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Education in Pakistan: State of affairs at a glance

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Abstract

Following the 18th Amendment and the devolution of education from a federal to a provincial subject, education policies underwent substantial change. The purpose of this preliminary research is to present the education scenario in Pakistan as it exists at this point in time. This paper focuses on the education policies of the provinces, the initiatives taken by them in that regard and an analysis of these projects. To provide a holistic picture, budgetary allocations to all levels of education, both federal and provincial have also been presented and analyzed. A literature review of the publications that were consulted has also been provided. Wherever possible, data has been gathered from government websites and other publications.

This research is meant as groundwork for a continuation study, the focus of which shall be on the enhancement of primary education capacity in Sindh.

1. Objective:

To gain deeper knowledge about the education sector of Pakistan from available literature, policies and budgetary allocations, thereby establishing a base for our actual study.

2. Education for All Goals¹

Education for All (EFA) is a worldwide program first launched in Jomtien, Thailand, in 1990 to make sure that benefit of education is imparted to “every citizen in every society.” In order to implement and realize this endeavor, a broad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals:

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

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.

¹ “World Conference on EFA, Jomtien, 1990.” United Nations Educational, Scientific and Cultural Organization. Retrieved 15 August 2013.

3. Dakar Declaration²:

The World Education Forum (26-28 April 2000, Dakar) adopted the Dakar Framework for Action, Education for All (EFA). In doing so, its participants reaffirmed the vision of the World Declaration on Education for All adopted ten years earlier (Jomtien, Thailand, 1990).

The major goals set forth in Dakar 2000 are:

- Comprehensive Early Childhood Care & Education (ECCE)
- Universal and Quality Basic Education for All
- Universal access to education and skill programs for young people and adults
- 50% Improvement in Adult Literacy by 2015, with special focus on women
- Achievement by all learners of nationally defined standards
- Full and equal access and participation by girls and women, and elimination of gender disparities

The five strategic objectives promoted by the Dakar Declaration are:

- Enhanced national investments supported by resource mobilization at all levels
- New 'space' for the engagement of community and civil society in basic Education.
- Cohesion between basic education and other anti-poverty strategies
- Equitable harmonization of new technologies for learning
- Enabling of teachers to better perform the pivotal role in building effective, child friendly schools

In response to the Dakar Forum commitments, Pakistan developed a comprehensive National Plan of Action (NPA) on Education for All, devised as a long-term framework (2001-15), to be executed in three five-year phases, focusing on early childhood education, universal primary education and adult literacy as three of its focal points. This plan was developed and endorsed by the first Poverty Reduction Strategy Paper (PRSP I: 2003-2006) but could not be executed due to shortage of finances. Under the EFA plan and in coherence with the constitution and key policy framework, provinces will be introducing projects for the enhancement of the education sector³.

² BARRY, U. P. (26-28 April 2000). *The Dakar Framework for Action*. France: UNESCO .

³ Mujahid-Mukhtar, E. (2012). *Situation Analysis of the Education Sector*. UNESCO.

4. Millennium Development Goals (MDGs)⁴:

At the Millennium Summit in September 2000, the largest meeting of world leaders in history took up the topic of the UN Millennium Declaration. The internationally established framework of 8 goals and 18 targets was complemented by 48 technical indicators to measure progress towards the Millennium Development Goals. These indicators have since been adopted by a consensus of experts from the United Nations, IMF, OECD and the World Bank.

Goal 2: Achieve Universal Primary Education

Target 3. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

Indicators

- 6. Net enrolment ratio in primary education (UNESCO)
- 7. Proportion of pupils starting grade 1 who reach grade 5 (UNESCO)
- 8. Literacy rate of 15-24 year-olds (UNESCO)

5. Medium Term Development Framework (MTDF)⁵:

In the era of globalization, the MTDF 2005-10 incorporates a paradigm shift towards enhancing competitiveness of the national economy through higher investment but more importantly through knowledge inputs to maximize total factor productivity. An Integrated Plan for “Pakistan Incorporated” with a focus on the tripartite elements of growth - development of infrastructure, human resource development, and technology has been brought together within the broad parameters of macroeconomic framework. It aims at incentivizing and developing the local strengths for increasing the competitive advantage in various sectors of the economy. MTDF has five major parts which are 1) Macroeconomic Framework 2) Achieving Millennium Development Goals 3) Balanced Development 4) Accelerating Output Growth 5) Upgrading Physical Infrastructure and 6) Supporting the Private Sector.

⁴ United Nations. (2002-2006). *UN Millennium Development Project - Goals, Targets and Indicators*. Retrieved from Millennium Project: <http://www.unmillenniumproject.org/goals/gti.htm#goal2>

⁵ Government of Pakistan. (n.d.). *Medium Term Development Framework*. Retrieved from Planning Commission of Pakistan: <http://www.pc.gov.pk/mtdf/Foreword,%20Preface%20and%20President%20Message/Overview.pdf>

The MTDF envisages achieving the targets set under MDGs for universal primary education, literacy, and promotion of gender equality and empowerment (GPI).

The policy document re-emphasizes the government's commitment to the MDGs and Education for All (EFA) up to 2015 to meet the Dakar Goals. In this regard, primary education will be made compulsory through enactment on the one hand and provision of free text books at primary level. Further, katchi classes are planned to be introduced in all primary schools in rural areas to enhance participation. The MTDF envisages 30,000 additional primary schools in the country. Other key strategies will include free education up to secondary school level, induction of vocational/technical streams in 2000 secondary schools, and provision of science laboratories and computer education in every school.

6. Why is primary education in focus?

The release of the 1974 Education Sector Working Paper from the World Bank focused on technical-vocational training, but an obvious policy shift towards primary education could be seen by the time the 1980 Education Sector paper was published. The shift to primary education rested on the prominence of human capital theory in the World Bank of the 1980s, but was realized through the application of rate-of-return (ROR) analysis. Using a cost-benefit economic framework, ROR analysis provided an overall measure of a society's return to foreign aid investment in education. Replacing manpower forecasting, rate-of-return analysis became the prime methodological technique to answer questions of what type of education should, or more appropriately, could, be eligible for lending. Primary education was promoted on the basis of ROR findings that returns were higher for completing primary education than for completing secondary and higher education.⁶

The Millennium Development Goals (MDG) focus on primary education because they state that this is the hardest to accommodate in low-income countries which are not yet able, in contrast to the middle income ones, to benefit from a demographic shift and must contend with simultaneously rising demand for primary and secondary education.⁷

⁶ Returns to Investment in Education, *George Psacharopoulos*

⁷ POST-2015 EDUCATION MDGS, *Nicholas Burnett*

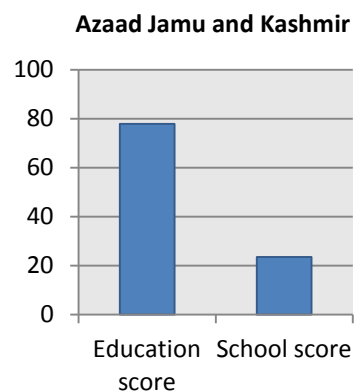
7. Provincial snap shot of Education and School scoresⁱ

Ranking	Province	Education score		Ranking	Province	School score
1	Azad Jammu and Kashmir	77.6		1	Punjab	83.47
2	Punjab	68.78		2	Sindh	66.7
3	Gilgit-Baltistan	67.45		3	Khyber Pakhtunkhwa	66.18
4	Khyber Pakhtunkhwa	63.79		4	FATA	35.17
5	Sindh	51.67		5	Balochistan	26.61
6	FATA	47.42		6	Gilgit-Baltistan	26.22
7	Balochistan	46.7		7	Azad Jammu and Kashmir	23.6

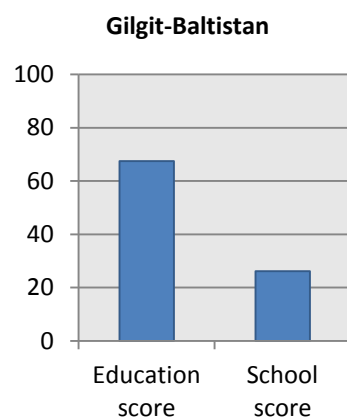
This data has been extracted from the Alif Ailaan District Education ranking 2013. Alif Ailaan index takes its cue from the Education for all Development Index developed by UNESCO. The district rankings for Alif Ailaan have been developed using two sets of data; the education index and the school index.⁸

⁸ Alif Ailaan in association with the SDPI, *Pakistan District Education Rankings 2013*

7.1 Comparison of School Scores with Education Scores⁹

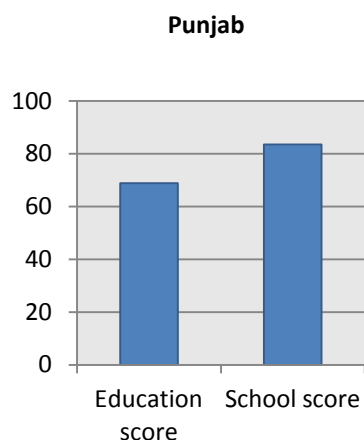


Comparison of the data reveals Azad Jammu and Kashmir as having the lowest school score of 23.60. This is largely due to electricity shortages and the low availability of toilets, water and the lack of boundary walls. However, it has the highest education score of 77.96 which is a result of the highest gender parity and survival rates that it has across all provinces. There is access to education and the quality of education delivered is of a better standard, leading to survival of the students who see utility in the education gained.

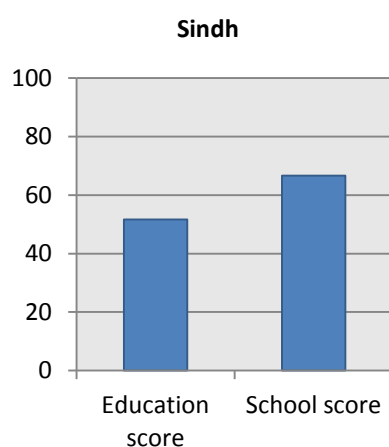


Gilgit-Baltistan has the second lowest school score of 26.22. This is largely due to poor infrastructure. The achievement and enrollment rates are also low. Still Gilgit-Baltistan has the third highest education score of 67.45 mainly because of good survival rate.

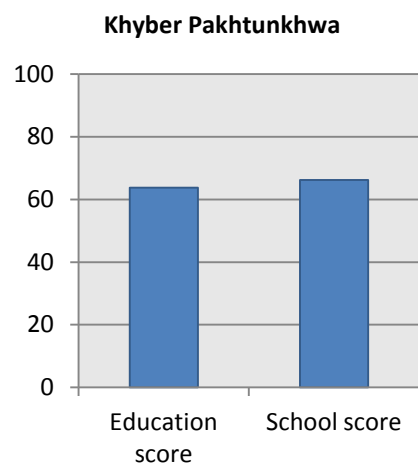
⁹ Alif Ailaan in association with The SDPI, *Pakistan District Education Rankings 2013*



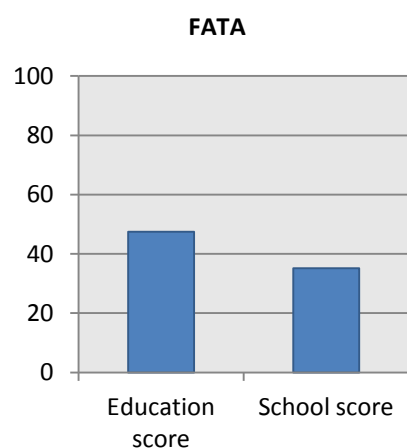
Punjab is leading the School Index with a school score of 83.07. This can be attributed to availability of water, electricity, and toilet facilities coupled with satisfactory infrastructure. At the same time Punjab has the second highest education score of 68.78 with the highest enrollment rate and gender parity score. A weakness in the education of Punjab lies in the survival score which is 28% less than Azad Jammu and Kashmir, which has the highest survival score.



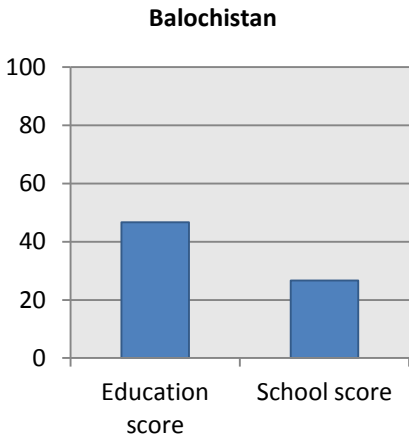
Sindh has the second highest school score of 66.70. This is 17% less than the highest score. The difference is lack of electricity along with poor building conditions. The education score is one of the lowest i.e. 51.67, despite of having second best infrastructure in the country. Sindh ranks 5th in the education score list This is mainly because Sindh has one of the lowest achievement scores, enrollment and survival scores.



Khyber Pakhtunkhwa has the third highest school score of 66.18. Its education score is also the fourth highest i.e. 63.79. Strengths of KPK are good enrollment score and a high gender parity score. However, the survival score of KPK i.e. 56.40 is very low as compared to Gilgit-Baltistan and Azad Jammu and Kashmir. KPK is lacking behind in both achievement and survival scores.

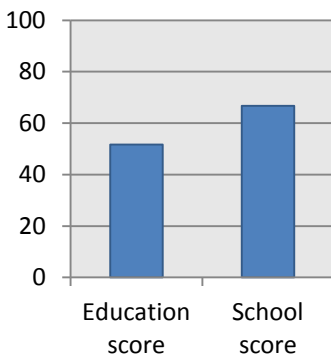


FATA has a very low school score of 35.15 mainly due to lack of electricity, water and toilet facilities. In addition to that, it has the lowest score on the condition of school buildings. It has the second lowest education score of 47.42. Enrollment scores and gender parity scores are good, but the achievement score and the survival scores are the lowest out of all the provinces.



Balochistan has the third lowest school score of 26.61 which is due to a lack of basic facilities such as electricity, water and toilet, and poor building conditions with no boundary walls. It also has the lowest education score of 46.70 due to extremely low survival scores and achievement scores.

Sindh – Education Score and School Score¹⁰



Sindh has the second highest school score of 66.70. Punjab has the highest school score of 83.47 making Sindh's score 17% less than Punjab's score. The difference is a result of electricity problems along with poor building conditions.

The education score is however one of the lowest, 51.67. Sindh has a 26% lesser score than Azad Jammu and 17% lesser score than Punjab. This is mainly because Sindh has one of the lowest achievement scores and survival scores. Enrolment scores are also low, 10% less than Punjab, and one of the most important problems is gender parity in the province.

¹⁰ Sindh has 23 districts

Despite having a good school score, Sindh doesn't have a good education score. The facilities are there but the quality of education is low. Enrollment at schools is very low, 27% lower than in Azad Jammu and Kashmir and 17% lower than in Punjab. Those who are in schools are not being educated adequately, resulting in lower survival scores.

7.1.1 District wise – Education Score and School Score¹¹

Karachi

	Education score	School Score
National Ranking	56/145	44/145
District Ranking	1/23	2/23

The education score for Karachi is 63.40, which is highest in the province, for number of reason. The living standards and literacy rate of a city is higher as compared to sub urban or rural areas. People tend to send their children to schools, whether government or private. Also, good quality teaching staff is readily available in cities rather than other areas which have a greater impact on learning levels of the children hence, improving the education score. The enrollment score for the city is 82.5, which implies that education is easily accessible. Unfortunately, highest score in the province is originally not so high, its only 63.40 which is below average, mainly due to the achievement score which is 48.60 and the survival score which is 38.40. Not many students make it until fifth grade and those who do, are not performing at the grade level.

The school score for Karachi is 65.25 with a national ranking on 44th position. The score is high due to availability of basic facilities such as boundary walls, water, electricity and toilet facilities. However, the overall building conditions are not satisfactory with a score of 39.29.

¹¹ Alif Ailaan in association with The SDPI, *Pakistan District Education Rankings 2013*

Shikarpur

	Education score	School Score
National Ranking	101/145	72/145
District Ranking	9/23	11/23

The school score for Shikarpur is 73.58 (School score for Sindh, 66.70). This is due to the availability of water and toilet facilities. However, the electricity score is not high. The schools in this district have boundary walls, but the overall building conditions are poor.

The Education score for Shikarpur is 49.50 (Education Score for Sindh, 51.67). The achievement score is 37.60 and the survival score is 40. Both are low which means there is an achievement gap, a child is not able to read or write at grade level, which results in a low survival score; a large number of the children drop out of school in the first five grades. The overall quality of education is low. The enrolment score is 60.83 which means in Shikarpur 40% of the primary school-going-age children are not enrolled in schools. Gender parity is 59.48 in this area.

Khairpur

	Education score	School Score
National Ranking	77/145	65/145
District Ranking	3/23	8/23

The school score is 51.22 (School score for Sindh, 66.70). The area has water and toilet facilities but there is an extreme shortage of electricity. Some schools do have boundary walls, but the building conditions are very poor.

The Education score in Khairpur is 55.12 (Education Score for Sindh, 51.67). Enrolment rates are 13% higher than Shikarpur and higher than most other districts in Sindh. The achievement score is 38.25 and the survival score is 50. Despite the low quality of education the children are not dropping out as much as in Shikarpur. Gender parity score is 58.89.

Matiari

	Education score	School Score
National Ranking	125/145	49/145
District Ranking	20/23	4/23

The school score is 62.41 much higher than other schools in the district (School score for Sindh, 66.70). This is because the district has less electricity problems. It has very good toilet facilities along with a good water supply. Schools have boundary walls, but the condition of these school buildings is extremely poor.

The Education score at Matiari is 44.24 (Education Score for Sindh, 51.67). The achievement score is 24.08 and the survival score is 28. Both are really low although enrolment rate is 66.33, which is not as low as in the surrounding districts. Gender parity is 61.57 slightly better than in the surrounding districts.

Jacobabad

	Education score	School Score
National Ranking	120/145	125/145
District Ranking	18/23	21/23

The school score is 23.82. (School score for Sindh, 66.70). This district has major electricity issues and the lowest score on building condition. The schools have poor toilet and water facilities.

The Education score for Jacobabad is 46.42 (Education Score for Sindh, 51.67). Enrollment score is low, 55.83. Achievement score is 20.70 and survival score is 51.60. Despite the low achievement score the children are not dropping out of school. Gender disparity is 57.57.

8. Government Spending on Education Sector in Pakistan

Free and compulsory basic education is a fundamental right of every human being as guaranteed by the Universal Declaration of Human Rights and the Constitution of Pakistan. Educated citizens are a country's assets and spending on education is an investment that reaps long term benefits. Despite its obvious benefits, education has always taken a backseat when it comes to budgetary allocation and ensuring effective utilization of resources in Pakistan.

The budgetary analysis that follows includes graphs of the Federal budgets of 2008-2014 and provincial budgets of 2007-2013. Wherever possible, data has been taken from government websites and white papers. Leading newspapers and bi-lateral organization such as UNESCO's studies and documents have also been consulted. In this break down of provincial budgetary allocation one will find revised estimates for recurrent and development (PSDP excluded) expenditure. Recurrent and Development allocations to education in particular, have also been provided along with a total budgetary outlay figure.

Literacy rates have improved slightly but Pakistan has not been able to meet its medium term target and will most likely miss the Millennium Development Goal as well¹². The following table shows the government expenditure on education. As per the FRDL Act of 2005¹³, the expenditure on education and health as a percentage of GDP was supposed to double between 2005 and 2015¹⁴. In 2005-2006, the expenditure on education was 2.20% of the GDP; therefore in 2015 it was expected to be 4.4%. This called for a 0.22% increase every year. The actual expenditure indicates, however, that the government is well behind its MDG goal.

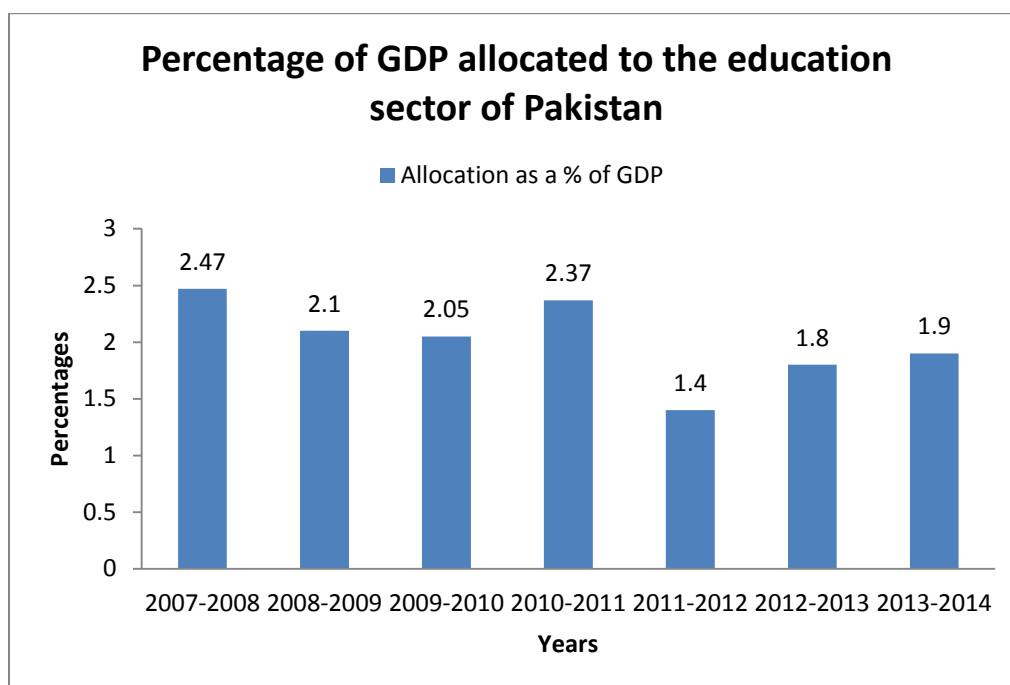
¹² Mukhtar, E. M. (2011). *Macro Trends in financing of education in Pakistan*. Islamabad: UNESCO Pakistan.

¹³ The approval and implementation of Fiscal Responsibility and Debt Limitation Act.2005 was meant to provide for elimination of revenue deficit and reduction of public debt to a prudent level by effective public debt management.

¹⁴ Khalid, M. a. (2005). Fiscal Responsibility: A Critical Analysis of FRDL (2005) Pakistan. *Pakistan Institute of Development Economics*, 10.

Required vs. actual change in education expenditure as a % of GDP						
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Required	2.2	2.4	2.6	2.8	3	3.2
Actual	2.2	2.2	2.5	2.47	2.1	2.05
	2010-11	2011-12	2012-13	2013-14	2014-15	
Required	3.4	3.7	3.9	4.1	4.3	
Actual	1.4	1.8	1.9			

Sources: UNESCO Macro Trends in Financing of Education, National Final Report Education Analysis. Years 2007-2011. Government of Pakistan; 2007-2011., Ministry of Education; June 2011-2013 - *The News*.



Sources: Economic Survey of Pakistan 2009-2010, Years 2007-2010. June 2011-2013 - *The News*.

8.1 Federal Budgets

The federal education budget is divided into two heads; current and development expenditure. Current refers to regular expenditure incurred by a spending unit. The second covers expenses for development schemes, which have a finite cost and life.

Prior to the National Finance Commission (NFC)¹⁵ Awards of 2010-2011, the current budget for education was the sum of the expenditures of (1) The Ministry of Education, (2) Higher Education Commission, (3) Education and (4) Federal Government Institutions in capital and federal areas (FGIEs).

In line with the institutional restructuring following the 18th Constitutional Amendment¹⁶ and the NFC Awards of 2009, the current budget for education is now classified into Capital Administration and Development Division (CADD) and the Higher Education Commission (HEC).¹⁷ While higher education was part of the expenditure accounted for by the Ministry of Education prior to the NFC Awards, its expenditures now are charged directly to the “Ministry of Finance, Revenue, Planning and Development”. This implies that there is now a different setup altogether, for the management and administration of higher education at the federal level.

