

Education

10.1 INTRODUCTION

Education is extensively regarded as a route to economic prosperity being the key to scientific and technological advancement. Hence, it plays a pivotal role in human capital formation and a necessary tool for sustainable socio-economic growth. Education also combats unemployment, confirms sound foundation of social equity, awareness, tolerance, self esteem and spread of political socialization and cultural vitality. It raises the productivity and efficiency of individuals and thus produces skilled manpower capable for leading the economy towards the path of economic development. Education also originates confidence which empowers people to defend their rights, improve health status and good governance in implementation of socio-economic policies. The multifaceted impact of education makes it an essential element for policy framework. Developing countries dependent on fiscal resources need to redesign their educational policies based on macroeconomic indicators and keen inter-sectoral competition for promoting productivity in different sectors of the economy by developing highly skilled manpower and eventually addressing their developmental needs for rapid industrialization. At the highest policy level within the potential of the government, it is readily conceded that investment in the quantity and quality of education by enhancing educational facilities within the minimum possible time contributes a lot to the accumulation of efficient human resource and sustained socio-economic growth. The trickle down effects of education especially basic (primary and secondary) education reduces poverty by increasing the productivity of the poor thus equipping people with the skills they need to participate actively in the society.

10.2 INVESTMENT ON EDUCATION

Investment in Terms of GDP

Being an important component of social sector, government is adopting most feasible strategies for the growth of educational sector including dependence on the available financial resources, paradigm of structural development and essential elements of policy framework. Public expenditure on education as a percentage to GDP is lowest in Pakistan due to fiscal resources constraint that paved the way to synchronization in terms of GDP allocation. The trend of investment on Education in terms of GDP has been 2.50 % and 2.47 % in the years 2006-07 and 2007-8 respectively whereas it is estimated to be 2.10 % during the 2008-09. It is on the lower side in accordance to its requirement given the importance of the sector but seems appropriate in terms of current financial situation of the economy.

Budgetary Allocations

The budget allocation has increased by 8.6 % in 2008-09 as against an increase of 17 % in 2007-08. The budgetary allocations for Education since 2000-01 is given in Table 10.1.

For 2007-08, an allocation of Rs. 6508.78 million was made in Public Sector Development Program (PSDP) for Ministry of Education. However, the original allocation was reduced to Rs. 4384.94 million where as Rs. 3788.06 million were got released. In addition to this, government has also released Rs. 525 million, which made the total release as Rs. 4313.6 million for the financial year 2007-08. PSDP allocation for the current financial year (2008-09) stood at Rs. 6269.652 million but

due to financial constraints it has been reduced by 33% to Rs. 4162 million.

Table-10.1: Expenditure on Education

Year	(In Billion Rs.)			Expenditure on Education	
	Current	Development	Public Sector Expenditure on Education	As % of GDP	% of Total Expenditure
2000-01	69.5	6.4	75.9	1.82	10.6
2001-02	70.4	8.5	78.9	1.79	9.5
2002-03	79.5	10.4	89.9	1.86	10.0
2003-04	94.3	29.9	124.2	2.20	13.0
2004-05	106.6	33.4	140.0	2.15	12.5
2005-06	128.9	41.9	170.8	2.24	12.2
2006-07	159.9	56.6	216.5	2.50	12.0
2007-08	190.2	63.5	253.7	2.47	9.8
2008-09 *	200.4	75.1	275.5	2.10	11.52

*Estimated

Source: Provincial and Federal Budget Documents, Ministry of education

Foreign Funding

The efforts for materializing assistance of 1974 million US dollars succeeded during the last few years for improvement of education in the country. This assistance is sought in the form of kind, grant, loan, etc. from Islamic Development Bank, World Bank, Asian Development Bank, European Union, UNICEF, UNESCO, UNDP, UNFPA, ILO, WFP, US AID, CIDA of Canada, DFID of UK, GTZ of Germany, JICA of Japan, NORAD of Norway, AUS AID of Australia, etc. In addition, Canadian Government is providing \$ 450 million (Canadian dollars) for development of Teachers' Education throughout the country. Similarly, Government of Germany has also provided Rs. 7.0 billion approx. for improvement of Elementary Education System in NWFP and School libraries in Punjab Provinces.

10.3. LITERACY

Our education system has to meet the basic learning needs of our society emphasizing basic literacy and life skills, increasing access and completion of quality education, address gender problem, geographical and structural disparities, and enhance the efficiency of education

governance. According to Pakistan Social and Living Measurement (PSLM) Survey (2007-08), the overall literacy rate (age 10 years and above) is 56% (69% for male and 44% for female) in 2007-08 compared to 55% (67% for male and 42% for female) in 2006-07. Literacy remains higher in urban areas (71%) than in rural areas (49%) and more in men (69%) compared to women (44%). When analyzed provincially, literacy rate in Punjab stood at 59% followed by Sindh (56%), NWFP (49%) and Balochistan at 46%. The literacy rate of Punjab and Balochistan has improved considerably during 2006-07 to 2007-08 (Table 10.2).

