

UNFINISHED AGENDA OF EDUCATION IN PAKISTAN: THE WAY FORWARD

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EXECUTIVE SUMMARY

It is a truism that education is the first and the best stepping stone for everything good in life. Pakistan like many other developing countries is facing myriad challenges to improve access, equity, quality and good governance in education sector. Education in Pakistan is at the heart of our national dynamics since it is the highest priority of the government, statutory responsibility of the state it intensely influences society as a whole¹. The constitution of Islamic republic of Pakistan guarantees every citizen the “Right to Education” as a Fundamental Right under Article 25-A.

The Prime Minister of Pakistan’s vision is to build an education system that promotes knowledge based economy, creativity, critical thinking and innovations with high quality human resource to meet the challenges of globalization. The Government of Pakistan is committed to the Millennium Development Goals especially achievement of universal primary education and associated targets by 2015.

2. Millennium Development Goals

According to Article 26 (1) of the Universal Declaration of human Rights, everyone has the right to education. Goal 2 of MDGs focuses on achieving universal primary education whereas, Goal 3 of MDGs focuses on promotion of gender equality and women

¹ Malik, A. B. (2011): Education Matters: Policy Analysis and State of Education in Punjab Province ISBN 978-969-510-419

empowerment. The Government of Pakistan is making every possible effort to achieve MDGs. The status of MDGs pertaining to education is given below:

MDGs	Status in 2005-06	Present status in 2012-13	Expected status in 2015
MDG-2 UPE (GER)	80.1%	85.9%	100%
MDG-3 GPI at Primary	0.91	0.88	0.95

Source: Pakistan Education Statistics, 2005-06, AEPAM; National EMIS Database, 2012-13, NEMIS, AEPAM

Pakistan is signatory to Education for All convention and committed to achieve the EFA targets by 2015. The status of Education for All (EFA) Goals is given below:

EFA Goals	Status in 2005-06	Present status in 2012-13	Expected status in 2015
ECCE (GER)	91%	100%	100%
UPE (NER)	64.1%	68.5%	100%
Life Skills (Youth Literacy Rate)	65.2%	71.6%	80%
Adult Literacy	49.7%	56.2%	70%
Gender Parity Index (GPI) at Primary	0.91	0.88	0.95
Quality of Education (Survival Rate Grade-V)	47.8%	66.8%	80%

Source: Pakistan Education Statistics, 2005-06, AEPAM; National EMIS Database, 2012-13, NEMIS, AEPAM

3. **Issues and Challenges**

The major challenges faced by education sector, include about 6.7 million out of school children of age group (5-9) at primary level and 32% children dropout at primary level, before completing the primary cycle. The most of the schools especially at primary level lack basic facilities i.e. drinking water, electricity, toilet and building, etc. The survival rate to grade 5 is about 66.8% and student teacher ratio is 1:40 at primary level. There is lack of resources due to low expenditure allocated for education (2% of GDP) and consequently, low quality of education. The hindrance toward low access to education is reported below:-

Access	
In School Factors	Strategies/Interventions
<ul style="list-style-type: none"> • Shortage of Teachers • Teacher absenteeism • Missing basic facilities • Lack of child friendly environment 	<ul style="list-style-type: none"> • Hiring of more teachers • Strict monitoring of teachers • Provision of basic facilities • Incentives to retain students e.g. free books, uniforms, food and stipend for female students and accelerated framework of action to achieve MDGs launched in 2013.
Out-of-school Factors	Strategies/Interventions
<ul style="list-style-type: none"> • Shortage of Schools • Distance especially for females • Insecurity • Poverty • Cultural norms 	<ul style="list-style-type: none"> • More schools to be established • New schools established nearer to communities • NFE/Community/Feeder schools be established

<ul style="list-style-type: none"> • Parents lack awareness 	<ul style="list-style-type: none"> • Enforcement of security and law and order • Free education • Awareness campaigns on importance of education • Community involvement in education
Quality	
In School Factors	Strategies/Interventions
<ul style="list-style-type: none"> • Teachers Trainings • Lack of Monitoring/Supervision 	<ul style="list-style-type: none"> • Pre-service and in-service training • Training of Teachers/refresher courses
Out-of-school Factors	Strategies/Interventions
<ul style="list-style-type: none"> • Poor Governance • Political pressures 	<ul style="list-style-type: none"> • Effective monitoring and supervision • Involve community members to monitor schools • End undue political interference and ensure merit-based appointments

Source: National Plan of Action to Accelerate Education Related MDGs 2013-16

4. **Plan Strategies**

The government of Pakistan in consultation with provincial and regional areas government has developed NPA accelerated education related MDG by 2015. The main strategies proposed by the NPA are:-

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

Strategy (b) Enrolment of new students in formal schools through provision of an additional classroom

Strategy (c) Enrolment of Children in new schools

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

5. **Way Forward/Strategy for Accelerated Achievement of EFA Goals by 2015 Plan Strategies**

- i) Implementation of National Plan of action to accelerate education related MDGs 2013-16 achieving universal quality primary education in Pakistan.
- ii) The government of Pakistan is making every possible effort to achieve EFA Goals. Hence, it is important that International Donor Agencies should come forward to provide financial assistance to achieve these huge tasks within stipulated period of time.
- iii) There is dire need to increase the education budget. It must be raised to at least 4% of GDP.

