

# Education

Education lays the foundation of a developed and progressive society. It empowers and creates ability among the individuals and the societies to utilize their human capabilities and builds a strong correlation with socio-economic development. In this regard, the development of a widely accessible quality and equitable education system is a critical requirement.

A National Framework has been devised for

localization of Sustainable Development Goals (SDGs) at district level to improve public social service delivery for implementation of the global agenda. Goal 4 of SDGs covers the education related framework to improve the education system; the federal government has decided to enhance working relationship with the provinces by providing all possible support to ensure successful implementation of all SDGs including those related to education.

<b>Box-I: Sustainable Development Goals (SDGs) National Framework</b>			
<b>Goal 4: Quality Education (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)</b>			
<b>National Priority Targets</b>	<b>National Priority SDG Indicator</b>	<b>National Baseline 2014-15</b>	<b>Target 2030</b>
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Total=57% Girls=53.0% Boys=60.0%	Total=100% Girls=100.0% Boys=100.0%
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available)for all education indicators on this list that can be disaggregated	GPI Primary=0.87	GPI Primary=1.0
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	Total=60.0% Female=49.0% Male=70.0%	Total=80.0% Female=69.0% Male=90.0%
Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Proportion of schools with access to : (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic hand washing facilities (as per the WASH indicator definitions)	Primary School Infrastructure: Electricity=53.0%; Drinking Water= 67.0%; Sanitation=67.0%	Primary School Infrastructure: Electricity= 53.0%; Drinking Water=67.0%; Sanitation=67.0%
By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	Proportion of teachers in; (a) pre-primary; (b) Primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	-	-

Source: Ministry of Planning, Development & Reform

## i) Pre-Primary Education

At the national level, an increase of 16.8 percent is observed in pre-primary enrolment which went up to 11,437 thousand in 2016-17

compared to 9,792 thousand in 2015-16. Enrolment is estimated to increase further by 7.8 percent i.e. from 11,437 thousand to 12,328 thousand in 2017-18. [Table10.1].

**ii) Primary Education (Classes I-V)**

At the national level, a total of 169.6 thousand primary schools with 475.2 thousand teachers were functional in 2016-17. An increase of 0.6 percent in primary enrolment was witnessed which increased to 21,686 thousand in 2016-17 against 21,551 thousand in 2015-16. Primary enrolment is estimated to increase to 22,521 thousand in 2017-18 [Table 10.1].

**iii) Middle Education (Classes VI-VIII)**

During academic year 2016-17, a total of 49.1 thousand middle schools with 455.4 thousand teachers were functional in the whole country. At national level, an increase of 1.1 percent in middle enrolment has been observed as it went up to 6,996 thousand in 2016-17 against 6,922 thousand in 2015-16. Middle enrolment is estimated to have increased by 2.8 percent i.e. from 6,996 thousand to 7,189 thousand in 2017-18 [Table 10.1].

**iv) Secondary/ High School Education (Classes IX-X)**

A total of 31.6 thousand high schools with 560.6 thousand teachers were functional in the country. A decrease of 1.9 percent in high school enrolment has been observed as dropped to 3,583.0 thousand in 2016-17 against 3,652.5 thousand in 2015-16. It is estimated to increase by 5.1 percent i.e. from 3583.1 thousand to 3765.2 thousand in 2017-18 [Table 10.1].

**v) Higher Secondary / Inter Colleges (Classes XI-XII)**

A total of 5.1 thousand higher secondary schools/inter colleges with 120.3 thousand teachers were functional in 2016-17. A decrease of 6.1 percent in higher secondary enrolment has been observed as it dropped to 1,594.9 thousand in 2016-17 against 1,698.0 thousand in 2015-16. It is estimated to increase by 9.8 percent i.e. from 1,594.9 thousand to 1750.6 thousand in 2017-18. [Table 10.1].

**vi) Technical & Vocational Institutes**

A total of 3.8 thousand technical & vocational institutes with 18.2 thousand teachers were functional in 2016-17. A rise of 9.4 percent in

enrolment was witnessed as it increased to 344.8 thousand in 2016-17 against 315.2 thousand in 2015-16. It is projected to increase by 3.9 percent i.e. from 344.8 thousand to 358.3 thousand during 2017-18. [Table 10.1].

**vii) Degree Colleges (Classes XIII-XIV)**

A total of 1.4 thousand degree colleges with 37.9 thousand teachers were functional in 2016-17. An increase of 2.1 percent in enrolment was observed as it hiked to 956.4 thousand in 2016-17 against 937.1 thousand in 2015-16. It is further to increase by 13.9 percent i.e. from 956.4 thousand to 1,089.7 thousand in 2017-18. [Table 10.1].

