

10

Education

Introduction

Education is central to the development strategy of an economy. It plays a vital role in human capital formation. Educated human capital has been found to have strong and consistent positive effects on economic growth and productivity of a country. It reflects substantial impact on the degree of social cohesion in a country. Equalization of education levels reduces the regional disparities. Like many other developing countries, the situation of education sector in Pakistan has not been very encouraging due to poverty and dismal economic situation in the country. Hence, it is necessary the proportion of development spending on education must be increased. An extremely high portion of the education budget is spent on recurrent heads, mainly comprising of salaries in contrast to the meager amount spent on quality improvements, such as teacher's training, curriculum development, supervision, monitoring etc; therefore, additional funds must be allocated for the purpose.

In addition world has admitted the fact that importance of education in poverty alleviation cannot be denied. It proves an agency to keep up

sustained economic wellbeing by combating unemployment, removing social differences, improving tolerance and setting the best practices for women participation. This government policy intervention proved helpful in realizing the change at grass root level as it has successfully graduated at both fronts: policy and implementation.

Literacy

According to the latest Pakistan Labour Force Survey 2009-10, the overall literacy rate (age 10 years and above) is 57.7 percent (69.5 percent for male and 45.2 percent for female) compared to 57.4 percent (69.3 percent for male and 44.7 percent for female) for 2008-09. The data shows that literacy remains higher in urban areas (73.2 percent) than in rural areas (49.2 percent), and is more prevalent for men (80.2 percent) compared to women (65.5 percent) in rural areas. However, it is evident from the data that rural-urban and male-female disparity seems to be closing a bit. When analysed provincially, literacy rate in Punjab stood at (59.6 %), Sindh (58.2%), Khyber Pakhtunkhwa (50.9%) and Balochistan at (51.5%). The literacy rate of Punjab and Khyber Pakhtunkhwa has improved considerably during 2008-09 and 2009-10 [See Table 10.1].

Table: 10.1 Literacy Rates (10 Years and Above)-Pakistan and Provinces (Percent)

Province/Area	2008-09			2009-10		
	Total	Male	Female	Total	Male	Female
Pakistan	57.4	69.3	44.7	57.7	69.5	45.2
Rural	48.6	63.2	33.4	49.2	63.6	34.2
Urban	73.3	80.3	65.6	73.2	80.2	65.5
Punjab	58.7	68.5	48.8	59.6	69.1	49.8
Rural	51.3	63.1	39.5	52.5	64.0	40.7
Urban	73.3	78.9	67.4	73.5	78.9	67.8
Sindh	59.4	71.2	45.6	58.2	70.2	44.3
Rural	41.8	59.0	20.7	41.0	58.2	20.3
Urban	75.7	82.9	67.5	74.9	82.2	66.8
KPK	50.0	69.6	31.1	50.9	70.1	32.3
Rural	47.1	67.9	27.4	48.4	68.3	29.1

Province/Area	2008-09			2009-10		
	Total	Male	Female	Total	Male	Female
Urban	63.4	77.4	49.0	62.7	77.8	47.4
Balochistan	51.5	68.5	30.2	51.5	69.2	29.3
Rural	46.5	64.4	23.8	45.7	64.2	22.5
Urban	66.4	81.0	48.8	69.6	85.0	50.6

Source: Pakistan Labour Force Survey 2009-10

Levels of Education

The comparative shares of literate depict marginal improvement in the profile of educational attainment. Nevertheless, all categories remain at

the same level except a sort of increase in below matric (37.5 percent). Generally, males are more educated compared to females. The comparative picture is given in Table 10.2.

Table: 10.2 Level of Education-Distribution of Population 10 + Years of Age by Sex (Percent)

Level of Education	2008-09			2009-10		
	Total	Male	Female	Total	Male	Female
A.Literate	57.4	69.3	44.7	57.7	69.5	45.2
No formal education	0.5	0.5	0.5	0.5	0.6	0.5
Below matric	37.1	44.4	29.2	37.5	44.9	29.5
Matric but less than Intermediate	10.7	13.4	7.8	10.7	13.1	8.0
Intermediate but less than Degree	4.7	5.6	3.8	4.7	5.6	3.8
Degree and above	4.4	5.4	3.4	4.3	5.3	3.4
B. Illiterate	42.6	30.7	55.3	42.3	30.5	54.8
Total (A+B)	100.0	100.0	100.0	100.0	100.0	100.0