According to the PSLM Survey 2007-08, the overall school attendance (age 10 years and above) is 58% (71% for male and 46% for female) in 2007-08 compared to 56% (68% for male and 44% for female) in 2005-06. Province-wise school attendance (age 10 and above) for 2007-08 as against 2005-06 shows Punjab to be on the top (62% Vs 59%) followed by Sindh (58% Vs 56%), Balochistan (42% Vs 34%) and NWFP (51% Vs 51%) to be at the lowest level. School attendance (age 10 years and above) remains higher in urban areas (73%) than in rural areas (51%) and more in men (71%) compared to women (46%) (Table 10.3).

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

REGION/ PROVINCE		Literacy rates (10 years & above)			GER Primary (age 5-9)			NER Primary (age 5-9)		
		2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Pakistan	Male	65	67	69	94	99	97	56	60	59
	Female	42	42	44	80	81	83	48	51	52
	Both	54	55	56	87	91	91	53	56	55
		44	45	49	80	84	83	47	52	51
	urban	71	72	71	106	106	106	65	66	66
	GPI	0.65	0.63	0.64	0.85	0.82	0.86	0.86	0.85	0.88
Punjab	Male	66	67	70	98	106	102	60	64	62
	Female	47	48	48	89	95	92	53	59	59
	Both	56	58	59	94	100	97	57	62	61
	GPI	0.71	0.72	0.69	0.91	0.90	0.90	0.88	0.92	0.95
Sindh	Male	67	67	69	88	88	87	54	56	55
	Female	42	42	42	71	68	72	47	43	46
	Both	55	55	56	80	79	80	50	50	51
	GPI	0.63	0.63	0.61	0.81	0.77	0.83	0.87	0.77	0.84
NWFP	Male	64	67	68	93	96	94	51	56	55
	Female	30	28	33	70	67	71	42	41	41
	Both	46	47	49	83	82	83	49	49	49
	GPI	0.47	0.42	0.49	0.75	0.70	0.75	0.82	0.73	0.75
Balochistan	Male	54	58	66	79	89	88	39	49	47
	Female	20	22	23	50	52	59	27	32	35
	Both	38	42	46	65	72	75	34	41	41
	GPI	0.37	0.38	0.35	0.63	0.58	0.67	0.69	0.65	0.74

Source: Pakistan Social & Living Standard Measurement Survey 2007-08

TABLE 10.3: POPULATION THAT HAS EVER ATTENDED SCHOOL- BY PROVINCE & REGION

REGION and PROVINCE	Percentage of the Population (10 Years and Older)								
	2005-06			2006-07			2007-08		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
URBAN AREAS:	80	64	72	80	66	73	81	65	73
PUNJAB	82	67	75	81	69	75	80	69	74
SINDH	79	64	72	81	65	74	82	66	74
NWFP	78	49	63	78	49	64	80	52	65
BALUCHISTAN	73	38	57	75	41	60	78	39	60
RURAL AREAS:	61	33	47	63	32	48	65	36	51
PUNJAB	63	39	51	66	40	53	68	44	55
SINDH	55	19	38	54	17	37	59	22	41
NWFP	68	31	48	68	26	47	68	30	48
BALUCHISTAN	40	12	27	49	13	33	51	15	34
OVERALL:	68	44	56	69	44	57	71	46	58
PUNJAB	70	49	59	71	50	60	72	51	62
SINDH	68	43	56	68	43	56	70	44	58
NWFP	70	33	51	70	30	50	70	34	51
BALUCHISTAN	48	18	34	55	20	39	59	22	42

Source: Pakistan Social & Living Standard Measurement Survey 2007-08

Nationally, the Gross Enrolment Rate (GER), sometimes referred to participation rate, which is the number of children attending primary school (age 5-9 years) divided by the number of children who ought to be attending. The GER in case of

both male and female shows no change and it remained 91% between 2006-07 and 2007-08. Balochistan has shown noticeable increase in the respective period (Table 10.2).

The Net Enrollment Rate (NER) refers to the number of students enrolled in primary school of primary school age divided by the number of children in the age group for that level of education. The NER as a whole in 2007-08 is 55% as compared to 56% in 2006-07. All the provinces have shown a decreasing trend, interestingly, rural areas exhibited higher rates in comparison to urban areas (Table 10.2).

The Gender Parity Index (GPI) is the ratio of females' enrolment to the males' enrolment. A GPI of more than 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 2007-08, is 0.64 compared to 0.63 in 2006-07. Province-wise GPI is high in Punjab (0.69) followed by Sindh (0.61), NWFP (0.49) and Balochistan (0.35). (Table 10.2). The lower GPI in NWFP and Balochistan calls for immediate attention by the policy makers at both federal and provincial levels.

