalabad, Quetta and Islamabad female respondents were in higher number than their male counterparts; whereas, in comparatively small Districts like Mansehra, Muzaffarabad, Gilgit, and particularly Gizer the female respondents were in lesser number. This pattern reflects that female population in big cities is getting greater share in education and educational institutions as compared to the female population residing in smaller cities. From this trend it can be concluded that in the small towns and villages female population is getting share in education and educational institutions even more less. District-wise distribution of gender of the respondents is given in the following table:

Table No.5: District-wise Distribution of Gender of the Respondents

S#	Districts	Male (F*)	%	Female (F*)	%	Total	%
1.	Mansehra	14	2	12	1	26	3
2.	Faisalabad	21	2	22	3	43	5
3.	Islamabad	34	4	52	6	86	10
4.	Muzaffarabad	37	4	30	3	67	8
5.	Gilgit	38	4	25	3	63	7
6.	Ghizer	44	5	14	2	58	7
7.	Peshawar	37	4	32	4	69	8
8.	Lahore	32	4	38	4	70	8
9.	Quetta	38	4	44	5	82	9
10.	Rawalakot	32	4	34	4	66	8
11.	Pishin	22	3	24	3	46	5
12.	Karachi	57	6	62	7	119	14
13.	Hyderabad	42	5	41	5	83	9
Total		448	51	430	49	878	100

* F=Frequency

4.2 Academic Qualification of Respondents

The data regarding the Academic qualification of the respondents was collected which is given below:-

Table No.6: Academic Qualifications

S#	Academic Qualifications	Frequency	Percentage
1	FA/F.Sc.	13	1
2	BA/B.Sc.	198	23
3	MA/M.Sc.	612	70
4	M.Phil	18	2
5	Ph.D.	6	1
6	others	13	1
7	No response	18	2
Total		878	100

The Table No. 6 represents the academic qualification of the respondents. It is appreciable that most of the respondents have Master Degree (70 %) which shows the high qualification ratio of Education Managers of the selected Districts, followed by 23 % having Bachelor degree. Whereas, only two % were M.Phil., and one % Ph.D. degree holders. While 1 % was FA/F.Sc and one % of the respondents had qualification like BIT, MIT, Matriculation etc. Strangely, 2% of the respondents did not give any information in this respect which reflects on their irresponsible attitude. From this it may also be construed that they may not possess any proper education and have managed to get service and even promotions.

4.3 Professional Qualification of the Respondents

The data regarding the Professional qualification of the respondents was collected which is given below:-

Table No.7: Professional Qualifications

S#	Professional Qualifications	Frequency	Percentage
1	C.T	21	02
2	B.E.d.	324	37
3	M.Ed.	465	53
4	Others	31	03
5	No Response	37	05
Total		878	100

The data of the table indicates the professional education of Education Managers of selected Districts. 37% of the respondents have Bachelor degree in Education, whereas, 53 % have Master Degree in Education. **It implies that 91% of the respondents have sufficient professional degree and, thus, are well-qualified professionally.** 03 % have other qualification like Cisco Certified Network Associate (CCNA), Diploma in Computer Science (DCS), Primary School Teacher Certificate (PST). 05% did not respond which may imply that they have no professional qualification.

4.4 Experience of the Respondents

Item No. 8 of the Questionnaire was related to practical experience of the respondents. The data collected on this item is as follows:-

Table No.8: Academic Qualification

S#	Academic Qualification	Frequency	Percentage
1.	Less then 5 Years	64	7
2.	6-10 Years	96	11
3.	11-15 Years	149	17
4.	16-20 Years	113	13
5.	21 and above	434	49
7.	No Response	22	3
Total		878	100

The Table No.8 shows the experience of respondents. Most of them (49 %) are highly experienced who have experience of more than 21 years; whereas, 13 % have 16 to 20 years experience. About 17 % have 06 to 10 years experience and only 7 % have less than five years experience which is the lowest ratio in the table. Only three % have given no response.

From the data given in the above table it may be concluded that most of the respondents have reasonable experience and thus, our sample consisted on very mature and experienced Education Managers. It also reflects on the relative acceptability of the data collected for this study on various items of the Questionnaire.

4.5 EFA Goal No. 1: Early Childhood Education (ECE)

The respondents were requested to provide information about first EFA Goal which include awareness/knowledge of the respondents about strategies/steps taken by the Provincial and District

Governments, success of ECE Program and factors affecting the achievement of EFA Goal No.1. The responses are described in the following paragraphs and tables:

4.5.1 Awareness of Early Childhood Education (ECE) Program

The respondents were requested to provide information pertaining to their awareness / knowledge of Early Childhood Education (ECE). The data collected on this item is as follows:-

Table No.9: Awareness about ECE

S#	Awareness about ECE	Frequency	Percentage
1.	Yes	631	72
2.	No	67	8
3.	Don't Know	17	2
4.	No Response	163	18
Total		878	100

Table No.9 depicts that 631 Education Managers i.e. 72 % of the respondents confirmed that they had some knowledge about this term; 84 respondents i.e. 10 % of the respondents had no awareness in this respect. 18 % of the respondents gave no response on this query which may imply that they also have no knowledge of this term/concept. Overall picture of the data indicates that 72% of the respondent Education Managers had some awareness/knowledge of the concept of Early Childhood Education (ECE); whereas. Remaining 28% had no knowledge of this term/concept. The analysis of the data

leads to the conclusion that there is still dire need to launch a campaign to make the public aware of the concept of Early Childhood Education (ECE) and related effects.

4.5.2 Strategies/Steps to enhance the ECE Program at Provincial Level

The respondents were asked to point out strategies/steps taken to enhance/gear up the ECE Program at Provincial level. Responses given were matched to following 9 categories. The frequency of each category with %age is given below:

Table No.10: Strategies/Steps to enhance the ECE Program at Provincial Level

S#	Strategies/Steps	Frequency	Percentage
1.	Relevant curriculum content should be according to specific age group and IQ level of students.	27	3
2.	Enforcement/Awareness of compulsory, free ECE for relevant age group and check and balance	41	5
3.	Allocation of budget for ECE Program	19	2
4.	Use of electronic media for campaign for promotion of ECE program	18	2

5.	Induction of ECE trained teachers for ECE program to motivate the students	38	4
6.	Addition of ECE classes in each primary school as a policy matter	25	3
7.	Provision of basic physical facilities for ECE program in each school	38	4
8.	Availability of published books for ECE class and established ECE training center for workshop	13	2
9.	No Response	658	75
Total		878	100

The data contained in table 9 has very alarming indication. That is to say that most of the respondents (75%) even being working Education Managers could not point out any strategy/step taken by the Provincial Governments to boost ECE Program. This indicates lack of commitment on the part of Provincial Governments to take ECE program seriously. Remaining 25% of the respondents have pointed out few steps to be taken at Provincial level for the enhancement of the ECE Program, for example, 03% respondents have suggested that relevant curriculum content should be according to specific age group and IQ level of students, 05% respondents are of the view that a system of enforcement/awareness of compulsory and free

ECE for relevant age group with necessary check and balance be introduced for making the ECE Program a success. Allocation of sufficient budget for ECE Program, electronic media campaign for promotion of ECE program and availability of published books for ECE class and establishment of centers for conducting of workshop for ECE trainings have been emphasized by 02 % respondents. 04% respondents have stressed for (i) induction of ECE trained teachers for ECE program to motivate the students and (ii) provision of basic physical facilities for ECE program in each school.

