

Education

Introduction

Education plays a pivotal role in the development of the country. High literacy rate ensures sustainable economic development, labour productivity and economic prosperity. Equalization of educational levels eliminates regional inequalities and gender discrimination. It also strengthens to meet the emerging challenges of the modern world through upgrading the intellectual level and adoption of the new technologies. It is important for developing countries, where majority of the world's population exists, need to redesign educational policies in line with the advanced nations for enhancing productivity through highly skilled manpower.

The Educational institutions required to develop guidelines, tools and resources that would in turn help to educators, students, parents, guardians, education managers and civil society in creating safe, more supportive and conducive educational environment to attain the organizational goals like developing skills and knowledge in order to produce responsible citizens for community, knowledge based society / economy and capacity building towards making the country welfare state as a whole.

Similar to many developing countries, Pakistan has not made progress adequately in the field of education with literacy rate of only 58 percent i.e. 42 percent of its population remains unable to read or write. This limits the opportunity considerably towards acquiring skills and technical knowledge for higher productivity and better earning levels. School enrolments are low and school drop-out rates are too high. The budgetary allocation to education has remained static around 2.0 percent of GDP for the past decade, with a big chunk being spent on recurrent heads mainly salaries, leaving a small

amount for quality enhancement such as teachers training, curriculum development, provision of school facilities and monitoring and supervision of education.

According to Pakistan Education for All (EFA) review report 2015, there is a large stock of 6.7 million out of school children; of which 55 percent are girls which for years have posed a major obstacle in achieving EFA targets. A National Plan of Action for MDGs Acceleration Framework (MAF) 2013-16 is designed to accelerate progress towards education related goals and targets identified by MDG for 2015-16 by Ministry of Federal Education & Professional Training. The National Plan envisages enhancing its net primary enrolment ratio to 91 percent by 2015-16. This would imply, besides retention of existing students through a variety of quality-improving measures and cash stipends, enrolment of an additional 5.06 million children in primary classes at a total additional cost of Rs. 189 billion over the 3-year period. The National Plan expects to enroll an additional 5.1 million (2.4 million boys and 2.7 million girls) by 2015-16.

Millennium Development Goals (MDGs) of Education:

The U.N. has identified as one of the MDGs to be achieved by 2015. The Government of Pakistan is fully committed towards the achievement of the MDGs Goal 2 and Goal 3 which focus towards development of education.

Goal 2: To Achieve Universal Primary Education (UPE)

Target: MDG 2 aims at achieving 100 percent primary school enrolment, 100 percent completion of education from grades 1-5 and an 88 percent overall literacy rate by 2015. The achievements made up to 2013-14 are given in the Table 10.1 and 10.2.

Table 10.1: Progress towards Goal 2 at National Level (Percentage)

Indicator	1990-91 (Bench Mark)	2001-02	2004-05	2007-08	2010-11	2011-12	2012-13	2013-14	MDG Target 2015
Net Primary Enrolment Ratio (5-9 Years)	46	42	52	55	56	57	57	57	100
Completion/Survival rate Grade 1 to 5	50	57	67	52	49	50	-	-	100
Literacy Rate (%) 10 years and above	35	45	53	56	58	58	60	58	88

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2013-14.

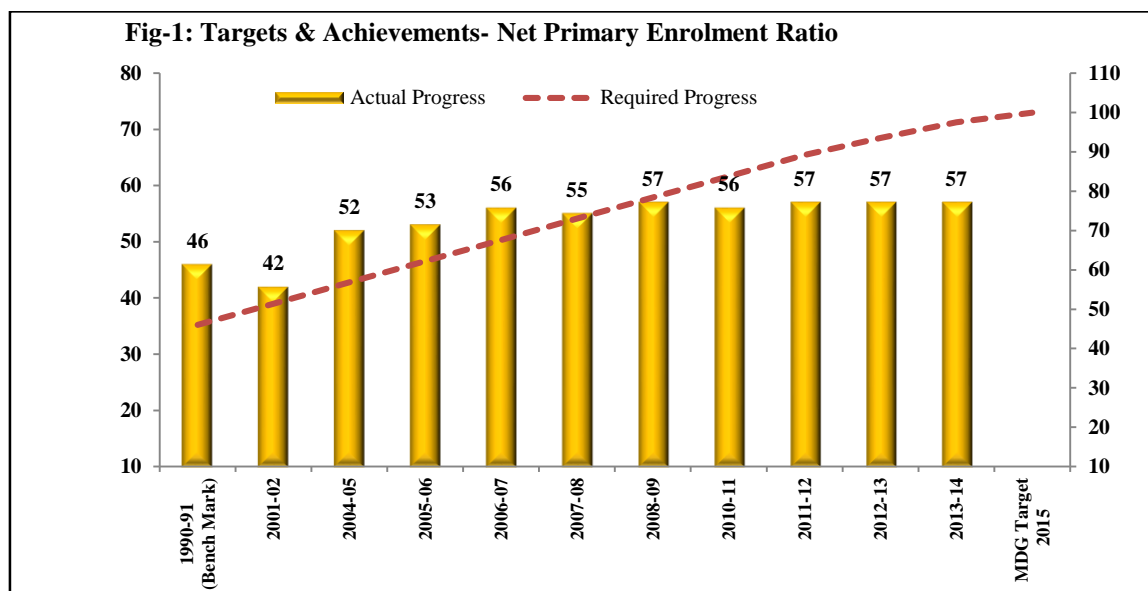


Table 10.2: Progress towards Goal 2 by 2013-14 at Provincial Level (percentage)

Indicators	National	Punjab	Sindh	KPK	Balochistan
Net Primary Enrolment Rate (5-9 Years)	Total: 57 Male:60 Female:53	Total: 64 Male:66 Female:63	Total:48 Male:53 Female:43	Total:54 Male:62 Female:46	Total:39 Male:46 Female:30
Completion/Survival Rate 1 grade to 5	-	-	-	-	-
Literacy Rate (%) 10 years and above	Total:58 Male:70 Female:47	Total:61 Male:71 Female:52	Total:56 Male:67 Female:43	Total:53 Male:72 Female:36	Total:43 Male:59 Female:25

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2013-14

Goal 3: Promoting Gender Equality and Women Empowerment

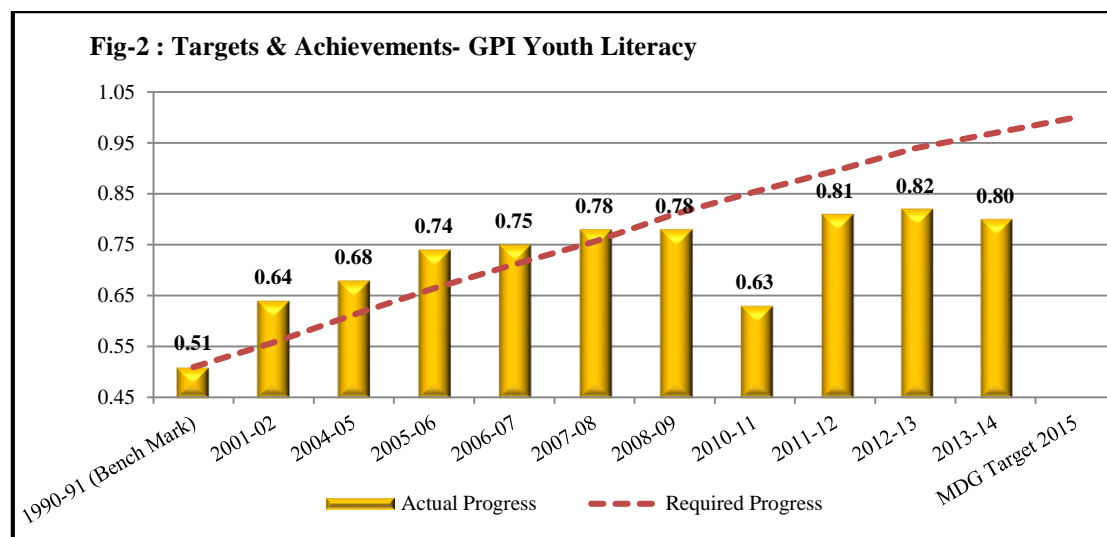
Target: MDG 3 promotes gender equality in education and aims to eliminate gender disparity in primary and secondary education by 2005, and at all levels of education by 2015. MDG 3 focuses upon the key challenges faced by women in three major areas; education, employment and political participation. Gender

parity index show some improvement over the years but pronounced gaps between male and female indicators persist, especially in rural and remote (particularly in tribal and feudal) areas. With provision of more middle and high schools, it is anticipated that demand for middle and upper secondary education for girls will increase. The targets to be achieved by 2015 and achievements made up to 2013-14 are given in the Table 10.3 and 10.4

