

CHAPTER 10

Education

It is a known fact that sustainable economic development is impossible without improvement in human capital. Education plays an important role in the building of human capital. The government's intent is to meet Sustainable Development Goals (SDGs), particularly Goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all citizens; through tangible improvements in country's education.

Previously, Pakistan failed in achieving the MDGs target related to education as the desired changes could not be made to upgrade the education system. Now the Goal 4 of SDGs is demanding our attention to improve the indicators required to achieve the Goal 4 i.e., Quality Education (ensure inclusive and equitable quality education and promote life learning opportunities for all).

Box-I: Sustainable Development Goals (SDGs) National Framework			
Goal 4: Quality Education (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all)			
National Priority Targets	National Priority SDG Indicator	National Baseline 2014-15	Target 2030
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	Total=57% Girls=53.0% Boys=60.0%	Total=100% Girls=100.0% Boys=100.0%
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict affected, as data become available) for all education indicators on this list that can be disaggregated	GPI Primary=0.87	GPI Primary=1.0
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	Total=60.0% Female=49.0% Male=70.0%	Total=80.0% Female=69.0% Male=90.0%
Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic hand washing facilities (as per the WASH indicator definitions)	Primary School Infrastructure: Electricity=53.0%; Drinking Water= 67.0%; Sanitation=67.0%	Primary School Infrastructure: Electricity= 53.0%; Drinking Water=67.0%; Sanitation=67.0%
By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	Proportion of teachers in: (a) pre-primary; (b) Primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country	-	-

Source: Ministry of Planning, Development & Reform

The government agenda

In order to achieve Goal 4 of SDGs, the government has declared Ministry of Planning, Development and Reform as the focal ministry at national level. To achieve education targets,

federal and provincial governments have to improve their capacities, sectoral governance and increase resources for education. The government is committed to move on all of these areas and has already increased budgetary resources for education. It is also striving to combine diverse education system presently in vogue to introduce a more uniform system of education in the country. A National Education Policy Framework has been formulated to combat the multiple challenges facing the education sector. The Framework has established following priorities areas:

- ▶ Priority 1: Decrease Out of School Children (OOSC) and Increase School Completion
- ▶ Priority 2: Achieve Uniformity in Education Standards
- ▶ Priority 3: Improve the Quality of Education
- ▶ Priority 4: Enhance Access to and Relevance of Skills Training

Regional Comparison of Education Indicators

According to UNDP’s Human Development Report 2018, Pakistan is ranked 150th out of 189 countries with the HDI value of 0.562 (with 1 being the maximum value). According to the educational indicators only Afghanistan lags behind Pakistan in the context of regional comparison. All other regional countries have shown improvement in HDI in comparison to Pakistan. Table 10.1 provides a comparison of education indicators across a select group of country’s which are considered to be Pakistan’s comparators. As is obvious from the table, Pakistan does not fare well in this comparison.

Table: 10.1 Education Indicators

Country	Literacy rate adult %age 15 years and older (2006-16)			Youth %age 15-24 years old	Population with some secondary education %ages 25 years & older (2006-17)	Gross enrolment Ratio (GER) 2012-17				Primary School Dropout rate (2007-2016)	Public Expenditure on education (%age of GDP) (2012-2017)	Human Development Index (HDI) Rank
	Female (2006-16)	Male (2006-16)				Pre-Primary	Primary	Secondary	Tertiary			
	SDG 4.6				SDG 4.2	SDG 4.1		SDG 4.3				
Iran	84.7	97.7	98.2	68.5	51	109	89	69	2.5	3.4	60	
Sri lanka	91.2	98.6	97.7	82.8	94	102	98	19	1.6	3.5	76	
Maldives	98.6	99.4	99.1	47.1	99	102	n/a	14	17.8	4.3	101	
India	69.3	81.8	90.0	51.6	13	115	75	27	9.8	3.8	130	
Bhutan	57.0	84.5	90.4	9.6	25	95	84	11	21.1	7.4	134	
Bangladesh	72.8	93.5	90.9	45.5	34	119	69	17	33.8	2.5	136	
Nepal	59.6	80.2	89.9	34.6	86	134	71	12	26.5	3.7	149	
Pakistan	57.0	65.5	79.8	37.3	72	98	46	10	22.7	2.8	150	
Afghanistan	31.7	32.1	61.9	25.1	n/a	105	55	8	n/a	3.2	168	

Source: Human Development Indicator and Indices: 2018

Educational Institutions and Enrolment:

i) Pre-Primary Education

Pre-Primary education is the basic step for Early Childhood Education (ECE). Preparatory (or Katchi) class is meant for children between 3 to 4 years of age. At the national level, an increase of 7.3 percent is observed in pre-primary enrolment which went up to 12,273.1 thousand in 2017-18

compared to 11,436.6 thousand in 2016-17. Enrolment is estimated to increase further by 6.4 percent i.e. from 12,273.1 thousand to 13,063.3 thousand in 2018-19. (Table 10.2).

ii) Primary Education (Classes I-V)

In 2017-18, there were a total of 172.2 thousand primary functioning primary schools, with 519.0 thousand teachers, across the country. These schools had an overall enrollment of 22.9 million students an increase of 5.5 percent over the previous year. This enrollment is projected to increase to 23.9 million (i.e. by 4.4 percent) in 2018-19.

iii) Middle Education (Classes VI-VIII)

There were 46.8 thousand middle schools in the country in 2017-18, with 438.6 thousand teachers, and an overall of 7.3 million showing an increase of 4.3 percent over enrolment level of 2016-17. This enrolment is estimated to increase by another 3.7 percent to 7.6 million in 2018-19.

