

SECOND DRAFT

NATIONAL PLAN OF ACTION

ON

EDUCATION FOR ALL

(2001-2015)

PAKISTAN

GOVERNMENT OF PAKISTAN

MINISTRY OF EDUCATION

ISLAMABAD

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EXECUTIVE SUMMARY

Education in general and Education For All in particular, is one of the top priorities of Government of Pakistan. The country has a ten-year Perspective Development Plan (2001-11), visualizing the long term macro-economic and sectoral growth strategies. Poverty Reduction and Human Development is the priority area of the plan. Sector-wide development approach covering all the sectors of education has been adopted under the Perspective Plan. In order to address the EFA implications linkage plan focusing on development of other sectors of Education has also been prepared.

It has been realized at all levels that preparation and implementation of an Education For All plan is the sine qua/non for effectively reaching and monitoring the EFA goals. In order to honour the international commitment reflected in the Dakar Framework For Action, EFA National Plan of Action (NPA) has been developed through broad-based consultations with principal actors of EFA and stakeholders. In order to translate the Education Policy (1998-2010) into an action plan, the Education Sector Reforms (2001-05) was developed. Education Sector Reforms (ESR) aimed at the development of education sector as a whole, with a special focus on EFA, served as a foundation for the NPA. Allocations of Rs. 3.57 Billion for ESR implementation during 2001-2002 budget in excess of the regular budget, despite economic difficulties, is a clear expression of political will and government commitment to Education For All.

The basis for planning goals of the National Plan of Action (2001–2015) is the six EFA goals. The main objectives of NPA interalia are (I) to reach the disadvantaged population groups in rural and urban areas with emphasis on out of school girls and illiterate girls and women, (II) to promote community participation and ownership of basic education programmes at the grassroots, and (III) to improve relevance and quality of basic education through enhancing learning achievements of the children, youth and adults. The order of priorities of the plan is Elementary Education, Adult Literacy and Early Childhood Education.

A sub-plan for each of the above EFA target/area has been separately developed and integrated into a consolidated plan. Each sub-plan covers three main aspects/components of project cycle i.e. future strategies and action, implementation and monitoring/ evaluation. The NPA has been developed within a sustainable and well-integrated sector framework, clearly linked to poverty alleviation and development strategies (PRSP). It aims at establishing a link between basic education and development strategies focusing on skills development.

Population projections of the National Institute of Population Studies quote the population of primary age group (5-9) years to be 17.9 million. This number may rise to 19.6 million in 2005 and after remaining almost constant for few years, will decline to 17.5 million in the last year of the plan. Net participation rate will increase from the existing 66 % to 100 % by the last year of the EFA Plan. UPE target for boys would be achieved by the year 2010 and in case of girls by 2015. Additional year-wise enrolment target of 0.5; 0.9; 0.9; 0.7 and 0.5 million for the first 5 years of the plan have been fixed. In order to accommodate the above additional enrolment 8250 new

primary schools will be opened; physical facilities of 100,000 primary schools will be upgraded along with introduction of double shift in existing primary schools, and opening of new primary schools in the private sector. During the 2nd and 3rd phase of the EFA Plan, more schools in public sector may not be needed. However up-gradation of primary schools to the middle level would be a regular feature of the Plan.

Population of 10 + years age group is projected to increase from the existing 101 million to 146 million by the end of the plan (2015). Literacy rate is planned to increase from 49% to 86% in the next 15 years. Around 81 million population of 10+ age group will become literate during the plan period (2000-15). The inputs and programmes planned to be initiated, inter alia, include opening of literacy centres, opening of Non-formal Basic Education Schools (NFBES), vocational and trade schools, Quranic Literacy Centers, and Community Viewing Centers.

Early Childhood Education is the third priority of NPA. The benchmark population of 3-5 year age group is 8.1 million. It is projected to decline due to reduced population growth rate. By the end of the plan (2015), it may drop to 7.2 million. The plan target is to provide ECE to at least half of the relevant age group, raising the net participation rate from existing 25 % to 50 % by 2015. To accommodate these children around 2500 ECE centers/classes in selected primary schools in public sector and 1500 centers in private sector will be opened during each year of the plan.

Quality improvement and school effectiveness has been given central importance in the Plan and a cross cutting theme in all the components of EFA Plan. The main quality inputs inter alia, include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult), textbook development and teachers training. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) will be introduced. Besides, pre-primary education (ECE) programmes will be initiated as part of efforts to improve achievement of pupils at primary education level.

Projected additional cost requirements will be Rs.202 Billion for Primary Education, Rs.180 Billion for Adult Literacy and Rs. 48 Billion for ECE. The total cost worked out to be Rs.430 Billion. Out of it, Rs.178 Billion is estimated to be provided through the country's own resources, whereas the gap of Rs.253 Billion may be provided by the international development partners and bilateral and multilateral agencies.

Capacity Building of districts in planning and management has already been initiated and the district EFA plans are likely to be finalized by the end of the year 2002. Based upon the district plans, Provincial and National Plans of Action will be revised and fine-tuned.

PLANNING PROCESS

As a follow-up to Dakar World Education Forum held in April 2000, a number of steps and measures were undertaken to prepare the national and provincial plans of action for EFA. An overview of these steps and planning process is as follows: -

STEP-I Data/statistics is the basic and fundamental requirement for planning. Non-availability of private sector educational data was one of the major issues and constraints in the way of plan preparation. As a first step, the Ministry of Education conducted Private School Census throughout the country through the Federal Bureau of Statistics.

STEP-II Education Sector Reforms (ESR), focusing on Education For All, was developed in light of the Education Policy (1998-2015) through broad-based consultation with all the principal actors of EFA and other stakeholders. This consultation process lasted for more than six months. The agencies/organizations consulted, included Education Departments of all the provincial and federating units, NGOs, private sector, UN agencies and bi-lateral and multi-lateral donor agencies. The first 3-year targets and programmes of NPA are derived from ESR targets.

STEP-III National Conference on Education For All was held on 15th January 2001 with an objective to launch EFA movement, share EFA goals and strategies with the stakeholders and prepare framework for NPA. All concerned i.e. UN agencies, international development partners, NGOs, private sector, media, provincial education departments and federal ministries participated in the conference.

STEP-IV Programme, modalities and modus operandi to initiate preparation of provincial plans of action were decided in a meeting of Education For All Wing, Ministry of Education with UNESCO with the latter agreeing to fully sponsor the provincial and federal level workshops and meetings to prepare the provincial and national plans of action.

STEP-V One-day orientation meetings of the federal team of experts and their counterparts in the provinces were held at the provincial headquarters to orient the provinces on EFA plan preparation and also chalk out the future programme in this regard.

STEP-VI EFA focal points in the provinces and federating units were identified and Technical Groups for plan preparation were setup. Besides, provincial EFA forums were constituted with the TORs to oversee plan preparation, implementation and monitoring and evaluation.

STEP-VII 2-day planning meetings of Federal Ministry experts, provincial EFA Forum and Technical Groups were held in the provinces to prepare the framework of provincial EFA plans.

STEP-VIII Framework for National Plan of Action was prepared and presented to visiting Director General, UNESCO in April 2001 in Islamabad. Subsequently, the same framework was presented in the South Asia EFA Ministerial Review Meeting at Kathmandu, Nepal from 10-12 April, 2001.

STEP-IX All the four provinces and federating units, except AJK, prepared the draft plans of action and presented them in the national workshop held on 6-7 August 2001 in Academy of Educational Planning and Management (AEPAM), Islamabad. The provinces are revising their plan in the light of observations and decisions taken in the national workshop. National Plan of Action (Draft) was prepared and presented in the workshop. After detail discussions and deliberations, the NPA draft was unanimously approved by the provinces and federating units.

STEP-X Based on the observations and feedback of workshop participants and in the light of provincial draft plans, the draft National Plan of Action (NPA) was further improved.

STEP-XI In August 2002, the National Education for All Forum met in Islamabad and discussed the second draft of the NPA and gave comments for improvement of the document.

STEP-XII The NPA draft was also discussed in the International Development Partners EFA Forum. Subsequently, the NPA draft was amended in light of comments from the international bi-lateral and multi-lateral agencies in early 2003.

NEXT STEP: On the basis of the strategies and indicative actions of the National EFA Plan, action/implementation plans will be finalized at provincial and district levels in line with the new Devolution Plan. These action/implementation plans will contribute to further fine-tuning the National EFA Plan.

District Chakwal has been selected as a Model District for preparation of Model EFA District Plan. Awareness, orientation and data collection activities in sixty-eight Union Councils of all the three sub-districts of Chakwal have been initiated in collaboration with UNICEF. Hopefully, EFA Plan for each Union Council of Chakwal district will be ready soon. Based on these plans, Tehsil (sub-district) plans and then District EFA Plan will be finalized. This plan will serve as a model for other districts.

Simultaneously, a number of other districts of the country have started preparation of their respective District EFA Plan in consultation, with principal EFA actors, civil society and stakeholders in the districts.

Chapter 1

REVIEW OF EDUCATION FOR ALL

1.1 BACKGROUND:

At the World Conference on Education for All (Jomtien, Thailand 1990) some 1,500 participants, comprising delegates from 155 governments, policy – makers and specialists in education and health, social and economic development from around the World, met to discuss major aspects of EFA. The World Declaration on Education for All and the Framework for Action to meet Basic Learning Needs, adopted at Jomtien, foresaw the need for an end of decade assessment of progress as a basis for a comprehensive review of policies concerning basic education. A number of meetings, conferences and forums were held in 1990's to assess the achievement/progress and revise the targets, goals and policies in EFA. A brief overview of these meetings/conferences is as follows:

1.2 Jomtien Conference 1990:

The Jomtien Conference clearly defined the basic learning needs of the child i.e. learning tools (such as literacy, oral expression, numeracy, and problem solving) as well as basic learning contents (such as knowledge, skills, values and attitudes). The framework for action to meet basic learning needs identified six main areas of action:

- i. expansion of early childhood care and development activities;
- ii. universal access to and completion of primary education;
- iii. improvement in learning achievements;
- iv. reduction of adult illiteracy;
- v. expansion of basic education and skills training for youth and adults.
- vi. increased acquisition by individuals and families the knowledge, skills and values for better living.

In addition, following five principles for promoting basic education were endorsed:

- i. universalizing access and promoting equity;
- ii. focusing on learning,
- iii. broadening the learning environment;
- iv. improving the learning environment; and
- v. strengthening partnerships.

Goals and targets agreed upon in the Jomtien conference were:

1. Universal access to and 80% completion of primary education by the year 2000.
2. Reduction of adult illiteracy rate to one half of its 1990 level by the year 2000, with sufficient emphasis on female literacy.

3. Improvement in learning achievement so that an agreed percentage of an appropriate age cohort (e.g. 80 percent of 14 years-old) attains or surpasses a defined level of necessary learning achievements.
4. Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children.

The World Education Forum In Dakar (2000):

Ten years after Jomtien, the countries and development agencies gathered in Dakar and reaffirmed their commitment in providing Education For All (EFA). The World Education Forum, convened by UNESCO, UNDP, UNFPA, UNICEF and the World Bank brought together 1,500 participants from 182 countries, as well as major development agencies. It ended with the adoption of the Dakar Framework for Action, wherein ministers of education and other government representatives, heads of United Nation agencies, the donor community and representatives of NGOs, indeed all participants, committed themselves to achieve the EFA goals and targets by the year 2015.

1.3 EFA Goals And Targets:

- i. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;
- ii. Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;
- iii. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programs;
- iv. Achieve a 50% improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults;
- v. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; and
- vi. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

1.4 Dakar EFA Strategies:

In order to achieve the above mentioned EFA goals and targets following strategies, applicable to our situation were outlined in Dakar.

- i. Mobilize strong National and International political commitment for Education For All, develop national action plans and enhance significantly investments in basic education.
- ii. Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty alleviation and development strategies.
- iii. Ensure the engagement and participation of civil society in the formulation, implementation and monitoring of strategies for educational development.
- iv. Develop responsive, participatory and accountable systems of educational governance and management.
- v. Implement integrated strategies for gender equality in education which recognize the need for changes in attitudes, values and practices.
- vi. Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning and clearly defined levels of achievement for all.
- vii. Enhance the status, morale and professionalism of teachers.
- viii. Harness new information and communication technologies to help achieve EFA goals.
- ix. Systematically monitor progress towards EFA goals and strategies at the National, Regional and International levels.
- x. Build on existing mechanisms to accelerate progress for Education for All.

1.5 **Post Dakar Actions and Activities:**

As a follow up to Dakar, Pakistan completed number of actions/activities for broad based consultations with principal actors of EFA; preparation of provincial and national plans of action and resource mobilization for EFA planning. An overview of these actions/activities is as follows:-

- i. Education Advisory Board suggested strategies and recommendations for EFA Policy and Planning.
- ii. Census of Private Educational Institutions conducted.
- iii. Primary and Non-formal Education Wing of Ministry of Education restructured and named as Education For All (EFA) Wing.
- iv. EFA Unit established in EFA Wing

- v. National EFA committee constituted.
- vi. Political commitment for EFA at the highest level i.e. Cabinet, the President of Pakistan and Chief Executive mobilized.
- vii. Resource Mobilization Campaign for EFA at Provincial, National and International levels initiated.
- viii. Education Sector Reforms - Focusing on EFA Goals, Sector wide approaches and Poverty linkage were developed through broad-based consultations with the stakeholders.
- ix. National Conference on Education For All with the objectives to launch EFA Movement, share Dakar Goals and prepare Framework of EFA Plan held in Islamabad. All concerned i.e. UN Agencies, Donor Agencies, NGOs, Private Sector, Media, Government Departments and Ministries participated.
- x. Focal points for EFA in the provinces and federating units identified.
- xi. TORs of National EFA Forum finalized and representative/member organizations/agencies to the Forum identified.
- xii. Orientation/planning meetings for EFA plan preparation held in the provinces.
- xiii. Provincial EFA Forums and Technical Groups set up.
- xiv. 2-day meetings of Provincial EFA Forum, Technical Group and Coordinators of Federal Ministry of Education held in the provinces to finalize framework of Provincial EFA Plan, collect and analyze data/statistics and initiate the preparation of draft plan.
- xv. Framework of National Plan of Action (NPA) covering all the three main sectors of EFA i.e. Primary Education, Early Childhood Education and Adult Literacy was prepared and presented to the Director General, UNESCO in Islamabad and South Asia EFA Ministerial Meeting in Kathmandu-Nepal.
- xvi. UNESCO supported regional workshop on Curriculum Planning and Reforms in Learning Achievement held in Islamabad.
- xvii. Draft provincial EFA Plans for all the four provinces i.e. Punjab, Sindh, NWFP and Balochistan as well as federating units, i.e. FATA, FANA, and ICT prepared and constituted building blocks for NPA.
- xviii. National EFA Forum constituted.