Table 10.3: Progress towards Goal 3 at National Level (percentage)

Indicators	1990-91 (Bench Mark)	2001-02	2005-06	2008-09	2010-11	2011-12	2012-13	2013-14	MDG Target 2015
Primary Education (Age 5-9 Years)	0.73	0.82	0.85	0.88	0.88	0.90	0.89	0.88	1.00
Secondary Education (Age 14-15 Years)	n/a	0.75	0.78	0.81	0.85	0.81	0.89	0.84	0.94
Youth Literacy (Age 15 years and above)	0.51	0.65	0.74	0.78	0.63	0.81	0.82	0.80	1.00

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2013-14.

**Table 10.4: Progress towards Goal 3 by 2013-14 at Provincial Level** (percentage)

Indicators	Punjab	Sindh	KPK	Balochistan
Primary Education (Age 5-9 Years)	0.95	0.81	0.74	0.65
Secondary Education (Age 14-15 Years)	0.95	0.84	0.62	0.45
Youth Literacy (Age 15 years and above)	0.87	0.77	0.60	0.51

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2013-14.

Critical Analysis of MDGs (Education):

- i. The Table-10.1 shows increase of literacy rate at merely 23 percent during the period of last 24 years from 1990-91 to 2013-14 which is not encouraging at national level. The table reflects encouraging trend of increase from 35 percent in 1990-91 to 45 percent in 2001-02 and 53 percent in 2004-05. Afterwards it slightly increased to 56 percent in 2007-08. The trend shows some stagnancy at 58 percent both in 2010-11 and 2011-12 and with only 2 percent increase in 2012-13. During 2013-14, literacy rate recorded at 58 percent showing a decline of 2.0 percent which shows that Pakistan will miss the EFA goals and MDGs targets.
- ii. The picture of gender disparity is also very clear with 47 percent of female literacy rate and 70 percent male literacy rate in 2013-14 which shows that more human and financial resources are required to attain the gender parity. The MDG target by 2015 is 88 percent which gives a clear message that ultimate goal is far away at national level in Pakistan.
- iii. The indicator of Net Primary Enrolment Ratio (%) reflects very slight increase with 46 percent in 1990-91 to 57 percent in 2013-14 whereas the target is to be achieved 100 percent till 2015 while only 11 percent has been increased during last 24 years from 1990 to 2014.

- iv. Provincial progress for the year 2013-14 shows that so far as the Net Primary Enrolment Ratio of provinces is concerned, Punjab is the highest with 64 percent (Male: 66 & Female: 63 percent) followed by KPK 54 percent (Male: 62 & Female: 46 percent), Sindh 48 percent (Male: 53 & Female: 43 percent) and Balochistan is at the lowest with 39 percent (Male: 46 & Female: 30 percent). The increase in gender disparity in Balochistan and Sindh is mainly due to tribal and feudal social systems, not

supportive of education for female and poor classes. This shows very critical situation regarding issue of parity in education at primary level. This needs thorough consultation process at national level to address the issue which has long run impact on the human development and socio economic conditions of Pakistan. The commitment gap, implementation gap and lack of good governance may be major reasons behind the low level of achieving the Millennium Development Goals

Box-I: New Education Policy 2016

Implementation status of National Education Policy 2009 is to be completed before June 2015 and Ministry of Federal Education and Professional Training is in process of implementing "New Education Policy 2016" next year after completing the consultation and review process. The government is set to upgrade and review the last education policy which was made in 2006 by the end of this year and implement it from January 2016. The new policy will be uniformly implemented in all provinces including Azad Jammu Kashmir and Gilgit-Baltistan. The National Education Policy was placed under the 3rd Inter Provincial Education Minister's Conference (IPEMC) which approved formation of NEP 2009 Review Committee to suggest changes in the policy in view of 18th Amendment scenario and global modern trends in the education sector.

Source: Ministry of Federal Education & Professional Training

Vision 2025:

Pakistan Vision 2025 aims at substantial expansion in levels of education as well as improvements in the quality of education, increase public expenditure on education to reach 4.0 percent of GDP by 2018. Education development will be led by the provinces as it is a devolved function, however the federal government will play the role of a catalyst in partnership with the provinces to transform the education system in the country. The government at all levels will ensure that individuals are able to pursue their economic, social, and intellectual objectives in the best possible way. The provincial governments are committed to achieve Millennium Development Goals for education. In order to achieve these goals the provincial governments are determined to increase their education budgets significantly. The federal government will not only help them in achieving MDGs at provincial levels but also perform an active role in reducing educational inequities across the four provinces. This will

increase geographic and economic mobility within the country thus strengthening national spirit and solidarity.

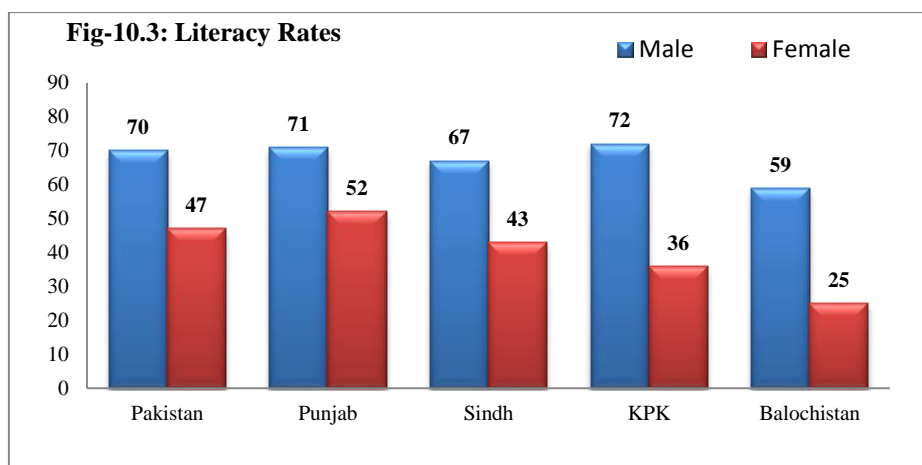
Literacy:

Literacy rate is one of the important indicator of education as its improvement is likely to have a long run impact on other important indicators of national welfare. According to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey 2013-14, the literacy rate of the population (10 years and above) is 58 percent as compared to 60 percent in 2012-13 showing a decline of 2.0 percent. The data shows that literacy remains higher in urban areas (74 percent) than in rural areas (49 percent), and is more prevalent for men (81.0 percent) compared to women (66.0 percent) in urban areas. Province wise data suggests that Punjab leads with 61 percent followed by Sindh with 56 percent, Khyber Pakhtunkhwa with 53 percent and Balochistan with 43 percent. The details are given in Table 10.5.

