

# Education

# 10

It is widely acknowledged that education is amongst the single most important factor contributing to poverty alleviation. Education plays an overarching role and has a cross cutting impact on all aspects of human life. It is a vital investment for human and economic development. Unfortunately, Pakistan’s standing on this front has historically been poor, as can be seen in Table 10.1.

**Table 10.1: Comparison of Public Sector Spending on Education**

Country	Public Sector Spending (As % GDP)	Literacy rate in (%)
Bangladesh	2.6	55.0
China	-	93.7
India	3.3	-
Indonesia	3.5	-
Iran	5.2	-
Malaysia	4.7	92.1
Nepal	3.2	57.9
Pakistan	2.1	57.0
Sri Lanka	...	90.6
Thailand	4.5	-
Vietnam	5.3	92.5

- : not available

Source: World Bank, UNDP, UNESCO, FBS, Ministry of Education

Figures for latest available year

With public spending on education as a percentage of GDP amongst the lowest in the chosen sample, the outcome with regard to literacy levels is not surprising. While the literacy rate has improved gradually over a period, Pakistan’s indicators on this front continue to rank at the bottom end of global rankings. Within the region, only Bangladesh has a worse outcome on both indicators, spending by the public sector as well as literacy rate. Nepal spends a substantial fraction more than Pakistan on education, while its literacy rate is marginally higher.

Given this dismal state of affairs, Human Capital Development has been accorded amongst the highest priorities in the government’s Nine Point Plan of 2008.

### 10.1 Literacy

According to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey 2008-09, the overall literacy rate (age 10 years and above) is 57% (69% for male and 45% for female) compared to 56% (69% for male and 44% for female) for 2007-08. The data shows that literacy remains higher in urban areas (74%) than in rural areas (48%), and is more prevalent for men (69%) compared to women (45%). However, it is evident from the data that overall female literacy is rising over time, but progress is uneven across the provinces. When analyzed provincially, literacy rate in Punjab stood at (59 %), Sindh

(59%), Khyber Pakhtunkhwa (50%) and Balochistan at (45%). The literacy rate of Sind and Khyber Pakhtunkhwa has improved considerably during 2007-08 to 2008-09 (Table 10.2).

According to the data, the overall school attendance, as measured by the Net Enrolment Rate (NER)<sup>1</sup>, for 2008-09 was 57% as compared to 55% in 2007-08. All the provinces have shown an increasing trend, with Sindh recording the highest increase, followed by both Khyber Pakhtunkhwa as well as Balochistan.

Nationally, the Gross Enrolment Rate (GER), sometimes referred to as the *participation rate*, which is the number of children attending primary school (irrespective of age) divided by the number of children who ought to be attending, in case of both male and female saw no change and remained at 91% between 2007-08 and 2008-09. Sindh and Khyber Pakhtunkhwa have shown noticeable increase in the respective period (Table 10.2).

**Table 10.2: Literacy Rate 10 yrs+, GER & NER Trend in Pakistan & Gender Parity Index (GPI)**

REGION/ PROVINCE		Literacy rates (10 years & above)			GER Primary (age 5-9)			NER Primary (age 5-9)		
		2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Pakistan	Male	67	69	69	99	97	99	60	59	61
	Female	42	44	45	81	83	83	51	52	54
	<b>Both</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>91</b>	<b>91</b>	<b>91</b>	<b>56</b>	<b>55</b>	<b>57</b>
	Rural	45	49	48	84	83	85	52	51	53
	Urban	72	71	74	106	106	106	66	66	68
	<b>GPI</b>	<b>0.63</b>	<b>0.64</b>	<b>0.65</b>	<b>0.82</b>	<b>0.86</b>	<b>0.83</b>	<b>0.85</b>	<b>0.88</b>	<b>0.87</b>
Punjab	Male	67	70	69	106	102	102	64	62	64
	Female	48	48	50	95	92	92	59	59	60
	Both	58	59	59	100	97	97	62	61	62
	GPI	0.72	0.69	0.72	0.90	0.90	0.90	0.92	0.95	0.94
Sindh	Male	67	69	71	88	87	93	56	55	57
	Female	42	42	45	68	72	75	43	46	49
	Both	55	56	59	79	80	84	50	51	54
	GPI	0.63	0.61	0.63	0.77	0.83	0.77	0.77	0.84	0.80
Khyber Pakhtunkhwa	Male	67	68	69	96	94	102	56	55	58
	Female	28	33	31	67	71	70	41	41	45
	Both	47	49	50	82	83	87	49	49	52
	GPI	0.42	0.49	0.45	0.70	0.75	0.69	0.73	0.75	0.64
Balochistan	Male	58	66	62	89	88	93	49	47	51
	Female	22	23	23	52	59	54	32	35	36
	Both	42	46	45	72	75	75	41	41	44
	GPI	0.38	0.35	0.37	0.58	0.67	0.55	0.65	0.74	0.64

Source: Pakistan Social & Living Standard Measurement Survey 2008-09

The Gender Parity Index (GPI) is the ratio of female enrolment to male enrolment. A GPI of more than

<sup>1</sup> Net Enrolment Rate refers to the number of students aged 5-9 years that are enrolled in a primary school, divided by the number of children in the age group for that level of education.

one indicates that, in proportion to every male in the school, there is more than one female. The GPI for Pakistan as a whole in 2008-09, is 0.65 compared to 0.64 in 2007-08. Province-wise GPI is high in Punjab (0.72) followed by Sindh (0.63), Khyber Pakhtunkhwa (0.45) and Balochistan (0.37), (Table 10.2). The lower GPI with a decreasing tendency in Khyber Pakhtunkhwa deserves attention at both the federal and provincial levels.

## **10.2 Educational Institutions and enrolment**

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

Pre-Primary Education is an important component of Early Childhood Education (ECE), Prep or Kachi classes of children having age of 3-4 years. An increase of 2.6 % in Pre-Primary enrolment (8.434 million) in 2008-09 over 2007-08 (8.218 million) has been observed and during 2009-10, it is estimated to increase by 2.2 percent. See (Table 10.3).

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

A number of 156,653 Primary Schools with 465,334 Teachers are functional (Table 10.3). An increase of 0.6 % in Primary enrolment (18.468 million) in 2008-09 over 2007-08 (18.360 million) has been observed and during 2009-10, it is estimated to increase by 1.3 percent.

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

A number 40,919 Middle Schools with 320,480 Teachers are functional (Table 10.3) .A decrease of 0.2 % in middle enrolment (5.414 million) in 2008-09 over 2007-08 (5.426 million) has been observed and during 2009-10 , it is estimated to increase by 0.6 percent.