- xix. 2-day workshop for finalization of provincial/federating units EFA plans held on 6-7 August in Islamabad.
- xx. The Draft National Plan of Action (NPA) developed.
- xxi. NPA was presented in E-9 Ministerial Meeting held in Beijing, China from 21-23 August, 2001.
- xxii. Subsequently, the plan was shared with other countries during International Conference on Education (ICE) held in Geneva, Switzerland and then presented in EFA High Level Group Meeting held in Paris.
- xxiii. Later on Federal Education Minister presented the plan in a meeting of UN agencies, Bi-lateral and Multi-lateral agencies. INGOs, NGOs, Private Sector Line Ministries and Provincial Education Departments. The plan was strongly supported by all.

Chapter 2

BROAD SECTOR POLICIES

2.1 National Education Policy:

The Current National Education Policy (1998-2010) was framed in the perspective of historical developments, modern trends in education, and emerging requirements of the country. Basic education has been assigned top priority in National Education Policy. The main policy provisions for EFA i.e. Elementary Education, Adult Literacy and Early Childhood Education are as follows: -

2.1.1 Elementary Education:

- Quality of elementary education shall be improved.
- Access to elementary education shall be increased through effective and optimum utilization of existing facilities and services as well as provision of new facilities and services.
- Character-building, oriented towards humanism, tolerance, and moral-build-up on Islamic lines at elementary level shall be assigned top priority.
- Teachers' competence shall be improved and the relevance of training programmes for teachers shall be ensured.
- Katchi class at primary level shall be introduced as a part of the effort to improve the achievement of pupils.
- The role of the family, school, community, non-governmental organizations and the media in the provision of elementary education shall be maximized.
- Disparities and imbalances of all types shall be eliminated so as to promote **equality, particularly with respect to gender.**
- High priority shall be accorded to the provision of elementary education to the out-of-school children.
- Financial resource base of elementary education shall be diversified.
- Non-formal system shall be adopted as complementary to formal system.
- A monitoring system shall be developed to obtain timely and reliable information on enrolment, retention, completion and

achievement. In addition, qualitative monitoring of achievement shall be introduced.

- Management and supervision shall be improved through greater decentralization, **participatory governance** and accountability.

2.1.2 **Adult Literacy:**

- The policy envisages democratization of education through the expansion of elementary education including formal and non-formal methods and expanded programmes of adult education, literacy and functional literacy programmes, as a basic requirement for economic development, modernization of social structure and for providing equality of opportunity for all citizens.
- Pakistan's international commitment to double the rate of literacy by the year 2000 cannot be accomplished without achieving universal primary education (UPE). This will be achieved by complementing the formal primary school system with a strong non-formal basic education initiative.
- A massive Non-formal Basic Education Programme on a war footing will be launched to provide access economically and expeditiously to all the 5.5 million primary school age (5-9 years old) children who are at present out of school. The 10-14 years old adolescents and youth who have missed primary education will be given a second chance through a crash condensed course to enable them to complete primary education cycle in 2-3 year time.
- The Asian Development Bank sponsored pilot project for 15-25 year old rural women on successful completion shall be replicated nationwide.

2.1.3 **Early Childhood Education (ECE):**

- The span of primary/lower elementary education including Katchi class shall be of six years.
- Katchi class shall be institutionalized in the primary cycle gradually and progressively.

2.2 **Ten-Year Perspective Development Plan (2001-11):**

2.2.1 **Background:**

The National Economic Council (NEC) approved the Ten Year Perspective Development Plan 2001-2011 of the country in its meeting held on June 7, 2001 chaired by the President of Pakistan. The NEC also directed the Ministries concerned and provincial governments to

take appropriate actions for the achievement of the targets and projects set out for 2001-11.

2.2.2 The Plan Objectives:

With a high degree of economic stability achieved and wide ranging structural reforms in place, it is possible to look ahead with confidence and push for a take-off into increasingly self-reliant growth and, simultaneously, to reduce poverty. The Ten-Year Perspective Development Plan 2001-11 has been formulated to visualize the required long-term macroeconomic and sectoral growth strategies. As effective implementation is the key, a steady movement towards 2010-11 will be vigorously pursued through operational strategies embodied in the Three Year Development Programme, which will roll over every year. This will enable tactical adjustments through Annual Plans and Annual Budgets for the medium-term, without compromising the long-term strategic direction.

2.2.3 Scope of the Plan:

The Perspective Plan focuses on the following areas:

- i. Economic Framework for Growth
- ii. Poverty Reduction and Human Development
- iii. Overcoming Drought and Reviving Agriculture
- iv. Public Sector Investment

Poverty Reduction and Human Development is the priority area of the plan for which detailed strategies in the following fields have been spelled out:

- i. Poverty Reduction Strategy
- ii. Employment Policy
- iii. Education and Training
- iv. Science and Technology
- v. Information Technology
- vi. Health and Nutrition
- vii. Population Welfare
- viii. Social Welfare
- ix. Gender and Development
- x. Governance and Civil Society

Sector-wide development approach covering all the sectors of education has been adopted under Education and Training. EFA has been assigned central position in Education Sector Development Plan. The strategies for Education Sector Development proposed in the perspective plan are reproduced as follows:

“Because of its established linkage with other social sectors as well as for its significance per se, Education For All has to be the center-piece

of human capital formation. The priorities include: universal primary education, 78 per cent literacy by 2011, quality education and technical education and a skill development programme. To address the issue of low literacy and participation rates at primary/elementary level, the strategies adopted include adult literacy campaign and compulsory primary education ordinance. A special task force spearheaded by expatriate Pakistanis will supervise the literacy campaigns. 8500 new primary schools will be opened and 12000 primary schools will be upgraded to elementary level. Low quality of education at all levels requires improved standards of teachers. A major teacher-training project will be launched. Curriculum and examination system improvements will be addressed through education testing service and the establishment of national education assessment system. It is planned to introduce technical/vocational stream in secondary schools, polytechnics at district and vocational institutions at tehsil-level. Thus a number of technical education projects will be launched. 40 polytechnics will be established by 2004 in addition to the existing 60 covering 80 districts. Evening shift will be started in 30 polytechnics and technical streams will be initiated in 2000 secondary schools. Participation of private sector will be encouraged by grant and soft loan incentives to private partnership, and by offering public education buildings for upgrading the facility in the evenings. Education foundation projects and community participation projects will be the main instruments for this purpose”.

2.3 Education Sector Reforms (2001-2005):

2.3.1 Introduction/Background:

Education Sector Reforms (ESR) programme is a short-term perspective of National Education Policy (1998-2010) and the Ten-Year Perspective Development Plan (2001-2011). ESR is an Action Plan for 2001-2005 strategically positioned in the objective conditions prevailing in the country. This catalogue of reforms reflects the consummation of extensive deliberations which the Ministry of Education carried out with a cross-section of stakeholders. In our quest to learn about the core concerns and issues and the manners in which these could be addressed.

The Education Sector Reforms: (Action Plan) has emerged from consultations held with over 600 partners/stakeholders and has initiated a process of team building for implementing this plan with all stakeholders in each of the provinces and with the full participation of:

- Governors of four provinces
- Federal Minister for Finance and Chairmen Planning Commission
- Provincial Ministers for Education, Literacy, and Finance
- Provincial Departments of Education and Planning and Development
- NGOs

- **Private Sector**

ESR is a comprehensive sector-wide programme for increased access, enhanced equity and improved quality at all levels of education. The most avowed objective is to develop educated citizens who have completed at least a minimum level of education such as universal primary education. To this end, Compulsory Primary Education, linked to provision of appropriate facilities, is being introduced gradually.

For those who missed the first chance, new opportunities are being created on mass scale through non-formal basic education and adult literacy programmes. These programmes would cater for three different age groups i.e., 5-9 years, 10-14 years, and 15+ years, using appropriate strategies and instructional materials. The younger age groups will be enabled to enter mainstream education whereas the older groups would be assisted to acquire functional literacy, undergo skill training, benefit from micro-credit facilities and engage in economically rewarding activities.

At the secondary school level, science education will be enriched and upgraded to make it responsive to the demands of rapid advancements and emerging disciplines. A third stream of technical and vocational education is being introduced in high schools to prepare skilled workers and technicians required for industrial growth as well as for employment in an expanding labour market.

Private sector investment in secondary and higher education is being promoted through liberal grant of charters, development of multiple textbooks and private exam board. It is expected that increasing private sector participation will set in motion a healthy competition to offer high quality programmes. Diversification and introduction of new disciplines is also likely to create new exciting options for our youth, scholars and scientists.

The quality aspects of education are addressed through modernization of curricula, upgradation of teacher training, and examinations reforms. A National Education Assessment System within the school system will be established to carry out assessment of students' achievement to be used as basis for improvement of policy and planning, curricula and teacher training. A National Education Testing Service will regulate admission to institutions of professional education and higher learning.

2.3.2 Political Will for Education:

The key directions and implementation strategies proposed in the Education Sector Reforms were approved by the Chief Executive on October 31, 2000 at a meeting with the Federal Minister of Education, Federal Minister of Finance, Deputy Chairman Planning Commission, Federal Secretary Finance, Provincial Governors and Ministers,

Federal Secretary Education and other representatives of the Ministry of Education.

2.3.3 Policy Statement:

- **Education of women and men is vital for socio-economic development in Pakistan** and, educational opportunities shall be enhanced in a phased manner.
- Service Delivery shall be improved through quality assurance to attract additional enrollments and retention/completion of suitable qualifications, preferably Secondary School Certificate.
- Technical and Professional education shall be strengthened to increase the value of qualifications in labour market.
- College and Higher Education shall be linked to national and international research and training institutions.
- Devolution Plan shall be the main strategy for implementation of Education Sector Reforms, Governance of educational institutions shall be strengthened and Public Private Partnership will be introduced to improve management, financing and planning at institutional level.
- The public expenditure on education shall be increased on 3% of GNP.
- Cost-shared education shall be introduced in a selected manner and the receipts shall be retained and utilized by the public sector institutions to bridge the gap between income and expenditure. Scholarship and self-finance schemes, students' loans and vouchers shall be implemented in selected institutions on pilot basis.
- Performance based audit shall be introduced to maintain transparency and accountability in education system. Suitable rewards and accountability schemes shall be introduced and implemented on national level.

2.3.4 Education Sector Reforms Targets for Each Sub-Sector (2001-2005):

Literacy	from 49 % to 60 %
Net Primary Enrolment	from 66 % to 76%
Middle School Enrolment	from 47.5 % to 55 %
Secondary School Enrolment	from 29.5 % to 40 %
Higher Education Enrolment	from 2 % to 5 %

2.3.5 Education Sector Reforms Strategies:

- Sector-wide reform, based on efficiency and equity
- Political will
- Poverty Reduction Strategic Programme
- Resource mobilization, including Debt Swap for Education
- Decentralization under the Devolution Plan
- Public Private Partnership and Community Participation
- EFA Action Plan and Ordinance for Compulsory Primary Education
- Outcome based planning, budgeting and audit
- Improvement in literacy rate and Universalization of Primary Education
- Improvement in the quality of education through better teachers, reformed curriculum and efficient examination system, and
- Introducing a third stream of gender and area specific technical and Vocational Education at Secondary School level.

Chapter 3

ELEMENTARY EDUCATION

3.1 SITUATION ANALYSIS:

In Pakistan, provision of elementary education is a fundamental responsibility of the state. In this context, the public sector has invested widely in education in both urban as well as in rural areas, and in formal as well as non-formal institutions. The private sector also participates, though on a limited scale, in extending education and has established formal schools, mostly located in urban localities. Besides, some NGOs and non-profit organizations also offer primary schooling, both under the formal as well as non-formal systems.

The public sector had a total of 162,076 primary schools in 1999/00, with an enrolment of 19.1 million students and 332,022 teachers (Table 1). The student-teacher ratio was estimated at 58:1. Almost 35%-38% of all schools, total enrolment and teachers were female. There were a total of 18,435 middle schools, with an enrolment of over 4 million students and 95,249 teachers. The estimated student-teacher ratio of 43:1, as well as the share (39%-48%) of female schools, enrolment and teachers, too, are slightly better than for primary schools.

Table 1: Public Sector Primary and Middle School Profiles (1999/2000)

	PRIMARY		MIDDLE	
	Total	%Female	Total	%Female
Number of Schools	162,076	38.1	18,435	45.4
Total Enrolment	19,147,666	36.8	4,112,255	39.3
Number of Teachers	332,022	34.7	95,249	47.9

Primary and middle school participation rates display wide gender discrepancies (Table 2):

Table 2: School Participation rates 1999/2000

	School Participation Rates	
	Total	Female
Primary School	89%	70%
Middle School	38%	31%

Source: EFA Wing estimates; Ministry of Education; Govt. of Pakistan.

The following situation exists in the primary and middle school education sub-sectors which posed obstacles in achieving the desired goals/targets: -

- i. Low levels of participation at the primary and middle levels, especially of girls.