4.5.3 Strategies/Steps to enhance the ECE Program at District Level

The respondents were asked to point out strategies/steps taken to enhance/gear up the ECE Program at District level. Responses given were matched to following 9 categories. The frequency of each category with percentage is given below:-

Table No.11: Strategies/Steps to enhance the ECE Program at District Level

S#	Strategies/Steps	Frequency	Percentage
1.	Introduction of ECE classes in each District	42	5
2.	Appointment of ECE teachers residing near to school	27	3
3.	Periodical/refresher courses needed for ECE teachers	21	2

4.	Adequate resources availability for improving the program and established training centers	32	4
5.	Collaboration of NCHD for enhancement of ECE program at District and Tehsil level.	21	2
6.	Active community involvement for the promotion of ECE program	19	2
7.	Attractive printed books for ECE students showing District and Tehsil environment	19	2
8.	Preference to female teachers for ECE program	9	1
9.	No Response	688	78
Total		878	100

The data contained in the above table has also very alarming indication. That is to say that most of the respondents (78%) even being working Education Managers have not responded meaning that no effort has been made at District level to boost ECE Program. They also did not suggest any strategy/step for the enhancement of the ECE Program which indicates lack of the

habit/ability for higher order and practical thinking even in our experienced Education Managers.

The remaining 22% of the respondents have suggested few steps for boosting the ECE Program. For example, 2% respondents have suggested to take practical steps for periodical refresher courses for ECE teachers, collaboration of NCHD for enhancement of ECE program at District and Tehsil level, active community involvement for the promotion of ECE program and provision of attractive printed books for ECE students showing District and Tehsil environment. 5% respondents have suggested introducing ECE classes in each District; whereas, 4% have demanded adequate resources availability for improving the program and to establish training centers for ECE teachers. 1% of the respondents have stressed to give preference to female teachers for ECE program.

4.5.4 Success Level of ECE Program

The respondents were asked to give their opinion about the level of success of ECE Program. The respondents were asked to tick any of the categories (in terms of %) of successes as given in the following table which matched to their opinion. Frequency and %age of each category is also given below:-

Table No.12: Success of ECE Program

S#	Success of ECE Program	Frequency	Percentage
1.	25 %	605	69
2.	50 %	75	9
3.	75 %	31	4
4.	100 %	52	5
5.	Don't Know	58	7
6.	No Response	57	6
Total		878	100

The data contained in Table No.12 indicates that 69% respondents think that ECE Program is successful to 25% level; whereas, 9% respondents are of the view that ECE Program is successful to 50% level; 4 respondents indicated that ECE Program is successful to 75% level. Only 5% respondents were of the view that ECE Program is successful to 100% level. 13% of the respondents are not aware of the success-level of the ECE Program.

Clearly, majority of the respondents do not think that success-level ECE Program is more than 25% which implies that ECE Program needs to be strengthened at Federal, Provincial and District levels, This can be achieved only when certain agency is assigned and mandated to take necessary steps .in this direction.

4.5.5 Factors Affecting the Implementation of ECE Program

The respondents were asked to indicate factors which, according to their opinion, were adversely affecting the implementation of ECE Program at Provincial/District

Level. Each of the respondents was asked to agree to any of the choice given in the following table.

Table No.13: Factors affecting Implementation of ECE Program

S#	Factors affecting Implementation of ECE Program	Yes	%	No	%	N/R	%	Total	%
1.	Lack of teachers for ECE	689	78	28	3	161	18	878	100
2.	Non-Provision of rooms for ECE	646	74	51	6	181	21	878	100
3.	Non-availability of syllabus for ECE Program	671	76	40	5	167	19	878	100
4.	Parental Ignorance about ECE	653	74	29	3	196	22	878	100
5.	Lack of Resources	654	74	13	1	211	24	878	100
	Financial Resources	667	76	26	3	185	21	878	100
	Human Resources	650	74	45	5	183	21	878	100
	Physical Resources	648	74	43	5	187	21	878	100
6.	Unawareness about importance of education by home	657	75	36	4	185	21	878	100
7.	Non-availability of schools nearest to home	642	73	52	6	184	21	878	100
8.	No Response	115	13	1	0	762	87	878	100

The data contained in this table points to one major thing that is to say that heavy majority of the respondents (around 75%) is of the view that all of the following factors are adversely affecting the implementation of ECE Program:

- Lack of teachers for ECE
- Non-Provision of rooms for ECE
- Non-availability of syllabus for ECE Program

- Parental Ignorance about ECE
- Lack of Resources i.e. Financial Resources, Human Resources, Physical Resources
- Unawareness about importance of education by home
- Non-availability of schools nearest to home

The data clearly states that ECE Program demands for not only verbal commitments by the Government but also for certain practical steps including planning, provision of funds, implementation and sustainability strategy, monitoring of the implementation program.

4.6 EFA Goal No. 2: Universal Primary Education (UPE)

The respondents were requested to indicate their awareness/knowledge about second EFA Goal “Universal Primary Education (UPE)” and also to share their information about strategies/steps taken by the Provincial and District Governments for attaining UPE by the year 2015. Besides, they were asked to indicate factors affecting the achievement of EFA Goal No.2. The responses are described in the following paragraphs and tables:

4.6.1 Familiarity with UPE

The respondents were asked to indicate their familiarity with the term Universal Primary Education (UPE).

The response of the respondents has been given in the following table:

Table No.14: Familiar with UPE

S#	Familiar with UPE	Frequency	Percentage
1.	Yes	627	71
2.	No	96	11
3.	Don't Know	23	3
4.	No Response	132	15
Total		878	100

It was encouraging to note that 71 %respondents were familiar with the term and only 11 % Educational Managers did not know the meaning of the term. Whereas, 15 % respondents gave no response implying that they also did not know the term. In other words 29% respondents were not familiar with the term of UPE. From this situation it may be concluded that there is need to launch a campaign in the electronic and press media and through conducting of seminars so as to make the public in general and education community in particular familiar with the term UPE and its allied benefits.