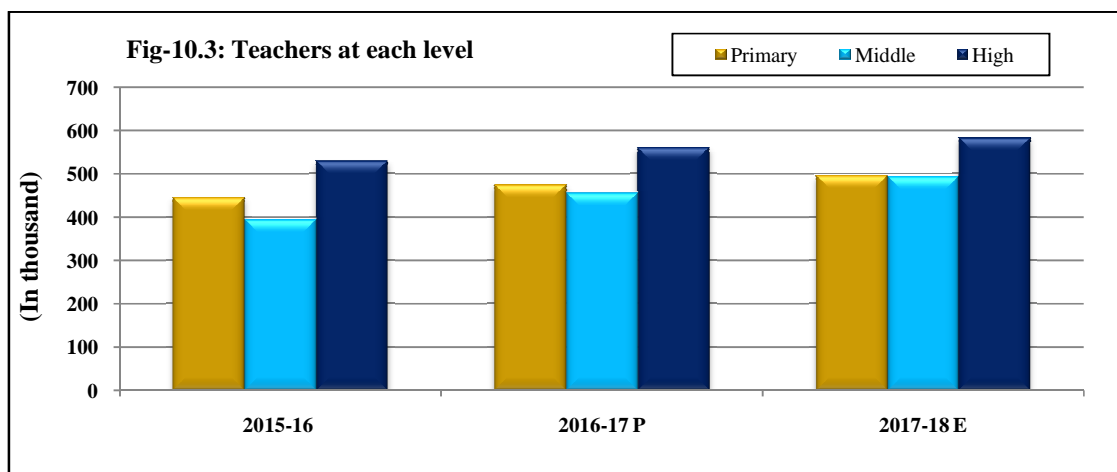
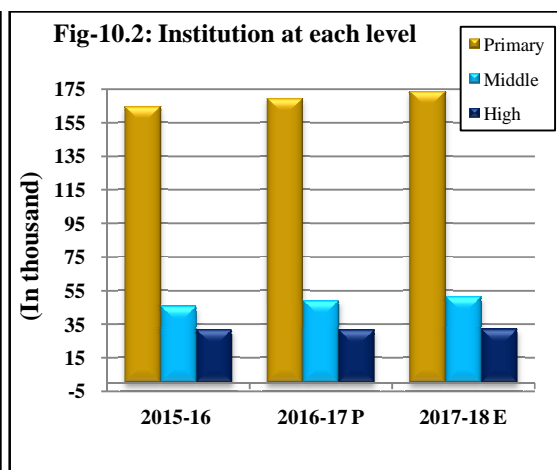
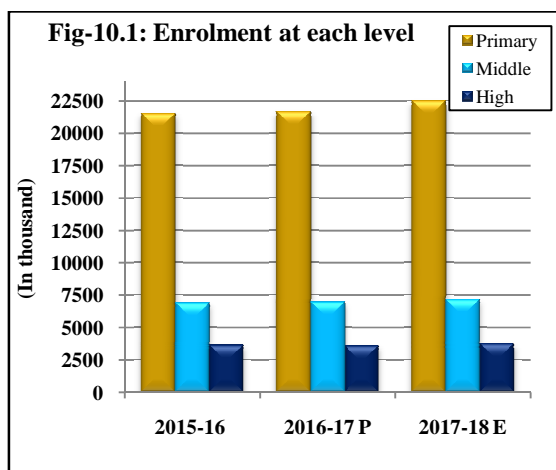
**viii) Universities (Classes XV onwards)**

A sum of 185 universities with 58.7 thousand teachers were functional in higher education in 2016-17. An increase of 7.9 percent in enrolment was observed as it surged to 1,463.3 thousand in 2016-17 against 1,355.6 thousand in 2015-16. It is likely to decrease by 2.7 percent i.e. from 1,463.3 thousand in 2016-17 to 1,423.1 thousand in 2017-18.

**Overall Assessment**

The overall education condition is based on key performance indicators such as enrolment rates, number of institutes and teachers which have experienced minor improvement. The total number of enrolments at national level during 2016-17 stood at 48.062 million as compared to 46.223 million during 2015-16. This shows a growth of 3.97 percent and it is estimated to further rise to 50.426 million during 2017-18. The total number of institutes stood at 260.8 thousands during 2016-17 as compared to 252.8 thousands during last year and the number of institutes are estimated to increase to 267.7 thousands during 2017-18.

The total number of teachers during 2016-17 were 1.726 million compared to 1.630 million during last year showing an increase of 5.9 percent. This number of teachers is estimated to rise further to 1.808 million during the year 2017-18. [Table 10.1].