Table 10.5: Literacy Rate (10 Years and Above)-Pakistan and Provinces (Percent)

Province/Area	2012-13			2013-14		
	Male	Female	Total	Male	Female	Total
Pakistan	71	48	60	70	47	58
Rural	64	37	51	63	36	49
Urban	82	69	76	81	66	74
Punjab	71	54	62	71	52	61
Rural	66	45	55	65	43	53
Urban	82	72	77	82	71	76
Sindh	72	47	60	67	43	56
Rural	59	22	42	53	21	37
Urban	84	70	77	80	63	72
KPK	72	35	52	72	36	53
Rural	69	31	49	70	32	49
Urban	78	52	66	81	55	68
Balochistan	62	23	44	59	25	43
Rural	55	15	37	54	17	36
Urban	81	47	65	74	45	59

Source: Pakistan Social and Living Standards Measurement Survey, 2013-14



Primary Enrolment Rates:

A. Gross Enrolment Rates:

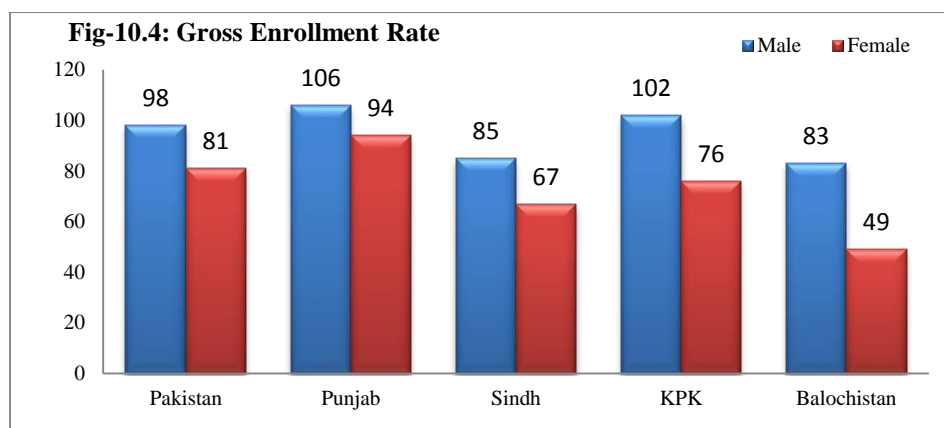
Gross Enrolment Rates (GER) referred to the participation rate of children attending primary schools divided by the number of children aged 5 to 9 years. GER at the primary level excluding Katchi (prep) for the age group 5-9 years at national level during 2013-14 recorded at 90.0 percent as compared to 91 percent in 2012-13. This decline is largely due to stagnant allocations at 2.0 percent of GDP; shortage of schools especially for girls in remote and far flung areas; shortage and absenteeism of teachers; lack of trained teachers, especially female teachers; missing facilities such as water, toilets and boundary walls; weak supervision and monitoring; and a host of factors such as

conservative and tribal culture; insecurity and lawlessness; and poverty, compelling a large number of children to work rather than to attend school. A cursory look at the table GER indicates that the only Punjab has shown significant performance by achieving Primary level GER at 100.0 percent against 98 percent in 2012-13 while other provinces have performed negatively i.e. Sindh GER declined to 76 percent in 2013-14 against 81 percent in 2012-13 and Khyber Pakhtunkhwa also declined to 89 percent in 2013-14 against 91 percent in 2012-13 while Balochistan GER also declined from 67 percent in 2013-14 as compared to 73 percent in 2012-13. The details are given in Table 10.6.

Table 10.6: National and Provincial GER (Percent)

Province/Area	2012-13			2013-14		
	Male	Female	Total	Male	Female	Total
Pakistan	98	83	91	98	81	90
Punjab	102	94	98	106	94	100
Sindh	89	71	81	85	67	76
Khyber Pakhtunkhwa	103	77	91	102	76	89
Balochistan	91	52	73	83	49	67

Source: Pakistan Social and Living Standards Measurement Survey, 2013-14



B. Net Enrolment Rates:

Net Enrolment Rates (NER) at the primary level refers to the number of students enrolled in primary schools of age 5 to 9 years divided by the number of children in the same age group for that level of education. In Pakistan, the official primary NER is the number of children aged 5 to 9 years attending primary level (1-5) divided by the total number of children aged 5 to 9 years.

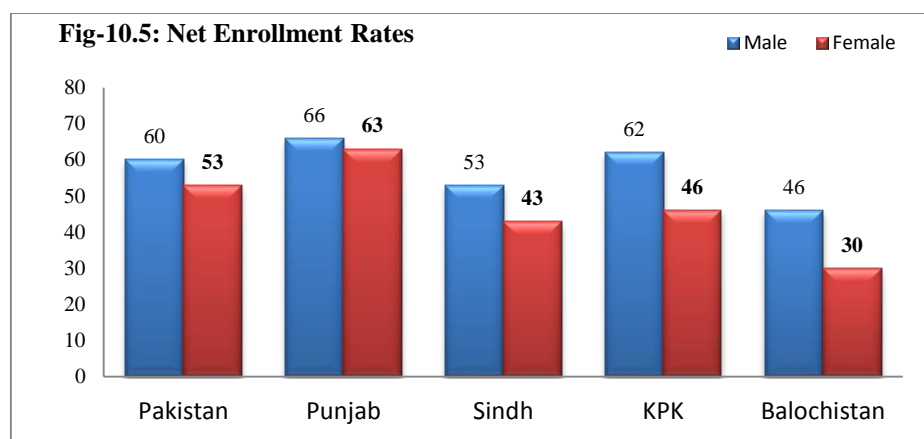
Table 10.7 show the net primary level enrolment rates at the national/provincial (excluding prep/Katchi class) level for the age group 5-9 years. NER at the national level during 2013-14

remained at 57 percent. Province wise comparison reveals that Punjab NER slightly improved to 64 percent in 2013-14 as compared to 62 percent in 2012-13 while NER of Khyber Pakhtunkhwa remained at 54 percent. Sindh NER declined to 48 percent in 2013-14 as compared to 52 percent in 2012-13; while Balochistan also witnessed a declined to 39 percent in 2013-14 as compared to 45 percent in 2012-13. The decline in Balochistan and Sindh enrolment rates is probably due to tribal and feudal social systems, not supportive of education for female and poor classes.

Table 10.7: National and Provincial NER at Primary Level (Percent)

Province/Area	2012-13			2013-14		
	Male	Female	Total	Male	Female	Total
Pakistan	61	54	57	60	53	57
Punjab	64	60	62	66	63	64
Sindh	56	48	52	53	43	48
Khyber Pakhtunkhwa	59	48	54	62	46	54
Balochistan	54	35	45	46	30	39

Source: Pakistan Social and Living Standards Measurement Survey, 2013-14.