Source: Pakistan Labor Force Survey 2009-10

Educational Institutions and Enrolment

i) Pre-Primary Education

Pre-Primary Education is the basic component of Early Childhood Education (ECE), Prep or Kachi classes of children having age of 3-4 years. An increase of 4.0 percent in Pre-Primary enrolment (8.743 million) in 2009-10 over 2008-09 (8.434 million) has been observed during 2009-10, it is estimated to increase by 2.0 percent in 2010-11 [See Table 10.3].

ii) Primary Education (Classes I – V)

A number of 157,360 Primary Schools with 466,451 Teachers are functional. An increase in Primary enrolment (18.756 million) in 2009-10 over 2008-09 (18.468 million) has been observed during 2009-10, it is estimated to increase by 1.4 percent in 2010-11 [Table 10.3].

iii) Middle Education (Classes VI-VIII)

A number of 41,330 Middle Schools with 331,254 Teachers are functional. An increase in middle

enrolment (5.501 million) in 2009-10 over 2008-09 (5.414 million) has been observed during 2009-10, it is estimated to increase by 0.4 percent in 2010-11 [Table 10.3].

iv) Secondary Education (Classes IX-X)

A number of 24,792 Secondary Schools with 446,490 Teachers are functional. An increase in secondary enrolment (2.581 million) in 2009-10 over 2008-09 (2.556 million) has been observed during 2009-10. It is estimated to increase by 2.9 percent in 2010-11 [Table 10.3].

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

An enrolment of 1.257 million is estimated in 2010-11 against 1.165 million in 2009-10 and 1.07 million in 2008-09 whereas, 3,323 Higher Secondary Schools and Inter Colleges with 77,118 Teachers are functional [Table 10.3].

vi) Degree Colleges Education (Classes XIII-XIV)

An enrolment of 619,629 students is expected during 2010-11 in Degree Colleges against 542,381 in 2009-10. A total of 1,439 Degree Colleges with 30,753 teachers are functional [Table 10.3].

vii) Universities Education (Classes XV onwards)

An enrolment of 1,105,307 is estimated in 2010-11 in Higher Education over 935,596 in 2009-10. In order to boost-up higher education. Three new universities have been established during the year 2009-10 making the total number to 132 universities with 57,780 Teachers in both Private and Public Sectors [Table 10.3].

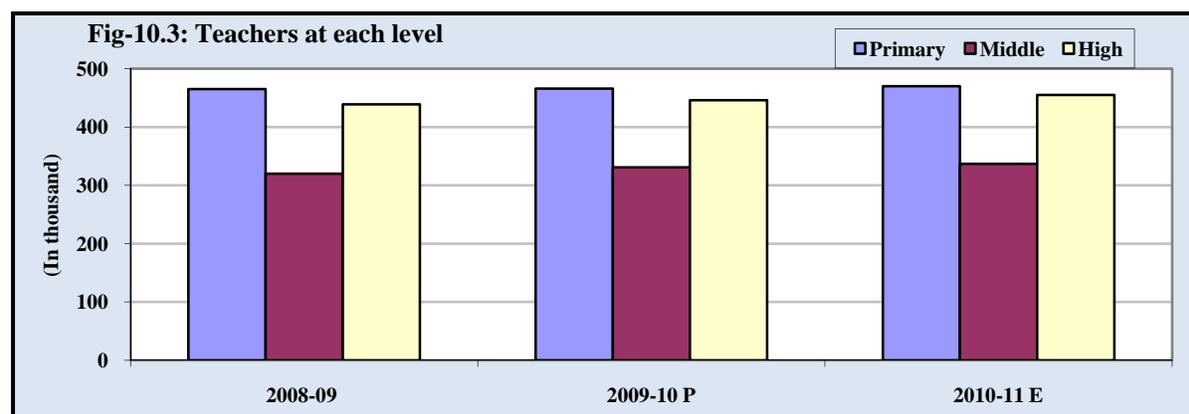
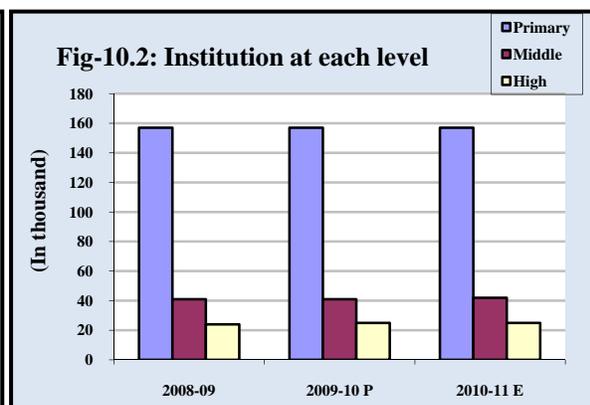
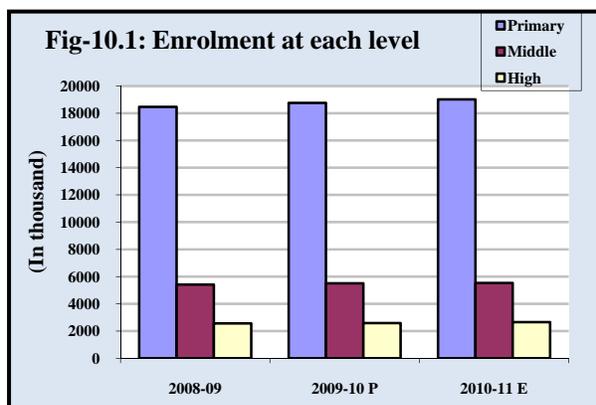