- iv) Advocacy drive to motivate parents to send their children to school has to be launched.
- v) There is need to establish EFA unit at Federal, Provincial and Districts level. District EFA Unit should serve as a hub for EFA movement, and a platform for all stakeholders.
- vi) Work-out models for engaging NGOs and concerned stakeholders both in the Public and Private sectors in the identification process of the project cycle in the primary education.
- vii) Identification of key areas to accelerate progress with support of Donor Agencies in view of the strengths and weaknesses of both public and private sectors.

6. **Background**

It is a truism that education is the first and the best stepping stone for everything good in life. Pakistan like many other developing countries is facing myriad challenges to improve access equity, quality and governance in education sector. Education in Pakistan is at the heart of our national dynamics since it is the highest priority of the government, statutory responsibility of the state it intensely influences society as a whole². Education is the single most important factor with an over-arching role in the progress and development of a country. The constitution of Islamic republic of Pakistan guarantees every citizen the “Right to Education” as a Fundamental Right under Article 25-A. The Article 25-A of the Constitution of Islamic Republic of Pakistan envisages that:

Article: 25A Right to Education
1[25A. Right to education.---The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.]

The Prime Minister of Pakistan’s vision is to build an education system that promotes knowledge economy, creativity, critical thinking and innovation of Pakistan with high quality human resource to meet the challenges of globalization and the needs of the knowledge economy. The Government of Pakistan is committed to the Millennium Development Goals especially achievement of universal primary education and associated targets by 2015.

² Malik, A. B. (2011): Education Matters: Policy Analysis and State of Education in Punjab Province ISBN 978-969-510-419-4.

7. **Situation Analysis of Primary Education in Pakistan**

Education is an essential pre-requisite and basic building block for social capital formation. Pakistan is the sixth most populous country with more than 180 million people having impressive youth dividend, to be gainfully trained and employed for holistic economic growth, economic development and knowledge management³.

The most striking feature of Pakistan's education system is its inherent inequalities: it represents a distinct division since there are parallel streams of primary and secondary schooling, further divided across public and private service delivery, catering to different socio-economic classes in the country. For instance, the majority of the school going children is residing mainly in rural and semi-urban areas from lower middle class and they attend public schools which offer free education but demonstrate unenviable quality standards due to shortage or absence of teachers, issues of truancy, weak infrastructure, lack of motivation and inadequate teaching-learning materials. On the other hand, children of upper-middle and affluent classes, residing in urban localities, attend high cost private schools offering both local as well as foreign examination systems (O and A levels). These elite school systems are staffed with qualified and trained teachers, well-equipped classrooms, all essential facilities and good quality, teaching and learning materials. The fact remains that elite school systems constitute just 7% of the private schools whereas 97% of the schools in private sector are low-cost schools and

³ Malik, A.B. (2013): Gaining Educational Equity through Promotion of Quality Education at affordable cost in Public Private Partnership.

do not have any formal professional qualifications prescribed for their teachers⁴.

It is essential that improvements in access, quality, equity and governance in education should be brought about in all subsectors i.e., pre-primary education, primary education, elementary, secondary and higher secondary levels, adult literacy with skills and technical and vocational education. However, priority should be assigned to under-served and disadvantaged groups (e.g. poor communities in rural and remote areas, especially girls and women).

8. Primary Education

Education is the back-bone of every society, and children are considered as the human resource of the future. Without access to education, it is impossible to produce quality human resources for the future. The value of education for children is priceless. Schooling, especially literacy, stimulates cognitive, emotional, and social development and empowers children. A well educated child can avail better opportunities in every walk of life. According to Article 26 (1) of the Universal Declaration of human Rights, everyone has the right to education. Goal 2 of MDGs focuses on achieving universal primary education, while Target 2A promises that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Goal 2 of MDG further focuses on Enrollment in primary education, completion of primary education (grade 1-5) and literacy (Malik, 2014).

Pakistan has a total number of 177,724 primary education institutions; 75% schools are public sector;

⁴ Malik, A.B. (2007): Freedom of Choice – Affordable Quality Education in Public Private Partnership.