4.6.2 Steps taken for UPE

Those respondents who were familiar with the term UPE were asked to indicate what major steps had been taken in their Provinces/Region/Districts to achieve Universal Primary Education (UPE). The table 4.12 also contains frequency and %age of various responses:-

Table No.15: Steps for UPE

S#	Steps for UPE	Frequency	Percentage
1	Campaign through banners and mass media for access to education for achieving UPE	159	18
2	Survey of Primary school age group children should be carried out to determine out of school children/left outs	44	5
3	Preference to female teachers for primary level of education and reduce gender gap	23	3
4	Provision of free books and special incentives to children	50	6
5	Quick transfers be discouraged which affects in achieving UPE	8	1
6	Sufficient availability of resources for the UPE program	27	3
7	Delegated and devoted officers should be appointed at District and tehsil level and coordination with the government departments.	21	2
8	Trained and proficient teachers should be appointed, Established new schools near to home.	18	2
9	No Response	526	60
Total		878	100

The data of the Table No.15 indicates that majority respondents (60%) had not given their response which means that either they were not aware of the steps taken by

the Government for achieving UPE or the Government had not really taken any serious step in this regard. 5 % of the respondents were of the view that “survey of primary school age group children should be carried out to determine out of school children/let outs” if Government wanted to achieve the UPE”. Whereas, 18% reported that “Campaign through banners and mass media for access to education for achieving UPE” was important. It was noted that 3% respondents gave their suggestions that preference to female teachers for primary level of education be given and that sufficient resources be provided to achieve UPE. Response of 2% respondents were that devoted officers should be appointed at District and Tehsil level for coordination with the government departments. They were also of the opinion that trained and proficient teachers should be appointed and new schools near to home be established to achieve UPE.

4.6.3 Achievement of UPE

The respondents were asked to provide information about achievement of UPE. The responses collected are summed up in the following table.

Table No.16: Achieving UPE Goals

S#	Achieving UPE Goals	Frequency	Percentage
1.	Yes	671	76
2.	No	111	13
3.	No Response	96	11
Total		878	100

From the Table No.16 it is revealed that majority respondents (76%) have reported that proper infrastructure for achieving UPE Goals was available in their Districts. Only 24 % respondents either did not respond or they thought that proper infrastructure for achieving the UPE was not available in their respective Districts. It means that the required infrastructure for achieving UPE was mostly available but there is dire need to launch a campaign to make familiar the public and education community with the term UPE and to make them believe that it is a call of the day that all efforts be made to achieve UPE to make the country proud in the league of the nations. Achieving UPE means that our literacy rate will increase enormously and ultimately it will lead to the knowledge society benchmark. The matter to think over is who will launch the desired campaign to get UPE. It can be possible only when there is well-equipped coordinating agency at Federal level which may persuade Provinces to add up to the campaign for UPE. Fragmentation without any coordination would not bear any fruit.

4.6.4 Factors Affecting UPE

Under this item (Item No.17 of the Questionnaire) those respondents who were familiar with the term UPE were asked to indicate the factors affecting achievement of Universal Primary Education (UPE). Responses given were matched to following 9 categories. The frequency of each category with %age is given below:-

Table No.17: Factors Affecting UPE

S#	Factors affecting UPE	Frequency	Percentage
1	Lack of trained teachers and school building	142	16
2	Unawareness and illiterate parents	22	3
3	Poverty and illiterate parents	21	2
4	Lack of motivational campaign	12	1
5	Poverty and illiterate parents	17	2
6	Lack of physical facilities	19	2
7	Non availability of job after completing education	4	0
8	Lack of community involvement	5	1
9	No Response	636	72
Total		878	100

It is alarming to note from the data given in the Table No.17 that heavy majority (72%) of the respondents who had claimed that they were aware of the term “UPE” did not point out any factor which had adversely effected achievement of UPE. It may be interpreted that either they did not really understand UPE or they lack analytical ability to note what factors had effected adversely achievement of UPE.

Sixteen % respondents were of the view that lack of trained teachers and school building were affecting achievement of UPE; whereas, 2% considered i) Poverty and illiterate parents, ii) Poverty and illiterate parents and iii) Poverty and illiterate parents as the major factors affecting the achievement of UPE. Only one % respondents were of the view that lack of motivational campaign and community involvement were the major factors affecting the achievement of UPE.

4.6.5 Resources to Achieve UPE

The respondents were specifically asked regarding sufficient availability for UPE program. The question posed to the respondents was: “Do you have sufficient resources to achieve Universal Primary Education at Province/District?” The frequency and %ages of responses received in this regard have been tabulated below:-

Table No. 18: Resources to achieve UPE

S#	Resources to achieve UPE	Yes	%	No	%	N/R	%	Total	%
1.	Financial Resources	734	84	76	9	68	8	878	100
2.	Human Resources	723	82	59	7	96	11	878	100
3.	Physical Resources	721	82	75	9	82	9	878	100
4.	Basic Physical Facilities	718	82	81	9	79	9	878	100

The data given in the above table indicates that heavy majority (82-84%) of the respondents expressed that

sufficient financial, human and physical resources as well as basic physical facilities were available for UPE program. Remaining did not agree to it. Thus, the data reflects on the not-enviuous commitment level of our federal and provincial governments for making available the needed resources to achieve UPE. Whereas, we have to fulfill our commitment made to the nations of the world in Dakar Declaration regarding achieving of 100% level of UPE by the year 2015 which is not far away.

4.6.6 Enrolment

In order to know achievement level of UPE the respondents were asked to indicate what %age of primary age group (5-9) children were enrolled in their Districts. The responses received in this regard are tabulated below:

Table No.19: Enrolment

S#	Enrolment	Frequency	Percentage
1.	25 %	559	64
2.	50 %	119	14
3.	75 %	67	8
4.	100 %	57	6
5.	Don't Know	42	5
6.	No Response	34	4
Total		878	100

The data contained in Table No.19 indicates that 64% respondents think that only 25% children of the age group 5-9 stand enrolled in the schools; whereas, 14% respondents are of the view that 50% children of the age group 5-9 stand enrolled in the schools; 8% respondents indicated that 75% children of the age group 5-9 have been

enrolled. Only 6% respondents were of the view that 100% children of the age group 5-9 are enrolled. 9% of the respondents were not aware of the %age of the children of the age group 5-9 who were enrolled.

From the responses give in the above table one can deduce safely that only 40% children of the age group 5-9 have been enrolled and 60% children of the age group 5-9 are not enrolled in the primary schools. This is a very alarming situation and demands for serious efforts to be made at the National level to rise the enrolled %age to a reasonable level.

4.7 EFA Goal No. 3: Adult Literacy

4.7.1 Approaches for Enhancing Adult Literacy

The respondents were asked to indicate which of the approaches given in the following table had been adopted for enhancing adult literacy rate in their Province/District? The responses received have been tabulated below in three categories i.e. yes, no and no response. The table contains frequency and %age of each approach and category.

Table No.20: Approaches for enhancing adult literacy

S#	Approaches for enhancing adult literacy	Yes	%	No	%	N/R	%	Total	%
1	Non-formal Approach	642	73	68	8	168	19	878	100
2	Media Campaign	668	76	67	8	143	16	878	100
3	Community Involvement	661	75	63	7	154	18	878	100
4	Strategy to Poverty Alleviation	670	76	62	7	146	17	878	100
5	Reducing Parental illiteracy	637	73	67	8	174	20	878	100

From the data give in Table No.20 one can see that majority (around seventy five %) respondents were of the view that the approaches adopted for promotion of adult literacy included i) Non-formal approach, ii) Media Campaign, iii) Strategy to Poverty Alleviation ; and iv) Reducing Parental illiteracy. It leads to the conclusion that in the past a comprehensive approach was made to enhance the adult literacy which is appreciable. The level of success in enhancing of the adult literacy is yet to be determined.

