

# EDUCATION

Human's ability to learn is one of the distinguished features among other species and at the same time, the nations that are advanced in education, are leading the world. No one can deny the importance of education in every aspect of life. Education is a tool for changing the patterns of thought in the individuals and nations. It occupies top priority in the social sector of developing nations including Pakistan. Historically, due to many challenges and issues faced by education sector, it has not delivered the expected outcomes in the country. So far, education has remained a neglected sector but now the importance of education in transforming the fate of nations has been realized and therefore, many efforts and resources are vested in the social sector especially to put in education on modern lines by introducing blended learning and modern technologies. The Government of Pakistan is fully aware of these challenges and is committed to prioritizing the education sector.

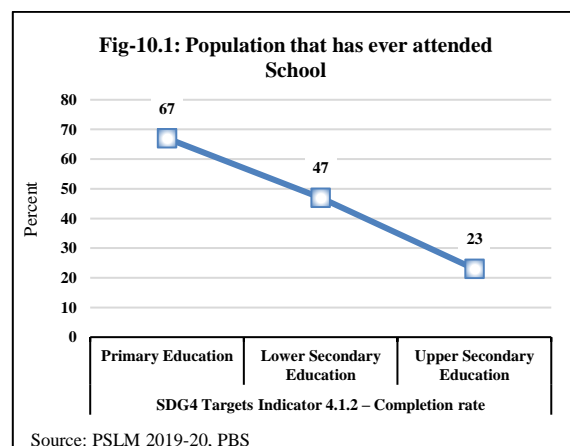
Moreover, efforts are being made to bring out of school children to schools, improve quality of education, provide conducive learning environment, etc. The focus is being given on basic and college education to make the younger generation competitive from the early age. For a country like Pakistan, it becomes even more indispensable for its socio-economic development through effective transition of its huge proportion of younger population i.e., youth. Transformation of 63 percent youth into a real wealth requires optimum capitalization through establishing a high-quality and market demand driven basic, secondary and higher Education.

This chapter elaborates the progress on Goal 4 of Sustainable Development Goals (SDGs), important data sets/indicators of the sector over the country and by the provincial bifurcations, the development of skilled labour (NAVTTTC), the higher education prospects and the major initiatives of the government.

## Progress on Education Indicators Related to Goal 4 of SDGs

Pakistan is committed to achieve Goal 4 of SDGs pertaining to the quality of education, which stipulates equitable education, removal of discrimination, provision, and up-gradation of infrastructure, skill development for sustainable progress, universal literacy, numeracy and enhancement of the professional capacity of teachers. Different measures taken up by the federal and provincial governments to raise the standards of education in terms of quality education as a part of government's commitment to accomplish Goal 4 of SDGs by enhancing access to education by establishing new schools, upgrading the existing schools, improving learning environment by providing basic educational facilities, digitization of educational institutions, enhancing resilience of educational institutions to cater for unforeseen situations, promoting distance learning, capacity building of teacher, and improving hiring of teachers, particularly hiring of science teachers to address the issues of science education, etc. The progress achieved by Pakistan so far on Goal 4 of SDGs is as under:

Fig-10.1 shows that the completion of rate of primary, lower and upper secondary education is 67 percent, 47 percent and 23 percent respectively.



**Table 10.1: Participation Rates and Proficiency in functional (a) literacy and (b) numeracy skills**

Description of SDGs Indicators (Goal 4)	Progress
4.2.2 - Participation rate in organized learning (one year before the official primary entry age), by sex.	19 percent
4.6.1 - 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).	60 percent

Source: PSLM Survey 2019-20, PBS

The participation rate in terms of functional literacy and numeracy skills is depicted in Table 10.1. Participation rate in organized learning (one year before the official primary entry age), by sex is 19 percent showing a low level of consideration of pre-primary education. Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills is 60 percent.

From Fig-10.2 it is shown that parity indices at literacy, youth literacy, primary and secondary are 0.71, 0.82, 0.88 and 0.89, respectively.

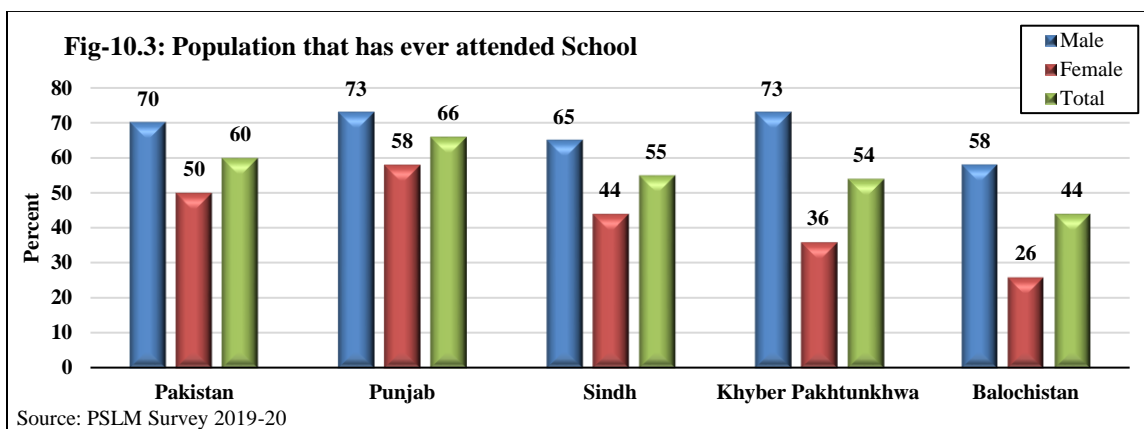
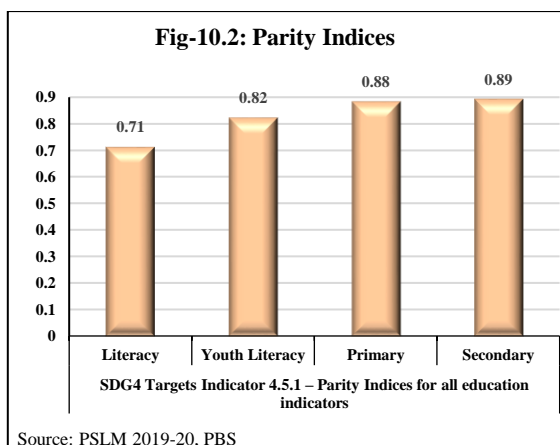
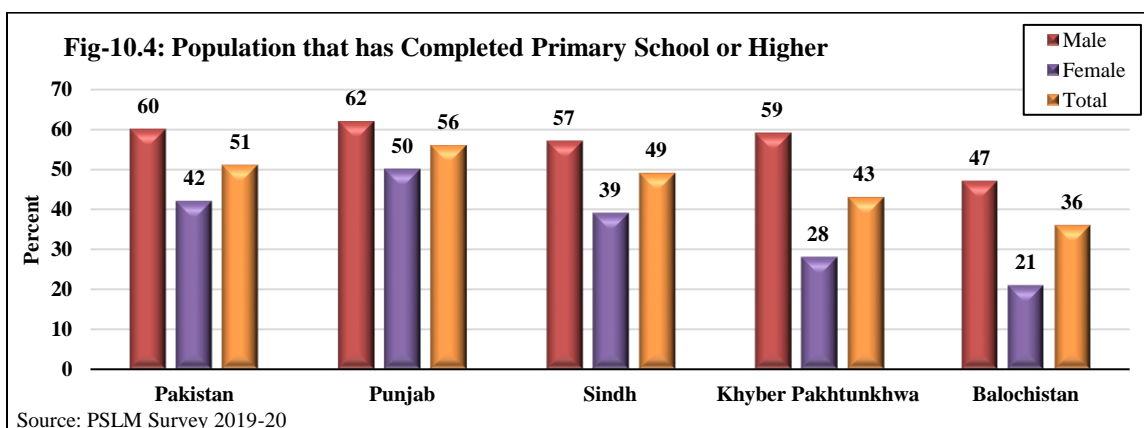