Educational Institutions and Enrolment:

i). Pre-Primary Education

Pre-Primary education is the basic step for Early Childhood Education (ECE). Prep or Katchi class is meant for children between 3 to 4 years of age. At national level, a minor decline of 0.1 percent was observed in Pre-Primary enrolment as it dropped to 9.27 million in 2013-14 as compared to 9.28 million in 2012-13. However, it is estimated to further decline by 0.5 percent i.e. from 9.27 million to 9.22 million during 2014-15. [Table 10.8].

ii). Primary Education (Classes I-V)

At national level, 157.9 thousands Primary Schools with 420.1 thousands teachers were functional in 2013-14. An increase of 3.5 percent in primary enrolment is witnessed as it increased to 19.4 million in 2013-14 against 18.8 million in 2012-13 and it is estimated to increase by 2.6 percent i.e. from 19.4 million to 19.9 million during 2014-15. [Table 10.8].

iii). Middle Education (Classes VI-VIII)

A number of 42.8 thousand middle institutes with 364.8 thousand teachers were functional in 2013-14. An increase of 4.8 percent in middle enrolment is observed as it increased to 6.5 million in 2013-14 against 6.2 million in 2012-13 and it is estimated to increase by 4.6 percent i.e. from 6.5 million to 6.8 million during 2014-15. [Table 10.8].

iv). Secondary Education (Classes IX-X)

A total of 30.4 thousand secondary schools with 500.5 thousand teachers were functional in 2013-14. At national level, an increase of 6.9 percent in secondary enrolment is witnessed as

it increased to 3.1 million in 2013-14 against 2.9 million in 2012-13 and it is estimated to increase by 6.4 percent i.e. from 3.1 million to 3.3 million during 2014-15. [Table 10.8].

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

At national level, 5.2 thousand higher secondary schools and inter colleges with 124.3 thousand teachers were functional in 2013-14 as compared to 5.0 thousand institutions with 132 thousand teachers in 2012-13. The overall enrollment of students in higher secondary education witnessed a decline of 14.3 percent in 2013-14 as compared to 2012-13. The enrolment registered during 2013-14 was 1.23 million as compared to 1.40 million during 2012-13. For 2014-15, it is estimated to increase to 1.25 million. Number of institutes is expected to increase to 6.0 thousands in 2014-15 as compared to 5.2 thousands in 2013-14. [Table 10.8].

vii). Technical & Vocational Institutes

During 2013-14, 3.3 thousand technical and vocational institutes with 16.4 thousand teachers were functional at national level. An increase of 3.3 percent enrolment was recorded as it increased to 0.31 million in 2013-14 against 0.30 million in 2012-13. However, it is estimated to increase by 3.2 percent i.e. from 0.31 million to 0.32 million during 2014-15. [Table 10.8].

vii) Degree Colleges Education (Classes XIII-XIV)

A number of 1.1 thousand degree colleges with 26.0 thousand teachers were functional during 2013-14. An increase of 4.7 percent enrolment

was observed as it increased to 0.67 million in 2013-14 against 0.64 million in 2012-13. However, it is estimated to increase by 19.4 percent i.e. from 0.67 million to 0.80 million during 2014-15. [Table 10.8].

viii) Universities Education (Classes XV onwards)

There are 161 universities with 77.6 thousand teachers in both private and public sectors were functional during 2013-14. During 2013-14, the overall enrolment of students in higher education (universities) remained stable at 1.60 million over the corresponding period of last year and it is estimated to increase by 12.5 percent i.e. from 1.6 million to 1.8 million during 2014-15. [Table 10.8].

Overall Assessment

The overall education situation based on key indicators such as likely enrolments, number of institutes and teachers, has depicted a slight improvement. The total number of enrolments during 2013-14 was recorded at 42.1 million as compared to 41.1 million during the same period last year. This indicates an increase of 2.4 percent and it is estimated to increase to 43.4 million during 2014-15. The number of institutes which stood at 240.9 thousands during 2013-14 as compared to 241.5 thousands during last year. This shows a slightly decline of 0.2 percent. However, the number of institutes is estimated to increase to 244.9 thousands during 2014-15. The number of teachers during 2013-14 was recorded at 1.53 million as compared to 1.55 million during last year showing a decline of 1.2 percent. This number of teachers is estimated to increase further to 1.57 million during the year 2014-15. [Table 10.8].

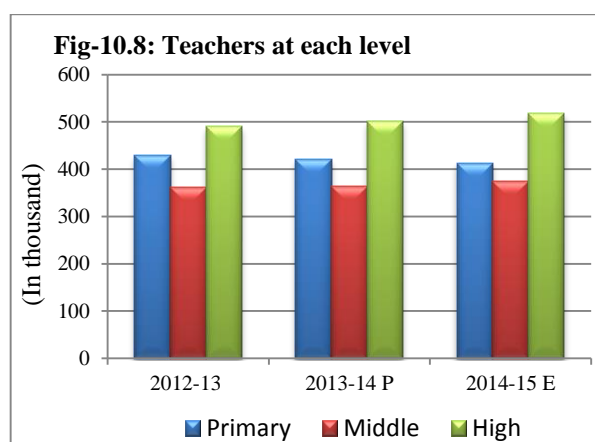
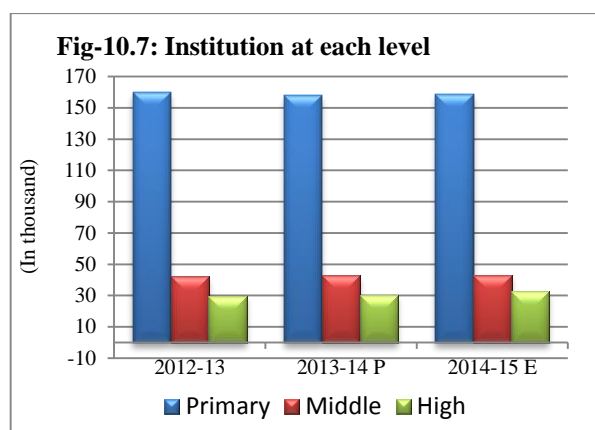
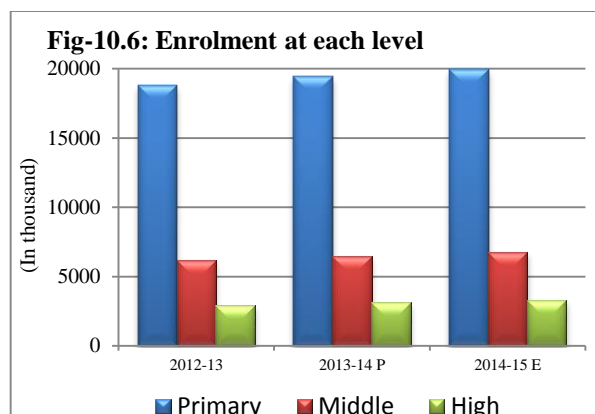


Table 10.8: Number of Mainstream Institutions, Enrolment and Teachers by Level (Thousands)

Year	Enrolment			Institutions			Teachers		
	2012-13	2013-14 (P)	2014-15 (E)	2012-13	2013-14 (P)	2014-15 (E)	2012-13	2013-14 (P)	2014-15 (E)
Pre-Primary	9284.3	9267.7	9220.2	-	-	-	-	-	-
Primary*	18790.4	19441.1	19935.4	159.7	157.9	158.7	428.7	420.1	413.6
Middle	6188.0	6460.8	6772.6	42.1	42.8	43.2	362.6	364.8	375.7
High	2898.1	3109.0	3297.6	29.8	30.4	32.6	489.6	500.5	518.0
Higher Sec./ Inter	1400.0	1233.7	1249.6	5.0	5.2	6.0	132.0	124.3	146.4
Degree Colleges	641.5	674.4	801.3	1.5	1.1	1.0	48.8	26.0	23.5
Technical & Vocational Institutes	302.2	308.6	318.7	3.3	3.3	3.4	16.1	16.4	16.6
Universities	1594.6	1594.6	1828.3	0.147	0.161	-	77.6	77.6	83.2
Total	41099.1	42089.9	43423.7	241.5	240.9	244.9	1555.4	1529.7	1577

Source: Ministry of Professional & Technical Training, AEPAM, Islamabad
 E: Estimated, P: Provisional, *: Including Pre-Primary & Mosque Schools