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

A total of 30.9 thousand high schools, with 556.6 thousand teachers, were functional in the country during 2017-18. High school enrolment, at 3.9 million, represents an increase of 7.4 over enrolment level of 3.6 million in 2016-17. The high school enrolment is estimated to increase by 6.6 percent (to 4.1 million in 2018-19).

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

A total of 5.2 thousand higher secondary schools/inter colleges, with a teacher population of 121.9 thousand, were functioning all over the country in 2017-18. The overall enrolment of 1.75 million in these schools represents a healthy increase of 9.8 percent over enrolment level of 2016-17. This enrolment is expected by another 5.0 percent (to 1.84 million) in 2018-19.

vi) Technical & Vocational Institutes

A total of 3.7 thousand technical & vocational institutes with 18.2 thousand teachers were functional in 2017-18. The enrolment of 433.2 thousand represents an increase of 25.6 percent over the previous year. With this large increase in base, the enrolment is projected to increase to 8.7 percent during 2018-19.

vii) Degree Colleges (Classes XIII-XIV)

A total of 1,657 degree colleges in the country had a teacher population of 42 thousand, in 2017-18. That year, a significant decline of 47.3 percent in enrolment (to 503.8 thousand) was observed in enrolment level, which is projected to decelerate further to 4.3 percent in 2018-19.

viii) Universities (Classes XV onwards)

In 2017-18, there were 186 universities, with 56.9 thousand teachers, in the country, with a total enrolment of 1.6 million. This enrolment was 7.7 percent higher than previous years. The growth in enrolment however is projected to decline by 0.2 percent in 2018-19.

Overall Assessment

Overall education condition is based on key performance indicators such as enrolment rates, number of institutes and teachers which experienced marginal improvement. The total enrolment in all educational institution in the country was 50.6 million compared to 48.0 million during 2016-17 an increase of 5.3 percent. The number of institutions is projected to increase by 1.6 percent in 2018-19, leading to an increase of 4.8 percent in aggregate enrolment.

The total number of teachers during 2017-18 was 1.8 million compared to 1.7 million during last year showing an increase of 1.6 percent. This number of teachers is estimated to increase by 2.9 percent to 1.8 million during the year 2018-19. [Table 10.2].

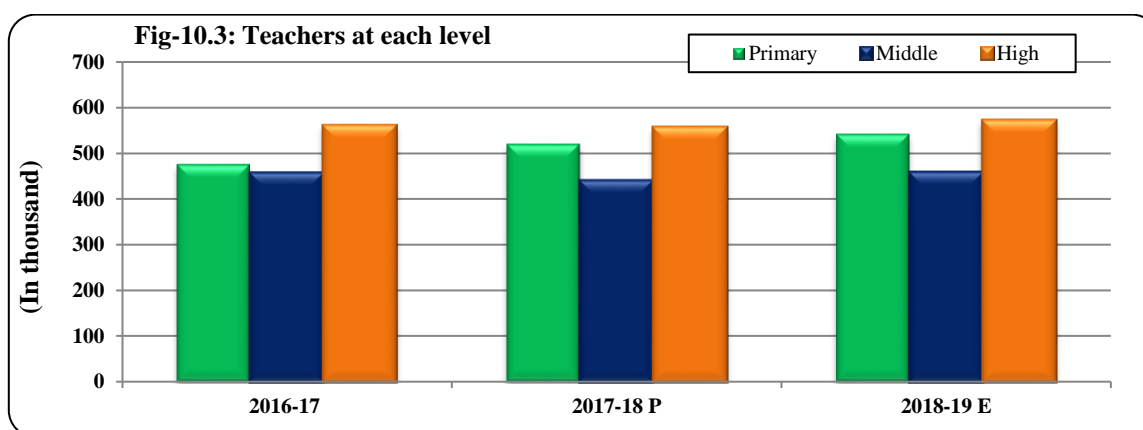
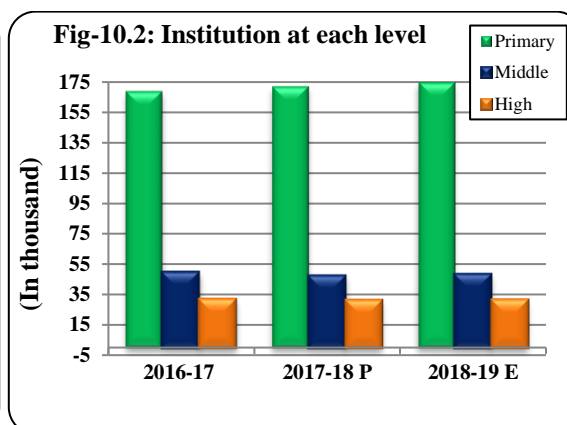
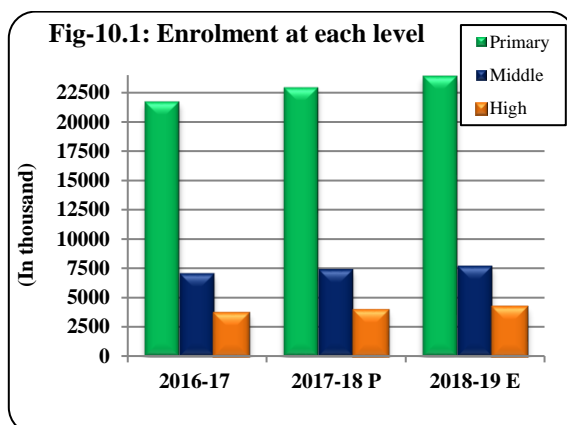


Table 10.2: Number of Mainstream Institutions, Enrolment and Teachers By Level (Thousands)