4.8 EFA Goal No. 4: Technical and Vocational Education

4.8.1 Program regarding Technical and Vocational Education

The respondents were asked to indicate whether their Province/District Governments had launched any Program regarding Technical and Vocational Education? The responses received are given in the following table.

Table No.21 Technical and Vocational Programs

S#	Technical and Vocational Programs were launched	Frequency	Percentage
1	Yes	628	72
2	No	122	14
3	Don't Know	54	6
4	No Response	74	8
Total		878	100

The data in Table No.21 reveals that most of the respondents (72%) have confirmed that the Provincial governments have launched programs for imparting of Technical and Vocational Education. But, 14 % respondents have clearly negated that the Provincial governments have launched programs for imparting of Technical and Vocational Education Other 14% either do not know anything in this regard or they have not responded to this query. From the available data one can construe that efforts have been made by the Provincial Governments to enhance Technical and Vocational

Education. Since the response of 28% respondents is not affirmative, therefore, it may be concluded that efforts made by the Provincial Governments in this regard are not that visible to convince a mark-able size of Educational Managers to believe that Technical and Vocational Education has been well promoted. It again high-lights the need for a focal agency at federal level which may make deliberate efforts and coordinate with the Provincial governments for enhancement of Technical and Vocational Education.

4.8.2 Steps to be taken for Promotion of Technical and Vocational Education

Those respondents who had affirmed that their Province/District Governments had launched any Program regarding Technical and Vocational Education were asked to enlist three major steps taken in this regard. Responses received were matched to the nine categories indicated in column 2 of table # 21 and placed them where matched. Frequency and %age of each category is shown in that table.

It is worth noting that the data contained in table#20 indicates that 17 % of respondents opined that Technical and Vocational institutions may be established for male and female separately. 2 % viewed that the Government should give special attention to the insufficient number of Technical and Vocational Institutions and should establish more Vocational Institutes to cater the need of population of the country. Whereas, 1 % viewed that financial assistance should be provided to deserving and poor students, adequate funds be allocated to promote technical and vocational education, refresher courses may be

arranged periodically to enhance and up-date the knowledge of teachers and more emphasis and wait-age be given to computer literacy and other trades needed in the market. It is really alarming that heavy majority (77%) of respondents did not respond to the query meaning that they have no idea and suggestion for the promotion of Technical and Vocational Education.

Table No.22: Steps to be taken for promotion of Technical and Vocational Education

S#	Steps to be taken for promotion of Technical and Vocational Education	Frequency	Percentage
1.	Technical and Vocational institution should be established for male and female separately.	151	17
2.	Present number of tech and vocational institutes are insufficient to cater the need of population, therefore, these be increased.	16	2
3.	Financial assistance should be provided to deserving and poor students	8	1
4.	Adequate funds be allocated to promote technical and vocational education	7	1
5.	Refresher courses may be arranged periodically to enhance and up-date the knowledge of teachers	7	1

6.	Vacant posts of teachers should be filled and evening classes may be introduced	2	0
7.	More emphasis and wait-age be given to computer literacy and other trades needed in the market.	7	1
8.	Trained and proficient teachers for specific trade should be appointed	5	1
9.	No Response	674	77
Total		878	100

4.8.3 Factors Affecting the Progress in Life-skills Development Program

Those respondents who had negated that their Province/District Governments had launched any Program regarding Technical and Vocational Education were asked to enlist/indicate whether the following factors were affecting the progress in life-skills development program. Frequency and %age of each factor is shown in the Table No.23.

Table No.23: Factors Affecting the Progress in life-skills Development Program

S#	Factors	Yes	%	No	%	N/R	%	Total	%
1.	High population growth rate	664	76	26	3	188	21	878	100
2.	Low priority to primary education as compared to tertiary education	665	76	19	2	194	22	878	100
3.	Neglect of adult literacy sector	658	75	32	4	188	21	878	100
4.	Lack of awareness about the importance and significance of female education and literacy	668	76	24	3	186	21	878	100
5.	Inadequate budgetary provisions resulting in poor facilities and service for education and literacy	648	74	29	3	201	23	878	100

It may be noted that almost 75% respondents believe that High population growth rate, low priority to primary education as compared to tertiary education, neglect of adult literacy sector, lack of awareness about the importance and significance of female education and literacy and inadequate budgetary provisions resulting in poor facilities and service for education and literacy are the major factors affecting the progress in life-skills

development program. 2-4% respondents either negated that these were the major factors affecting the progress in life-skills development program. Remaining 21-23% respondents gave no response meaning that they were not that critical in nature to point out which factors were affecting the progress in life-skills development program. It reflects upon lack of critical and higher-order thinking in our populace and even in our Education Managers.

4.9 EFA Goal # 5: Gender Disparity in Education

4.9.1 Gender Disparity in Education

The respondents were asked to indicate whether there was Gender Disparity in education at Provincial/District level? The respondents had to mark either YES or NO. Frequency and %age of YES and NO are given below. It may be mentioned that a number of respondents did not responded, therefore, frequency and %age of No-Response is also given in the following table:-

Table No. 24: Gender disparity in education

S#	Gender disparity in education	Frequency	Percentage
1.	Yes	631	72
2.	No	86	10
3.	No Response	161	18
Total		878	100

The data given in Table No.24 shows that 72% respondents believed that there was Gender Disparity in education at Provincial/District Levels. This %age is very high from which it may be construed that Gender Disparity

in education in the country is so significant that some specific and consistent measures have to be taken at National level to remove it or at least, narrow it down. This state of affairs also demands that there must be some agency at federal level which should launch a campaign to high light this issue through consistent efforts and should coordinate with provinces and follow up to ensure that effective measures were being taken by the Provinces/Regions to promote girls-education.10% respondents did not agree to the notion that there was Gender Disparity in education in the country and 18% respondents did not respond to the query meaning that they did not have any idea of the concept of Gender Disparity in education which reflects upon their poor quality-education.

4.9.2 Steps to narrow down Gender Imbalances

Those respondents who had affirmed that there was Gender Disparity in education at Provincial/District level were asked to indicate what steps needed to be taken to narrow it down. Responses received were matched to the following nine categories and placed them where matched. Frequency and %age of each category is shown in Table No.25.