Expenditure on Education:

Public Expenditure on Education as percentage to GDP is lowest in Pakistan as compared to other countries of the South Asian region. The total expenditure on education has remained around 2.0 percent of GDP for the past decade, with a high proportion being spent on recurrent heads mainly salaries, leaving a small amount for education sector development. According to UNESCO's EFA Global Monitoring report 2015, the Public Sector expenditure on Education as percentage of GDP, in other countries of the region was 2.1 percent of Bangladesh, 4.9 percent in Bhutan, 3.2 percent in India, 4.7 percent in Iran and 8.0 percent in

Table-10.9: Expenditure on Education (Rs. million)

Year	Current	Development	Total Expenditure	As % of GDP
2006-07	130,313	31,771	162,084	1.75
2007-08	155,622	32,034	187,656	1.76
2008-09	197,723	42,655	240,378	1.82
2009-10	219,933	39,592	259,525	1.75
2010-11	276,239	46,572	322,811	1.77
2011-12	330,228	63,295	393,523	1.96
2012-13	428,944	50,909	479,853	2.14
2013-14	453,735	83,863	537,598	2.14
2014-15 *	219,880	17,556	237,436	-

*July-December (Provisional)

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

Development Programme 2014-15 Federal Public Sector Development Program (PSDP) 2014-15.

In Public Sector Development program 2014-15, an amount of Rs. 3.45 billion has been provided for on-going & new projects of the Ministry of Federal Education & Professional Training while Rs.1.13 billion has also been allocated for education related projects being handled by Cabinet, Defence, Finance and Capital Administration & Development Divisions.

Provincial Annual Development Programs (ADPs) 2014-15

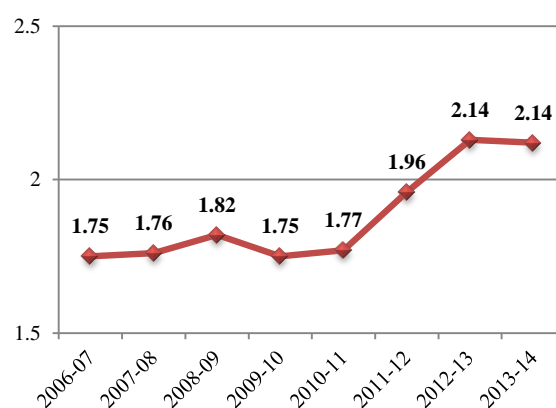
Punjab:

During 2014-15, Punjab government has allocated Rs.48.31 billion against last year Rs.23.31 billion, a increase of 107 percent for 532 development projects (325 on-going & 207 new schemes) for education which includes

Maldives. The Table-10.9 shows that expenditure on education increasing gradually since 2006-07. An increase of 12.03 percent on education related expenditure recorded as it was Rs. 537.60 billion in 2013-14 as compared to Rs. 479.85 billion in 2012-13.

The Government of Pakistan is determined to enhance the allocated resources to education sector by ensuring proper and timely utilization of funds in order to achieve the UNESCO target of 4.0 percent of GDP by 2018. The provincial governments are also spending sizeable amount of their Annual Development Plans (ADPs) on education to achieve the targets.

Fig-10.9: Education Expenditure as % of GDP



school education Rs.28.10 billion, Higher Education Rs.14.05 billion, Special Education Rs.0.80 billion, Literacy Rs.2.40 billion and Sports & Youth Affairs Rs.2.96 billion.

Sindh:

During 2014-15, Sindh government has allocated Rs.15.05 billion as compared to Rs.14.99 billion last year showing an increase of 0.4 percent for 524 development projects (220 on-going and 304 new schemes) of education which includes Rs.1.93 billion for Elementary Education, Rs.0.15 billion for Teacher Education, Rs. 0.02 billion for Sindh Education Foundation, Rs.7.43 billion for Secondary Education, Rs.2.34 billion for College Education, Rs.1.61 billion for Higher Education and Rs.1.57 billion for Miscellaneous expenditure.

Khyber Pakhtunkhwa:

Government of Khyber Pakhtunkhwa has allocated Rs. 12.38 billion in 2014-15 as compared to Rs. 11.66 billion in 2013-14 showing an increase of 6.17 percent for 95 development projects (64 on-going & 31 new development schemes) for the development of education. It includes Primary Education Rs.1.61 billion, Secondary Education Rs.6.52 billion, archives and libraries Rs. 0.28 billion and College Education Rs. 3.97 billion.

Balochistan:

Balochistan government has allocated Rs. 11.52 billion against Rs. 10.15 billion last year, an increase of 13.50 percent for 217 development projects (56 on-going & 161 new schemes) for development of education which includes Rs. 2.98 billion for 66 projects of Primary Education, Rs. 1.62 billion for 41 Projects of Middle/Elementary Education, Rs. 1.73 billion for 38 projects of Secondary Education, Rs. 2.37 billion for 52 Projects of College Education, Rs. 0.97 billion for 11 projects of University Education and Rs.1.85 billion for 9 Projects of General Education during 2014-15.

Technical and Vocational Education:**NAVTTTC:**

The National Vocational and Technical Training Commission (NAVTTTC) is the apex body and a national regulatory authority to address the challenges of Technical and Vocational Training in the country. It is a major policy making, strategy formulation and regulating body responsible for revamping of TVET system. The Commission establishes and promotes linkages among various stake holders at national as well as international level. NAVTTTC has evolved a National Skills Strategy 2009-13 in consultation with all provincial and regional stake holders. During the fiscal year 2014-15, federal government has allocated Rs. 350 million for NAVTTTC to its 28 on-going sub-projects throughout the country. Out of which Rs. 140 million (40 percent) has been released up to March, 2015 to its on-going projects throughout the country.

Achievements:

- NAVTTTC established 130 vocational training centers/ institutes in 79 uncovered tehsils of Sindh, Punjab, Khyber Pakhtunkhwa, Balochistan, Azad Jammu &

Kashmir and Gilgit-Baltistan, where no TVET institutes existed earlier. Under the program 37,521 trainees have been trained.

- NAVTTTC in the light of Prime Minister of Pakistan's directions took the initiative of offering short-term skill development programmes under "Hunarmand Pakistan Program" up to six month duration courses in collaboration with public and private sector training institutes. It covers four priority sectors including: Construction, Agriculture (Dairy & Livestock), IT & Telecommunication and Skills for Women. The other sectors being addressed are Hospitality, Light Engineering, Paramedics, Services, Traditional trades (Cottage Crafts etc.) and Textile. The geographic spread covers whole of Pakistan including Azad Jammu and Kashmir, FATA and Gilgit-Baltistan. Under this program 116,776 trainees have been trained.
- So far, 54 institutions/192 TVET programs have been accredited whereas more than 40 TVET institutions and 200 programs are in the process.
- The first ever national vocational qualification framework of the country has been launched on March 04, 2015. The framework provides principles and guidelines for identification, equivalence and assessment of TVET qualifications, equivalence and assessment of TVET qualifications for competency-based training. The document also provides guidelines for recognition of prior learning and current competencies besides defining the roles and responsibilities of TVET organizations in implementation of a competency-based training regime in the country.
- Establishment of National Accreditation Council for Technical & Vocational Stream (NAC-TVS) Council Regulation 2014-15 for establishing an independent council for TEVT sector in Pakistan have been framed; meanwhile an interim arrangement has been made by establishing TVET Accreditation & Quality Evaluation Committee (TA&QEC). The committee is comprised of senior member from mostly all TVET stakeholders at national and provincial level who thoroughly appraise and award

decisions regarding accredited institutes/program.