### **iv) Secondary Education (Classes IX-X)**

A number 24,322 Secondary Schools with 439,316 Teachers are functional (Table 10.3) .An increase of 2.9 % in middle enrolment (2.556 million) in 2008-09 over 2007-08 (2.484 million) has been observed and during 2009-10, it is estimated to increase by 5.6 percent.

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

An enrolment of 1.147 million is estimated in 2009-10 over 1.074 million in 2008-09 and 959,690 in 2007-08. 3,291 Higher Secondary Schools / Inter Colleges with 76,184 Teachers are functional (Table 10.3). 78 new schools / Inter Colleges have been added since July 2008.

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

An enrolment of 458,835 students is expected during 2009-10 in Degree Colleges over 429,251 in 2008-09 and 383,810 in 2007-08. 1,238 Degree Colleges with 21,176 Teachers are functional (Table 10.3) and 205 new Degree Colleges have been added since July 2008.

### **vii) Universities Education (Classes XV onwards)**

An enrolment of 948,364 is estimated in 2009-10 in Higher Education over 803,507 in 2008-09. In order to boost-up higher education four new universities have been established during the year 2009-10 making the total number to 132 universities with 50,825 Teachers in both Private and Public Sectors (Table 10.3).

**Table 10.3: Number of Mainstream Institutions, Enrolment and Teachers by Level**

Year	Enrolment			Institutions			Teachers		
	2007-08	2008-09 (P)	2009-10 (E)	2007-08	2008-09 (P)	2009-10 (E)	2007-08	2008-09 (P)	2009-10 (E)
Pre-Primary	8,218,419	8,434,826	8,623,544	--	--	--	--	--	-
Primary* Mosque	18,360,468	18,468,096	18,714,582	157,407	156,653	156,364	452,604	465,334	469,151
Middle	5,426,548	5,414,157	5,445,247	40,829	40,919	41,456	320,611	320,480	323,824
High	2,484,537	2,556,186	2,699,589	23,964	24,322	24,822	429,932	439,316	447,117
Higher Sec./ Inter	959,690	1,074,323	1,147,807	3,213	3,291	3,399	74,223	76,184	78,656
Degree Colleges	383,810	429,251	458,835	1,202	1,238	1,275	20,971	21,176	21,385
Universities.	741,092	803,507	948,364	124	129	132	46,893	50,825	56,839
Total	36,574,564	37,180,346	38,037,968	226,739	226,552	227,448	1,345,234	1,373,315	1,396,972

P: Provisional

Source: Pakistan Education Statistics 2007-08, 2008-09 and 2009-10, EMIS- MoE Islamabad

E: Estimated

### 10.3 Missing Facilities in Public School

The Poor quality of existing learning environment is evident from the fact that a large number of schools are missing basic infrastructure i.e. 37.7% schools up to elementary level are without boundary wall, 33.9% without drinking water facility, 37% without latrines and around 60% 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 2008-09**

Province/ Area	Without Building	Without Boundary Wall	Without Drinking Water	Without Latrine	Without Electricity
Punjab	505	13,378	8,279	14,551	26,825
Sindh	11,669	24,470	26,240	22,588	39,616
Khyber Pakhtunkhwa	1,113	9,116	10,029	7,888	13,719
Balochistan	681	7,689	4,197	8,425	9,806
AJK	2,705	4,498	3,074	3,390	4,083
Gilgit-Baltistan	183	1,084	1,069	1,072	1,072
FATA	908	1,024	2,101	1,882	1,640
ICT	0	15	7	50	8
Total Pakistan	17,764	61,274	54,996	59,846	96,769
In %	10.9%	37.7%	33.9%	36.9%	59.6%

Source: NEMIS 2008-09 AEPAM, Ministry of Education, Islamabad.

The missing facilities in public schools become more glaring, if we analyse them from urban-rural angle, as done in Table 10.5:

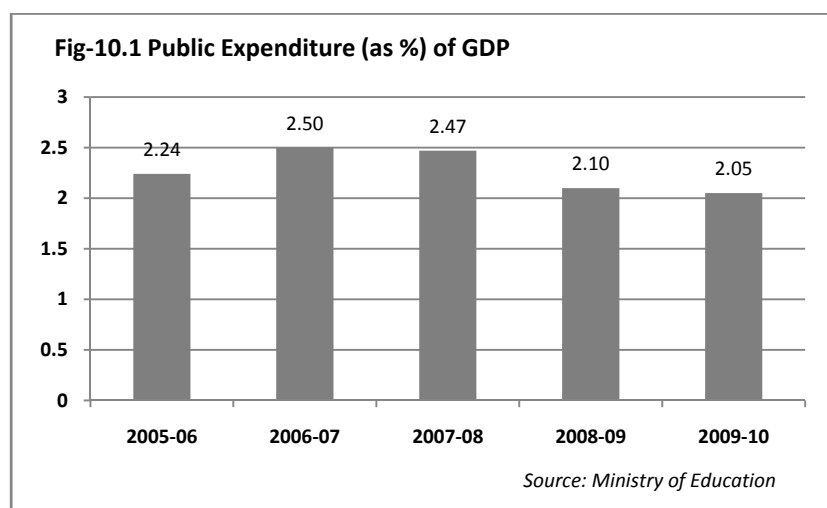
**Table 10.5: Missing Facilities Pakistan: Urban/Rural Disparities 2008-09**

Schools without Facilities		Urban	Rural	Total
Electricity	In Number	11,609	85,160	96,769
	In Percentage	35.8%	65.5%	60.2%
Water	In Number	2,179	52,817	54,996
	In Percentage	6.7%	40.6%	34.2%
Latrine	In Number	9,763	50,083	59,846
	In Percentage	30.1%	38.5%	37.2%
Boundary Wall	In Number	9,026	52,248	61,274
	In Percentage	27.9%	40.2%	38.1%

Source: NEMIS 2008-09 AEPAM, Ministry of Education, Islamabad.

#### 10.4 Financing of Education in the Public Sector

Public Expenditure on Education as percentage to GDP is lowest in Pakistan as compared to other countries of the South Asian region. According to official data, Pakistan allocated 2.5% of GDP during 2006-07, 2.47% in 2007-08, 2.1% in 2008-09 and 2.0 % in 2009-10 which shows persistent declining trend (Fig-10.1). According to UNESCO's EFA Global Monitoring Report 2009, the Public Sector expenditure on Education as percentage of GDP, in other countries of the region was 2.6% in Bangladesh, 3.2% in Nepal, 3.3% in India, 5.2% in Iran and 8.3% of GDP in Maldives.