10.4 LEVEL OF EDUCATION

i) Pre-Primary Education

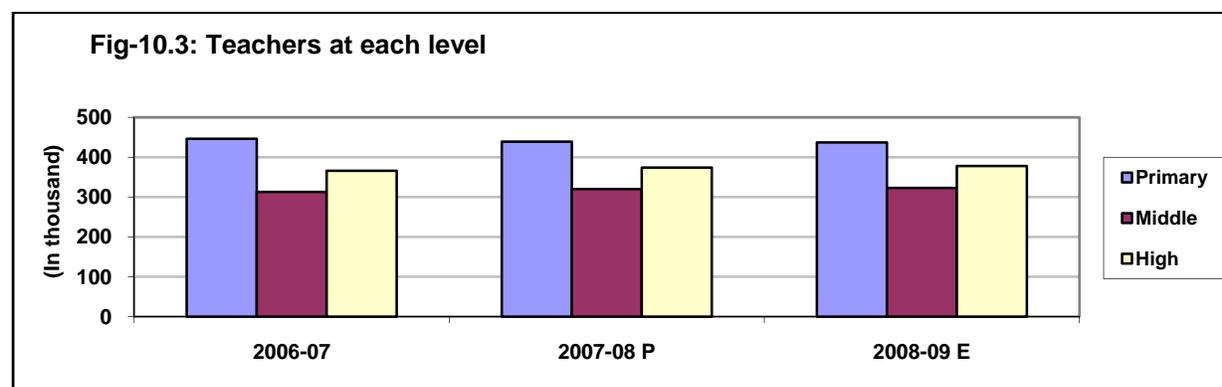
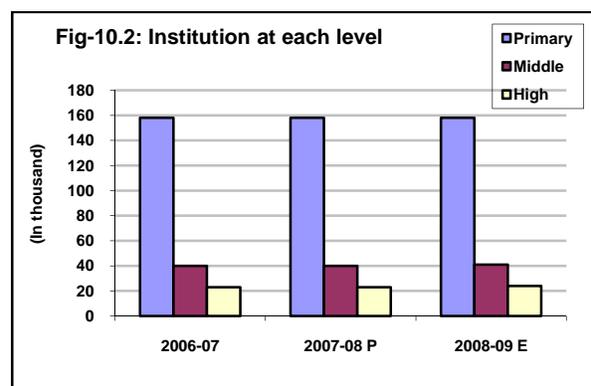
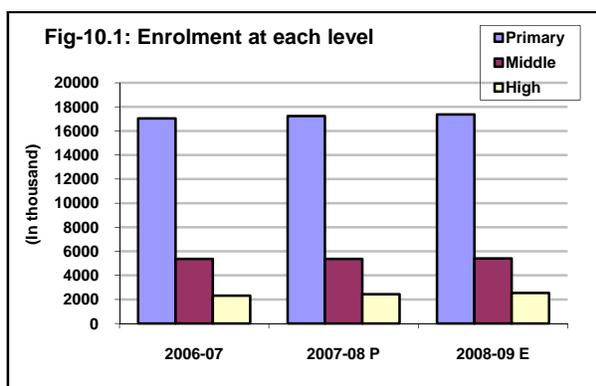
Pre-Primary Education constitutes Early Childhood Education (ECE), Prep or Kachi classes of children having age of 3-4 years. A decrease of 0.25% in Pre-Primary enrolment (7.403 million) in 2007-08 over 2006-07 (7.423 million) has been observed and during 2008-09, it is estimated to increase by 1.2%.

ii) Primary Education (Classes I – V)

A number of 157,899 Primary Schools with 438,823 Teachers are functional (Table 10.4). Moreover, 124 new schools have been added since July 2007. GPI in Primary Education stood at 0.85.

iii) Middle Education (Classes VI-VIII)

40,837 Middle Schools with 320,609 Teachers are functional (Table 10.4) and 489 new schools have been added since July 2007. GPI remained 0.77 in Middle Education.



iv) Secondary Education (Classes IX-X)

23,967 Secondary Schools with 374,249 Teachers are functional (Table 10.4). 353 new schools have been added since July 2007 and GPI has been 0.75 in Secondary Education.

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

An enrolment of 1.0 million is estimated in 2008-09 over 961,661 in 2007-08 and 902,448 in 2006-07. 3,218 Higher Secondary Schools / Inter Colleges with 74,222 Teachers are functional (Table 10.4). 74 new schools / Inter Colleges have been added since July 2007. GPI has been 0.99 in Higher Secondary Education.

vi) Degree Colleges Education (Classes XIII-XIV)

An enrolment of 361,072 is expected in 2008-9 in Degree Colleges over 352,302 in 2007-8 and 348,814 in 2006-07. 1,198 Degree Colleges with 20,976 Teachers are functional

(Table 10.4). 21 new Degree Colleges have been added since July 2007 and GPI has been 1.55 in Degree Colleges.

vii) Universities Education (Classes XV onwards)

An enrolment of 741,092 is estimated in 2008-09 in Higher Education over 640,061 in 2006-07. Four new Universities have been added since July 2007, making the total number to 124 universities with 46,893 Teachers in both Private and Public Sectors (Tables 10.4). GPI has been 0.86 in University Education. Over the past three years, 17 new universities had been granted Charters. Majority of these have been opened in areas where Higher Education opportunities were previously unavailable. Twenty-three new and advance disciplines were launched. Furthermore, 11 foreign institutions were allowed to operate in Pakistan through franchising / collaborative arrangements with local institutions of higher education.