10% schools are private sector schools and the remaining are almost equally divided between non-formal basic education schools and Deeni Madrassahs (Religious Schools) are enrolled. Total primary stage enrolment is about 19.5 million; 57% are enrolled in public schools; 31% in private schools and the remaining in non-formal basic education schools and Deeni Madrassahs (Religious Schools).

In Pakistan, out of the total primary-aged (5-9 years) children population, 68% are enrolled in primary school whereas the remaining 32% are out of school. However, wide variance is observed across provinces, gender and location. The highest net primary enrolment rate is in KP (81%) followed by Punjab (88%) and ICT (70%); Sindh (79%) and GB (63%); FATA (60%); AJK (58%); and Balochistan (51%). The overall Gender Parity Index (GPI) for primary education is 0.86, ranging between 1.06 in ICT to 0.47 in FATA. The urban science mix of primary education in Pakistan is reputed below:

Current Situation of Primary Education in Pakistan

Access to Education

		2012-13		
		Total	Male	Female
Out of School Children	Out of School Children (Primary)	6,752,565	2,963,471	3,789,094
	Out of School Children (Sec.)	20,698,977	10,148,405	10,550,572
Enrollments	Stage	Total		
	Primary	Boys	Girls	Total
	Primary	9,832,303	7,742,546	17,574,849
Drop-out rate	Primary % Total Dropout	33.2%		
	Primary % Male Dropout	33.5%		
	Primary % Female Dropout	32.9%		
Access to education/ school		Total	Male	Female
	GIR (Primary)	103.9 %	110.2%	97.0%
	NIR (Primary)	82.8%	88.0%	77.2%
	GER (Primary)	85.9%	91.8%	79.4%
	NER (Primary)	68.5%	73.4%	63.2%
	ANER (Primary)	68.5%	73.4%	63.2%

Source: NEMIS, AEPAM, Islamabad

**Condition of the Educational Infrastructure
including Missing Facilities**

Building Ownership (Primary Level)	Total		
	Male	Female	Total
Govt. Building	63,315	38,548	101,863
Rented	335	503	838
Donated	1,620	841	2,461
Rent Free	471	268	739
Other Building	5,892	2,246	8,138
No Building	5,143	2,395	7,538
Not Reported	1,001	520	1,521
Total	77,777	45,321	123,098
Building Condition (Primary Level)	Total		
	Male	Female	Total
Satisfactory	34,747	25,195	59,942
Need Repair	25,357	11,684	37,041
Dangerous	9,502	4,194	13,696
No Building	5,611	2,588	8,199
Not Reported	1,772	1,284	3,056
Total	76,989	44,945	121,934
Construction Type (Primary Level)	Total		
	Male	Female	Total
Kacha	4,073	2,150	6,223
Paka	61,935	38,091	100,026
Mix	3,670	1,095	4,765
No Building	5,627	2,595	8,222
Not Reported	1,685	1,013	2,698
Total	76,990	44,944	121,934
Building Availability (Primary Level)	Total		
	Male	Female	Total
Available	69,850	41,711	111,561
Not Available	7,007	3,147	10,154
Not Reported	132	87	219
Total	76,989	44,945	121,934
Boundary Wall	Total		

(Primary Level)	Male	Female	Total
Available	45,028	36,467	81,495
Not Available	30,368	7,611	37,979
Not Reported	1,594	866	2,460
Total	76,990	44,944	121,934
Water Availability (Primary Level)	Total		
	Male	Female	Total
Available	48,199	31,618	79,817
Not Available	27,811	12,721	40,532
Not Reported	980	605	1,585
Total	76,990	44,944	121,934

Latrine Availability (Primary Level)	Total		
	Male	Female	Total
Available	41,716	30,598	72,314
Not Available	34,556	13,950	48,506
Not Reported	718	369	1,114
Total	76,990	44,944	121,934
Electricity Availability (Primary Level)	Total		
	Male	Female	Total
Available	35,708	25,210	60,918
Not Available	38,052	18,651	56,703
Not Reported	3,230	1,083	4,313
Total	76,990	44,944	121,934

Source: NEMIS, AEPAM, Islamabad

Student Teacher Ratio and Budgetary Allocation

Description	Total	Male	Female
PCR (Primary) Pub. Sector	40		
Total Primary Education Expenditure as % of Total Public Education Expenditure	47.23%	38.74%	37.15%
Public Primary Education Expenditure (Current) as % of GDP	0.66%	0.63%	0.75%
Public Primary Education Expenditure per pupil as % of GDP per capita	9%	9%	13%

Source: NEMIS, AEPAM, Islamabad

9. Education for All in Pakistan

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

The constitution of Pakistan has placed the responsibility of providing basic education on the state. Since independence, various governments have formulated education and policies and plans to fulfill

the constitutional commitment of providing basic education to the people and removing of inequalities. However, none of the policy has achieved its goal.

