

Chapter 5

SCHOOL AND COLLEGE EDUCATION

The growth of economy, world becoming a global village and strengthening of democratic dispensations have added to the importance of education, and now it must be ensured that every citizen has access to high quality and effective education.

The quality education shapes human lives in accordance with the changing times by providing employable, efficient and suitably transformed skills, while it also makes the students tolerant and productive simultaneously. All the previous educational plans have aimed at providing universal primary education and proportional increases in the enrolment at the secondary and higher education levels in the shortest possible time with gender and regional equity. The curricula, provision of technical-cum-vocational and higher education also remained salient features. However, due to lack of political will, inadequate capacity for planning and implementation and underperformance in utilisation of the development provisions, the targets have remained unrealised.

Under these circumstances, the Plan proposes new initiatives for achieving universal primary education, enlarging access to all levels, ensuring quality, actualising regional and gender parity (particularly at the primary level), providing latest skills, and an increase in the share of education resources, both in public and private sectors.

The new policy initiatives are meant for improving quality and delivery of education services. These include: developing a standardised curriculum, development of national standards for education, emphasis on training of teachers and the use of better teaching-learning methods and establishing independent monitoring system.

Role of the federal government

After the 18th Constitutional amendment, education has been devolved to the provincial governments, except for the federal territories. The responsibility of the centre is enshrined in Article 25A of the Constitution, which states:

Right to education: The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.

Situational analysis – Millennium Development Goals

Goal 2: Achieve universal primary education

Target: Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of the primary schooling.

Table 1: Achievement of Goal 2 at the national level

Indicators	2001-02	2004-05	2006-07	2008-09	2010-11	2011-12	2012-13	MDG target
Net primary enrolment rate (%)	42	52	56	57	56	57	57	100
Completion/survival rate Grade 1 to 5 (%)	57.3	67.1	54.7	54.6	49	50	51	100
Male	53.3	61.8	56.2	54.8	59	60	60	
Female	64.3	75.8	52.9	54.6	39	40	42	
Literacy rate (%) 10 years and old	45	53	55	57	58	58	60	88
Male	55	65	66	69	69	70	71	89
Female	35	40	43	45	46	47	48	87

Source: Pakistan Social and Living Standard Measurement Surveys (PSLM)

Table 2: Achievement of Goal 2 at the provincial level (2012-13)

Indicators	Punjab	Sindh	KPK	Balochistan
Net primary enrolment rate (%)	62	52	54	45
Completion/survival rate Grade 1 to 5 (%)	54	52	44	34
Male	61	62	59	49
Female	47	41	29	18
Literacy rate (%) 10 years and above	62	60	52	44
Male	71	72	70	62
Female	54	47	35	23

Source: PSLM

Goal 3: Promoting gender equality and women empowerment

Target: Eliminating gender disparity at the primary and secondary education by 2005 and to all levels of education not later than 2015

Table 3: Progress of Goal 3 at the national level – Gender Parity Index (GPI)

Indicators	2001-02	2005-06	2008-09	2010-11	2011-12	2012-13	MDG target
GPI Primary Education (Age 5-9 years)	0.82	0.85	0.84	0.88	0.90	0.89	1
GPI Secondary Education (Age 13-14 years)	0.75	0.84	0.80	0.85	0.81	0.82	0.94
GPI Youth Literacy (Age 15-24 years)	0.64	0.74	0.78	0.79	0.81	0.65	1

Table 4: Progress of Goal 3 at the provincial level by 2012-13 – Gender Parity Index (GPI)

Indicators	Punjab	Sindh	KPK	Balochistan
GPI Primary Education (Age 5-9 years)	0.94	0.86	0.81	0.65
GPI Secondary Education (Age 14-15 years)	0.96	0.75	0.58	0.37
GPI Youth Literacy (Age 15-24 years)	0.72	0.62	0.45	0.31

Plan

Challenges and issues

The public sector education institutions are currently under-resourced, whereas the quality of education is even much more important to increase enrolments and reduce drop outs. The capacity issues in terms of utilisation of allocations made for education is another challenge. Non-availability of the required number of schools, quality infrastructure, insufficient and properly trained teachers, well-equipped laboratories and libraries, basic facilities like electricity, water, sanitation and boundary walls in a number of schools are a few serious challenges for quality assurance, reducing drop outs and increasing access to education.

There is also deficient achievement of the MDGs, Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) at the primary, middle and secondary levels, and removing regional and gender imbalances and under-providing appropriate skills at the schools and purposeful higher education. The existing curriculum lacks relevance and pedagogical skills for enhancing scale and quality of education in general, and scientific and technical education in particular.