Table 10.4: Number of Mainstream Institutions, Enrolment and Teachers by Level

Year	Enrollment			Institutions			Teachers		
	2006-07	2007-08 P	2008-09 E	2006-07	2007-08 P	2008-09 E	2006-07	2007-08 P	2008-09 E
Pre-Primary	7,423,162	7,403,982	7,493,494	--	--	--	--	--	--
Primary* Mosque	17,041,937	17,233,231	17,366,169	158,375	157,899	158,023	445,835	438,823	437,106
Middle	5,367,608	5,365,907	5,400,435	40,094	40,837	41,326	313,488	320,609	323,894
High	2,315,216	2,435,708	2,536,608	23,554	23,967	24,320	366,606	374,249	378,269
Higher Sec./ Inter	902,448	961,661	997,703	3,095	3,218	3,292	71,246	74,222	75,821
Degree Colleges	348,814	352,302	361,072	1,166	1,198	1,219	20,768	20,976	21,112
Universities.	640,061	741,092	741,092 ^R	120	124	124 ^R	44,537	46,893	46,893 ^R
Total	34,039,246	34,493,883	34,896,573	226,404	227,243	228,304	1,262,480	1,275,772	1,283,095

Source: Pakistan Education Statistics 2006-07, 2007-08 and 2008-09, EMIS- MoE Islamabad

P: Provisional, E: Estimated, R: Last Year Data Repeated

Gender Differences in the Education Sector:

Gender disparity in literacy and enrollment is one of the key focuses of the government. In Pakistan, status of women has improved in recent years but

gender inequality remains pervasive. This inequality starts early within the family and keeps women at disadvantageous position throughout their lives. However, their potential has not been

fully recognized because of discriminatory social norms, missing incentives, and legal impediments. This discrimination is aggravated due to lack of access to educational institutions, educational expenses and household duties. Due to parental ignorance, misapplied dogma and obscurantist beliefs, girls are more likely to be kept out of school and hence receive less education than boys

Pakistan is committed to achieve Millennium Development Goals including elimination of disparity at all levels of education by the year 2015. The Medium Term Development Framework 2005-10 (MTDF) makes a serious effort to include gender concerns in its strategies and overall sectoral programs. Massive financial support is required to build educational and other

infrastructure and trained staff to achieve these goals. Diverse programs and strategies, ranging from compensatory programs such as stipends at primary, middle and secondary levels, free text books and nutritional support to school girls are also required for enhancing the educational status of women.

10.5 VOCATIONAL AND TECHNICAL EDUCATION

The second national level Survey (i.e. 2008-09) being conducted by National Vocational & Technical Education Commission (NAVTEC) for public and private sector institutions is currently in progress. The summary of statistics based on national Survey 2006-07 is given in Table 10.5 & 10.6.

Table-10.5: Summary Statistics							(In numbers)
	Government			Registered Private			Total
	Male	Female	Co-ed.	Male	Female	Co-ed.	
Institutes	469	452	219	218	46	118	1,522
Enrolment	92,074	101,523	55,847	33,816	14,525	16,403	314,188
Teaching Staff by Ownership of Institutes	7,119	2,712	2,814	3,138	246	1,392	17,409

a. Information on teaching staff by gender is not available; hence instructional staff/teaching staff information with respect to male and female institutions is provided.

Table-10.6: TEVT Institutions by Province, Ownership and Stream							(In Numbers)
	Government			Registered Private			Total
	Commerce	Technical	Vocational	Commerce	Technical	Vocational	
AJK	-	1	23	-	1	7	32
Punjab	116	164	328	45	118	32	803
Sindh	42	72	145	2	27	13	301
NWFP	19	25	65	52	33	5	199
Balochistan	2	5	93	-	-	32	132
Islamabad	-	10	4	-	1	3	18
FATA	4	5	4	-	-	-	13
FANA	-	2	11	-	-	11	24
Total	183	284	673	99	180	103	1522
Grand Total		1140			382		1522

Source: NAVTEC Survey (2006-07)

National Skills Strategy 2008-2013

The vision of the strategy is “Skills for Employability, Skills for All”. The flagship strategy emphasizes a paradigm shift from time bound curriculum based training to flexible competency based training by creating a demand-driven training system. The strategy is meant to

build a skill development system that can be benchmarked against international standards. The main objectives are as follows:

- i. Streamlining Policy Making.
- ii. Enhancing role of private sector.

- iii. Apprenticeship Training.
- iv. Online Performance Evaluation System.
- v. Public-Private Partnership.
- vi. Provision of Small Grants for partner training institutions.
- vii. Mobile Training Units for broadening accessibility to far flung areas .

Accreditation

Since accreditation of TVET Institutions is a fundamental function of NAVTEC, a MoU was signed with Asia Pacific Accreditation Commission (APACC) in June 2006 to enter international collaboration for accreditation. Accreditation by APACC will benefit the member countries in the following manner.

1. Greater workforce mobility and mutual recognition of qualification in Asia and the Pacific region.
2. Quality and employable workforce in member countries through APACC.
3. Coordination among its network of institutions, agencies and other stakeholders.