Fig-10.3 depicts 60 percent of population that has ever attended school with male proportion is 70 percent while female proportion is 50 percent.

Punjab has the highest percentage and Balochistan is at the lowest.



Rate of completion at primary or higher turned out to be 51 percent i.e. higher in favor of male than female. Punjab has higher completion rate as compared to other provinces, depicted at Fig-10.4.

### **Educational Institutions and Enrolment Data<sup>1</sup>**

#### **i) Pre-Primary Education**

Pre-primary education is the basic component of Early Childhood Education (ECE). Prep classes are for children between 3 to 5 years of age. At national level, a decrease of 5.9 percent in pre-primary enrolment (11.4 million) in 2020-21 against (12.0 million) in 2019-20 has been noted and around same figure has been taken as estimated in 2021-22 (Table 10.2). The decrease in pre-primary education primarily may cause by the COVID-19 outbreak.

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

In 2020-21, there were a total of 180.2 thousand functional primary schools with 476.5 thousand corresponding teachers recorded in the country. An increase of 2.5 percent in primary enrolment is witnessed as the total enrolled students increased to 24.3 million in 2020-21 against 23.7 million in 2019-20. However, it is estimated to further increase to 24.9 million in 2021-22.

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

During 2020-21, total number of middle level institutions stood at 47.2 thousand with 433.9 thousand employed teachers in the country. An increase of 6.3 percent in middle school enrolment is observed. The total enrolled students reached to 8.4 million in 2020-21 against 7.9 million in 2019-20 and it is estimated to increase by 4.7 percent (from 8.4 million to 8.8 million) in 2021-22.

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

During the 2020-21, a total of 34.2 thousand secondary schools were functional, with a total number of 592.3 thousand teachers recorded in the country. An increase of 10 percent in secondary school enrolment is observed at the national level as the total enrolment increased to

4.4 million in 2020-21 against 4.0 million in 2019-20. However, it is estimated to further increase by 2.2 percent (i.e., from 4.4 million to 4.5 million) during 2021-22.

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

During 2020-21, 7.1 thousand higher secondary schools/inter colleges with 158.4 thousand teachers were functional at national level. The overall enrolment of students in higher secondary education witnessed an increase of 4.5 percent in 2020-21. The enrolment registered during 2020-21 was 2.32 million as compared to 2.22 million in 2019-20. For 2021-22, it is estimated to reach at 2.53 million.

#### **vi) Degree Colleges (Classes XIII-XIV)**

An enrolment of 0.82 million students is expected during 2021-22 in degree colleges as against the enrolment of 0.76 million in 2020-21. A total of 3,000 degree colleges were found in year 2020-21 with an estimated figure of 3,700 degree colleges for the year 2021-22. The teachers in degree colleges were 59.5 thousands in 2020-21 and estimated to the tune of 66.2 thousands in 2021-22.

#### **vii) Universities**

There are 202 universities with 60.3 thousand teachers in both public and private sectors in 2020-21. The overall enrolment of students in higher education institutions (universities) recorded at 1.86 million in 2020-21, while it was same as in previous year. The enrolment is estimated to increase from 1.86 million in 2020-21 to 1.96 million (i.e., 5.3 percent) in 2021-22.

#### **viii) Technical and Vocational Education**

During 2020-21, 3.7 thousand technical and vocational institutes with 18.2 thousand teachers were functional at the national level. The enrolment recorded at 0.43 million in 2020-21 as same in 2019-20. However, it is estimated to increase by 6.9 percent (i.e., from 0.43 million to 0.46 million) in 2021-22. The detailed information pertaining to the number of institutions, enrolment and teachers are presented in Table 10.2.

<sup>1</sup>According to Pakistan Institute of Education, the estimated data for enrolment, number of institutions and teachers for the year 2022-23 is not available. However, the July 2023 on-wards data will be incorporated in the Statistical Supplement of Pakistan Economic

Survey, 2022-23. Therefore, the estimated data for the year 2021-22 is considered for analysis.

**Table 10.2: Number of Mainstream Enrolment, Institutions and Teachers by Level** (Thousands)

	Years	Pre-Primary	Primary*	Middle	High	Higher Sec./ Inter	Degree Colleges	Technical & Vocational Institutes	Universities	Total
Enrolment	2013-14	9267.7	19441.1	6460.8	3109.0	1233.7	465.4	308.6	1594.6	41880.9
	2014-15	9589.2	19846.8	6582.2	3500.7	1665.5	510.6	319.9	1299.2	43314.1
	2015-16	9791.7	21550.6	6922.3	3652.5	1698.0	518.1	315.2	1355.6	45804.0
	2016-17	11436.6	21686.5	6996.0	3583.1	1594.9	537.4	344.8	1463.3	47642.6
	2017-18	12574.3	22931.3	7362.1	3861.3	1687.8	604.6	433.2	1575.8	51030.4
	2018-19	12707.1	23587.9	7634.1	3969.0	2139.9	725.6	433.2	1858.7	53055.5
	2019-20	12038.8	23758.2	7869.5	4014.5	2226.8	771.6	433.2	1858.7	52971.3
	2020-21	11366.6	2435105	8414.7	4359.7	2320.2	757.9	433.2	1858.7	53862.5
	2021-22(E)	11352.6	24950.1	8755.9	4548.7	2531.2	820.1	455.5	1959.2	55373.3
Institutions	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	-	168.9	49.1	31.6	5.1	1.4	3.8	0.185	260.1
	2017-18	-	172.5	46.7	31.4	5.8	1.7	3.7	0.186	262.0
	2018-19	-	180.1	47.3	31.7	5.9	2.9	3.7	0.202	271.8
	2019-20	-	179.9	47.0	31.7	5.9	2.9	3.7	0.202	271.3
	2020-21	-	180.2	47.2	34.2	7.01	3.0	3.7	0.202	275.6
	2021-22(E)	-	182.6	46.8	34.8	7.6	3.7	3.7	0.206	279.4
Teachers	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	560.6	120.3	37.9	18.2	58.7	1726.3
	2017-18	-	522.4	448.1	563.3	123.2	41.2	18.2	56.9	1773.3
	2018-19	-	494.9	448.7	567.3	136.0	61.6	18.2	60.3	1787.0
	2019-20	-	485.2	442.7	566.7	137.7	60.1	18.2	60.3	1770.9
	2020-21	-	476.5	433.9	592.3	158.4	59.5	18.2	60.3	1799.1
	2021-22(E)	-	476.8	429.9	598.9	168.4	66.2	18.2	60.6	1819.0