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

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

In Pakistan, the response to the Dakar Framework for Action a comprehensive package of educational reforms with medium term targets, the Education Sector Reforms (ESR) and Action Plan for 2001-2005 was finalized through a consultative process involving over 600 partners (UNESCO, 2002). The main policies and programmes on Education for All included National Education Policy (1998-2010), Social

Action Programme phase-II (1997-2002) and Pakistan 2010 programme.

10. EFA in Educational Policies of Pakistan

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

11. EFA in National Education Policy 1992

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

- i) Compulsory and free Primary Education.
- ii) Special measures for quality education.
- iii) Transformation of Primary Education into basic education.
- iv) Establishment of Education Foundations.
- v) Improving the literacy rate to 70% by the year 2002.
- vi) Implementation of literacy programmes through the Provincial Governments, NGOs and local organizations.
- vii) Utilization of electronic and print media for motivation and to support literacy efforts.
- viii) Change in curricula, teaching methods and evaluation techniques for quality education.
- ix) Establishment of National Testing Service.

- x) Provision of opportunity for Semi-literate and school drop-outs for upgrading their skills (Govt. of Pakistan, 1992).

12. EFA in National Education Policy 1998-2010

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

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

13. Ten Year Perspective Development Plan (2001-2011)

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

14. Education Sector Reforms

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

as universal primary education. Its major thrust areas were:

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

The ESR was unable to achieve its targets due to financial constraints. The government of Pakistan has come up with NEP 2009. The main features of NEP 2009 are given as under

15. National Education Policy 2009

Early Childhood Education (ECE)

Early Childhood Education (ECE) was included as a component in the Education Sector Reforms programme and funding was provided to the provincial and district governments. ECE was also included in the National Plan of Action of Education for All. Pakistan is committed to the Dakar Framework of Action, the first goal of which is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and disadvantaged. A curriculum for ECE has also been developed. National Education Policy 2009 proposed policy actions to improve.

Three areas of ECE across the country: (i) wider participation; (ii) better quality; and (iii) improved governance policy actions are:

1. Improvements in quality of ECE shall be based on a concept of holistic development of the child.
2. ECE age group shall be recognized as comprising 3 to 5 years. At least one year preprimary education shall be provided and universal access to ECE shall be ensured within the next ten years.
3. Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.
4. For ECE teachers, a two-year specialized training in dealing with young children shall be a necessary requirement.
5. This training shall be on the basis of the revised ECE National Curriculum..

16. Elementary Education

The Policy focuses attention on two large and critical problems facing the sector: (i) low participation and narrow base of the sector; and (ii) poor quality of provision.

Policy Actions

1. All children - boys and girls - shall be brought inside school by the year 2015.
2. Government shall make efforts to provide the necessary financial resources to achieve the EFA goals.

3. International Development Partners shall be invited through a well-developed plan for expanding school facilities.
4. High priority shall be paid to reducing the dropout rates. An important element of this effort should be to provide financial and food support to children who drop out because of poverty.
5. Food based incentives shall be introduced to increase enrolment and improve retention and completion rates, especially for girls.

17. Achievement of EFA Goals

Recently AEPAM has conducted research study on “*Achievement Levels of EFA Goals and Strategy Evolved for Accelerated Achievement of EFA Goals by 2015*”. The findings of the study are as under:

Progress has been made to achieve EFA goals in general and particularly ECE. GER for ECE was 36% in year 2001-02 which increased upto 91% in 2005-06 and 114% in 2010-11. The percentage of new entrant to primary grade I was 64% in 2001-02 which increased to 74% in 2005-06 and 100% in 2010-11. The private sector enrolment as percentage of total enrolment in ECE was 39% in 2005-06 which increased to 47% in 2010-11. Similarly percentage of trained teachers was 47% in 2005-06 which increased upto 68% in 2010-2011.

The second goal i.e. free and compulsory education progress has been noted that gross intake in primary were 96% in 2001-02 which increased 116% in 2005-06. It again reduced up-to 108% in 2010-11. The net intake was 77% in 2001-02 which increased upto 93% in 2005-06 but again reduced to 89% in 2010-11.

The gross enrolment at secondary level was 25% in 2005-06 it increased up to 31% in 2005-06 and 33% in 2010-11 respectively. The net enrolment in primary was 57% in 2001-02 it increased upto 66% and 71% in 2005-06 and 2010-11 respectively. Net enrolment in secondary education was 20% in 2001-02 which increased up-to 24% in 2005-06 and 26% in 2010-2011. The survival rate to grade 5 was 57% in 2001-02 it increased to 72% in 2005-06 but reduced to 56% in 2010-2011.

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

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

The fifth EFA goal is to reduce gender gap. Progress has been achieved in reducing the gender gap in education. It was found that gender parity index (GPI) for adult literacy was 43% which increased to 52% in 2005-06 and 55% in 2010-11. The gender parity

index for GER at primary level was 71% in 2001-02 which increased to 89% in 2010-2011.