	Years	Pre-Primary	Primary [^]	Middle	High	Higher Sec./ Inter	Degree Colleges	Technical & Vocational Institutes	Universities	Total
Enrolment	2012-13	9284.3	18790.4	6188.0	2898.1	1400.0	641.5	302.2	1594.6	41099.1
	2013-14	9267.7	19441.1	6460.8	3109.0	1233.7	674.5	308.6	1594.6	42090.0
	2014-15	9589.2	19846.8	6582.2	3500.7	1665.5	1144.8	319.9	1299.2	43948.3
	2015-16	9791.7	21550.6	6922.3	3652.5	1698.0	937.1	315.2	1355.6	46223.0
	2016-17	11436.6	21686.5	6996.0	3583.1	1594.9	956.4	344.8	1463.3	48061.6
	2017-18*	12273.1	22885.9	7342.7	3850.3	1751.7	503.9	433.2	1575.8	50616.5
	2018-19**	13063.3	23883.6	7616.8	4103.4	1839.7	482.2	470.8	1572.1	53031.9
Institutions	2012-13	-	159.7	42.1	29.9	5.0	1.5	3.3	0.147	241.6
	2013-14	-	157.9	42.9	30.6	5.2	1.1	3.3	0.161	241.2
	2014-15	-	165.9	44.8	31.3	5.4	1.4	3.6	0.163	252.6
	2015-16	-	164.6	45.7	31.7	5.5	1.4	3.7	0.163	252.8
	2016-17	-	168.9	49.1	31.6	5.1	1.4	3.8	0.185	260.1
	2017-18*	-	172.2	46.8	30.9	5.2	1.6	3.7	0.186	260.6
	2018-19**	-	174.9	47.8	31.2	5.3	1.7	3.8	-	264.7
Teachers	2012-13	-	428.8	362.6	489.6	132.0	48.8	16.1	77.6	1555.5
	2013-14	-	420.1	364.8	500.5	124.3	26.0	16.4	77.6	1529.7
	2014-15	-	430.9	380.8	514.2	118.1	36.6	19.4	88.3	1588.3
	2015-16	-	444.6	394.2	529.5	123.1	37.1	18.2	83.4	1630.1
	2016-17	-	475.2	455.4	560.6	120.3	37.9	18.2	58.7	1726.4
	2017-18*	-	519.0	438.6	556.6	121.9	42.1	18.2	56.9	1753.3
	2018-19**	-	540.8	457.0	571.8	120.1	40.9	18.7	53.9	1803.2

*: Provisional, **: Estimated, ^: Including Pre-Primary, Mosque Schools, BECS and NCHD

Source: Ministry of Federal Education & Professional Training, AEPAM, Islamabad

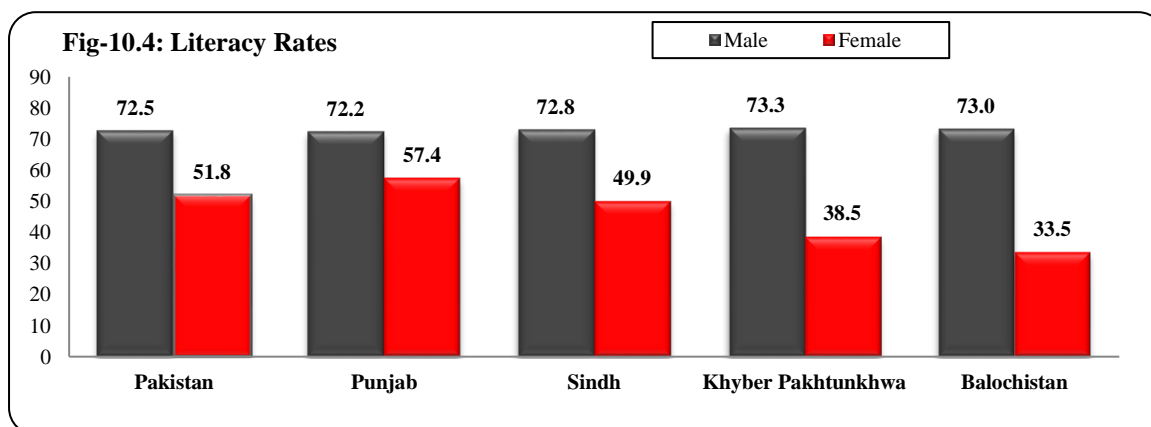
Literacy

PSLM Survey could not be conducted in 2016-17 and 2017-18 on account of “Population & Housing Census in 2017”. However, according to Labour Force Survey 2017-18, literacy rate trends shows 62.3 percent in 2017-18 (as compared to 60.7 percent in 2014-15), males (from 71.6% to 72.5%) and females (from 49.6% to 51.8%). Area wise analysis suggests that literacy rate increased in both rural (51.9% to 53.3%) and urban (76.0% to 76.6%). It is also observed that male-female disparity narrowing down with time span. Literacy rate increases in all provinces, Khyber Pakhtunkhwa (54.1% to 55.3%), Punjab (61.9% to 64.7%) and Balochistan (54.3% to 55.5%) except in Sindh (63.0% to 62.2%) where marginal decrease has been observed. [Table10.3].