The breakup of investment in education by the Federal Government and the Provinces for the year 2009-10 is given in the Table 10.6

<b>Table 10.6: Summary of Public Sector Budgetary Allocation for Education 2009-10*</b>			<b>(Rs. in million)</b>
<b>Federal Government</b>	<b>Current</b>	<b>Development</b>	<b>Total</b>
Ministry of Education	3,718.665	5,500.000	9,218.655
Higher Education Commission	21,500.000	18,500.000	44,000.000
Federal Government Education Institution in Cantonment and Garrisons	1,929.760	14.910	1,944.670
Federally Administered Tribal Areas	4,143.716	1,534.318	5,678.034
Gilgit Baltistan	1,408.738	784.081	2,192.819
AJ&K	3,794.450	722.000	4,516.450
Social Welfare & Special Education Division (DG SE and PBM)	410.340	316.450	726.790
National Vocational & Technical Education Commission	226.000	1,500.000	1,726.000
Other Federal Ministries/Divisions/Organizations	6,570.556	3,663.33	10,233.89
<b>Total (Federal)</b>	<b>43,702.222</b>	<b>32,535.090</b>	<b>76,237.312</b>
<b>Provincial Governments</b>			
Government of Punjab	24,778.707	24,794.589	49,573.296
Government of Sindh	13,919.081	6,020.000	19,939.081
Government of Khyber Pakhtunkhwa	2,411.730	2,421.133	4,832.863
Government of Balochistan	2,008.985	6,059.354	8,068.339
<b>Total (Provinces)</b>	<b>43,118.503</b>	<b>39,295.076</b>	<b>82,413.579</b>
<b>District Government**</b>			
Punjab	66,223.058	6,293.739	72,516.797
Sindh	31,930.127	5,714.157	37,664.284
Khyber Pakhtunkhwa	21,379.271	1,995.678	23,374.949
Balochistan	8,673.374	102.460	8,775.834
<b>Total District Governments</b>	<b>128,205.830</b>	<b>14,106.034</b>	<b>142,311.864</b>
<b>Total Provinces &amp; District Governments</b>	<b>171,324.333</b>	<b>53,401.110</b>	<b>224,725.443</b>
<b>Grand Total Federal, Provincial &amp; District Governments</b>	<b>215,026.555</b>	<b>85,936.200</b>	<b>300,962.755</b>

\* : Tentative Statement

Source: Ministry of Education

\*\* : Provisional data based on projection

### 10.5 National Education Policy 2009

The new National Education Policy (NEP) 2009 has been formulated after lengthy deliberation initiated way back in 2005. NEP formulation process remained almost dormant during the years 2007 and 2008, owing to fluctuating political situation. The present Government re-activated the NEP process and convened 15<sup>th</sup> Inter-Provincial Education Ministers (IPEM) Meeting in February 2009 at Islamabad to share the draft NEP and getting implementing partners - new political and bureaucratic leadership of education departments of provinces as well as other federating units on board.

After establishing consensus at aforesaid IPEM meeting, a summary for the Cabinet on "National Education Policy 2009" (NEP 2009) was submitted to Cabinet Division in early March 2009, which was considered by the Federal Cabinet on 8th April 2009. The Honourable Prime Minister directed Ministry of Education (MoE) to share the Policy document with all stakeholders for evolving more broad-based policy actions. MoE also made a presentation before the National Assembly Standing Committee on Education, which endorsed most of the policy actions contained in NEP 2009. Finally, Cabinet in its meeting held on September 9<sup>th</sup>, 2009 approved NEP 2009.

A shift has been made by making national policy a truly 'national' rather than a federal matter. For this,

it has been recommended that the Inter-Provincial Education Ministers' (IPEM) Conference, with representation of all the federating units, will be the highest body to oversee progress of education in the country.

As per Policy document chapter 9 "Implementation Framework", implementation strategies and plans are to be prepared by the provincial and area Governments, with full support, facilitation and capacity building by MoE, where required. The implementation of the Policy shall be the responsibility of respective Provincial/Area Education Departments with overall supervision of Inter-Provincial Education Ministers' forum which will also be the competent authority for any periodic monitoring and additions/amendments in the Policy, as and when required. For salient features of NEP 2009 see Box-1.

#### **Box-1: Salient Features of NEP 2009**

Apart from due emphasis on governance issues and an implementation framework, some distinct features of the policy are mentioned as under:

##### **I. Access & Equity**

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

##### **II. Governance, Quality & Relevance:**

- ➔ The Government shall allocate 7% of GDP to education by 2015 and necessary enactment shall be made for this purpose.
- ➔ Sector Planning in Education shall be promoted and each Provincial/ Area Education Department shall develop its sector/ sub-sector plan, with facilitation and coordination at federal level.
- ➔ A system for donor harmonization for aid-effectiveness and improved coordination between development partners and government shall be developed.
- ➔ Fragmented governance of education at federal and provincial levels including literacy shall be managed under one organization.

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

National Education Policy (NEP) 2009 considers federal-provincial ownership and effective coordination within the basic principle of provincial autonomy, as key to successful implementation of the NEP. In this context, the Policy limits the federal role as facilitator and coordinator in the implementation of NEP. The Policy provides broad Implementation framework to guide the process of Implementation. Following are the four main components of the implementation process:

- ➔ Institutionalisation of the Inter-Provincial Education Ministers' (IPEM) Forum
- ➔ Prioritisation of recommendations of NEP for immediate action at federal and provincial levels i.e. what areas from the policy need to be prioritized in the 1<sup>st</sup> phase of implementation;
- ➔ Agreement on coordination mechanism between federal and provincial governments;
- ➔ Harmonisation of donors' assistance for Education



The cornerstone of the NEP implementation framework is the institutionalization of Inter-Provincial Education Ministers (IPEM) Forum, as highest body to oversee and monitor the implementation of NEP. Following areas have been prioritized:-

1. Institutionalization of IPEM (already explained above)
2. National Authority for Standards of Education
3. Inter-Provincial Standing Committee on Textbooks
4. Setting up of Separate Management Cadre
5. Standardization of Examination System
6. National University of Technology in coordination with NAVTEC and HEC
7. Action Plan for NEP Implementation (Sector Wide Planning)

The real challenge however, is to synchronize and channelize their support to have maximum benefit, avoiding overlapping/duplication for realization of objectives, laid down in NEP 2009.

### **10.6 Human Resource Development**

Human resource development is playing a vital and paramount role in the economic development of any country. In this respect, the Higher Education Commission (HEC) has made significant progress. With the dual objective of increasing institutional capacity and enhancing local research activities, the major thrust of programs in this area have been primarily aimed at improving the academic qualifications of university faculty. Scholarships schemes are also open to individuals working in the private sector or government servants as well as for Pakistani students. HEC has awarded 1,426 undergraduate and 6,653 post graduate scholarships, out of which 3,765 MS leading to Ph.D scholarships are under Indigenous Programs. This scheme has produced more than 300 Ph.Ds in Pakistan. These scholars have joined reputable Pakistani Universities and R&D organizations in the Public and Private Sector. It is pertinent to mention here that HEC's local scholarship programmes, in addition to supporting HEC scholars also support the local universities in upgrading the infrastructure of research facilities at universities particularly laboratory equipment, chemicals etc.