Table 10.3: Number of Mainstream Institutions, Enrolment and Teachers by Level (In Thousands)

Year	Enrolment			Institutions			Teachers		
	2008-09	2009-10 (P)	2010-11 (E)	2008-09	2009-10 (P)	2010-11 (E)	2008-09	2009-10 (P)	2010-11 (E)
Pre-Primary	8,435	8,743	8,925	--	--	--	--	-	
Primary*	18,468	18,756	19,022	156.7	157.4	157.0	465.3	466.5	470.0
Middle	5,414	5,501	5,525	40.9	41.3	41.8	320.5	331.3	337.5
High	2,556	2,582	2,658	24.3	24.8	25.2	439.3	446.5	455.2
Higher Sec./ Inter	1,074	1,165	1,257	3.2	3.3	3.4	76.2	77.1	79.2
Degree Colleges	429	542	620	1.3	1.4	1.6	21.2	30.8	35.7
Universities	804	936	1,105	0.1	0.1	-	52.8	57.8	63.5
Total	37,180	38,226	39,111	226.6	228.4	229.0	1,375.3	1,409.8	1,441.2

P: Provisional, E: Estimated, *: including Pre-primary and Mosque Schools

Source: Pakistan Education Statistics 2009-10, NEMIS, AEPAM, Ministry of Education.

Physical Infrastructure

The quality of existing learning environment is evident from the fact that a large number of schools are missing basic infrastructure facilities i.e. 32.7 percent schools up to elementary level, 32 percent are without boundary wall, 33.6 percent without drinking water facility, 35.4

percent without latrines and around 60 percent schools are without electricity. For higher accessibility of education particularly for girls in low income household and to enhance the enrolment, existing schools should be upgrade with the provision of necessary infrastructure to improve both output and quality of education. Details may be seen in [Table-10.4]

Table 10.4: Missing Facilities in Government Schools 2009-10 (In Number)

Province/ Area	Without Building	Without Boundary Wall	Without Drinking Water	Without Latrine	Without Electricity
Punjab	1,061	11,665	7,529	12,125	23,685
Sindh	10,722	24,001	24,559	21,664	41,230
Khyber Pakhtunkhwa	430	8,327	9,280	7,291	13,134
Balochistan	760	1,436	5,520	8,449	9,821
AJK	2,596	5,061	3,906	4,212	4,443
Gilgit-Baltistan	202	1,053	975	934	1,065
FATA	225	1,834	3,095	3,050	2,839
ICT	0	12	9	9	6
Total Pakistan	15,996	53,389	54,873	57,734	96,223
In %	9.8%	32.7%	33.6%	35.4%	59.0%

Source: Pakistan Education Statistics 2009-10, NEMIS, AEPAM, Ministry of Education.