NAVTEC was established with an aim to meet the need for skilled people in the country and to develop the potential of youth by providing them marketable skills. In this regard, the budget allocated for development activities stands at Rs. 2.0 billion for the FY 2008-09.

Innovative Programmes for TVET

a. President's "Funni Maharat Programme"

Under the Presidential directive, NAVTEC is establishing 130 new vocational training/ Institutes in 79 uncovered tehsil of Sindh, Punjab, NWFP, Baluchistan, AJ&K and FANA. Through this initiative 47765 persons will be trained in 2.5 years at a cost of Rs. 1.17 billion.

b. Prime Minister's "Hunarmand Pakistan Programme"

NAVTEC, in the light of Prime Minister Directions, has taken the initiative of different short-term skill development courses mostly up to six months duration. The training is being provided to those belonging to the disadvantaged economic strata. No tuition fee or other charges are demanded and instead a stipend is given while they are enrolled. With the cooperation of seventy three public sector training providers 49,988 persons have been trained and 34,332 and under training.

10.6 HIGHER EDUCATION COMMISSION

During the last years, Higher Education Commission awarded charter to 28 new universities and degree awarding institutions in public and private sector during . Enrollment at the Universities and Degree Awarding Institutions increased by 124 percent i.e. from 331745 in year 2002-03 to 741092 in the year 2007-08. Sector-wise detail is given in Table-10.7.

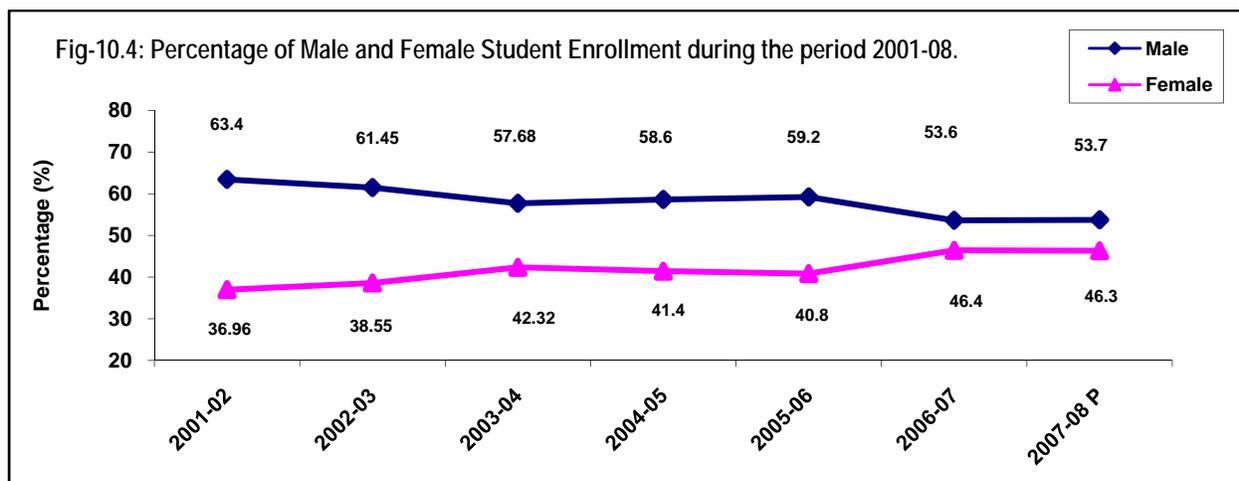
Table-10.7: Enrollment at Universities/DAI+ Constituent Colleges by Sector

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 P	305962	331664	103466	741092

Source: HEC

Due to the policy of providing equal opportunity for all at the institutions of higher education, the gender gap among the students has reduced

considerable. Fig.10.5 reflects the narrowing of gender gap over the years.

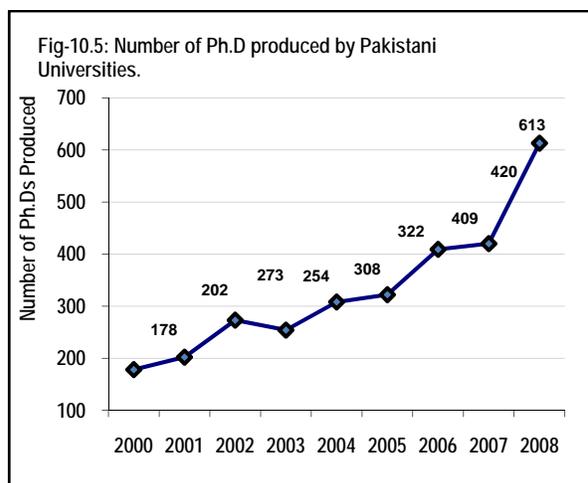


Pakistani universities produced 613 Ph.D during 2008 as compared to 420 Ph.Ds during 2007-08 and the trend over the year can be seen in Fig-10.5. Students who had gone overseas for MS and Ph.D on HEC scholarships have started coming back and serving the country.

Funding of Higher Education

Public spending on higher education increased from Rs. 7723.402 million during 2002-03 to Rs. 28741.677 million during 2006-07 showing an increase of 272.14 percent. Economic crisis in the country started in year 2007-08 and got worse during 2008-09, impact of which was also felt by higher education sector and public spending on higher education decreased to 2.8 percent in 2007-08 and further to 34.1 in 2008-09. Development

and Non Development expenditure of HEC over the years is Given in Table-10.8.