E: Estimated; \* Including Pre-Primary, Mosque Schools, Non Formal Basic Education (NFBE).

Source: Ministry of Federal Education &amp; Professional Training, Pakistan Institute of Education, Islamabad.

### Literacy, Gross Enrolment Rate (GER) and Net Enrolment Rate (NER)

#### Literacy

During 2021-22, PSLM Survey was not conducted due to the scheduled Population and Housing Census 2022. Therefore, the figures for the latest available survey regarding GER and NER may be considered for the analysis. However, according to Labor Force Survey 2020-21, literacy rate was 62.8 percent in 2020-21 as compared to 62.4 percent in 2018-19, higher in males (increased from 73.0 percent in 2018-19 to 73.4 percent in 2020-21)

than females (from 51.5 percent to 51.9 percent for the same period). Area-wise analysis suggests literacy increase in both rural areas from 53.7 percent in 2018-19 to 54.0 percent in 2020-21, while in urban areas it increased from 76.1 percent in 2018-19 to 77.3 percent in 2020-21. Male-female disparity seems to be narrowing down over time. Literacy rate gone up in all provinces, with Punjab (increased 66.1 percent to 66.3 percent), Sindh (61.6 percent to 61.8 percent), Khyber Pakhtunkhwa (52.4 percent to 55.1 percent) and Balochistan (53.9 percent to 54.5 percent) [Table 10.3].

Province/Area	2018-19			2020-21		
	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>	73.0	51.5	62.4	73.4	51.9	62.8
Rural	67.1	40.4	53.7	67.2	40.8	54.0
Urban	82.2	69.7	76.1	83.5	70.8	77.3
<b>Punjab</b>	74.3	58.1	66.1	74.2	58.4	66.3
Rural	69.2	48.4	58.5	69.0	48.9	58.8
Urban	82.2	74.3	78.3	82.5	74.3	78.5
<b>Sindh</b>	72.5	49.5	61.6	72.9	49.7	61.8
Rural	60.0	26.5	44.4	58.8	26.8	43.3
Urban	82.8	67.7	75.6	85.2	69.9	77.9
<b>Khyber Pakhtunkhwa</b>	70.1	35.5	52.4	72.8	37.4	55.1
Rural	68.1	31.8	49.4	70.1	33.5	51.7
Urban	79.4	53.2	66.2	85.8	57.8	72.3
<b>Balochistan</b>	70.7	32.7	53.9	69.4	36.8	54.5
Rural	66.3	27.2	49.1	65.0	31.1	49.5
Urban	81.8	46.8	66.4	80.0	50.9	66.8

Source: Labour Force Survey, 2020-21, Pakistan Bureau of Statistics

During 2021-22, PSLM Survey was not conducted due to the Population and Housing

Census 2022. Therefore, the figures for the latest available survey are reported in Table 10.4.

Location	GER at the Primary Level (Age: 5-9)			GER at Middle Level (Age: 10-12)			GER at Matric Level (Age: 13-14)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakistan	87	75	82	60	51	56	64	51	58
Punjab	92	88	90	61	61	61	68	63	65
Sindh	75	59	67	50	38	45	56	40	49
Khyber Pakhtunkhwa	94	70	83	73	44	60	68	35	53
Balochistan	83	54	70	47	29	40	49	20	37

Source: Pakistan Social and Living Standards Measurement Survey (PSLM) 2019-20

GER (primary, middle and matric) is 82, 56 and 58 respectively. GER at primary, middle and matric level has gone up in favor of male. Punjab has the highest GER at primary, middle and

secondary levels and Balochistan has the lowest. In all provinces GER is in favor of male than female.

Location	NER at Primary Level (Age: 5-9)			NER at Middle Level (Age: 10-12)			NER at Matric Level (Age: 13-14)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakistan	54	48	51	22	21	21	13	13	13
Punjab	56	56	56	24	26	25	16	17	16
Sindh	49	40	45	19	16	18	10	09	09
Khyber Pakhtunkhwa	54	43	49	23	15	19	10	06	08
Balochistan	53	37	46	18	11	15	07	04	05

Source: Pakistan Social and Living Standards Measurement Survey (PSLM) 2019-20

NER (primary, middle and matric) is 51, 21 and 13 respectively. NER at primary level has gone in favour of male in all provinces. NER at middle has gone in favour of male in all provinces

except in Punjab. Same is the case with NER at matric except for Punjab where NER is higher for female.

**Table 10.6: Literacy Rates** (Percent)

Location	Literacy (10 Years and Older)			Youth Literacy (15-24 Years)			Adult Literacy (15 Years and Older)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakistan	70	49	60	79	65	72	68	46	57
Punjab	72	57	64	81	75	78	70	53	61
Sindh	68	47	58	72	57	65	68	45	57
Khyber Pakhtunkhwa	71	35	53	85	49	67	68	30	49
Balochistan	61	29	46	69	40	57	59	26	44

Source: Pakistan Social and Living Standards Measurement Survey (PSLM) 2019-20

Literacy rate (10 years and older) is 60 percent showing male as more literate than female. Punjab is at the top while the Balochistan is at the bottom. Youth literacy (15-24 years) is 72 percent (Male: 79 percent and Female: 65 percent). Province wise comparative situation is

the same with higher disparities for female than male in youth literacy rates. Adult literacy rate is 57 percent (Male: 68 percent and Female: 46 percent) depicting that adult male population is more literate than adult female population.