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

18. Reasons for Slow Progress as per EFA/MDG Indicators in Pakistan

One of the main factors of slow progress in education indicators was a series of natural disasters, along with political events which affected the country during the past 7-8 years. At the turn of this century, as countries began to understand and prepare for the implementation of the Millennium Development Goals (MDGs), Pakistan too initiated a process of rapid educational reforms. Pakistan launched the Education Sector Reforms (ESR) package and in some provinces, by 2002/03, the education sector reforms programmes

had been fully designed and even started to be implemented. Unfortunately, soon after, a strong earthquake in the northern part of the country left 70,000 dead, millions homeless and a widespread destruction of schools, hospitals, roads and other infrastructure. As massive rehabilitation and reconstruction efforts took place, the progress towards MDG targets was stalled.

The years 2007 and 2008 witnessed political instability and the transition from a military-led regime to a democratically-elected government. This was coupled with the on-going militancy and extremism crisis in the North West where military operations against the Taliban intensified. In July and August 2010, heavy monsoon rainfall caused devastating flooding in the North and North-West, parts of Khyber Pakhtunkhwa (KP), Gilgit- Baltistan, Azad Jammu and Kashmir (AJ&K). Consequently, high tide floods made the way to south through the Indus River System and large areas of lands in Punjab and Sindh were inundated. These floods affected 78 districts and more than 20% of the country's area. A large number of schools were totally or partially damaged and remaining schools served as temporary shelters for the affected families.

In July 2011, the landmark 18th Amendment to the Constitution of Pakistan became effective. This Amendment called for a transformation of government through devolution of power to the provinces. Education, too, was almost completely devolved. The Federal Ministry of Education was dissolved and all decision-making powers given to the provinces. Education had always been a provincial subject in Pakistan but this formalized the withdrawal of federal coordination functions. As the bureaucratic systems began to adjust to the requirements of the new

amendment, procedural delays in financial and technical issues adversely affected the education sector.

While reconstruction and rehabilitation of the 2010 flood affected areas was still underway, floods again hit some parts of country, particularly in Sindh and Baluchistan, in August 2011. Though the destruction was marginally lower compared to previous year but still over 9 million people were affected with huge loss of their assets. Once again schools and educational activities were adversely affected and progress in educational indicators slowed.

19. Major Problems in Achieving of EFA Goals in Pakistan

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

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

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

- **Poverty:** In the past, families, living below the poverty line were unable to send their wards to the schools, owing to the payment of fees and cost of books etc.
- **Non-availability of Schools:** In many parts of rural areas of the country schools are distantly located. Non availability of schools in the vicinity also inhibits enrolment and regular attendance of children from remote villages.
- **Poor physical facilities:** Most of the rural primary schools are 2-room schools. Number of primary schools lack basic facilities like electricity, clean drinking water, latrine, play ground, and adequate space and furniture for comfortable seating of students.
- **Teacher absenteeism:** It has been reported that many teachers posted in rural areas do not regularly attend school and take their classes. This negatively affects quality of education.
- **Higher dropout rate:** Drop out rate is high in rural area. Factors like teacher absenteeism, poor competence of teachers, illiteracy of parents, and unsatisfactory conditions of learning in schools compel those enrolled children to leave the school before completion of primary education.
- **Weak Education Government and Politicization:** It is a well known fact that there are complaints about politicization of

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

20. Challenges to Education: Voices from the Provinces/Areas Bottlenecks and Suggested Strategies

In Pakistan, there are four key challenges in education:

1. Lack of access to education
2. High drop-out rate
3. Poor quality of education
4. Low Budgetary Allocation

For each of these, a set of in-school and out-of-school factors were identified, along with some solutions for overcoming these challenges. Following is a matrix of these issues, along with a set of factors and corresponding strategies:

Access	
In School Factors	Strategies/Interventions
<ul style="list-style-type: none"> • Shortage of Teachers • Teacher absenteeism • Missing basic facilities • Lack of child friendly environment • Teachers' harsh attitude 	<ul style="list-style-type: none"> • Hiring of more teachers • Strict monitoring of teachers • Provision of basic facilities • No corporal punishment • Incentives to retain students e.g. free books, uniforms, food and stipend for female students and accelerated framework of action to achieve MDGs launched in 2013.