**Table 10.1: Number of Mainstream Institutions, Enrolment and Teachers By Level ( Thousands)**

	Years	Pre-Primary	Primary <sup>^</sup>	Middle	High	Higher Sec./ Inter	Degree Colleges	Technical & Vocational Institutes	Universities	Total
Enrolment	2012-13	9284.3	18790.4	6188.0	2898.1	1400.0	641.5	302.2	1594.6	41099.1
	2013-14	9267.7	19441.1	6460.8	3109.0	1233.7	674.5	308.6	1594.6	42090.0
	2014-15	9589.2	19846.8	6582.2	3500.7	1665.5	1144.8	319.9	1299.2	43948.3
	2015-16	9791.7	21550.6	6922.3	3652.5	1698.0	937.1	315.2	1355.6	46223.0
	2016-17*	11436.6	21686.5	6996.0	3583.1	1594.9	956.4	344.8	1463.3	48061.6
	2017-18**	12328.7	22521.3	7189.1	3765.2	1750.6	1089.7	358.2	1423.1	50425.9
Institutions	2012-13	-	159.7	42.1	29.9	5.0	1.5	3.3	0.147	241.6
	2013-14	-	157.9	42.9	30.6	5.2	1.1	3.3	0.161	241.2
	2014-15	-	165.9	44.8	31.3	5.4	1.4	3.6	0.163	252.6
	2015-16	-	164.6	45.7	31.7	5.5	1.4	3.7	0.163	252.8
	2016-17*	-	169.6	49.1	31.6	5.1	1.4	3.8	0.185	260.8
	2017-18**	-	173.7	51.4	31.9	5.1	1.6	4.0	-	267.7
Teachers	2012-13	-	428.8	362.6	489.6	132.0	48.8	16.1	77.6	1555.5
	2013-14	-	420.1	364.8	500.5	124.3	26.0	16.4	77.6	1529.7
	2014-15	-	430.9	380.8	514.2	118.1	36.6	19.4	88.3	1588.3
	2015-16	-	444.6	394.2	529.5	123.1	37.1	18.2	83.4	1630.1
	2016-17*	-	475.2	455.4	560.7	120.3	37.9	18.2	58.7	1726.4
	2017-18**	-	496.0	493.1	583.1	119.0	43.6	18.9	54.0	1807.7

\*: Provisional, \*\*: Estimated, ^: Including Pre-Primary, Mosque Schools, BECS and NCHD

Source: Ministry of Federal Education & Professional Training, AEPAM, Islamabad

**Literacy, GER and NER**

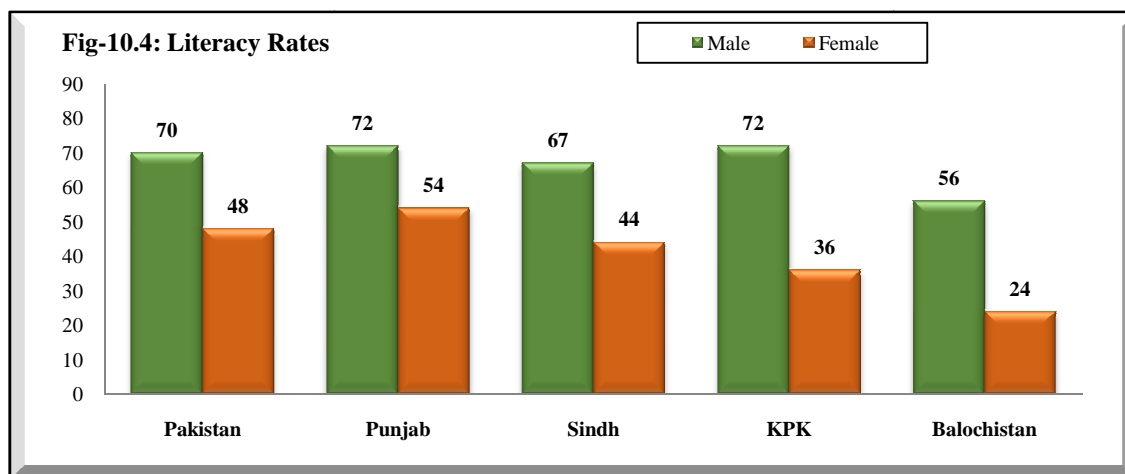
During 2017-18, PSLM survey was not conducted due to Population & Housing Census

2017. Therefore, the figures for the year 2015-16 may be considered for the current year.

**Table 10.2: Literacy Rate (10 Years and Above)-Pakistan and Provinces (Percent)**

Province/Area	2013-14			2015-16		
	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>	<b>70</b>	<b>47</b>	<b>58</b>	<b>70</b>	<b>48</b>	<b>58</b>
Rural	63	36	49	63	36	49
Urban	81	66	74	81	68	74
<b>Punjab</b>	<b>71</b>	<b>52</b>	<b>61</b>	<b>72</b>	<b>54</b>	<b>62</b>
Rural	65	43	53	66	44	55
Urban	82	71	76	82	73	77
<b>Sindh</b>	<b>67</b>	<b>43</b>	<b>56</b>	<b>67</b>	<b>44</b>	<b>55</b>
Rural	53	21	37	51	19	36
Urban	80	63	72	80	65	73
<b>KPK</b>	<b>72</b>	<b>36</b>	<b>53</b>	<b>72</b>	<b>36</b>	<b>53</b>
Rural	70	32	49	70	33	50
Urban	81	55	68	77	52	64
<b>Balochistan</b>	<b>59</b>	<b>25</b>	<b>43</b>	<b>56</b>	<b>24</b>	<b>41</b>
Rural	54	17	36	48	15	33
Urban	74	45	59	76	44	61