Table 10.3: Literacy Rate (10 Years and Above) (Percent)

Province/Area	2014-15			2017-18		
	Male	Female	Total	Male	Female	Total
Pakistan	71.6	49.6	60.7	72.5	51.8	62.3
Rural	65.3	38.4	51.9	66.3	40.5	53.3
Urban	82.4	69.3	76.0	82.2	70.6	76.6
Punjab	70.4	53.6	61.9	72.2	57.4	64.7
Rural	65.0	44.6	54.6	66.5	47.8	56.9
Urban	80.1	71.0	75.6	80.9	73.3	77.2
Sindh	73.9	50.7	63.0	72.8	49.9	62.2
Rural	61.2	26.2	45.0	60.1	25.7	44.1
Urban	86.0	72.7	79.6	84.3	71.7	78.4
Khyber Pakhtunkhwa	72.1	36.8	54.1	73.3	38.5	55.3
Rural	70.2	33.1	51.3	71.6	35.3	52.7
Urban	80.0	52.4	66.3	80.4	53.3	66.8
Balochistan	72.0	33.0	54.3	73.0	33.5	55.5
Rural	67.7	27.7	49.5	68.9	26.8	50.5
Urban	83.4	47.1	67.0	84.2	50.1	68.5

Source: Labour Force Survey, 2017-18, Pakistan Bureau of Statistics



Expenditure on Education

Public Expenditure on education was estimated at 2.4 percent of GDP in 2017-18, as compared to 2.2 percent in 2016-17. As mentioned earlier, the government is committed to enhance financial resources for education and ensure their and proper. As shown in Table-10.4, education expenditure has been rising gradually since 2013-14. The education-related expenditure increased by 18.6 percent (to Rs 829.2 billion) in 2017-18. The provincial governments are also spending a sizeable amount of their Annual Development Plans (ADPs) on education. Punjab increased its expenditure in 2017-18 to Rs 340.8 billion as compared to Rs 260.6 billion in 2016-17 which shows a significant increase of 30.8 percent. Sindh also increased its expenditure from Rs 146.7 billion in 2016-17 to Rs 166.0 billion in 2017-18 showing an increase of 13.16 percent. Similarly, Khyber Pakhtunkhwa and

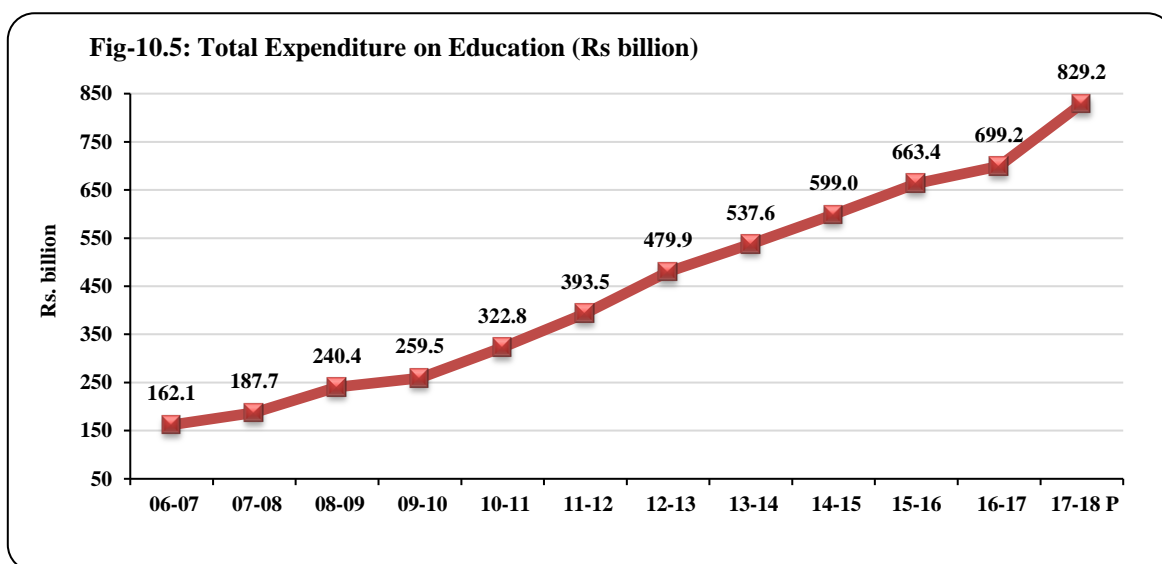
Pakistan Economic Survey 2018-19

Balochistan also increased their expenditure on education from Rs 136.1 billion to Rs 142.6 billion and from Rs 47.7 billion in 2016-17 to Rs 52.8 billion in 2017-18, respectively.

Years		Current Expenditure	Development Expenditure	Total Expenditure	As % of GDP
2013-14	Federal	65,497	21,554	87,051	2.1
	Punjab	187,556	30,485	218,038	
	Sindh	99,756	6,157	106,093	
	Khyber Pakhtunkhwa	70,948	18,756	89,704	
	Balochistan	29,978	6,911	36,889	
	Pakistan	453,735	83,863	537,598	
2014-15	Federal	73,729	28,293	102,022	2.2
	Punjab	201,882	25,208	227,090	
	Sindh	109,275	7,847	117,122	
	Khyber Pakhtunkhwa	83,205	28,506	111,711	
	Balochistan	32,299	8,803	41,102	
	Pakistan	500,390	98,657	599,047	
2015-16	Federal	84,496	34,665	119,161	2.3
	Punjab	224,608	26,863	251,471	
	Sindh	123,855	11,153	135,008	
	Khyber Pakhtunkhwa	92,306	19,925	112,231	
	Balochistan	36,121	9,364	45,485	
	Pakistan	561,386	101,970	663,356	
2016-17	Federal	91,139	16,890	108,029	2.2
	Punjab	221,049	39,593	260,642	
	Sindh	134,650	12,082	146,732	
	Khyber Pakhtunkhwa	109,482	26,639	136,121	
	Balochistan	40,571	7,127	47,698	
	Pakistan	596,891	102,331	699,222	
2017-18 (P)	Federal	100,428	26,495	126,923	2.4
	Punjab	295,893	44,910	340,803	
	Sindh	152,298	13,705	166,003	
	Khyber Pakhtunkhwa	126,149	16,494	142,643	
	Balochistan	47,107	5,673	52,780	
	Pakistan	721,875	101,277	829,152	

P: Provisional

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



Development Programs 2018-19**Federal Public Sector Development Program (PSDP)**

The Federal Public Sector Development Program 2018-19 has allocated an amount of Rs 3.14 billion for 6 on-going and 3 new projects of the Ministry of Federal Education & Professional Training. An amount of Rs 2.40 billion has also been provided for 15 on-going & new education related projects to Finance and Capital Administration & Development Divisions. The implementation of PSDP funded projects will have a lasting impact on socio-economic development.