	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Released Recurring	3,443.393	5,304.647	6,995.608	10,493.412	14,332.521	12,536.498	10,248.176
Released Development	4280.009	4968.450	8940.076	10890.877	14409.156	15390.455	8167.760
Released Total	7723.402	10273.097	15935.684	21384.289	28741.677	27926.953	18415.936

Source: HEC

Human Resource development

In order to improve the quality of graduates produced by the universities, emphasis was given on providing new facilities, improving the existing infrastructure, providing better labs with state of

the art equipment for researchers, providing facility of digital library, improving the qualification of existing faculty, hiring of qualified faculty members under the Foreign Faculty Hiring and Tenure Track system of faculty appointment.

Impact of Financial Crises

Financial crises faced by the country hit hard on the higher education sector. Number of new development projects was reduced from 116 during 2007-08 to 29 during 2008-09. Overall spending on development projects was reduced to 8167.760 million during 2008-09 from 15390.455 million during 2007-08. Adversely hit were the research and development projects, overseas scholarships for Ph.D and MS leading to Ph.D, post doctoral fellowship and local Ph.D scholarships etc.

10.7. ON-GOING PROGRAMMES AND PROJECTS

The government is making serious efforts to improve the access and quality of education by enhancing educational facilities within the minimum possible time. The government has launched various milestone oriented policies according to educational development phases and status. The present status of implementation of the policies, and subsequent main plans, programs and projects in the education sector for boosting up the educational development and system is briefly presented as under:-

- ▶ The Government is providing free textbooks in all Public Schools up to Primary level. Furthermore, to promote female participation at Primary level, the Government has endowed incentive to female students in the shape of scholarship (Rs. 200 per month).
- ▶ The government has taken several substantial initiatives for teacher's education and professional development. During fiscal year 2007-08, 20660 Elementary School Teachers had been trained. At higher level, Higher Education Commission (HEC) has provided training services to 3,726 faculty members of different universities.
- ▶ The existing Scheme of Studies for Classes I-XII has been revised to make education purposeful, job oriented and at par with international standards. The salient features are:
 - ❖ Early Childhood Education has been made a part of the new Scheme of Studies for the children of 4 + years of age.
 - ❖ Islamiyat, Social Studies and Science have to be integrated in one subject under the name "General Knowledge".
 - ❖ Islamiyat will be taught as a separate compulsory subject from Class-III to XII. In addition, Advanced Islamic Studies has been included at Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) levels in Humanities Group.
 - ❖ Arts ad Crafts, and Library have been included to provide for foundation skills and activities at Primary and Middle levels.
 - ❖ English is to be taught from class-I onwards as a compulsory subject alongside Urdu.
 - ❖ At Middle level, computer education (Applied Technology) has been included. All Middle Schools will have computer Laboratories in three years time to be able to teach Computer Education from Class-VI. A new Science Group of Computer Science has been included at HSSC level.
 - ❖ Medium of instruction for all Science subjects will be English.
 - ❖ The list of elective subjects in Humanities Group at SSC level has been rationalized.
 - ❖ Pakistan Studies has been made as an elective subject at HSSC level.
- ▶ Ministry of Education and UNICEF Islamabad have signed an Annual Work Plan in January 2008, amounting to US \$

555,000 for the year 2008, which aims at improving the survival, development, protection and participation of children in Pre-Primary and Primary education.

- ▶ In order to implement the new Scheme of Studies, National Curriculum of I-XII classes have been developed in 23 subjects.
- ▶ Instead of combined examination, year wise examination system at Secondary School Certificate level has been re-introduced with effect from 2008 examinations. It had also been decided that the academic session will again end in March as before and start from April of a year.
- ▶ Ministry of Education has prepared for the first time the curriculum for 'Literacy', which focuses on income generating skills. The subject was included in the Scheme of Studies 2006. The Curriculum of Environmental Studies for Classes IX-X was developed and notified in consultation with the concerned Provincial Education Departments for its implementation.
- ▶ To implement a decision of the Cabinet, National Textbook and Learning Materials Policy and Plan of Action was got notified with prime objective for introduction of multiple textbooks with the involvement of private sector publishers and to ensure timely availability of textbooks before the start of each academic session.
- ▶ The quality of students has been got assessed in the subject of Mathematics of grade-IV and in Science & Social Studies of grade-VIII under "National Education Assessment System" project.
- ▶ Availability of scholarships plays a vital role in promoting Human Capital. Therefore, the government has launched scholarship programs at Federal and Provisional levels. Currently, 3,237 scholars are studying (under PhD

Scholarship Program) in HEC recognized universities in the past four years. The foreign scholarship programs have been geared towards improving research in key areas, particularly in areas relating to engineering, applied and pure sciences. HEC has sent 2,600 scholars for studies abroad under PhD scholarship program up to 2007-08. 69 scholars proceeded abroad under Cultural Exchange Programme in year 2007-08.