Table No.25: Steps to narrow down Gender Imbalances

S#	Steps to narrow down Gender Imbalances	Frequency	Percentage
1.	Awareness amongst parents for female education through mass media	162	18
2.	Lack of security measures for female teachers and students	12	1
3.	Situation of schools within the 1.5 km. from home	22	3
4.	Preference to female teachers at the time of appointment	24	3
5.	Creation of conducive environment in schools and teacher absenteeism to improve retention and reduce dropout	17	2
6.	Active participation and involvement of community to propagate awareness about importance of education to break cultural barriers in the society	23	3
7.	Separate transport facilities may be arranged to female teachers and students	39	4
8.	Incentives (oil, food etc) to students especially for girls to increase enrolment	26	3
9.	No Response	554	63
Total		878	100

The data contained in Table No.25 shows that 18% respondents were of the view that there was dire need for spreading awareness amongst parents for female education through mass media, One % respondents suggested to

ensure security measures for female teachers and students; whereas, 3% respondents suggested that i) schools should be established within 1.5 km from home, ii) preference should be given to female teachers at the time of appointment, iii) active participation and involvement of community to propagate awareness about importance of education and to break cultural barriers in the society be raised and iv) incentives (oil, food etc) to students especially for girls be offered to increase their enrolment to narrow down the gender imbalance in education. 4% respondents suggested making arrangement for separate transport facility for girls' students to promote education in female students and to reduce the present gender imbalance in education. Majority of the respondents did not suggest any measure to reduce gender imbalance which reflect upon their casual behavior or lack of serious thinking in the matters of National importance.

4.9.3 Factors Affecting the Gender Imbalances

The respondents were asked to indicate the factors (from the list given in the following table) which, according to them, were causing gender imbalance in education. Factor-wise data of the responses received is also given in the following Table No.26:

Table No.26: Factors affecting the gender imbalances

S #	Factors affecting the gender imbalances	Yes	%	No	%	N/R	%	Total	%
1	Family/tribal barriers toward female education particularly in rural areas	649	74	13	1	216	25	878	100
2	Shortage of female teachers	669	76	32	4	177	20	878	100
3	Social constraints	643	73	20	2	215	24	878	100
4	Cultural Barriers	654	74	24	3	200	23	878	100
5	Economic conditions of parents	659	75	26	3	193	22	878	100
6	Political commitment	663	76	61	7	154	18	878	100
7	Non involvement of stake holders	627	71	58	7	193	22	878	100
8	Gender biased textbook	666	76	75	9	137	16	878	100
9	Non availability of schools near to home	631	72	58	7	189	22	878	100

It is interesting to note from the data given in the above table that heavy majority of the respondents agreed that all of the nine factors indicated the table were causing gender imbalance in education. It means that if gender imbalance has to be removed or at least minimized then a comprehensive approach has to be evolved which should cater all of these factors.

The data contained in the above table indicates that 74% respondents were of the view that “Family/Tribal Barriers towards female education, particularly, in rural areas was the major factor causing gender imbalance in

education; whereas, only 1% opposed to this notion and 25% did not respond who, perhaps, did not understand the query.

76% respondents were of the opinion that “Shortage of female teachers” was the major cause of the gender imbalance. 4% respondents did not agree to this factor and 20% respondents did not respond on it.

73% respondents opined that Social constraints were functioning as a major cause for gender imbalance in education. If it is true then persistent efforts have to be made by the government and civil society to open the close-minded sectors of society so they can accept that education of their daughters was in their best interests.

74% responded agreed that Cultural Barriers were responsible for gender imbalance in education. 75% respondents opined that Economic Conditions of Parents was the major cause of gender imbalance in education. It means that the government has to adopt such economic policies so that general poverty-level of the population is improved and earning-level is increased so that they can afford education of their daughters.

76% respondents were of the view that poor political commitment and gender-biased textbooks were the two major factors responsible for gender imbalance in education. Thus, it may be asserted that the government has to provide more resources persistently and to make arrangements for female oriented textbooks to increase female participation in education and to reduce gender imbalance in education.

Another factor responsible for gender imbalance in education, as indicated by the data given in the above table, is “non availability of schools near to home”. One can see from the given data that 72% respondents have agreed to this factor. It implies that the government has to establish more female-schools near so that female schools are easily and nearby available.

It may be high-lighted that the %age of respondents who did not clearly agree to these factors as responsible for gender imbalance in education is quite negligible. Whereas, the %age of respondents who did not respond in the matter is noticeable as it goes from 16% to 25% which reflects upon the attitude, sense of responsibility and level of their understanding the importance of the matter.

4.10 EFA Goal No. 6: Quality Education

4.10.1 Steps related to Quality Education

The respondents were asked to indicate the steps taken to improve the quality education in their Provinces/Districts. Frequency and percentage of various Steps taken for improvement of quality of education are given in the Table No.27.

Table No. 27: Steps related to quality education

S#	Steps related to quality education	Yes	%	No	%	N/R	%	Total	%
1.	Revision of curricula	661	75	31	4	186	21	878	100
2.	Intensive in-service training	669	76	36	4	173	20	878	100
3.	Training regarding pedagogical aspects	677	77	30	3	171	19	878	100
4.	Student guidance and counseling	691	79	35	4	152	17	878	100
5.	Academic supervision	679	77	24	3	175	20	878	100
6.	Child friendly environment at school	681	78	36	4	161	18	878	100
7.	Physical facilities	677	77	42	5	159	18	878	100
8.	Supervision in pedagogical aspect	639	73	52	6	187	21	878	100

Though the question placed before the respondents was to indicate the steps taken to improve the quality of education in their Provinces/Districts, yet, the high frequencies/%ages of responses lead to the notion that the respondents had, perhaps, suggested that these steps should be taken to improve the quality of education. This is derived from the fact that in reality the government has, so far, not taken any serious step for improvement in the quality of education. If so, more than 75% respondents have suggested to adopt a comprehensive approach to bring a significant improvement in the quality of education. In

other words, the Government has to take certain steps to improve the quality of education. These steps may include i) revision of curricula, ii) arrangement of intensive in-service trainings of teachers and Education Managers, iii) provision of training regarding pedagogical aspects, iv) evolving of a system for students guidance and counseling, v) evolving of a system for academic supervision (to ensure that standard teaching material is available, well-trained teachers are available, punctuality of teachers etc.), vi) creating of child-friendly environment at school, vii) provision of physical facilities like class-rooms, the paraphernalia required for conducting of the class etc. etc., and viii) evolving of a system to supervise pedagogical aspects that is say that curriculum is being followed up in letter and spirit.

4.10.2 Factors related to Quality Education

The respondents were asked to indicate the factors which were, in their opinion, affecting the quality of education. In order to facilitate the respondents a list of nine possible factors was given to them. The nine factors and the response on each are given in the Table No.28.

From the data given in the Table No. 28 it may be noted that heavy majority of the respondents (about 75%) have agreed that i) Non availability of trained teachers, ii) Non availability of physical facilities, iii) Inadequate refresher courses for the teachers iv) Illiteracy parents who can not help students in homework v) Non-availability of reading material for teachers and students at school vi) Non-availability of teaching kits for teachers vii) Inadequate library books viii) Inadequate allocation of budget and ix) Lack of hygienic condition in schools are

the factors which are affecting the quality of education. The %age of those respondents who clearly did not agree to these notions ranges from 3% to 5%, therefore, is negligible. However, the %age of respondents who did not respond i.e. who did not indicate the factors which were affecting the quality of education is notable as it ranges from 19% to 23%. Non-response on indicating the factors responsible for quality education in such a high number/%age is very discouraging and reflects upon irresponsible attitude of our Education Managers. It may also mean that these Education Managers are those who could not understand/comprehend the terms/phrases used in the above table. If so, it reflects upon the quality of education they themselves have. This state of affairs calls for the urgent need for evolving a regular system for in-service trainings and refresher course for teachers and Education Managers. It is well-established that our education system lacks this very important aspect i. e. regular in-service trainings and refresher courses. It is dire need of the day that teachers and Education Managers are provided in-service trainings and refresher courses on regular basis.