Quality of education largely depends on quality of teachers; therefore HEC focuses professional development training of university teachers so that global quality standards and practices could be maintained in the higher education institutions of Pakistan. Higher Education Commission has awarded Post Doctorate scholarships to 503 university teachers. In addition, 11021 faculty members and senior university administrators have been trained through different long and short term courses.

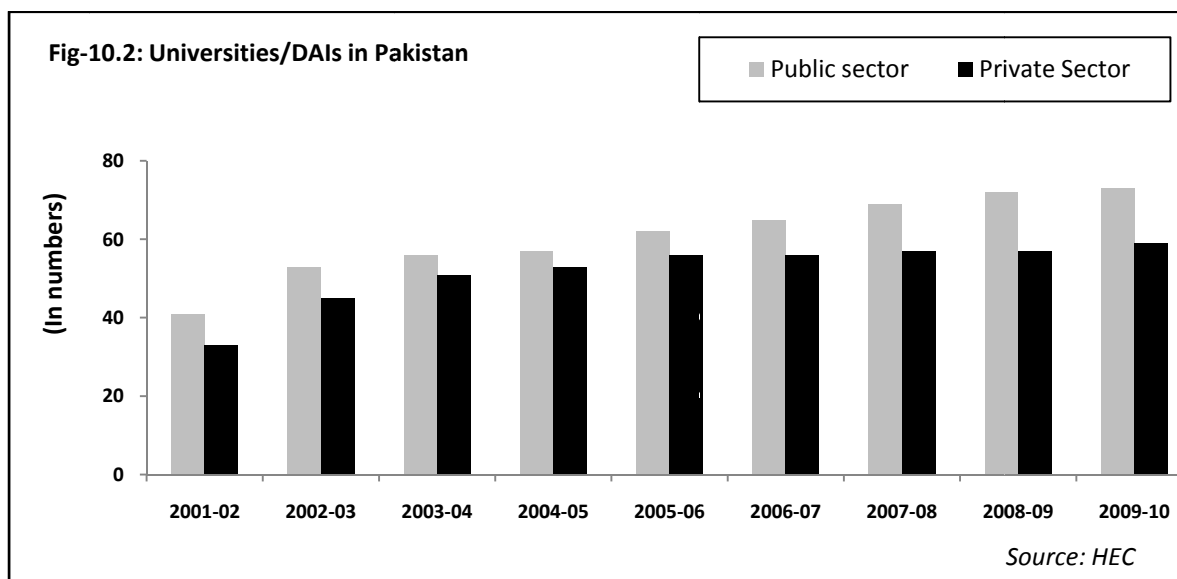
#### **10.6-1 Higher Education Commission**

Higher education plays a pivotal role in making an economy knowledge based and intellectual capital oriented that finally contributes as driving force for innovation and creativity in this age of globalization where sound technological base provides rapid strides in development through rational allocation of resources for competitive value addition in human as well as in physical resources. In order to boost-up higher education four new universities have been established during the year 2009-10. The detail in this regard is given in Table-10.7, whereas the trend of increase in the number of Public and Private sector Universities/Degree Awarding Institutions (DAI) is shown in Fig-10.2.

**Table 10.7: New Universities/DAI established during 2009-10**

Sr#	Name	Date of Establishment
1.	Abdul Wali Khan University, Mardan	Ordinance No.III of 2009 dated 25.02.2009 (Act No. XVIII dated 24.10.2009)
2.	University of Wah, Wah Cantt	Act No.IV of 2009 dated 08-07-2009
3.	Shaheed Benazir Bhutto University Sheringal Upper Dir, Khyber Pakhtunkhwa	Khyber Pakhtunkhwa Government Regulation No.II of 2009 dated 06-10-2009
4.	HITEC University, Taxila Cantt	Act No.XII of 2002 dated 17-11-2009

Source: HEC



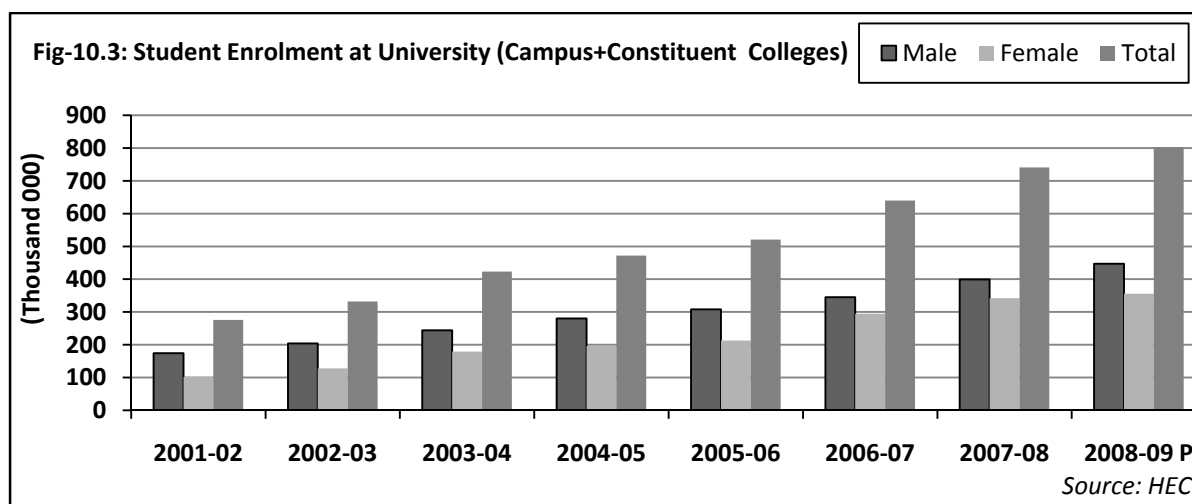
### 10.6-2 Enrolment in Higher Education Institutions.

Enrolment at Universities/Degree Awarding Institution (excluding affiliated colleges) has been increasing over the years. During 2008-09, there were 803,507 students studying in the universities which indicate an increase of 190.94 % over the total enrolment of 2001-02 (276,274). The tendency of increasing number of enrolment is depicted at Fig-10.3 whereas total enrolment of students at universities /DAI+Constituent Colleges by Sector since 2001-02 is given in Table 10.8.