- ii. Primary schools lack physical facilities including buildings, furniture, mats/mats and even very basic necessities like blackboard, chalk, and charts.
- iii. **Shortage of teachers, especially local female teachers in certain rural areas.** Primary schools were opened and teachers were posted in remote rural areas but many of these schools are still not functioning because either the teachers, **especially females**, have got themselves transferred to more convenient locations, or are working on loan basis in, schools of their choice. The result of this situation is that the children of far-flung areas are still out of school.
- iv. **Factors such as low salaries, low status of teachers and weak supervision have contributed towards absenteeism of teachers, particularly in rural areas.**
- v. **Inadequate pre-service and in-service training and** lack of dedication and motivation in most of the teachers, especially when they are appointed on political basis.
- vi. Lack of proper school mapping has made it difficult to identify the **appropriate** location for **establishing** new primary schools.
- vii. **On the demand side**, parents, and **even** children, are not interested in education since they **do** not understand **its** benefits. To them, education is only a means to employment. When parents see many educated persons still un-employed the rest of them lose their interest in sending their children to schools.
- viii. The curriculum is mostly urban-oriented and **hence** not relevant to the daily life of rural children.
- ix. Un-attractive **school** environment has resulted in poor retention and a high dropout rate.
- x. **Efforts, with limited coverage, have also been made to extend primary education through non-formal basic education (NFBE) schools in areas where government primary schools are non-existent; separate schools for girls are not available; girls' participation rate at primary level is low; and drop-out rate is high.**
- xi. **At the middle school level (Class VI-VIII), there, too, is a shortage of school facilities; and enrolments rates are much lower than primary enrolments, with wide gender and geographical (urban/rural) disparities.**

3.2 ON-GOING PROJECTS AND REFORMS:

The development programmes and projects in primary education already initiated/being implemented are as follows:

- i. **Education Sector Reforms (ESR): Main thrust of ESR is on:**
 - Comprehensive Literacy and Poverty Reduction Programme
 - Rehabilitate/up-grade physical facilities in existing primary schools.
 - Improve quality of Education through Teacher Education and Training.
 - Enactment and enforcement of Compulsory Primary Education Ordinance.
- ii. **Social Action Programme: Main focus of SAP was on Basic Education in the following areas:**
 - Access (special focus on female education)
 - Quality (School Effectiveness)
 - Gender Equality and Equity
 - Community participation
- iii. **Primary Education Development Projects (donor assisted):**
 - Girls Primary Education Project
 - Sindh Primary Education Project
 - NWFP Primary Education Project
 - Balochistan Primary Education Project
 - Women Empowerment and Literacy Project
 - Northern Area Education Project
 - Universalization of Primary Education in selected districts of Pakistan (UNICEF sponsored) Project.
- iv. **Learning Achievement: quality education (UNESCO sponsored) Project:**
- v. **Linkage of ESR/EFA to the National Poverty Reduction Strategy Programme:**
- vi. **(PRSP): Education related interventions/strategies included:**

- KHUSHAL Pakistan - Public works programme for school rehabilitation
- TAWANA Pakistan - School nutrition programme.
- Education Stipends - all levels for deserving students.
- Debt SWAPS for education

vii. Institutional Reforms: Public/Private Partnership and Community Participation Programmes through:

- Restructuring and Strengthening of Education Foundation.
- Establishment of Village Education/School Management Committees and School Councils (making them legal entities).
- Devolution Plan for District based planning, management and monitoring.

viii. Establishment of 10,000 Non Formal Basic Education Schools¹

- "Establishment of 10000 Non-formal Basic Education Schools", formulated by the Prime Minister's Literacy Commission in 1995, at a total cost of Rs. 1263.375 million. The project was to be implemented within a period of five years.
- The project was based on the idea of home school to be run through NGOs and CBOs.
- In April 1996, 7,117 NFBE schools were opened throughout Pakistan.
- The project received a major setback. The teachers could not get salaries in time, nor did the students receive books and learning materials.

The Education Policy (1998-2010) recommended expanding the programme to a larger scale, by opening 75,000 NFBE Community Schools during the next three years.

Salient Features of the Project:

- Non-formal Basic Education Schools are established in those areas/villages or hamlets where Government Primary Schools are non-existent, or where separate schools for girls are not available,

¹ For details on the Adult Literacy component of the project, refer to Section 4.2.3.

or where girls' participation rate at primary level is low, or where female illiteracy is pronounced, or where drop out rate is higher.

- Basic Education Schools offer learning opportunities to out-of-school children of age 5-9 (and miss-outs/drop-outs between the age of 6 to 14 years).
- An educated person, preferably a trained PTC to be contracted for the task against a fixed emolument of Rs.1,000/- per month. Teaching aids like black boards, charts, mats etc. for students are provided by the Government. Learning materials in the form of books, notebooks, pencils, slates etc. are supplied to learners free of cost.
- Curriculum of formal primary school system is used for all fresh entering children of age 5-9. (Whereas, a condensed non-formal primary level basic education course has been developed for dropouts and out of school youth of age 10-14 and above).
- Fresh entrants, or children of age 5-9 complete the primary level course during 3-4 years, depending upon their learning pace and efficiency of the teacher.
- Preference has been given to the establishment of schools for females.
- Final examinations are conducted by Examination Teams headed by authorized representatives from District Education Offices. Graduates of Non-Formal Basic Education Schools are eligible for admission in 6th Class in formal schools.
- Schools function at places provided by the community free of charge. These may include public places, mosques, community centers, buildings donated by philanthropists, or residence of teachers.

PLAN FORMULATION

3.3 PLANNING FOR UNIVERSAL PRIMARY EDUCATION (UPE):

3.3.1 Goals:

- i. Ensuring that by 2015 all children with special emphasis on girls and children in difficult circumstances have access to and complete free and compulsory primary education of good quality;
- ii. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- iii. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

3.3.2 Phasing:

- | | | |
|---------|-------------------------------|-----------|
| 3.3.2.1 | Phase-I: 2001-02 to 2005-06 | (5 Years) |
| 3.3.2.2 | Phase-II: 2006-07 to 2010-11 | (5 Years) |
| 3.3.2.3 | Phase-III: 2011-12 to 2015-16 | (5 Years) |

3.3.3 Population Projections:

In Pakistan the primary school age group (5-9 + years) i.e. 5 or more than 5 years but less than 10 years, population was around 18 million in 2000, of which 9.3 million were boys and 8.6 million were girls. According to 1998 census, the male population of primary age group is more (52 %) than female population (48%). Rural population is 12.2 million (68%) and urban population is 5.7 million (32%).

As per population projections of National Institute of Population Studies, the total number of primary age group children may rise to 19.6 million in the year 2006 and then gradually decline to 17.5 million by 2015. Due to rapid urbanization, the urban population may rise to 38% by 2015 and rural population reduces to 62% from the existing 68%.

3.3.4 Targets/Participation Rate:

Gross participation rate at primary level (I-V) is 83% (Male 98%: female 68%). Whereas, net participation rate is 66% (male 82% : female 50%).

The long cherished goal of universalization of primary education (UPE) has been planned to be achieved by the year 2015. In case of male, UPE target will be attained by 2010 and in case of female by 2015.

3.3.5 Net Enrolment:

Net enrolment at primary level is around 12 million (male 7.6 million : female 4.3 million). In order to achieve the target of UPE for male by 2010 all the male children of primary age group i.e. 9.6 million will be enrolled. Whereas, in case of female all 8.5 million girls be enrolled by 2015. Total enrolment would be 19.5 million in 2015.

Following are the major causes and factors of low enrolment which will be addressed through EFA planning to attain the above-mentioned targets.

Internal Reasons for Low Enrolment:

- a) Distance as well as lack of facilities in schools
- b) Sub-standard textbooks and irrelevant curricula.
- c) **Non-motivated teachers** and harsh attitude of teachers.

External Reasons for Low Enrolment:

- a) **Rampant poverty in society.**
- b) Parent's lack of understanding of the value/**benefits** of education
- c) **High opportunity cost of sending children to school as they can help at work and home.**

Causes of Low Enrolment of Girls:

Research reveals that low female enrolments at all levels of education, and continuing large male-female differentials in literacy and participation rates, have resulted from the following root causes and failed strategies:

Root causes

- i. Poverty, illiteracy and conservatism of the parents **which generate** negative attitudes **towards girls' education.**
- ii. Low base of female education at the time of independence and the traditional preference given by parents, planners and the community leaders to the education of boys.
- iii. Inhibiting role of uneducated mothers and severe attitudinal barriers to girls' education in the rural and tribal areas.
- iv. Non-existence of a girls' primary school or availability of a school at an inaccessible distance.

- v. Demand for separate girls' schools.
- vi. Lack of incentives for girls to attend schools and for teachers to take up teaching duties with commitment and devotion.
- vii. Heavy population growth-rate and burden of household work in large families on female children.

Failed Strategies

- viii. **Inability to provide** qualified and experienced female school teachers, and neglect of basic physical facilities (boundary wall; toilet; drinking water) for female schools.
- ix. Irrelevant curricula and ineffective teaching methodology for multigrade teaching in schools. (Two teachers teach five classes, in one or two rooms).
- x. Ineffective supervisory system **of schools, teachers and quality of education being imparted.**
- xi. Poor impact of non-governmental organizations, on motivating parents and girls.

3.3.6 Left Outs:

Left outs may include children who never enrolled and those who dropout from primary school. At present out of a total of 18 million 5-9+ years aged children, 12 million are in school. Total number of left outs is approximately 6 million. **With the increase in the number of formal primary schools as well as the establishment of Non-Formal basic Education (NFBE) schools in areas where there are no schools, especially for girls, it is expected that** the number of left outs will gradually decrease - to 4 million by the year 2005; 1 million (all girls) by 2010; and almost zero by 2015 (the last year of the plan).

3.3.7 Retention/Completion Rate:

Presently, only half of the children who enroll in grade 1 complete primary education (grade-V). Female completion rate is less i.e.46% than male which is 54%. Pre-mature withdrawal of children from school at any stage before the completion of primary education and retention of a child in a class for more than one year are the two major constraints in achieving LIFE targets.

Following are the major causes of high dropout rate which require immediate attention through future EFA planning.

i. **Economic Factors:**

- Low level of economic development of the country.
- Low per capita income of the people
- Inadequate provision of physical facilities in schools.
- Shortage of funds especially to meet the recurring expenditure.
- Poor standards of health and nutrition.
- Costly text-books/exercise books.
- In-adequacy of audio-visual aids.
- Poor condition of school buildings.
- Poor motivational level of parents to send children to schools.

ii. **Physical Factors:**

- Punitive measures adopted by the teachers and loss of self-respect.
- Non-conducive atmosphere of schools.
- Heavy load of school bag.
- Practice of forcing children to repeat classes.
- Induction of formal education from the very first day in school.
- Learning problems of children.
- Unattractive/unfamiliar environment of the school.
- Over-crowded classes.

iii. **Geographical Factors:**

- Scattered pattern of population in large parts of the country.
- Long distances of schools from homes.
- Natural calamities in the hilly areas.
- Poor communication facilities.

iv. **Administrative Factors:**

- Lax supervision and weak administration.

- Indifferent attitude of administrative and supervisory personnel towards teaching community.
- Teacher absenteeism.
- Undue political interference.

v. **Curriculum/Educational Environment Related Factors:**

- Curriculum not in harmony with the needs and cognitive abilities of children.
- Lack of relevance of curriculum to the needs of the community.
- Poor quality of education.
- Rigid system of examinations.
- Non-availability of textbooks on time.
- Rigid formal system of education.

vi. **Teacher Related Factors:**

- Shortage of teachers.
- Hesitation of female teachers to go to schools located in remote areas.
- Inadequate/improper residential facilities especially in far-flung areas compelling them to remain absent from school to attend to family problems.
- Low morale of primary school teachers and harsh treatment of pupils.
- High student-teacher ratio especially in urban schools.
- Inadequate knowledge of child psychology.

The plan envisages to address some of the major causes and factors outlined above to minimize the dropout rate to 38% (male 35% : female 41%) by the year 2005; 20% (both male and female) by 2010; and almost totally eliminate dropout phenomenon by 2015.

3.3.8 **FUTURE STRATEGIES/ACTIONS:**

The future strategies/actions planned focus on improving primary enrolment, especially of girls' to achieve gender equality, and reducing drop out rates through provision of new schools, most of them for girls, and rehabilitation of existing ones. Assignment of teachers on the basis of empirical need and incentives to female teachers would help in improving access and performance of students, especially of girls. Curriculum revision, too, would contribute to the improvement in quality of education. Decentralized administration would facilitate area/district planning and local financial systems. Access to primary education, particularly of girls, will also be

improved through a network of Non-Formal Basic Education (NFBE) schools

In addition, high influx of new students at primary level will create high demand for middle (and secondary schools) in the country. Furthermore, up-gradation of primary schools to middle (and secondary level) may also increase the participation rate and reduce the dropout rate at primary level.

i. **Access/Enrolment (Universal Primary Education : UPE):**

Primary Level:

- a) Strategies proposed interalia include; opening of new primary schools; opening of masjid/maktab schools; establishment of non-formal basic education school; rehabilitation of existing schools; up-gradating of primary schools to middle/secondary level and introducing double shift in existing schools.
- b) Priorities for building work of schools shall be:
 - shelterless schools;
 - dilapidated schools;
 - new classrooms in overcrowded schools;
 - repair inadequate schools and
 - provide facilities (water supply, boundary walls, toilets, etc.
- c) New schools and classrooms will be constructed on the basis of objective demographic criteria. Preference will be given to female schools. **All new primary schools will be opened with the ratio of 60:40 i.e. 60 for female and 40 for male. Similarly the female-male teacher ratio in new school will be 70:30.**
- d) **New primary schools will be co-education schools with female teachers where it is not feasible to have separate schools for girls and boys.**
- e) The performance of existing schools will be improved and their full and optimum utilization ensured. New schools will be constructed only where need is validated by independent monitors. Schools will be located as close as possible to clusters of homes where children live rather than where influential people may prefer to have them.