Out-of-school Factors	Strategies/Interventions
<ul style="list-style-type: none"> • Shortage of Schools • Distance especially for females • Insecurity • Poverty • Cultural norms • Parents are reluctant • Parents lack awareness 	<ul style="list-style-type: none"> • More schools to be established • New schools established nearer to communities • NFE/Community/Feeder schools be established • Enforcement of security and law and order • Free education • Awareness campaigns on importance of education • Community involvement in education • Youth Loan Program • Skill Development Fund • Special initiatives by provincial governments and federally administered territories.
Quality	
In School Factors	Strategies/Interventions
<ul style="list-style-type: none"> • Teachers Trainings • Outdated Teaching methods • Missing facilities • Lack of Monitoring/Supervision 	<ul style="list-style-type: none"> • Pre-service and in-service training • Training of Teachers/refresher courses • Teaching methods to be revised • Provision of basic facilities • Involve community members to monitor schools
Out-of-school Factors	Strategies/Interventions
<ul style="list-style-type: none"> • Poor Governance • Political pressures 	<ul style="list-style-type: none"> • Effective monitoring and supervision • Rewards and punishments • Involve community members to monitor schools • End undue political interference and ensure merit-based appointments

Source: National Plan of Action 2013-16

21. MDG Acceleration Framework 2013-16 and EFA Goals

In light of the above issues, factors and suggested strategies, the Education Plan (2013-16) was developed, focusing on : (i) bringing in maximum number of primary-age out-of-school children to be enrolled in formal and non-formal schools through provision/expansion of schools, awareness campaigns, etc (ii) increase retention in primary grades through provision of proper teaching-learning environment, textbooks, other incentives, etc., (iii) improve quality of education through teachers' training, community participation, etc. and (iv) specific provision of other incentives (e.g. stipends, food for education, uniforms, etc) to retain children from most disadvantaged/rural/remote areas, especially girls.

Recently government of Pakistan with the financial and technical support provided by UNESCO took stock of existing situation of MDGs specially UPE in the country and designed strategies to accelerate MDGs Goals. The four specific strategies identified (and budgeted) under Plan include:

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

Enrolment of new students in existing schools: This strategy focuses on enrolling out-of-school children in existing primary schools which are under or unutilized. There are several non functional schools which can be made functional. The current admission policy does not allow children aged 7+ years to be enrolled in formal primary schools therefore; over-age children will be enrolled in non-formal basic education or religious (Deeni Madrassah) schools.

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

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

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

No cost as these are estimates for private sector schools Source: (National Plan of Action 2013-16, p.22)

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

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

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

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

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

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

	2013-14	2014-15	2015-16	Total
Development Costs	0	0	0	0
Recurrent Costs*	5,351	16,056	24,480	45,887
Subtotal of Strategy (a)	5,351	16,056	24,480	45,887
Cost of Quality improvement (20 % of recurring cost)	1,063	3,194	4,871	9,128

Cost of Innovative Strategies for access & quality (15% of recurring cost)	967	2,899	4,421	8,288
Total Cost i.e., Development, Recurrent, Quality and Innovative Strategies	7,382	22,150	33,772	63,304
Misc/Unforeseen Cost (10 % of total cost)	738	2,215	3,377	6,330
Total Cost Of Strategy a (Rs m)	8,120	24,365	37,149	69,634

**Includes cost of previous years' new enrolments
Source: (National Plan of Action 2013-16, p.23)*

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

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

Number of children to be enrolled in Schools with additional room provided

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

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

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

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

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

The total cost of implementing strategy b i.e., provision of public sector formal schools with one additional room and teacher is estimated to be Rs.

37,449 million over a period of three years. Of this, about 80% is the cost for the additional room and human resources while the remaining are costs for quality enhancement, innovative strategies (e.g., awareness campaigns to promote the importance of education, community involvement in supervision of local education; and use of media; etc.) and for miscellaneous/unforeseen events.

Cost of Enrolling New Students in Schools with additional room provided (Rs million)

	2013-14	2014-15	2015-16	TOTAL
Development Costs	5,866	6,687	6,576	19,129
Recurrent Costs*	1,686	3,612	5,505	10,804
Subtotal of Strategy (b)	7,552	10,300	12,080	29,932
Cost of Quality improvement (20 % of recurring cost)	337	722	1,101	2,161
Cost of Innovative Strategies for access & quality (15% of recurring cost)	305	653	995	1,952

Total Cost i.e., Development, Recurrent, Quality and Innovative Strategies	8,194	11,675	14,176	34,045
Misc/Unforeseen Cost (10 % of total cost)	819	1,167	1,418	3,404
Total Cost Of Strategy b (Rs m)	9,013	12,842	15,594	37,449

**Includes cost of previous years' new enrolments
Source: (National Plan of Action 2013-16, p.24)*

Strategy (c): Enrolment of Children in new schools

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

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

**Number of children to be enrolled in New Schools by
Type of School**

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

Number of children to be enrolled in new feeder schools	166,508	169,843	169,482	505,832
Number of new feeder schools grade (I-III) to be opened	5,550	5,661	5,649	16,861