- ▶ The local and foreign scholarships are managed by the Ministry up to under graduate levels through two programs named 'Cultural exchange and Scholarships under Commonwealth' while these at higher levels are dealt by Higher Education Commission (HEC). About 192 scholarships are offered by selected donor countries each year according to the following detail:

❖ **Cultural Exchange Programme:**

Usually China, Turkey, Romania, Russia, Greece, Mexico, Jordan, Syria, Egypt, Tunis, Yemen, etc. offer these Scholarships. The rates of scholarships are low and therefore, GOP is paying subsidy to the scholars @ US \$ 200 for Master and US \$ 300 for Ph. D. candidates. The offers from China have increased from 24 to 77 scholarships for academic session 2008 while that from Al-Azhar University, Cairo has gone up from 24 to 30 per year.

❖ **Commonwealth Scholarship Scheme:**

- UK, Canada, Brunei Darussalam, New Zealand and Malaysia only offer these scholarships.
- Governments of Malaysia and Republic of Korea have offered 5 and 2 scholarships respectively for undergraduate studies.

- Government of Bangladesh is offering nine seats each year for MBBS/BDS for admission in Bangladeshi Medical Colleges on self-finance basis under SAARC quota. The selected students pay fees at par with Bangladeshi students.

▶ **Students from other countries**

Ministry of Education is implementing the following scholarship schemes for students from other countries:

- 100- Scholarships to students from Bangladesh.
- 1000-Scholarships to students from other countries under Cultural Exchange Programmes (These scholarships are granted according to the provisions given in the signed agreements / cultural exchange programmes. The agreements have been signed with 63 countries.

▶ **Local Scholarships**

Few schemes for local scholarships are in implementation as per detail given below:

- The top position holders in Matriculation and Intermediate examinations, including 'O' and 'A' levels, are accorded awards each year under the President's directive. The number and awards under each category follows as under:
 - Awards to top position holders in 'O' & 'A' level examination @ Rs. 50,000 per subject
 - Awards to overall top position holders in the matriculation

Examination from each Board of Intermediate and Secondary Education of the country @ Rs. 50,000 per student

- Awards to overall top position holders in the Intermediate examination (HSSC) from each Board @ Rs. 200,000 per student
- A special scheme for the students of Balochistan and FATA titled "Provision of Quality Education Opportunities for the students of Balochistan and FATA" under the directives of Prime Minister and President has been launched in 2007 at a capital cost of Rs. 481 million. The scheme provides for 330 scholarships per year in the following categories:
 - Cadet Colleges/Public Schools70 scholarships
 - Polytechnic/Commercial Colleges.....230 scholarships
 - Private Institutions ...30 scholarships
- The President's Special Programme for Provision of Quality Education facilities for 200 tribal students from FATA and settled areas outside NWFP is in way of implementation.
- 40 Merit Scholarships are also granted per year for the students belonging to the minorities of the country as per detail below:
 - 10 scholarships in Medicine
 - 10 scholarships in Engineering
 - 20 scholarships in MA / M Sc

TABLE 10.1

NUMBER OF EDUCATIONAL INSTITUTIONS BY KIND, LEVEL AND SEX

	Numbers													
	Primary* Schools (000)		Middle Schools (000)		High Schools (000)		Secondary Voca- tional Institutions		Arts and Science Colleges		Professional Colleges		Univer- sities	
	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	636	252	1,989	822	426	206	106	-
2004-05	157.2	58.7	30.4	14.8	16.6	5.3	2,859	1,460	1,604	684	677	331	108	-
2005-06	157.5	59.8	39.4	19.3	22.9	8.1	3,059	-	2,996	1,484	1,135	664	111	-
2006-07	158.4	60.9	40.1	17.5	23.6	9.0	-	-	3,095	1,420	1,166	631	120	-
2007-08 (P)	157.9	64.4	40.8	18.0	23.9	9.3	-	-	3,218	1,489	1,198	649	124	-
2008-09 (E)	158.0	66.0	41.3	17.6	24.3	9.7	-	-	3,292	1,491	1,219	644	124	-

P: Provisional - not available E: Estimated

*: Including Pre-Primary & Mosque Schools

Notes

1. All figures include Public and Private Sector data
2. Figures of 2008-09 is based on estimation.
3. Figures of 2007-08 is based on Provincial/Regional EMIS's database
4. Female institutions includes percentage of mixed institutions.

Sources:

1. Figures of Primary, Middle, High and Higher Sec. from 1992-93 to 2006-07 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad.
2. Figures of Inter Colleges and Degree Colleges from 2004-05 to 2006-07 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad.
3. Figures of Private Schools data from 1992-93 to 1999-2000 is based on 8th Five Year Plan 1993-98, Planning Division, Pakistan.
4. 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, Islamabad.
5. Figures of Private Schools data of 2005-06 onwards on 'National Education Census, 2005', AEPAM, Ministry of Education, Islamabad.
6. Figures of Universities from 1992-93 to 2007-08 was download from website of HEC, Islamabad.