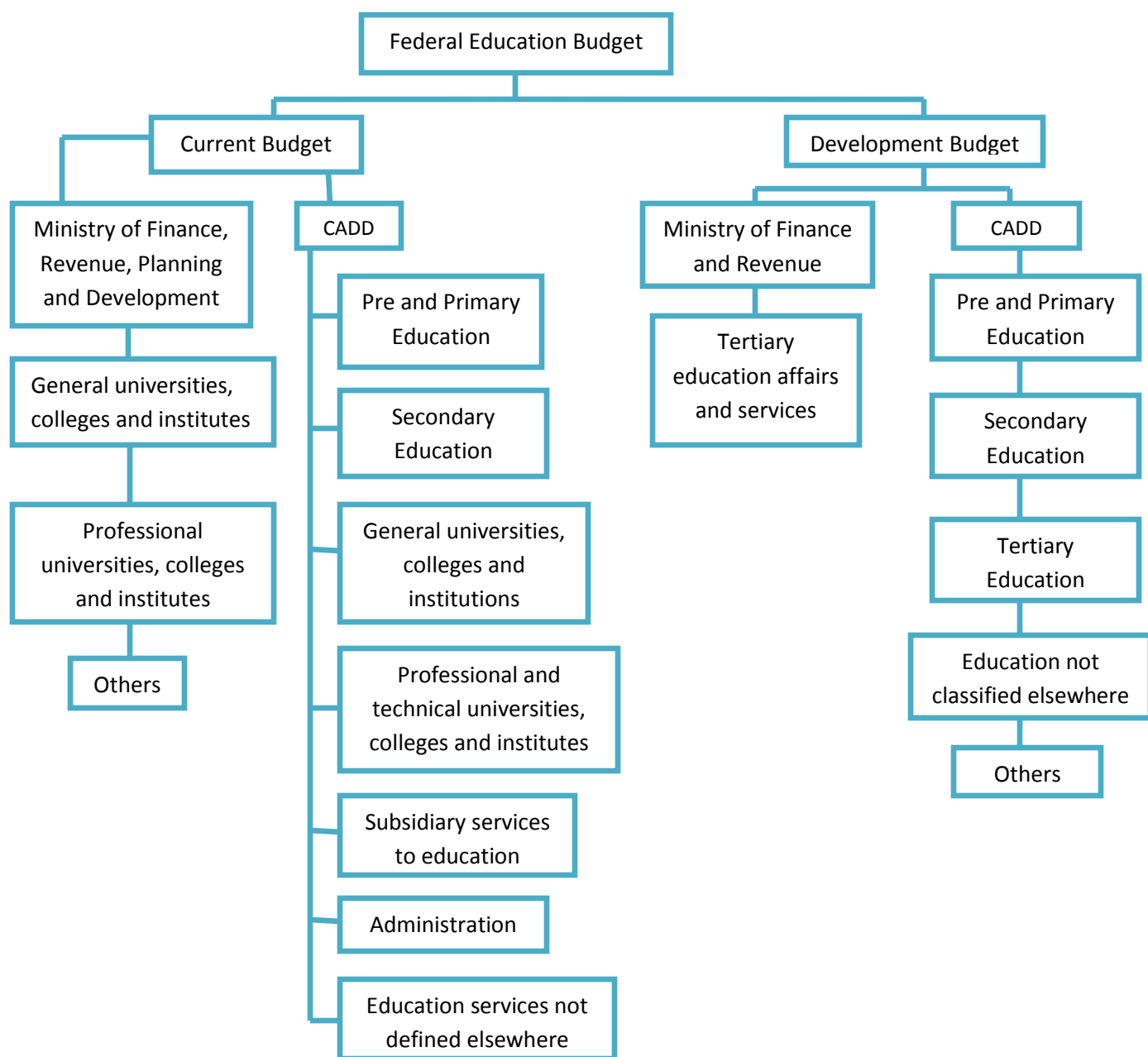
The development budget is also classified into the same groups – CADD and HEC. The development budget of the CADD covers cost of schemes related to pre-primary, primary, secondary, tertiary and subsidiary services. The demands for development budget of the HEC are met by the Ministry of Finance.

The devolution of education to the provinces under the 18th Amendment has led to a significant decrease in federal allocation to development of education. Cadet colleges, capacity building of teachers and development schemes related to universities and other tertiary institutions under HEC are still financed under the federal PSDP.

¹⁵ The NFC Award or National Finance Commission Award is the distribution of financial resources among the provinces of Pakistan by the federal government of Pakistan on an annual basis.

¹⁶ Article 25A – Right to Education

¹⁷ Compiled from Federal Education Budget 2011-2012

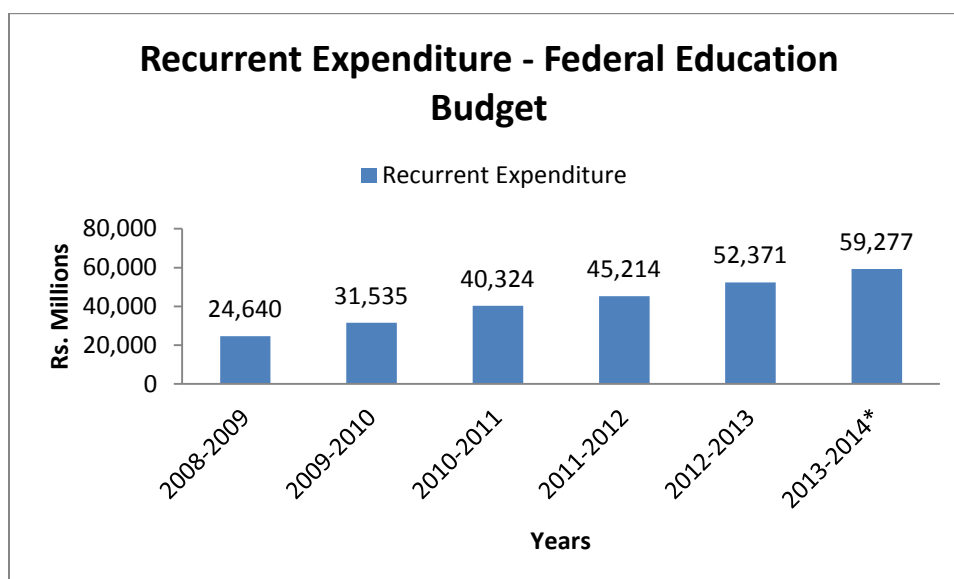
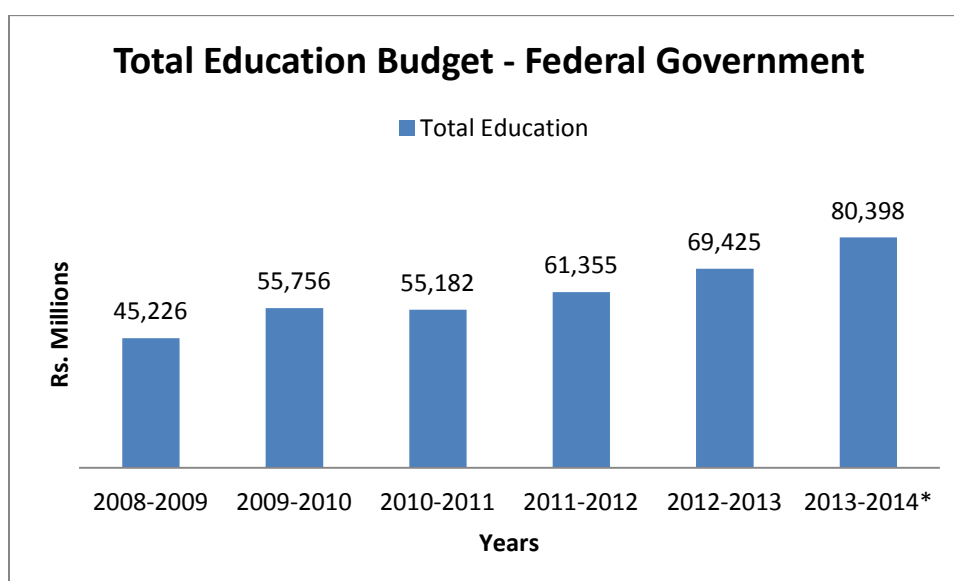


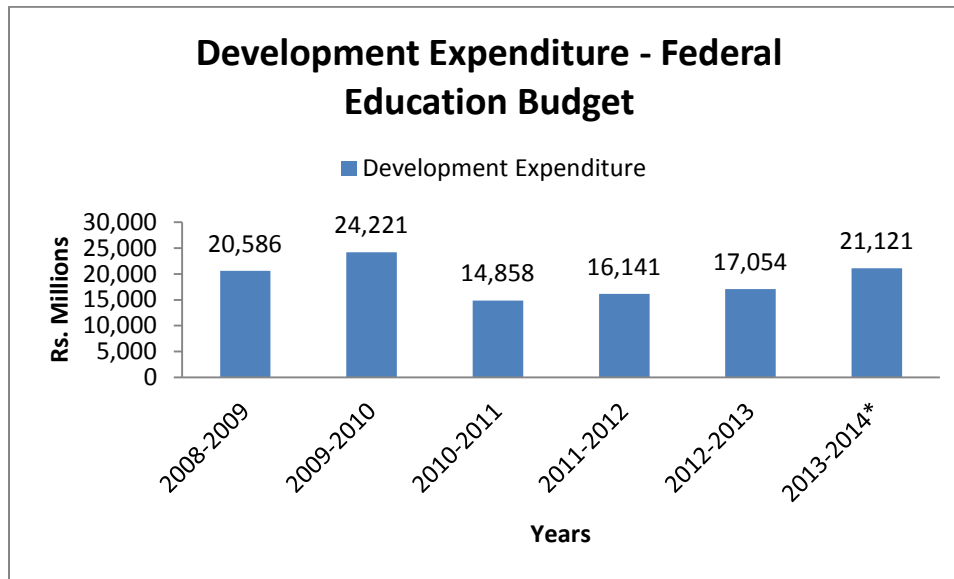
Overall Federal Education Budget

Years	Recurrent Expenditure		Development Expenditure		Total Education Budget
	Rs. Millions	% Change	Rs. Millions	% Change	
2008-2009	24,640		20,586		45,226
2009-2010	31,535	27.98%	24,221	17.66%	55,756
2010-2011	40,324	27.87%	14,858	-38.66%	55,182
2011-2012	45,214	12.13%	16,141	8.64%	61,355
2012-2013	52,371	15.83%	17,054	5.66%	69,425
2013-2014*	59,277	13.19%	21,121	23.85%	80,398

*Budget estimates

Source: Annual Budget Statements 2009-2010 to 2013-14 – Ministry of Finance, Government of Pakistan





It is inferred that recurrent expenditure on education is increasing gradually every year but following the devolution of education ministry and 18th Amendment in 2010-11 the increase has slowed down. On the other hand, the development budget has shown a sharp decrease from 2010-11 and onwards because after the 18th Amendment, education is now responsibility of the provinces.

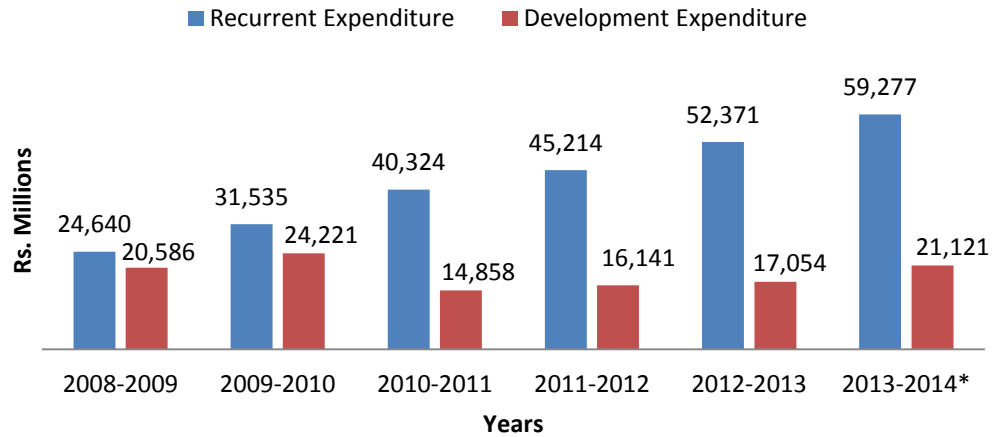
After the 18th amendment the provincial share increased to Rs. 1034 billion which was 57.86% higher than the budget estimates of 2009-2010. A progressive increase has been witnessed since the NFC Awards of 2010-2011 as shown in table below;

Year	Provincial Share in federal revenue receipts (Rs. Billion)	Percentage Increase from previous year
2009-2010	655	15.3%
2010-11	1034	57.86%
2011-2012	1203	16.34%
2012-2013	1459	21.28%

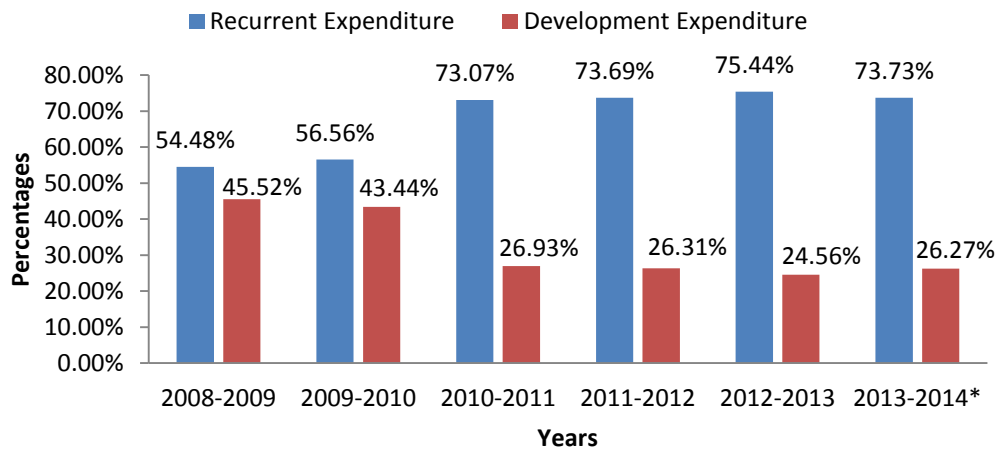
In 2013-2014 provincial shares in federal revenue receipts is estimated at Rs 1,502 billion, which is 3.0% higher than the budget estimates for 2012-13¹⁸. This tremendous increase in the provincial share from 2010-2011 is placed so as to enable the provinces to meet their new responsibilities efficiently.

¹⁸ Budget in Brief 2009-2010 to 2013-14 – Ministry of Finance, Government of Pakistan

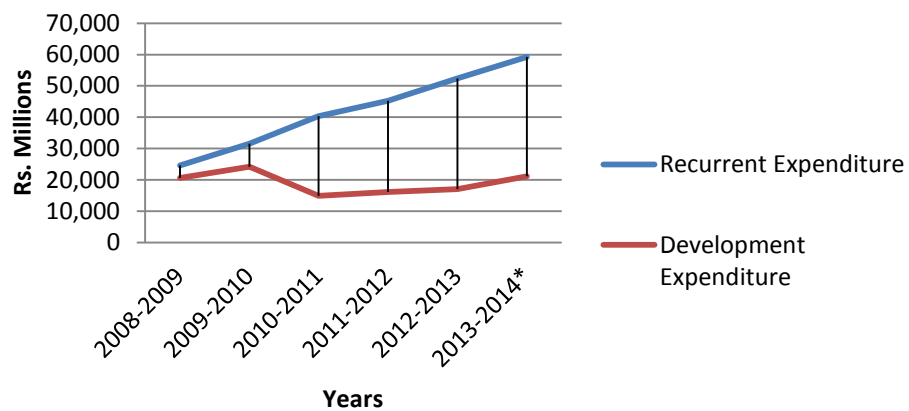
Comparison of Recurrent and Development Budgets



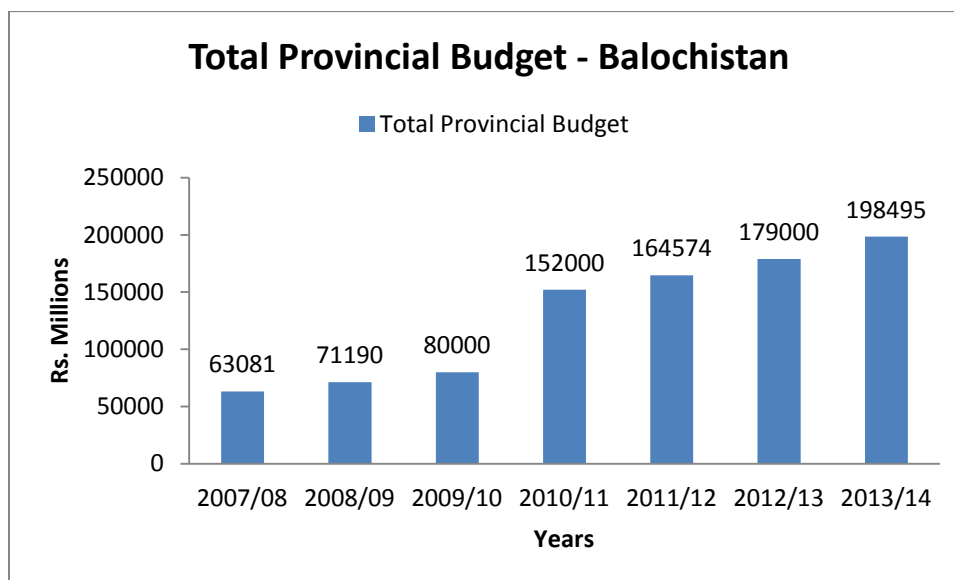
Comparison of Recurrent and Development Budgets - Percentages



Comparison of Recurrent and Development Budgets

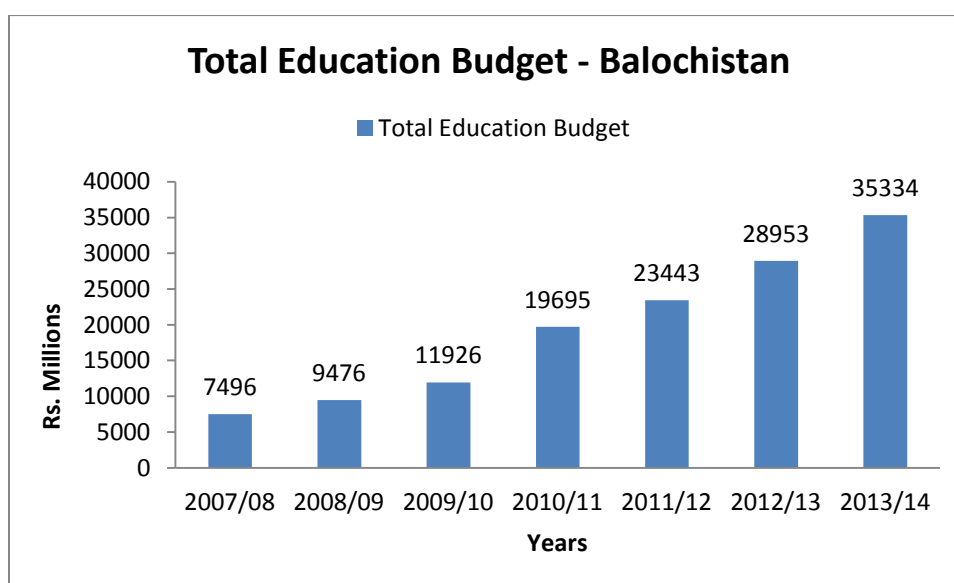


8.2 Balochistan:



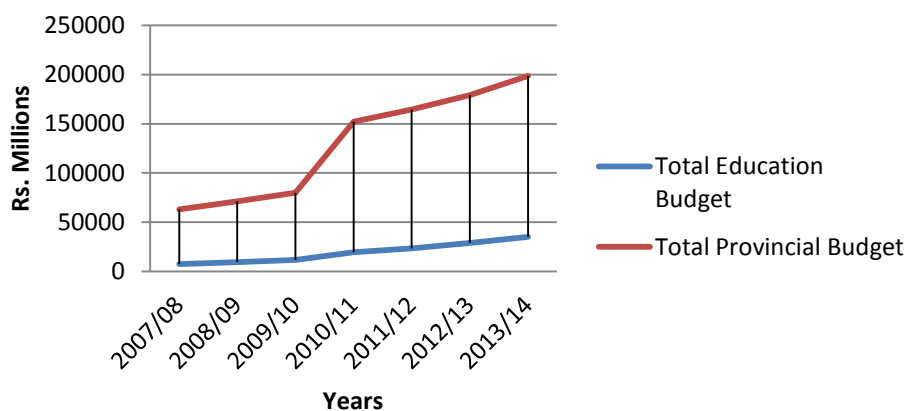
Source: Years 2010 - 13/14 – White Papers Balochistan (2012-13 & 2014) and Years 2007-09/10 – UNESCO (Mujahid-Mukhtar, Situation analysis of education sector 2012)

The total education budget of Balochistan is increasing in line with its total provincial budget. With the exception of 2010-2011, the percentage of the budget allocated to education has increased each year which is 17.8% at present. With an education-centric budget having been revealed this year, spending on schools and colleges is expected to go up by 42%.

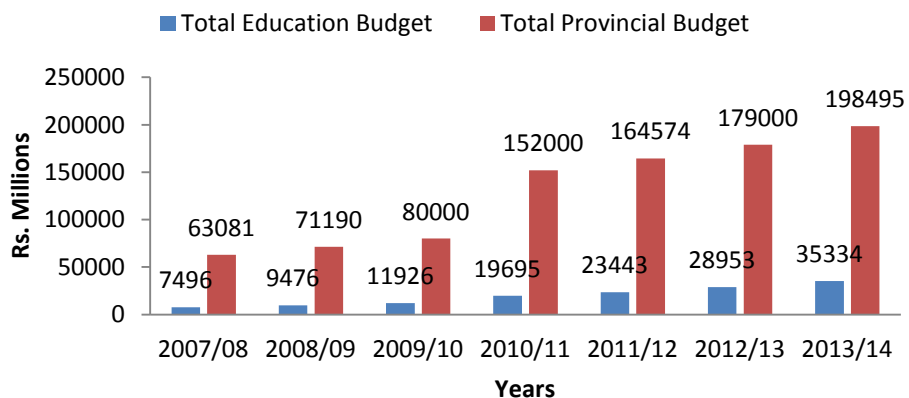


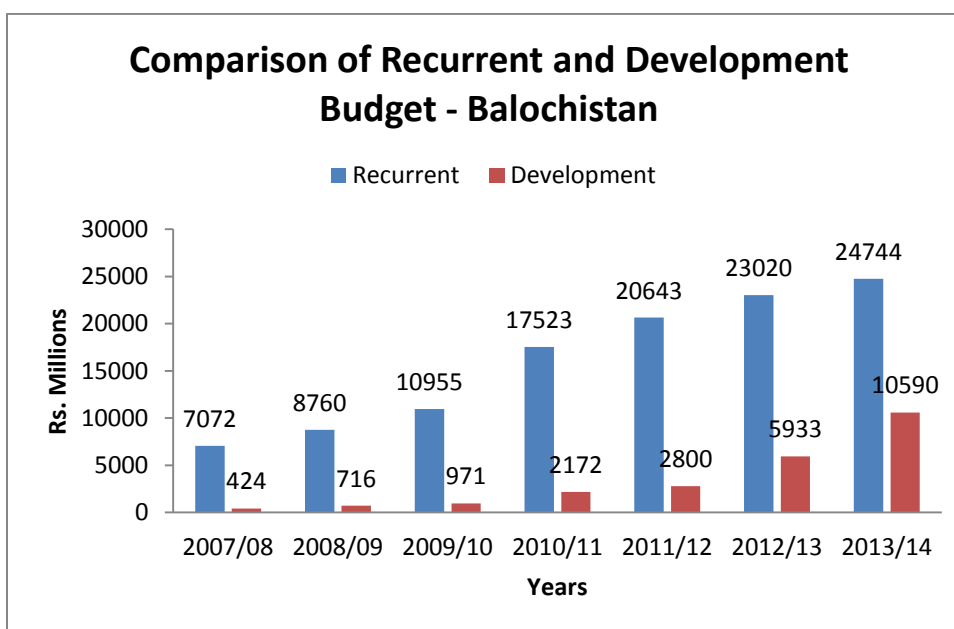
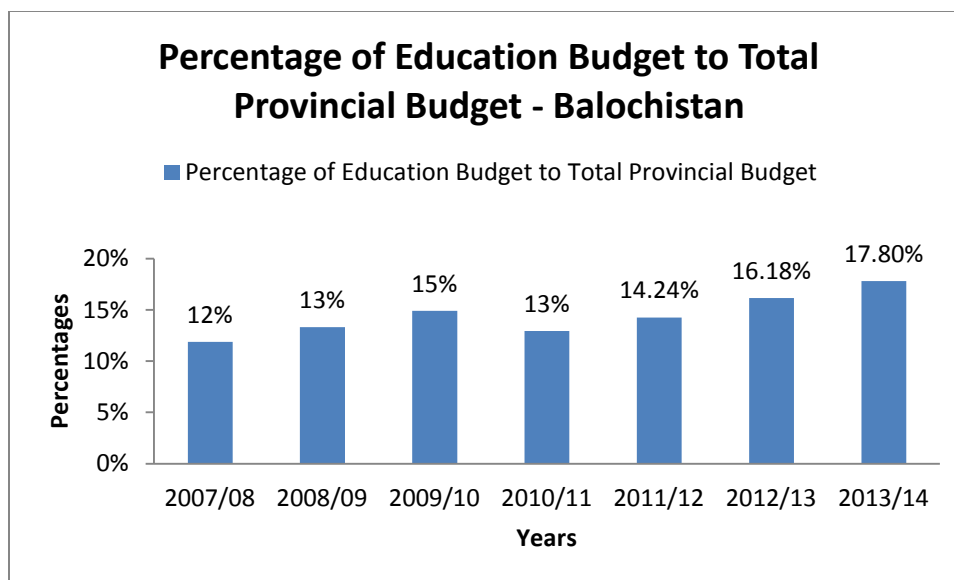
Source: Years 2010 - 13/14 – White Papers Balochistan (2012-13 & 2014) and Years 2007-09/10 – UNESCO (Mujahid-Mukhtar, Situation analysis of education sector 2012)