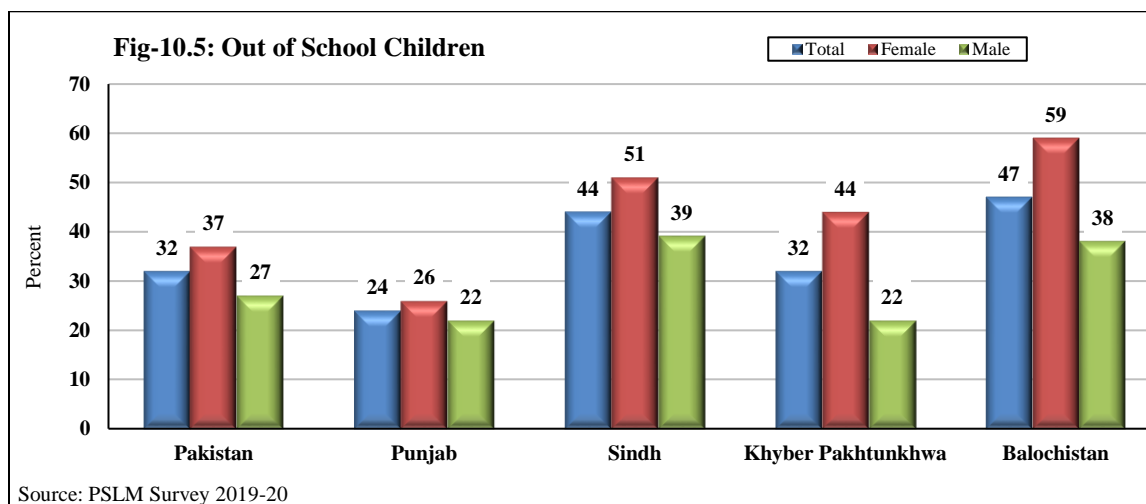


Fig-10.5 shows 32 percent, Out of School Children (OOSC) in the country with higher rate of female out of school than male.

Balochistan has 47 percent OOSC followed by Sindh (44 percent), Khyber Pakhtunkhwa (32 percent) and Punjab (24 percent), respectively. In all provinces higher percentage of female are out of school than male.

### Expenditure on Education

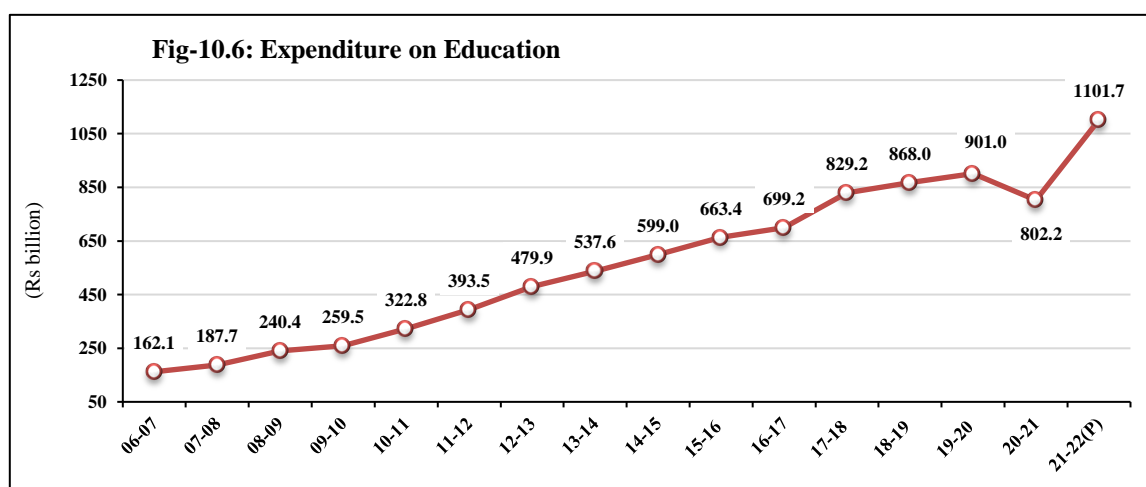
Cumulative education expenditures by federal and provincial governments in FY2022 estimated at 1.7 percent of GDP. Expenditures on education-related activities during FY2022 witnessed an increase of 37.3 percent, and reached to Rs 1,101.7 billion from Rs 802.2 billion. Details of the education related expenditures are given in Table 10.7 and Figure 10.6.

Table 10.7: Expenditure on Education (Rs million)

Years		Current Expenditure	Development Expenditure	Total Expenditure	Percent of GDP (2015-16 Base)
2016-17	Federal	91,139	16,890	108,029	2.0
	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	100,428	26,495	126,923	2.1
	Punjab	295,893	44,910	340,803	
	Sindh	152,298	13,705	166,003	
	Khyber Pakhtunkhwa	126,149	16,494	142,643	
	Balochistan	47,107	5,673	52,780	
	<b>Pakistan</b>	<b>721,875</b>	<b>107,277</b>	<b>829,152</b>	
2018-19	Federal	103,787	21,780	125,567	2.0
	Punjab	339,402	32,413	371,815	
	Sindh	153,492	9,110	162,602	
	Khyber Pakhtunkhwa	132,516	20,195	152,711	
	Balochistan	49,298	6,029	55,327	
	<b>Pakistan</b>	<b>778,495</b>	<b>89,527</b>	<b>868,022</b>	
2019-20	Federal	83,266	31,300	114,566	1.9
	Punjab	337,562	35,378	372,940	
	Sindh	165,028	5,427	170,455	
	Khyber Pakhtunkhwa	162,778	18,523	181,301	
	Balochistan	53,640	8,111	61,751	
	<b>Pakistan</b>	<b>802,274</b>	<b>98,739</b>	<b>901,013</b>	
2020-21	Federal	90,974	5,646	96,620	1.4
	Punjab	348,460	32,964	381,424	
	Sindh	183,718	10,538	194,256	
	Khyber Pakhtunkhwa	35,816	28,250	64,066	
	Balochistan	55,924	9,936	65,860	
	<b>Pakistan</b>	<b>714,892</b>	<b>87,334</b>	<b>802,226</b>	
2021-22(P)	Federal	26,910	30,945	57,855	1.7
	Punjab	389,264	46,535	435,799	
	Sindh	212,721	8,105	220,826	
	Khyber Pakhtunkhwa	277,030	33,596	310,626	
	Balochistan	67,995	8,553	76,548	
	<b>Pakistan</b>	<b>973,920</b>	<b>127,734</b>	<b>1,101,654</b>	

P: Provisional

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



## **Development Programmes FY2023**

### **Federal Public Sector Development Programme (PSDP) FY2023**

The development expenditure in all the sectors especially on the education sector is highly connected to the poverty dynamics. Given the financial constraints, Federal Government is committed to ensure sufficient levels and efficient public spending on education and skills learning to meet national learning goals. During the current financial year, around Rs 52 billion in PSDP 2022-23 was earmarked for the education sector including higher education.