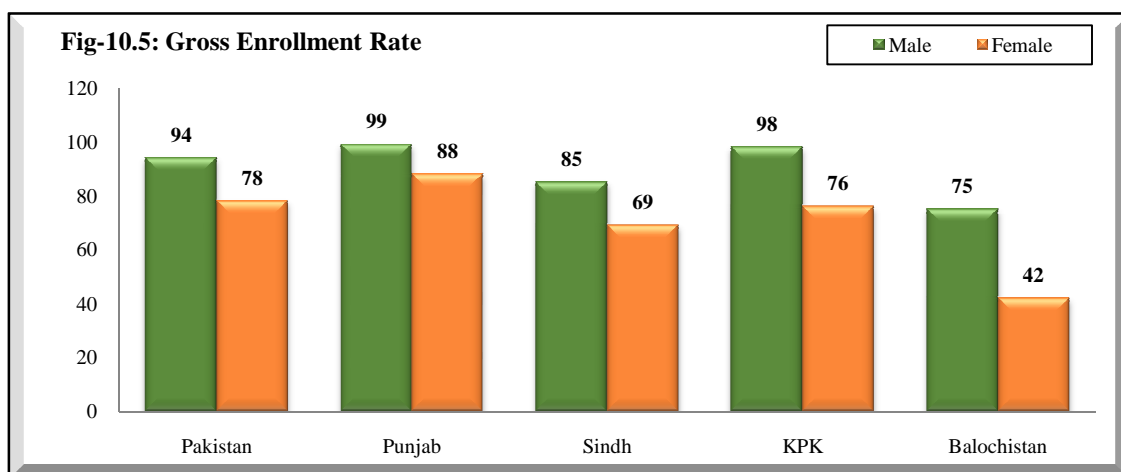
Source: PSLM Section, Pakistan Bureau of Statistics



**Table 10.3: National and Provincial GER (Percent)**

Province/Area	2013-14			2015-16		
	Male	Female	Total	Male	Female	Total
Pakistan	<b>98</b>	<b>81</b>	<b>90</b>	<b>94</b>	<b>79</b>	<b>87</b>
Punjab	106	94	100	99	88	93
Sindh	85	67	76	85	69	78
Khyber Pakhtunkhwa	102	76	89	98	76	88
Balochistan	83	49	67	75	42	60

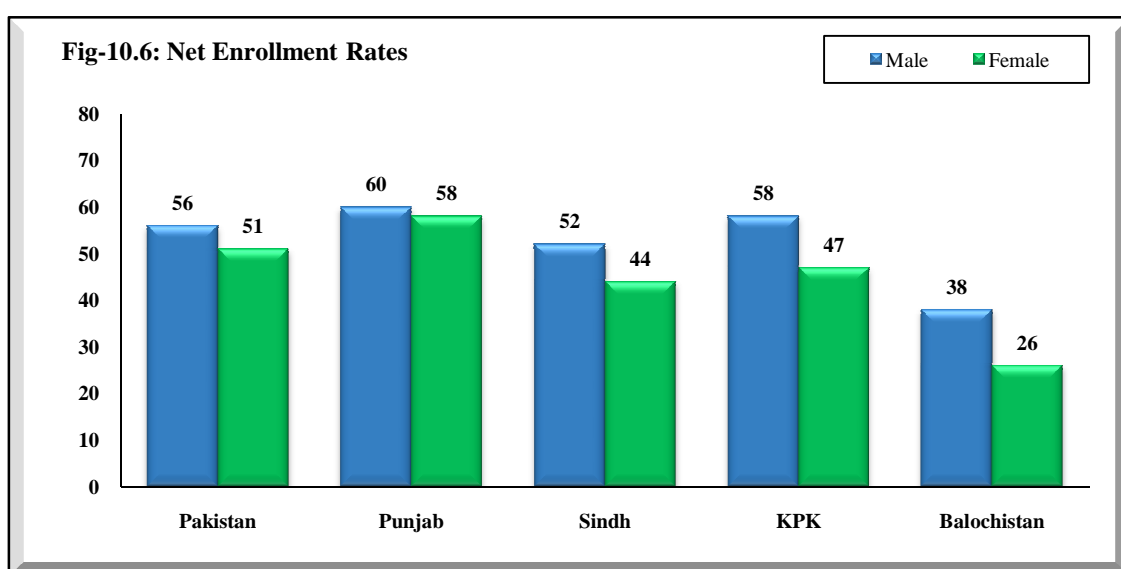
Source: PSLM Section, Pakistan Bureau of Statistics