There is a need for an enhanced management and administrative capacities at all levels, encouraging public-private participation and enhanced private sector investment. It also calls for governance reforms, and adoption of regulatory and structural improvements in the system.

Objectives

The objectives of the Plan are to

- provide equal access and opportunities for all and at each level
- improve quality of education at all levels, that is, primary, secondary, college and university
- improve physical facilities and increase the output of professional and technical institutions
- achieve the MDGs targets by increasing resources and supporting policies
- reduce regional and gender disparity in human development and social indicators
- provide a large pool of highly skilled human resources for reducing skill gaps in key sectors and for employment abroad
- set up measurable targets and performance indicators for monitoring of improvement in governance and delivery of good quality education services, and
- promote cultural harmony, mutual understanding, tolerance, social integration and brotherhood.

Strategies

These will be formulated to make the education system consonant with the ideological, social, economic and national needs, which include:

- Declaration of the national education emergency to eradicate illiteracy on war footing basis

- Achieving 100 per cent enrolment at the primary level and 75 per cent universal literacy, strive to meet the EFA and MDGs
- Launching a national literacy movement fully supported and participated by volunteers from all the segments of the society
- Generating an educational environment encouraging the thinking process ('learning how to learn')
- Establishing the National Curriculum Council to review curricula for bringing these at par with the international standards
- Developing standardised, transparent and reliable examination system
- Providing research-based education having institutional linkages with industry, while ensuring relevance of curricula and educational practices aimed at meeting market needs
- Enhancing teachers' salaries, status, and pedagogical skills to be the centre of educational reforms, while eliminating their shortages
- Monitoring by autonomous evaluation authorities and using modern technology to check performance
- Creating a set of skills and aptitudes enabling employability and productivity simultaneously with character building
- Seeking greater investment in skill generation during and after 10 years of schooling and social reforms to include women
- Providing career-counselling services in educational institutions
- Increasing public expenditure on education to four per cent of the GDP by 2015, and five per cent by 2018 with simultaneous enhancement in planning, management and delivery capacity of the education administrators
- Setting up education endowment funds in all provinces for awarding scholarships to poor and needy students for higher education
- Providing financial assistance to Medrassahs for bringing their standards of education in conformity with the mainstream education
- Developing libraries, art, culture and sports, and introducing competitions in extracurricular activities
- Capacity-building of the provinces for effective handling of additional responsibilities entrusted to them after the 18th Constitutional amendment
- Establishing autonomous District Education Authorities (DEAs)
- Introducing inclusive education institutions to streamline the special children for enabling them to attend schools
- Strengthening schools for overseas Pakistani children

Targets

Targets of the Plan are enlisted in Table 5 below.

Table 5: Benchmark¹ and targets (%) for 2013-18

Level	Benchmark 2012-13				Target 2013-18				Vision 2025
	Male	Female	Total	GPI	Male	Female	Total	GPI	%
Literacy 10+	71	48	60	0.67	86	65	75	0.75	90
Youth literacy 15+	69	45	57	0.63	72	50	61	0.69	-
GER Primary	98	83	91	0.85	105	95	100	0.90	100
Primary completion rate	60	42	51	0.70			70		100
GER Matric	65	48	57	0.73	75	60	67	0.80	GPI: 1

Programmes

Literacy

All efforts will be to achieve 100 per cent literacy rate and universal primary education by 2018 ensuring zero drop-out rates at the primary level. The National Commission for Human Development (NCHD) and community schools will ensure educating the drop outs of the formal system to achieve targeted literacy rate. The existing school infrastructure, wherever possible, will be used for non-formal education. A portion of the district and provincial budgets will be allocated for literacy and non-formal education. The literacy departments will start adult literacy programmes, whereas the NGOs and Allama Iqbal Open University (AIQU), with the help of tutors and retired teachers, will be encouraged to run on-need-basis literacy programmes for adults. Mosques and religious institutions will also be utilised for the promotion of literacy. The post-literacy and job-relevant materials and newspapers will be developed for the new-literates to save them from relapsing into state of illiteracy.

Elementary education

The primary education provides a pro-poor intervention. All children of age-group 6-10 years will be brought to school by 2018 by providing free and accessible primary education facilities. Attendance, participation, completion and preparation of students for the next stage of education will be ensured through provision of additional facilities and strengthening the existing facilities. The National Education Policy (NEP, 2009) has proposed to initiate Student ID system. Arrangements will be made to provide one-year Early Childhood Education (ECE) to children below the newly-proposed primary school age-group. The provincial education departments will keep data of all 'will be' students and motivate parents to enrol their children into schools and complete primary education.