- f) **Assignment of teachers to schools on the basis of empirical need and reduce transfer rate by recruiting local teachers for local schools. This would ensure a better distribution and optimum utilization of teachers.**
- g) Relaxation of qualification where no female teacher is available.
- h) Relaxation of age limit for females to facilitate entry into the profession.
- i) In order to attract and retain female teachers in rural areas and difficult regions of the country special incentives including monetary incentive will be given to female teachers.
- j) Area/district based targets and programmes shall be developed for the promotion of elementary education which may be supervised by District Education Authority/District Government.
- k) Compulsory Primary Education Act/Ordinance will be strictly enforced in the areas where primary school (formal, non-formal, mosque school) exists within 1.5 km radius for female student and 2 km for male students.
- l) An incentive-oriented approach will be adopted for the communities, villages and areas proportionate to their degree of accomplishment and success in elementary education. **These incentives will be linked to increased enrolment, learning outcomes, community mobilization of matching funds.**
- m) **System of standardization in facilities and services will be institutionalized so as to ensure availability of equal facilities in rural girls' schools.**
- n) **Overall school improvement will be consolidated- the use of incentives, school-based budgeting, management training and capacity building will be used to ensure improved quality of education for both boys and girls.**

Middle Level:

- a) Selected primary schools, especially in rural areas, in public sector will be upgraded to upper elementary/middle level.
- b) Five additional teachers to each upgraded school along with support staff will be provided. In order to attract female teachers in rural areas and difficult regions of the country, special incentives including monetary incentives will be given to female teachers.
- c) Curriculum of middle school will be revised and made more harmonious with the needs and cognitive abilities of the students. Curriculum revision will be linked to textbook production and teacher training.
- d) Textbooks would be made available in time.
- e) Teachers' training programmes for middle-level teachers would be conducted regularly.
- f) Examination systems, too, will be improved.
- g) Existing primary and middle level system will be replaced by Elementary Education system.

ii. **Non-Formal Basic Education**

Access to primary education, particularly of girls, will also be improved through a network of Non-Formal Basic Education (NFBE) schools, especially in remote areas or where girls' schools are either not available or where girls' participation rates are low. These schools will continue to play their role until regular primary schools are established in these areas. With the expansion of the formal system of primary education, these schools may be gradually replaced or absorbed with the regular system.

Non-formal middle level education will also be introduced in collaboration with Allama Iqbal Open University.

iii. **Retention/Completion (Universal Primary Completion : UPC):**

Some special incentives will be extended to the children of poor families not only to improve their access but also to retain them in school:

- a) Free textbooks, notebooks and uniform will be provided to needy and deserving children + stipends who are left-outs or dropouts at primary level because of poverty or opportunity cost.
- b) Trade schools, vocational centres and village workshop schools will be established for working children and dropouts.
- c) The relevance of the curriculum to local needs, a lively and attractive school atmosphere and better supervision ensuring regular attendance of teachers will enable the school to retain students, thus lowering the drop-out rate.

3.3.9 Physical Inputs For Quantitative Expansion:

In order to provide access to all primary school age children a maximum number of 19.6 million places/seats would be required by the year 2006. At present, 15.8 million seats/places (equal to gross enrolment I-V) are available. It means that around 4 million additional seats/places must be created to accommodate all the primary school age children. In other words after the year 2006 we need not to provide more infrastructure in public sector. However, private sector will continue to grow.

Following inputs for improved access have been proposed in EFA Plan:

- i. Under Education Sector Reforms (ESR) 8250 new primary schools will be open from 2001-05. In addition to these around 3000 more schools will be needed which will be opened during the next two years i.e. 2005 and 2006. A total number of 4.1 million seats/places will be created through opening of these new primary schools.
- ii. Masjid/Maktab School is a cost effective input. 27000 Mosque Schools are already functioning in the country. A total number of 2500 new Mosque/Maktab Schools are proposed to be opened from 2001-06 under National Plan of Action (NPA).
- iii. A number of NGOs are running primary schools. This number may continue to increase in future. Around 900 schools expected to be opened by the NGOs till the year 2006. Measures will also be adopted for the registration and regulation (of fee structures; monitoring of quality of education; etc.) of these institutions.

- iv. Private Sector has grown considerably during the last decade. According to the Private Schools Census Report, 14000 primary schools are functioning in private sector. The plan envisages opening of 6500 new primary schools which may accommodate 325,000 students. Measures will also be adopted for the registration and regulation (of fee structures; monitoring of quality of education; etc.) of these institutions.
- v. Around 7,000 Non-formal Basic Education Schools (NFBES) have been opened throughout the country. These schools cater to the needs of 5-14 year age group of school children. On average 20-25 students per school studying in these schools are of 5-9 year age group. 30,000 new Non-formal Basic Education Schools from 2001-04 have been planned to be opened under ESR. National Plan of Action integrates/includes all the targets and inputs for EFA under ESR. In addition to these 15,000 more NFBES have been planned to be opened during the year 2005 and 2006 raising total number of these schools to 45,000 which may enroll/accommodate 900,000 out of school children.
- vi. 200 community schools have been opened by National Education Foundation in remote rural areas of the country. These schools are functioning successfully and another 450 more schools will be opened by the year 2006.
- vii. High influx of new students at primary level will create high demand for middle and secondary schools in the country. Furthermore, up-gradation of primary schools to middle and secondary level will also increase the participation rate and reduce the dropout rate at primary level. A total number of 6000 primary schools (1000 each year) are planned to be upgraded to middle level during the first six years (2001-06) of the plan. Whereas, 9600 schools will be upgraded from 2006 to 2015 raising the number to 15600. This input will improve the primary/middle school ratio from existing 10:1 to 5:1.
- viii. Education Sector Reforms (ESR) provide for rehabilitation/up-gradation of physical facilities of 100,000 existing primary schools including 18,000 shelterless schools. It is hoped that by improving the physical facilities especially provision of washrooms, boundary walls and electricity etc enrolment especially female enrolment may increase and dropouts decrease. As such a total number of 120,500 existing primary schools will be rehabilitated during 2001-06. It may increase the enrolment to 1.2 million during this period.
- ix. A considerable number of existing schools are under-utilized. Instead of opening new schools it is more cost effective and appropriate to optimally utilize these schools. As such the NPA provides for effective and optimum utilization of 16,000 under utilized schools.

- x. Introduction of double shift in existing schools is not only cost effective but also a successful experience. The Punjab and Sindh Provinces have already introduced this scheme. The plan envisages to introduce double shift in 8500 schools during the first six years.
- xi. Deeni madaris are playing important and valuable role in educational development. About 10,000 Deeni madaris both in rural and urban areas of the country are imparting religious and formal education to around 1 million children and adolescents. It is expected that 1600 new Deeni madaris (on the average 250 per year) will open during 2001-06.

3.3.10 Quality Inputs:

Low quality of education is one of the major problems in Pakistan's public sector education system. Therefore, in line with the Dakar Framework's emphasis on "improving all aspects of quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all", several key inputs are planned which would contribute effectively towards the improvement of quality of education. Basically, quality improvement plans will ensure the development of a more relevant, learner-centred curriculum which is supported by, and linked with, the development of higher quality textbooks as well as with the teacher training processes and assessment methods.

Teacher Supply, Training and Supervision:

- Revise regulations and create stronger and more transparent personnel management mechanisms to promote merit-based hiring.
- Revise, strengthen and enforce attendance and leave regulations and strict action to check teachers' absenteeism.
- Relaxation of qualification (in areas where no female teacher is available) and age limit for females to facilitate entry into the profession. In order to attract and retain female teachers in rural areas and difficult regions of the country, special incentives including monetary incentives will be given to female teachers.
- Institutionalize the incentives and accountability system for teachers to improve their performance.²

² For more details on role of learning coordinators and school cluster system, refer to the sub-section on School Management and Local Programmes.

- Revamp in-service training for existing teachers, and over a period of five years all primary school teachers shall be provided with in-service training opportunities, and then institutionalize in-service on a 3-year cycle basis.
- Reform and strengthen in-service teacher training; evaluate and replicate existing best practices; cluster delivery mechanisms, such as mobile teacher training experience in Balochistan, the Aga Khan experience in Northern Areas, and Teacher Resource Centres (TRCs).
- Reform pre-service teacher training, and include the revision of the curricula, revamping textbooks, and instructional materials in the training programmes.
- Learner-oriented teaching, with the learner, i.e. the child, at the center of the learning process shall be focused.
- The new concepts such as active learning, development of critical thinking and creativity shall be encouraged.
- Highly interactive, learner centered teaching and training materials shall be produced and utilized.
- Many forms of teaching and learning, e.g. peer group discussion, class observation, distance education, self-study, on-site visits and multi-grade teaching shall be introduced.
- Integration of teaching theory and practice shall be ensured with greater emphasis on the latter. Pedagogy with content of knowledge should be integrated.
- Training programmes shall take into consideration teachers' on-ground conditions such as motivation, concerns, knowledge, available time and resources, etc.
- Besides teachers, the heads teachers, supervisors and critical stakeholder in the system shall also be trained.
- Training shall be taken to the teacher (school site) rather than bringing the teacher to the training site through cluster-based resource center approach as proposed under Girls Primary Education Project Phase-II i.e. establishment of Quality Improvement Cell (QIC).
- The development of a more relevant, learner-centred curriculum, supported by and linked to, development of higher quality textbooks as well as with improved teacher training processes and assessment methods, will be ensured.

- Concepts dealing with environmental education, health education and population education shall be integrated into the relevant subjects.
- Major effort shall be directed towards improving the delivery of the curriculum.
- Besides training and upgrading of female teachers, there would be measures to improve their work and living conditions and provide them with better career opportunities. This would help retain them in the profession.

Information and Communication Technologies (ICTs)

- ICTs will be used to improve learning outcomes, bridge the Digital Divide and narrowing the gap between the information rich and information poor.
- ICTs will be utilized for training of educators, teacher trainers and managerial people to promote quality EFA.
- Distance Education strategy shall be used both for access and quality EFA.
- Radio, TV, VCR, computers, video libraries, cassettes, film projector with large screen, multi media, well equipped mobile vans and other modern means and modes of information technologies shall be effectively employed and harnessed for promotion of EFA particularly adult literacy and early childhood education.

Textbooks and Instructional Materials:

- Substantial increase shall be ensured in the non-salary recurrent expenditure on provision of textbooks, basic school supplies, learning materials, etc. Provision of free textbooks³ for rural girls and subsidized textbooks for all children shall be ensured.
- Textbooks shall be revised and updated, incorporating new concepts, skills and techniques.
- The Ministry of Education will continue to pay attention to eliminating gender bias in textbooks and curriculum.

³ Sindh has already started the provision of free textbooks to rural girls.

- The curricula shall encourage enquiry, creativity and progressive thinking through project-oriented education. Curriculum will be revised and made relevant to the modern needs and also incorporate concepts which will promote a culture of peace.
- Incentives shall be provided to teachers for producing new and attractive learning materials, making use of audio video and print media.

Assessment and Evaluation System:

- A system of continuous internal evaluation culminating in the annual examination shall be used to evaluate the performance of students. The certificate awarded to students shall include marks obtained in internal evaluation as well as the final examination.
- Automatic promotion upto grade – III shall be introduced.
- National Education Assessment System (NEAS) at federal level, supported by Provincial Education Assessment Centres (PEACs), under the Education Sector Reforms, are being established. It will evaluate/assess learning achievements of students at primary (Class IV) and elementary (Class VIII) levels. The NEAS will provide a feedback for ensuring continuous assessment of the whole education process by improving, teaching strategies, school effectiveness, curriculum design, appropriateness of textbooks and the whole delivery system.
- Examination at the end of primary education (grade-V) and elementary education (grade-VIII) shall be conducted by district body/board/authority.

School Management and Local Programmes:

- Special programmes shall be initiated for training of head teachers, school principals and learning coordinators.
- The training and job descriptions for head teachers shall specify their roles in guiding and supporting their teacher colleagues, in mobilizing community involvement in the school, and in administration, management and maintenance of the school.
- Adequate number of experienced and committed learning coordinators is needed for both the academic/professional guidance and general supervision.

- Learning coordinators shall be given training to enable him/her to provide to teachers guidance in new teaching techniques.
- Learning coordinators shall be facilitated especially by providing means to travel. Particularly, Female Learning Coordinators face serious problem of transport which shall be resolved.
- The concept of cluster/center school has proved very effective for school effectiveness. It shall be reintroduced and strengthened.
- In order to ensure community participation and effective involvement of civil society, the village education committees/school management committees/school councils already established shall be strengthened, trained and empowered.
- Management and administration of elementary education shall be decentralized to the district/sub-district level under Devolution Plan. District base planning shall be introduced. Each district of the country shall prepare plan of action in elementary education development focusing on Education for All. This shall be implemented as well as monitored by the District Governments.
- A district Advisory Forum/Authority shall be established to oversee/supervise/monitor development of elementary education focussing on teacher's attendance and commitment.
- Forums/Authorities at all level right from union council through district, province and especially at national level comprising Government, NGOs, Private Sector and the Representative of all other EFA principal actors shall be constituted to prepare, implement, monitor and coordinate EFA development keeping in view the national and international commitment of the country.
- Teachers shall be recruited on contract basis and their promotions, postings and transfers shall be linked with their qualifications and performance rather than ACRs.
- **Administrative management of non-functional, dysfunctional and sick schools shall be given to well reputed NGOs and Education Foundation.**

3.3.11 Resources:

i. Human Resources/Manpower:

- a) At the rate of 2 teachers for each new primary school, 5 teachers for upgraded middle school and one teacher for

Masjid/Maktab School, a total number of 7,800 teachers during the initial year (2001) of the plan are required. This number may increase to 11,000 by 2005. Average number of additional teachers per year required may be 11,100 against a total of 66,600 in initial six years i.e. 2001-06 of the plan.

- b) The services of one Pesh Imam are utilized for each Masjid/Maktab School. Total number of Mosque Schools to be opened from 2001-06 is estimated to be 2500. On the average 416 Pesh Imams/per year would be employed in Mosque Schools who would be paid a reasonable amount as remuneration.
- c) One Instructor/Teacher for each Non-formal Basic Education School (NFBES) would be employed. Total number of instructors/teachers required for NFBES may be 45,000 till the year 2006. Per year average may be 7,500 instructors.
- d) At the rate of one support staff for new primary school and 2 additional support staff for upgraded middle school, the total additional support staff needed till 2006 would be 2,350.
- e) In order to improve the monitoring and supervision of the schools additional supervisors/learning coordinators, at the rate of one supervisor for 25 schools, have been proposed in the plan.

ii. **Financial Resources/Budget:**

- a) Development cost for opening of new primary schools (Rs.0.6 million per school); upgradation of primary schools to middle level (Rs.1.0 million per unit); addition of one room along with other required facilities for mosque schools (Rs.0.2 million per mosque school); rehabilitation/upgradation of physical facilities (Rs.0.21 million per school) comes out to be Rs.30.89 billion for the initial six years of the plan.
- b) Total cost of the Primary Education programme/project (Recurring + Development) comes out to be Rs.240 Billion.