**Table 10.4: National and Provincial NER at Primary Level (Percent)**

Province/Area	2013-14			2015-16		
	Male	Female	Total	Male	Female	Total
Pakistan	60	53	57	56	51	54
Punjab	66	63	64	60	58	59
Sindh	53	43	48	52	44	48
Khyber Pakhtunkhwa	62	46	54	58	47	53
Balochistan	46	30	39	38	26	33

Source: PSLM Section, Pakistan Bureau of Statistics



### Expenditure on Education

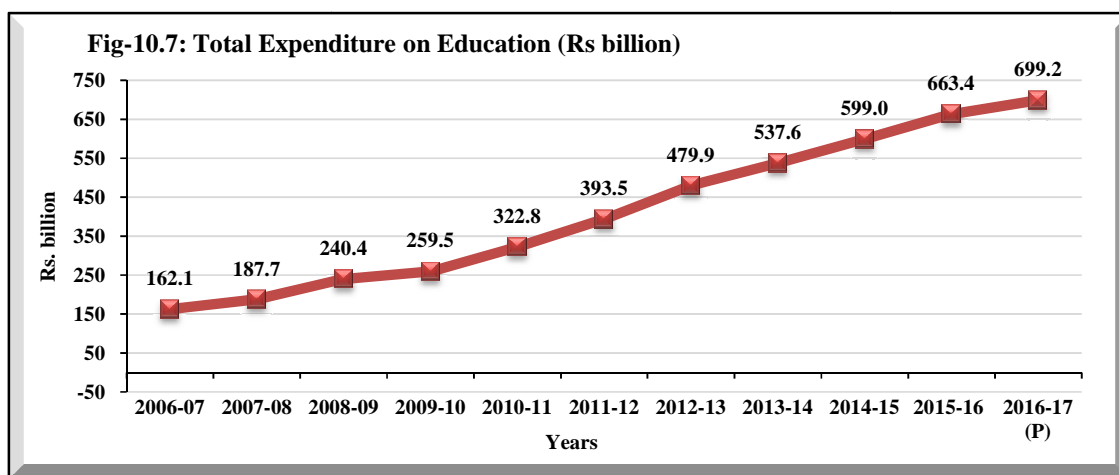
Public Expenditure on education as a percentage of GDP is estimated to be 2.2 percent in FY 2017 as compared to 2.3 percent of GDP in FY 2016. The education related

expenditure increased by 5.4 percent to Rs 699.2 billion in FY2017 from Rs 663.4 billion in FY2016. The provincial governments are also spending sizeable amount of their Annual Development Plans (ADPs) on education.

Table 10.5: Total Expenditure on Education (Rs million)					
Years		Current Expenditure	Development Expenditure	Total Expenditure	As % of GDP
2013-14	Federal	65,497	21,554	87,051	2.1
	Punjab	187,556	30,485	218,038	
	Sindh	99,756	6,157	106,093	
	Khyber Pakhtunkhwa	7,0948	18,756	89,704	
	Balochistan	29,978	6,911	36,889	
	<b>Pakistan</b>	<b>453,735</b>	<b>83,863</b>	<b>537,598</b>	
2014-15	Federal	73,729	28,293	102,022	2.2
	Punjab	201,882	25,208	227,090	
	Sindh	109,275	7,847	117,122	
	Khyber Pakhtunkhwa	83,205	28,506	111,711	
	Balochistan	32,299	8,803	41,102	
	<b>Pakistan</b>	<b>500,390</b>	<b>98,657</b>	<b>599,047</b>	
2015-16	Federal	84,496	34,665	119,161	2.3
	Punjab	224,608	26,863	251,471	
	Sindh	123,855	11,153	135,008	
	Khyber Pakhtunkhwa	92,306	19,925	112,231	
	Balochistan	36,121	9,364	45,485	
	<b>Pakistan</b>	<b>561,386</b>	<b>101,970</b>	<b>663,356</b>	
2016-17(P)	Federal	91,139	16,890	108,029	2.2
	Punjab	221,049	39,593	260,642	
	Sindh	134,650	12,082	146,732	
	Khyber Pakhtunkhwa	109,482	26,639	136,121	
	Balochistan	40,571	7,127	47,698	
	<b>Pakistan</b>	<b>596,891</b>	<b>102,331</b>	<b>699,222</b>	
2017-18*	Federal	40,595	10,695	51,290	-
	Punjab	129,216	18,827	148,043	
	Sindh	69,338	2,529	71,867	
	Khyber Pakhtunkhwa	33,345	5,390	38,735	
	Balochistan	20,802	539	21,341	
	<b>Pakistan</b>	<b>293,296</b>	<b>37,980</b>	<b>331,276</b>	

P: Provisional , \*:July-December

Source: PRSP Budgetary Expenditures, External Finance Policy Wing, Finance Division, Islamabad



## Development Programmes FY 2018

### Federal Public Sector Development Programme (PSDP)

The Federal Public Sector Development Programme FY 2018 has allocated an amount of Rs 2.96 billion for 10 on-going and 3 new projects of the Ministry of Federal Education & Professional Training. An amount of Rs 3.18 billion has also been provided for 13 on-going & new education related projects to Finance and Capital Administration & Development Divisions. The implementation of PSDP funded projects will have a lasting impact on the inclusive socio-economic development.