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

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

Human Resource Requirement (Teachers) for New Schools

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

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

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

Cost of Enrolling New Students in New Schools

	(Rs million)			
	2013-14	2014-15	2015-16	Total
Development Costs	6861	7815	7928	22604
Recurrent Costs*	2,679	5,714	8,760	17,153
Subtotal of Strategy (c)	9,540	13,529	16,687	39,757
Cost of Quality improvement (20 % of recurring cost)	534	1,140	1,747	3,421
Cost of Innovative Strategies for access & quality (15% of recurring cost)	483	1,030	1,579	3,092

Total Cost i.e., Development, Recurrent, Quality and Innovative Strategies	10,558	15,699	20,013	46,270
Misc/Unforeseen Cost (10 % of total cost)	1,056	1,570	2,001	4,627
Total Cost Of Strategy c (Rs m)	11,613	17,269	22,015	50,897

**Includes cost of previous years' new enrolments
Source: (National Plan of Action 2013-16, p.26)*

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

Targeted Incentives: This innovative strategy is aimed at retaining students, especially those from disadvantaged groups, especially girls, who (mainly due to financial reasons) drop out before completing primary school. These incentives (e.g. stipends, food-for-education, uniforms, etc.) will be given to poor and deserving students.

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

Number of disadvantaged children/girls to be given targeted incentives

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

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

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

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

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

22. Overall MAF Plan Analysis: Total Plan Outlay

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

**Province/Area wise Enrolment of Additional
Children under MAF NPA**

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

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

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

**Enrolment of Additional Children under MAF NPA
by Type of School**

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

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

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

**Total MAF Plan Costs and Actual (Projected)
Education Expenditures**

(in Rs. Million)

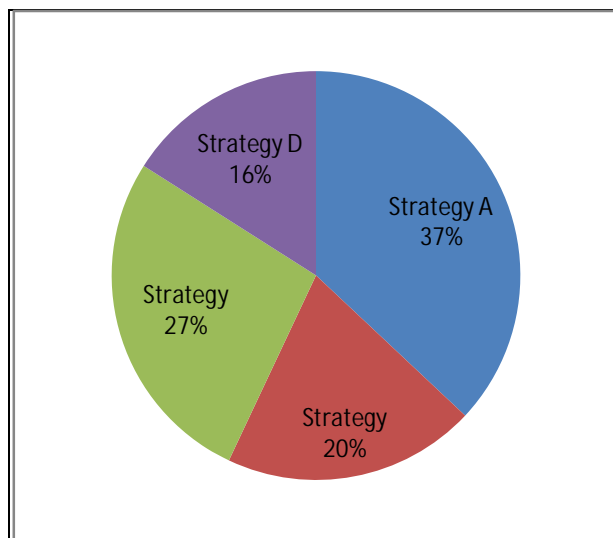
	2011-12	Benchmark 2012-13 (Projected)	PROJECTED			Total
			2013-14	2014-15	2015-16	
Strategy a			8,120	24,365	37,149	69,634
Strategy b			9,013	12,842	15,594	37,449
Strategy c			11,613	17,269	22,015	50,897
Strategy d			9,361	10,320	11,274	30,956
Total MAF plan			38,108	64,796	86,032	188,936
Primary education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

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

23. Plan Strategies and Resource Allocation

Of the four strategies outlined in the National Plan of Action, strategy involves the highest percentage (37%) of plan resources, followed by strategy c (27%) and strategy b (20%) and d (16%).

Distribution of Resources across NPA Plan Strategies



Efficiency of the Plan

Besides strategy d, which is costed at merely Rs 3,000 per annum per targeted child, strategy A appears to be the most efficient i.e. least annual cost/student in enrolment of new students in schools. Strategy b is the least efficient, perhaps as it involves construction of an additional room in existing 3 government schools.

Plan Resources and Total Projected Actual Education Expenditure

On the whole, resources required for the implementation of the Plan range 17% to 28% of the total primary education expenditure projected for 2013-16.

24. **Implementation and Monitoring Mechanism**

The implementation of the Plan will be the responsibility of the Provincial/Area governments. The Federal Government will however facilitate by providing a platform for inter provincial coordination, and to liaise with the donors and other stakeholders. Besides, Federal Govt. may also provide technical and professional support to provinces and areas in planning, implementation and monitoring/evaluation, if required. In each province/area, the implementation and monitoring mechanism for the National Plan of Action will function at two levels:

- i) **Overall Macro Level Inter-Governmental Coordination:** This will ensure close coordination between the key macro players i.e., the Provincial Coordinating Unit (PCU), the Federal Government, the Provincial Coordinating Units in other provinces/areas; private sector/ civil society and the international development partners. For every year of the Plan, to review the progress and revision, if needed, the following steps are proposed.
 - Focal Persons meeting after the first quarter of the Plan;
 - Inter-Provincial Secretaries of Education meeting after the second quarter of the Plan;
 - Focal Persons meeting after the third quarter of the Plan;
 - Inter-Provincial Education Ministers Conference at the end of every year of the Plan.
 - AEPAM will function as the Secretariat of the Federal Coordinating Unit.