Gender and regional balances will be ensured. No child will dropout from primary education because of poverty only since financial, food and health supports will be provided to stop it. Necessary audio-visual aids and equipment will be provided for teaching science and mathematics. Enrolment will increase due to provision of new and missing facilities as well as consolidation of the existing facilities.

¹ Based on PSLM Survey 2012-13, Pakistan Bureau of Statistics, Government of Pakistan

Secondary Education

The secondary education will be restructured to consist of classes VIII to XII. Additional facilities concomitant to the output of the elementary education will be provided. Classes XI and XII will be gradually detached from colleges and made part of the secondary education. In the process, it will be ensured that quality of education does not suffer and necessary human and physical resources are made available. Attendance, participation, completion and preparation of students for the higher education and for place of work will be ensured through strengthening of the existing facilities and provision of additional facilities.

The secondary education will be made relevant to the needs of the labour market or prepare students for higher studies. Those being prepared to join labour market will be provided job shadowing opportunities and assignments with local entrepreneurs and institutions. At this level, students will be provided career guidance and counselling.

College education

The NEP 2009 proposes to detach classes XI-XII from the colleges and include these in the secondary schools. The Higher Secondary Education will be gradually transferred to the secondary schools, and the intermediate colleges will be converted into degree colleges. The present inter, degree and post-graduate colleges will be converted into colleges offering undergraduate and post-graduate courses at par with those of universities. Necessary human and physical resources will be ensured, while intake will be increased to make it concomitant with the higher secondary level.

Scholarships

Provinces and other areas will ensure universal and free primary education, which will keep in view the comprehensive definition of 'Free'. The term encompasses provision of all education-related costs, which include: expenditure on stationery, school bags, transport and meals, which are, in general, not covered at present, and will be applied as a basis of allocating funds on need-basis for poor children². This will make primary education a means for social protection of the vulnerable children and affordable to the parents. Financial and food support will be provided to all the vulnerable to risks and shocks segment of the children to bring them into school and stop their dropout at primary level. Other social protection programmes will also help provide education to the needy children. This support will also be provided to similar students of the secondary education. The national, provincial and district merit programmes for students and institutions of various levels will continue, and their coverage be enhanced. The scholarship programmes at the university level will be further improved to ensure quality educational outcomes.

Quality education

Concerted efforts will be made to improve the quality of education at all levels, which encompass:

- Provision of missing facilities, establishment of *Apna Ghar* residential schools, healthy competitions among schools on the basis of curricular and co-curricular activities, filling vacancies by recruiting highly-qualified and trained teachers, reviving confidence in the public sector education system by developing national standards for education,

² National Education Policy 2009, Ministry of Education, Government of Pakistan, (chapter 2, Para 57:7)

strengthening science laboratories by providing equipment, strengthening and establishing libraries, upgrading primary schools to elementary where needed, adding classes XI-XII to the secondary schools and converting intermediate colleges to degree will be done on need basis.

- Curriculum will be made student-centred and focus on outcomes rather than contents. Use of the Information and Communication Technologies (ICT) will be promoted in education. Life skills-based education will be included in the curriculum. The Matric Tech Scheme will be introduced with a larger scope. The assessment system will be reviewed and improved. Co-curricular activities will be organised in all institutions, whereas the curricula will include themes of community services, social protection strategies, emergencies, natural disasters and trauma management. Guidance and counselling will be provided to students for further education or adoption of a career after their passing out.
- Pay-scales of the teachers will be enhanced and linked to their qualifications and training levels. Teachers will be provided opportunities for professional development and undergo relevant training before awarding promotions. Specialised training will be provided to the ECE and literacy teachers. Programmes of capacity-building of teachers' training institutions and training of teachers initiated during the Medium-Term Development Framework (MTDF) 2005-10 will continue.
- Educational institutions will provide time table for smooth holding of the co-curricular and extracurricular activities. Through these activities, a concept of service to the society will be introduced. Different societies, forums and clubs in the educational institutions will provide opportunities to students for expressing their outlook and put across their performances.

Skill development

The Matric Tech Scheme will be introduced. Curriculum will be modified to introduce this Scheme up to the higher Secondary level. Output of the SSC will be encouraged to join higher level technical and vocational education. Vocational training facilities, polytechnic institutes and colleges of technology will be established on need basis. The existing vocational and technical institutions will be strengthened. All agencies working for the promotion of technical education require collaboration at the national level.

Libraries

Investment in school and college libraries will be enhanced for proper maintenance, and equipping these with modern facilities. More public libraries will be established and their usage will be ensured. Also, libraries will be provided in the rural areas.