Technical and Vocational Education

National Vocational and Technical Education Commission (NAVTEC) is a regulatory body responsible for promoting linkages among various stakeholders to address challenges faced by Technical and Vocational Educational Training (TVET). These include training and skill enhancing at individual level and initiating a mega campaign at public-private partnerships. NAVTEC specially focuses on disadvantaged group to economically dis-advantaged region.

The most enticing feature of NAVTEC is to enhance the employability of youth and supporting women to participate in labour force more actively. Today rate of women participation is only 29 percent which is far less than other regional countries.

Under President's *Fanni Maharat Programme* individuals, across the country are provided opportunities to gain skills from vocational training institutes/ centres. Prime Minister's *Hunar Mand Pakistan Programme* is also a

similar kind of step to launch different skill development programme, in four priority sectors including: Construction, Agriculture, IT and Telecommunication and skills for women.

Realizing the real need and importance, the commission has made itself up for establishing of sector specifies training institutes and centre of excellence. These institutes make available beautiful linkages between industry and technical institutes, and facilitate in information flow and benefit, from new industrial innovation by bridging the gap between academics and new industrial innovations.

In this regards, the contribution of different Industries Advisory Groups (IAGs), established by NAVTEC, to create missing links between industries and training providers cannot be ruled out. These IAGs provide industry intelligence to policy makers and training providers in designing skills, standards and curricula. IAGs has Identified five priorities sectors; textile, construction, tourism and hospitality, surgical instruments and agricultural. IAGs also continue its working to

remove future's short coming for keeping up the balance, in skill required at work places. First time in the history of Pakistan, National Skill Competition was also conducted so as competing institutes, and participating males and females are encouraged for future stream lining of industry requirements.

Under the different long term programmes, commission emphasizes a shift from curriculum base to competency based training through its National Skills Strategy 2009-13, to create demand driven training system as per requirement of industry. To cover at large, National Level Survey of all TVET institutes has also been planned to gather information about capacity enrolment, courses, physical resources, linkages to industries, student services, financial resources, under public- private partnerships.

Higher Education Commission

In this age of globalisation, higher education plays an important role in making an economy knowledge based. It works as a driving force in the development process of a county and brings intellectual capital and technological changes, making economy more competitive and innovative by reshaping human capital with better skills and expertise. Higher Education Commission is an autonomous body to provide inter-universities cooperation and coordination.

Due to continued financial vulnerabilities, the government has reduced development budget to Rs. 9.2 billion in 2010-11 compared to Rs.11.3 billion in 2009-10. The development and non-development financial allocation for the past 5 years is given in [Table 10.5].

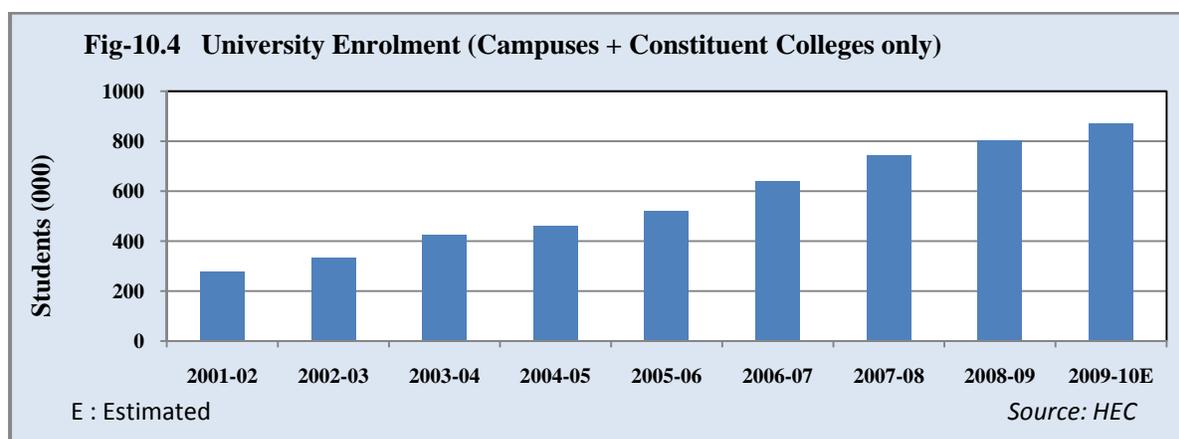
Table 10.5: Development and Non Development Expenditures on Higher Education (Rs. Billion)

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Recurring	10.5	14.3	12.5	15.8	21.5	20.3
Development	10.9	14.4	15.4	16.4	11.3	9.2
Total	21.4	28.7	27.9	32.2	32.8	29.5

Source: Higher Education Commission

The education Policy 2009 calls for an increased access to higher education for the youth of age group between 17-23 years from the existing 5 percent to 10 percent by the year 2015. It is a major challenge for Higher Education Commission (HEC) and would require continuous

support and generous funding from the federal government in the upcoming years. During 2009-10, there were 868,641 students studying in the universities. The trend for increase in enrolment is given in Figure 10.4.