### Provincial Annual Development Programmes (ADPs) FY2018

The provincial governments have prioritized the sectors such as provision of missing facilities, up gradation of girls and boys primary schools to middle, high and secondary levels, construction of new boys and girls schools and colleges, provision of scholarship through endowment funds and scholarship schemes, provision of stipends to girls students up to Matriculation, improvement of the physical infrastructure, establishment of IT/Science labs in secondary and higher secondary schools, Early Childhood Education (ECE) at Primary level and strengthening of Provincial Institutes of Teacher Education (PITE). All the provinces have allocated budget for the education foundations and development budget has allocated for capacity building of teachers to provide quality education and for the establishment of the cadet colleges to meet the prerequisites of education.

#### Punjab

During FY2018, Punjab government has allocated Rs 74.10 billion against last year's Rs 67.82 billion showing an increase of 9.26 percent for 534 on-going and 989 new development projects for education. This includes Rs 53.36 billion for school education, Rs 18.03 billion for higher education, Rs 1.06 billion for special education and Rs 1.65 billion for literacy.

#### Sindh

During FY2018, Sindh government has

allocated Rs 24.03 billion compared to Rs 20.07 billion last year showing an increase of 19.73 percent for 329 on-going and 132 new development projects for education. This includes Rs 19.15 billion for Education & Literacy, Rs 0.21 billion for Special Education, Rs 1.06 billion for Sindh TEVTA and Rs 3.60 billion for Universities & Boards.

#### Khyber Pakhtunkhwa

Government of Khyber Pakhtunkhwa has increased funds allocation to Rs 20.3 billion in FY2018 from Rs 17.3 billion in FY2017 showing a rise of 17.34 percent for 103 on-going and 46 new development projects for development of education. It includes Rs 1.92 for primary education, Rs 12.08 billion for secondary education and Rs 6.32 billion for higher education.

#### Balochistan

Balochistan government has allocated Rs 9.16 billion for FY 2018 against Rs 6.65 billion last year, showing an increase of 37.7 percent for 190 ongoing and 141 new development projects for education. Out of the total allocation, an amount of Rs 0.855 billion has been allocated for primary education, Rs 0.535 billion for middle education, Rs 3.26 billion for secondary education, Rs 2.65 billion for college education, Rs 0.693 billion for university education, Rs 1.05 billion for General education and 0.121 billion for technical education.

### Technical and Vocational Education

#### NAVTTTC

National Vocational and Teaching Training Commission (NAVTTTC) is a national regulatory authority established to address the challenges facing the Technical and Vocational stream in the country. It is involved in policy making, strategy formulation and regulation and revamping of TVET system. The Commission is establishing and promoting linkages among various stakeholders nationally and internationally. Since the inception of the Commission, high priority has been accorded to TVET sector and maximum initiatives have been taken for timely addressal of issues faced by TVET Sector across the country.

## **Achievements**

### **Prime Minister's Youth Skill Development Programme (PMYSDP)**

The present government has initiated programmes across the country for youth development. As per the directives of the Prime Minister, NAVTEC is entrusted to execute PMYSDP. This programme envisages the provision of hands-on skill to unemployed and less educated youth and also ensures the provision of equal opportunities for skill development to the inhabitants of under-developed areas at their door steps.

PMYSDP is a nation-wide programme which circumferences the whole country including far flung areas of Balochistan, Rural Sindh, Southern Punjab, Azad Jammu & Kashmir, Gilgit-Baltistan & FATA. Training is being imparted in the developed as well as in less developed areas of the country by giving the special priority to the less developed areas from Sui to Astore and from Bajur to Bahawalnagar. The programme is being implemented in collaboration with Provincial TEVTAs, Provincial Labour & Manpower Departments, Social Welfare Departments, Private Technical & Vocational Training Providers, Armed Forces Institutes and private industry. All the training expenses are being borne by the Government of Pakistan and the trainees are being paid monthly stipend @ Rs 3,000 per trainee (in case of FATA Rs 4,000). The seats under the programme are distributed keeping in view the province-wise population; however, the disadvantaged areas like Balochistan, FATA, Gilgit-Baltistan and Rural Sindh have been given high share.

Since the inception of the programme, 100,000 youth has been benefited from the programme, primarily for middle, lower middle class and deprived segments of society. NAVTTC has allocated a special quota of minimum 30% for female enrolment for skill development courses. The programme is focused to prepare skilled manpower for National Mega Projects like CPEC and other energy related projects as CPEC is expected to generate approximately 2 million jobs for skilled manpower.