**Table 10.8: Enrolment at Universities/DAI+ Constituent Colleges by Sector**

Year	Distance Learning	Public	Private	Total
2001-02	89749	142652	43873	276274
2002-03	108709	167775	55261	331745
2003-04	159257	202871	61108	423236
2004-05	187557	216454	67953	471964
2005-06	199660	242879	78934	521473
2006-07	272272	276226	91563	640061
2007-08	305962	331664	103466	741092
2008-09 P	339704	348434	115369	803507

Source: HEC



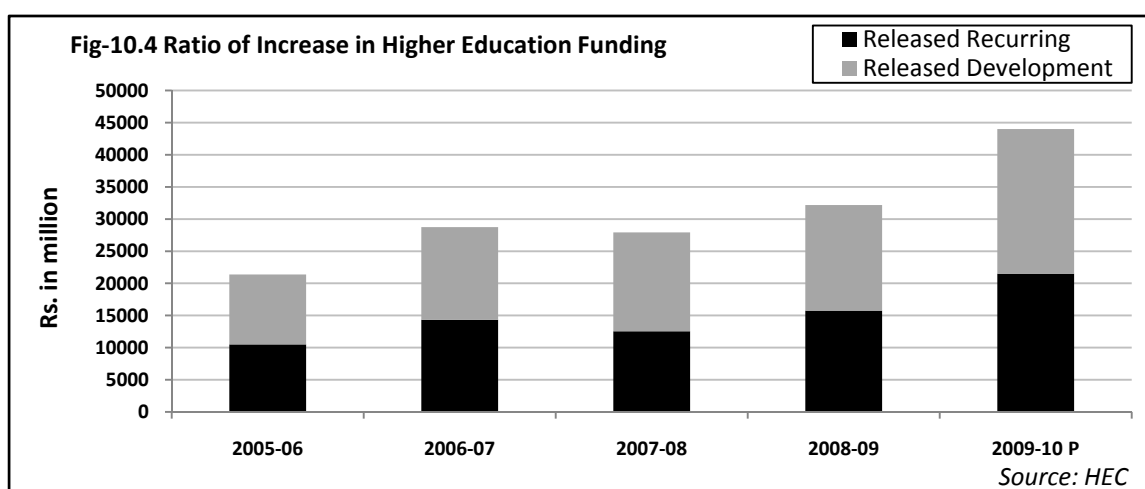
### 10.6-3 Funding to Higher Education

Since the inception of Higher Education Commission, the funding to higher education has immensely increased. The country is facing financial constraints for the last few years, impact of which has also been felt by higher education sector. Non Development funds were curtailed during the financial year 2007-08. Recurring grant allocated during financial year 2008-09 were kept at the level of previous year. For the current financial year 2009-10, with support of Rs. 8.0 billion from World Bank, funding the Higher Education for Development Expenditures has been increased to Rs. 22.5 billion. The Non Development funds have also been increased to Rs. 21.5 billion. So far, 60% of the allocated funds for current financial have been released. Development & non Development Expenditures on Higher Education for five years are given below in the Table-10.9 whereas the ratio of increase in Higher Education Funding is shown in Fig-10.4.

**Table 10.9: Development and Non Development Expenditure on Higher Education** (Million Rs.)

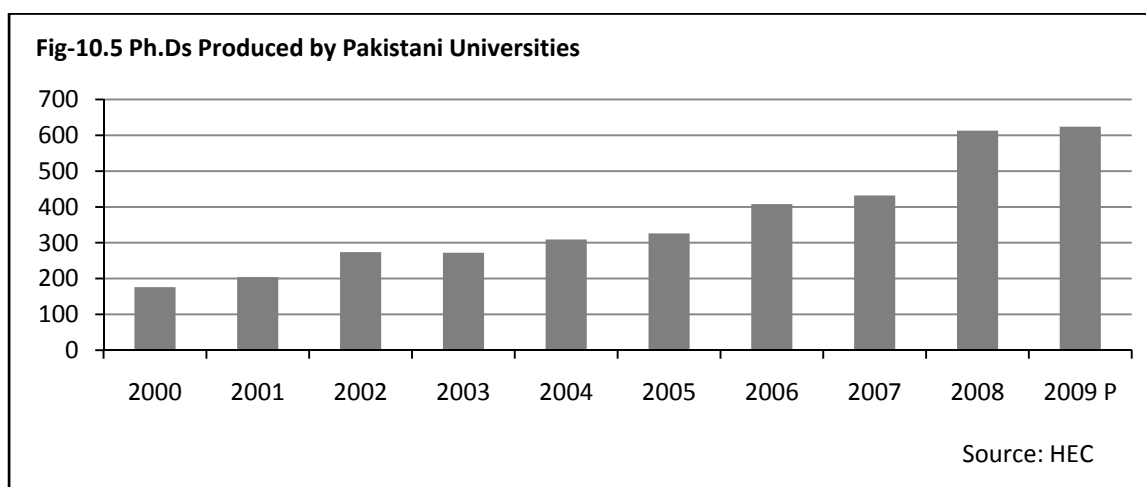
	2005-06	2006-07	2007-08	2008-09	2009-10 *
Released Recurring	10,493.412	14,332.521	12,536.498	15,766.425	21,500.000
Released Development	10,890.877	14,409.156	15,390.455	16,420.408	22,500.000
<b>Released Total</b>	<b>21,384.289</b>	<b>28,741.677</b>	<b>27,926.953</b>	<b>132,186.833</b>	<b>44,000.000</b>

\* : Allocation Source: HEC



#### 10.6-4 Ph.Ds Produced by Pakistani Universities over the Years

The numbers of Ph.Ds produced by the Pakistani Universities have increased sharply from 176 in the year 2000 to 624 in 2009. The detail in this regard is given in Fig-10.5.



### 10.7 MAJOR PROGRAMME/PROJECTS OF MoE

#### 10.7-1 President's Education Sector Reforms (PESR)

Project Management Unit of Ministry of Education started a mega project in 2007 to provide missing facilities under President's Education Sector Reform (PESR) Project. The project "Provision of Missing Facilities" is being executed throughout the country except Punjab province. As per original scope of the Programme, a total of 16,000 schools in 111 Districts with estimated cost of Rs. 31.7 billion were required to be provided with missing facilities in 5 years (July 2006- June 2011). During the financial year 2009-2010, an amount of Rs. 2000 million was originally allocated for the project, which was later curtailed to Rs. 800 million due to financial constraints. The amount has been distributed among the Provinces (Sindh, Khyber Pakhtunkhwa and Balochistan) and Areas (FATA, FANA/GB & AJK) as per approved Cash/Work Plan. As per revised allocation for FY 2009-10, it was planned to provide missing facilities in 1233 Government Primary and Middle schools at a total revised cost of Rs. 800 million (with major component of Rs. 781.53 million for civil works).