Table No. 28: Factors related to Quality Education

S#	Factors related to quality education	Yes	%	No	%	N/R	%	Total	%
1.	Non availability of trained teachers	667	76	44	5	167	19	878	100
2.	Non availability of physical facilities	654	74	36	4	188	21	878	100
3.	Inadequate refresher courses for the teachers	665	76	24	3	189	22	878	100
4.	Due to illiteracy parents can not help students in homework	655	75	24	3	199	23	878	100
5.	Non availability of reading material for teachers and students at school	663	76	39	4	176	20	878	100
6.	Non availability of teaching kit	640	73	47	5	191	22	878	100
7.	Inadequate library books	659	75	29	3	190	22	878	100
8.	Inadequate allocation of budget	630	72	42	5	206	23	878	100
9.	Lack of hygienic condition in schools	655	75	25	3	198	23	878	100

4.11 Suggestion for Improvement of Level of Achievement of Education for All Goals

The respondents were asked to suggest at least five steps for achievement of Education For All (EFA) Goals. Responses received were matched to the following nine categories and placed them where matched. Frequency and %age of each category is shown in the Table No.29.

Table No.29: Suggestion for Improvement of Level of Achievement of Education for All Goals

S#	Suggestion for Improvement of Level of Achievement of Education for All Goals	Frequency	Percentage
1.	To update the knowledge of teachers refresher courses be arranged	71	8
2.	Improvement in qualification and training of teacher and the promotion of teacher	69	8
3.	Awareness may be provided to parents about education and about gender gap	76	9
4.	Physical, basic facilities and budget may be provided	149	17
5.	Teacher absenteeism be controlled	32	4
6.	Free and compulsory education policy may be implemented	56	6
7.	Awareness of importance of education through mass media should be promulgated and involvement of community	59	7
8.	Posting of teachers on vacant posts in every school to achieve UPE/EFA Goals and non-functional schools should be activated. Also established new school near to home.	67	8
9.	No Response	300	34
Total		878	100

From the data given in Table No.29 it may be noted that heavy majority of the respondents (about 75%) have agreed that i) Non availability of trained teachers, ii) Non availability of physical facilities, iii) Inadequate refresher courses for the teachers iv) Illiteracy parents who can not help students in homework v) Non-availability of reading material for teachers and students at school vi) Non-availability of teaching kits for teachers vii) Inadequate library books viii) Inadequate allocation of budget and ix) Lack of hygienic condition in schools are the factors which are affecting the quality of education. The %age of those respondents who clearly did not agree to these notions ranges from 3% to 5%, therefore, is negligible. However, the %age of respondents who did not respond i.e. who did not indicate the factors which were affecting the quality of education is notable as it ranges from 19% to 23%. Non-response on indicating the factors responsible for quality education in such a high number/%age is very discouraging and reflects upon irresponsible attitude of our Education Managers. It may also mean that these Education Managers are those who could not understand/comprehend the terms/phrases used in the above table. If so, it reflects upon the quality of education they themselves have. This state of affairs calls for the urgent need for evolving a regular system for in-service trainings and refresher course for teachers and Education Managers. It is well-established that our education system lacks this very important aspect i. e. regular in-service trainings and refresher courses. It is dire need of the day that teachers and Education Managers are provided in-service trainings and refresher courses on regular basis.

One can see from the data given in the above table that second highest frequency/%age is of the category at

serial no.4. That is to say, in order to improve the level of achievement of EFA Goals the government has to provide basic physical facilities and budget. It is alarming to note that maximum frequency/%age in the table is of category “No Response” which is 34%. The interpretation of this data may be that the respondents did not have any suggestion in this regard. If so, it reflects upon their non-concerned attitude towards a matter which pertains to their practical field. It means that the Education Managers who did not respond are not doing justice to their field of work and are not working in this field whole-heartedly. It also means that these Education Managers have not improved level of their awareness and high-order thinking ability.

8% respondents suggested that in order to achieve Education For All (EFA) Goals teachers may be offered/provided i) refresher courses to update their knowledge, ii) they may be provided opportunities to improve their qualification, iii) they also be given their due promotions so that they can work whole-heartedly, iv) vacant positions of teachers should be filled and v) the non-functional schools should be activated.

9% respondents were of the view that the parents may be provided awareness about education and about gender gap; 4% respondents stressed upon taking disciplinary measures to control absenteeism among teachers; 6% respondents went for providing free and compulsory education; 7% respondents suggested to launch a campaign through electronic and print media for spreading awareness about the importance of education and to involve the community for promotion of education.

Chapter 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Findings

Findings of the data analysis are summarily as follows:

1. The sample consisted upon 878 Education Managers.
2. The sample consisted upon 51% male and 49% female respondents.
3. It was found that majority respondents had high academic qualification - 70% had Master, 2% M.Phil and 1% Ph. D. Degrees.
4. 92% respondents had professional degrees- 37% had professional degree of Bachelor of Education, 53% had Master of Education degree, 2% had Certificate of Teaching, 4% had other professional degrees/certificates like BIT, MIT, CCNA PGD, D.A.E., LLB etc.

5. In addition to high academic qualification and professional degrees, majority had long practical experience - 62 % had 16 years or above experience.

6. 72% gave positive response, when the question was asked to the Education Managers to know how many of them had awareness of Early Childhood Education (ECE) Program.

7. In view of 69 % respondents the ECE Program was successful to only 25% level; whereas, 9% respondents opined that ECE Program was successful to 50% level.

8. Heavy majority of the respondents i.e. 75% did not suggest any measure to enhance ECE. 5% suggested that ECE program must be introduced in each District. 3% respondents recommended that ECE teachers should be posted in schools and the schools should be nearby their homes.

9. Almost 75% respondents were of the view that lack of teachers, non-provision of rooms, non-availability of syllabus, parental ignorance, and non-availability of schools near to homes were the main causes of failure of ECE Program.

10. The question was asked whether the respondents were familiar with the term Universal Primary Education (UPE). It was found that 71% Educational Managers were familiar with the term; whereas 14% did not know. 15% did not give any response.

11. Question was asked what step should be taken to achieve UPE in their areas. 18 % suggested that campaign through banners and mass media should be launched. 3 % respondents suggested that for primary level of education preference should be given to female teachers. Response of 2% respondents was that devoted officers should be appointed for monitoring implementation of ECE Program. They were also of the opinion that trained and proficient teachers should be appointed and new schools near to homes be established to achieve UPE.