Provincial Annual Development Programs (ADPs) 2018-19

The provincial governments have prioritized the sectors such as provision of missing facilities, up gradation of girls and boys primary schools to middle, high and secondary levels, construction of new boys and girls schools and colleges, provision of scholarship through endowment funds and scholarship schemes, provision of stipends to girls students up to Matriculation, improvement of the physical infrastructure, establishment of IT/Science labs in secondary and higher secondary schools, Early Childhood Education (ECE) at Primary level and strengthening of Provincial Institutes of Teacher Education (PITE). All the provinces have allocated budget for the education foundations and development budget has allocated for capacity building of teachers to provide quality education and for the establishment of the cadet colleges to meet the prerequisites of education.

Punjab

During 2018-19, Punjab government has allocated Rs 32.80 billion for 1,091 on-going and 61 new development projects for education. This includes Rs 25.0 billion for school education, Rs 5.0 billion for higher education, Rs 1.0 billion for special education and Rs 1.80 billion for literacy & non-formal education.

Sindh

During 2018-19, Sindh government has allocated Rs 27.40 billion for 309 on-going development projects for education. This includes Rs 23.0 billion for Education & Literacy, Rs 0.20 billion for Special Education, Rs 0.96 billion for Sindh TEVTA and Rs 3.24 billion for Universities & Boards.

Khyber Pakhtunkhwa

Government of Khyber Pakhtunkhwa has allocated to Rs 12.85 billion in 2018-19 for 107 on-going and 28 new development projects. It includes Rs 1.50 billion for primary education, Rs 7.20 billion for secondary education and Rs 4.12 billion for higher education.

Balochistan

Balochistan government has allocated Rs 12.45 billion for 2018-19 for 205 ongoing and 449 new development projects for education. Out of the total allocation, an amount of Rs 1.77 billion has been allocated for primary education, Rs 4.15 billion for middle education, Rs 3.03 billion for secondary education, Rs 2.11 billion for college education, Rs 0.57 billion for university education, Rs 0.74 billion for general education and 0.069 billion for technical education.

Technical and Vocational Education**NAVTC**

Technical and Vocational Education and Training (TVET) offers the shortest and swiftest path to productive youth engagement. Unfortunately, TVET sector in Pakistan suffers from systemic ailments including limited training capacity, outdated workshops and laboratories, obsolete training equipment, archaic teaching methods and antiquated curricula and, therefore, is grossly incapacitated

to meet the skill training needs of domestic and international markets, in terms of both quantity and quality. National Vocational & Technical Training Commission (NAVTTTC) and Ministry of Federal Education and Professional Training have developed a broader framework to uplift TVET sector in Pakistan. The roadmap emphasizes on increasing training opportunities for young people as well as re-skilling the existing workers, implementing the National Vocational Qualification Framework (NVQF) and Competency Based Training & Assessment (CBT&A), bridging demand and supply gap of skilled workforce in the country, introducing High-Tech / High-End Training programs, bringing Madrassa(s) and general education into TVET stream. The ultimate objective of this comprehensive roadmap and National TVET Policy is to streamline TVET sector and create competent, motivated, entrepreneurial, adaptable and creative skilled workforce as per demand of the local & international skill demands for workforce.

Following initiatives have been taken by NAVTTTC to address qualitative and quantitative disparities in Technical & Vocational Education and Training (TVET) sector;

- i. National Vocational Qualification Framework (NVQF) has been devised and implemented for the standardization of skill qualifications across the country
- ii. As quality assurance mechanism in the TVET sector, NAVTTTC has introduced a comprehensive accreditation regime in Pakistan. More than 200 TVET institutes and 1400 training programs have already been accredited under the program
- iii. In curriculum development and its standardization at the national level, NAVTTTC has developed curriculum for more than 100 trades, in accordance with latest technological requirements of the national and international job markets
- iv. Internationally recognized, Competency Based Training (CBT) modules have been introduced in the country to replace the traditional mode of training. With the introduction of CBT, Pakistan is now able to deliver training in accordance with the internationally demanded and recognized requirements
- v. Special emphasis has been laid on giving pivotal role to industry and private sector in TVET sector development in the country. Four Sector Skill Councils (SSCs) have been established in the Construction, Hospitality, Textile and Renewable Energy sectors. National Skill Forum (NSF) has been established to bring all the stakeholders on board. The concept of Institute Management Committees (IMCs) has been introduced for the first time in Pakistan at the TVET institute level, which gives greater representation to private sector in the management and training delivery in the TVET institutes
- vi. Pakistan is now member of the World-Skills which is the collective voice for skills excellence and development in vocational, technological and service oriented careers around the globe
- vii. Training and capacity building of TVET trainers and managers has also been given its due importance. Both in-country and foreign training program have been arranged for training and capacity building of TVET trainers and managers
- viii. To collect latest market data on skills demands in the national and international job markets and create real time linkages with prospective employers, National Skills Information System (NSIS) has been established with state of the art technologies
- ix. For the first time in Pakistan, a National Job Portal has been introduced to link skilled workers with employers. Skill profiles of more than 550,000 youth are available on the National Job Portal. Additionally, NAVTTTC has also established Job Placement Centres (JPCs) at Islamabad, Karachi and Lahore and more than 100 Job Placement and Vocational Counseling Centres (JP&VCCs) across the country for the benefit of youth
- x. Apart from conventional skills, occupations and vocations of TVET sector, NAVTTTC is also expanding its outreach catering High-Tech / High-End & cutting-edge technologies and skill