In continuation to above, Prime Minister's

Youth Skill Development Programme (Phase-IV) has targeted imparting hands-on skills training to 100,000 individuals in 02 batches. It has already been approved by ECNEC with a project cost of Rs 6,196.5 million and under process. The training classes of 1<sup>st</sup> Batch comprising of 50,000 youth have commenced from 1<sup>st</sup> of November, 2017 to 30<sup>th</sup> of April, 2018 and the training classes of 50,000 in second batch under the same phase will progressively commence in May, 2018.

In addition to skill development of 100,000 trainees, formal certification of 25,000 informally skilled individuals under NAVTTC's Recognition for Prior Learning (RPL) programme is also being undertaken to expand the pool of skilled manpower in the country. Under the PMYSDP, NAVTTC is providing the facility of boarding and lodging to 10,000 individuals belonging to far flung and under developed areas of the country for their skill development at appropriate places where state of the art skill development facilities are available. Other features of this programme include: implementation of Competency Based Training (CBT) aligned with International standards for skill development, job fairs/Skill competitors to encourage Employer-Trainee Interaction and enhancing employment chances of skilled individuals and up-gradation of workshops/labs of public sector institutes located in deprived and under developed areas of the country. Further, NAVTTC has framed a comprehensive mechanism for the assessment of the trainees after completing their training courses through employer (industry) and academia to ensure the utmost compliance of acquired skills of trainees in line with the demands of local and international job markets.

### **TVET Accreditation System in Pakistan**

NAVTTC is also mandated with setting up an internationally acceptable accreditation system to oversee the growth and quality of TVET in Pakistan.

NAVTTC is an instrument to create public trust in institutions and/or programmes. The aim of accreditation is to enhance the quality of TVET institutions, their capability to deliver TVET programmes and to support TVET institutions to set up their own internal quality assurance



processes to sustain quality development. “Quality” in this context means that a programme is fit for the purpose, and it guarantees that trainees will receive qualifications at the right level while acquiring competencies relevant to the expectation of employers.

The countries in Asia and the Pacific Region are recognizing the critical role played by TVET in economic development. The significant changes in the global environment, particularly, the emergence of a worldwide labor market, in one way or another, bear heavily on the role, functions, shape and mode of operation of TVT systems all over the world. Accreditation of training programmes and institutions is an established practice all over the world. This practice has roots in developed countries whereas the developing countries are in different stages of its establishment in Quality Assurance of training programmes and institutions.

The Commission apart from other reforms has established a national accreditation systems for TVET sector in Pakistan i.e. both for technical and vocational stream under the provision of NAVTTC Act 2011. For the purpose of assessment of TVET institutes for accreditation, NAVTTC’s first Accreditation Manual was developed in 2012 after extensive consultations with all relevant stakeholders, national and international best practices. The Manual has been revised three times, since then keeping in view the evolving TVET landscape in Pakistan.

TVET Accreditation System in Pakistan is governed by Accreditation Manual(s), Guidelines, Assessor/Expert Pool, the Feedback system. It describes the aims and objectives as well as the set up and procedures of accreditation system. The Manual is further divided into two performance areas i.e. Programme Accreditation and Institutional Accreditation.

TVET Accreditation & Quality Evaluation Committee (TA&QEC) is a forum consisting of senior most experienced technical and professional experts (both public & private) to guide and monitor the accreditation process, resolve conflicts, if any, guide on regulations

and procedures and approve accreditation status.

After the successful implementation of Accreditation Programme in TVET sector, NAVTTC is now shifting to the Institute of Accreditation. It is expected that Institute Accreditation will enhance the employability of skilled manpower in the region. In this regard, several in-house meetings have been held and orientation sessions have been conducted with all the relevant stakeholders including experts, assessors. Assessment tool has been prepared on international standards/best practices and first draft of Institute Accreditation is ready for launch.

### **Development of Competency Standards**

NAVTTC has established competency based training regime, modern occupational/competency standards. CBT is based on set of nationally endorsed standards, qualifications and guidelines used to recognize and assess the skills and knowledge people need to perform effectively in the workplace. NAVTTC has developed 8 competency standards with the consultation of relevant industry i.e. Welding, HVACR, General Electrician, Auto Mechanic , Auto CAD, Mason and TVET trainers.

### **Development of TLMs**

Under PMYSDP, to facilitate the trainers and institutions, NAVTTC took initiative of developing Teaching Learning Materials (TLMs) in demand driven trades. TLM is a generic term used to describe the resources, teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Ideally, the teaching materials can be tailored to the content in which they are being used. Teaching materials have in common the ability to support student learning. NAVTTC developed 64 LTMs for PMYSDP phase-IV (Batch-I).

### **Competency Based Training & Assessment**

Introduction of CBT&A is an important element of the National Skills Strategy (NSS), which is the basis of the ongoing TVET sector reform in Pakistan. It also provides the basis for the implementation of the National Vocational Qualifications Framework (NVQF).