**10.7-2** Projects Wing of MoE has taken various initiatives resulting in following achievements:

#### Early Childhood Education (ECE)

- ➔ Validation of the standards for ECE has been initiated.
- ➔ Teacher guide-cum textual material for ECE has been developed.
- ➔ Advocacy and awareness raising material for promotion of Early Childhood Education (ECE) has been developed.

#### Adult Literacy

- ➔ Adult literacy supplementary reading material as well as instructional material in adult literacy has been developed for dissemination to the Adult Literacy centers in the country.
- ➔ 5 year Adult Literacy Plan (2010-15) for all the four provincial as well as FATA and Gilgit Baltistan

(GB) has been drafted.

### **Madrassah Education**

- ➔ Rs. 50.30 million was distributed amongst 288 *Deeni Madaris* for salaries of their teachers under *Madrassa Reforms Project*
- ➔ Monitored and evaluated 78 *Madaris* to check their activities carried out for teaching of formal subjects from Primary to Higher Secondary level under the project.

**10.7-3** During 2008-09, seventeen projects were completed; while twenty new projects were approved and included in PSDP 2009-10. The total number of projects in PSDP 2009-10 comes to 101, having a total allocation of Rs. 8097.613 million, out of which 86 are approved and 15 unapproved. A sum of Rs. 1944.898 million has been released so far during the first and second quarters of FY10.

- ➔ Fifteen EFA projects were approved at the cost of Rs. 1036.897 million.
- ➔ Science Technical Vocational Education (STVE) Section has managed to get five projects approved whereas three projects are under process for approval at the appropriate forum.
- ➔ In Elementary Secondary and College (ESC) Section, twenty three different projects were considered by Departmental Development Working Party (DDWP) in its meetings during the year; out of which eleven were approved at a total cost of Rs.613.925 million.
- ➔ Central Development Working Party (CDWP) approved thirteen Projects at a total cost of Rs. 4402.616 million
- ➔ Ministry of Education's Yearbook 2007-08 was prepared and disseminated. Similarly, four other booklets on financing of Education in Pakistan were also prepared and distributed.
- ➔ Necessary material / feedback were provided to different ministries inter-alia, for Economic Survey, PRSP-II, PRS Monitoring Project, Gender Reform Action Plan (GRAP) and Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

### **10.7-4 Foreign Assistance for Education Sector**

Since 2008, international development partners have extended foreign assistance for the development of education sector in Pakistan as given below:

- ➔ Funded by DFID at a cost of £3.5 million, Gender in Education Policy Support Project (GEPSP) is being implemented by Government of Pakistan with the technical assistance of UNICEF. Its objective is to strengthen MoE to accelerate progress towards gender parity and equality at all levels of education by 2015.
- ➔ USAID has assisted a project "Strengthening Teacher Education in Pakistan" (STEP), costing US\$ 2.14 million to enhance Government's capacity to improve policy framework, coordination and National Standards for Teacher Certification and Accreditation.
- ➔ USAID assisted Ed-Links programme (focusing on Teachers Professional Development; Student Learning & Achievement; Governance) in Sindh, Balochistan, Islamabad & FATA) costing US\$ 90 million.
- ➔ USAID has funded "Pre-Service Teachers Education Programme (Pre-STEP)" launched at a cost of US\$ 75 million.
- ➔ Under Strategic Objective Grant Agreement (SOGA), USAID allocated additional \$ 121 million for

basic education during 2009.

- ➔ Department for International Development (DFID), UK entered into agreement with Government of Pakistan for joint task Force on Education and allocated £ 250 million.
- ➔ Under One-UN Joint Program, Technical Working Group on Education comprising officers of MoE prioritized JP Areas, Outcomes, Outputs, Activities, Costs etc. before it is formal launch in association with UN agencies.
- ➔ GTZ is assisting Ministry of Education in the areas of Education policy review, curriculum reform and Textbook development, through its € 2.5 million project titled “National Basic Education Policy programme”.

### 10.7-5 Foreign Scholarships

The Foreign Scholarships are managed through two programmes named "Cultural Exchange Scholarships and Common Wealth Scholarships" about two hundred scholarships are offered by selected donor countries, each year. Achievements during the period are as under:

- ➔ Under the **Cultural Exchange Programme**, Government of Pakistan is paying subsidy to the scholars at the @ US Dollar 200 for Master and US Dollar 300 for Ph.D. candidates per month (now being increased to US Dollar 300 and US Dollar 400 respectively) in addition to the scholarships offered by the donors countries.(see Table 10.10)

**Table 10.10: Scholarships under Cultural Exchange Programme**

Name of Country	Selected	Proceeded / Aailed	Visa under Process	Returned	Presently Studying
China	117	68		30	128
Turkey	16	-	16	02	16
Romania	10	03	04	02	05
Slovak	03	03	-	-	03
Mexico	01	-	01	01	01
Egypt	13	13	-	01	44
Total:	160	87	21	36	197

Source: Ministry of Education

- ➔ Under the **Common Wealth Scholarships** UK, Canada, Brunei Darussalam, New Zealand and Malaysia extended offer but during the said period, only UK had offered and selected 09 candidates who have already proceeded.
- ➔ Governments of **Malaysia** and **Republic of Korea** offered 5 and 2 scholarships respectively for Under-graduate studies. Government of Korea selected 3 students.
- ➔ **Government of Bangladesh** is offering 14 seats each year for MBBS/BDS for admission in Bangladeshi Medical College on self-finance basis under SAARC quota. The selected students pay fees at par with Bangladeshi students. During the said period, 13 students were selected who have proceeded abroad.

### 10.7-6 Scholarships for Student from other Countries:

Ministry of Education is implementing the following scholarship schemes:

**a. 100 Scholarships to Bangladeshi Students under Prime Minister's Directive**

These were launched in 2004-05 for five years for award of 75 Scholarships to Bangladeshi students in the fields of Medicine, Engineering and Information Technology under President's Directives. The number of scholarships was increased from 75 to 100 under the Prime Minister's directive and the period was extended up-to 2014-15. So far, 75 students were admitted under this scheme in different institutions of Pakistan. 57 students are still studying; while 18 have gone back on completion of their studies.

**b. 200 Scholarships to Students from Indian Occupied Kashmir in Medicine, Engineering and I.T.**

Under the revised scheme 2007, four scholarships to Indian Occupied Kashmiri students (IOK) are in the field of Medicine, Engineering and Information Technology. These scholarships were increased from 100 to 200 and the period was extended up-to 2015-16. So far, 169 students from Indian Occupied Kashmir have been admitted in different institutions of Pakistan. Joining report of 31 IOK students is awaited from the concerned institutions.