- NAVTTC has verified/attested more than 7000 certificates uptill now throughout Pakistan.
- NAVTTC has issued more than 80000 certificates and maintained the data base of the trainees who have got training under NAVTTC sponsored courses.
- NAVTTC has submitted the proposal for establishing a Federal Board of Technical Education and Vocational Training (FBTEVT) which will be an independent, autonomous body for conducting trade testing, affiliation of TVET institutions and to conduct assessment/ examination as third party assessor within its jurisdiction (ICT, FATA, AJK & GB).
- In order to formulate and evolve TVET Policies well informed, NAVTTC established National Skill Information Cell at its HQs. The cell is now operational and responsible for developing & providing reliable information for workforce development in employable skills, which will serve as base for provision of vocational guidance and placement services for graduate and employers.
- NAVTTC drafted the “TVET Regulatory Framework” which is under submission to the Ministry of Federal Education & Professional training for its implementation/notification.
- To promote skills development in the country, NAVTTC has developed a “National TVET Policy” document. It forms the basis for defining the political priorities for TVET sector. The policy document aims at skill development of 1.0 million youth per annum and targeting 20 percent by 2025 through competency- based training. The policy focuses on a reform-based approach envisaging new public-private partnership, matching with international standard and establishment of credible and sustainable links with informal sector to facilitate sustained reform of public TVET provision.

Box-2: Prime Minister’s Youth Skill Development Program (Phase-II)

The present government has shown keen interest in the empowerment of youth in the country and launched different programs for youth. Out of these programs, Prime Minister’s Youth Skill Development Program is being implemented by NAVTTC. This program focuses to produce 25,000 Pakistani Skill workforce to cater demands of local and international markets and to enhance the employability of Pakistani Youth in the light of directives by the Prime Minister. 25,000 training slots were allocated to all provinces/regions in Pakistan in accordance with their respective population in highly demand-driven trades in important sectors such as; Construction, Light Engineering, IT & Telecom, Services (Including women skills), Health and Agriculture. Wide publicity is given in national and local newspapers to attract unemployed youth between the ages of 18 to 35 years having minimum qualification of middle. The salient features of this program is as follows:

- PC-I approved by CDWP on: 31st March, 2015
- Total Cost: Rs. 1,180 million
- Target Trainees 25,000
- No. of Trades 195
- Training Duration 6 months
- Start Date 1st June, 2015
- End Date 30th Nov, 2015
- Partner institute are being selected through EOI/prequalification.
- Stipend is being increased from Rs. 2,000/- to Rs. 2,500/- and for FATA trainees, from Rs. 3,000/- to Rs. 3,500/-
- Monitoring will be carried out by NAVTTC and Monitoring Unit of Planning Commission, whereas evaluation of the program at its completion will be conducted by a reputed third party.

Source: National Vocational and Technical Training Commission

Higher Education Commission:**Human Resources Development:**

HEC's HRD programmes provide financial assistance to improve qualification in foreign universities of technologically advanced countries, fellowships to pursue higher studies

in local universities, on merit and need base scholarships for students from less developed areas of the country. Following are the HRD schemes for award of scholarships. The projects/programmes of HEC during 2014-15 are given in Table-10.10 below.

Scholarships	Awarded	Completed Studies
Foreign (PhD)	1237	248
Indigenous (PhD)	1122	314
Need Based Graduate/Undergraduate	3538	895
PhD graduates placed under Interim Placement of Fresh PhD Program (IPFP)	413	Continued

Source: Higher Education Commission (HEC)

- Prime Minister's Fee Reimbursement Scheme for less developed areas (selected regions) was successfully executed and is continued for 2014-15. Reimbursement to around 50,000 students of less developed areas is being carried out this year
- Under the project 1000 Cuban Medical Scholarship Program, 537 Pakistani doctors graduated from Cuban Medical Universities in February, 2015.
- The Project "An Initiative of Aghaz-e-Haqooq-e-Balochistan" was successfully executed by awarding PhD Scholarships (Indigenous and Overseas) for the students of Balochistan.
- New Documents of Understanding are under process to be signed with RMIT University, Australia; University of Melbourne, Australia; University of Wollongong, Australia; University of Western Sydney, Australia; University of DEAKIN, Australia; University of WAIKATO, New Zealand; University of Canterbury, New Zealand; Izmir University, Turkey and the universities of Malaysia.
- Faculty Development Program for Pakistani universities (Split PhD) for 1000 faculty members.
- As a goodwill gesture and to reciprocate the Cuban offer of 1000 scholarships, Government of Pakistan has to award 100 scholarships for Cuban students in the next financial year.
- Hungarian Government's offer to award 80 scholarships per year for coming three years to Pakistan shall be implemented and as a goodwill gesture to reciprocate the Hungarian's offer Pakistan will award 10 scholarships to Hungary per year for next three years.
- Expected placement of fresh PhD graduates in Pakistani universities during coming three years will be 2500.

Accreditation & Attestation (A&A):**Accreditation of Universities****HRD Schemes for 2015-16:**

- Overseas Scholarship Scheme for MS/MPhil leading to PhD, Phase-III for 1500 scholarships.
- Post-Doctoral Fellowship Program - Phase-III for 1200 fellowships.
- Overall, thirty five (35) proposals for establishment of new universities/institutes were received during the period and are under process at different stages. As such, establishment of following 11 new Higher Education Institutions (HEIs), with six (6) campuses have increased Tertiary enrollment and Literacy rates besides enhancing access to higher education:
- Nur International University, Lahore has been allowed to run Master of Public Health Degree in collaboration with University of

Louisville, Louisville KY, United States of America;

- CAMS, Karachi got renewal of its foreign collaborative program;
- 23750 cases for equivalence of foreign/ Pakistani degrees and Deeni Asnad received, processed and finalized.
- Fostering Attestation Services throughout Pakistan for the facilitation of general public at large, now the attestation of local degrees has been started in the Higher Education Commission's Regional Centres at the Lahore, Peshawar and Karachi.

Research and Development (R&D):

Higher Education Commission (HEC) executes programs and projects which ensure sustainable and progressive research culture. HEC has taken several initiatives during 2014-15 to enhance the role of research and development in higher education. The details are given below:

- **Access to Scientific Instrumentation:** 138 researchers were facilitated for sample Analysis under this program. Total cost of the program is for the year 2014-15 is Rs.10, 015,456/-. It is anticipated that about 300 applications are expected next year; hence, demand for the 2015-16 is Rs.20,000,000/-.
- **Patent Filing:** Under this program nine (09) patents were filed at USPTO. Cost of the program during 2014-15 is Rs. 4,604,050/-. It is expected that about fourteen (14) patent requests are expected in the upcoming year; hence, demand for the 2015-16 is Rs. 7,000,000/-.
- **HEC-BC INSPIRE:** Under this program, 16 projects have been completed. Cost of the program during 2014-15 is Rs. 1,395,080/-.
- **Knowledge Exchange Partnerships (KEP) - (HEC-British Council new collaborative program):** A total of 14 projects were approved during this year, and 1st installment to all projects released. Total cost of the projects for the 2014-15 was Rs. 24,740,381/-, while the demand for the upcoming 2015-16 is Rs. 20,000,000/-. The demand is to release the second installment and review cost of 14 approved projects.