- development programs along with development of qualifications
- xi. NAVTTC's another initiative in the shape of legislation for TVET sector in Pakistan i.e. *Apprenticeship Act-2018* has also been approved by the parliament and is being piloted in ICT. This act targets the occupation specific learn-cum-earn basis skill development model for youth and encompasses all sectors of the economy specifically Agriculture and Services sectors which were missing in previous Apprenticeship Act -1962.

NAVTTC's New Initiatives

a) Implementation of National "Skills for All Strategy" as a Catalyst for uplift of TVET Sector in Pakistan

After assuming the office, the current government constituted a task force for devising a comprehensive strategy for skill development in the country. The Task Force, which represented all stakeholders in the skill development sector, identified eight key areas of interventions, mentioned below.

- i. Improving Governance to remove fragmentation/duplications leading to systemic wastages
- ii. Exploring Multi-source Funding to pursue a broad-based reform agenda
- iii. Capacity Enhancement to create more and more training opportunities
- iv. Quality Assurance to bring quality of skills at par with national and international requirements
- v. Access and Equity for providing equal opportunities to such marginalized segments of society as females, orphans, special people, youth from less developed areas etc.
- vi. Industry Ownership to enhance both relevance of training and youth employability
- vii. Skill Development for International Market for increasing foreign remittances
- viii. TVET Communication Plan to increase image of skill sector.

To implement the above recommendations, a comprehensive plan has been prepared which is expected to prove as catalyst towards the development of skill training in the country and will encourage other stakeholders, such as provincial governments, private sector and donors, to contribute their share in enabling Pakistan's skill sector to meet the two-fold requirement of greater youth employability and higher industrial productivity.

b) Establishing Centres of Excellence in National Training Bureau (NTB), National Skills University (formerly NISTE, Islamabad) and 13 Heavy Machinery Operators Skill Development Centres

NAVTTC's another project PC-1 targeting the establishing of Centres of Excellence at National Training Bureau (NTB), National Skills University (formerly NISTE, Islamabad) and 13 Heavy Machinery Operators Skill Development Centres across the country has already been approved and the execution will be commenced as financial allocation for FY2020 is received through M/o Federal Education and Professional Training, Islamabad. Under this project state of the art Centres of Excellence for Construction and Hospitality sectors will be established in the country to ensure supply of skilled workforce to local industry including CPEC and other national mega projects and international job market.

c) Hunarmand Jawan- Prime Minister's "Skills for All" Program

NAVTTC in line with the directions of the present government is intending to launch Hunarmand Jawan-Prime Minister's "Skills for All" Program to supply 150,000 skilled workforce each year into the system. The salient features of this program include;

- ▶ Skill Development Training of 75,000 youth in conventional trades / occupation belonging to far-flung / under-developed and un-covered areas of Gilgit Baltistan, Balochistan, Azad Jammu and Kashmir, Southern Punjab and Interior Sindh
- ▶ Skill Development Training of 75,000 youth in High-Tech / High-End and cross cutting technologies in Artificial Intelligence, Robotics, Advanced electronics etc. in state of the art skill development centres, skill and technological universities, industry
- ▶ Establishing Business Incubation Centres in TVET Institutes to promote self-employment and entrepreneurship
- ▶ International Certifications of Pakistani TVET graduates from international skill agencies.

Higher Education Commission

The knowledge based society and economic growth are directly proportional to intellectual capital of a nation, which are not possible without phenomenal growth in the higher education sector of a country. It plays a critical role in generation and transmission of knowledge, critical to achieving a high growth rate and a competitive position in the global knowledge economy. HEC, since its inception in 2002 has embarked upon a comprehensive Higher Education Reforms process that has transformed the Higher Education Sector of Pakistan in the span of 15 years. The progress so achieved has been recognized both nationally and internationally, and would not have been possible without government's unprecedented resolve for the development of Higher Education. It is through patronage of the Government of Pakistan that, improved equitable access, growing PhD faculty, state of the art labs, up to date curriculum, modern infrastructure, thriving learning and research environment, advanced ICT facilities, development of Advanced Study Centers on issuance of national relevance, focus on innovation and entrepreneurship, quality assurance and good governance in institutions of Higher Education.

There are 194 public and private sector Higher Education Institutes operating in the country having total enrolment of 1.576 million approx.

Table: 10.5 Enrollment- Region, Sector and Gender-wise for the year 2017-18

Province/ Region	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ICT	274,467	282,493	556,960	20,580	13,089	33,669	295,047	295,582	590,629
Punjab	189,821	187,218	377,039	85,705	52,411	138,116	275,526	239,629	515,155
Sindh	107,571	66,878	174,449	58,850	30,322	89,172	166,421	97,200	263,621
Khyber Pakhtunkhwa	71,418	26,201	97,619	35,574	10,082	45,656	106,992	36,283	143,275
Balochistan	21,873	9,460	31,333	484	108	592	22,357	9,568	31,925
Azad Jammu & Kashmir	11,368	13,392	24,760	1,021	1,357	2,378	12,389	14,749	27,138
Gilgit Baltistan	2,160	2,184	4,344	0	0	0	2,160	2,184	4,344
Pakistan	678,678	587,826	1,266,504	202,214	107,369	309,583	880,892	695,195	1,576,087

Source: Higher Education Commission

Ranking of Pakistani Universities

It is the result of steps taken by Higher Education Commission through continued improvement in quality of Teaching & Research as well as promoting a culture of participation of Pakistani HEIs in International Rankings that now Twenty Three (23) Pakistani Universities are ranked among Top 500 Asian Universities whereas NUST stands at 87 in QS Asian ranking. Moreover, nine (09)

Pakistani Universities stand among Top 1000 world universities, whereas, PIEAS is at 397 in QS World Ranking.