To provide the access of quality higher education to the masses, Charters to two new universities were awarded in 2010-11.

i) Human Resource Development

High skilled workforce has become a basic need to meet the challenges of contemporary era which is all about competitiveness and efficiency. Higher education sector has been playing essential role in human resource development to support the economy of the country by contributing in workforce of approximately four hundred thousand university graduates, every year, during 2005 to 2009. The data shows 30 percent increase in the total graduates output from the universities and Degree Awarding institutes (DAIs) during above mentioned period.

Since 2002, Higher Education Commission has sent about 4,313 scholars in the technically advanced countries for research degrees such as M. Phil and Ph.D. Out of these 1,214 have completed and returned to the country. Similarly, scholars were also encouraged to enrol in the local universities. This has helped to promote the research culture indigenously. HEC sponsored 8,873 scholars in the local universities out of which 2,524 have completed their studies. During 2010, more than 750 PhDs degrees were awarded by Pakistani Universities.

Interim Placement of Fresh PhDs (IPFP) has been launched to gainfully used trained manpower. So far 288 PhD graduates have been placed through Interim Placement of Fresh PhDs Programme, out of which 156 have graduated from abroad and 132 from Pakistani universities.

ii) Use of Information and Communication Technology in Academic and Research

HEC has deployed a national research and education network, i.e. Pakistan Education & Research Network (PERN) across the country which connects almost all the HEIs together while providing them high speed connectivity between the institutions for e-research and interactive

video lectures. PERN connectivity to another fifty five (55) new universities/ institution/ Campuses is in process. HEC is also planning to extend its services to affiliated colleges of the universities/ DAIs across the country to form a College Network of Pakistan, while capitalizing on PERN Core infrastructure and resources. HEC has provided eight universities with the standard off-the-shelf Campus Management Solution (CMS) for the automation of student-centric academic processes. HEC is planning to extend these facilities to 30 Public Sector Universities/Institutes of Pakistan in next 3 years.

Major Programmes and Projects of Ministry of Education

During 2010-11, allocation made under Public Sector Development Programme (PSDP) stands at Rs. 5,071 million for 86 development projects against which, Rs. 1,722 million have been released up to January 2011. Under the 18th constitutional amendment, Ministry of education (MoE) has been devolved therefore; no further releases have been made. The on-going projects and programmes are going to be operated by the provincial governmental or relevant ministries in which they are transferred.

i) President Education Sector Reforms Programme

In the financial year 2010-11, an amount of Rs.823.1 million was allocated for the project “Education Sector Reforms Program-Provision of Missing Facilities” to improve physical infrastructure and basic facilities in government primary and elementary schools. The project is being operated across the country except Punjab. The project targeted 5704 schools out of which 3038 school have been completed and remaining 2666 school are in progress. So far, Rs.2680.5 million has been released and amount has been distributed among the provinces (Sindh, KPK & Balochistan) and Areas (FATA, FANA/ GB & AJK) as per approved Cash/Work Plan.

A brief summary of Physical and financial progress of the project from 2006-07 to 2010-11 is given in Table 10.8

Table 10.8 Progress under ESR

Sr. No	Province/Area	Financial Progress (2006-07 to 2010-11)			Physical Progress (No. of schools)			
		Funds Released	Funds Utilized	% Utilization	Target	Completed	In Progress	% Achievement
1.	Sindh	784.4	784.4	100%	1644	724	920	45%
2.	KPK	868.4	868.4	100%	1876	1074	802	57%
3.	Balochistan	365.8	365.8	100%	842	402	440	48%
4.	FATA	104.8	104.8	100%	390	100	290	26%
5.	GB	121.3	121.3	100%	548	430	118	79%
6.	AJK	326.9	326.9	100%	323	227	96	71%
7.	ICT	108.8	108.8	100%	81	81	81	100%
Total		2680.5	2680.5	100%	5785	3038	2666	41%

Source: Ministry of Education

ii) Programme Achievements

Projects Wing has taken various initiatives resulting in following achievements.