Comparison of Education to Total Provincial Budget - Balochistan

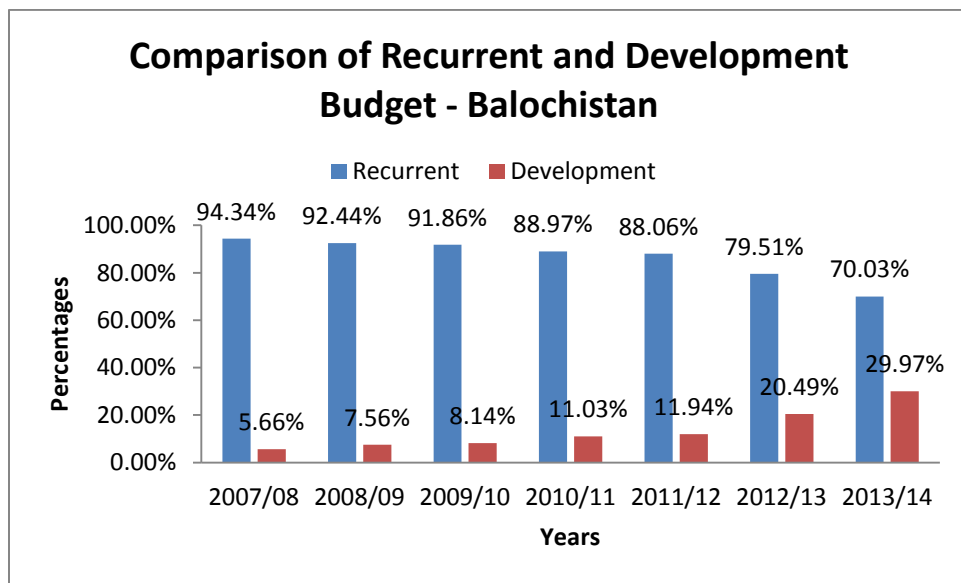
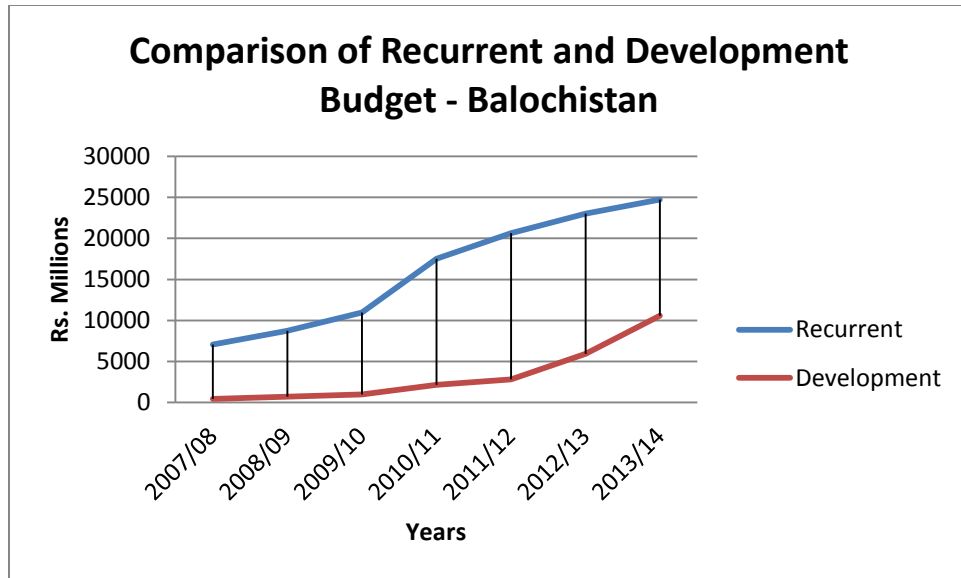


Comparison of Education to Total Provincial Budget - Balochistan



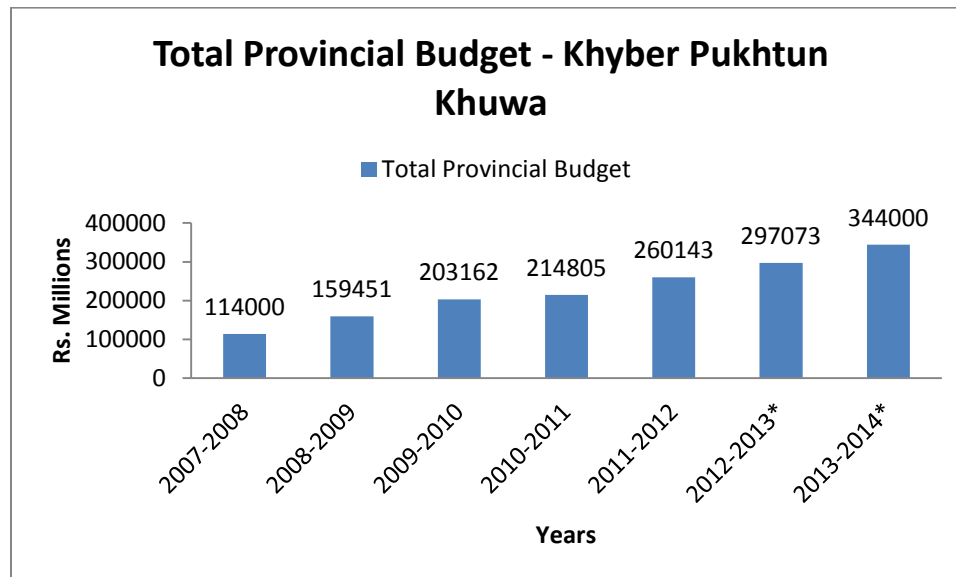


Source: Years 2010 - 13/14 – White Papers Balochistan (2012-13 & 2014) and Years 2007-09/10 – UNESCO (Mujahid-Mukhtar, Situation analysis of education sector 2012)



The graphs for recurrent and development expenditures shows that over the years, the allocation to development has been abysmal. With 5.66% in 2007 and 8.14% in 2009, the allocation doesn't come close to the recurrent-development ratios of other provinces. These percentages have changed for the better as of 2012, with development expenditure standing at 21% and 30% of the provincial education budget in 2012 and 2013 respectively. It is barely sufficient to meet in order for Balochistan to achieve its literacy targets by 2015.

8.3 KhyberPaktunkhwa^{19 20}:



*2012 until 2014 are budget estimates – 2007 until 2011-12 includes donor assistance

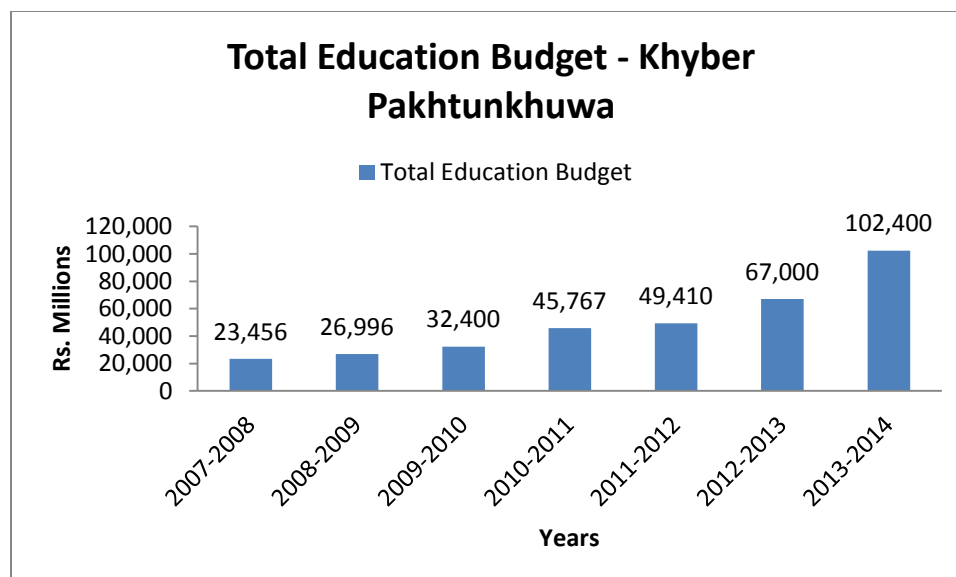
In 2011-12 the total provincial budget increased by 21% and then in 2012-13 by 14%. From 2007 to 2012, the percentage of education budget to total provincial budget had mostly remained below 20% but in the current budget it increased to 30% of the total provincial budget, indicating an increase of 53% from last year's allocation. This indicates that the new provincial government's primary focus is on education and that they have both planned and allocated resources to increase the standards of education.

Historically, KPK's development expenditure on education has always been lesser than its recurrent expenditure. The new budget however has slightly slashed the recurrent expenditure and increased the development allocation to its ever highest figure i.e. 29% as compared to last six years.

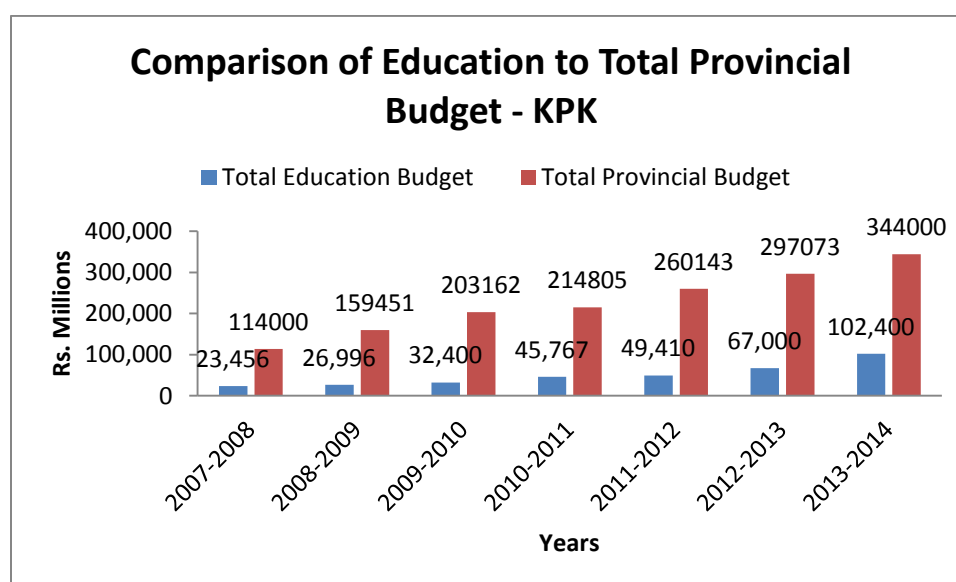
¹⁹ Department of Elementary and Secondary Education. *Education Sector Plan*. Report, Peshawar: Government of Khyber Pakhtunkhwa, April, 2012.

²⁰ Ali, M. (2013, June 18). K-P budget: A governing vision at last. *The Express Tribune*.

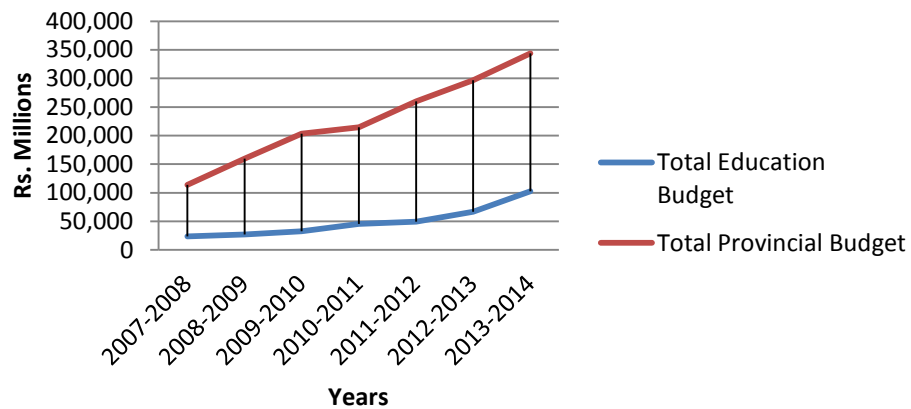
Associated Press of Pakistan. (2012, June 08). KPK unveils Rs303 bln budget for 2012-13. *The News*.



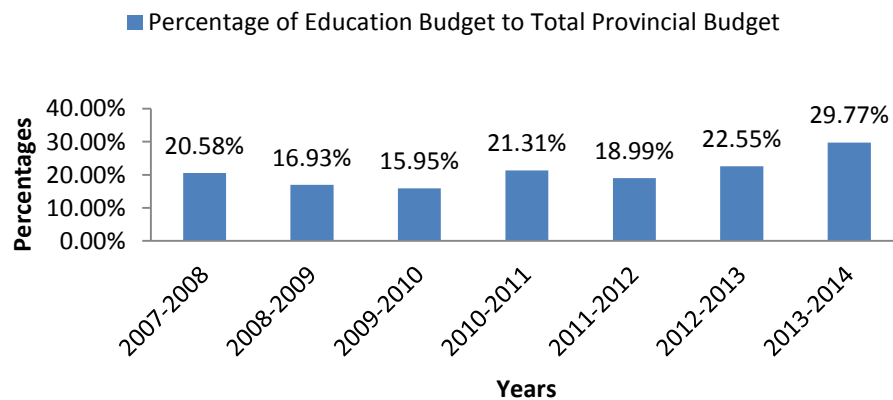
*2012 until 2014 are budget estimates



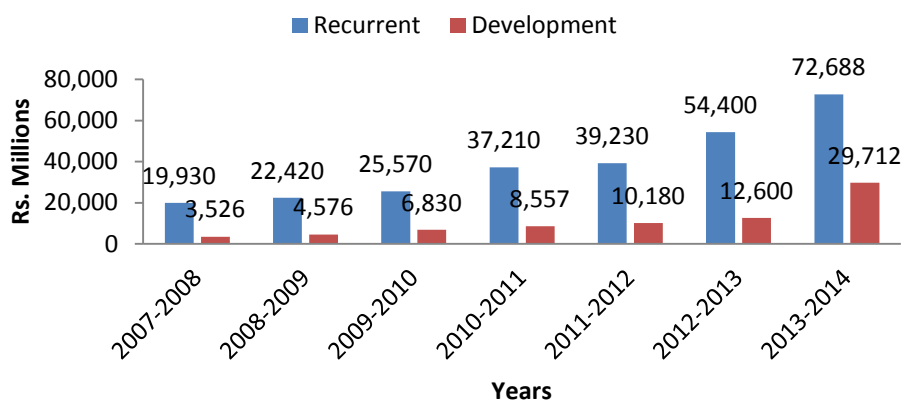
Comparison of Education to Total Provincial Budget - KPK



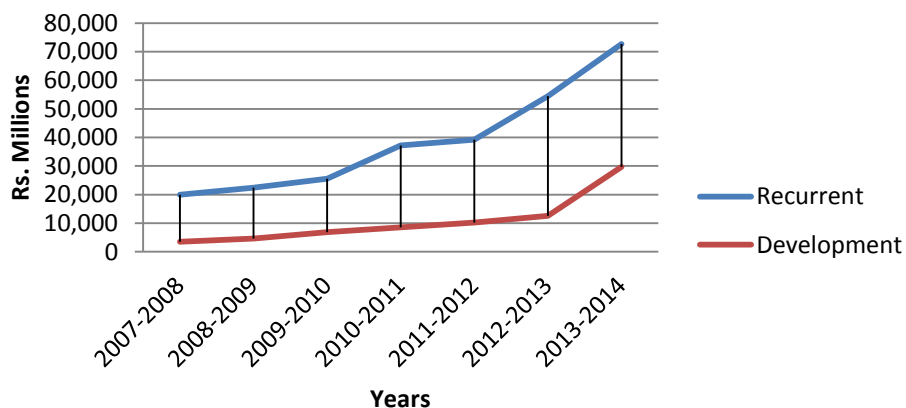
Percentage of Education Budget to Total Provincial Budget



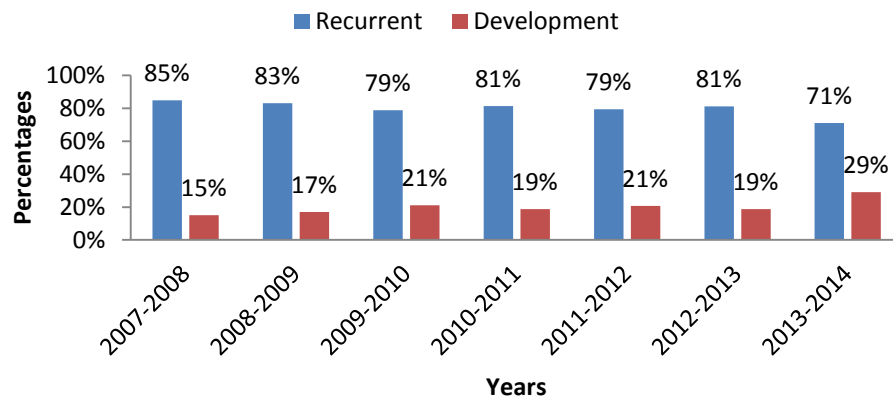
Comparison of Recurrent and Development Budget



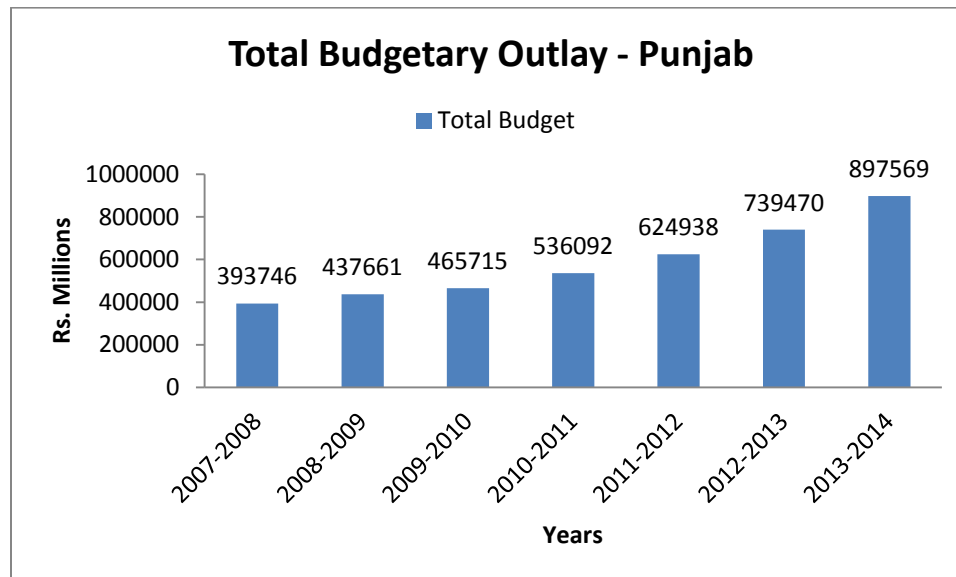
Comparison of Recurrent and Development Budget



Comparison of Recurrent and Development Budget

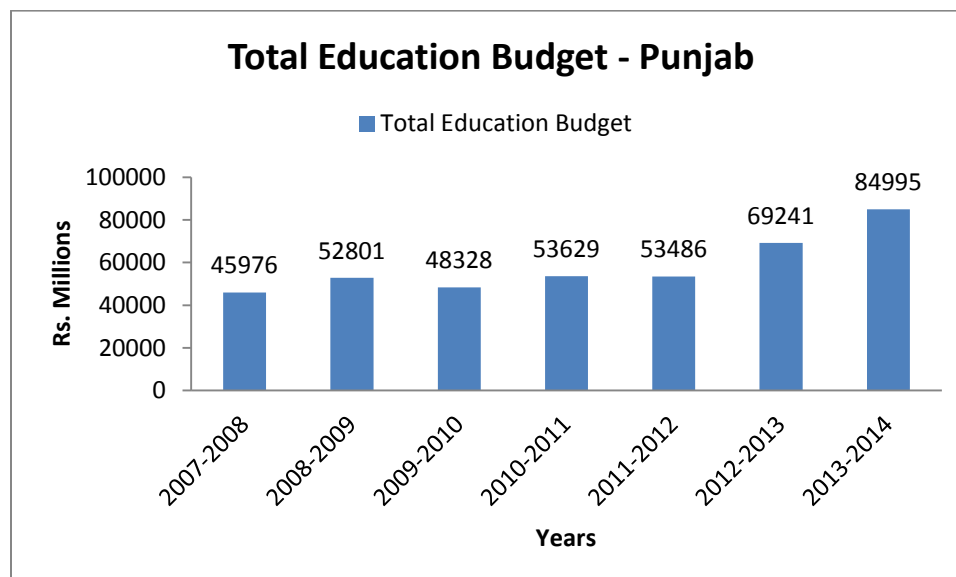


8.4 Punjab:



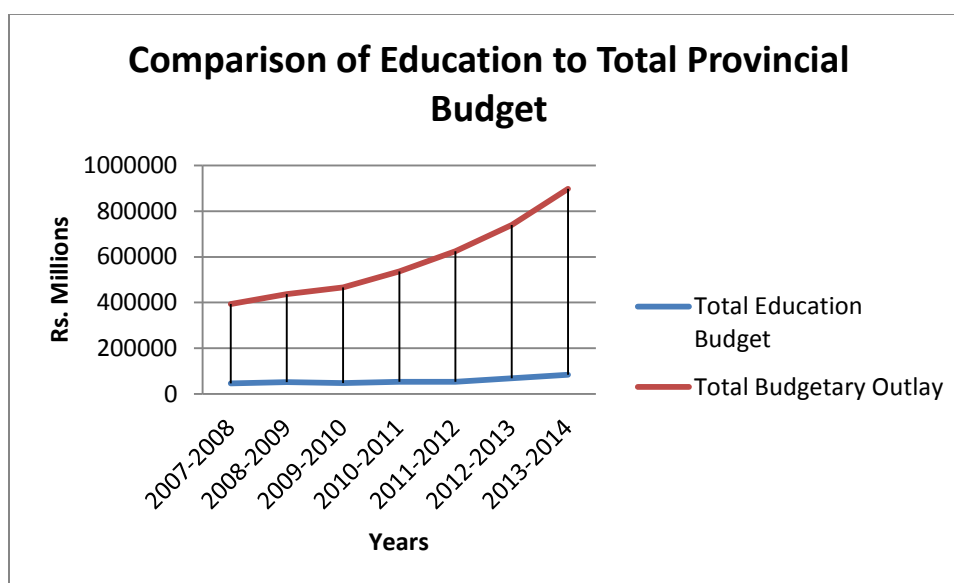
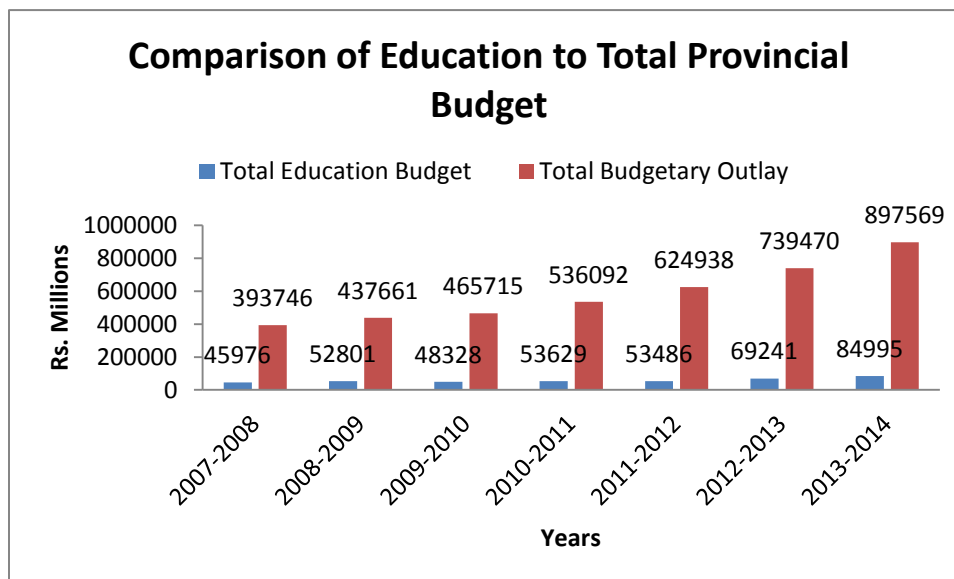
Source: Punjab Annual Budget, White Paper 2008/09 - 2013/14, Retrieved July 9th, 2013

In 2010-11 the total budgetary outlay was 536 billion which increased by 17% in 2011-12 with a total of 625 billion. Then in 2012-13 the size of the total budget increased by 18% and in 2013-14 by 158 billion (21%). However, from the total education budget of Punjab it can be seen that it has not increased substantially from 2008 till 2012. Whereas in 2012-13 and in 2013-14

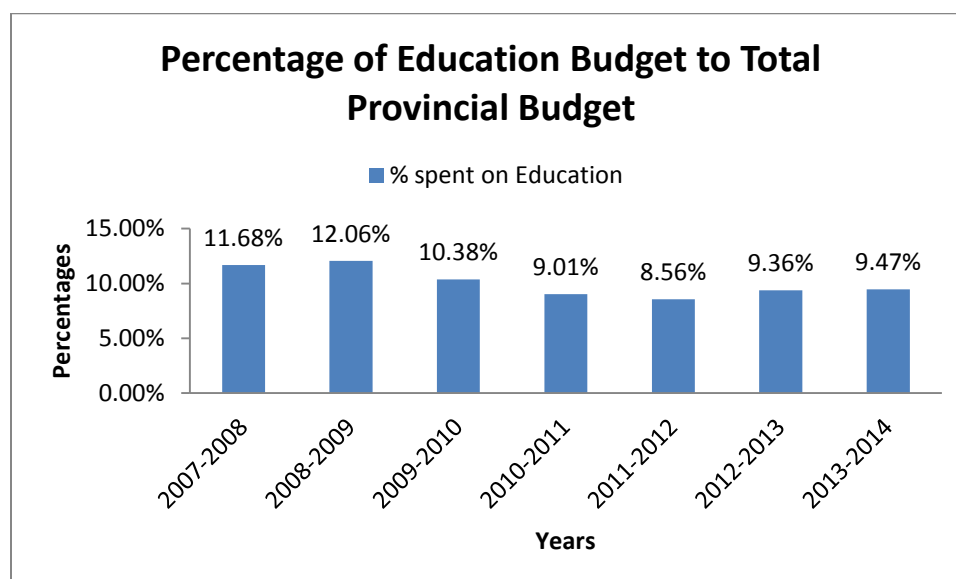


Source: Punjab Annual Budget, White Paper 2008/09 - 2013/14, Retrieved July 9th, 2013

there was a sharp increase i.e. by 29% in 2012-13 and then further 23% increase in 2013-14. This change is the result of the 18th Constitutional Amendment whereby the responsibility of education had been shifted from Federal Government to the Provincial Government.