The National Economic Council (NEC) in its meeting held on 8<sup>th</sup> June, 2022 approved Federal PSDP at Rs 800 billion and Provincial ADPs of Rs 1463 billion. As per PSDP 2022-23, at Federal level, there are 21 projects / schemes (19 ongoing: 2 new) related to basic and college education under Ministry of Federal Education & Professional Training (M/o FE&PT) having an allocation of Rs 2670.785 million. There is one project under Ministry of Defence with an allocation of Rs 21 million and one under Government of Balochistan with an allocation of Rs 400 million.

### **Provincial Governments**

The provincial governments have prioritized education sector and intervened to provide missing facilities, improvement of the physical infrastructure, establishment of IT/Science labs, 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 other scholarship schemes.

### **Punjab**

In Punjab education sector plan 2019-20 to 2023-24, priority areas include; improving teaching and learning practices for a better outcomes, providing adequate access to education for children from pre-primary to secondary, including marginalized and children with special needs, promoting quality education in a safe, inclusive and conducive learning environment for children and strengthen good

governance of the education sector for equitable access and high-quality education.

During FY2023, an amount of Rs 56.7 billion was allocated by Government of Punjab for 273 development projects related to education sector. Out of which Rs 39.0 billion was allocated for school education, Rs 13.5 billion for higher education, Rs 1.2 billion for special education and Rs 3.0 billion for literacy and non-formal education.

### **Sindh**

In school education sector plan and roadmap for Sindh (2019–24), areas of intervention include: raising quality education, bringing out of school children in schools, enhancing literacy programs, improving the child friendly environment for primary students, augmenting recruitment of teachers, training and development of teachers, building capacity of educational leadership and management and establishing efficient monitoring and evaluation system.

During FY2023, the Sindh government earmarked Rs 34.2 billion for 397 on-going and 332 new development projects of education sector. Out of which an amount of Rs 15.5 billion was allocated for school education, Rs 2.5 billion for cadet colleges and Rs 3.6 billion for college education, Rs 2.6 billion for empowerment of persons with disabilities, Rs 1.5 billion for Sindh TEVTA and Rs 8.5 billion for universities and education boards.

### **Khyber Pakhtunkhwa**

The government of Khyber Pakhtunkhwa (KP) has allocated Rs 25.2 billion in FY2023 for 145 on-going and 46 new development projects. Out of which, an amount of Rs 16.9 billion allocated for elementary and secondary education and Rs 8.2 billion for higher education.

Government of KP has prioritized and adopted the approach developed in the Education Sector Plan (ESP) 2020-25 that aims to develop an effective education system in Khyber Pakhtunkhwa which delivers good quality teaching and learning opportunities for all, addressing gender disparity by promoting



gender equality, affirmative action and the empowerment of women in higher education opportunities.

**Balochistan**

Balochistan education sector plan (2020-25), priority areas are governance and management, reforming data and research, access and participation, child care and welfare, assessment & examination and teaching and learning in education sector.

During FY2023, the Balochistan government allocated an amount of Rs 19.6 billion for higher education and secondary education provided for 503 on-going and 237 new development projects. An amount of Rs 8.8 billion and Rs 10.8 billion was earmarked to the higher and secondary education respectively.

**Major Initiatives by Federal Government**

In order to bring uniformity in curricula in particular and education in general, Single National Curriculum (SNC) now modified as National Curriculum of Pakistan (NCP) is being developed through the project titled “Establishment of National Curriculum Council Secretariat” under Ministry of Federal Education and Professional Training (M/o FE&PT). A council named National Curriculum Council (NCC) has been formed which consist of 46 member’s body that includes the following:

- Minister for Federal Education and Professional Training as Chairman
- Provincial and Area Education Ministers
- Chairman HEC
- Heads of Ittehad Tanzimatul Madaris Pakistan
- Chairmen of Provincial Textbook Boards
- Representatives from Army, Navy and Air Force Educational Institutions
- Eminent Scholars and Educationists

NCC serves as a professional, advisory and consultative national body to steer and guide the development of curriculum in close collaboration with all the federating units. From 2016 onwards, NCC has developed the following:

- Minimum Standards of Quality Education
- National Curriculum Framework
- Values Education Supplement for Curriculum
- Curriculum for Islamabad Capital Territory (ICT) 2017-18 from Grade Pre I-VIII
- Textbooks for ICT from Grade Pre I-V

At present development of SNC / NCP for the country is in progress. The first phase for SNC for Grade Pre I-V has been developed and textbooks have also been prepared. Moreover, the work on Teacher Training Modules (TTMs) and Assessment Framework is also developed.

Besides, the Directorate General of Religious Education (DGRE) has been established / notified on 22-10-2019, having its head office at Islamabad and 16 regional offices all over Pakistan as below:

Punjab:	Multan, Lahore & Rawalpindi
Sindh:	Karachi, Sukkur, Hyderabad
KP:	Peshawar, DI Khan, Swat
Balochistan:	Quetta, Loralai, Khuzdar
AJK:	Muzaffarbad, Mirpur
GB:	Gilgit, Skardu

The mandate of DGRE is as follows:

- To mainstream Religious Education in Pakistan.
- To register all Deeni Madaris of Pakistan with the M/o FE&PT through DGRE.
- To collect the data and other relevant information on Madaris.
- To facilitate foreign students in obtaining visas (maximum 09 years) for admission in Madaris in line with prevailing rules and regulations of the government.

To facilitate Madaris, following initiatives have been taken:

- To get affiliated with the Board of Intermediate and Secondary Education as well as Board of Technical Education for Secondary School Certificate (SSC)/ Higher Secondary School Certificate (HSSC) and in technical & vocational education examinations for the Madaris’ students.

- To introduce the contemporary subjects at SSC / HSSC in the next 05 years. The students will have the choice to appear for examination either through Federal Board of Intermediate and Secondary Education (FBISE) or any other education board of the country.
- To enhance national harmony, peace, stability, and socio-economic development in the country.
- For the opening of their bank account in the scheduled banks of the country.

Besides, following initiatives have been underway during 2022-23:

- A number of meetings were held in M/o FE&PT in June and July 2022 specifically on tackling the issue of OOSC. Later, the Terms of References (ToRs) for National Advisory Committee on OOSC were also drafted accordingly.
- In order to improve quality of education projects pertaining to STEM and Blended Learning were approved for introduction in ICT schools on pilot basis. Knowledge Economy Initiatives remained under implementation during the period 2022-23.
- A Round-table conference was held on 4<sup>th</sup> January, 2023 under the chairpersonship of Minister for Planning, Development & Special Initiatives to review and assess the progress of SNC.
- A high level consultative meeting was also held under the chairpersonship of the Deputy Chairman, Planning Commission to take stock of the recent strategies and initiatives taken by different stakeholders to tackle the challenge of OOSC as well as firm-up recommendations in this context.