Early Childhood Education (ECE)

- Developed/validated draft Early Learning Developing Standards (ELDS) in consultation with provincial stakeholders.
- Developed/disseminated ECE Advocacy Material (Booklet and ECE poster)
- Developed ECE Teaching Kit in the light of ECE National Curriculum 2007
- Developed ECE Advocacy Material (Urdu booklet) highlighting the significance, importance and state of ECE in Pakistan

Primary Education

- Provided funds to provinces for missing facilities under Education Sector Reforms (ESR) programme
- Developed Advocacy Booklet (Urdu) on significance, importance and status of primary Education in the country.

Adult Literacy

- Developed/ disseminated charts on different themes of Adult Literacy

- Developed Adult Literacy Advocacy Material (Urdu Booklet) highlighting the significance, importance and status of Adult literacy
- Developed National and Provincial/Area 5 year Adult Literacy plan in consultation with the provinces and other literacy stakeholders.

iii) Scholarships

Ministry of Education is running a number of scholarship schemes for different target groups. The current progress of various schemes is as under:

- 100 scholarships were awarded to Bangladeshi Students.
- 200 scholarships were awarded to students from Indian Occupied Kashmir in the field of medicine, engineering and information technology. The Prime Minister of Pakistan has increased the number of scholarships from 200 to 400.
- Under Cultural Exchange Programme Scheme, Ministry of Education awards 200 scholarships each year to foreign students. Currently 75 students are studying in Pakistan under Cultural Exchange Programme (CEP).
- 2,000 Scholarships were awarded to the Students from Afghanistan.
- Under Provision of Quality Education, students from Baluchistan and FATA are provided with scholarships to study at cadet

colleges, public schools, polytechnic, commercial colleges and private institutions. The scheme provides 330 scholarships each year.

- Under Cultural Exchange Programme, 54 Scholars were sent abroad on scholarship for higher studies (China 23, Turkey 10, Romania 03, Slovak 01 and Egypt 17).
- Under Commonwealth Scholarship Programme, 06 scholars proceeded to the U.K.

- 09 students proceeded to Bangladesh for MBBS studies on self-finance basis under SAARC quota.
- 40 scholarships were awarded to the minority students.
- Scholarship was given to 199 students under the scheme “Provision of Quality Education Facility” to FATA students.

Education Survey

Box: Main findings of ASER 2010 (Rural)

- 80 percent of children in the age group 6 to 16 years in rural Pakistan were enrolled in schools in 2010. Of the children in the primary age group 6 to 10 years 84 percent were enrolled.
- Pre-school enrollment in 2010 was 45 percent, which is quite close to the overall EFA/National Plan of Action (NPA) target of 50 percent enrolment in pre-school by 2015.
- There was decreasing trend for enrollment from class 1 to class 10. The class wise enrollment for class 3 was 14 percent, 9 percent for class 6 and 3 percent for class 10.
- Mother’s literacy stood at 32 percent. Lowest being 17 percent in Balochistan and highest being 55 percent in Gilgit-Baltistan.
- The overall percentage of rural children in class 5 reading a class 2 text in Urdu/Sindhi was 52 percent while for the English text it was 42 percent. This meant that more than half of all rural children in class 5 in Pakistan were at least three grade levels behind.
- For arithmetic level up to class 3, only 34 percent children in class 5, were able to do division problems. Thus more than 65 percent of the children in class 5 were at least two grades levels behind.
- Out of every 4 children in the private schools, at least 1 child took paid tuition, whereas out of every 10 children in the Government school, at least 1 child took paid tuition
- 43 percent of the Government primary schools did not have safe drinking water and 55 percent did not have proper washroom facilities.
- Overall children’s attendance on the day of visit as per headcount in government schools stood at 82 percent and 89 percent for private schools. Sindh, had 65 percent attendance whilst Khyber Pakhtunkwa had 88 percent children’s attendance.
- Teachers’ attendance on the day of the visit at the national level was 87 percent in Govt. Schools and 90 percent in private schools.

Source: ASER-Pakistan 2010 <http://safedafed.Org/aser/document/aser/2011/>