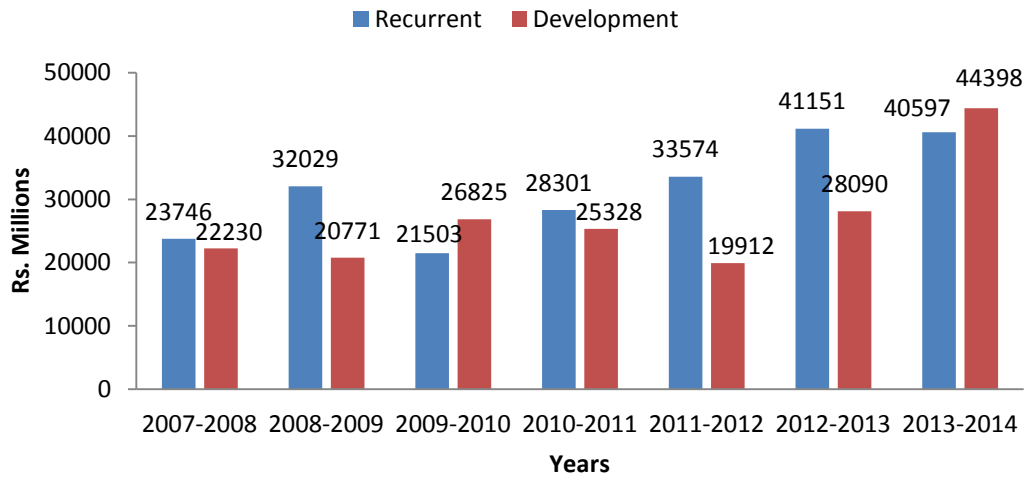
Out of the total provincial budget of 897.5 billion, 84.995 billion has been allocated to education which is 9.47% of the total budget. Looking at the previous trends in the graphs below it can be seen that expenditure as a percentage of total budget has decreased from 2008-09 by 1.5% on average but the actual expenditure in terms of rupees have increased, in fact doubled as compared to 2008-2009.



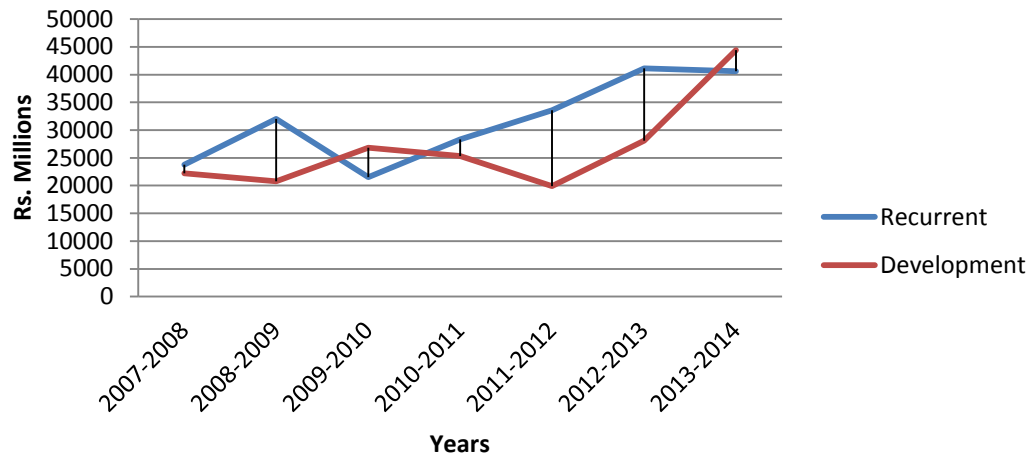
Source: Punjab Annual Budget, White Paper 2008/09 - 2013/14, Retrieved July 9th, 2013

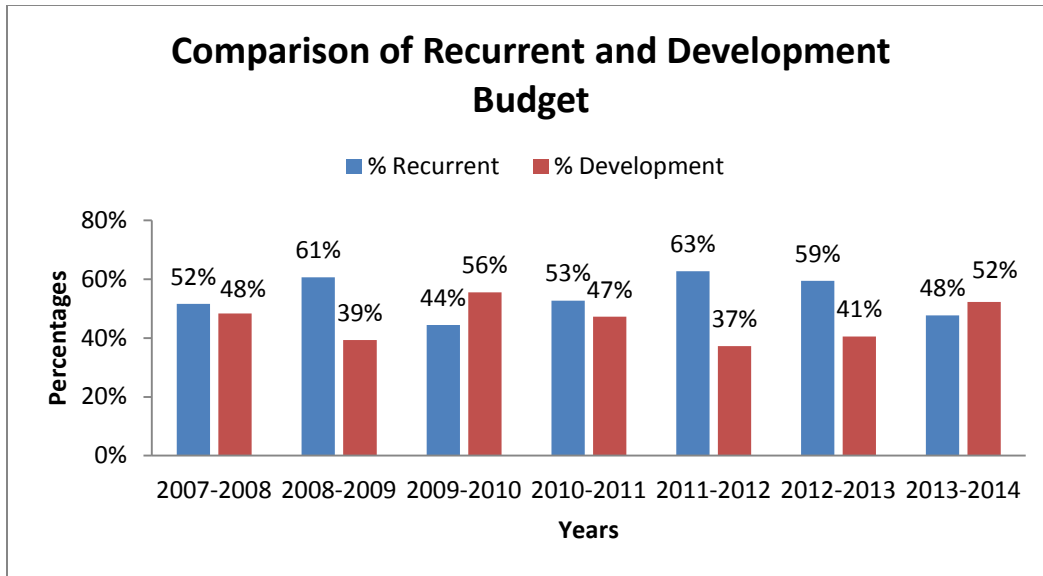
From 2007-08 till 2012-13, with an exception of 2010-11, the government of Punjab has spent more on recurrent expenditures than development expenditures. The recurrent expenditure has always been more than 50% of the total education expenditure. However, this budget has shown a significant increase of 58% in the development expenditure from the previous year i.e. an increase of 16 billion from 2012-13 development budget. This allocation indicates a shift towards expanding the infrastructure that the government plans to initiate new development projects, in order to improve access and quality of the education sector. The recurrent expenditures still form 48% of the total education budget. The decision of the provincial government, not to slash its recurrent expenditure significantly so as to increase development expenditure, can be viewed as sound decision.

Comparison of Recurrent and Development Budget



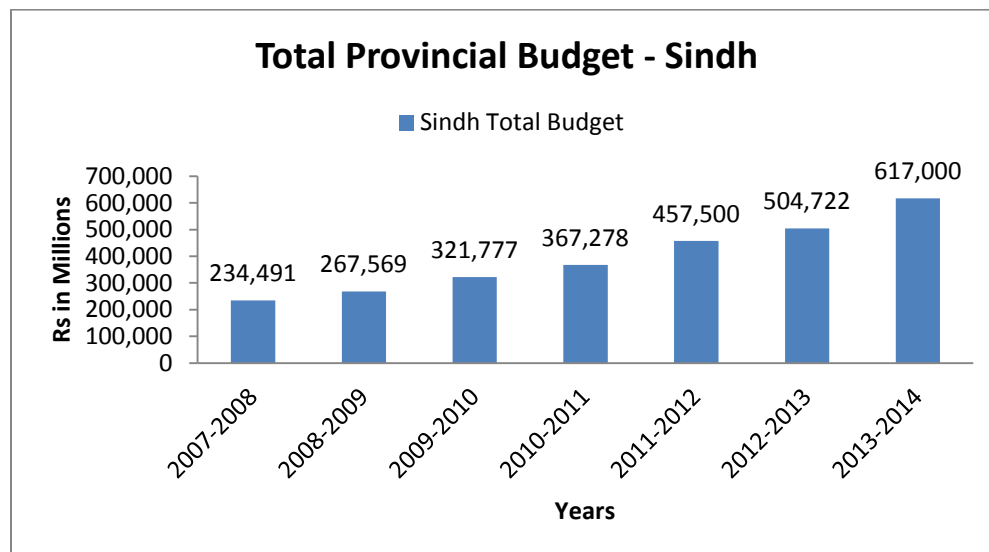
Comparison of Recurrent and Development Budget



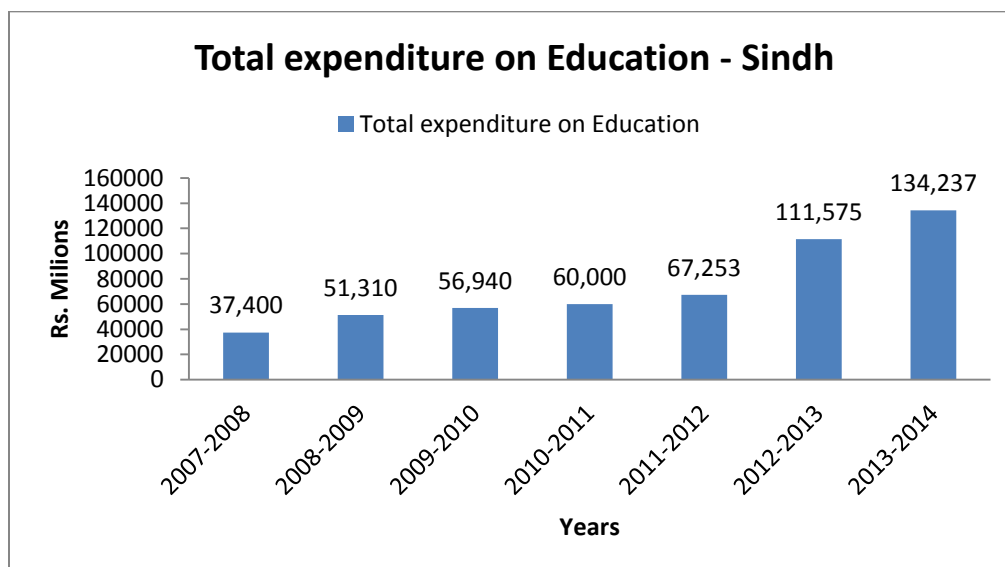


Source: Punjab Annual Budget, White Paper 2008/09 - 2013/14, Retrieved July 9th, 2013

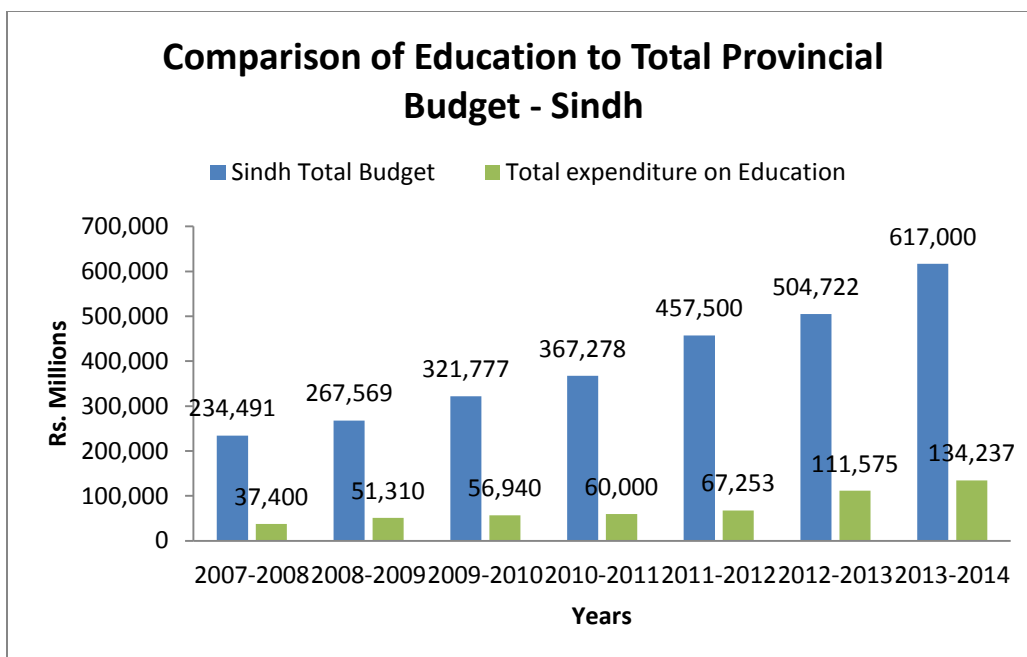
8.5 Sindh:



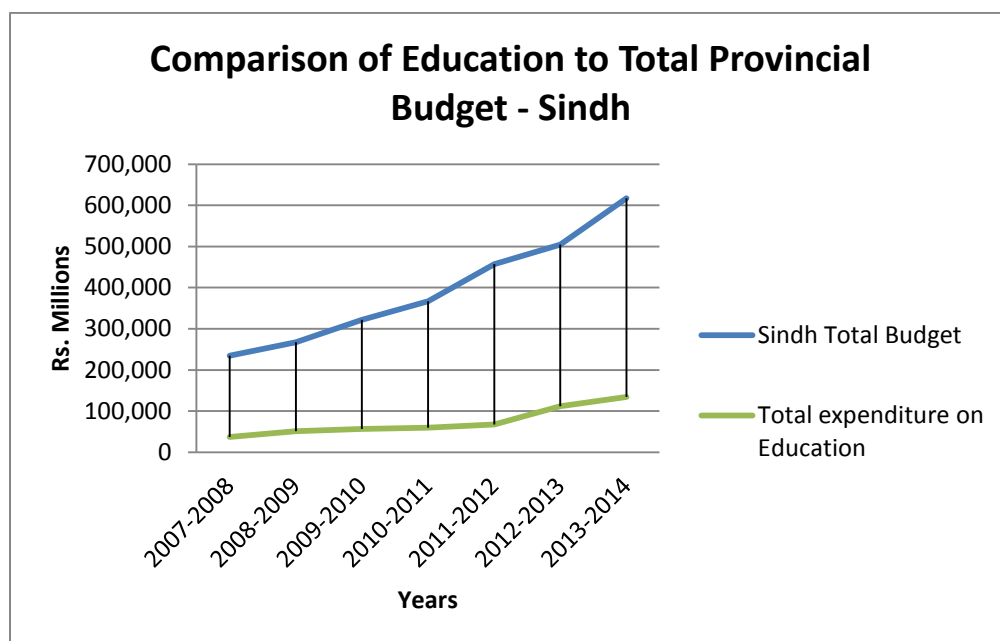
Recent years have seen a significant increase in budgetary allocation to education. Between 2011-12 and 2012-13, total budgetary outlay increased by Rs 47.2bn (an increase of 10.3%). Whereas, the total budgetary outlay between 2012-2013 and 2013-2014 increased by Rs 112.3bn (an increase of 22.4%). Between 2008 and 2012, an increase was seen in absolute terms whereas the percentage of education to total budgetary outlay decreased from 19% to approximately 15%. In the budgets of 2013 and 2014, allocation to education increased to 22%.

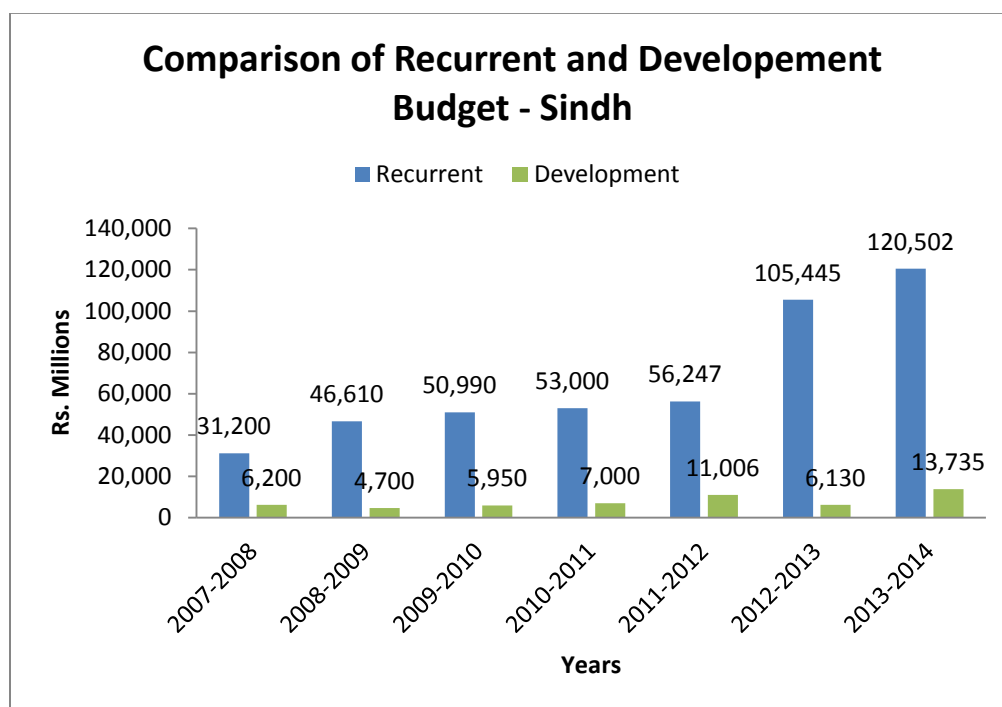
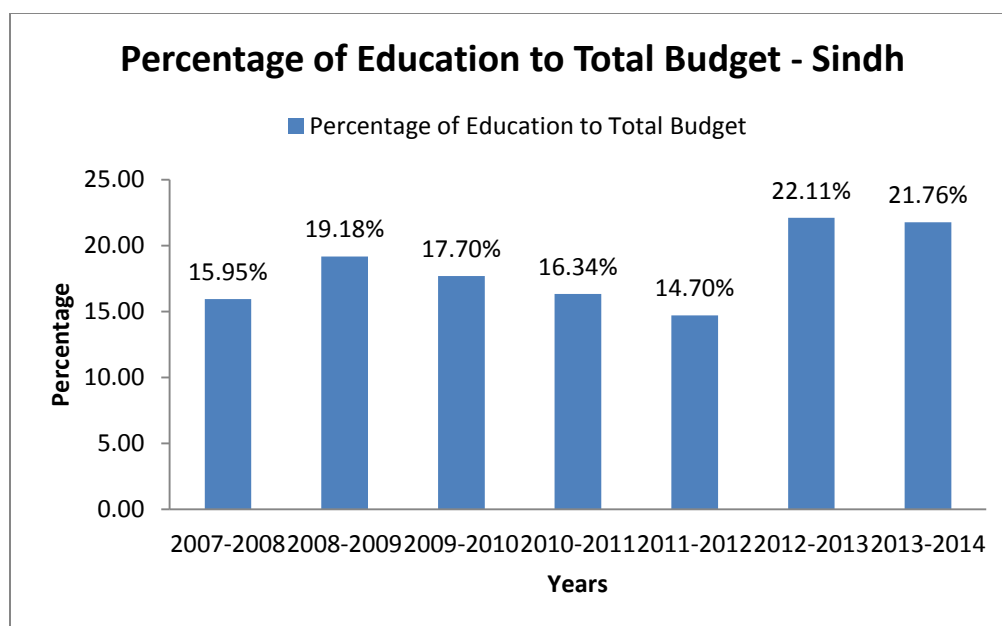


Source: Sindh, G. o. (n.d.). Budget Speech 2010-2013, Retrieved July 10th 2013; Budget Analysis 2007-2009; 2007-2012, June - *The News* .
 2010-2013, June - *The Tribune*.
 2007-2012, June - *Associated Press of Pakistan* .



Sources: Sindh, G. o. (n.d.). Statement Showing Sector-Wise Development Expenditure, Retrieved July 15, 2013;
 2011-2013, June - *The Tribune*.
 2007-2012, June - *Associated Press of Pakistan* .

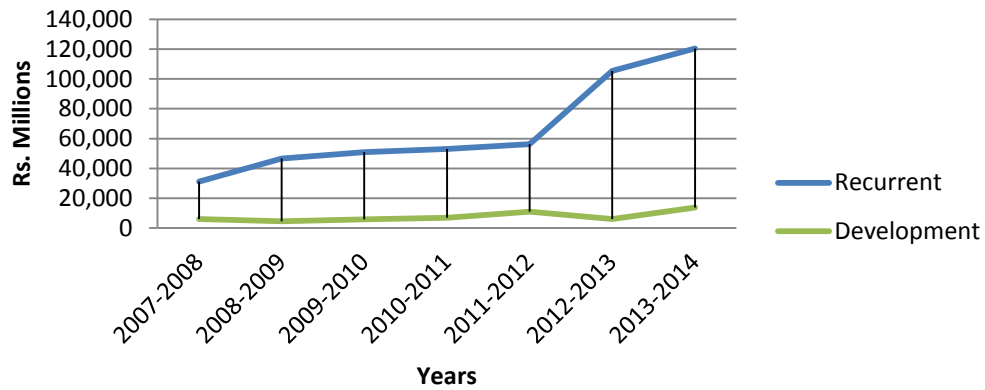




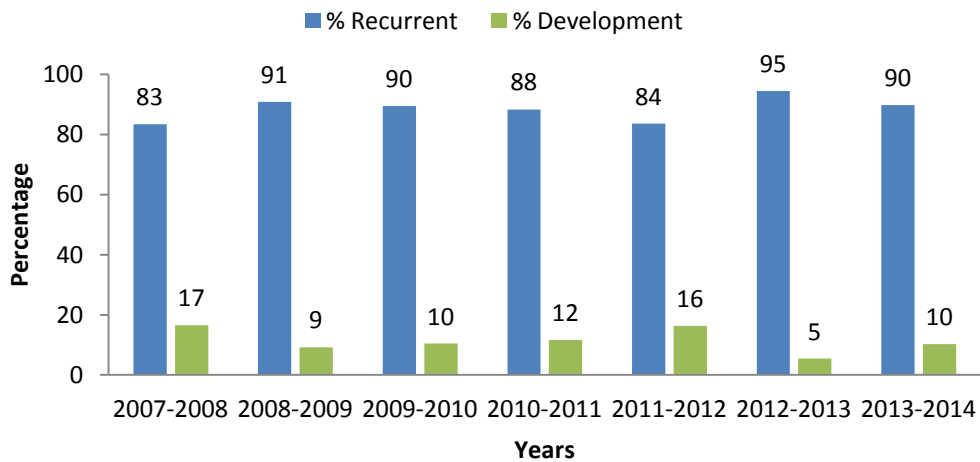
Source: Sindh, G. o. (n.d.). Budget Analysis 2007-2013, Retrieved July 11th 2013

Historically, most of Sindh's budgetary allocation to education has gone towards meeting recurrent expenditures and this trend seems to have continued in recent years. Development allocation for education is a meager 8-12%. More should be allocated to development budget of Sindh if it wants to achieve the goals set out in its education policies.

Comparison of Recurrent and Development Budget - Sindh



Comparison of Recurrent and Development Budget - Sindh



9. Education Policies

A glance at National Education Policies

The constitution of Pakistan framed in 1973 stated under article 37 b and c;

“The state shall remove illiteracy and provide free and compulsory secondary education within the minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit.”

There have been two major educational policy interventions in the last three decades; the National Education Policy 1998-2010 and the National Education Policy 2009.

At the start of the 21st Century, the Government of Pakistan took several initiatives underlining the education sector reform. These include: National Education Policy (2009), National Education Policy (1998-2010); Education Sector Reforms (ESR) 2001-06; Education for All (EFA) by 2015; Ten Years Perspective Development Plan 2001-2011; National Commission for Human Development (NCHD); Poverty Reduction Strategy Papers (PRSP); and Medium Term Development Framework (MTDF) 2005-10. The fact that multiple programmes are working together within Pakistan to alleviate the problems in the education sector is a positive sign that things are moving in the right direction²¹. However, the initiation of these programmes has not produced the desired results till date. The synopsis of recent education policies are mentioned below. We have taken the policies from government, semi-government and reliable private sources so as to keep the original meaning and message intact.

The National Education Policy (1998-2010) was devised in the perspective of historical developments, new trends in education, and emerging requirements of the country. Basic education has been assigned top priority in the national strategy document. The policy mainly focuses provisions for “Education for All (EFA)”, i.e., Elementary Education, Adult Literacy and Early Childhood Education (Katchi). The document also presents the Ten-Year Perspective Development Plan (2001-11) and the Education Sector Reform (2001-05).

The Ten-Year Perspective Development Plan (2001-11)²² has been formulated to envisage the essential long-term macroeconomic and sectoral growth strategies. The efficient execution is necessary therefore a propelling movement towards 2010-11 has to be strongly pursued

²¹ Akram M. and Khan F. J. (2007). *Public Provision of Education and Government Spending in Pakistan*. Islamabad: Pakistan Institute of Development Economics.