### **Technical and Vocational Education**

#### **National Vocational & Technical Training Commission (NAVTTTC)**

NAVTTTC prepared a comprehensive roadmap for skilling a large number of youth each year and mapped local and overseas emerging, cutting edge, high-tech and conventional technologies. NAVTTTC has made major

contribution to Pakistan's national human resource development, and has generated a large number of employment opportunities for the skilled youth (both overseas and national), benefitting the individuals as well as the national economy.

#### **Achievements of NAVTTTC**

Some key achievements of NAVTTTC are as follows;

- A total of 144,529 youth trained in 930 institutes across Pakistan, as certified skilled professionals, with 71 percent employed; 77,114 trained in High-Tech skills like Artificial Intelligence (AI), Robotics, Cyber Security, E-Commerce & IT; Developed National Skills Information System; 67,415 trained in conventional trades; National Employment Exchange Tool (NEXT) Skilled Youth & Job Portal established with a databank of 463,105 certified skilled youth and 780,711 cumulative jobs from 1,175 employers.
- TAKAMOL-NAVTTTC Skill Verification Programme launched for testing and certification of Pakistani skilled workforce for Saudi Arabia, 46,275 personnel certified and mainstreamed through RPL (Recognition of Prior Learning) (Ustad-Shagrid); National Vocational Qualifications Framework (NVQF) developed; 200 Qualifications developed; Matric-Tech Programme implemented in 15 formal education schools of ICT, GB and AJK; International Accreditation of 10 Pakistani institutes has been achieved; 655 national TVET institutes accredited; 50 Smart Labs and 500 Class Rooms set up with Chinese CPEC support
- Government of Pakistan desires that NAVTTTC should provide skills development to 1 million youth, and assures provision of higher budget. Under Prime Minister's Youth Skill Development Program (PMYSDP), NAVTTTC is imparting the youth of country with employable technical and vocational hands-on skills which provides them decent employment and self-employment, as skill

development is the swiftest and most effective method of youth empowerment and channelizing their energies for socio-economic development.

- The current skills reforms program being implemented by the present government offers a large and diversified scope of training services to the masses in the conventional and modern technology based sectors, and is more geared towards employment generation locally and abroad and more socially inclusive and promoting entrepreneurship through multiple micro finance lending opportunities.
- NAVTTC is making efforts to developing tailor made country specific training programs and established 10 “Country of Destination Centers” for labour importing countries. These centers working to develop closer interaction with counterpart agencies, labour and human resource ministries to export Pakistani workforce in employment favorite countries.
- To organize TVET system of the country on modern lines, the internationally recognized, Competency Based Training (CBT) system has been introduced in the country to replace the traditional mode of training. With the introduction of CBT, Pakistan is now able to deliver training in accordance with international demands. However, there is much more support required to graduate completely to the CBT&A mode of training delivery. Technical, skills up-gradation and equipment / workshop support is required from the best TVET systems of the world to make this transition completely.

### NAVTTC Initiatives

Following are NAVTTC’s ongoing initiatives:

- NAVTTC allocated minimum of 33 percent quota for women enrollment. In this regard, preference for admission was given to disadvantaged segments of the society like widows, orphans and school drop-out girls, Persons with Disabilities (PWDs) and transgender. Around 1,931 widows and 2,176 school drop-outs were provided skills during past 02 years; 1,131 widows and 5,606 school drop-out girls were equipped with technical hands-on skills during last year under PMYSDP; and 633 PWDs were equipped with employable skills. Conventional trainings included for women are: Beautician, Fashion Stylist, Dress Making, Fashion Designing, Hand and Machine Embroidery, Professional Chef / Culinary Art, Front Desk Managers, Textile Garments manufacturing, Pattern Drafting, Computer Applications, Certificate in Office Management, Interior Designing, 3D Studio Max, Handcrafts, Creative designing, Fashion Jewelry Making, Textile Designing etc. Moreover, 33 percent quota is fixed and observed in other High-TECH trainings which includes; Digital Marketing, E-commerce, Amazon, Cloud Computing, Free Lancing, AI, Internet of Things (IoT), PMP, Cyber Security etc. It is important to mention that over 13000 NAVTTC skilled and certified youth got employed abroad and earning billions.
- NAVTTC launched “TAKAMOL - NAVTTC Skill Verification Programme (SVP)” for joint certification and testing “Skills Verification Programme” (SVP), by which Pakistani skilled youth get employment opportunities in Saudi Arabia. Over 57,989 youth have been trained in the 23 skills trades, whose demand has been conveyed by Kingdom of Saudi Arabia (KSA); For Takamol - NAVTTC programme, an Online Automated Web Portal has been operationalized; the Qualifications for these trades have been developed; Test Assessment centers are operational; 2500 youth tested/certified and got employment KSA. NAVTTC has also established 05 Centers of Excellence with the assistance of EU/GIZ (01 in each province). On pattern of Ustad-Shagird regime, 46,275 informally skilled youth are skill tested and certified under NAVTTC’s Recognition of Prior Learning (RPL) program. Over 200 TVET Qualifications have been developed; 655 TVET Institutes have been accredited across the country and 10 TVET Institutes internationally accredited with Asia Pacific and

Accreditation and Certification Commission (APACC) and TUV Rhienland, Germany.

### **Higher Education Commission (HEC)**

Higher Education Commission is a statutory body formed by the government in 2002 through ordinance. It provides overall strategic guidance and enabling environment for reforms in higher education sector. HEC mainly focuses in research and development sectors of Higher Education Institutions (HEIs). Vision 2025 describes higher education as one of the means to invest in the young people of Pakistan and develop a knowledge economy. Initially 2.6 percent of people had access to higher education which has presently increased to 10 percent.

### **Key Achievements (July-March) FY 2023**

Following are the key achievements during the period July 2022-May, 2023:

#### **i. Public Sector Development Programme (PSDP-2022-23)**

- Under the current year's PSDP 2022-23, the government allocated Rs 44.719 billion to HEC for implementation of 154 development projects (138 ongoing and 16 newly approved projects) of public sector Universities/HEIs/HEC.
- During the period July–December 2022, an amount of Rs 7.667 billion were released to development projects.
- During the period January-May, 2023 an amount of 35.212 billion were released. Hence accumulative Rs 42.879 billion were released from July-May FY2023.
- Following major development initiatives have been launched during the above cited period:
  - 5000 scholarship for Balochistan and FATA students (Phase-III).
  - Scheme of 200 scholarships for the coastal region of Balochistan.
  - Establishment of federal institute at North Waziristan tribal district.
  - PM's Youth Laptop (100,000) Scheme (Phase-III)
  - Establishment of University of Gwadar (Phase-I)

- Strengthening of Lab facilities in 05 leading Engineering Universities (UET Peshawar, Taxila, Lahore, Khuzdar and NED Karachi)

- During current FY 2023, 30 projects have been planned for completion. Out of these funding to 04 projects have been completed.

