

## CHAPTER 4

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### BASIC AND COLLEGE EDUCATION

**E**ducation is the foundation block of success and a tool for achieving social and economic progress. It is a means of enlightenment for the society and a prerequisite to enable the process of development. It is imperative to give education its due share in fostering a value system which promotes universal consciousness, peace, tolerance and socioeconomic development. Efficiency of educational institutions should be supported through increased Students, Teachers, Educationists, Parents, and Society (STEPS) participation in skill development, producing responsible citizens, capacity building and creation of knowledge economy.

The Constitution of Pakistan through Article-37 obligates the State to promote the educational and economic interests of backward classes or areas; remove illiteracy and provide free and compulsory secondary education within minimum possible period. In this regard Pakistan Vision 2025 aims at a substantial improvement in the access, equity and quality of education for all.

Lack of proper access to education has resulted in low literacy rate. About 6.2 million primary school-going age children according to the Pakistan Education Statistics 2013-14 are still out of school. High dropout rate and absenteeism, weak governance along with inequitable participation of disadvantaged groups including girls, rural children and those from less-privileged families are reasons for a low literacy rate.

The 18<sup>th</sup> Constitutional Amendment has devolved education to the provinces and Article 25A of the Constitution obligates the state to provide free and compulsory education for children aged between five to sixteen years. Resultantly, several challenges have surfaced such as absence of necessary laws, lack of coordination with the provinces, absence of reporting instruments and improvement in governance of education. In order to provide free education to every child, there is a need to ensure compulsory admission, proper attendance, and no discrimination to disadvantaged children from pursuing and completing education. The government plans to resolve supply side issues in collaboration of the provinces and private sector.

#### **Performance review 2014-15**

##### **Federal**

During 2014-15, Rs5,171 million were allocated in the Federal PSDP for basic and college education. Out of the 18 ongoing and 10 new schemes, two schemes related to enhancement of literacy rate and reducing the number of out-of-school children, 03 related to provision of scholarships, 05 belonged to capacity building of teachers in four provinces and the federal areas and 18 schemes related to the establishment and uplifting of schools and colleges.

| Schemes  | (Rs million)  |              |
|--|---------------|--------------|
|  | No of schemes | Allocation   |
| Capacity Building of Teachers Training Institutions and Training of Elementary School Teachers in ICT, Punjab, Sindh, Khyber Pakhtunkhwa & Balochistan | 05            | 407          |
| Establishment/ Construction / Strengthening / Up-lifting / Expansion of Schools/Colleges / Trainings, etc.   | 18            | 914          |
| Scholarships   | 03            | 1,078        |
| Literacy through BECS & NCHD   | 02            | 2,772        |
| <b>Total</b>   | <b>28</b>     | <b>5,171</b> |

On the special initiative of the Minister of Planning, Development & Reform, the Ministry of Federal Education & Professional Training approved the following three schemes in its DDWP meeting held on 02-12-2014. The approved projects included National Curriculum Council to maintain uniform educational/ curriculum standards at national level, Modernization and Standardization of Examination System to strengthen quality of education and Mainstreaming of Medressahs aiming at formalizing madras education

### National Endowment Scholarships for Talent

The government is committed to harness the potential of the youth. In this regard, less privileged but talented youth will be given opportunities to move up the social ladder through National Endowment Scholarships for Talent (NEST). NEST is being created under the auspices of Ministry of Planning, Development and Reform whereby the Federal Government would disburse scholarships to enable them to continue their studies at Intermediate, Graduate, Masters and PhD levels in critical areas of development.

### Provincial

During 2014-15, the Punjab government allocated Rs28,100 million, Sindh Rs11,867 million, Khyber Pakhtunkhwa Rs12,382 million and Balochistan allocated Rs.11,725 million, totalling to Rs66,475 million for basic and college education<sup>1</sup>. Major priorities of the provincial governments focused around improving physical infrastructure in schools, recruitment of science teachers through competitive selection system, provision of computer and science labs in schools, training for teachers, parents and district education managers, augmentation of examinations system, improvement in curriculum standards and quality, provision of more schools for better access and movement for enhanced enrolment of out-of-school children.

### National and provincial indicators

The indicator of Net Primary Ratio reflects an increase from 46 per cent in 1990-91 to 57 per cent in the year 2012-13 whereas the target to be achieved was 100 per cent. The indicator of primary completion rate in 1990-91 was 50 per cent which increased to 57.3 per cent and 67.1 per cent in 2001-02 and 2004-05 respectively, but then it declined to 51 per cent in 2012-13. The recent data shows survival rate of 60 per cent for male and 42 per cent for female, which shows great gender disparity. Similarly, the female literacy rate is 48 per cent, while that for the

<sup>1</sup> Provincial Annual Development Plans 2014-15

male is 71 per cent, signifying that more human and financial resources are needed to attain gender parity<sup>2</sup>. The following table depicts the indicators at the national and provincial levels:

### MDG Goal 2: Achieving Universal Primary Education

| Indicators   | National | Punjab | Sindh | KPK | Balochi<br>-stan |
|--|----------|--------|-------|-----|------------------|
| Net Primary Enrolment Ratio (per cent)             | 57       | 62     | 52    | 54  | 45               |
| <b>Male</b>  | 61       | 64     | 56    | 59  | 54               |
| <b>Female</b>                                      | 54       | 60     | 48    | 48  | 35               |
| Completion / Survival rate 1 grade to 5 (per cent) | 51       | 54     | 52    | 44  | 34               |
| <b>Male</b>  | 60       | 61     | 62    | 59  | 49               |
| <b>Female</b>                                      | 42       | 47     | 41    | 29  | 18               |
| Literacy Rate (per cent) (10 years and above)      | 60       | 62     | 60    | 52  | 44               |
| <b>Male</b>  | 71       | 71     | 72    | 70  | 62               |
| <b>Female</b>                                      | 48       | 54     | 47    | 35  | 23               |

The literacy rate in Pakistan has improved from 45 per cent in 2001-02 to 60 per cent in 2012-13 (against MDG target 2015; 88 per cent) compared to 92 per cent in China, 61 per cent in India; 77 per cent in Iran, 60 per cent in Nepal and 91 per cent in Sri Lanka. The percentage of GDP expenditure on education in the region remained at 2 per cent for Pakistan compared to 2.6 per cent in Bangladesh, 3.2 per cent in Nepal, 3.3 per cent in India, 5.2 per cent in Iran and 8.3 per cent in Maldives.

### Outlook 2015-2016

In the devolved set up federal government plans to work with provincial education departments so as to achieve improved coordination, standardization, and equity in human capital across the provinces. For this objective existing institution for federal and provincial coordination, i.e. Inter Provincial Education Ministers (IPEM) would be strengthened.

The government aspires to make a transition from MDGs to Sustainable Development Goals (SDGs) in order to ensure inclusive and equitable quality education and promote life-long learning opportunities for all. To realise this aim, a dialogue would be initiated among the federating units so that the issues related with reporting and monitoring of SDGs may be resolved.

The government plans to enhance the share of education from current level of two per cent of GDP to four per cent by 2018, gradually. Formula for proportional allocation (out of available funds) to different sub-sectors of education is being evolved by the federal government in consultation with the provincial and area governments.

Total resources for education are envisaged to be further augmented by developing sound education sector plans and strategies thus making them viable for international help. An independent monitoring system for donor harmonisation and improved coordination between development partners and the government agencies would also be developed.

<sup>2</sup> MDG Report 2013

Constant efforts are underway to improve the infrastructure facilities of schools and colleges. Devising of better and effective measurable targets and performance indicators is under process that would allow monitoring of improvement in governance and delivery of good quality education services.

Plans to allocate a percentage of the education budget as grant-in-aid (to be decided by each province) to philanthropic and non-profit educational institutions are underway for promoting public-private partnership in the education sector, particularly for less privileged and disadvantaged children.

An effective system of checks and balances for the private sector is under consideration by the Government to oversee the issues of fees, school standards, salaries of teachers, conduct and hygiene etc. Although the Private Educational Institutions Regulatory Authority (PEIRA) is already functioning to ensure implementation of standards in private schools as set by the Government of Pakistan, the authority's effectiveness still needs to be further augmented.

The National Education Policy 2009 is in vogue. However, the process to review the NEP after five years is under way in the Ministry of Federal Education and Professional Training. After consultation with all the stakeholders, the updated version of National Education Policy would be introduced by the Ministry with a focus on resolving issues arising out of the 18<sup>th</sup> Constitutional Amendment. Provision of allocation in the budget of all the federating units would be made to comply with the concept of 'free' education as envisaged in Article 25-A. The term would encompass all education related costs including expenditure on stationary, school bags, transport and meal, which are, in general, not covered at present, and would form as a basis of allocating funds.

The government plans to raise the literacy rate from its current level of 60 per cent to 75 per cent by 2018, whereas Primary GER would be increased from 91 per cent to 100 per cent. The GER at Middle level at 63 per cent is planned to be raised to 65 per cent and GER Matric from present 57 per cent to 67 per cent.

### Programmes

The federal government, for the financial year 2015-2016, envisages 21 schemes (14 ongoing and seven new, costing Rs16,421 million) for basic and college education, for which an allocation of Rs3,698 million has been earmarked in the PSDP 2015-16. The following table shows different kinds of the schemes.

| Schemes   | Number    |
|---|-----------|
| Capacity building of Teacher Training Institutions and Training of Elementary School Teachers in ICT, Sindh, Khyber Pakhtunkhwa and Balochistan | 04        |
| Establishment/ Construction/ Strengthening/ Up-lifting/ Expansion of Schools/Colleges/ Trainings, etc.  | 13        |
| Scholarships  | 02        |
| Literacy through BECS & NCHD  | 02        |
| <b>Total</b>  | <b>21</b> |

Implementation of the federal PSDP projects would have positive impact in the areas of capacity building of teachers training institutes working in the federal, and provincial areas of Pakistan, literacy rate will be increased, capacity building of principals and heads of institutions in the areas of finance and management would be achieved, the examination system will be standardized at national level aligned with modern techniques, Medressahs will be brought in the mainstream and the students enrolled in Medressahs will be given the formal education, curriculum will be standardised at the national level. More facilities will be provided to the students up to college level with provision of infrastructure and upgrading the educational institutions.