²² Akram M. and Khan F. J. (2007). *Public Provision of Education and Government Spending in Pakistan*. Islamabad: Pakistan Institute of Development Economics.

through operational strategies as outlined in the Three-Year Development Strategies, which has to be rolled over every year. The Perspective Plan focuses on the following areas:

- (i) Economic Framework for Growth.
- (ii) Poverty Reduction and Human Development.
- (iii) Overcoming Drought and Reviving Agriculture.
- (iv) Public Sector Investment.

Poverty Reduction and Human Development is the priority area of the Ten-year Perspective Plan for which comprehensive strategies in the following fields have been spelled out: Poverty Reduction Strategy; Employment Policy; Education and Training; Science and Technology; Information Technology; Health and Nutrition; Population Welfare; Social Welfare; Gender and Development; and Governance and Civil Society. Sector-wide development approach covering all the sectors of education has been adopted under Education and Training. EFA has been assigned central position in Education Sector Development Plan²³.

Education Sector Reforms (ESR) programme is a short-term perspective of National Education Policy (1998 2010) and the Ten-Year Perspective Development Plan (2001-2011). ESR is the comprehensive sector wide programme to address the issues of low educational attainment, lack of access to schooling, and educational inequities by gender and location. The ESR will facilitate the development process of education in view of Devolution Plan through improving information on the performance of the education system and developing local capacity building. The most important objective of this programme is to develop an educated citizenry in which every person has to complete at least a minimum level of education. To this end compulsory primary education, linked to provision of appropriate facilities, is being introduced gradually. ESR is an Action Plan for 2001-2005, has been fully integrated into the MTFD and PRSP. About 80 percent of the ESR package covers Adult Literacy, EFA and Technical Education. Devolution plan is the mainframe for implementation of ESR²⁴.

The National Education Policy (NEP) 2009²⁵ had been formulated after lengthy deliberation, initiated way back in 2005. The purpose of the Policy is to chalk out a national strategy for streamlining education development in Pakistan. The following salient features of NEP (2009) are taken from Economic Survey of Pakistan 2009-10.

²³ Akram M. and Khan F. J. (2007). *Public Provision of Education and Government Spending in Pakistan*. Islamabad: Pakistan Institute of Development Economics.

²⁴ Akram M. and Khan F. J. (2007). *Public Provision of Education and Government Spending in Pakistan*. Islamabad: Pakistan Institute of Development Economics.

²⁵ Education Section Pg 151-152, Economic Survey of Pakistan 2009-2010.

1. Access & Equity

- Dakar EFA Goals and MDGs relating to Education shall be achieved by 2015.
- Introduction of Early Childhood Education (3-5 years) and encouraging inclusive and child-friendly education.
- Primary education official age shall be 6 to 10 years.
- Equity in Education (gender, geographical Urban-Rural areas) shall be promoted.
- Grades 11 and 12 shall not be part of the college education and merged into the school education.
- Governments shall establish “Apna Ghar” residential schools in each province to provide free high quality education facilities to poor students.
- Every child, on admission in Grade I, shall be allotted a unique ID that will continue throughout his or her academic career.
- The definition of “free education” shall include all education related costs.
- Waiver of maximum age limit for recruitment of female teachers, wherever required.
- Access will be extended by ensuring availability of Technical and Vocational Education (TVE) at district and tehsil levels. Relevance to Labour Market shall be ensured.
- Enrolment in higher education sector shall be raised from existing 4.7 percent to 10 percent by 2015 and 15 percent by 2020.

2. Governance, Quality & Relevance:

- The Government shall allocate 7% of GDP to education by 2015 and necessary enactment shall be made for this purpose.
- Sector Planning in Education shall be promoted and each Provincial/ Area Education Department shall develop its sector/ sub-sector plan, with facilitation and coordination at federal level.
- A system for donor harmonization for aid-effectiveness and improved coordination between development partners and government shall be developed.
- Fragmented governance of education at federal and provincial levels including literacy shall be managed under one organization.
- Separate academic & educational management cadres with specified training and qualification requirements shall be introduced.
- In order to bridge Public-Private divide, governments shall take steps to bring harmony through common standards, quality and regulatory regimes.
- Deeni Madaris shall be mainstreamed by introducing contemporary studies alongside the curricula of Deeni Madaris.

- Minimum National Standards for educational inputs, processes and outcomes shall be established.
- Inter-Provincial Education Ministers' (IPEM) forum shall be institutionalized, with legal mandate to oversee implementation of NEP and making amendments in it, when required.
- Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized.
- Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone.
- The curriculum development and review process shall be standardized and institutionalized.
- Use of Information Communication Technologies in Education shall be promoted.
- Curriculum Wing of Ministry of Education and provincial textbook boards shall ensure elimination of all types of gender biases from textbooks. Also adequate representation of females shall be ensured in all curriculum and textbooks review committees.
- A well regulated system of competitive publishing of textbooks and learning materials shall be introduced.
- Examinations systems shall be standardized to reduce differentials across students appearing in different boards of examinations.
- Career counseling at secondary and higher secondary level shall be initiated.
- Matric-Tech stream shall be re-introduced and scheme of studies revised accordingly.
- Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels.
- Matching with labour market, develop linkages with industry, innovation and promotion of research and development (R&D) culture are hall marks of NEP 2009.
- The policy proposes National Qualifications Framework (NQF) with a changed program structure that encompasses all qualifications in the country, both academic and vocational/technical.

Under the National Education Policy (2009) approved by the Federal cabinet the government has to achieve free primary education, free secondary education, enroll all children in school by 2015, meet the education For All (EFA) goals, achieve literacy rate of 86%, increase educational budget to 7% of GDP, while provinces have to spend 4% of their educational budget for literacy and non-formal basic education.

The **18th Amendment**²⁶ Constitutional provisions pertaining to education are found in Articles 25A, 31 and 37 (a, b and c). While Articles 31 and 37 have already been there a new Article 25A

²⁶ Government of Pakistan. (2013). The Constitution of the Islamic Republic of Pakistan. Ideal Publishers.

has been added under the 18th Constitutional Amendment. The Article 31 under the chapter of 'Principles of Policy' emphasizes the teaching of Quran, Islamic studies and the Arabic to Muslim students. The education related clauses under Article 37 in the chapter 'Principles of Policy' read as follows:

"The State shall:

- (a) Promote, with special care, the educational and economic interests of backward classes or areas;
- (b) Remove illiteracy and provide free and compulsory secondary education within minimum possible period;
- (c) Make technical and professional education generally available and higher education equally accessible to all on the basis of merit;"

The Article 25A has recently been added through the 18th Amendment under the chapter 'Fundamental Rights'. The Article reads as follows:

"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."

After the abolishment of the Concurrent Legislative List (CLL), the status of various educational functions/organizations of Federal Government has changed. As a result of this omission (Entry 38 & 39), the provincial governments are fully empowered to plan, legislate and administer the key areas of education relating to policy, planning, curriculum, standards of educations, centers of excellence and Islamic education.

The **7th National Finance commission (NFC) Award of 2009**²⁷ has generally been considered as another feather in the cap of democratically elected government. Not only was consensus achieved after a gap of 12 years among the Federal and Provincial Governments but major strides have also been made in furthering the process fiscal decentralization in the country. The Federal Government will be transferring substantially more resources to the provinces by a major enhancement in the collective share of the latter from the divisible pool taxes. In addition, the provinces have agreed to a horizontal sharing formula that includes multiple criteria and promises greater fiscal equalization in favour of the more backward provinces.

²⁷ Pasha, H. A. (2011). *BUDGETARY CONSEQUENCES OF THE 7th NFC AWARD*.

Provincial Education Policies and Initiatives:

9.1 Balochistan:

Traditional Education policy in Balochistan has been a mix of nationally driven documents, donor supported projects, provincial plans, programmes and varying rules and regulations.

The main national instruments are the Constitutional provisions, the National Education Policy 2009 and the Education Sector Reforms ESR. In addition to these overarching documents, a set of area-specific policy documents prepared at the national level also exist. Curriculum, until recently a federal subject, is also a critical policy document.

A new impetus is visible in the Education Department in terms of education reform and review of the current state. Education policy and planning holds a central position in the strategy. There is currently an environment of reform under which the Policy Planning and Implementation Unit (PPIU) has been made the central body to design, coordinate and oversee reforms. PPIU has recently developed the 'Balochistan Action Plan' as an interim policy document, until the formation of a complete sector plan. The Plan focuses on selected or prioritized areas of access, quality and management. Additionally the province has also prepared plans on Education for All (EFA), Early Childhood Education (ECE) and Literacy

9.1.1 Implications of the 18th Amendment for Balochistan:

Under the 18th Amendment; Curriculum, Syllabus, Planning, Policy, Centers of Excellence, education standards, and Islamic Education are now provincial subjects. The various challenges that Balochistan faces include expertise, institutional and capacity issues, forging national cohesion, uniform standards for textbook development, and quality assurance. The starting point could be the adoption of a revised curriculum or adaptation of the existing curriculum while initiating a review process simultaneously.

9.1.2 Policies:

1. Dakar Declaration²⁸

With reference to the Dakar Declaration, the Balochistan EFA Plan covers: 1) Early Childhood Education, 2) Primary Education, and, 3) Adult Literacy.

²⁸ Government of Pakistan, UNESCO. (2011). Education For All Plan – Balochistan.

The National Education Policy (NEP) 2009 states that the ECE centers shall be established in primary schools and shall have specially trained teachers and assistants. The curriculum and support material are expected to take into consideration the cultural diversity across different areas.

2. Millennium Development Goals:²⁹

In light of the MDG, the Balochistan Education Foundation has started the **Balochistan Education Support Program**. The key objective of the project is the promotion of public-private and community partnerships in order to improve access to quality primary education, in particular for girls. The project contributes to Pakistan's long-term objective of achieving Millennium Development Goals (MDG) by targeting universal literacy, gender parity in education, and 100% net enrolment. A few of the quality improvement measures taken by this project are:

- Provincial Education Committees have been given greater authority to determine the school budget, curriculum and to hire/fire faculty.
- Efforts are being made to provide adequate funding for learning materials.
- The appointment of local teachers is being used to curb absenteeism.
- There is greater emphasis on teachers' training and professional development.
- Textbooks are being made available on time and free of cost.

Another project by the name of **Action Aid Balochistan Educational Strengthening Project** in 2010 initiated a project of strengthening Education in Balochistan specifically through budget increments. For this project, the Council for Community Development was awarded the contract of conducting major activities of this project, which included meetings and workshops with notable educationists of Balochistan and the Secretary of Education. This was an exercise in debate and discussion over the existing and future education policies of Balochistan.

3. National Education Policy 2009:³⁰

In line with NEP, Balochistan's EFA plan details the steps that will be taken within Early Childhood Education whereby a massive 9,726 ECE centers will be established during the course of five years to provide access to 50% of Balochistan's targeted population. Steps will be taken to establish new primary schools while non-functional ones will be made functional and facilities such as libraries will also be provided. Special focus will be placed on the training and development of teachers and ensuring a smooth transition between primary and middle

²⁹ Education Department, Government of Balochistan. (2011). *Education for All Plan 2011-2015*. Government of Balochistan - In collaboration with NCHD and UNESCO.

³⁰ Education Department, Government of Balochistan. (2011). *Education for All Plan 2011-2015*. Government of Balochistan - In collaboration with NCHD and UNESCO.

schools. The detailed plan will require a budgetary expansion and this expense will be met partly by the Directorate of Literacy, Non-Formal Basic Education and private schools and majorly by public sector Education Department.

4. Poverty Reduction Strategy Paper:³¹

The priorities under EFA Plan of Action include: (i) universal primary education and quality education for all; (ii) adult literacy rate of 86 percent for both males and females; (iii) reducing illiteracy by 50 percent with focus on reducing the gender gap; and (iv) quality education and technical and skill development programs. The governance of education is viewed as extremely important as meager resources call for more effective and efficient management, and delegation of authority to the grass roots level. The governance reforms in education in the provinces will focus on: (i) transparent criteria for teachers recruitment; (ii) decentralizing the management of local schools to school management committees (SMCs) or parents teachers associations (PTAs), or school councils which has already been initiated in some of the provinces and reaffirmation of their role in school management and in monitoring and curbing teachers' absenteeism; and (iii) developing transparent approach to targeting districts and students for scholarships for girls or boys; and formal contract between the provincial and district governments for the transfer of additional resources for education.

Other projects that address the aforementioned policies are:

1) Community Schools Program³²

Under this program, the Balochistan Education Foundation (BEF) has evolved a partnership between low fee private sector schools as well as local communities. Community Schools are set up when at least 20 students can be enrolled by the community and there is no girls' school within a radius of 20 km.

2) US-AID Pre-Step Project

Under this program, the Government of Balochistan, with the Assistance of US AID has launched a Pre-Step Project which addresses the adoption of international standards for teacher education.

³¹ Education Department, Government of Balochistan. (2011). *Education for All Plan 2011-2015*. Government of Balochistan - In collaboration with NCHD and UNESCO.

³² Planning and Development Commission Government of Balochistan in collaboration with UNDP. (2013). *Balochistan Comprehensive Development Strategy*.

3) Balochistan Primary Education Project 1993-1999³³

This project provided financing over five years to implement the long term Balochistan government primary education program, with special measures to improve girls' education.

4) Balochistan Education Sector Plan 2011-2013³⁴

The BESP will be gender sensitive and provide strategic directions and an operational framework for the provincial Government to implement education reforms in line with the objectives of Pakistan's National Education Policy.

5) The School Safety Action Plan 2011³⁵

The comprehensive school safety plan of action for the province thus developed through stakeholder consultation and commitment is contained in this document. This document does not address safety measures arising from insurgency and terrorism.

In addition to these plans, efforts are being made to increase the number of seats reserved for Balochistan students in educational institutions in Punjab.

Other initiatives taken by the Government of Balochistan:³⁶

- GoB has lately added 5000 teachers to the sector taking the strength to 48,346.
- The GoB is considering raising the qualification level of teachers to graduation plus Bachelors' of Education.
- A strategy has been developed to address the following issues:
 - Overcome infrastructure gaps
 - Merit based teacher recruitment with preference to local teachers
 - Empowering schools' administration
 - Strengthening school performance accountability
 - Increase in school non-salary budgets

³³ Report, W. B. (n.d.). Retrieved July 8, 2013, from www.worldbank.org.

³⁴ Report, A. A. (n.d.). Retrieved July 8, 2013 from www.ausaid.gov.au

³⁵ Education Department, Government of Balochistan. (2011). *Education for All Plan 2011-2015*. Government of Balochistan - In collaboration with NCHD and UNESCO.

³⁶ Planning and Development Commission Government of Balochistan in collaboration with UNDP. (2013). *Balochistan Comprehensive Development Strategy*.

- Text book revision and publishing
- Teacher development program
- Introducing IT in all middle and high schools
- Strengthening literacy program
- Partner with private sector to enroll 30,000 children within the next two years.

For technical, college and tertiary education the Government of Balochistan has:

- Introduced market-oriented faculties such as Fine Arts, Business Administration and IT.
- Undertaken performance based long term management contracts with the private sector, for management of new colleges under construction.
- Increased allocation to non-salary budgets of colleges.
- Developed partnerships with oil, gas and other companies for technical and vocational training and education.
- Restructured existing institutes by organizational strengthening and improvement of faculty capacity.
- Introduced a hardship allowance to incentivize postings to remote areas.
- Plans to establish a regular system of grants to universities in Balochistan.

9.1.3 Analysis:

A thorough perusal of Balochistan's education policies shows us that they are ambitious and all-encompassing. They aim to focus on every area with early childhood education and education for women as a focal point. What lacks, however, is a drive to carry the same progress and effort through to secondary and university level education. The major part of the focus seems only to be on primary education. In contrast, secondary and university education are being neglected.

The high dropout rates occurring during the transition from primary to secondary level, and the reasons behind them, are not addressed. Despite the Balochistan EFA Plan's inclusion of adult literacy in its objectives and areas of focus, secondary education and university enrollment continues to remain dismal. Traditionally, many feel that education can be dispensed with because it exists primarily to help an individual find a job. In a failing economy with very few jobs, particular in the Balochistan region, many parents consider it a waste of resources to educate their children past primary level. It comes as no surprise then that secondary and university enrolment numbers are falling. Instead, parents choose to inculcate a certain skill set in their children – a skill set that would become their bread and butter. For example, boys are

taught to how to drive to enable them to become drivers and girls are taught sewing, to become tailors. Because there is a lack of institutes in the region that offer such training, this training occurs at home or in the neighborhood and forms part of the informal sector. There is need for an education policy to take this into account and to push for mobilization of resources to build the infrastructure necessary to support these needs.

Recent years have seen a de-centralization of authority. Education Committees within the province are now autonomous to set the curriculum and hire/fire faculty. The Millennium Development Goals pertaining to education seek to target universal literacy, gender disparity and 100% net enrolment. The quality improvement measures taken by the Balochistan Education Foundation in this regard are very practical and forward-looking. There is an emphasis on teacher's training and professional development and efforts are being made to curb absenteeism. Action Aid, in response to the MDGs, undertook a project to improve education specifically through budget increment.

The National Education Policy of 2009 envisages bridging the gaps between commitment and implementation. However, their focus on serving the interests of the learners rather than the policy makers is not reflected in their goals and the measures taken to reach those goals. Their focus lies on conducting annual teacher-training workshops and launching awareness campaigns. Very little is being done to improve the standards of education for children who are already enrolled.

One must also take issue with the effectiveness of these reforms when, if ever, they are implemented. A summary of Balochistan's progress³⁷ towards its MDG and EFA goals reveals that at current pace, these goals will be realized by 2029 and most targets are unlikely to be achieved. Balochistan's progress in education is impeded by a traditionally held belief that to acquire education, for girls in particular, is unnecessary and contrary to the teachings of religion. Therefore, one cannot expect literacy figures to change for the better as a result of budget increments. Education policies need to target the prevailing mindset if it wants to bring about change. Another obstacle Balochistan faces in the realization of its goals is the mounting insurgency, instability and the deteriorating security situation which deter students from going to school and derails the education process.

The current government of Balochistan has unveiled an education-centric budget this year. Spending on schools and colleges is expected to go up by 42% with special focus laid on female literacy. To address absenteeism, the government plans to set up community monitoring systems to ensure that teachers show up in classrooms and resources are effectively utilized. Three years after the 18th Amendment gave it the right to do so, Balochistan will be establishing

³⁷ UNESCO Education policy analysis for Balochistan, November 2011, Page 78.

its first provincial higher education commission. The curriculum is undergoing revision and scholarships worth Rs. 5 Billion are being given out to deserving students.

In conclusion, these measures are a start but a lot more needs to be done before system-level reforms can be realized, as the National Plan of Action for Education seeks to do.

9.2 Gilgit Baltistan:

Gilgit-Baltistan comprises of six districts (Gilgit, Skardu, Ghizer, Diamer, Astore & Ghanche). The region is mountainous in nature. With the construction of Karakoram Highway (KKH), the land locked area becomes connected to other parts of the world. Along with KKH, different prospects for development are open.

The current minister of education, Dr. Ali Madad Sher, has said that steps are being taken to disseminate quality education in the area. The provincial government is supporting their claims by initiating and continuing previous projects for the enhancement of education sector. If we have a look at the statistics provided by the GB-EMIS (Gilgit Baltistan – Education Management Information System) the public sector institutions have increased over the past five years (2007-2012) whereas National Education Foundation's institutions have decreased by a great margin i.e. cumulatively 62%. Private sector institutions have also decreased over the past five years showing a total decrease in institutions for primary (2% decrease), secondary (1% decrease) and high (10% decrease) but number of higher secondary institution have increased by 6%.

The overall enrollments in the province have increased by 4.77% i.e. from 185,087 in 2009 to 201,167 in 2012. But the primary enrollments have decreased in all public, private and NEF institutions by 6.15%.

9.2.0 The education vision and long term strategy of Gilgit Baltistan's Education Department:

9.2.1 Bird's eye view of vision 2025³⁸

1. To address the present and future Educational needs and challenges of Gilgit Baltistan within the framework of National Education Policy.
2. To Ensure Proper reflection of Gilgit Baltistan Educational needs to the relevant stakeholders
3. To attract resources for educational programs in addition to ADP.
4. To create more synergy among development Projects and agencies.
5. To meet National and International commitments i.e. MDGs and EFA targets.
6. An education strategy is needed to:
 - Strategize and implement projects efficiently
 - Accurately understand issues and trends
 - Obtain external funding

³⁸ Department of Education GB. "Vision 2025." Accessed from: <http://www.gbdoe.edu.pk/Forms/Vision2025.aspx>.

The policy thus set out may assure in alleviating the quality of education and expanding access to education especially for females. Some of the sub-strategies are briefly outlined below:-

- Free and compulsory primary education by 2015. All out of school children in formal and non-formal education by 2025.
- Early childhood education (ECD) classes in every primary school or community by 2025.
- Scholarship for all needy families' to matriculation by 2025.
- All schools and colleges upgraded on need basis by 2025.
- Special education centers at tehsil level by 2020.
- Technical/vocational and polytechnic institutes in each district by 2015.
- Establishment of Medical, Engineering, Veterinary, Forest and Agriculture colleges by 2020.
- Inter colleges at Tehsil level and Degree colleges in each District by 2015.
- Libraries in all schools and ICT centers in all secondary schools by 2025.

The government and the private entities are taking measures to improve the education sector of Gilgit-Baltistan by implementing their vision of 2025 as mentioned below.

9.2.2 Gilgit Baltistan – Education Management Information System (GB-EMIS)³⁹:

The GB-EMIS is focus on the following objectives.

- To Establish WAN/connectivity to all districts of Gilgit-Baltistan to share the resources and data and will be introduced electronic mailing/communication.
- To upgrade Education Information through strengthening of EMIS at all levels(DOE level, District level)
- 62 IT centres of schools and colleges will be linked through District EMIS Labs in the future to enable students to access of internet and IT education as per National IT Policy.
- To apply IT techniques in Education Department/ institutions for improving performance and efficiency at all levels.
- To identify and locate all educational institutions (Public and Private) with the advance satellite-based feature capturing technology called GPS survey, with rigorous field work.

³⁹ Department of Education GB. " Objectives" Accessd from:
<http://www.gbdoe.edu.pk/Forms/GB%20EMIS/objectives.aspx>

9.2.3 Proposed Projects of Education Department Gilgit Baltistan for ADP (Annual Development Plan) 2012-13⁴⁰:

The provincial government of Gilgit Baltistan has planned to undertake several projects under the Annual Development Plan of 2012-13. There will be altogether 18 development projects.

Foreign Aided Projects⁴¹:

1. Primary Education Project (PEP)

Financed By	:	UNICEF
Project Duration	:	Jan 01, 2005 to Dec 31, 2012 (extended up to 31-12-2012)
Project Cost (2012)	:	US \$ 600,000 (PK R. 55.200 million)
Utilization	:	In progress
Balance	:	Rs. 55.200 million (Allocated amount not released so far)
Project Partner	:	Directorate of Education, AKU-PDCN, AKHSP & UNICEF

Objectives:

- To enroll all the school-going age children, specially girls in 260 selected schools of District Gilgit, Skardu, Ghizar, Ghanche, Astore & Hunza-Nagar
- Create child-friendly environment in the project schools
- Up-grade the quality of teaching, learning & Infrastructure

2. Capacity building of Teachers Training Institutions and Training of Elementary School Teachers /Head Teachers

Date of Approval	:	06-3-2005
Project Duration	:	2007-2013
Date of commencement	:	1-09-2007

⁴⁰ Department of Education GB. "Downloads" Accessd from: <http://www.gbdoe.edu.pk/Dwnld.aspx>

⁴¹ Department of Education GB. "Downloads" Accessd from: <http://www.gbdoe.edu.pk/Dwnld.aspx>

Total Cost (Gilgit-Baltistan)	:	Rs. 90.630 (m)
Sponsoring	:	Ministry of Economic Affairs Division, CIDA
Total releases (up to May, 12)	:	Rs. 64.625 million
Utilization	:	Rs. 54.046 million
Balance	:	Rs. 10.579 million
Project Partner	:	Education Deptt. GB, CIDA and Economic Affairs Division Islamabad

Main Components/ Targets (2007-13)

- Training of 1452 Head Teachers and 3270 Teachers of Elementary Schools
- Scholarships for 250 Pre-Service students of Diploma in Education
- Scholarships for 550 Pre-Service students of B. Ed

Physical Achievement

- Trained 2556 Teachers and 996 Head Teachers (Total= 3552)
- Scholarships Paid To 550 B.Ed and 221 DIE Students

Mega Projects funded by Federal PSDP (Public Sector Development Projects)⁴²:

1. Establishment of Polytechnic Institute for Boys at Gilgit

Date of Approval	:	23-06-2006
Project Duration	:	2006-2011, but extended FY 2015-16
Date of commencement	:	18-05-2011
Total approved Cost	:	Rs. 200 million
Sponsoring	:	Ministry of KA & GB Islamabad
Total releases (up to May, 12):	:	Rs. 35.254 million
Utilization	:	Rs. 32.803 million
Balance	:	Rs. 2.451 million

⁴² Department of Education GB. "Downloads" Accessed from: <http://www.gbdoe.edu.pk/Dwnld.aspx>

Main Components of the project (Approved Scope of the PC-1)

- Civil Technology Block,
- Electrical Technology Block,
- Admin block
- Related Science Subjects Block
- Hostel Block
- Residential Quarters
- Boundary Wall

Physical Achievement

- Civil works of Electrical and Related science subject blocks (lot-II) initiated and completed up to lential level & Masonry work on Supper Structure in progress
- Pre-qualification of Contractors for Lot No. I Admin and Civil Technology Block and Lot No. III Hostel Block has been finalized.