#### **ii. Increase in Access and HEC Recognized Universities**

Public Sector & Private Sector Universities has been increased to 247 ((Public Sector: 147 & Private Sector: 100) with tertiary enrollment of 2 million students.

#### **iii. Human Resource Development (HRD)/Scholarship Division**

HRD Scholarship Division of HEC announced several scholarship programmes:

- During current FY 2023, an amount of Rs 8.891 billion has been allocated for 18 national scholarships schemes.
- Rs 2.059 billion has been allocated for 3000 scholarships for Afghan students.
- 75 new scholarships have been announced in top 25 Universities of the world on the occasion of 75<sup>th</sup> Anniversary of Pakistan.

#### **iv. Research and Development**

- Grant of Rs 1,020.0 million has been released to National Research Programme for Universities (NRPU). Around 88 projects have been completed and new 184 research projects have been awarded from July-May FY2023.
- Seven projects have been awarded under Technology Transfer Support Fund (TTSF) at a total cost of Rs 72 million
- A total of 37 Business Incubation Centers (BICs) at public sector Universities have been established by the HEC; out of which, 8 BICs were established in FY 2022 and FY2023 at an approved budget of Rs 168 million out of which Rs 112 million has been released as 1st trench.
- HEC awarded 15 projects under Innovator Seed Fund (ISF) Call 2021-22. The projects are from young and budding entrepreneurs working on innovative business ideas to

convert them into sustainable businesses. Individual grant of ISF award is US\$35,000 with a total approved budget for 15 awards of Rs 118m out of which Rs 72.73 million was released as 1st installment in FY2023.

- HEC R&D Division organized capacity building programs for BIC Director / Managers in four different cohorts and trained more than 50+ Directors/Managers on entrepreneurship mentoring.
  - HEC in collaboration with SMEDA initiated the establishment of National Idea Labs (NIL) at HEC established BICs at NUST, NED, NTU, IM Sciences and BUITEMS. The first cohorts of NIL are in progress at NED, NUST, NTU, and IM Sciences.
- v. **Prime Minister's Youth Programme:** Prime Minister's Youth Programme initiated five projects. The aim of these projects is to provide various opportunities for young people in Pakistan to develop their skills and talents and engage in activities that can help them to build a better future for themselves and their communities.
- **Prime Minister's National Innovation Award (PMNIA)** is providing an opportunity for young entrepreneurs to present their innovative ideas and turn them into businesses. In Round-I call and boot camps of 256 shortlisted candidates have been completed. The Round-II call has been announced and initial desk review has been completed.
  - **Prime Minister's Green Youth Movement (GYM)** aims to sensitize and organize 137 public sector Universities' youth for the promotion of environmental conservation

and eco-friendly behavior among the masses. Under the project, 100 percent focal persons, 99 percent oversight committee members, 99 percent GYM clubs have been constituted and performing numerous activities in 5 thematic areas i.e. agriculture forestry, ecotourism, water conservation, renewable energy, and liquid and solid waste management.

- **Prime Minister's Talent Hunt Youth Sports League** is an initiative to find talent on grass root level in 12 different games. The initiative caters to youth aged between 15 to 25 years. Weightlifting and Wrestling are completed. Volleyball's trails have also been completed, while Hockey, Cricket, and Football are in process.
- Total 13 academies are planned under the project "**Establishment of Sports Academies, High Performance and Resource Center and Youth Olympics.**" Constructions of 10 academies have been started while the rest of the 3 academies are pending at the planning stage.

#### Pakistan HEIs – Enrolment, Region, Sectors

There are 247 Universities in the country with 57,204 thousand teachers in both public and private sectors functional in 2020-21. The overall enrolment of students in HEIs increased to 2.60 million in 2022-23 from 2.41 million in 2021-22. The enrolment is expected to increase from 2.60 million in 2022-23 to 2.80 million (i.e., 07 percent) in 2023-24. Table 10.8 depicts details of enrolment of HEIs for the period 2020-21, while Table 10.9 presents information associated to faculty.

**Table 10.8: Region and Gender-wise Enrolment (Provisional) of Public and Private Sector Pakistani HEIs; 2020-21**

Region	Public			Private			Male	Female	Total
	Male	Female	Total	Male	Female	Total			
AJK	13,191	14,635	27,826	907	1,085	1,992	14,098	15,720	29,818
Balochistan	30,810	14,239	45,049	1,263	427	1,690	32,073	14,666	46,739
Federal	503,481	487,975	991,456	31,212	21,954	53,166	534,693	509,929	1,044,622
Gilgit-Baltistan	4,639	4,360	8,999	-	-	-	4,639	4,360	8,999
KP	98,078	38,186	136,264	31,636	8,377	40,013	129,714	46,563	176,277
Punjab	248,460	252,162	500,622	94,060	71,868	165,928	342,520	324,030	666,550
Sindh	98,225	58,535	156,760	62,202	34,284	96,486	160,427	92,819	253,246
Total	996,884	870,092	1,866,976	221,280	137,995	359,275	1,218,164	1,008,087	2,226,251

Source: HEC

**Table 10.9: Region-wise PhD and Non-PhD Faculty in Pakistani HEIs; 2020-21 (Provisional)**

Province/Region	Non-PhD	PhD
AJ&K	962	382
Balochistan	1,758	555
Federal	6,504	4,551
Gilgit-Baltistan	133	99
Khyber Pakhtunkhwa	4,198	3,550
Punjab	13,502	7,432
Sindh	10,045	3,533
Total	(64.86 percent)	(35.14 percent)

Source: HEC

### Conclusion and Outlook

The present government is putting its sincere efforts and resources in education sector besides revamping economy, improve governance, enhancing the quality of health and living standards. The projects and initiatives of the government aim at introducing uniform curriculum, capacity building of teachers, establishment, renovation and up-gradation of schools and colleges, mainstreaming of religious education, skills development, and promoting

awareness among various segments of society, especially targeting youth.

Pakistan's literacy, enrolment and other educational indicators are gradually improving. Government is very much focusing on improving the quality and coverage of education through various reforms and policy interventions, and expanding their source allocation. However, an improvement in education sector cannot be achieved without active participation of all the stakeholders, especially the private sector. Given the limited resources and financial constraints, the due diligence given to the education sector is not up-to the par as it should be. Government's resources are geared to make the education sector more inclusive/effective and equitable access the country. Education needs to be delivered inclusively, effectively and equitably across the country because it is not only a driver of social cohesion and resilience but also help in ending illiteracy and establishing knowledge-based economy.