Table: 10.6 Quacquarelli Symonds (QS) Asian Ranking

S #	University	2019
1	National University of Science & Technology, Islamabad.	87
2	Lahore University of Management Sciences, Lahore	95
3	Quaid-i-Azam University, Islamabad	109
4	COMSATS University, Islamabad	135
5	Pakistan Institute of Engineering and Applied Sciences, Islamabad	146
6	University of Engineering & Technology, Lahore.	171
7	University of the Punjab, Lahore	193
8	Aga Khan University, Karachi	195
9	University of Karachi, Karachi	251-260
10	University of Agriculture, Faisalabad	281-290
1	Government College University, Lahore	351-400
12	Bahria University, Islamabad	351-400
13	Institute of Space Technology, Islamabad	351-400
14	International Islamic University, Islamabad	351-400
15	NED University of Engineering & Technology, Karachi	351-400
16	University of Lahore, Lahore	401-450
17	University of Veterinary and Animal Sciences, Lahore	401-450
18	Mehran University of Engineering & Technology, Jamshoro	401-450
19	University of Sargodha, Sargodha	401-450
20	University of Sindh, Jamshoro	401-450
21	Lahore College for Women University, Lahore	451-500
22	University of Central Punjab, Lahore	451-500
23	University of Management & Technology, Lahore	451-500

Source: Higher Education Commission

Table: 10.7 Quacquarelli Symonds (QS) World Ranking

S#	QS World University Ranking	2018	2019
1	Pakistan Institute of Engineering and Applied Sciences, Islamabad.	--	397
2	National University of Science & Technology, Islamabad.	431-440	417
3	Quaid-i-Azam University, Islamabad	651-700	551-560
4	Lahore University Management Sciences, Lahore.	701-750	701-750
5	COMSATS University, Islamabad	--	751-800
6	University of Engineering & Technology, Lahore.	801-1000	801-1000
7	University of the Punjab, Lahore	--	801-1000
8	University of Karachi, Karachi.	801-1000	--
9	The University of Lahore, Lahore.	801-1000	--

Source: Higher Education Commission

Enhancement of Access to Quality Education

HEC's strategy to improve equitable access to higher education is based on the following objectives:

- ▶ to significantly increase enrolment in undergraduate and postgraduate degree programs
- ▶ to provide opportunities for higher education to talented students regardless of gender or socioeconomic background
- ▶ to support quality distance education

Pakistan Economic Survey 2018-19

- ▶ to introduce new areas of teaching and research in universities in response to market demands and projection of the future needs of Pakistan
- ▶ to provide institutions with the necessary infrastructure to absorb an increased student population
- ▶ to provide on-campus residential opportunities to students so that deserving students are not deprived access to quality higher education.

Human Resources Development

Human Resource Development (HRD) division of HEC is responsible for the provision of scholarships to talented candidates for enhancing their qualification to meet the requirements of highly qualified faculty for universities, research organizations, and the industry. Programs initiated by Human Resource Development (HRD) are primarily designed to fill the gap of the trained people in various fields relevant to the national priorities. Moreover, it also envisages building an environment of research which is vital for the country's economic and social wellbeing. The creation of an ambiance of research in the context of national needs and in line with the global trends is at the core of vision of HRD Division. The HRD performance for the FY2019 (July-March) is as under:

Table: 10.8 Details of Scholarships under HRD Schemes 2018-19 (July-March)

Program Titled	Scholarships July-March 2018-19
Indigenous (PhD)	371
Post Graduate/Undergraduate Scholarships for students of FATA & Balochistan	1200
Foreign (PhD)	684
Prime Minister's Fee Reimbursement Scheme (PMFRS) for less developed areas	15403
Need Based Graduate/Undergraduate Scholarships	4100
Other programs	780
Grand Total	22538

Source: Higher Education Commission

Planning & Development Division

Under the PSDP 2018-19, the government had initially allocated Rs 35.829 billion to HEC for implementation of 178 development projects (133 ongoing & 45 un-approved projects) of Public Sector universities/HEIs. However, while rationalization of PSDP by Ministry of Planning, Development & Reform (PD&R), the size of the PSDP allocation was curtailed / revised to Rs 30.961 billion for only 136 ongoing development projects of Universities/HEC.

During FY2019 (July-March), an amount of Rs 15.083 billion (49% of the total allocation) has been released to the Public Sector Universities/HEIs for ongoing projects. These projects contain activities like; Construction of new academic buildings, Strengthening of ICT Infrastructure, Faculty Development, Procurement of Laboratory Equipment's and other approved components.

In addition to PSDP budget, a Technical Supplementary Grant of Rs 0.503 billion for the project titled "Award of 3000 Scholarships to students from Afghanistan under the Prime Minister's Directive" has also been released to HEC. Under this scheme, the Government of Pakistan offers scholarships to 3000 Afghan students in various field including Medicine, Engineering, Agriculture, Management and Computer Sciences to create Pakistan's Goodwill among the people of Afghanistan, to promote Human Resource Development for reconstruction of Afghanistan, to develop people to people contact between two neighbouring countries and to create excellent leadership qualities among Afghan Youth.