2. Establishment of Cadet College at Chilas (Rs.410 million)

Objective: To provide quality education for the student of Diamer in particular and GB in general

Status: Execution work suspended due to dispute of Court case/site case

3. Establishment of 7 Vocational and Technical Education Centers in Gilgit-Baltistan

Date of Approval	:	17-03-2009
Project Duration	:	2008-2011, but extended FY 2012-13
Date of commencement	:	FY 2009
Total approved Cost	:	Rs. 139.791 million
Sponsoring	:	Prime Minister Secretariat, Islamabad

Total releases : Rs. 118.900 million

Utilization : Rs. 76.500 million

Balance : Rs. 42.410 million

Main Components of the project (Approved Scope of the PC-1)

Three Months Certificate Trainings in the areas of:-

- Electricians, Carpentry, Pipe fitting, Still Fabrication & Welding, Tailoring & Dress making, House hold appliances, Auto Mechanic, Computer Training, Gemstone, Fruit processing & House Keeping.

Physical Progress:-

Total 1462 Participants trained in above areas.

Remaining 3778 shall be trained till completion of the project.

9.2.4 New Initiative by the Government of GB:

Parha Likha Gilgit Baltistan:

To increase enrollment rates and limit drop outs due to poverty, underprivileged students at the Montessori level will be provided with free books and uniforms.

Agha Khan Foundation and Other NGOs⁴³:

Agha Khan Foundation and other local/foreign NGOs have also initiated numerous projects in Gilgit Baltistan for the enhancement of education sector. One of their project is “The Education Development and Improvement Programme” (EDIP) which is an AusAID funded project initiated in July 2010. The Agha Khan Foundation (AKF) is the lead partner in this project. EDIP focuses on whole-school improvement in 98 schools across Gilgit-Baltistan. An NGO based in Karachi known as NOWPDP (Network of Organizations Working for People with Disabilities in Pakistan) is also working in this project and looking after the area of disability sensitization and inclusive education.

⁴³ Sumra. *Understanding Attitudes and Perceptions towards Disability in G-B*. Karachi, November 8, 2012. Accessed from: <http://www.nowpdp.org/2012/11/attitudes-and-perceptions-towards-disability/>

9.2.5 Government's plan of action to achieve the education sector goals⁴⁴:

Activity	Objectives	Tentative Date	Remarks
Implementation of long term Educational Strategy (2008-25)	Development of Education in Gilgit-Baltistan (GB)	2008-2025	In progress
Approval of GBEP Phase-II	Implementation of long term Educational Strategy	F Y 2012-13 to F Y 2017-18	Concept paper and PC-I prepared
Creation of posts of Teaching staff	To run completed development schemes of education sector	F Y 2012-13	case in progress in GB Secretariat
Inclusion of 18 new projects in coming ADP 2012-13	To provide equitable access to students of GB	July 2012	Proposals submitted to P & D GB
Establishment of Engg. College in GB	To introduce technical /professional education at GB level	F Y 2012-13	Detailed PC-I is under progress
Strengthening of Technical Cell of Education Department GB	To execute construction work of educational institutions	F Y 2012-13	To ensure quality and timely completion of Dev. Schemes

⁴⁴ Department of Education GB. "Downloads" Accessed from: <http://www.gbdoe.edu.pk/Dwnld.aspx>

9.2.6 Analysis:

The Alif Ailaan report shows that the education score of Gilgit Baltistan of 67.45 is the 3rd highest in Pakistan and is just a point less than Punjab, which has the second highest score of 68.78. However, there are numerous issues highlighted by the government of GB itself such as; access, quality, governance, transport facility for schools and colleges, lack of teaching staff, lack of basic facilities, etc. The new government has initiated several projects in collaboration with local/foreign NGOs to address these issues and enhance the education sector of the province. The major achievement of the government is the formulation of long term Education strategy (2008-25) for development of Education in GB. The document can be downloaded from GB education department website. The strategy addresses all the issues present currently and has suggested a way forward. The time will only tell if the new policies were able to eradicate all the problems in the education sector or not.

9.3 Khyber Pakhtunkhwa:

The elementary & Secondary Education Department is one of the biggest of all departments of Khyber Pakhtunkhwa with more than 162,000 employees which is 55.50% of the total employees of the province. There are 3.872 million students in more than 28000 Government institutions and more than 121,000 teachers⁴⁵.

Short Term Development Priorities for Education:

- Rapid improvements in basic health and education services in all areas of the province, but particularly in areas that have suffered from conflict in recent years.
- Investment in the construction, improvement, rehabilitation and maintenance of schools, health facilities, roads and irrigation infrastructure, with a strong emphasis on maintenance.

Medium Term Development Priorities for Education:

- Consolidation of progress made in the short term
- Training and skills development, especially for unemployed youth
- Teacher training and incentives to improve the quality of education

Annual Development Plans 2007/08 – 2011/2012

The figures show that, at any given time, the 13 highest allocations are for two social sectors i.e. Education and Health departments. The allocation for the year 2011-12 is 10.14 Billion Rupees for Education department (without foreign component and 13.21 Billion with Foreign component)

⁴⁵ Government of Khyber Pakhtunkhwa. "Elementary and Secondary Education." Accessed from: <http://www.kpese.gov.pk/home/view.cfm?MenuID=1>

9.3.1 Education development priorities and plans in last five years

The Department of Elementary and Secondary Education has embarked upon numerous initiatives for the overall development of education in the province in the last five years as mentioned below. *The achievements of the previous government against their broad policies are taken from a report prepared by UNESCO in 2012.*

1. Improvement of Access to Education⁴⁶:

- a) Providing additional spaces – Only in the last three years 525 primary schools have been established in which 50% are for girls.
- b) Construction of 1700 additional classrooms in the existing schools
- c) 220 primary schools have been upgraded to middle level
- d) 313 Middle schools have been upgraded to high status
- e) 75 Secondary schools have been reconstructed
- f) All female students reading in public schools from 6th to 10th are given stipends as incentive to continue their studies
- g) Free Textbooks are given to all students from katchi to 12 class in public schools in Khyber Pakhtunkhwa

2. Providing Quality Education⁴⁷:

- a) In-service training has been imparted up to 5000 Primary School Teachers (PSTs) in the subjects of Mathematics, English and Science imparted throughout Khyber Pakhtunkhwa while in the subject of Social Studies and Islamiyat training is planned to be imparted in the near future
- b) In-service training has been imparted to 1335 Middle School Teachers (MSTs) in the subjects of mathematics whereas in the subjects of English, Science, Geography/History and Islamiyat is planned to be imparted in the near future
- c) Similarly Lead Master Trainers (LMTs) and Master Trainers (MTs) were trained who in turn imparted the training to the teachers in the field
- d) In-Service Training on specific issues and topics - Workshops and seminars were held on subjects of Population Education, Environmental Education, Continuous Classroom Assessment, Instrument development for measuring the effectiveness of teacher training,

⁴⁶ Mustafa, Ghulam. *Education Policy Analysis Report of Khyber Pakhtoonkhuwa*. Report, Islamabad: UNESCO, 2012.

⁴⁷ Mustafa, Ghulam. *Education Policy Analysis Report of Khyber Pakhtoonkhuwa*. Report, Islamabad: UNESCO, 2012.

HIV-AIDS awareness, Social/Policy Dialogue on Teachers Day, Early Childhood Education and Advocacy Seminars on Great Teachers. Short trainings were imparted to teacher working in school established in Tarbela Project (under WAPDA), selected Madrassa Teachers and to teachers on Human Rights in collaboration with different organizations i.e. UNICEF, UNESCO, UNDP, UNFPA, NORAD, GTZ, WAPDA and different Governmental and Non Governmental Organizations. Moreover, officers and experts of Directorate of Curriculum and Teachers' Education participated in overseas and in-country capacity building programs and trainings

- e) Boundary walls have been constructed for 800 schools which help in consolidation and improvement in learning environment
- f) In order to ensure quality education through capacity building of managers and supervisors, the schools heads and members of the PTCs were imparted trainings. Moreover, facilities in Deeni Madaris were also provided and training to the teachers working in these Madaris was imparted
- g) Officers and experts of Directorate of Curriculum and Teachers' Education participated in overseas and in-country capacity building programs and trainings

3. Governance⁴⁸:

a) Separation of Teaching and Management Cadres

The officers at the Directorate of Elementary and Secondary Education and at District level were posted from amongst the general teaching cadre. It was observed that due to various reasons these officers could not perform to the best of their abilities. Therefore it was imperative to separate the teaching and management cadre so that managers could solely focus on administration, supervision and monitoring and the teachers on teaching activities only. Selection of 21 EDOs has been made by the Khyber Pakhtunkhwa Public Service Commission. This initiative will go a long way towards effective governance in the Education Sector.

b) Constitution of Governing Bodies for Higher Secondary Schools

E&SE Department had constituted Governing Bodies for 280 Higher Secondary Schools (Male & Female) in the Province comprising of the following;

- a) An eminent personality as Chairman;

⁴⁸ Mustafa, Ghulam. *Education Policy Analysis Report of Khyber Pakhtoonkhuwa*. Report, Islamabad: UNESCO, 2012.

- b) ii. Chairman of PTC;
- c) One social worker/philanthropist;
- d) One nominee of the DCO concerned;
- e) One nominee of the EDO concerned;
- f) Head of the institution concerned; and
- g) One teacher of the concerned school.

Meetings of the Governing Bodies have been held and a number of decisions regarding the academic, co-curricular and financial, administrative and development activities of the schools were taken. The initiative has been taken in Higher Secondary Schools on pilot basis and after ascertaining its impacts, the same pattern will be followed in the rest of the schools.

Through initiation of this step, improvement in learning achievements, effective utilization of funds through PTCs as well as W&S department and improvement in the overall condition of the schools can be ensured.

c) Service Structure for teaching Cadre

Elementary and Secondary Education Department has notified Service Recruitment Rules of Teaching Cadres from BPS -07 to BPS-16) on 18-01-2011. Service structure had been framed in consultation with Finance and Establishment Department. Due to this service structure a PST, CT, DM, AT, TT and PET teachers will be in a position to reach BPS 16 and 17. It will be a ladder for the promotion of teachers and they will be motivated to perform for improvement of schools performance. In order to remove the disparity between men and women sections, service rules for promotion to principal (BS 5 -19) has been revised and both rules have been brought at par.

4. Other Initiatives⁴⁹

- a) The E&SE Department prepared and signed a Memorandum of Understanding (MoU) between Government of Khyber Pakhtunkhwa (E&SE Deptt, Finance Deptt and P&D Deptt) and the Development Partners. The purpose of the MoU was to harmonize donor's support to the Elementary & Secondary Education Sector in the province so as to avoid duplication of efforts and ensure effective utilization of funds provided by the donors. Different donors/NGOs had signed MoU with the E&SE Department and ESRU worked out those contracts. Donors agreed to provide the required amount under Education Sector Plan:

⁴⁹ Mustafa, Ghulam. *Education Policy Analysis Report of Khyber Pakhtoonkhuwa*. Report, Islamabad: UNESCO, 2012.

- b) The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department, has prepared the Khyber Pakhtunkhwa Sector Plan with the technical and financial support of GTZ to be implemented during the next seven year up to 2015.

This is the first ever comprehensive plan in the history of the country covering almost all areas of school education sub-sector. The plan covers the issues such as reducing regional, socio-economic and gender disparities, access opportunities, quality, infrastructure, training of teachers, risk management and governance. Strategies have been planned accordingly to address these issues with the support of Federal Government and Development Partners. The plan was approved in August 2009 by the Chief Minister Khyber Pakhtunkhwa.

- c) **Capacity Development Strategy** – The Capacity Development Strategy has been prepared and approved by the Department in June 2010. The Strategy would be helpful for capacity development of human and material resources of the Department. The objective of the capacity development strategy is to strengthen the ability of the E&SE Department to implement the Khyber Pakhtunkhwa Education Sector Plan in order to deliver high quality educational services to the children of Khyber Pakhtunkhwa.
- d) **Promotion of local languages** - The present government is committed to promote the languages spoken in the province. In this respect a high level Committee of Scholars has been constituted to examine the feasibility and demand for introduction of Pashto as a medium of instruction at Primary level and as a compulsory subject at Middle and Secondary level in government schools of the Province. The committee had actively worked on the subject and finalized its recommendations.
- e) **Data of Non-Government schools** - In order to analyze and calculate Gross and net enrolment ratios, retention, completion and participation ratios and out of school going age children in the whole province, the Elementary and Secondary Education department required data relating to Private/Semi-Govt/ Non-Provincial schools. Last time the Private Schools Census was held in 2004. In view of this the Education Management Information System (EMIS) is conducting Private Schools Census 2009- 10 along with the Public schools census.
- f) **Disaster Management Plan** - Khyber Pakhtunkhwa has experienced various disasters both natural and unnatural including earthquakes, floods, internally displaced people etc. Sensing the gravity of the situation Elementary and Secondary Education

Department has made a Disaster Management Plan in order to overcome any kind of disaster, natural or otherwise. The Elementary and Secondary Education department is huge department having sufficient man-power with its presence everywhere.

Therefore, if the E&SE Dept. is prepared in case of any disaster, it is capable of meeting any eventuality effectively as the department has Boys Scout, Girl Guide, teaching and administrative staff all over the province. Under the Plan, the department will identify the Focal Persons and Focal Point at District level which will work in collaboration with authorities at provincial level in any emergency circumstances.

Training for teachers on disaster management side and other facilities will be made available to meet any disaster in the district. Training will be imparted on the identified Lead trainer and Master trainers at provincial level and all the 24 districts of Khyber Pakhtunkhwa. Pilot training is being launched in district Mansehra with the technical assistance of GTZ.

- g) Third Party Validation of Parents Teachers Councils (PTCs) in Govt Schools – The Elementary & Secondary Education Department, Govt of Khyber Pakhtunkhwa has decided to carry out Third Party Validation Audit of PTCs' funds/expenditures and performance in 20% of Govt Primary, Middle and High/higher Secondary Schools in the Khyber Pakhtunkhwa. In this regard, an agreement was signed with a consulting firm i.e. Human Resource Development Centre (HRDC) at Institute of Management Sciences, Peshawar to conduct the audit in all the districts. The study has been conducted and the report is being submitted by the consulting firm. The outcome of the study would be very beneficial for the performance of the PTCs'.

9.3.2 Khyber Pakhtunkhwa Education Sector Reform Unit (ESRU) ⁵⁰:

Some major objectives of the ESRU are:

- Leading the overall independent monitoring and data collection unit to be established soon both at provincial and district levels.
- Provide support to the roadmap team and prepare reports to be used in the stock takes at the level of Chief Minister and Chief Secretary.
- Interact and provide support to the development partners for implementation of Education Sector Plan.
- Act as secretariat for the education sector roadmap and ESP.

⁵⁰ Department of Elementary and Secondary Education. *Education Sector Plan*. Report, Peshawar: Government of Khyber Pakhtunkhwa, April, 2012.

- Collection and analysis of documents regarding the reforms programme.
- Processing and implementing of other activities under the programme to be carried out at the provincial level, e.g. teacher training, awareness campaigns, monitoring and evaluation, free textbook distribution, stipends to girl students, etc.
- Engaging the services of NGOs and local consultants for third party impact evaluations and research studies.
- Preparing periodic financial statements and accounts.
- Dissemination of progress reports, interim review reports, and final evaluation reports.
- Coordinating with district governments

9.3.3 Changes in the Education management structure due to dissolution of district government system - Devolution of 2001⁵¹:

The Education Department of KPK was divided into Elementary and Secondary Education (E&SE) and Higher Education. (These names also changed from time to time as E&SE was once called Schools and Literacy department). Previously, Directorate of Schools and Literacy was answerable to two ministers. E&SE and Higher Education are independent departments with their separate minister and secretary at the top. The E&SE Department has Directorate of E&SE, Directorate of Curriculum and Teacher Education (DCTE) and Provincial Institute for Teacher Education (PITE).

9.3.4 Autonomous Bodies⁵²

Text Book Board (TBB)

Chief Minister Khyber Pakhtunkhwa is the controlling authority. It is headed by a chairman with two members, a secretary and subject specialists. The main job of the text book boards is to publish text books according to approved curriculum. Supplementary Learning Material is also developed under this board.

Boards of Intermediate and Secondary Education (BISE)

BISEs conduct Matric and Intermediate examinations. Under the “Establishment of Private Educational Institutes Act 2003” respective BISEs act as the controlling authority for registration

⁵¹ Mustafa, Ghulam. *Education Policy Analysis Report of Khyber Pakhtoonkhuwa*. Report, Islamabad: UNESCO, 2012.

⁵² Department of Elementary and Secondary Education. *Education Sector Plan*. Report, Peshawar: Government of Khyber Pakhtunkhwa, April, 2012.

and affiliation of private educational institutions. Now a separate controlling authority is being setup under a new law.

Language Authority

An Act for the establishment of the Khyber Pakhtunkhwa Regional languages Authority for the purpose of teaching and promotion of regional languages has been passed by the Provincial Assembly.

Elementary Education Foundation (EEF)

An autonomous body-corporate established under an Act. It is being managed under a Board of Directors, headed by the Chief Minister Khyber Pakhtunkhwa. Its mandate is to promote public-private partnership, streamlining of Madaris and female education, with active participation of the local community.

9.3.5 Community Participation⁵³:

Parent Teachers Councils (PTCs)

PTCs (Parent Teacher Councils) are the official parental bodies constituted in 27207 schools in the Province. One approach to enhance PTCs as well as improve school functioning is to provide schools and PTCs funds for purchasing instructional material and undertaking minor repairs. Recently, the Govt has enhanced the financial power of PTCs from Rs. 0.250 m to Rs. 1.00 m. In March 2011 Third Party Evaluation of PTCs was carried out.

9.3.6 Financial resource⁵⁴

Out of the total provincial budget of, Rs. 249 billion during 2011-12, the share of the education sector is 20% (With donor assistance). The Govt. is considering the social sector as a priority sector by allocating more funds.

⁵³ Department of Elementary and Secondary Education. *Education Sector Plan*. Report, Peshawar: Government of Khyber Pakhtunkhwa, April, 2012.

⁵⁴ Department of Elementary and Secondary Education. *Education Sector Plan*. Report, Peshawar: Government of Khyber Pakhtunkhwa, April, 2012.

Five - year allocation to Education Development (Development)

S #	Year		Current (Provincial)	Current (District)	Development Budget*	Total (Rs. In billions)	%
1	2006-07	(Revised Budget)	0.2	17.61	3.031	20.841	
2	2007-08	(Revised Budget)	0.22	19.71	3.526	23.456	12.55%
3	2008-09	(Revised Budget)	0.25	22.17	4.576	26.996	15.09%
4	2009-10	(Revised Budget)	0.29	25.28	6.830	32.400	20.02%
5	2010-11	(Revised Estimate)	0.41	36.8	8.557	45.767	41.26%
6	2011-12	(Budget Estimates)	0.55	38.82	10.180	49.550	8.27%

*Developmental budget with donor assistance

9.3.7 Previous Government's initiatives:

a) Rokhana Pakhtunkhwa Taleemi Programme

The aim of this programme was to promote public-private partnership in education through “Rokhana Pakhtunkhwa Taleemi Programme”. It was executed by the Elementary Education Foundation and a sum of Rs. 500 million was dedicated to this project. The objectives of the project were as follows:

- *Provision of quality education in rural areas through strengthening the private sector*
- *Reducing financial burden of poor parents by sharing, enhanced, school fee*
- *Creating Government ownership of private schools system*
- *Enhance community participants in promotion of education*
- *Lessening the burden on government sector by encouraging private sector*

b) Conditional Grant (DFID Support)

- *Piloted in two districts of Buner and D.I. Khan*
- *Indicators such as decrease in dropout and increase in enrollment, with cost effectiveness will be developed for budget demand*

c) Stoori Da Pakhtunkhwa Programme:

- *All the top ten students of Matric and Intermediate in the disciplines of Science and Arts will be given monthly scholarships of 10000 and 15000, respectively*

d) Model Schools

- *To provide quality education, at an affordable cost model, schools have been established under “Establishment of Educational and Training Ordinance 1971”*

9.3.8 Development Partners⁵⁵:

A Memorandum of Understanding (MoU) was signed in March 2009 between Government of Khyber Pakhtunkhwa (E&SE Deptt, Finance Deptt and P&D Deptt) and seven Development Partners. The purpose of the MoU was to coordinate donor's support to the Elementary & Secondary Education Sector in the Province so as to avoid duplication of efforts and ensure effective utilization of funds provided by the donors. Different donors/NGOs had signed MoU with the E&SE Department.

Bilateral Agencies:

Some important developments to enhance the education sector of Khyber Pukhtunkhuwa are multi-sector programmes funded/financed by GIZ, CIDA, USAID, DFID, Dutch, AUS-AID, and European Union. DFID will be providing £203 million for the enhancement of education sector in KP. Its primary objective is to improve governance, access, female literacy and quality of education in the public education system. The details are as following;

1	Name of Donor	DFID (UK)
	Name of Programme	Interim Support of DFID (UK) to the Khyber Pakhtunkhwa
	Duration	2009 – 2011
	Amount	£28 million (budgetary support)
	Description	<ul style="list-style-type: none"> Provision of Free textbooks to all student of Class 1-12 Stipends to female students from class 6 to 10
	Name of Programme	Khyber Pakhtunkhwa -Education Sector Reforms Programme
	Duration	2012 – 2016
	Amount	£203 million
	Funding Type	<ul style="list-style-type: none"> 60% Budgetary Support 30% Schools construction 10% Technical Assistance Consulting Engineering firm (TACE), in consultation with Govt Of Khyber Pakhtunkhwa (C&W and E&SE)
	Description	<ul style="list-style-type: none"> Improved literacy, numeracy and critical thinking Improved school performance Girls Stipend Programme and voucher scheme Collaboration with (i) madaris and (ii) the low cost private sector schools Strengthening community level management Improving teacher management Return to learn opportunities for (i) boys and girls and (ii) older women Establishment of Internal Audit System and Output-Based Budgets
3	Name of Donor	GIZ-Germany
	Name of Programme	German Development Cooperation, Education Sector Development Programme Khyber Pakhtunkhwa
	Duration	2008 – 2015
	Amount	€14.5 million (Technical assistance)
	Description	<p>The Education Sector Development Programme has three components:</p> <ul style="list-style-type: none"> Governance structures Capacity development, and Quality and relevance.

⁵⁵ Department of Elementary and Secondary Education. *Education Sector Plan*. Report, Peshawar: Government of Khyber Pakhtunkhwa, April, 2012.

5	Name of Donor	Canada-Ausaid
	Name of Programme	Communication for Effective Social Service Delivery (CESSD) in Education Sector-Khyber Pakhtunkhwa
	Duration	2008 – 2015
	Funding Type	<ul style="list-style-type: none"> • Technical Support
	Description	<ul style="list-style-type: none"> • Training of Parent Teachers Councils (PTC) • Training of Assistant District Officer (ADO)-Circle • Facilitation for Teachers Guide and Manuals
6	Name of Donor	Norwegian
	Name of Programme	Basic Education Improvement Project
	Duration	2003-4 to 2009-10
	Amount	Rs. 640.014 million (Grant)
	Description	<ul style="list-style-type: none"> • Training of Mangers and Mentor support teachers. • Main streaming of Madrasa education • Strengthening and Re-activation of PTCs • Construction of local circle offices.
7	Name of Donor	CIDA-Canadian
	Name of Programme	“Capacity Building of Elementary Teachers Training Institutions in Khyber Pakhtunkhwa” Pak- Canadian Debt For Education Conversion.
	Duration	2006 – 2013
	Amount	Rs. 1035.319 Million
	Funding Type	Canadian Debt For Education Conversion
	Description	<ul style="list-style-type: none"> • Capacity Building of Elementary Teachers • Improvement in Existing Facilities of Teachers Training Institutions
8	Name of Donor	Germany
	Name of Programme	Debt for Education Swap-II
	Duration	2005 – 2011
	Amount	Rs. 928.568 million.
	Funding Type	Debt for Education Swap-II
	Description	<ul style="list-style-type: none"> • Construction work • Provision of library books to schools
9	Name of Donor	USAID
	Name of Programme	Reconstruction of damaged schools in Malakand Division
	Duration	2009 – 2012

Multilateral Donors:

1	Name of Donor	World Bank¹²
	Name of Programme	North West Frontier Province Development Policy Credit
	Duration	2006 – 2009
	Amount	US \$ 130 million (Loan)
	Description	Credit for policy reforms.

UN Agencies:

1	Name of Donor	World Food Programme
	Name of Programme	Promotion of Primary Education for Girls in selected districts of Khyber Pakhtunkhwa
	Duration	2005 - 2012
	Funding Type	In kind (Food)
	Description	<ul style="list-style-type: none"> • To promote Primary Education for girls in Rural Food insecure areas and increase female literacy. • To increase enrolment, reduce dropouts, and improve

		attendance and retention rate in selected Girls Primary Schools. <ul style="list-style-type: none"> To reduce absenteeism of female teachers and to enhance their role by frequent interaction with the community
2	Name of Donor	Norwegian
	Name of Programme	Assistance to BEIP-II for repair/rehabilitation of flood affected Girls Schools in Khyber Pakhtunkhwa
	Duration	Jan 2011 - Dec 2012
	Funding Type	Rs. 450 Millions
	Description	Repair/Rehabilitation of 137 flood affected girls schools in 12 districts of Khyber Pakhtunkhwa.