3.4 PLAN IMPLEMENTATION:

Under the Devolution Plan, powers and functions of educational planning, management and monitoring/evaluation have been decentralized/devolved to district, tehsil and local/grass root level. Each district will prepare EFA plans, in the light of the framework and

guidelines provided in the National Plan of Action for preparing provincial, district, sub-district/tehsil/taluka, and union council EFA Plans of Action. The process entails reviewing needs and priorities identified at district levels through examining: a) the school development plans prepared by SMCs/PTAs at school level, and b) the educational data available at district, *tehsil*, union, and local levels. The district plans will be implemented through district education and literacy departments”.

The EFA forum will be set up to bring together the representatives of all those with a vital stake in EFA/Basic Education, particularly stakeholders at union and tehsil levels, such as parents, SMC/PTA members, learning coordinators, etc. The forums will serve as vehicle of partnership and dialogue and a co-coordinating mechanism focused on the planning, analysis and monitoring of progress towards set goals. The major role of EFA forums would be resource mobilization and also oversee the plan implementation, with special focus on keeping track of the factors promoting/inhibiting progress in girls' education. Federal and Provincial governments will ensure the availability of resources and building the capacity of the districts for effective and efficient implementation of the EFA plan.

3.5 MONITORING AND EVALUATION OF THE PLAN:

Following agencies will be involved in monitoring and evaluation of the EFA Plan:

- District Education Department will be responsible for monitoring and evaluating Primary Education and Early Childhood Education Programmes. District Literacy Department/Cell will be responsible for monitoring of adult literacy (general literacy), functional (vocational and skill literacy) and continuing education programmes.
- District, Provincial and National EFA forums will monitor and evaluate the EFA programmes.
- Tehsil Councils and Union Councils will monitor the EFA programmes through their education committees.
- School Management/Village Education Committees will be strengthened and involved in monitoring and evaluation of EFA programmes.
- District unit of Provincial Education Management Information System (EMIS) will regularly collect data/information on core EFA indicators to evaluate the EFA programmes.

Chapter 4

ADULT LITERACY

4.1 SITUATION ANALYSIS

Although adult literacy in Pakistan has increased at the rate of about 1 percent per annum since 1981, it is still very low, especially in relation to that in other countries of South Asia. According to the 1981 census the overall literacy rate of 10+ age group was 26.2 percent, which increased to 34.8 percent in 1990-91; 36.8 percent in 1993-94; and 44 percent in 1997-98. Cumulative increase in literacy rate over 8 years is 10 percent. However, increase in female literacy rate is more than the male i.e. 11.4 percent against 9.2 percent male. It is to be pointed out that according to the targets set in Jomtien, the literacy rate of Pakistan should have been 70 % by now, if estimated at the average growth rate of 3.5 percent per year, to achieve the goal of doubling the literacy rate.

Literacy gender parity index indicates that in all the provinces/areas of the country, proportionately fewer women than men have basic literacy skills. Despite the fact that female literacy rates have increased considerably since 1990, the said ratio has further deteriorated in all the four provinces.

The total population of 15+ year age group was 72.38 million (male 37.65 and female 34.73 million). Overall literacy rate was 43% (male 55.3%; female 29%). Islamabad Capital Territory has the highest literacy rate i.e. 70% (male 78.6%; female 58%) whereas, the province of Balochistan has the lowest literacy rate i.e. 24% (male 35.32%; female 12%). *(Source: Population Census Report 1998)*

According to the census report of 1998, the overall literacy rate of Pakistan for the age group 10⁺ was 43.9%, with 54.8% for males and 32% for females (Table 3). In Pakistan adult literacy rate means literacy rate of 10⁺ age group. It ranges between 24.8% in the province of Balochistan to 72.4% in the Islamabad Capital Territory. NWFP, with a literacy rate of 35.4%, is the second lowest in literacy ranking. The provinces of Punjab and Sindh have slightly higher literacy rates than the national average.

Table 3: Literacy Rates (10+ years) in Pakistan: 1998

	URBAN		RURAL		TOTAL		
	Male	Female	Male	Female	Male	Female	Both
PAKISTAN	70.0	55.2	46.4	20.1	54.8	32.0	43.9
Islamabad	83.2	69.7	75.1	48.8	80.6	62.4	72.4
Punjab	70.9	57.2	50.4	24.8	57.2	35.1	46.6
Sindh	69.8	56.7	37.9	12.2	54.5	34.8	45.3
NWFP	67.5	39.1	47.7	14.7	51.4	18.8	35.4
Balochistan	58.1	33.1	25.8	7.9	34.0	14.1	24.8

Source: Population Census Report, 1998

Reasons for Low Literacy Rates

Adult literacy has suffered primarily due to low rates of participation at the primary level, which in turn relate to poverty and conservatism. However, other causes of low literacy rates include financial constraints and ineffective/failed strategies: -

- i. Resources/funds earmarked for adult literacy programmes were hardly 1% of the education budget. Furthermore, funds could not be provided on time.
- ii. **Adult Literacy has suffered due to political will and absence of consistency in policy.** It has not been given the needed/desired priority in EFA programmes. Only a few projects on adult literacy could be launched during the post Jomtien period, which had limited coverage and were restricted to not more than 10% of the target group.
- iii. **There is an absence of a strong coordination and organizational structure with the result that interaction** among the principal actors in the field of adult literacy remained weak.
- iv. **The professional base of adult literacy initiatives remained under-developed due to lack of training of instructors; no formalized curriculum; and a virtual non-existence of effective research.**
- v. Monitoring and evaluation mechanism at the grassroots level could not be strengthened, which adversely affected the internal efficiency and effectiveness of the literacy programmes and projects.

As a result, the country with a literacy rate of **44% in 1998** fell **drastically** short of the 70% literacy targets set in the Jomtien World Conference and the National Education Policy 1992. Female literacy rate could not exceed 33% in 1998. However, keeping in view the high population growth rate, inadequacy of resources, slow pace of educational development and such other factors, the targets set for adult literacy were too ambitious to be achieved in such a limited time.

4.2 PAST AND ON-GOING LITERACY PROJECTS AND PROGRAMMES

Main projects and programmes launched in Pakistan for adult literacy since 1990 are as follows:

4.2.1 Eradication of Illiteracy from Selected Areas of Pakistan

This project was launched by the Prime Minister's Literacy Commission, with a total cost of Rs. 72.83 million from 1992-94. The target was to make literate 1,74,460 adults (both male and female). The salient features of the project were as follows:

- Opening of 3,460 face-to-face literacy centres and 200 TV literacy centres in 5 selected districts i.e. Islamabad - Hafizabad - Karachi East - Quetta and Tehkal Bala.
- Implementation through NGOs and community with strong motivational drive.
- Area specific approach.

Under this project 1,38,025 (79%) adult illiterates were made literate against the target of 1,74,460. Out of these 1,20,082 (87%) were females and 17,943 (13%) males.

4.2.2 Quranic Literacy Project 1992-94

Knowledge has been highly esteemed in Islam. Seeking knowledge is the duty of every Muslim (man and woman). Islam stresses life long education. The last Prophet of Islam, Hazrat Muhammad (P.B.U.H) emphasized the pursuit of knowledge from the cradle to the grave. The first Quranic Ayat starts with Iqra (to read).

Motivated by the golden teachings of Islam, Pakistani women attach high importance and play an important role in learning and transmitting Islamic teachings and knowledge to the future generations. The most valuable contribution of Pakistani women especially the mother, is the teaching/learning of the Holy Quran which is the last Divine Book and the most comprehensive code of conduct of life. The subject project was initiated in 1992 with a cost of Rs.4.06 million to make females literate through their knowledge and reading skills of the Holy Quran. The project aimed to test as to whether the females who were able to read/recite Holy Quran could be made literate in Urdu with greater ease and in shorter time for which a special primer was introduced. The project was tested in five union councils in 4 districts surrounding Islamabad. 494 face-to-face centres were established, at places provided by the community. The teacher was paid honoraria of Rs.500 per month. Four cycles of 6 months each were completed. 10,867 female of 10+ age group were made literate through this project.

The limitations of this programme are given below: -

- Timetable arrangement sometimes kept some of the literacy teachers busy throughout the day, as all the learners were not able to attend the centres at the same time.
- There was no incentive in any form for the learners, due to which dropout could not be checked.
- The rural community is too pre-occupied in marriage and death ceremonies, harvesting work, and festivals.

Hence the total number of days attended by learners was not up to the required level, and their actual involvement in the learning process during the six-month cycle was much reduced in many cases.

- In one of the districts, parents hesitated in letting their girls learn the skill of writing although they let them learn the skill of reading.

4.2.3 Establishment of 10000 Non Formal Basic Education Schools⁴

The Prime Minister's Literacy Commission in 1995 formulated a project titled "Establishment of 10000 Non-formal Basic Education Schools" with the total cost of Rs. 1,263.375 million. The project, based on the idea of a home school to be run through NGOs and CBOs, was to be implemented within a period of five years. However, the project suffered due to financial constraints.

The Education Policy (1998-2010) recommended to expand the programme to a larger scale, by opening 75,000 NFBE Community Schools during the next three years. The Prime Minister of Pakistan, while announcing the national agenda, emphasized on Universal Literacy for children and constituted a committee for preparation of an Action Plan. The Action Plan also recommended the expansion of NFBE Community Schools Programme. ECNEC approved the expansion of the programme on July 11, 1998 from 7,000 to 82,000 NFBE Community Schools with a total budget of Rs. 11214.898 million and the programme was included in the SAPP II. However, its expansion was to be made after an evaluation of the existing schools by the third party.

Salient Features of the Project:

- Basic Education Schools offer learning opportunities to those miss-outs/drop-outs included under the age group of 6-14 years.⁵
- An educated person, preferably a trained PTC to be contracted for the task against a fixed emolument of Rs.1,000/- per month. In case trained PTC teacher is not available at local/ village level, simple Matriculates are considered. In backward areas, the educational qualification is also relaxed.
- Teaching aids like black boards, charts, mats etc. for students are provided by the Government.
- Learning materials in the form of books, notebooks, pencils, slates etc. are supplied to learners free of cost.

⁴ For details on the project's primary schooling aspects, refer to Section 3.2 (viii).

⁵ Also to out-of-school children aged between 5-9 years

- A condensed non-formal primary level basic education course has been developed for dropouts and out of school youth of age 10-14 and above. [Curriculum of formal primary school system is used for all fresh entering children of age 5-9.]
- Preference has been given to the establishment of schools for females.
- Final examinations are conducted by Examination Teams headed by authorized representatives from District Education Offices. Graduates of Non-Formal Basic Education Schools are eligible for admission in 6th Class in formal schools.
- Schools function at places provided by the community free of charge. These may include public places, Mosques, community centres, buildings spared by philanthropists, or residence of teachers. For dropouts and miss-outs of 10-14 age group, existing school building can be used in the evening, wherever possible.

4.2.4 Crash Literacy Programme

The Ministry of Education planned a Crash Literacy Programme in May 1998. The purpose of the programme was to increase participation rate by making maximum use of the available resources like school buildings and teachers during summer vacations and evening hours. This programme was aimed at promoting literacy and basic education in the country.

To make the programme cost effective, the existing school buildings with all the infrastructure of shelter and supplies were used to open literacy centers. The teachers who were qualified, trained and available during summer vacations (June - September, 1998) were engaged for the programme. They were paid nominal honorarium for this extra duty after a short orientation.

The students were quite free from any obligation of school uniform and were provided with free textbooks and learning materials. The location of the center was nearest to the majority of the beneficiaries/ out of school children.

Salient Features of the Programme:

The subject programme started in the Federal Areas of Islamabad and in the province of Punjab, as a pilot project. The salient features of the programme are as follows: -

- Focus has been given to rural girls/female illiterates and also to provide a second chance to out of school children within the age group of 6-14 years.

- Around 87 literacy centers opened in the Federal Area and 222 schools in the Province of Punjab.
- For each center/ school services of a teacher were provided who was paid Rs. 1500/- per month as salary/honoraria in Federal areas and Rs. 1,000/- in Punjab.
- The syllabus prepared by Allama Iqbal Open University was selected for the course.
- Teaching/learning material was selected out of the literacy materials developed through National workshops as well as books and primers taught in formal schools.
- Literacy Teachers were given brief orientation/training for the purpose.
- A literacy campaign was also launched to create awareness amongst the target groups.
- Students were paid Rs. 20/- per attendance as an incentive (in Punjab only).
- Learning material was provided free of cost.
- Unit cost of the programme was around Rs. 1,899 per student.

OUT PUT:

i. Federal Areas Programme:

Under the Federal Areas Crash Literacy programme, about 87 literacy centers were opened in three phases. The total enrolment of these centers was around 1500. The assessment/evaluation test conducted by the Ministry indicated that 82% qualified/passed. Moreover, the literacy programme/campaign created awareness amongst the masses and local communities who were motivated to play an effective role in eradication of illiteracy. The total cost of the project was only Rs. 6.4 million.

ii. Punjab Literacy Pilot Project:

The Punjab programme was successful in terms of enrolment. A target of 5550 students was fixed and the Department was able to meet 96% of the target. In a few girls' schools, enrolment exceeded the maximum number of 25 students per class and the girls in excess of the maximum limit attended the center without any financial incentive. This showed encouraging prospects and so was the number of parents who

were willing to send their children to formal schools after the Pilot Programme.

Encouraged by the results of this programme, the Government of the Punjab is undertaking Phase II of the programme with a tenfold expansion. The target enrolment was 50,000 students, for which 1668 centers of 30 students each were opened. The honoraria of teachers were raised to Rs.1500/- with added financial incentives related with the results of the final examination. The monitoring system was strengthened and the course contents were revised. Expansion of the programme was considered in terms of enrolment and also in terms of the support from the community. The total cost of the project was Rs.10.5 million.

4.2.5 Literacy Programmes by NGOs

The programmes launched by NGOs in basic education and literacy at the provincial and local levels are in addition to the above. Some of the programmes run by well-established NGOs are reported to be very effective and productive.

Non-governmental Organizations (NGOs) have been actively involved in the promotion of literacy and adult education since 1990. In 1992 the NGOs were involved in the project namely "Eradication of Illiteracy from the Selected Areas of Pakistan". Thereafter, NGOs have been coming forward in the field of literacy and non-formal education. Adult Basic Education Society (ABES) and BUNYAD in Punjab. SHOAA in Balochistan and Khyber Welfare Association in NWFP were the NGOs, involved in the Pilot Literacy Projects of 1992.