Private sector

The District Education Departments will develop coordination with the private sector, and evolve regulations for running schools and for improving quality of education so as to establish equivalence of certificates below the SSC level. The private sector is expected to adopt the structural changes. Incentives will be provided for accommodating poor children in quality private schools in the form of public financing for provision of qualified and trained teachers as a part of public-private partnership. The private sector will add to the government efforts for improving provision of education through inputs such as school construction, transportation,

food and healthcare, literacy programme, etc. It is expected that the private sector will continue to share the provision of educational facilities at least at the present level (0.5 per cent of the GDP, 36 per cent share in total enrolment, and more than 50 per cent at technical and vocational level³). The National Education Census (2005) indicated that the private sector contributed about Rs40 billion in 2004-05. It is expected that during 2013-18, the sector would add Rs400 billion for recurring and development activities for the basic and college education.

Governance: Efficiency, supervision, monitoring and research

Training will be provided to educational planners and decision-makers in the use and analysis of educational statistics. In view of restructuring of the education system, managerial and administrative arrangements will be reformed. The Personal and Financial Management Information Systems, linked with the existing Educational Management and Information System, will be developed. Decentralisation will be pursued at each level to move decision-making closer to the point of implementation, and will eventually move to the school level, which will become the basic unit for planning, including school-based budgeting. Trained professional educational planners will be in charge of the education departments and directorates. The School Management Committees will assist in carrying out school activities. The Monitoring and Evaluation (M&E) of the programmes, projects and systems will be a regular feature with research-based character for future guidance. Activities like that of the National Education Assessment System (NEAS) can produce research-based reports pinpointing deficiencies of the education system and making recommendations.

Financial allocation and resource generation

The federal and provincial governments will increase both development and recurring financial allocations for all levels of education during the Plan period. Allocation for the development programmes in the public sector is estimated to be of Rs523 billion, which will be shared between the federal (Rs23.1 billion) and provincial governments (Rs500 billion). The governments will commit to provide the resources so that the MDGs targets for education and training are achieved by 2018. The governments will prepare their own action plans in the light of the present deficiencies and achieving proposed national targets. A summary of the sub-sectoral details of the development allocation, required for activities to be undertaken during the Plan period, is as follows:

Table 6: Sector-wise resources at the federal and provincial levels

Sub-sector	Federal	Provincial	Total	Sub-sector share %
Literacy	1.6	35	36.6	7
Elementary	6	130	136	26
Secondary	6	130	136	26
College	3.2	70	73.2	14
Technical	1.8	40	41.8	8
Teacher	0.9	20	20.9	4
Scholarship	3.5	75	78.5	15
Total	23.1	500	523.1	100

(Rs billion)

³ National Education Policy 2009, Ministry of Education, Government of Pakistan, (Annexure: I, Para 30)

Table 7: Sub-sector wise allocation at the national and provincial levels

Sub-sector	(Rs billion)					
	Federal	Punjab	Sindh	KPK	Balochistan	Total
Literacy	1.6	18.1	8.6	5.1	3.2	36.6
Elementary	6.0	67.3	31.9	19.0	11.8	136
Secondary	6.0	67.3	31.9	19.0	11.8	136.0
College	3.2	36.2	17.2	10.2	6.4	73.2
Technical	1.8	20.7	9.8	5.9	3.6	41.9
Teacher	0.9	10.4	4.9	2.9	1.8	20.9
Scholarship	3.5	38.8	18.4	11.0	6.8	78.5
Total	23.1	258.7	122.7	73.1	45.4	523.1

Vision 2025

The Vision 2025 seeks a Pakistan in which every citizen has the opportunity to improve his choices and quality of life. The Vision aims at substantial expansion of access to education as well as making significant improvements in the quality of education.

Educational benchmarks and targets 2025 (per cent)

Year/Level	Benchmarks 2012				Targets 2025			
	Male	Female	Total	GPI	Male	Female	Total	GPI
Literacy 10+	70	47	58	0.67	100	90	95	0.90
GER Primary	97	83	91	0.85	110	100	105	0.90
GER Matric	70	51	60	0.73	82	68	75	0.83

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12

Action plan

The following actions have been envisaged.

- Implement Article 25-A; increase access to all levels of education, such as pre-primary and primary, middle, secondary and higher secondary education by necessary legislation; resource mobilisation and investments in educational institutions in close proximity; free schooling, encouraging public-private partnership, provision of missing facilities, and presence of good teachers
- Enhance quality of all levels and types of education through provision of qualified and trained teachers appointed on merit, timely provision of relevant teaching and learning materials, effective governance, and strong community participation
- Build capacity, through training of education planners and managers to design and implement education services effectively
- Expand the non-formal basic education network to reach the 'unreached', that is, the out of school children in far and remote areas, especially girls
- The M&E system be initiated in each education unit and division to review progress of programmes and assess the impact as targeted in the education policy, plan and programmes