9.3.9 Recent and Continuation Initiatives of the present government⁵⁶:

The following allocations and initiatives are taken from different news items published in leading newspapers.

1. The Pakistan Tehrik-e-Insaf's government in Khyber Pakhtunkhwa allocated Rs 102.4 billion which is 30% of the total provincial budget, for education sector in the fiscal year 2013-14⁵⁷.
2. Rs. 600 million allocated in order to develop and establish a widespread monitoring system and Rs 20 million to devise KP Education Commission and Joint Education Advisory Commission in the province.
3. The new government has doubled the allocation to Rs. 360 million for 'Stori da Pakhtunkhwa' which was a programme initiated by the previous Awami National Party's (ANP) government.
4. Rs 100 million were assigned for female students' monthly scholarship of Rs 200, as well as a sum of Rs 15 million were kept for giving financial incentives to female Administrative Officers posted in remote districts of the province.
5. Rs 800 million allocated to 'Rokhana Pakhtunkhwa Programme which is also continuation of previous government's initiative.

⁵⁶ Department of Elementary and Secondary Education. *Education Sector Plan*. Report, Peshawar: Government of Khyber Pakhtunkhwa, April, 2012.

⁵⁷ Ali, M. (2013, June 18). K-P budget: A governing vision at last. *The Express Tribune*.

6. Rs 500 million for starting a new program by the name of "Iqra Education Promotion Scheme".
7. Rs 2.87 billion assigned for middle, high/higher secondary schools, and Rs 0.94 billion for administrative purposes, whereas Rs 112.316 million for colleges/professional colleges and institutes, and Rs 3.24 billion were allocated to elementary and secondary department.
8. 374 new posts of DEOs (male and female), an Internal Audit Cell in E&SE and the creation of additional posts of IT teachers in regional institutes will be created.
9. Grants will also be provided for autonomous and semi autonomous institutes during the current fiscal year.
10. Rs300 million assigned for an ongoing project through which extra rooms would be established in 500 primary schools for early childhood education.⁵⁸
11. The E&SE introduced four regional languages, including Hindko, Seraiki, Khowar and Kohistani, as compulsory subject in educational institutions from academic year 2013-14, while Pashto was introduced the previous year, according to the E&SE department officials.⁵⁹
12. The process of classification of private schools has begun for the first time in Khyber Pakhtunkhwa. Board of Intermediate and Secondary Education (BISE) Peshawar is responsible for categorization of private schools in Peshawar, Charsadda and Chitral districts and Mohmand and Khyber agencies. According to a set criterion, 36 marks have been allocated to physical facilities, 35 to academic activities, 10 to managerial/financial part and nine to co-curricular activities while 10 marks have been specified for extraordinary initiatives taken by the respective schools. Fee of each school will be assigned according to the category it belongs to.⁶⁰

⁵⁸ Mohammad Ashfaq – Dawn Newspaper. *Rs300 million project: Govt schools to start nursery classes*. June 10, 2013.

⁵⁹ Mohammad Ashfaq - Dawn Newspaper. *Four more regional languages introduced in primary schools*. April 18, 2013.

⁶⁰ Mohammad Ashfaq - Dawn Newspaper. *Categorisation of private schools begins in KP*. April 10, 2013.

13. Junior female district education officers (DEOs) are assigned to supervise senior principals of girl's high and higher secondary schools.⁶¹

9.3.10 Analysis:

The previous government of KPK took numerous initiatives to meet their national and international commitments. However, none of the 'National Education Policy' goals were implemented which can be attributed to a lack of ownership and political commitment, non-allocation of required resources and lack of capacity building to monitor and implement. The Government of Pakistan in the meeting of all the chief ministers and federal government in September 2011 signed a joint declaration on education to meet international commitments⁶².

There are several foreign donor agencies and NGOs working in Peshawar to elevate the standards of education in the province and curb the outcomes of illiteracy this province has produced. During our policy analysis, KPK is one of the provinces which receive significant donor assistance both in terms of planning and financial aid. But militancy and disasters have held back KPK's progress in terms of social developments, especially education, otherwise the conditions could have been better.

The new government led by PTI in KPK has shown efforts to enhance socio economic development by taking drastic measures which have never been witnessed by any previous government. In this regard, they have allocated 30% of the total fiscal budget 2013-14 to education which is Rs. 102.4 billion." They have also continued to finance other programs initiated by previous government such as 'Stori da Pakhtunkhwa', Rokhana Pakhtunkhwa Programme etc. They have started to focus on increasing the quality of education by training existing teachers, hiring qualified teachers and increasing DEOs for effective monitoring. Other than this, they have numerous plans to enhance the overall standards of the education sector of the province. Hence, it is very important for the new government to improve the governance of their projects so as to make them transparent and effective.

⁶¹ Mohammad Ashfaq - Dawn Newspaper. Female school principals made answerable to junior DEOs. March 28, 2013.

⁶² Department of Elementary and Secondary Education. Education Sector Plan. Report, Peshawar: Government of Khyber Pakhtunkhwa, April, 2012.

9.4 Punjab:

9.4.1 CM's school reforms roadmap⁶³

The government of Punjab has devised a roadmap and adopted a strategy for a 100% enrollment of school-going-age children and their retention. It has declared an 'Education Emergency' and Punjab School Roadmap by the Chief Minister aim to ensure good governance, equity, access and quality of education. The objectives of the roadmap are:

1. Every child enrolls in school
2. Every child is retained in school
3. Every child learns and makes progress

The roadmap focuses on enhancing public schools by reaching the province's education goals and expanding the Punjab Education Foundation (PEF) as well as strengthening government schools. PEF aims to support a large number of children as soon as possible while remaining targeted and ensuring quality.

The roadmap essentially concentrates on an effective engine for school reforms:

- Strong central coordination
- Teacher and school leader support
- Scripted lessons and engaging material
- Incentives for high performance
- Students basic needs fulfillment
- High caliber management staff
- Universal standards and curriculum
- Student assessment
- Regular and reliable data collection
- Competitive compensation for teachers

9.4.2 Punjab Educational Endowment Fund (PEEF)⁶⁴

The Punjab Educational Endowment Fund (PEEF) aims to provide equitable opportunities of education to under-privileged but bright students especially from the southern districts of the province. This fund is nurturing much needed human capital which will, one day, contribute to the social and economic development of Pakistan.

⁶³ Punjab, G. o. (n.d.). Retrieved July 10, 2013, from http://pesrp.edu.pk/cm_school_reforms_roadmap.php.

⁶⁴ Punjab, G. o. (n.d.). Retrieved July 9, 2013, from <http://www.peef.org.pk/>.

9.4.3 Punjab Education Foundation (PEF)⁶⁵

The Punjab Education Foundation has been restructured under the Punjab Education Foundation Act XII of 2004 for the promotion of education, especially encouraging and supporting the efforts of the private sector in providing education to the poor, through public-private partnerships.

9.4.4 Punjab Education Sector Reform Programme (PESRP)⁶⁶

The creation of the Punjab Education Sector Reforms Program (PESRP) deals with all donor funded programs. The primary purpose of these reforms is to increase access to education by allocating more financial resources at the provincial & district level, to support devolution and public sector management reforms and to improve governance, access and the quality of education system in the Punjab.

9.4.5 DFID-Financed Punjab School Education Project I and II⁶⁷:

The purpose of this project is to improve access to, retention and the quality of education for all children in primary and secondary schools of Punjab Province in Pakistan. The focus of these projects is primarily on education policy, administrative management and primary education in particular. Both projects are operational and are expected to end by 2014 and 2019 respectively.

9.4.6 Medium-term Development Framework 2012-2015⁶⁸

The MTDF 2012-15 presents the following vision for School Education sector in Punjab:

- To bring every child to school and retain him/her so long as he/she graduates from the secondary school and provide him/her quality education for his/her personal development that translates into socio-economic development of Punjab. Based on the constitutional right of free education to every child, Punjab's policy priorities include:

⁶⁵ Punjab, G. o. (n.d.). Retrieved July 9, 2013, from <http://www.pef.edu.pk/>.

⁶⁶ Punjab, G. o. (n.d.). Retrieved July 9, 2013, from <http://pesrp.edu.pk/>

⁶⁷ Development, D. f. (n.d.). Retrieved July 15th, 2013, from <http://projects.dfid.gov.uk/project.aspx?Project=200694> and <http://projects.dfid.gov.uk/project.aspx?Project=202697>

⁶⁸ PILDAT. (n.d.). Retrieved July 9, 2013, from <http://www.pildat.org/publications/publication/budget/UnderstandingPunjabEducationBudget2012-2013-ABriefforPAPStandingCommitteeonEducation.pdf>.

- i. Improving physical infrastructure in schools,
- ii. Upgrade of schools
- iii. Recruitment of science teachers
- iv. Provision of computer and science labs in schools
- v. Teachers, school leaders and district education manager's training Programs
- vi. Provision of free text books to all
- vii. Provision of stipend to girls students in selected low literacy districts
- viii. Collection of school data to monitor performance of schools
- ix. Holding exams at grade V and grade VIII through Punjab Examination Commission to monitor learning achievements
- x. Devolution of decision making at local level through planning establishment of education authorities

9.4.7 Textbook Policy of Punjab⁶⁹

The issuance of the new textbook policy i.e. the National Textbook and Learning Materials Policy and Plan of Action, by the federal government has introduced the concept of public-private partnership in textbook development. The policy recommends a well regulated, competitive system of textbook development and publication. Accordingly, the PTTB has taken a quantum leap from an in-house writing and production process, to one where contracts for textbook development and publication are awarded through a policy of open competition.

9.4.8 Transfer Policy of Punjab 2013⁷⁰

The school Education Department Punjab has issued the Transfer Policy 2013. The overriding principle of placement is that teachers, officers and officials can be placed anywhere in Tehsil, District and Province according to their cadre. The Head Teacher of elementary/

⁶⁹ UNESCO, (n.d.). Retrieved July 9, 2010, 2013, from http://unesco.org.pk/education/documents/situationanalysis/Education_Policy_Analysis_for_Punjab.pdf.

⁷⁰ Punjab, G. o. (n.d.). Retrieved July 9, 2013, from <http://www.schools.punjab.gov.pk/?q=system/files/TransferPolicy-2013.pdf>

secondary/higher secondary-school is authorized to surrender any teaching or non teaching staff members on their unsatisfactory performance or conduct, to the respective transferring authority.

9.4.9 Projects/Measures⁷¹

1. Capacity Building of Teachers
2. Capacity Building of Education Managers
3. Textbook Reform
4. Provision of Free Textbooks
5. Stipends for Girl Students
6. Provision of Missing Facilities
7. Recruitment of Teachers
8. School Councils
9. Restructuring of the Punjab Education Foundation (PEF)
10. Establishment of the Punjab Examination Commission (PEC)
11. Monitoring and Evaluation

9.4.10 Laptop scheme⁷²

The Punjab Government has initiated the Laptop program whereby they would reward high achievers with a free laptop. This scheme plans to give out laptops to increase access to the world's knowledge base and allow students to grow academically and professionally. After laptops, Punjab government is all set to distribute uninterrupted power supply (UPS) devices to students. This is being done to ensure that prolonged spells of load shedding during the summer don't get in the way of education. Unlike laptops, for which students were required to obtain outstanding positions (Above 90 per cent marks), the UPS scheme will be accessible to students with marks higher than 55 per cent.

9.4.11 Education Voucher Scheme⁷³

The Education Voucher Scheme was launched in 2006 with the aim to benefit children belonging to underprivileged areas, who otherwise do not have access to education due to financial and social constraints. It is currently operational in 17 districts of Punjab. EVS enables

⁷¹ Punjab, G. o. (n.d.). Retrieved July 10, 2013, from <http://pesrp.edu.pk/>

⁷² Punjab, G. o. (n.d.). Retrieved July 10, 2013, from www.youth.punjab.gov.pk/freelaptops.aspx.

⁷³ Punjab, G. o. (n.d.). Retrieved July 9, 2013, from www.pef.edu.pk/pef-departments-evs-overview.html.

the children of age 4-17 years from poorest families to get free education in their nearest (PEF EVS) private schools of their choice.

The Education Voucher Scheme employs innovative techniques to increase enrollment and enhance quality of education. The main features of its initiatives are providing low cost education, ensuring subsidies are given to the most deserving students, internal and external auditing of the Punjab Education Foundation, introduction of add-on programs to provide vocational training that will help in providing employment opportunities through skill development.

9.4.12 New Roshni School Scheme⁷⁴

The Nai Roshni scheme, covering the period 1986-90, was actually an extension of the earlier drop-in schools with similar objectives. Specifically, its approach was non-formal education providing a condensed course equivalent to formal primary education and to raise the literacy rate to 31 percent by 1990. Nai Roshni schools were to be opened in all the districts and were to be run in the afternoon in existing school buildings. It was closed without any academic rationale in 1989.

9.4.13 Iqra Pilot Project⁷⁵

This project was launched in 1986 in Islamabad and Rawalpindi. The concept here was to provide a monetary incentive to literate citizens to teach any number of illiterates in their communities at a time and place of mutual convenience. This too, was abandoned shortly after its conception.

9.4.14 Parha Likha Punjab Scheme

In September 2004, it was reported that 1.8 million children were being enrolled in government schools annually under the Parha Likha Punjab Scheme. Under this program, efforts were made to provide an encouraging school environment to reduce the dropout rate. For this purpose, new schools were built, old ones were repaired and textbooks were provided free of cost to students. The Shahbaz-Sharif-led government abolished the scheme in 2008 only to modify it and re-introduce it later.

⁷⁴ Kaiser Bengali. (1999). History of Educational Policy Making and Planning in Pakistan. Sustainable Development Policy Institute , 17.

⁷⁵ Kaiser Bengali. (1999). History of Educational Policy Making and Planning in Pakistan. Sustainable Development Policy Institute , 17.

9.4.15 Daanish Schools⁷⁶

The Chief Minister inaugurated the Daanish Schools establishing six campuses in Attock, Mianwali, Dera Ghazi Khan, Rahim Yar Khan, Chishtian and Hasilpur. These are purpose built campuses aimed at providing quality education to the poorest children in remote areas of the province. A fundamental feature of the governance and management of the Daanish Schools is the participation of the local community as a governing body of each school. The Daanish Schools are being established with a clear vision to fight poverty through educating the gifted children of the underprivileged and vulnerable as well as providing them with a level playing field in society. This is affirmative action for the forgotten communities of Pakistan's poorest of the poor. The government bears all the education and residential expenses for the girls and boys in the Daanish Schools.

9.4.16 Foundation Assisted School Program⁷⁷

PEF—FAS is the flagship program of the Punjab Education Foundation to encourage and promote the access to and improve the quality of education. PEF has demonstrated that through public private partnership, better quality education can be provided at much less cost as compared to the cost by the Government of Punjab to educate a child in the public schooling system. The target schools under PEF-FAS are financed up to a maximum of Rs.350 per month for elementary classes and Rs.400 for secondary Classes as tuition fees and related/allied charges.

9.4.17 Analysis:

An analysis of the chief minister's road map for reform in the schools of Punjab reveals that its stated goals of good governance, equity, access and quality of education are being met. Sir Michael Barber (DFID's special representative for education), who chalked out the schools reform roadmap and began its implementation in January 2011 with the approval of the Punjab Government talks about how progress has been made in leaps and bounds in his recent essay titled "The good news from Pakistan". In it, he talked about how infrastructure, enrolment, attendance and quality of education had improved and it was imperative for whichever political party came into power in the upcoming elections to understand the significance of these reforms. While the roadmap's goals are broad and well-defined, its objectives focus only on

⁷⁶ Punjab, G. o. (n.d.). Retrieved July 9, 2013, from www.daanishschools.edu.pk.

⁷⁷ Punjab, G. o. (n.d.). Retrieved July 9, 2013, from www.pef.edu.pk/pef-departments-fas-overview.html.

student enrollment, retention and learning. The engine for school reforms is defined in the roadmap as focus on training better faculty, revising the criteria for student assessment, strong coordination and better management. They neglect to address how to curb corruption and improve governance of the education sector.

In his essay he also mentioned, however, that while considerable improvement had been made, the transformation was far from sustainable at this point. The devastating 2011 floods hadn't changed the ground reality for most schools, which goes to show the amount of work that was still left to be done.

Moving on to other policies, the Punjab educational endowment fund is an initiative to provide scholarships to deserving and needy students, especially those from far-flung areas. The idea is to nurture human capital which would, one day, contribute to social and economic development of the country. This measure, although beneficial, would only be meaningful if certain conditions are imposed on the beneficiaries of these funds. For example, they could be obligated to teach or work in a government-run institution for a certain time period after the completion of their education.

A look at Punjab's textbook policy shows that it has taken a step in the right direction by recommending a well-regulated but competitive system of textbook development.

As a result of its policies, Punjab leads with 60% literacy⁷⁸ as compared to 59% in Sindh, 49% in KPK and 41% in Balouchistan as of 2012, which is an improvement compared to 2009-2010⁷⁹ which reported an increase of 0.4 million in the number of illiterates and a literacy rate of 59%.

9.5 Sindh:

⁷⁸ Nangiana, U. (2012, June 1). Education: Literacy Rate inches up by 1%, stands at 58%. The Tribune .

⁷⁹ Tariq Mehmud jatala. (2010, April). Literacy Rate in Punjab. *Dawn* .

9.5.1 The Sindh Right of Children to Free and Compulsory Education Act, 2013⁸⁰

Under this act “every child of the age of five to sixteen years regardless of sex and race shall have a fundamental right to free and compulsory education in a school”. It is applicable to the whole of Sindh and it shall come to force at once.

The act states that no child will be liable to pay any kind of fee or charges which may prevent him or her from acquiring or completing education. Privately owned schools have to shoulder a portion of the responsibility by providing free education to students aged between five to sixteen years, for whom education is a luxury their parents cannot afford. Representation of such students should form ten percent of their total strength of students. The government and local authorities will be responsible for providing funds to help private schools admit underprivileged students. In case of shortage of funds, the Education and Literacy Department may make a request to the Chief Minister who will, in turn, request the Finance department to examine the need for additional resources.

Under the act it is mandatory for the government to provide free education to every child; ensure compulsory admission and attendance to complete school education; provide infrastructure including standard school building, playgrounds, laboratories, teaching learning material and teaching staff; monitor functioning of schools within its jurisdiction; decide the academic calendar; provide all training facilities for teachers and students; ensure good quality education confirming to the prescribed standard and norms; ensure timely prescribing of curriculum and courses of studies for education; and ensure enabling learning environment for better teaching learning in schools.

The parents are responsible for sending their children to school, and in case of failure to do so the school management committee may give the parent an opportunity of being heard and then pass an order directing the parent to send such child to attend a school from the date which shall be specified in the order. Any parent who fails to comply with an order issued shall on conviction be punishable with fine which may extend to five thousand rupees and with further fine which may extend to five hundred rupees for every day after the conviction for which the failure continues or with imprisonment which may extend to three month or with both.

⁸⁰ *SINDH ACT NO. XIV OF 2013 - RTFCE*. (2013). Retrieved from UNESCO:
http://unesco.org.pk/education/documents/2013/rte_sindh_feb/Sindh_Act_RTFCCE.pdf

A teacher shall perform the following duties, namely: Maintain regularity and punctuality in attending the school, complete the curriculum within the specified time, make the child free of fear, trauma and anxiety and help the child to express views freely; hold regular meetings with parents and share with them the relevant information about the child. Any teacher who fails to perform duties specified in subsection shall be liable to disciplinary action under the applicable service laws provided that before taking such disciplinary action, reasonable opportunity of being heard shall be afforded to such teacher.

9.5.2 Teacher Education and Development Policy 2009⁸¹:

The Teacher Education Development (TED) Policy was approved by the Chief Minister Sindh in 2009. The policy focuses on improving the standards of education and to bring reforms in the area of training both in Initial Teacher Education (ITE) & Continuous Professional Development (CPD) and to establish an institutional home/focal point for strategically managing the whole domain of teacher education and development i.e. Sindh Teacher Education Development Authority (STEDA). The main features of this policy are as follow:

1. Introduction of teacher diploma course to replace certification courses (PTC, CT etc.)
2. Developing standards and competencies to improve teacher education quality
3. Developing a database of teachers training and also linking teacher training with teacher career paths so that good and trained teachers get incentives

9.5.3 Education Management Reform Policy 2009⁷²:

Improvement in Education system is not possible unless we review and improve the present education management structure and bring in good governance practices. Devolution of education service delivery needs to be tied with accountability to make it capable of bringing concrete improvement in the system. For this purpose GoS has approved a policy that will define and develop an education management cadre and pilot good governance models in selected districts.

⁸¹ Government of Sindh. (n.d.). *Sindh Education Reform Program*. Retrieved from Planning and Development Department, Government of Sindh:
<http://www.sindhpn.gov.pk/PressReleases/Sindh%20Dev%20ChapterWise/01-SERP.pdf>

9.5.4 Sindh Education Foundation Projects⁸²:

The Adopt-A-School-Program (AASP) facilitates private sector and civil society to adopt public or government run schools to improve the standard of education being imparted. AASP is now running successfully with over 300 patrons and schools.

The Sindh Education Foundation worked in close collaboration with the Ministry of Education on a UNICEF funded project to improve access to quality primary education for girls, aged between 5 to 9 years.

The Early Learning Program (ELP), initiated in 2008 within 150 government schools, aims to institutionalize Early Childhood Education through qualitative reforms and increased participation in targeted geographical areas.

The Integrated Education Learning Program (IELP) is the Foundation's largest scheme which establishes public private partnerships for increasing access to and improving the quality of educational services for children across the Sindh province at the primary, elementary and secondary levels.

The Jail School Project (JSP) is the first educational center that has been established at the Sukkur Juvenile Jail with the intent of providing quality education to the inmates. In the initial phase, SEF is extending functional literacy and numeracy classes and focusing on developing social and inter-personal and technical skills. .

The Private Schooling in Rural Sindh (PPRS) Project will support the establishment and management of 1,000 new private schools in underserved localities in 10 districts of Sindh that rank poorly along three indicators: namely the size of the out-of-school children population (6-10 years), distance to the nearest primary school and gender disparity in primary school participation.

The Rural Based Community Schools (RBCS) Project is SEF's community based education intervention. The program aims to provide access to quality education for out-of-school children so they can achieve primary level competency as per the National Curriculum in 3 years through an accelerated syllabus.

The Women's Literacy and Empowerment Program (WLEP) works towards providing disadvantaged adult women with educational and self-development opportunities and contributes to their process of empowerment.

⁸² *Sindh Education Foundation (Resources)*. (n.d.). Retrieved from <http://www.sef.org.pk/aasp.php>

9.5.5 International Projects⁸³

1. Education Sector Reform Assistance Programme (ESRA) (2002 – 2007) funded by USAID
2. Middle School Project (MSP) funded by ADB
3. Decentralized Elementary Education Project (DEEP) 2005 – 2008/09 funded by ADB
4. ED-Links (2008 – on going) funded by USAID
5. Pre-STEP (2008 – on going) funded by USAID
6. Teacher Capacity Building project (2009 – on going) funded by CIDA

Of the afore-mentioned programs, the DEEP and Middle School Project focus on improvement of physical facilities for upgrading existing primary schools into middle schools. The rest of the projects involved capacity building of teachers, education managers and teacher educators.

9.5.6 Reform Support Unit⁸⁴

A Reform Support Unit for policy formulation and monitoring of its implementation has been set up under the stewardship of a Chief Program Manager. The mandate of the RSU includes data collection and analysis, policy formulation for formal approval, proposing and making implementation arrangements for supply and demand side interventions, management and coordination of all Department of Education and donor programs and channel and manage budgetary allocation for independent policy studies and third party validation and impact evaluation exercises. It has also been tasked with the responsibility to develop and manage credible monitoring and evaluation mechanisms, systems, procedures and institutional arrangements.

9.5.7 Sindh Education Reforms Program (SERP)⁷⁶

In order to confront the challenge, Government of Sindh has embarked on a comprehensive broad based and multi pronged Sindh Education Sector Reform Program (SERP). The SERP is built upon four complementary pillars:

- Improving fiscal sustainability and the effectiveness of public expenditure
- Improving education sector management
- Improving access to quality education
- Improving the quality of teaching and learning

⁸³ Ali, S. (2011). *Policy Analysis of Education in Sindh*. UNESCO.

⁸⁴ ⁷⁶ Government of Sindh. (n.d.). *Sindh Education Reform Program*. Retrieved from Planning and Development Department, Government of Sindh:
<http://www.sindhpn.gov.pk/PressReleases/Sindh%20Dev%20ChapterWise/01-SERP.pdf>

9.5.8 Continuation of Reforms for Future Road Map

Broad Objectives Defined (5 YRS):

- Enroll 1 million out-of-school children at Primary level
- Double Secondary school enrollments from 0.9 to 1.8 million
- Increase student achievement by 15 -25 %
- Improve gender equity at primary and secondary level
- Strengthen result-based accountability through strong M & E Framework
- Strengthen sector management through medium term policy planning, financial management & donor coordination

9.5.9 Analysis

Sindh is making the implementation of Article 25-A imperative by further strengthening it through an Act passed to make education free and compulsory. The Sindh Right of Children to Free and Compulsory education Act, 2013 addresses the most fundamental issues that the province is facing.