4.3 PLANNING FOR INCREASED LITERACY

4.3.1 Goals:

- i. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning, life skills and citizenship programmes;
- ii. Achieving 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- iii. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

4.3.2 Phasing of the Plan

The Adult Literacy Plan (2000-15) consists of the following three phases: -

4.3.2.1	Phase-I	2001-02 to 2005-06	(5 Years)
4.3.2.2	Phase-II	2005-06 to 2010-11	(5 Years)
4.3.2.3	Phase-III	2011-12 to 2015-16	(5 Years)

4.3.3 Population Projections

- i. The total population of 10 + years age group was 101.5 million in the year 2000 which is the benchmark of the plan. It is estimated to increase to 116 million by the end of first phase of the plan; 129 million in the second phase and 146 million in the third phase of the plan. Total increase in 15 years is projected to be 44.5 million which is 44%.
- ii. Male population may increase from 52.7 million in 2000 to 60 million in 2005, 68.2 million in 2010 and 75.5 million in 2015. It comes out to be 22.8 million (43%) increase in 15 years.
- iii. Benchmark female population is 48.8 million (48% of total). It may increase to 56, 63.8 and 70.5 million by the end of 1st, 2nd and 3rd phase of the plan respectively.
- iv. Due to migration of rural population to urban areas, urban population may increase from the existing (year 2000) 34.4 million to 61 million (77% increase) by the end of the plan. Whereas, the rural population has been projected to increase from 67.1 million to 85 million (27% increase) during the same period. The existing rural/urban ratio is 66:34 and by the end of the plan the said ratio would be 58:42. It would certainly have far reaching implications for future planning.

4.3.4 Targets

- **Literacy Rate**

- i. According to the Economic Survey of Pakistan 2001-2002, the overall literacy rate of the country is 50.5% (male 63%: female 38%). It indicates that almost two out of three women are illiterate. Rural area literacy rate is 39% against 70% in urban area. The plan envisages increase in the overall literacy rate to 61%, 68% and 86% by the end of 1st, 2nd and 3rd phase of the plan respectively. In order to eliminate the gender disparities, female literacy rate would be enhanced at a higher rate as compared to male. The target of gender equity (86% literacy rate both for male and female) may be achieved by the end of the plan. It has been planned to attain the Dakar goal of 50% reduction in illiteracy by

the end of the year 2010 (on the completion of 2nd phase of the plan).

- ii. Similarly, more focus would be on rural areas as compared to urban. Rural literacy rate would be increased from the existing 38% to 83% by the year 2015.

- **Number of Literates**

In the year 2000, almost half of the 10+ years age group population was literate i.e. 50 million literates out of 101 million population. This number is planned to increase to 100 million by the year 2011, and 126 million by the end of the plan (2015). The programmes and inputs proposed in the plan will make about 76 million people literate in 15 years.

- **Illiterates**

At present (2000-01), 51.8 million (male 21.4:female 30.4 million) out of a total 101.5 million of 10+ years age group population are illiterates. As per plan, the number of illiterates may reduce to 45.4 million (male 17.1:female 28.3 million); 38.3 million (male 15.7:female 22.6 million); and 20.4 million (male 10.6:female 9.8 million) by the end of 1st, 2nd and 3rd phase respectively. In urban areas, the target of total eradication of illiteracy would be achieved by the end of the plan.

4.3.5 Implementation Strategy

- i. Establishment of Field **Offices**.
- ii. Selection of NGOs and Sites/Areas:
 - a. Advertisement in the Media.
 - b. Identification of the Sites/NGOs through survey and Government Agencies i.e. Social Welfare Department, District Education and Literacy Departments and Local Government and Rural Development.
 - c. Conventions of the NGOs/allocation of the schools and areas.
- iii. Training of Master Trainers, Field Functionaries, Trainers and Teachers.
- iv. Procurement of equipment and material for officers and schools.
- v. Distribution of material.

- vi. Promotion of Communities at local level.
- vii. Registration of the students.
- viii. Teaching/learning activities at school level.
- ix. Supervision/Monitoring of the schools and feedback.
- x. Periodical review meeting at different level of operation.
- xi. Refresher Courses
- xii. Evaluation.

4.3.6 Selection of Sites

At the stage of implementation, lists of Villages/Dhokes/Goths without primary school may be prepared through the following sources: -

- i. District Education Officers may provide a list of localities where there is no primary school or no girls' primary school.
- ii. District Governments may be requested to provide the information through union councils. The union councils may compile such information as a routine exercise.
- iii. NGOs/CBOs Private citizens may identify such localities.
- iv. Private firms/third party will identify the location for establishment of school/center.

Teachers, mainly females, will be recruited from the local communities. This will eliminate absenteeism which plagues the formal system. To ensure that the above stipulation is met if needed normal age and qualification requirements will be relaxed. This is especially so in remote or under-developed regions. Any lack in educational qualifications will be compensated by intensive pre-service training of the selected teacher.

4.3.7 Training of Teachers

The District Government (District Literacy Cells) will develop the curriculum and contents for the training of teachers and other field functionaries, in collaboration with different agencies. Courses for training of Master Trainers and key functionaries will be held at national and provincial levels. Whereas, the teachers will be trained by the Master Trainers at the zone and sub-zone level.

4.3.8 Examinations, Certification and Equivalence

Final examinations will be conducted by Examination Teams headed by authorized representatives from the respective District Education Office. Final certificates follow same criteria and procedures prevalent in the Province. Learners qualifying the final examinations will be awarded Primary level certificate endorsed by District Education Authorities and they will be eligible for admission in 6th class in formal schools.

4.3.9 Integration of Schools with Formal System

Non-formal Basic Education Schools will in fact be completing the formal school primary education course by offering learning opportunities in those settlements, where regular primary schools are non-existent at present, or where despite the location of a primary school there are still children that are out of school. Another role of NFE schools/literacy centers will be to supplement the efforts of universalization of primary education by extending second chance to dropout, miss-out and out of school youth. These schools may continue playing their roles, unless and until regular primary schools with proper building and qualified teachers, are established in these areas. With the expansion of formal system of primary education, these schools may gradually be replaced absorbed with regular schools. The Non-formal Basic Education School initiative is not to become a parallel system to the formal schools. The programme has been initiated and the expansion is, with the sole aim of, providing access to primary education to the unserved by an inexpensive, rapid and tested method. As soon as the formal system can provide the necessary coverage the Non-Formal Basic Education Schools will be given an opportunity for selection and absorption in regular cadre of teacher, on merit basis. They may compete along with other candidates, and may be selected on the basis of their qualification and experience. Since these teachers will be engaged on purely contract basis, in no respect will they be entitled to claim absorption, or regular service, as their right.

4.3.10 Inputs for Reduction of **Adult Illiteracy**

The following inputs have been proposed to enhance the literacy rate and eradicate the illiteracy:

- i. Opening of literacy centres is one of the major programmes proposed in Education Sectors Reforms (2001-05) to eradicate illiteracy. A total number of 270000 literacy centres 45000 during the first year (2002-03), 90,000 during the second year (2003-04) and 135,000 during the third year (2004-05) will be opened. Each centre will complete 2 cycles of 6 months each in a year, with an objective to impart general literacy (basic skills of literacy) to the adult population of the catchment area. After completing two cycles around 2/3 of the centres would be closed. Whereas, 1/3 of the centres would be converted/upgraded to functional

literacy/trade centers. The targets of ESR in Elementary Education and Literacy have been integrated/incorporated in the subject EFA National Plan of Action (NPA). On the average, 100,000 literacy centers would continue to be opened every year in the public sector, till the completion of the plan, so as to make literate the backlog of illiterate population.

- ii. It is expected that private sector would also actively participate in this Jihad against illiteracy. Retired teachers, army personnel religious scholars and others may be provided some incentives to open literacy centers. On the average 1,000 literacy centers per year during 1st and 2nd phase and 2,000 during 3rd phase may be opened in private sector.
- iii. Some NGOs have already opened literacy centers. These centers may continue to increase at the expected rate of minimum 1,000 centers per year.
- iv. Poverty is the root cause of rampant illiteracy and low participation rate at primary level of education. Poverty alleviation through educational development is one of the important strategies outlined in the Framework for Action. Training in vocational and income-generating skills is one of the major programmes/inputs included in the NPA. Under this programme 140,000 literacy centers, which is about 1/3rd of the total, will be upgraded/converted into vocational/trade centers after completion of a 6-month general literacy cycle during the first phase of the plan. Almost the same number (i.e. 130000 Vocational Centers) will be opened during each of the 2nd and 3rd phases of the plan. **Special efforts will also be made to provide skill training to adolescent girls and young women.**
- v. Imparting literacy skills through Quranic Literacy is a very successful experience of this country, which needs to be replicated throughout the country on a massive scale. Around 1,000 Quranic Literacy Centers during each year of the plan will be opened to impart literacy skills through Quranic Literacy. This number may be increased keeping in view the success and effectiveness of the project.
- vi. Community Viewing Centers (CVCs) is another successful experience in Pakistan. However, it needs proper and effective implementation and management mechanism. Suitable persons from the locality will be identified who would manage the CVC. A token amount of Rs.500 per month will be paid as rent to the person who will provide T.V set and VCR for the center.
- vii. A total number of 7117 Non-formal Basic Education Schools (NFBES) have been functioning successfully throughout the country for the last 3-4 years. These schools cater to the needs of

5-14 year age group out of school children/adolescents. Schools are run through NGOs and CBOs. The services of one instructor, who is paid Rs.1000/- per month, are provided to each school.

Under the NPA 10,000-15,000 NFBES will be opened every year. Education Sector Reforms (ESR) envisages opening of 30,000 NFBES during 2001-05. These targets of ESR have been incorporated in the Plan.

4.3.11 Quality Inputs

Past experiences prove that the following quality inputs can be useful for making literacy programmes effective: -

- Para-teachers from the community. Teachers, usually women, who would have a secondary or middle school education but not the required teaching qualification, chosen from the community, have been found to be effective in terms of their motivation, dedication and empathy with learners. The services of para-teachers will be utilized for literacy programmes.
- Short initial training and strong supervision for teachers. In order to keep the costs down and to ensure that teachers acquire the practical pedagogic skills and apply them, a short pre-service orientation is given, but regular supervisory contact and short refresher training will be continued.
- Active community and parental involvement. The community, usually in the form of a parents' committee or a managing committee, is closely involved in the programme and in ensuring that it functions effectively. Community participation will be ensured.
- Simplified curriculum, abridged courses, and focus on practical and essential skills. While the curriculum often follows the primary education contents, the text and learning materials are adapted for the usually abridged course and with an emphasis on practical knowledge and a learner-centred pedagogy. This strategy will be given due focus in future literacy programmes.
- Equivalency with primary education. Equivalency with primary education will be ensured by covering the essential content of primary education and permitting mobility to formal school either by mutual agreement or by taking an examination. Equivalency credentials are important for making non-formal programmes acceptable and credible to the learners and the larger community.
- Provisions for essential learning materials. Typically, learning materials and supervision and continuing training of teachers

constitute half or more of the cost of a successful programme, in contrast to the traditional primary school in which non-salary costs in operation budget is minimal. Special funds will be specific for teaching-learning materials.

4.3.12 Resources

i. Human Resources:

- Each literacy center will be provided with one literacy teacher preferably selected from the same community. Under the ESR 45,000 literacy teachers in the first year, 90,000 in the second year and 135,000 in the third year will be required. Services of these teachers would be required for one year for completion of 2 cycles of general literacy. After completion of ESR (beyond the year 2005) on the average 100,000 literacy teachers (in every year of the plan) will be employed for a period of one year.
- Trade/Vocational skill teachers at the rate of 2 teachers per center would be recruited for trade/vocational/functional literacy centers. A total number of the above category teachers required during the 1st, 2nd and 3rd phases of the plan worked out to be 280,000, 260,000 and 180,000 respectively.
- Additional administrative/management, supervisory and supporting staff will also be required to run literacy centers, vocational centers and others. An estimated number of 1,350 posts of literacy administrators/managers and 7600 literacy center supervisors will have to be created to run the literacy centers and NFBES envisaged to be opened under NPA.

ii. Financial Resources:

Phase-wise total cost for literacy inputs/programmes comes out to be Rs.53,439, 58,021 and 68,516 million for the phase I, II and III respectively. The total cost for the plan period (2001-2015) would be around Rs.180 billion. Out of it, Rs.51 billion (28 %) will be the development cost and Rs.129 billion (72 %) the recurring cost.

4.4 **IMPLEMENTATION MECHANISM**

The programme will be implemented by the District Literacy Department through NGOs/CBOs. NGOs will be identified along with sites through government agencies and private firms. A unit of 50 schools will be allotted to an NGO in sub-zonal district. Communities interested in establishing Literacy

Centres and NFBE community schools in their area will be required first to organize themselves in the form of an CBO or a Village Education Committee (VEC) and have a networking with bigger NGOs. The Government will offer the following inputs to NGOs:

- i. Salary of the teacher.
- ii. Learning material (free of cost).
- iii. Teaching aids (in kind).
- iv. Supervisory cost.

In turn the NGOs will carry out regular supervisory visits, deliver inputs and collect reports. Beside, facilitate Government functionaries in their monitoring and evaluation efforts, both through written reports and surprise checking on the spot. NGOs showing excellent results will be recommended for wider responsibilities and awards etc. Whereas release of grant will be suspended to NGOs that fail to produce satisfactory results. Detailed TORs and an agreement will be signed with the NGOs.

4.5 MONITORING AND EVALUATION

Monitoring and Evaluation mechanism will be specified in the provincial and district plans.

Chapter 5

EARLY CHILDHOOD EDUCATION (ECE)

5.1 SITUATION ANALYSIS:

According to the latest Census Report (1998), the total population of under 5-year age group in Pakistan is 18.6 million which is 14.2% of the 130.58 million population of the country. In the year 2000, the population in the 3-5 years age group was 8.61 million (4.40 million boys and 4.21 million girls).

i. **Early Childhood Education**

The importance of early childhood care and development (ECCD) in general and early childhood education (ECE) in particular, is now well-established. It is widely acknowledged that the effects of the kind of early care a child receives from parents, pre-school teachers and caregivers, determines how well a child learns and performs throughout his/her entire life. The early years are critical for the acquisition of the concepts, skills and attitudes that lay the foundation for lifelong learning. These include the acquisition of language, perception-motor skills, problem-solving skills and a love for learning. With good quality early education, educational efficiency would improve as children would acquire the basic concepts, skills and attitudes required for successful learning and development prior to or shortly after entering the system, thus reducing the chances of failure; and the system, too, would be freed of under-age and under-prepared learners who have proven to be the most at risk in terms of school failure and drop-out.