TABLE 10.2

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	10271	3696	3,040	994	1,168	357	93	24	422	151	281,200	100,400	68,301	14,856
1993-94	10898	4123	3,305	1,123	1,315	421	84	18	405	149	270,000	99,600	77,119	19,342
1994-95	11900	4708	3,816	1,347	1,525	514	86	15	422	166	281,600	110,400	80,651	21,174
1995-96	11657	4590	3,605	1,270	1,447	480	86	14	440	179	293,600	119,600	82,955	23,105
1996-97	13088	5350	3,726	1,357	1,521	520	92	15	457	191	304,800	127,600	91,883	25,050
1997-98	14182	5861	4,032	1,532	1,658	605	90	18	478	201	318,400	134,000	93,780	24,848
1998-99	14879	5149	4,098	1,586	1,703	639	75	17	509	234	312,000	140,400	91,637	25,469
1999-00	15784	5660	4,112	1,615	1,726	653	91	17	562	263	316,800	148,800	114,010	27,369
2000-01	14105	5559	3,759	1,706	1,565	675	83	14	582	283	305,200	149,600	124,944	36,699
2001-02	14560	5871	3,821	1,506	1,574	644	83	15	582	285	300,400	148,000	276,274	101,770
2002-03	15094	6132	3,918	1,551	1,589	658	94	19	625	306	320,800	158,400	331,745	128,066
2003-04	16207	6606	4,321	1,737	1,800	709	101	23	691	338	329,007	163,059	423,236	178,723
2004-05*	17258	7219	4,550	1,863	1,880	756	177	86	662	321	261,955	130,896	471,964	195,555
2005-06	16834	7288	5,262	2,169	2,133	882	239	90	854	428	325,993	198,208	521,473	212,997
2006-07	17042	7416	5,368	2,241	2,315	949	284	-	902	456	348,814	212,085	640,061	294,997
2007-08 (P)	17233	7539	5,366	2,259	2,436	1,003	-	-	962	480	352,302	214,206	741,092	342,125
2008-09 (E)	17366	7623	5,400	2,289	2,537	1,043	-	-	998	497	361,072	219,539	741,092	342,125

P: Provisional E: Estimated - not available

Notes:

- All figures include Public and Private Sector data.
- Figures of 2008-09 is based on estimation.
- Figures of 2007-8 is based on Provincial/Regional EMIS's database.
- Figures of Inter Colleges and Degree Colleges for 2006-07 and 2007-08 is estimated and based on NEC 2005-06

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 from 1992-93 to 2003-04 is based on Economic Survey of Pakistan, 2006-07.
- Figures of Inter Colleges and Degree Colleges for 2004-05 and onwards 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 1993-98, 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, Ibd.
- Figures of Private Schools data of 2005-06 and onwards is based on 'National Education Census, 2005', AEPAM, Ministry of Education, Islamabad.
- Figures of Universities from 2001-02 to 2007-08 was download from website of HEC, Islamabad (www.hec.gov.pk)

TABLE 10.3

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

	Primary Schools (Thousands)		Middle Schools (Thousands)		High Schools (Thousands)		Secondary Voca- tional 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	8,535	1,957	57,881	24,190	11,245	4,505	37,428	-
2004-05	450.1	206.5	246.7	151.5	282.1	138.6	11,521	4,481	57,661	24,366	12,399	5,192	37,469	-
2005-06	444.0	201.0	310.8	201.6	362.2	197.4	14,565	4,658	69,425	33,959	20,568	10,485	37,509	-
2006-07	445.8	203.1	313.5	203.3	366.6	200.5	17,364	-	71,246	34,996	20,768	10,587	44,537	-
2007-08 P	438.8	205.1	320.6	208.2	374.2	207.0	-	-	74,222	37,159	20,976	10,693	46,893	-
2008-09 E	437.1	206.4	323.9	210.4	378.3	210.2	-	-	75,821	38,226	21,112	10,762	46,893	-

P: Provisional E: Estimated - not available

Note:

1. All figures include Public and Private Sector data.
2. Figures of 2008-09 is based on estimation.
3. Figures of 2007-08 is based on Provincial/Regional EMIS's database.
4. Due to non-availability of teacher's data of Private Schools from 1992-93 to 1999-00, figures have been adjusted on the basis of backward estimation
5. Figures of Inter colleges and Degree colleges for 2007-08 is estimated and based on NEC 2005-06

Sources:

1. Figures of Primary, Middle, High and Higher Sec. from 1992-93 to 2006-07 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad
2. Figures of Inter Colleges and Degree Colleges from 1992-93 to 2004-05 is based on Economic Survey of Pakistan, 2006-07
3. Figures of Inter Colleges and Degree Colleges for 2004-05 to 2007-08 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad
4. Figures of Private Schools data from 1992-93 to 1999-2000 is based on 8th Five Year Plan 1993-98, Planning Division, Pakistan
5. 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, Ibd
6. Figures of Private Schools data of 2005-06 and onwards is based on 'National Education Census, 2005', AEPAM, Ministry of Education, Islamabad
7. Figures of Universities from 2003-04 to 2005-06 was download from website of HEC, Islamabad (www.hec.gov.pk)
8. Figures of Universities for the year 2006-07 to 2007-08 is based on estimation