- ii) **Intra-provincial Coordination and Implementation Network:** The PCU and its various cells will not only provide the associated service at the macro level, i.e. with Federal Government, other provincial governments and international development partners, but will also undertake coordination and planning, data and research etc. at the provincial level as well as serve as an on-demand resource for district/local governments. Each cell as well as the Unit will be staffed with personnel and technical support as and when identified by the provincial/area authorities.

25. **Monitoring and Evaluation Mechanism**

The provinces/areas will establish and strengthen monitoring and evaluation mechanism to assess the implementation progress. For the purpose monitoring and evaluation indicators will be developed and progress assessed. The monitoring indicators will cover financial allocation and expenditure against the plan requirement; number of children enrolled, retained and completed primary education; out-of-school monitoring and evaluation indicators will also include quality of education indicators as well.

Annual implementation progress reports against the Plan targets will be prepared by each province/area and shared with all concerned. The yearly (annual) progress reports will also highlight the issues, challenges and bottlenecks in achieving the targets so that the said issues may be addressed. At the end (in June 2016) a comprehensive completion report will be prepared and shared.

26. **Way forward/Strategy for Accelerated Achievement of EFA Goals by 2015**

Role of federal and provincial governments to achieve EFA goals

Free and compulsory secondary education is the fundamental right of all human beings. Provision of free education up to secondary level is the constitutional responsibility of the State of Pakistan under Article 25-A of the Constitution of Islamic Republic of Pakistan. Therefore, following steps have to be taken:-

- i) Implementation of National Plan of action to accelerate education related MDGs 2013-16 achieving universal quality primary education in Pakistan.
- ii) The Government of Pakistan is making every possible effort to achieve EFA Goals. Hence, it is important that international donor agencies should come forward to provide financial assistance to the government of Pakistan to achieve these huge tasks within stipulated period of time.
- iii) There is dire need to increase the education budget and it must be raised to at least 4% of GDP.
- iv) Advocacy drive to motivate parents to send their children to school has to be launched.
- v) EFA Unit at federal level should be established. There is need of establishing EFA Units at provincial and districts levels so that integrated efforts may be made to monitor achievement of

EFA Goals. The following functions may be assigned to the EFA Units:-

- vi) The federal and provincial government may ensure the availability of resources and building the capacity of the district managements for effective and efficient implementation of the EFA plan.
- vii) The District Action Plans may be designed and implemented through District Education Officers. The EFA forums may be set up at District and Tehsil levels; consisting education officers, experts, community members, media personnel and stakeholders. The form may bring awareness among the people, monitor the progress towards the achievement of goals and coordinate the efforts of NGOs and government functionaries. The major role of EFA form would be resource mobilization and oversee the plan implementation with special focus on the girls' education.
- viii) District EFA Units should serve as a hub for EFA movement, and a platform for all stakeholders to strive for development and accomplishment of goals. District EFA Unit can play a pivotal role for accelerating progress of the districts towards achievement of EFA Goals.

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

Education personnel can play a key role in eradication of illiteracy and promotion of basic education in the society. Education Managers like EDOs, DEOs can bring reform in the system. School heads and teachers can fulfill educational needs of

children in the catchments areas of their respective schools.

Further actions are to be taken

1. Follow merits, and rule of law in all affairs dealt by them
2. Ensure optimum use of resources placed on their disposal
3. Plan and launch suitable projects to expand educational facilities
4. Liaison with masses, parent, teachers, and SMCs/PTAs to acquire first hand information about problems on the ground
5. Collect and compile up-to-date information about educational facilities (EMIS) and gaps may be identified with possible solutions.
6. Strategize on the concepts of public-private partnership for delivery of education;
7. Work-out models for engaging NGOs and the concerned stakeholders both in the Public and Private sectors in the identification process and during other stages of the project cycle in the primary education;
8. Identification of key areas for accelerated progress with support of Donor Agencies in view of the strengths and weaknesses of both the public and private sectors;
9. Hammer-out a system so that NGOs etc. may carry-out their operations in dispersed and far

off especially less served and under served access localities and making of areas that need more focus;

10. Identification of viable projects where financial grants/aid can be productively secured and utilized with the support of International Community;
11. Opening of a communication channel with the local and foreign NGOs, Donor Agencies etc. to collaboratively prepare MOUs;
12. Framework for regular monitoring and evaluation;
13. Deliberate upon innovative and out of the box solutions based on actual experiences;
14. Put in place a time bound action plan for achievement of MDGs especially in education;
15. In order to carry out post-conference action/follow up, it is suggested that a Supervisory Board and a Working Committee may be constituted.

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