**c. Award of Cultural Scholarships to the Students from Other Countries.**

78 students from different countries are studying in various disciplines /institutions of Pakistan.

**d. Award of 1000 Scholarship to Afghan Students.**

This scheme has been launched in October 2009 and nominations of 202 Afghan Government nominees received through Ministry of Foreign Affairs, Islamabad, have been forwarded to different institutions for their placement in MBBS / BDS / Engineering / IT / Agriculture etc on scholarship basis.

**10.7-7 Local Scholarships:**

a) Special scheme for the students of Balochistan and FATA titled "**Provision of Quality Education Opportunities for the students of Balochistan and FATA**" was launched in **2007** under the directives of Prime Minister and President at a capital cost of Rs. 481 million. The scheme provides for 330 scholarships per year in the following categories.

- Cadet Colleges/Public Schools 70 scholarships \_\_\_\_\_ (B 40, F 30)
- Polytechnic/Commercial Colleges 230 scholarships \_\_\_\_\_ (B 138, F 92)
- Private Institutions 30 scholarships \_\_\_\_\_ (B 18, F 12)

During the year 2008-09 and 2009-10, **310** and **330** students were given admission respectively in various quality educational institutions.

b) Under President's Special Program for "**Provision of Quality Education**" for **200 tribal students from FATA** and settled areas outside Khyber Pakhtunkhwa, 198 students are studying in various quality educational institutions of the country.

c) **40 scholarships for Minorities** are also granted per year for the students belonging to the minorities of the countries (10 in Medicine, 10 in Engineering 20 for MA/ MSC). During the years 2008 and 2009 total 80 (40+40) fresh scholarships were granted to the minority students.

TABLE 11.1

## NUMBER OF EDUCATIONAL INSTITUTIONS BY KIND, LEVEL AND SEX

	(Numbers)													
	Primary*		Middle		High		Secondary Voca-		Arts and		Professional		Univer-	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1992-93	130.6	40.3	11.8	5.4	8.7	2.8	602	316	800	293	260	109	27	-
1993-94	134.1	42.4	12.1	5.5	9.2	3.0	474	218	824	303	260	112	28	-
1994-95	139.6	44.4	12.6	5.7	9.5	3.2	487	221	863	317	271	116	34	-
1995-96	143.1	40.5	13.3	4.4	9.5	2.4	577	224	909	338	286	124	38	-
1996-97	149.7	52.1	14.5	6.3	9.9	3.3	578	225	1,141	382	310	129	41	-
1997-98	156.3	58.1	17.4	7.5	11.1	3.9	574	223	1,056	400	315	139	45	-
1998-99	159.3	53.1	18.1	7.2	12.4	3.3	580	228	1,137	433	336	153	46	-
1999-00	162.1	55.0	18.4	7.6	12.6	3.4	612	233	1,222	464	356	161	54	-
2000-01	147.7	54.3	25.5	12.0	14.8	4.6	630	236	1,710	691	366	171	59	-
2001-02	149.1	55.3	26.8	12.8	15.1	4.6	607	239	1,784	731	376	177	74	-
2002-03	150.8	56.1	28.0	13.5	15.6	4.8	585	230	1,855	768	386	186	96	-
2003-04	155.0	57.6	28.7	13.9	16.1	5.1	624	228	1,989	822	426	206	106	-
2004-05	157.2	58.7	30.4	14.8	16.6	5.3	747	328	1,604	684	677	331	108	-
2005-06	157.5	59.8	39.4	19.3	22.9	8.1	3059	1475	2,996	1,484	1,135	664	111	-
2006-07	158.4	60.9	40.1	17.5	23.6	9.0	3090	1491	3,095	1,420	1,166	631	120	-
2007-08	157.4	64.9	40.8	20.6	24.0	9.0	3125	1507	3,213	1,642	1,202	700	124	-
2008-09 (P)	156.7	63.4	40.9	20.4	24.3	9.2	3159	1523	3,291	1,671	1,238	721	129	-
2009-10 (E)	156.4	64.6	41.5	20.8	24.8	9.7	3193	1540	3,399	1,741	1,275	742	132	-

P : Provisional

- : not available

E : Estimated

\* : Including Pre-Primary &amp; Mosque Schools

## Notes

1. All figures include Public and Private Sector data

2. Female institutions include percentage of mixed institutions

## Sources:

1. Figures of Primary, Middle, High and Higher Sec. from 1992-93 to 2008-09 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad

2. Figures of Inter Colleges and Degree Colleges from 2004-05 onward is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad

3. Figures of Private School data from 1992-93 to 1999-2000 is based on 8th Five Year Plan : Planning Division, Pakistan

4. Figures of Private School data from 2000-01 to 2004-05 is based on 'Census of Private Education Institution 1999-2000, Federal Bureau of Statistics, Islamabad

5. Figures of Private School data of 2005-06 onwards is based on 'National Education Census, 2005', AEPAM, Ministry of Education, Islamabad

6. Figures of Technical &amp; Vocational from 2003-04 onward is based on Pakistan Education Statistics Reports, AEPAM, Islamabad

7. Figures of Universities are provided by Higher Education Commission (HEC), Islamabad ([www.hec.gov.pk](http://www.hec.gov.pk))