Other benefits of early care and education relate to increased economic productivity over a lifetime and better standards of living when the child becomes an adult. It is also proven that intervening in the earliest years help to reduce social and economic disparities and race and gender inequalities that divide our society. It is, therefore, the children of the poor classes which require the greatest attention in early childhood programmes in general, and in early childhood education, in particular.

ii. **Early Childhood Education in Pakistan**

ECE Programmes in Formal Schools

Early Childhood Education had been well organized and formalized till seventies. Katchi or pre-primary classes were organized in the formal primary schools. However, officially this practice was almost discontinued during eighties. Realizing the role and significance of early childhood education, especially for improving the learning

achievement/ competencies, provision has been made in the current National Education Policy (1998-2010) to reintroduce Katchi/pre-primary class as a formal class in primary schools, extending the primary education for six years - Katchi to grade V. Implementation of this policy provision has not started due to scarcity of resources. Pakistan's priority area is primary education (5-9 age group). Once the target of Universalization of Primary Education (UPE) is achieved, the next **two** priority areas **will** be Adult Literacy and Early Childhood Care and Development.

In the public sector primary schools, especially in rural areas, children below 5 years of age do attend school informally, and learn basic concepts of literacy and numeracy. **Available evidence indicates that of the total enrolment in pre-primary and primary classes, the share of enrolment in pre-primary classes ranges between 4.73% in Islamabad Capital Territory and 30.11% in Federally Administered Tribal Areas (FATA). Among the provinces, while Punjab, NWFP and Balochistan have high levels of pre-primary enrolments, the share of pre-primary enrolments in total (primary and pre-primary) classes is relatively very low i.e., 7.29%, in Sindh. The proportion of female children in pre-primary classes ranges between 22.19% in FATA and 45.59% in Punjab (Table 4).**

Table 4: Enrolment in Pre-Primary (Katchi/Unadmitted) Classes: 1999/2000

	Total Enrolment in Pre-Primary (Katchi/Unadmitted)	% Enrolment of Pre-Primary in Pre-Primary & Primary classes	% Female Enrolment in Pre-Primary
Punjab	1,847,967	18.38	45.59
Sindh	243,747	7.29	36.96
NWFP	541,425	17.69	39.97
Balochistan	218,716	26.15	36.87
FATA	125,097	30.11	22.19
FANA	36,030	22.71	39.59
ICT	6,827	4.73	44.95
TOTAL	3,019,809	16.64	42.21

Source: (i) Provincial EMIS; (ii) NEMIS; (iii) FBS; (iv) Pakistan Literacy Commission; and (v) Curriculum Wing, MoEducation

In private sector schools, especially schools run on commercial basis, pre-primary education is well organized, being an essential part of primary education. **However, due to their high fees, these private schools cater only to the needs of the relatively affluent urban class, excluding a large section of the society comprising poor families. Almost all such schools arrange pre-primary education in the form of Nursery, Pre-nursery or Kindergarten KG-I, KG-II classes.**

In Pakistan, early childhood education suffers from a series of problems:

- (i) Lack of realization and awareness about the importance of the benefits of early childhood education;
- (ii) Absence of well-defined policy, laws and rules for early childhood education;
- (iii) Although pre-primary education has been recognized in the National Education Policy, but no formal measure has been undertaken to implement this policy provision at the school level, such as separate pre-primary classroom, separate teacher; separate facilities.
- (iv) Financial allocation to ECE is negligible, especially in relation to the needs of the children.
- (v) Lack of coordination among the various government departments related to early childhood care and education and also among the different service providers such as managements of public schools; private schools; NGOs; and other related community-based organizations.
- (vi) Provinces, district communities and schools lack the capacity to plan, implement and monitor ECE programmes.

Religious/Informal ECE Education

In Pakistan, like in other Muslim societies, Quranic/Islamic education for all is emphasized, particularly at an early age, both in urban and rural areas and almost equally for males and females. Such education is imparted through all the three modes of education i.e. formal, non-formal, and informal, either in mosques, madrassas, and Quranic Centres, by the communities or at home by the parents, even in most disadvantage and remote areas of the country. **For girls, it is usually an elderly or educated woman who imparts religious knowledge at home.** It is an effective way to inculcate moral values and teach life skills at an early age. It is estimated that more than 80% children of 4-10 years age group do get Islamic education in this way. Even in some families the family members, especially mothers, begin imparting moral values and basic concepts of literacy and numeracy, to children, even at the age of 2. Role of mothers as educators is very important in Pakistani society.

Day Care Centers

A limited number of Day Care Centers and Nurseries have also been opened by the Social Welfare Department, for children of working mothers **in urban areas. Although these centers do not impart any early childhood education per se but these centres cater to** the physical, psychological, nutritional and learning needs of infants and children, besides extending proper care in the absence of their mothers. However, their coverage is very low, limited and confined to the metropolitan cities only.

5.2 PLAN FORMULATION PLANNING FRAMEWORK:

5.2.1 Goal in Early Childhood Education:

- 5.2.1.1 Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children;

5.2.2 Phasing of the Plan:

- | | | | |
|---------|------------|--------------------|-----------|
| 5.2.2.1 | Phase-I: | 2001-02 to 2005-06 | (5 Years) |
| 5.2.2.2 | Phase-II: | 2006-07 to 2010-11 | (5 Years) |
| 5.2.2.3 | Phase-III: | 2011-12 to 2015-16 | (5 Years) |

5.2.3 Population Projection:

- Total population of 3-5 years i.e. 3 or more than 3 years but less than 5 years was 8.1 (male 4.1 : female 4.0) million in the year 2000. Given the declining population growth rate, this population may reduce to 7.4 (male 3.8 : female 3.6) million in 2005; 7.1 (male 3.7 : female 3.5) million in the year 2010; and then may remain almost constant till the year 2015.
- Rural population is 5.6 million, which may reduce to 4.5 million by the end of the plan. Whereas, urban population may increase from the existing 2.5 million to 2.7 million in 2015 due to migration from rural to urban area.

5.2.4 Targets:

- **Participation Rate:**

The benchmark (year 2000) net participation rate of pre-primary education which is generally termed as Early Childhood Education (ECE) is very low i.e., only 25 % (male 31 % : female 18 %). It is because of the fact that ECE had remained a neglected area as compared to Primary Education due to resource constraints. The National Plan of Action (NPA) sets the targets of increasing the net participation rate at 50 % both male and female by 2015. The mid-term targets would be 32% and 40% by the end of 1st and 2nd phases of the plan. The targets in ECE are modest in view of its low priority as compared to primary education and adult literacy.

- **Enrolment:**

Gross enrolment in Katchi class and un-admitted class, which is considered as Early Childhood Education was around 4 million (3 million in public sector and 1 million in private sector) in 1999-2000. Since, the provinces have pointed out that more than 50% students in Katchi class are 5 years or 5 + years of age, the net enrolment of 3-5 year age group is estimated to be 2 million which has been taken as benchmark enrolment in ECE with enrolment of boys at 1.25 million (62%) and girls at 0.75 million (38%). In order to achieve the planned target of 50% by the end of the plan, the benchmark enrolment would have to be enhanced to 3.6 million (additional enrolment 1.6 million). It could be possible only if we provide access/enroll on the average 100,000 children during each plan year.

- **Left Outs:**

At present, total number of left outs in ECE cohort is around 6 million which may be reduced to 5 million, 4.3 million and 3.6 million by the end of 1st, 2nd and 3rd phase of the plan respectively. In order to achieve the Dakar goal of gender equity, female enrolment will have to be increased at a higher rate than the male.

5.2.5 Programmes/Strategies/Inputs For Access/Quantitative Expansion:

Some of the major strategies for access are as follows: -

- Policy makers, planners, managers/administrators, teachers and parents will be sensitized about the importance and significance of early childhood care and education.
- Katchi class has been recognized as part of formal system in the current National Education Policy (1998-2010). As such not only the existing Katchi class already operative in primary school, will be recognized and strengthened but also this programme will be expanded. Opening of Katchi/ECE classes in the public sector primary schools will be the major programme for improving the access in ECE under NPA.
- Adequate financial allocations for ECE will be ensured to provide the inputs proposed such as additional classroom, one teacher, audio-visual aids, teaching, learning and instructional materials. Average 2500 formal primary schools in each year of the plan will provide the above inputs to start ECE. In this way 50% additional children of ECE will be accommodated in public sector schools each year.

- Efforts will be made to improve coordination among the various stakeholders involved in ECE programmes.
- Private sector is playing an important role in promotion of Early Childhood Education. It may also expand its programme in future. On an average, 1500 ECE centres/classes in each year of the plan are expected to be opened by private sector to accommodate around 30% of ECE children.
- The role of communities is also very crucial for pre-primary education. Public sector will persuade, organize and facilitate the communities to open and run Early Childhood Education Centers. UNICEF and other donor agencies and Education Foundations can be very helpful in this regard. At least 250 centres/classes are being proposed to open and run by the local communities every year of the plan. Mosques can be used as an important resource for this purpose.
- At least 500 centres each year are being proposed to open and run by NGOs to accommodate around 10% of the additional ECE children.
- Social Welfare Departments are running Day Care Centres especially for the children of working mothers. These centres play important role for Early Childhood Education, Care and Development. This programme will also be expanded under NPA so as to open at least 250-Day Care Centres each year to cater to the needs of around 5% children of ECE cohort.
- The services of Teachers Resource Center (TRC) Karachi will be utilized as a resource institution for providing policy and professional backup for ECE at National, Provincial and District levels.
- Statistical data and other related information on core ECE indicators would be regularly collected through EMIS, PIHS and other sources for analysis and dissemination.

5.2.6 Quality Inputs

Following quality inputs for Early Childhood Education (ECE) will be made: -

- i. Curriculum Wing of the Ministry will develop the curricula for ECE and coordinate for development of teaching-learning materials.
- ii. Full-time teachers for katchi class/pre-primary education will be trained and recruited.

- iii. Activity-based textbook (Qaaida) and other learning material for pre-primary education will be developed and provided free of cost to the deserving children.
- iv. Instructional material, teaching kit and A.V. Aids for ECE will be developed and provided to ECE centers and schools.
- v. The atmosphere of the ECE class/center will be made attractive, lively and child friendly.
- vi. Play-way method will be introduced in ECE centers/classes.

5.2.7 Resources:

5.2.7.1 Human Resources:

In public sector around 3000 ECE teachers will be trained and recruited annually. Training of teachers may be imparted in the existing Teacher Training Institutions. Total number of ECE teachers required during the plan period (2001-05) is estimated to be 45000.

5.2.7.2 Financial Resources:

- Development cost for addition of one classroom along with the other required provisions (at the rate of Rs.2 million) worked out to be Rs.500 million during the base year which may increase to 850 million in the final year. Total development cost comes out to be Rs.2450, Rs.3075 and Rs.4725 million during 1st, 2nd and 3rd phase of the plan respectively.
- Recurring cost including salaries of the teacher (Rs.48,000 per year), teachers training (Rs.10,000 per teacher) and audio-visual aids and Instructional Materials (Rs.5,000 per school/center) estimated at Rs.300 million in the base year and Rs.5100 million in the final year of the plan.

5.3 *Plan Implementation*

Implementation mechanism of ECE Plan will be almost the same as proposed for Primary Education Plan with the exception that in ECE Plan implementation local communities, NGOs and donor agencies such as UNICEF will be assigned a greater role.

5.4 *Monitoring and Evaluation*

The mechanism of monitoring and evaluation of ECE programmes will be the same as proposed for Primary Education Plan.

Chapter 6

IMPLEMENTATION, MONITORING/EVALUATION, COORDINATION AND CAPACITY-BUILDING

6.1 Implementation:

National Plan of Action will provide a framework and guidelines for preparation of provincial, district, sub-district/tehsil/taluka and union council EFA Plan of Action. 15-year EFA perspective plan will be divided into 5-year and Annual Development Plans in line with overall country programmes. Each year EFA targets will be included in Annual Development Plan/Programme (ADP).

6.1.1 EFA Decision-making and Management:

The implementation/management of education in Pakistan is constitutionally the responsibility of the provincial departments of education and the levels of administration below them. The observation and implementation of national curricula and maintenance of standards is under the purview of the Provincial Education Departments whereas, policy-making curricula and planning of the overall development of the system is the responsibility of the Federal Government.

Two other federal ministries are also involved in the management of education. The Ministry of Planning and Development has an Education Unit, which reviews all educational development plans. The Ministry of Finance approves educational projects included in the Annual Development Plans for federal funding by a grant or loan to the provincial governments.

The Planning and Coordination of major components of EFA i.e. Primary Education and Literacy is the responsibility of the Education For All Wing, Ministry of Education. Learning achievement and training in essential skills (curricula, examination, evaluation, standard of education, learning competency skills, teacher training) are under the purview of the Curriculum Wing of the Ministry of Education and the Provincial line departments/organizations. Education for better living (media programmes on moral values, attitude, general awareness regarding environment, population welfare, hygiene and sanitation, health etc.) is coordinated by the Ministry of Information and Broadcasting as well as the Allama Iqbal Open University (AIU). Matters related to Early Childhood Care and Development (ECCD) are dealt by the Ministry of Health and Social Welfare. Data/Statistics in EFA are collected and consolidated by the Academy of Educational Planning and Management in collaboration with Provincial (EMISs).

International EFA Development Partners, including bilateral and multilateral agencies and International NGOs (INGOs) have raised their support for EFA in Pakistan. International Development Partners EFA Forum has been established with a commitment to substantially

increase support especially technical and financial assistance for EFA Plan implementation in Pakistan in the light of Dakar Commitment.

The prime responsibility of EFA Plan formulation and implementation lies with the provincial education departments. Under the recently introduced decentralized management system, the district and local governments have been set up. District Education Departments in all the four provinces and Non-formal Literacy and Continuing Education Departments in the provinces, of Punjab and Sindh are being strengthened under the new set up at district and local levels. The interpretation of decentralization spans delegation, decentralization, devolution and privatization. The Local Government Plan 2000 under which District governments have been in operation since August 14, 2001 addresses five fundamentals viz. devolution of Political Power, Decentralization of Administrative Authority, Decentralization of Management Functions, Diffusion of Power-authority nexus and Distribution of Resource to the district level.