- **Researchers link Initiative. (HEC-British council new collaborative program):** Under this program, five international workshops were funded this year; and an amount of Rs. 11,698,425/- was incurred. However, demand for the 2015-16 is Rs. 13,000,000/-, which is to establish new links through workshop as per agreement for second year under researcher link Initiative.
- **Office of Research Innovation and Commercialization:** Three for Academia Industry Networking events for promotion of entrepreneurship and research showcasing were conducted for an amount of Rs. 633,100 during the current fiscal year. Whereas, for the next year, two capacity building trainings for ORIC research showcasing events will be conducted and an amount of Rs. 4,000,000 will be required.
- **Pakistan Program Collaborative Research:** During the 2014-2015, this program was at halt due to policy revision hence no case was received or processed. However, with the resumption of the activities about 29 applications, costing Rs. 13,000,000, are expected in next year.
- **Best out stand Research Awards:** During 2014-15, 27 awards were conferred and an amount of Rs.3.16 million was utilized for this purpose. For FY 2015-16, 59 awards will be conferred and an amount of Rs.11.40 million will be required for distribution of best Research Awards.
- **Pak US Science and Technology Program:** During fiscal year 2014-15, phase-6 of Pak US Science and Technology Program was launched with a total commitment of Rs. 250 million for a total period of three year.

Information Technology (IT)

Strategic initiatives

- **Laptop Local Assembly Line:** First Laptops Assembly facility of Pakistan has now been established with the support of M/s Haier Electrical Appliance Corp. China as a byproduct of the initiative of Prime Minister's Laptop Scheme. This facility is envisaged to help in knowledge transfer along with the technology; gradual job creations; manufacturing of laptops and other appliances; and would also be helpful

in creating an enabling environment for the IT manufacturing industry in Pakistan. At present the assembling facility has the capacity production up-to 25,000 laptop units per month. The facility is scalable to enhance the overall capacity by manifolds as per requirements.

- **Smart Universities:** Higher Education Commission has announced launch of Smart Universities Project to complement the PM's Laptop Scheme, and provide enabling environment to the students helping them in their research and learning opportunities through ubiquitous access of internet. As a pilot project, seven (07) universities of the country (one from each province, Gilgit-Baltistan, AJ&K and Federal Capital) are being transformed into Smart Universities with the technical support and sponsorship of PTCL (Pakistan Telecommunication Company Limited).
- **E-HEC Services:** HEC under the Tertiary Education Support Program (TESP) has vigorously worked on the development of online applications to automate HEC internal as well as external processes and streamline financial, project management/execution, funding, information management, grant approval, HR management, communications, etc. while integrating with the Enterprise Resource Planning system already deployed at HEC. The project has been strategically phased in batches to implement the most critical and public-demanded services be made available online. A total of thirty (30) processes have been addressed and are being launched for user's facilitation.
- **Video Lecturing @ Colleges:** Realizing the success of Virtual Education Project, Pakistan under which over 800 events including lectures, conferences, and workshops are organized annually, HEC intends to take this facilitation to the next tier of higher education, that is, degree colleges across the country. Under this pilot initiative, a total of fifty (50) colleges will be provided video conferencing solution and necessary training to operate the same.
- **Higher Education Internet TV:** Setting up a web/ internet TV channel of HEC bridged

with universities' video conferencing to have sessions delivered related to the issues faced to public towards higher education in Pakistan and the services HEC/ HEIs offer.

Planning and Development Department:

Progress during 2014-15:

The Government of Pakistan has allocated Rs. 20.021 billion in PSDP 2014-15 for 191 development projects (136 ongoing and 55 new) with main focus on Human Resource Development through merit and Need based scholarships. Total approximately 10376 Scholarships for the talented youth of the country are currently studying in local and foreign universities.

New Initiatives:

- One Lac (100,000) Laptops will be provided to Ph.D and MS Students studying in Public Sector Universities to enhance their research capabilities.
- Under Aghaz-e-Haqooq-e-Balochistan Package, 600 MS Leading to PhD Scholarships (200 foreign + 400 Indigenous) for the students of Balochistan at a capital cost of Rs. 3.139 billion has been provided by the federal government.
- After successful implementation of phase-I, 3000 more scholarships will be provided to the needy students under the USAID support program.

Financial Scenario of HEC:

For 2014-15, Rs. 43.00 billion have been allocated by the government with special grant of Rs.1.50 billion for the Prime Minister's Tuition Fee Reimbursement Scheme for less developed areas of the country. During 2014-15, 86.6 percent of recurring budget has been allocated as annual recurring grant to universities/ institutions and salary of tenure track faculty. About 12.2 percent of the recurring budget has been distributed to universities/ institutions through National Programs for Universities for promotion of research and academic activities. The financial achievements of HEC during 2014-15 are given in Table-10.11 below:-

Table 10.11: Financial Achievements during 2014-15

Pillars	Outcome	Service/Support by Finance Division during 2014-15
Faculty Dev.	To improve the quality of teaching and research in institutions through programmes to improve faculty pedagogical skills and qualifications of faculty members.	<ul style="list-style-type: none"> Funds allocation and release for Tenure Track. During 2014-15, salary has been released to more than 2,000 tenure track faculty members in public sector Universities/ HEIs. Funds Allocation for Interim Placement for Fresh PhDs
Quality Assurance	To establish and implement stringent quality criteria developed against international standards to assess the performance at both the programme and institutional level.	<ul style="list-style-type: none"> Allocation of funds for Accreditation Councils established by HEC Provision of funds for QECs established at Public Sector Universities by QAA
Research, Innovation & Entrepreneurship	To ensure that all higher education students benefit from a high-quality learning experience as well as to increase the capacity of higher education institutions to carry out cutting-edge research in all areas.	<ul style="list-style-type: none"> Provision of funds for ‘National Program of Digital Library’, Nation Research Program for Universities, ORICS, and several other programs, being executed under the fund ‘Promotion of Research’ and ‘Inter-University Academic Activities’. Providing annual recurring grant to Centre of Excellence and other public specialized institutions.
Improving Equitable Access	To maximize opportunities for acquisition of quality higher education for the 17–23 year old age group in Pakistan.	<ul style="list-style-type: none"> Collection of enrolment information to take decision regarding allocation of funds. Provision of recurring grant to Distance Education univ. Inclusion of new Univs. in HEC recurring stream funds allocation for need based scholarships
Excellence in Leadership & Governance	To support excellence in the higher education sector’s leadership as well as excellence in the governance and management of institutions of higher learning.	<ul style="list-style-type: none"> Allocation of funds for programs like ‘Modern University Governance’ and ‘University Management Development Program’ designed to build capacity of 1st and 2nd tier of university management.
Financial Management	<p>To enhance transparency, quality and reliability of financial information and comprehensiveness and timeliness in financial reporting.</p> <p>To review tertiary education expenditures that would include;</p> <p>Institutional productivity to ensure equitable distribution of financial resources amongst the Higher Education Institutions.</p>	<ul style="list-style-type: none"> Training workshop conducted for the Treasurer/Director Finance of all Public Sector universities relating to Financial Management and Accounting. Provision of funds for Financial Aid offices at public sector universities

Source: Higher Education Commission (HEC)

Education Survey:

Annual Status of Education Report (ASER), 2014 is the largest citizen led household based learning survey mostly in all rural and selected urban areas. It measures learning levels of children 5-16 years the same age group as identified for compulsory education in Article 25-A of the Constitution of Pakistan. ASER is conducted each year across Pakistan and it is led by the Idara-e-Taleem-o-Aagahi (ITA) in collaboration with the National Commission for

Human Development (NCHD), Sindh Education Foundation and many other Civil Society Organizations (CSOs). The ASER’s specifically trained 10,000 member volunteer team has surveyed 93,096 households in 4,698 villages and blocks across 144 rural and 21 urban districts of Pakistan in 2014. Detailed information of 279,427 children aged 3-16 has been collected (59 percent male and 41 percent female), amongst which 195,723 children aged 5-16 years were tested for language and arithmetic competencies (out of which 20,947

were from urban districts). 21 urban districts surveyed includes Bahawalpur, Faisalabad, Gujranwala, Hyderabad, Islamabad, Karachi Central, Karachi East, Karachi Malir, Karachi

South, Karachi West, Khuzdar, Lahore, Larkana, Mardan, Multan, Peshawar, Quetta, Rawalpindi, Rahim Yar Khan, Sukkur, Swat.