Under this paradigm shift, the CBT programmes are designed and delivered by adopting a systematic approach, focusing on better employability of the trainees with strong market linkages. Through competency based assessment, the trainees will be assessed after completing the programmes and awarded high quality national vocational certificates.

NAVTTTC implemented 12 CBT Qualifications in 22 Institutes in ICT, Punjab, Sindh, Baluchistan, Khyber Pakhtunkhwa, FATA & AJK under PMYSDP Phase-III (Batch-II).

#### **National Certified Assessor**

The quality training and qualified teachers/assessors are the key elements of successful TVET delivery. For quality assurance of CBT training and standardization of RPL activities, NAVTTTC has trained over 200 assessors to conduct assessment of the CBT from ICT, Punjab, Khyber Pakhtunkhwa, Sindh, Baluchistan, AJK & GB region. These assessors are also included in the National Pool of Assessors which are further utilized by Qualification Awarding Bodies (QABs), Provincial Trade Testing Boards (PTTB) for final assessment of TVET trainees. The quality training and qualified teachers/assessors are the key elements of successful TVET delivery.

NAVTTTC, keeping in view the reform Agenda of the Government of Pakistan- Vision 2025, has taken the initiative of new and innovative practices such as encouraging linkages with the informal sector by providing assessment and certification opportunities to the skilled and semi-skilled workers under Pakistan's NVQF. This programme bridges the gap between formal and informal sectors by allowing the recognition and certification of skills through Recognition of Prior Learning (RPL) that may have been gained through life experiences and employment in informal or non-formal sectors. RPL uses a very simple and straightforward approach for assessing one's knowledge and skills, regardless where and how these were learnt. RPL is accessible to any people who possess the requisite knowledge and skills for performing a job with or without having a formal qualification.

#### **Higher Education Commission**

Higher education plays a critical role in generation and transmission of knowledge, critical to achieving a high growth rate and a competitive position in the global knowledge economy. The financial support of the Government of Pakistan towards Higher Education has resulted in a dramatic revival of the sector, led through the activities of the Higher Education Commission (HEC). The policies of the HEC - for improving the higher education system and its contribution to economic prosperity are geared towards facilitating development in key areas relating to faculty development, improving access and increased participation in higher education, promoting excellence in learning and research, and ensuring relevance to the economy through increased stakeholder participation.

The new knowledge-based society and its economic growth are completely dependent on the generation of intellectual capital. This leads to dramatic rise in the demand for higher education. The youth are the biggest stakeholders in the process. There is thus a dire need to enable the higher education sector to lead the processes of learning, governance, innovation, creativity, research and commercialization for a synergistic way forward. Focusing on soft power will enable knowledge creation and transfer and benefit the nation at large by building strong communities and economies.

Currently, 188 public and private sector Higher Education Institutes (HEIs) are operating in the country having an enrolment of 1.46 million students approximately.

#### **Performance Review 2017-18**

Under the PSDP 2017-18, the government has allocated Rs 35.663 billion for 181 development projects (112 ongoing & 69 un-approved projects) for universities. During FY 2018, twenty one (21) projects with a total cost of Rs 46.713 billion have been considered and approved by the competent forum i.e. CDWP/ECNEC. Thus total number of approved projects have increased to 133.

However, the remaining 48 un-approved projects are at different stages of approval.

During 2017-18 (July-December), the government has released Rs 11.628 billion (33 percent of the total budget) to ongoing development projects of Universities/HEC whereas, the 3<sup>rd</sup> quarter amount Rs 4.233 billion is being released.

In addition, HEC has been given the responsibility of designing, implementation and execution of the project titled “Prime Minister’s Laptop Scheme-HEC (Phase-II)”. The case for release of an amount of Rs 5.287 billion for PM’s Laptop Scheme-HEC (Phase-II) is under process at Ministry of Finance.

Similarly, the case for release of supplementary grant of Rs 0.600 billion for the project titled “Award of 3,000 Scholarships to students from Afghanistan under the Prime Minister’s Directive” is also under process at Ministry of Finance. Under this scheme, the Government of Pakistan offers scholarships to 3000 Afghan students in various field including medicine, engineering, agriculture, management and computer sciences.

**Conclusion:**

The government plans to create a knowledge based society for accelerating on-going development process and by allocating more financial resources for capacity building, research & development, provision of education access to low social strata children, decreased disparity, increased quality to strengthen retention and decrease dropout rate at all levels. Reduction of regional and gender disparity in human development is necessary to improve social indicators. The development of plans and strategies are under consideration with the federal and provincial governments to improve access, equity and quality of the basic and college education. For improving access, equity and quality education, investment is being made in the physical infrastructure, assurance of teacher’s attendance, up-gradation of educational institutions and opening of new educational facilities for boys and girls. Standards for assessment and examination system are being improved to harmonize the systems of education at regional and international level. Real time monitoring system is being introduced in the education sector for quality assurance and achieving goals under Vision 2025 and Five Year/Annual Plans.