Poverty is the most significant impediment faced in acquiring education, therefore the Act makes it obligatory on schools to not only provide free education, but to avoid any kind of charges that may discourage or make access to education difficult. Furthermore, to make sure each and every child has access to education given the lack of schools, it forces the private sector to shoulder the responsibility of providing free education to a specified number of students. It also places an obligation on the government to ensure compulsory admission and attendance, construct the required infrastructure, monitor the functioning of schools, and provide the necessary teacher training and curriculum.

The faculty hiring process is historically known to be politicized. It is because of this that the quality of teaching suffers and even more so when low investments are made in their training. As a result teachers are not regular and their time at school is not as productive as it would be with a well trained teacher. The Sindh Act makes the teachers liable to disciplinary action if they don't ensure punctuality and regularity, complete the curriculum on time, hold regular meetings with the parents, and ensure a safe and healthy class room environment. The Teacher Recruitment Policy has addressed the issue of political hiring by giving a third party the responsibility to conduct tests thereby ensuring that merit is not sacrificed. Under the Teacher Education Development (TED) reforms are being made in the area of teacher training. The

Sindh Teacher Education Development Authority (STEDA) has been set up to act as a focal point for managing the whole domain of teacher training and development.

Sindh's commitment to improving education is shown by the fact that education has been allocated Rs 134 Bn, which is 22% of the total Sindh budgetary outlay of 2013-2014. What remains to be seen is how well this money is utilized and to what extent this allocation brings Sindh closer to its goal of achieving 86% literacy in Sindh by 2015. According to the MDG Report⁸⁵, Sindh lags behind on a number of indicators which measure progress towards MDGs. Targets to halve poverty and hunger by 2015 are unlikely to be met. The Net Primary Enrollment Ratio (NER) for 2010/11 was 53% against the target of 100 percent. The literacy rate is at 59% against the target of 86% and there is great disparity between the literacy figures of rural and urban Sindh.

The policies are comprehensive and address most of the issues but they don't improve accountability. If the government doesn't provide free and compulsory education then the system is very weak to hold government accountable or liable for doing so. An important change that has been noted however, is that parents have been made liable under the Act to send their children to school with non-compliance resulting in heavy fines and imprisonment. Faculty members have also been made liable to disciplinary action upon failure to carry out their duties. It is unclear what happens in a case where the parents are willing to send their children to school but there isn't access to schools or there aren't enough teachers to teach.

⁸⁵ UNDP and Government of Sindh. (2013, June 19). Retrieved from undp.org.pk: <http://undp.org.pk/government-of-sindh-and-the-united-nations-development-programme-launch-the-sindh-millennium-development-goals-report.html>

10 Literature Review

10.1 Introduction:

We have chosen 3 most relevant surveys/reports for this report. Two of them are surveys, one conducted by a private NGO and the other by the government of Sindh. Both of these surveys provide their findings for Sindh. The third report of the literature review is a comprehensive analysis of education sector of Pakistan. This report provides us with a bird's eye view of our education sector. The reason for choosing this literature for our study is; two of them give us statistics about education in Sindh and the comprehensive report provides us with a holistic picture of the education sector of Pakistan.

10.2 Index:

S.no	Name of article	Author/journal (source)	Year	Major Hypothesis/Findings (in bullets)
1.	Annual Status of Education Report	ASER – SINDH	2012	<ol style="list-style-type: none">1. Survey Statistics – conducted by an NGO2. Covered significant education indicators3. Statistics on Sindh as a whole as well as district wise
2.	Statistical Bulletin Annual School Census	SEMIS – Reform Support Unit (Government of Sindh)	2010-11	<ol style="list-style-type: none">1. Survey Statistics – conducted by government of Sindh2. Covered education indicators prescribed by UNESCO3. Statistics on Sindh as a whole as well as district wise
3.	Situational analysis of the education sector	Dr. Eshya Mujahid Mukhtar	2012	<ol style="list-style-type: none">1. Comprehensive analysis of Pakistan's education sector2. Gaps and limitations of the education sector are identified3. Proposing several steps that need to be undertaken by the government to overcome flaws in the education sector

10.3 Summary of the Literature:

1. ASER - Sindh 2012

ASER Pakistan formulated its design and methodology from the approach of annual status of education report in India. This methodology has been adopted globally. This report covers 136 rural districts and 6 urban districts of Pakistan. In actual terms ASER is household based assessment that complements education assessments conducted by the government. The education assessments of government may be improved over time but they tend not to reach out to all children who are in or out of school. This organization seeks to be a bridge between this gap by surveying and collecting data from all the households on children literacy and numeracy across all provinces and regions of the country, in a way that impart information to the masses, inspire national debate and demand pragmatic reforms in policies and a call to action from the very roots. ASER has renowned supporters and partners in this survey such as Sindh Education Foundation, School Education Department –Punjab etc.

The design for rural survey is very simple yet effective. They selected 136 out of 146 districts of Pakistan. A total of 9,000 volunteers reached 250,000 children in 2012. Survey was conducted for 8 days when volunteers went to rural and some urban areas of Pakistan. For rural survey, 30 villages were selected from each district and 20 households were surveyed from every shortlisted village. They have been conducting this survey from 2008 onwards. Every year they retain 20 villages from previous year's survey and 10 new villages are added for the New Year. This methodology provides them fresh information which generates better estimates of changes. From each village, one government school is mandatory for the survey whereas selection of one private school is optional.

For the urban survey, 6 urban cities were selected. They divided each districts in well defined blocks consisting of 200-250 households. Each city is then further bifurcated into income group such as low, middle, high income and other urban localities. However Karachi, Quetta and Peshawar do not have other urban locality. They provided a detailed division of 2,328 selected households derived from these six urban cities. From each block of an urban city, one government school is mandatory to be surveyed whereas selection of one private school is optional. ASER has included the detailed methodology of their survey and how it was conducted.

ASER 2012 Surveyed 22 rural districts of Sindh which covered 12,806 households in 645 villages in the province. A total of 40,488 children were surveyed in which (58% male and 42% female) aged 3-16 years. Out of these, children aged 5 to 16 were tested for language and arithmetic competencies. Total of 706 schools were survey out of which 621 were government (79%

primary, 5% elementary, 5% high, 11% others) and 85 were private schools (47% primary, 39% elementary, 12% high, 2% others)

The report is divided into three sections; first covers the overall findings for the rural areas of Sindh, second covers the findings of separate districts of Sindh and third covers the findings for urban areas of Sindh. First sections provides following information;

1. School enrollment and out of school children (age 6-16)

In Sindh, 32 % of children of school-going age are out of school and 68% aged 6-16 years were reported being enrolled in schools. Out of the 32%, 8% were reported to be dropped out of school and 25% were never enrolled in school. From their previous reports we may see that access issues in rural Sindh have been persistent and have increased over the year.

Private Schools teach only 10% of all school going children of Sindh. 34% of the children enrolled in private schools are girls and 66% are boys. It is reported that approximately 0.7% of the total school attending population attends Madrasahs and 0.4% attend non-formal institutes.

2. Early years schooling (Pre-school information from class 3-5)

A total of 10,556 children (aged 3-5) of Sindh were surveyed. It is reported that 61% of children aged 3-5 did not attend any form of pre-primary education. Children who are attending pre-primary schools, 90% are enrolled in public institution and 10% in private institution.

3. Learning levels of children Urdu/Sindhi, English and Arithmetic (Class 1-10)

The learning level analysis shows that 34% of class 3 students were able to read sentences while nearly 66% could not. 25% of class 5 children and 40% of class 6 children were able to accomplish class 2 level English sentences tasks.

A smaller proportion of children in class 5 could solve class three level arithmetic problems. 27% of class 5 students were able to solve 3 digit division sums whereas 55% of class 7 students were not able to solve these same class 3 problems. In terms of learning it is reported that students studying in private schools outperform students of government schools.

There is a significant gender gap reported in learning outcomes. A huge difference is identified in literacy and numerical skills between male and female students.

A considerable number of out of school children were at more than 'beginner' competency level. 5% of out of school children could read a story in Urdu whereas 77% of these children were at beginner level.

4. Parental education

It is reported that only 15% of the mothers and 44% of the fathers from the surveyed households had completed primary schooling.

5. Paid tuitions

Private/Paid tuitions are more common among private school students as compared to government school students.

6. Household's preferred medium of instruction

The most preferred language for medium of instruction was Sindhi. However, the official medium of instruction for the surveyed schools was Urdu, English or Sindhi.

7. School Report Card (Number of surveyed schools, Attendance on the day of visit, Teacher's qualifications, school facilities)

- 60% of the government school students were present on the day of the visit whereas 77% of the private school students were present
- 17% teachers in both private and government schools were absent
- 75% of government schools had Class 2 students sitting together with other classes
- More qualified teachers were reported in government schools
- 52% of the government schools were without toilets and 44% without drinking water facility
- 53% of the government primary schools had received grants in the previous year

The second section of the report has detailed information separately as per district.

The third section provides information for the two districts of Sindh which are Karachi and Hyderabad.

2. Statistical Bulletin Annual School Census 2010-11

The Statistical Bulletin Annual School Census 2010-11⁸⁶ is a qualitative analysis based on Provincial Profile and District Profile published by Sindh Education Management Information System, Department of Education and Literacy - Government of Sindh. It provides valuable statistics for the policy and decision making to the Government of Sindh. The data contains information on education levels that include primary, middle, secondary and higher secondary.

⁸⁶ (SEMIS (RSU) - Department of Education and Literacy - Government of Sindh, 2010-11)

The report has covered key education indicators (prescribed by UNESCO) such as Education Provision, Access and Participation, Efficiency and Quality. This bulletin is divided into two main sections i.e. Province and Districts of Sindh. Before these sections, *Aggregate figures of Annual School Census 2010-11* has been included which provides a bird's eye view of the this bulletin.

The first part of the report enunciates the basic education indicators of Sindh which are; number of schools, enrollments, teachers, repeaters, classrooms etc is explained with the help of tables and graphs, and it is divided on the basis of gender, level, classrooms, location and facilities. Further in the same section Gender Parity Index and Gross Enrollment rates has been discussed showing the access to public sector educational system. The efficiency of the education system is gauged through promotion rates, repetition rates and dropout rates. At last the quality of public sector education system is discussed where student teacher ratio and student classroom ratio is explained with the help of different graphs and comparisons. Top and bottom five districts have been identified and the indicators are compared with the previous year as well showing a comparative performance analysis.

The second part of the report contains information on all districts of Sindh separately. Facts and figures are provided for each district on following educational indicators; Gender Parity Index - level wise, Promotion Rate, Repetition Rate, Dropout Rate, Student Class Ratio and Teacher Student Ratio.

3. Situational analysis of the education sector:

Pakistan is growing steadily in terms of overall economy but is unable to progress in social sectors especially in education. Adult literacy rate is 57% which shows that 43% of our population is unable to read and write. It limits our possibilities to grow, acquire technical skills and knowledge for higher productivity and better earning levels. The budgetary allocation to education has remained around 2% of the GDP for the past decade, with a high proportion being spent on recurrent expenditures, mainly salaries sparing lesser share for development and quality enhancement.

National Development Priorities:

- Medium Term Development Framework 2005 -10 has not been fulfilled
- Vision 2030 extends MTD dream further and higher in terms of space and time
- Vision 2030 aims at a high quality of life, providing equal opportunities to its citizens to reach their true potential

Education and the Constitution of Pakistan 1973:

- Article 37 (b) & (c) - focuses on the Secondary Education
- 18th amendment - *Right to education*

National Education Policy 2009:

- This policy suggests that there are close links between equity in educational opportunities and equitable income distribution and income growth
- The divisions of education system can put in danger long term economic growth as well as stability of society
- Access and Equity
- Governance, quality and relevance

According to the NEP (2009), an affirmation of commitment to Pakistan's egalitarian education vision in the service of all citizens and as a driver of economic and social development can help produce a virtuous circle of high level of human and social capital leading to equitable economic growth and social advancement.

The 18th Constitutional Amendment:

- This bill was passed by senate of Pakistan on April 15, 2010, became an act of parliament on April 19, 2010.
- The Amendment abolishes the "concurrent list" and gives much more provincial autonomy in matters of education, health and several other sectors
- National Finance Commission (NFC) Award of 2009/10, provinces were given a higher share of resources from the divisible pool to enable them so they can meet responsibility arising due to the 18th Amendment

Education and Provincial Priorities:

- Discussions are going on within the provincial education ministry on the issues of education policy and curriculum in post 18th Amendment scenario
- Sindh - no formal policy document available at the provincial level labeled formally as provincial education policy
- Other provincial government stances are also discussed in these reports

Situational Analysis:

- 7 million primary-aged children are out-of-school, mostly due to poverty and partly due to existence of school (as some live in remote or far flung areas), absence of teacher and/or learning material or other reasons
- Of those who attend school - (63%) of the population lives in rural areas in relatively modest conditions, do not obtain quality education due to existence of parallel streams of primary and secondary schooling
- The majority of the children, residing mainly in rural and semi-urban areas and belonging to the lower to middle classes, attend public schools which offer free local-system (matriculate stream) education and display poor quality such as shortage or absence of teachers, weak infrastructure and lack of learning materials
- Children of upper-middle and upper classes, residing in modest urban localities, mostly attend high cost private schools
- These inequalities in the educational system, mainly due to socio-economic class, can transform into inequalities in job opportunities , salaries, quality and standards of life which will further polarize the society
- Average percentage of population that ever attended school is higher for urban (73%) than rural (50%) areas
- Wide disparities across gender within urban as well as rural areas where males have higher access to education than females
- A review of access to education by income quintiles shows that for all areas and both genders there is a positive correlation between income and percentage of population ever attended school
- There are 163,892 formal schools offering education till the higher secondary level. Of these schools, 48% are boys' schools, 34% are girls' schools and 18% are mixed schools
- Enrollments in public institutions are estimated to be 21.5 million students, with 50%-60% males at every level of education. Out of these, over one-half are primary level students, followed by pre- primary students, who constitute around 20% of all students. Private school holds approximately one-third of the total enrolments.
- The non formal institutions, it is reported that there are 15,899 non formal basic education schools and 12,599 deeni madrassahs, with only 3,159 technical and vocational centers and 176 teachers training institutes
- The enrolment rates at all education levels in Pakistan are low and annual changes are marginal
- *For example, over the six year period i.e. 2004-05 to 2010-11, gross primary enrolment and net primary enrolment rates for age group 5-9 years, both progressed by only 1%*

point per annum. Gross enrolments rose from 86% to 92%, while net enrolments rose from 52% to 57% in 2008-09 but slipped to 56% in 2010-11

Key issues in education are also similar across all levels of education. Every province faces almost all the key challenges, with some degree of variance. The key challenges are mentioned below:

- Large stock of out of school children and illiterate adults and poor quality of education
- Financial constraints & resource requirements
- The 18th Constitutional Amendment and devolution of the Ministry of Education
- Weak coordination among international development partners
- Limited institutional capacity in provincial education departments
- Lack of supervision and monitoring
- No effective public-private partnership
- Lack of community participation

Education, EFA/MDGs and International Development Partners:

- Pakistan is currently facing numerous challenges in terms of education and is unlikely to achieve the EFA/MDG goals of universal primary education, 100% survival rates till grade V and 86% literacy rates. From the current progress we may estimate that it will take another two decades to achieve universal primary education.
- Currently there are about 90 donor supported education projects being carried out in Pakistan by the federal government as well as by the four provincial governments. Of these, 63 projects are being implemented at the provincial level with only 27 managed by the federal government. Looking at the current scenario where responsibilities of education has been transferred to provincial governments, it is uncertain whether these 27 projects will be implemented or not
- A crude analysis of donor assistance depicts that priorities are well in place and according to the country's development objectives. Over one-third of all education projects are related to capacity building and one-fifth to elementary education, mainly primary education

Needs and Strategies in the next Five Years⁸⁷:

With low adult literacy rates as well as low enrollment rates at all levels of education, high dropout rates at primary level and poor quality of education, the education needs of Pakistan are very clear. After the analysis of education sector of Pakistan the writer has proposed some

⁸⁷ Mujahid-Mukhtar, E. (2012). *Situation Analysis of the Education Sector*. UNESCO.

urgent issues that need to be addressed on priority basis. They are;

1. *Implement article 25A i.e. increase access to education, appropriate resource mobilization and investments in educational institutions, free schooling, encouraging public-private partnership, provision of missing facilities, and presence of good teachers.*
2. *Enhance the quality of all levels and types of education through provision of qualified and trained teachers appointed on merit, timely provision of relevant teaching and learning materials, effective governance, and strong community participation.*
3. *Build capacity, through training, of education planners and managers to design and implement education services effectively. Given the recent devolution of education to provinces, there are capacity gaps in the provincial departments to tackle the education challenges related to improving access and quality and as such serious efforts are required to enhance provincial institutional capacity.*
4. *Improve quality and relevance of university education through merit scholarships, de-politicization of university campuses, and good governance.*
5. *Improve access to, and quality of, adult literacy and technical and vocational*
6. *Education through more Programs, trained teachers and relevant curriculum. Expand the non formal basic education network to reach the “unreached” i.e., the out-of-school children in far and remote areas, especially girls,*
7. *Strengthen support services to meet emergencies such as floods, earthquake, etc.*
8. *Ensure, specifically in Balochistan, schooling for all 22,000 settlements in the Province through improved mapping system and expansion of non formal network of education.*

10.4 Comparative Analysis:

Similarities between the studies:

1. *ASER - Sindh 2012 and Statistical Bulletin Annual School Census 2010-11* are both surveys conducted to obtain information on the education sector of Sindh.
2. Both the surveys, first provide overall statistics of Sindh and then separately for district level.

Differences between the studies:

1. *ASER - Sindh 2012* and *Statistical Bulletin Annual School Census 2010-11* are surveys whereas *Situational analysis of the education sector* is the overall analysis of education sector through available statistics
2. The statistics and findings of *ASER - Sindh 2012* are more up to date as compared to *Statistical Bulletin Annual School Census 2010-11*
3. *ASER - Sindh 2012* covers extensive education indicators whereas *Statistical Bulletin Annual School Census 2010-11* covers only the conventional education indicators as prescribed by UNESCO
4. *ASER - Sindh 2012* has a relatively smaller sample size as compared to *Statistical Bulletin Annual School Census 2010-11*.
5. *ASER - Sindh 2012* has used percentages throughout their report to indicate their findings whereas *Statistical Bulletin Annual School Census 2010-11* has mostly used actual statistics to indicate their findings along with percentages in some parts of the survey.

10.5 Conclusion:

ASER - Sindh 2012⁸⁸ has covered the indicators of education very comprehensively. They have not only included the conventional indicators of education such as enrollment, access, etc. but have also covered the learning levels of the students who are enrolled in a school or out of school, if they take private tuitions or not, their parental education, preferred language of teaching etc. These indicators are essential to gauge the capacity of education.

However, there are certain limitations in this report as well. Throughout the report they have used percentages to present the charts and graphs. Though, they have mentioned the number of people surveyed in annexure it would have been helpful for the reader to have the actual numbers in the main report for reference.

The Statistical Bulletin Annual School Census 2010-11⁸⁹ has information which is relevant to our study as it has data specifically for Sindh, further divided into separate districts. It covers some key education indicators which will help us in gauging the capacity of primary education in Sindh. However, they have not covered all the indicators which can provide the actual picture of educational capacity of Sindh. Some essential indicators such as learning levels of the students and allocation of budgets have not been included. It is possible that the objective of

⁸⁸ ASER Pakistan. "Annual Status of Education." Survey Report, Sindh, 2012.

⁸⁹ (SEMIS (RSU) - Department of Education and Literacy - Government of Sindh, 2010-11)

the report was different but these indicators are also important when one is making any decisions or policies for the education department of Sindh.

Nevertheless, it is a detailed survey as it covers important educational indicators (as prescribed by UNESCO) as well as comparison with previous year, which we will be covering in our actual study. It will help us to identify what government has already done and would provide us with a starting point to develop our frame work. Although, the data is still two years old i.e. of 2011 and would not be able to depict the current educational scenario of Sindh. The current state of education would have changed and it cannot be identified through this bulletin.

The Situational analysis of the education sector⁹⁰ as the name suggests is a comprehensive study of the Pakistan's education sector. This report covers Pakistan's development context and national development priorities moving on towards Education policy, Education sector (policies, status and issues), analysis of Pakistan and international commitments, Public Sector Budgetary Allocations for Education for 2011/12, International Development Partners and lastly Pakistan's Medium Term Development Needs/Priorities in Education.

The author has extracted statistics from different government sources in order to carry out her analysis on the education sector. She has sketched a thorough picture of education sector by analyzing the previous statistics and then matching it with the policies and recent changes in the constitutions, the international/local commitments that was made by government of Pakistan to improve its education sector, identifying the alarming situation we are currently facing in terms of education, and proposing a holistic avenue for the government to improve the education sector.

⁹⁰ Mujahid-Mukhtar, E. (2012). *Situation Analysis of the Education Sector*. UNESCO.

11 Limitations:

- The report has been finished and compiled keeping in mind that it is for internal use only therefore, international standards of reporting have not been used
- Time constraint: the time provided to finish this report was less as compared to the broad topics/information required to be covered
- Unavailability of certain information/data: In some instances the official data for education policies was not available on government websites therefore, we included data which was available through other reliable sources
- Inconsistent data: While compiling the numbers for budgetary allocations to education it was observed that the data was inconsistent in different documents. For consistency and accuracy, it was decided that the Annual Budget Statement was to be given first priority. In its absence, white papers and news articles from reliable sources would be consulted
- Manual Calculations: In many cases, it was not possible to draw key highlights from the budget books straightaway. Therefore, the budget statistics presented in this study have been compiled after multiple calculations

Annex 1:

Statistical Data

Balochistan:

Years	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Provincial Budget (Rs. Millions)							
Budgetary Outlay	63,081	71,190	80,000	152,000	164,574	179,000	198,495
Total Education Budget (Rs. Millions)							
Recurrent	7,072	8,760	10,955	17,523	20,643	23,020	24,744
Development	424	716	971	2,172	2,800	5,933	10,590
Total	7,496	9,476	11,926	19,695	23,443	28,953	35,334

Khyber Pakhtunkhwa:

Years	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Provincial Budget (Rs. Millions)							
	114,000	159,451	203,162	214,805	260,143	297,073	344,000
Total Education Budget (Rs. Millions)							
Recurrent	19,930	22,420	25,570	37,210	39,230	54,400	72,688
Development	3,526	4,576	6,830	8,557	10,180	12,600	29,712
Total	23,456	26,996	32,400	45,767	49,410	67,000	102,400

Punjab:

Years	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Provincial Budget (Rs. Millions)							
	393,746	437,661	465,715	536,092	624,938	739,470	897,569
Total Education Budget (Rs. Millions)							
Recurrent	23,746	32,029	21,503	28,301	33,574	41,151	40,597
Development	22,230	20,771	26,825	25,328	19,912	28,090	44,398
Total	45,976	52,801	48,328	53,629	53,486	69,241	84,995

Sindh:

Years	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Provincial Budget (Rs. Millions)							
	234,491	267,569	321,777	367,278	457,500	504,722	617,000
Total Education Budget (Rs. Millions)							
Recurrent	31,200	46,610	50,990	53,000	56,247	105,445	120,502
Development	6,200	4,700	5,950	7,000	11,006	6,130	13,735
Total	37,400	51,310	56,940	60,000	67,253	111,575	134,237

References:

ⁱⁱ The Alif Ailaan education index looks at four variables: access, attainment, achievement, and gender parity. Access is measured by the gross enrolment rate (GER) for 6-10 year olds at the district level. GER is calculated as the total number of students enrolled in primary school divided by the total number of children aged 6-10 years in the district (Source: ASER). Attainment is measured by the survival rate to fifth grade of a child enrolled in the first grade. This is calculated as the proportion of children enrolled in the first grade who are expected to arrive in fifth grade (Source NEMIS 2010-11). Achievement is calculated by taking the average score in the following dimensions: the ability to read a sentence in English, ability to read a story in Urdu, the ability to divide a 3 digit number over a one digit number (Source: ASER), and district literacy levels (source: PSLM). Gender parity is measured by the gender rates of enrollment as well as survival to fifth grade (Source: NEMIS). The average of these four variables gives the education score. The school index are developed on the basis of five indicators; the availability of facilities, electricity, drinking water, toilets, boundary walls and safe conditions of the school building. The average of these five numbers is calculated to take out the school scores (Source: NEMIS).

Calculation of score

KHAIPUR, SINDH

Education score	55.12	National ranking	77/145	Provincial ranking	3/23
Enrolment score	73.33			Survival score	50
Achievement score	38.25			Gender parity score	58.89
Number of female teachers	1741			No. of girls primary school	867
Number of male teachers	4460			No. of boys primary school	2503
Proportion of 5th grade students who can read a story in Urdu (text of grade 2)				44%	
Proportion of 5th grade students who can read a sentence (text of grade2)				27%	
Proportion of 5th grade students who can do grade 3 level three digit division				24%	
Net enrolment rate primary school girls	60%			Primary school completion rate-girls	65%
Net enrolment rate primary school boys	74%			Primary school completion rate-boys	60%
School score	51.22	National ranking	65/145	Provincial ranking	8/23
				Proportion of schools with available facilities:	
Electricity	35%			Water	72%
Toilet	65%			Boundary wall	60%
				Proportion of schools where building conditions is satisfactory	31%