Box-3: ASER 2014 National Summary

A. Rural Trends:

Enrollment:

- ▶ In 2014, 78 percent of 5-16 year old children in rural Pakistan were enrolled in schools whereas 22 percent children were out-of-school. Compared to last year, percentage of out of school children in rural Pakistan has remained the same.
- ▶ Nationally, there is a constant gender gap in out-of-school children but still with more girls than boys not being enrolled or have dropped out of school. In ASER 2014 and 2013, amongst the 22 percent out-of-school children (age 5-16 years), 10 percent were males and 12 percent were females.
- ▶ In 2014, 21 percent of children (age 6-16) were reported to be out-of-school. 15 percent children have never been enrolled in a school and 6 percent have dropped out of school for various reasons.
- ▶ 79 percent of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 70 percent of children were enrolled in government schools whereas 30 percent of children were going to non-state institutions (27 percent private schools, 2 percent Madrassah, 1 percent others).
- ▶ Significant shift has been witnessed in terms of enrollment from government to private school. In 2013, 74 percent of the enrolled children (age 6-16) were going to government school and 26 percent of the enrolled children (age 6-16) were going to private school. This year, 70 percent of the enrolled children are seen to be going to government schools while 30 percent are going to private schools. Similar trend is witnessed in rest of the provinces where private sector is observed to be growing.
- ▶ Pre-school enrollment (3-5 years) in 2014 stands at 39 percent as compared to 41 percent in 2013. 61 percent children of age 3-5 are currently not enrolled in any early childhood program/schooling. Highest enrollment in this age group was 76 percent in Islamabad-ICT and the lowest in Balochistan with 28 percent. In urban areas, it was 58 percent.

Quality of Learning:

- ▶ Learning levels in all three competencies i.e. Language (Urdu/Sindhi/Pashto), English and Arithmetic have fallen since last year and still remain poor. Half of the children from Class 5 still cannot read Class 2 Urdu/Sindhi/Pashto story.
- ▶ In ASER 2014, 46 percent of Class 5 students were reported as being able to read a story (Urdu/Sindhi/Pashto) compared to 50 percent of Class 5 students who could do so in 2013. For English this year, 42 percent of class 5 students were reported to read Class 2 level English sentences as compared to 43 percent of Class 5 students who could do so in 2013. Similarly, 40 percent of Class 5 students were able to do 2-digit division sums compared to 43 percent of children in 2013.
- ▶ Punjab for Language (Urdu) and Gilgit- Baltistan for English and Arithmetic were found to be the best in terms of assessment results. 63 percent of children were able to read a story in Urdu while 62 percent were able to read sentences in English and 57 percent could solve sums of 2-digit division.
- ▶ Balochistan and Sindh were identified as the least satisfactory regions amongst all when compared for the assessment results for class 5 children. Only 24 percent of the Class 5 children in Balochistan were able to accomplish Class 3 level tasks (2-digit division) in Arithmetic and 33 percent of Class 2 level tasks for Language (Urdu, reading story). While in Sindh, only 24 percent of Class 5 children were able to read sentences in English.

Similar Pattern For Basic Reading Levels Can Be Seen For Children In Class 3

- ▶ Only 16 percent of the children of class 3 could read a story in Urdu/Pashto/Sindhi which is the highest competency level. The proportion of children achieving this competency level has fallen by 1 percent when compared to the previous year.
- ▶ Similarly, 14 percent of the children of class 3 could read sentences in English this year whereas 86 percent could not do so. In 2013, the percentage of children in class 3 who were able to read sentences was 15 percent.
- ▶ Eleven percent of children of class 3 could do 2-digit division as compared to 12 percent in 2013.

Private Tuition Trends:

- ▶ Private tuition incidence and uptake is more prevalent among private than government school students like that seen in previous years. Around 25 percent of all private school-going children were found taking paid tuition compared to only 6 percent of all government school children.

Multi Grade in 2 and 8:

- ▶ Almost half of all government schools surveyed nationally had Class 2 students sitting with other classes. It was found that 43 percent of the surveyed government schools and 25 percent of the surveyed private schools had Class 2 sitting with other classes. Also, 10 percent of surveyed government schools and 17 percent of surveyed private schools had Class 8 sitting with other classes.

Parental Education

- ▶ It was also found that only 24 percent of mothers in the sampled households had completed at least primary schooling against 48 percent of fathers.

School Facilities (Rural):

- ▶ ASER 2014 surveyed 3,968 government and 1,532 private schools in 144 rural districts of Pakistan.
- ▶ Overall teacher attendance in government schools was 88 percent and 93 percent in private school.
- ▶ Overall student attendance in government schools stood at 85 percent whereas it was 90 percent in private schools.

More Qualified Teachers in Private Schools as Compared to Government Schools:

- ▶ Thirty-three percent teachers of government schools have done graduation as compared to 39 percent teachers of private schools.
- ▶ In terms of professional qualification, 36 percent of surveyed government and private school teachers had Bachelors in Education degrees.

Overall, Punjab and ICT were found with the highest percentage of primary schools with useable water and toilet facilities. Eighty- nine percent of all surveyed government primary schools in ICT while 88% of all surveyed government primary schools in Punjab had useable water facility.

B. Urban Trends:

- ▶ In 2014, overall 94 percent children aged 6-16 years were found to be enrolled in 21 urban districts surveyed whereas 6 percent (3 percent of girls and 3 percent of boys) children were found to be out-of-school.
- ▶ Private schools absorb a large share of school aged children. Sixty-three percent of all school going children are enrolled in non-state schools in urban areas.
- ▶ Forty-four percent of the children enrolled in private schools are girls and 56 percent are boys.
- ▶ This year, the proportion of children in class 5 who were able to read a class 2 level Urdu/Sindhi/Pashto story text were reported to be 60 percent as compared to 55 percent in 2013. For English, 56 percent of Class 5 students were reported as being able to read Class 2 English sentences compared to 59 percent of Class 5 students in 2013. Similarly, 53 percent of Class 5 students were able to do 2-digit division sums in 2014 as compared to 51 percent in 2013.
- ▶ It was also found that private tuition incidence was more prevalent among private than government school students. Around 42 percent of all private school-going children take paid tuition as compared to 21 percent of all government school children.
- ▶ 334 government and 401 private schools were surveyed in 21 urban districts.
- ▶ Percentage of primary schools having useable water and toilet facilities in urban areas is twice more than rural areas. Only 16 percent of the surveyed government primary schools in urban districts did not have functional toilets as compared to 49 percent of the surveyed government primary schools in rural districts. Also, 19 percent of the surveyed government primary schools in urban districts did not have useable water facility as compared to 43 percent of the surveyed government primary school in rural districts.
- ▶ The percentage of private primary schools found with useable water facility was 98 percent and 99 percent had functional toilets in 2014.

Source: ASER, 2014 Annual Report.

Conclusion

Education needs to be delivered inclusively, effectively and equitably across the country to ensure that it is a driver of social cohesion and resilience. The government is making all efforts to recuperating both the quality and the

coverage of education through effective policy interventions and expenditure allocations. After the post 18th Amendment, provincial governments will have to take all necessary steps towards educational reforms and delivery of educational services at gross root level.