12. 76 % respondents opined that proper infrastructure was available for achieving UPE Goals in their Districts. While, only 13 % said that in their Districts no proper infrastructure for achieving UPE was available.

13. Sixteen % respondents were of the view that lack of trained teachers and school building were affecting achievement of UPE; whereas, 2% considered a) Poverty and illiterate parents, b) Poverty and illiterate parents and c) Poverty and illiterate parents as the major factors affecting the achievement of UPE. Only one % respondents were of the view that lack of motivational campaign and community involvement were the major factors affecting the achievement of UPE. 72% could not identify any factor which was affecting UPE.

14. 82-84% of the respondents expressed that sufficient financial, human and physical resources as well as basic physical facilities were available for UPE program. Remaining did not agree to it. It reflects on the not-enthusiastic commitment level of our federal and provincial governments for making available the needed resources to achieve UPE.

15. 64% respondents were of the view that only 25% of the primary-school- age- group children had been enrolled. 14% respondents were of the view that only 50% of the primary-school- age- group children had been enrolled. It depicts very poor enrollment level.

16. Around seventy 5% respondents were of the view that the approaches adopted for promotion of adult literacy included i) Non-formal approach, ii) Media Campaign, iii) Strategy to Poverty Alleviation ; and iv) Reducing Parental illiteracy. It leads to the conclusion that in the past a comprehensive approach was made to enhance the adult literacy which is appreciable. The level of success in enhancing of the adult literacy is yet to be determined.

17. 83% respondents believed that the Government did not launch any program of Technical and Vocational Training in their Districts.

18. 17% of respondents opined that Technical and Vocational institutions may be established for male and female separately. 2 % viewed that the Government should give special attention to the insufficient number of Technical and Vocational Institutions and should establish more Vocational Institutes to cater the need of population of the country. It is alarming that heavy majority (77%) of respondents did not give comments on the existing scenario of Technical and Vocational Institutions and also did not give any suggestion for the promotion of Technical and Vocational Education.

19. Almost 75% respondents believe that High population growth rate, low priority to primary education

as compared to tertiary education, neglect of adult literacy sector, lack of awareness about the importance and significance of female education and literacy are the major factors affecting the progress in life-skills development program.

20. It was noted with concern that in many queries %age of “non-response” was very high. For example, when asked to suggest steps for improvement of Technical and Vocational Education “non-response” was 77%, when asked to indicate factors affecting UPE “non-response” was 72%, when asked to indicate steps taken UPE “non-response” was 60%, when asked to identify steps taken to narrow down gender imbalance in education “non-response” was 63%, when asked to suggest steps to achieve EFA Goals “non-response” was 34%. This state of affairs reflects upon non-concerned attitude of our Educational Managers towards matters which pertain to their practical field. It means that the Education Managers who did not respond are not doing justice to their field of work and are not working in this field whole-heartedly. It also means that these Education Managers have not improved level of their awareness and high-order thinking ability.

21. 74% Educational Managers were of the view that “Family/Tribal Barriers towards female education, particularly, in rural areas was the major factor causing gender imbalance in education; While, 76% respondents were of the opinion that “Shortage of female teachers” was the major cause of the gender imbalance

5.2 Conclusions

In our country progress towards the EFA Goals is not currently fast enough to meet them by 2015. According to recent calculations, in Pakistan approximately 75 million children are still not enrolled in school and an estimated 776 million adults (16% of the world's population) have not yet had opportunity to learn to read and write. Out of those students enrolled in schools, millions drop out or leave school without having gained the most basic literacy and numeracy skills. Additionally, pupil/teacher ratio in many countries is around 40:1 (in Pakistan it is 36.7: 1 at Primary School level, 24.3:1 at Middle School level, 27.3:1 at High School level and 29.8 at Higher Secondary School level) .

Ideally, it should be 25:1; therefore, a severe teacher shortage exists. As estimated, 18 million teachers are needed globally to achieve Universal Primary Education by 2015. Moreover, education is not benefiting all, and opportunities for adolescents and out-of-school youth remain low in many developing countries. Poverty, geographic isolation, gender, language and ethnicity are some of the main obstacles blocking the road. Increasing the number and quality of teachers, improving school and education system management, reaching disadvantaged and marginalized groups, tackling the impact of HIV and AIDS – all this will require more intensive and innovative ways of delivering learning opportunities. The annually published UNESCO EFA Global Monitoring Report (GMR) monitors progress towards the six EFA Goals, compares the state of education across countries and identifies trends. Recent editions give proof of the remarkable progress we have seen in education since 2000

and show that these education targets are achievable. More children are in school than ever before – and more girls are enrolled than ever before, although the 2005 gender parity goal has been missed. Primary school enrolments have increased dramatically in sub-Saharan Africa and in South and West Asia regions.

The number of secondary school students has risen substantially – there is more than four times increase in the number of primary school students. As per available data, 70 out of 110 countries have increased public spending on education. Other Goals such as expanding early childhood care and education (Goal 1) and promoting learning and skills for young people and adults (Goal 3) are harder to measure, but it is clear that efforts to develop appropriate policies are bearing fruit.

In order to achieve EFA Goals, there is need to have focal agency at federal level which is mandated to coordinate with International agencies like UNESCO, World Bank etc. on one side and on the other to coordinate with the provinces. It should have mandate to initiate programs and to implement as well as follow up these programs to make sure that these are being implemented. This agency, thus, may report implementation-status to International partners. At present this role may be assigned to Ministry of Education and Training. This agency may focus on the issue and persuade Provinces to launch specific programs to achieve EFA Goals.

5.3 Recommendations

Meeting the EFA Goals requires money, people, technical know-how, functioning institutions and, last but

not the least, political will. UNESCO works to sustain International momentum through annual EFA Working Group and High-Level Group meetings and coordinates International efforts. Aid giving agencies and the development banks, such as the World Bank, are now putting more resources into education, although there is still a long way to go to meet the estimated need for achieving the Universal Primary Education (UPE) goal. More importance has to be placed on the aid that is aligned with National development Goals. Civil society is a key partner, both in lobbying for increased funding and in offering alternative learning opportunities for neglected populations. Knowledge sharing, collaboration and capacity building are essential to accelerate progress. Coordination has to be increased so that joint efforts and resources are used as efficiently as possible.

On the basis of the afore-mentioned findings a few suggestions/ recommendations are proposed below:-

1. Due to non familiarity with the terms ECE and UPE, majority of respondent gave unsatisfactory response to the questions about Early Childhood Education Program (ECE) and Universal Primary Education Program (UPE). There is need to launch a campaign to make understand the Educational Managers and Parents these terms and they should be involved for achieving the Goals of UPE and CEC.
2. Primary Education must be made compulsory and free to achieve UPE.
3. Regarding EFA Goals (ECE, UPE, Adult Literacy etc.) there should be an agency at federal level which is

mandated to coordinate with International agencies like UNESCO, World Bank etc. on one side and on the other to coordinate with the provinces and to initiate and follow up the programs to make sure that these are being implemented. This agency, thus, may report implementation-status to International partners. At present this role may be assigned to Ministry of Education and Training.