Education Survey (Annual Status of Education Report, 2018):

Annual Status of Education Report (ASER), 2018 is the largest citizen led household based learning

survey mostly in all rural and selected urban areas. The ASER's specifically trained 11,000 member volunteer team has surveyed 89,966 households in 4,527 villages and blocks across 154 rural districts of Pakistan. Detailed information of 260,069 children aged 3-16 has been collected (54% male and 44% female), and of these, 196,253 children aged 5-16 years were assessed for language and arithmetic competencies.

Box II: ASER 2018 National Summary

Enrollment (National Rural):

- ▶ In 2018, 83% of 6-16 year old children in rural Pakistan were enrolled in schools whereas 17% children were out of school. Compared to ASER 2016, percentage of out of school children in rural Pakistan has decreased from 19%. Amongst the enrolled, 77% of children were in government schools and 23% were enrolled in non-state institutions (20% private schools, 3% Madrassah, 0% others).
- ▶ In ASER 2018 amongst the 17% out-of- school children (age 6-16 years), 7% were males and 10% were females. This gap has narrowed compared to the last ASER cycle (8% males and 11% females).
- ▶ Punjab, Sindh, Khyber Pakhtunkhwa, GB and Balochistan all recorded increases in enrolment (6-16 years) ranging between 1% to 8%.
- ▶ Pre-school enrollment (3-5 years) in 2018 stands at 37% as compared to 36% in 2016. Highest enrollment for pre-school was in Islamabad Capital Territory, 62%, followed by 52% in Punjab and 50% in AJK. Lowest enrolment was recorded for KP Merged Districts (FATA) at 23%.

Quality of Learning (National Rural):

- ▶ Learning levels in all three competencies i.e. Language (Urdu/Sindhi/Pashto), English and Arithmetic have improved since 2016.
- ▶ In ASER 2018, 56% of Class 5 students were reported as being able to read a story compared to 52% of Class 5 students who could do so in 2016. For English this year, 52% of class 5 students could read Class 2 level English sentences as compared to 46% of Class 5 students who could do so in 2016. Similarly, 53% of Class 5 students were able to do 2-digit division sums compared to 48% of children in 2016.
- ▶ The top scorers for Language: Urdu are, AJK (78%), ICT-Islamabad (75%), Punjab (69%) and Khyber Pakhtunkhwa (58%); English: AJK, Punjab, GB and Khyber Pakhtunkhwa, 92%, 65%, 63% 55% respectively, and for Arithmetic: AJK, Khyber Pakhtunkhwa, GB, and Punjab 73%, 69% 63%, 60% respectively.
- ▶ ASER Survey 2018 highlights as per past trends that children enrolled in private schools are performing better compared to those studying in government schools. In some provinces this gap is being eliminated, for instance in Punjab.

Mothers' Education:

- ▶ This year, the percentage of mothers' having completed primary education has gone up (33%) as compared to 2016 (30%).

School Facilities (National Rural):

- ▶ ASER 2018 surveyed 4,284 government and 1,171 private schools in 154 rural districts of Pakistan. Private sector still reports better school facilities but with progressive improvement in government schools.
- ▶ Overall teacher attendance in government schools was 87% compared to 89% in private schools. Overall student attendance in government schools was 84% compared to 88% in private schools.

- ▶ 36% teachers of government schools have done bachelors compared to 42% teachers of private schools. Whereas, 42% teachers of government schools have done Masters as compared to 30% teachers of private schools.
- ▶ 42% of the surveyed government primary schools did not have toilets in 2018 compared to 46% in 2016. Similarly, 13% surveyed private primary schools were missing toilet facility in 2018 compared to 16% in 2016.
- ▶ 33% of the surveyed government primary schools did not have drinking water in 2018 compared to 40% in 2016; 11% of the surveyed private primary schools did not have drinking water facility in 2018 as compared to 15% in 2016.

Multi-grade Teaching:

- ▶ The trends in multi-grade teaching across schools are as follows. ASER 2018 National rural reveals that 43% of government and 23% of private schools have multi-grade teaching at Class II level; whilst at the Class VIII level, multi-grade teaching is more prevalent in the private sector 9% vs. 5% in government schools.

ASER Findings on Disability/Health & Functioning:

ASER Pakistan, since 2014, has been capturing data on disability incidence in Pakistan by using the ‘UN Washington Group on Disability Statistics’ Short Set of questionnaire (3-16 years). This questionnaire is devised as a standard tool to estimate the functional difficulties in six core functional domains: walking, seeing, hearing, cognition, self-care and communication. In continuation of this activity, ASER 2018, using the same set of questionnaire, has reached out to over 119,000 children in Punjab, Khyber Pakhtunkhwa (including the KP-newly merged districts) and Islamabad Capital Territory (ICT).

- ▶ Among these, 4,251(3.57%) of the children were found to have at least one functional difficulty. Disaggregating this figure for gender, 1,760 (3.43%) of the boys had a difficulty while the same was 2,491 (3.66%) for girls i.e. a slightly higher percentage of girls reported having any difficulty than for boys.
- ▶ By education status, results show that around 3,174 children out of the total 4,251 children with disabilities are enrolled in school (74.66%), while 880 (20.7%) have never been enrolled and 197 (4.63%) have dropped out.

Source: ASER, 2018 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 present government is fully committed to improve both the quality and the coverage of education. For this purpose, the government is focusing on uniform education system, use of information technology, improved governance and financial efficiency of education system, decrease dropout ratio, solutions to raise quality of education, increased school enrolment and removing financial barriers.