**TABLE 10.1**

**NUMBER OF EDUCATIONAL INSTITUTIONS BY KIND, LEVEL & SEX**

Year													Numbers	
	Primary* Schools (000)		Middle Schools (000)		High Schools (000)		Technical & Vocational Institutions		Higher Sec/ Inter Colleges		Degree Colleges		Univer- sities	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	
2010-11	155.5	58.2	41.6	20.4	25.2	9.5	3,224	2,206	3,435	1,690	1,558	814	135	
2011-12	154.7	57.0	41.9	21.0	28.7	11.6	3,257	2,229	4,515	2,184	1,384	643	139	
2012-13	159.7	60.1	42.2	21.4	29.9	12.3	3,290	2,253	5,030	2,410	1,534	683	147	
2013-14	157.9	60.3	42.9	21.1	30.6	12.6	3,323	2,276	5,179	2,462	1,086	518	161	
2014-15	165.9	66.0	44.8	22.4	31.3	13.1	3,579	1,819	5,393	2,567	1,410	308	163	
2015-16	164.6	65.3	45.7	27.0	31.7	15.6	3,746	1,514	5,470	1,437	1,418	260	163	
2016-17	168.9	66.1	49.1	27.9	31.6	14.7	3,798	1,536	5,130	2,689	1,431	344	185	
2017-18	172.5	73.5	46.7	23.5	31.4	13.5	3,740	1,330	5,754	2,654	1,659	834	186	
2018-19	180.1	80.7	47.3	23.7	31.7	13.7	3,740	1,330	5,876	2,634	2,893	1,425	202	
2019-20	180.1	85.4	47.0	26.9	31.7	14.5	3,740	1,330	5,898	2,738	2,983	1,500	202	
2020-21	180.2	85.1	47.2	26.5	34.2	15.1	3,740	1,330	7,102	3,271	3,021	1,515	202	
2021-22 (E)	182.6	90.0	46.8	26.2	34.8	15.2	3,729	1,294	7,648	3,413	3,692	2,546	206	

E: Estimated \*: Including Pre-Primary, Mosque Schools and Non-Formal Basic Education

Notes:

1. All figures include Public & Private Sector data
2. Female institution includes percentage of mixed institutions

**TABLE 10.2**

**ENROLMENT IN EDUCATIONAL INSTITUTIONS BY KIND, LEVEL & SEX**

Year													Numbers	
	Primary Stage I-V (000)		Middle Stage VI-VIII (000)		High Stage IX-X (000)		Technical & Vocational (000)		Higher Sec/ Inter Colleges (000)		Degree Colleges		Universities	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
2010-11	18,063	7,971	5,644	2,421	2,630	1,103	281	106	1,188	408	431,180	218,374	1,107,682	521,284
2011-12	18,677	7,905	6,020	2,573	2,753	1,155	290	109	1,294	367	497,152	222,098	1,319,799	642,198
2012-13	18,790	8,278	6,188	2,653	2,898	1,215	302	113	1,400	395	641,539	234,006	1,594,648	805,062
2013-14	19,441	8,567	6,461	2,798	3,109	1,303	309	117	1,234	497	465,435	240,585	1,594,648	805,062
2014-15	19,847	8,778	6,582	2,843	3,501	1,493	320	112	1,665	662	510,588	82,479	1,299,160	602,550
2015-16	21,551	9,534	6,922	3,026	3,653	1,580	315	112	1,698	675	518,144	86,134	1,355,649	602,509
2016-17	21,686	9,660	6,996	3,088	3,583	1,541	345	120	1,595	618	537,407	89,512	1,463,279	667,912
2017-18	22,931	10,093	7,362	3,273	3,861	1,692	433	148	1,688	765	604,614	294,388	1,575,793	695,028
2018-19	23,588	10,625	7,634	3,426	3,969	1,755	433	148	2,140	984	725,631	402,603	1,858,704	832,299
2019-20	23,758	10,698	7,870	3,544	4,015	1,784	433	148	2,227	1,019	771,636	416,679	1,858,704	832,299
2020-21	24,352	10,925	8,415	3,784	4,360	1,915	433	148	2,320	1,062	757,886	404,385	1,858,704	832,299
2021-22 (E)	24,950	11,211	8,756	3,954	4,549	2,008	455	155	2,531	1,214	820,073	688,883	1,959,160	873,268

E : Estimated

Notes:

1. All figures include Public & Private Sector data
2. Enrolment of Deeni Madaris and Non-Formal Basic Education are included.

**TABLE 10.3**

**NUMBER OF TEACHERS IN EDUCATIONAL INSTITUTIONS IN PAKISTAN, BY KIND, LEVEL & SEX**

Year													Numbers
	Primary Schools* (000)		Middle Schools (000)		High Schools (000)		Technical & Voca- tional Institutions		Higher Sec/ Inter Colleges		Degree Colleges		Universities
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
2010-11	440.5	210.1	335.0	220.3	452.8	235.3	15,591	4,993	81,183	39,378	36,349	16,181	63,557
2011-12	427.4	198.6	351.4	233.9	458.7	271.3	15,847	5,079	97,633	52,746	40,191	16,815	70,053
2012-13	428.8	209.1	362.6	241.5	489.6	287.2	16,109	5,168	132,011	71,121	48,809	19,319	77,557
2013-14	420.1	209.5	364.8	243.6	500.5	296.3	16,377	5,259	124,336	58,867	25,964	7,599	77,557
2014-15	430.9	218.9	380.8	256.1	514.2	306.2	19,393	5,353	118,079	63,569	36,587	7,239	88,288
2015-16	444.6	226.3	394.2	270.3	529.5	318.0	18,157	4,384	123,061	66,528	37,082	7,379	83,375
2016-17	475.2	258.9	455.4	325.7	560.6	342.6	18,207	4,304	120,336	63,386	37,857	7,541	58,733
2017-18	522.4	284.0	448.1	319.8	563.3	342.9	18,207	4,304	123,154	64,320	41,233	17,803	56,885
2018-19	494.9	276.5	448.7	322.0	567.3	348.5	18,207	4,304	136,008	70,818	61,602	27,260	60,279
2019-20	485.2	267.3	442.7	316.6	566.7	346.9	18,207	4,304	137,660	70,441	60,064	26,836	60,279
2020-21	476.5	266.2	434.0	311.5	592.3	363.8	18,207	4,304	158,386	81,481	59,455	25,095	60,279
2021-22 (E)	476.8	267.7	429.9	308.8	599.0	368.3	18,207	4,304	168,402	86,133	66,239	36,778	60,596

E : Estimated \*: Including Pre-primary, Mosque Schools and Non-Formal Basic Education

Notes:

All figures include Public & Private Sector data

Sources:

1. Figures of Primary, Middle, High and Higher Sec. from 2010-11 to 2020-21 is based on Annual Pakistan Education Statistics Reports, NEMIS, PIE, Islamabad.
2. Figures of Universities is provided by Higher Education Commission (HEC), Islamabad.