4. Government should provide proper infrastructure for achieving the Education for All Goals as a sizeable %age of respondents indicated that there was no proper infrastructure in their Districts for achieving the Education for All Goals.

5. There is need to educate the parents and Educational Managers about EFA Goals through electronic and press media, Seminars and Workshops.

6. Steps must be taken to eliminate Gender Disparity both in rural and urban areas. For this purpose campaign has to be launched to make understand the general public benefits of female education. Civil Society has to play its role in this regard.

7. Funding has to be increased as envisaged in the National Education Policy 2009. The National Education Policy 2009 had given due weight-age to EFA Goals. Unluckily, after devolution of Ministry of Education in 2011, so far, there is no agency at federal level to gauge the level of achievement on various educational matters including EFA Goals. The Government may rethink on this matter and assign the task of Policy Formulation and its

Implementation to the present Ministry of Education and Training.

8. Non-Formal approaches should be adopted for enhancing adult literacy rate. For this purpose again a focal and mandated federal agency has to be there.

9. Steps should be taken for proper planning and utilization of available funds to overcome financial constraints.

10. Regular system of In-service Training of teachers has to be devised and implemented.

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**IDENTIFICATION OF FACTORS
AFFECTING
THE ACHIEVEMENT OF EDUCATION
FOR ALL (EFA) GOALS**

***Questionnaire for Head Teachers
and Educational Managers***

ACADEMY OF EDUCATIONAL PLANNING AND MANAGEMENT
MINISTRY OF EDUCATION AND TRAINING
TALEEMI CHOWK, G-8/1, ISLAMABAD

2012

Code #							
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**IDENTIFICATION OF FACTORS AFFECTING
THE ACHIEVEMENT OF EDUCATION FOR ALL (EFA)
GOALS**

Date2011

1. Name of Respondent: _____
2. Designation: _____
3. Official Address: _____
4. Gender: i. Male ii. Female
5. Phone No. _____ Cell No. _____ Fax No. _____
E- Mail: _____
6. Highest Qualifications: _____
7. Highest Prof. Qualifications: _____
8. Experience (in years) _____
9. Do you have any awareness or knowledge about Early
Childhood Education (ECE) Program?
i. Yes ii. No iii. Don't Know
10. If Yes, what strategies/steps have been taken to enhance the
ECE Program at Provincial/District level? Please explain.
Provincial Level
i)
ii)
iii)

District Level

i)

ii)

iii)

11. In your opinion please mention the success of ECE Program. Indicating the following:

- i. 25% ii. 50% iii. 75% iv. 100%
v. Don't Know

12. Are the following factors adversely/posting affecting in the implementation of ECE Program at Provincial/District Level.

S.No.	Factors Affecting in the Implementation of ECE	Yes	No
1.	Lack of teachers for ECE		
2.	Provision of rooms for ECE		
3.	Non-availability of syllabus for ECE program		
4.	Parental Ignorance about ECE		
5.	Lack of Resources:		
i.	Financial Resources		
ii.	Human Resources		
iii.	Physical Resources		
6.	Unawareness about importance of education by home		
7.	Non-availability of schools nearest to home		
8.	Any other, please specify.		

13. Are you familiar with Universal Primary Education (UPE)?
- i. 25% ii. 50% iii. 75% iv. 100%
 v. Don't Know

14. If Yes, what major steps have been taken to achieve Universal Primary Education (UPE) in your District?, please explain, priority-wise.

- i)
 ii)
 iii)

15. Do you think that the proper infrastructure is available for achieving UPE Goals in your District?

- i. Yes ii. No

16. If Yes, In your point of view what are the factors affecting UPE?

- i)
 ii)
 iii)

17. Do you have sufficient resources to achieve Universal Primary Education at Province/District?

S.No.	Resources	Yes	No
1.	Financial resources		
2.	Human resources		
3.	Physical resources		
4.	Basic physical facilities		
5.	Any other, please specify		

18. How many children of primary age group (5-9) are enrolled in your District?

- i. 25% ii. 50% iii. 75%
 iv. 100% v. Don't Know

19. Which of the following approaches have been adopted for enhancing adult literacy rate in your Province/District?

S.No.	Approaches for enhancing adult literacy	Yes	No
1.	Non-Formal Approach		
2.	Media Campaign		
3.	Community Involvement		
4.	Strategy to Poverty alleviation		
5.	Reducing Parental illiteracy		
6.	Any Other, Please specify		

20. Did your Province/District Government launch any Program regarding Technical and Vocational Education?

- i. Yes ii. No iii. Don't Know

21. If Yes, please enlist three major steps below.

- i)
- ii)
- iii)

22. If No, please indicate whether the following factors are affecting the progress in life skills development program.

S.No.	Factors Affecting the Progress in Life Skills Program	Yes	No
1.	High population growth rate		
2.	Low priority to primary education as compared to tertiary education		
3.	Neglect of adult literacy sector		
4.	Lack of awareness about the importance and significance of female education and literacy.		
5.	Inadequate budgetary provisions resulting in poor facilities and services for education and literacy.		
6.	Ay other please specify		

23. Do you think there is gender disparity in education at Provincial/District Level?

i. Yes ii. No

24. If yes, what steps have been taken to narrow down the gender imbalances, please specify.

- i)
- ii)
- iii)

25. In your opinion, which of the following factors affecting the gender imbalances in education.

S.No.	Factors Affecting the Gender Imbalances	Yes	No
1.	Family or tribes/barriers toward female education particularly in rural areas		
2.	Shortage of female teachers		
3.	Social constraints		
4.	Cultural barriers		
5.	Economic conditions of parents		
6.	Political commitment		
7.	Non involvement of stake holders		
8.	Gender biased textbooks		
9.	Non-availability of schools near to home		
10.	Any other, please specify.		

26. Which of the following steps have been taken to improve the quality education in your Province/District?

S.No.	Steps Related to Quality Education	Yes	No
1.	Revision of Curricula		
2.	Intensive in Service Training		
3.	Training Regarding Pedagogical Aspects		
4.	Student Guidance and Counseling		
5.	Academic Supervision		
6.	Child Friendly Environment at School		
7.	Physical Facilities		
8.	Weak supervision in pedagogical aspect		
9.	Any other, please specify.		

27. Which of the following factors in your opinion affecting the quality of education?

S.No.	Factors Related to Quality Education	Yes	No
1	Non-availability of trained teachers		
2	Non-availability of physical facilities		
3	Inadequate refresher courses for the teachers		
4	Due to illiteracy parents can not help students in homework.		
5	Non-availability of reading material for teachers and students at school		
6	Non-availability of teaching kit		
7	Inadequate library books		
8	Inadequate allocation of budget		
9	Lack of hygienic condition in schools (improved clean water and sanitation)		
10	Any Other, Please Specify		

28. Please give 5 steps for improvement of Education for All (EFA) Goals:

- i)
- ii)
- iii)

Thanks for your cooperation