TABLE 11.2

## ENROLMENT IN EDUCATIONAL INSTITUTIONS BY KIND, LEVEL AND SEX

Year	Primary Stage (I-V) (000 No)		Middle Stage (VI-VIII) (000 No)		High Stage (IX-X) (000 No)		Secondary Vocational (000 No)		Arts and Science Colleges (000 No)		Professional Colleges (Number)		Universities (Number)	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1992-93	10,271	3,696	3,040	994	1,168	357	93	24	422	151	281,200	100,400	68,301	14,856
1993-94	10,898	4,123	3,305	1,123	1,315	421	84	18	405	149	270,000	99,600	77,119	19,342
1994-95	11,900	4,708	3,816	1,347	1,525	514	86	15	422	166	281,600	110,400	80,651	21,174
1995-96	11,657	4,590	3,605	1,270	1,447	480	86	14	440	179	293,600	119,600	82,955	23,105
1996-97	13,088	5,350	3,726	1,357	1,521	520	92	15	457	191	304,800	127,600	91,883	25,050
1997-98	14,182	5,861	4,032	1,532	1,658	605	90	18	478	201	318,400	134,000	93,780	24,848
1998-99	14,879	5,149	4,098	1,586	1,703	639	75	17	509	234	312,000	140,400	91,637	25,469
1999-00	15,784	5,660	4,112	1,615	1,726	653	91	17	562	263	316,800	148,800	114,010	27,369
2000-01	14,105	5,559	3,759	1,706	1,565	675	83	14	582	283	305,200	149,600	124,944	36,699
2001-02	14,560	5,871	3,821	1,506	1,574	644	83	15	582	285	300,400	148,000	276,274	101,770
2002-03	15,094	6,132	3,918	1,551	1,589	658	94	19	625	306	320,800	158,400	331,745	128,066
2003-04	16,207	6,606	4,321	1,737	1,800	709	105	14	691	338	329,007	163,059	423,236	178,723
2004-05*	18,190	7,642	4,612	1,885	1,936	780	114	21	307	141	453,275	220,118	471,964	195,555
2005-06	17,757	7,710	5,322	2,191	2,188	905	239	90	891	444	355,705	209,806	521,473	212,997
2006-07	17,993	7,848	5,431	2,264	2,373	974	251	94	942	473	380,012	224,263	605,885	255,695
2007-08	18,360	8,032	5,427	2,279	2,484	1,022	256	96	960	452	383,810	226,517	741,092	342,125
2008-09 (P)	18,468	8,144	5,414	2,298	2,556	1,071	265	99	1,074	508	429,251	246,686	803,507	356,233
2009-10 (E)	18,715	8,297	5,445	2,335	2,700	1,136	274	103	1,148	533	458,835	261,140	948,364	436,086

P : Provisional E : Estimated

## Notes:

1. All figures include Public and Private Sector data
2. All figures includes Non Formal Basic Education (NFBE) and Deeni Madaris data
3. Female institutions include percentage of mixed institutions

## Sources:

1. Figures of Primary, Middle, High and Higher Sec. from 1992-93 to 2007-08 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad
2. Figures of Inter Colleges and Degree Colleges for 2004-05 and onwards is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad
3. Figures of Private School data from 1992-93 to 1999-2000 is based on 8th Five Year Plan : Planning Division, Pakistan
4. Figures of Private School data from 2000-01 to 2004-05 is based on 'Census of Private Education Institution 1999-2000', Federal Bureau of Statistics, Ibd
5. Figures of Private School data of 2005-06 onward is based on 'National Education Census, 2005' AEPAM, Ministry of Education, Islamabad
6. Figures of Technical & Vocational from 2003-04 onward is based on Pakistan Education Statistics Reports, AEPAM, Islamabad
7. Figures of Universities from 1992-93 to 2007-08 was downloaded from website of HEC, Islamabad ([www.hec.gov.pk](http://www.hec.gov.pk))

TABLE 11.3

## NUMBER OF TEACHERS IN EDUCATIONAL INSTITUTIONS IN PAKISTAN, BY KIND, LEVEL AND SEX

	Primary Schools (Thousands)		Middle Schools (Thousands)		High Schools (Thousands)		Secondary Vocational Institutions (Number)		Arts and Science Colleges (Number)		Professional Colleges (Number)		Universities (Number)	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1992-93	332.5	122.5	119.0	66.3	165.6	68.1	9,153	2,605	25,485	9,138	8,269	3,058	5,728	747
1993-94	359.1	138.6	132.8	78.2	217.4	88.5	7,965	1,603	27,666	9,825	8,754	3,178	5,217	918
1994-95	375.2	146.7	144.6	80.9	227.6	102.6	6,949	1,708	29,843	10,515	9,128	3,264	5,316	939
1995-96	377.5	145.1	159.1	85.0	217.6	89.8	7,291	1,799	32,898	11,729	9,969	3,657	5,417	927
1996-97	374.3	151.7	156.7	91.4	224.7	98.8	7,422	1,845	32,190	11,690	9,950	3,660	5,162	919
1997-98	397.0	164.7	168.4	101.0	252.9	112.9	6,923	1,870	39,267	15,767	10,930	4,105	5,515	976
1998-99	422.6	173.8	178.5	108.2	231.6	107.5	7,133	1,858	35,187	14,298	10,777	4,139	4,911	837
1999-00	402.4	169.8	193.9	117.6	247.8	115.8	9,253	1,959	39,268	15,764	11,065	4,221	5,914	1,174
2000-01	408.9	183.6	209.7	127.8	260.3	125.3	9,441	1,959	48,054	21,506	11,019	4,218	5,988	1,302
2001-02	413.9	183.5	230.1	139.3	270.2	126.1	7,192	1,863	55,146	23,016	10,598	4,164	5,160	1,247
2002-03	433.5	191.7	236.3	145.8	278.0	131.9	7,273	1,623	57,681	24,146	11,164	4,410	6,180	1,375
2003-04	432.2	195.3	239.4	146.6	276.9	134.2	7,042	1,325	57,881	24,190	11,245	4,505	37,428	-
2004-05	450.1	206.5	246.7	151.5	282.1	138.6	7,356	1,450	57,661	24,366	15,653	6,690	37,469	-
2005-06	454.2	210.6	310.8	201.6	417.1	209.9	14,565	4,658	69,425	33,959	20,568	10,485	37,509	-
2006-07	456.0	212.6	313.5	203.3	421.7	213.0	14,622	4,676	71,246	34,996	20,768	10,587	44,537	-
2007-08	452.6	216.0	320.6	208.2	429.9	219.6	14,914	4,770	74,223	36,162	20,971	10,690	46,893	-
2008-09 P	465.3	216.2	320.5	209.0	439.3	225.5	15,264	5,061	76,184	37,149	21,176	10,794	50,825	-
2009-10 E	469.2	218.2	323.8	211.5	447.1	231.1	15,508	5,207	78,656	38,312	21,385	10,900	56,839	-

P : Provisional      E : Estimated      - : not available      \* : Including Pre-primary and Primary Schools

**Note:**

- All figures include Public and Private Sector data
- All figures include Non Formal Basic Education (NFBE) and Deeni Madaris data

**Sources:**

- Figures of Primary, Middle, High and Higher Sec. from 1992-93 to 2006-07 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad
- Figures of Inter Colleges and Degree Colleges for 2004-05 onward is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad
- Figures of Private Schools data from 1992-93 to 1999-2000 is based on 8th Five Year Plan : Planning Division, Pakistan
- Figures of Private Schools data from 2000-01 to 2004-05 is based on 'Census of Private Education Institution 1999-2000', Federal Bureau of Statistics, Ibr
- Figures of Private Schools data of 2005-06 and onwards is based on 'National Education Census, 2005', AEPAM, Ministry of Education, Islamabad
- Figures of Technical and Vocational from 2003-04 onward is based on Pakistan Education Statistics Reports, AEPAM, Islamabad
- Figures of Universities from 1992-93 to 2007-08 was downloaded from website of HEC, Islamabad ([www.hec.gov.pk](http://www.hec.gov.pk))