District governments i.e. district education and literacy departments will implement the district, sub-district/tehsil/taluke and union council EFA Plans in collaboration with the all EFA Partners at respective level i.e. private sector, NGOs, Deeni Madaris, media and others.

The implementation processes are taking place within the fiscal devolution plan and strategy, which aims to improve the efficiency and effectiveness of schools, their governance, and day-to-day operations. The fiscal devolution plan, consistent with the Local Government Ordinance, provides an opportunity to implement educational programs at district levels to address the challenges of providing quality education for all. The districts are being given the authority to make fiscal decisions according to their local needs and priorities. Through district-based planning, various stakeholders at district levels, including head teachers, PTA/SMC members, and civil society organizations, will be able to participate in educational decision-making, in terms of the planning, implementation, and evaluation of educational programmes.

In order to ensure full and effective participation of private sector in EFA planning and implementation a number of measures as given below have been undertaken:

- Incentive package for private sector has been announced.
- Private sector and NGO institutions are to be integrated in EMIS at national and provincial levels.
- Private Sector/NGOs will be encouraged to set up self-financed Private Sector Cells at provincial and/or district levels to facilitate registration, regulation and meeting standards.

- Simplification of school registration procedures is to be instituted for private sector at district level.
- Long leases to private sector will be extended for utilization of vacant un-utilized school buildings.
- Human Resource Development Commission has been set up for social sector development through public private partnership.
- Legal cover and accreditation to be provided to private sector institutions engaged in pre-service and in-service teacher training.
- Restructuring and making the Education Foundations effective autonomous bodies for providing support to private sector and effective outreach.
- Extension of matching grants by the Education Foundations for establishing rural schools.
- Adoption of dysfunctional public sector schools by the private sector as co-managers is to be facilitated.
- Improvement and strengthening the management and utilization of public sector institutions in partnership with the private sector will be undertaken.

6.2 Monitoring and Evaluation:

Monitoring and evaluation has been assigned due importance in EFA planning. An effective and foolproof system of monitoring and evaluation is being institutionalized at all levels right from national to grass-roots level. The steps taken in this regard interalia include:

- i. Establishment of EFA forums at national, provincial and district levels.
- ii. Setting up EFA units at National, provincial and district levels.
- iii. Strengthening of EFA units to create data base on EFA right from grass roots level i.e. union council to national level.
- iv. Strengthening and expanding the scope and role of existing Education Management Information System (EMIS) and its coordination, if possible, with other district information systems to avoid a vertical approach to education sector.
- v. Improving the mechanism and capacity of district education and literacy departments for effective supervision, monitoring and evaluation of EFA programmes and projects. The major role and responsibilities of Learning Coordinators and Assistant Education Officer (AEOs) is supervision, monitoring and evaluation at local levels.

- vi. Establishment of Village Education Committees (VECs), School Management Committees (SMCs), Parent Teacher Associations and School Councils for community mobilization and monitoring and evaluation at grass roots level.

6.3 Performance Indicators for Monitoring Progress

To monitor the progress of the NPA targets, regular and accurate collection of statistical data and related information, as well as its timely analysis, will be essential. For this purpose, statistical data on EFA indicators will be collected and consolidated by the Academy of Educational Planning and Management (AEPAM) in collaboration with provincial Educational Management Information Systems (EMISs). The analysis and dissemination of relevant information will be the responsibility of the EFA Wing, Ministry of Education.

It may be highlighted that special efforts will be made to collect data and calculate the statistics for various EFA indicators, disaggregated by gender; location (rural and urban); and age group.

Indicator 1. Gross enrolment in early childhood development programmes, including public, private, and community programmes, expressed as a percentage of the official age-group concerned, if any, otherwise of the age-group 3 - 5 years.

Indicator 2. Percentage of new entrants to primary grade 1 who have attended some form of organized early childhood development programme.

Indicator 3. Apparent (gross) intake rate: new entrants in primary grade 1 as a percentage of the population of official entry age.

Indicator 4. Net intake rate: new entrants to primary grade 1 who are of the official primary school-entrance age as a percentage of the corresponding population.

Indicator 5. Gross enrolment ratio.

Indicator 6. Net enrolment ratio.

Indicator 7. Public current expenditure on primary education (a) as a percentage of GNP; and (b) per pupil, as a percentage of GNP per capita.

Indicator 8. Public expenditure on primary education as a percentage of total public expenditure on education.

Indicator 9. Percentage of primary school teachers having the required academic qualifications.

Indicator 10. Percentage of primary school teachers who are certified to teach according to national standards.

Indicator 11. Pupil-teacher ratio.

Indicator 12. Repetition rates by grade.

Indicator 13. Survival rate to grade 5 (percentage of a pupil cohort actually reaching grade 5).

Indicator 14. Coefficient of efficiency (ideal number of pupil years needed for a cohort to complete the primary cycle, expressed as a percentage of the actual number of pupil-years).

Indicator 15. Percentage of pupils having reached at least grade 4 of primary schooling who master a set of nationally defined basic learning competencies.

Indicator 16. Literacy rate of 15 – 24 year olds.

Indicator 17. Adult literacy rate: percentage of the population aged 15+ years that is literate.

Indicator 18. Literacy Gender Parity Index: ratio of female to male literacy rates.

Indicator 19: Acceptance by community leaders and parents of mixed schools in urban and rural areas.

6.4 Coordination:

Effective Coordination in EFA planning, implementation and monitoring/evaluation has been given vital importance almost at all levels. It emerged from the strong realization that unless and until all principal EFA actors and stakeholders are effectively involved at each stage the achievement of EFA goals and targets cannot be possible.

To achieve EFA goals and targets, EFA Forums at national, provincial, district and local levels have been established. The EFA Forum is a representative body of the Government, Civil Society, Private Schools, Deeni Madaris, Media, support organizations and communities. The functions of EFA Forum inter alia include:

- i. **Coordination:** Coordinate/liaise EFA programmes and activities.
- ii. **Awareness Raising:** Create awareness and launch motivational campaign for EFA.
- iii. **Planning:** Propose innovative programmes, projects, strategies and activities for promotion of EFA.
- iv. **Participation:** Ensure full and effective participation of all the principal actors and stakeholders for promotion of EFA.

- v. **Collection and Dissemination of Information:** Ensure collection and reporting of EFA data/statistics and information to all concerned on regular basis.
- vi. **Monitoring:** Oversee and monitor the preparation and implementation of EFA plan as per Dakar goals and targets.
- vii. **Resource Mobilization:** Mobilize resources for promoting EFA.
- viii. **Political Support:** Ensure political commitment for EFA.
- ix. **Capacity Building:** Ensure capacity building of EFA Partners.
- x. Other work / functions / required for promotion of EFA.

6.5 International Development Partners EFA Forum:

EFA Partners (UNESCO, UNICEF, UNFPA, UNDP and World Bank) in Pakistan has set up EFA International Development Partners Forum (INDPF) comprising all the development partners including bi-lateral and multilateral agencies and international NGOs (INGOs). Coordination and resource mobilization for EFA would be the main function of INDPF.

The TORs of the forum are as follows:

- **Cooperation and Coordination:** Work closely to more effectively support the implementation of the Dakar Framework of Action for Education For All, as part of the Poverty Reduction Strategy and within the framework of UN development objectives in Pakistan.
- **Policy and Programme Review and Recommendations:** Periodically review the status of EFA in Pakistan and strategies adopted in this area, and recommend measures to improve the situation.
- **Resource Mobilization:** Coordinate efforts to mobilize internal and external resources for EFA.
- **Joint Initiatives:** Evolve strategies and programmes for the implementation of the National Plan of Action for EFA, advocacy for EFA, and sharing/dissemination of EFA related data and information.
- **Broadening the Partnership:** Involve other interested UN agencies, development banks, bilateral and international NGOs in EFA efforts.

EFA units at national, provincial and district levels will provide a platform to the respective forum for effective coordination and monitoring/evaluation of EFA activities and programmes at respective level. Main role and functions of EFA Units will be as follows: -

S.No.	National EFA Unit	Provincial EFA Unit	District EFA Unit
1.	Coordination	Coordination	Coordination
2.	DATA Collection/ Research	DATA Collection/ Research	DATA Collection/ Research
3.	National EFA Plan Preparation	Provincial EFA Plan Preparation	District EFA Plan Preparation
4.	Oversee NPA Implementation in the country	Oversee Plan Implementation in the Province	Oversee Plan Implementation in the District
5.	Monitoring and Evaluation of EFA activities/programmes in the country	Monitoring and Evaluation of EFA activities/programmes in the province	Monitoring and Evaluation of EFA activities/programmes in the district
6.	Resource mobilization for EFA	Resource mobilization for EFA	Resource mobilization for EFA

6.6. Capacity-Building:

6.6.1 Background:

District Governments have been created across urban and rural areas under the devolution plan for addressing governance and service delivery. A key strategy for meeting the goals of EFA and ESR is decentralized approach to decision making, closest to where the problems may emerge. Education up to higher secondary level has been devolved to the districts with Executive District Officers (EDOs) Education and Literacy to manage comprehensive education planning and implementation at the district level. The ethos of ESR as well as the Local Government Plan is formal institutional links with the community and public private partnerships to meet development needs. Effective decentralization in education requires both macro and micro-level planning to ensure that education facilities work optimally for the benefit of the citizens and to ensure Education For All. Diversity, efficiency, equity and lower costs can only be achieved if people managing the system have the right capabilities. There is a valid concern that localities may not have the skills and technical resources to perform the newly decentralized tasks. However, this is only a short-term problem of the transition phase under devolution. The federal and provincial governments will support the process over a medium to long-term period, at the district level by providing them with opportunities for capacity building to perform the decentralized tasks.

6.6.2 Overall Objective:

To built capacity of districts to undertake governance in education through effective decentralization in planning, management and implementation.

6.6.3 Capacity Building Needs:

Whilst the provinces will work out their initial plans for decentralization, each district would require technical support for capacity building in a variety of areas to ensure best planning, management and implementation systems for education. Recognizing the urgency of addressing this critical area the Ministry of Education with the support of the Multi-donor Support Unit (MSU) of SAP initiated a series of six workshops at the provincial and federal level to identify future organization structure, administrative arrangements aligned to devolution and ESR/EFA. A key objective was to estimate capacity building needs as well as areas of technical assistance to carry forward the agenda of establishing the proposed local government which would lead to good governance in education.

It was envisaged that once these needs have been identified by the provincial and district teams, innovative ways and means could be adopted to address them. These could be in the form of innovative Block Grants, through Federal Transfers to lead districts who are keen to mobilize additional resources for better people-centered planning.

In the decentralized workshops from February 2001 to June 2001 several key areas were debated by the provincial and district participants with respect to devolution and implications for decentralization in Education. These areas pertained to:

- i. Development of Framework for District Based Planning, Management, Supervision and Monitoring in Education Sector.
- ii. Good Governance.
- iii. Community Mobilization and Participation.
- iv. Capacity Building and Technical Assistance Needs.

Capacity building needs identified for technical assistance are all related to Human Resource Development. The list is a comprehensive one and includes:

In-service training with specific reference to: **curriculum management, assessment and delivery; needs assessment for district development plans; management/administration; Information Technology for MIS, Geographical Information Systems (GIS) for information based planning; school clustering, decentralized training mechanisms such as mobile training; financial management, budgeting, resource mobilization; head teachers training for school based management, community mobilization skills and SMC/School Council/PTA training; public accountability and monitoring processes; dealings with Nazims and new district personnel and departments, etc.**

These needs were categorized under various **target groups** such as: **District Managers/Supervisors, teachers, head-teachers and community/elected members/NGOs/social workers**. The stakeholders further specified needs as **Short term and Long term**. In each province, capacity building or potential agencies with technical expertise for extending training as well as agencies for extending resources for undertaking this on-going exercise were listed.

Key district level institutions such as PITES, RITES, other training institutes, PTAs/SMCs, DEMIS cells, local CSOs, district governments, elected councils etc. need strengthening of their capacities, and efforts will be initiated in this regard.

6.6.4 Activities/Actions:

- Ministry of Education has launched a programme in collaboration with UNESCO for Capacity Building of provinces and districts in EFA planning, monitoring and evaluation. Under this programme Executive District Officers Education (EDOs Education) and Executive District Officers Literacy (EDOs Literacy), District Education Officers, NGOs, private sector and other concerned in a district are being imparted training to build their planning and management capacity for educational development especially for EFA and ESR. A series of workshops have been planned for the purpose. The first phase of orientation and training of provincial EFA forums and technical groups has already been completed.
- EFA Units at national, provincial and district levels have been set up and being strengthened with necessary facilities, services and equipment.
- National Reconstruction Bureau (NRB) has also launched an extensive programme of capacity building of districts under the Devolution/Decentralization Plan.
- Ministry of Education will continue to provide both financial and technical support to provinces for capacity building opportunities. The ESR's innovative programme of **Good Governance and Decentralization** supporting UPE/EFA, straddles both access and quality. It relates to issues of governance, systems, procedures and outcomes. This innovative programme, initially budgeted for five districts per province, may be developed as per needs of the provinces and districts. The main actions planned under the subject programme are as follows: -

- The Provincial Departments of Education would identify lead districts in the devolution/decentralization exercise that have expressed a need for undertaking capacity building initiatives and invite proposals for capacity building.
- The provincial offices would create mechanisms for extending block grants to the districts for capacity building to implement proposals of the districts.
- MSU and other agencies would be requested by the MoE to provide Technical Assistance to this exercise for a medium term.
- An early assessment would be made by the provincial team in collaboration with the district education offices of their plans aimed at implementation of decentralization and bottlenecks.
- A committee would be set up with provincial (government and professional) and federal MoE representatives to vet proposals received from the districts.
- Selections will be made and resources transferred to the province for onward disbursement to the districts.
- Implementation would begin in the districts.
- A monitoring mechanism would be developed at the district and provincial level to track activities and impact of this grant.
- Early results from this programme would become a basis for advanced planning and budgeting within the ADP for other districts.
- Proper pre- and post documentation be undertaken for disseminating results and also influencing policy directions.

Chapter 7

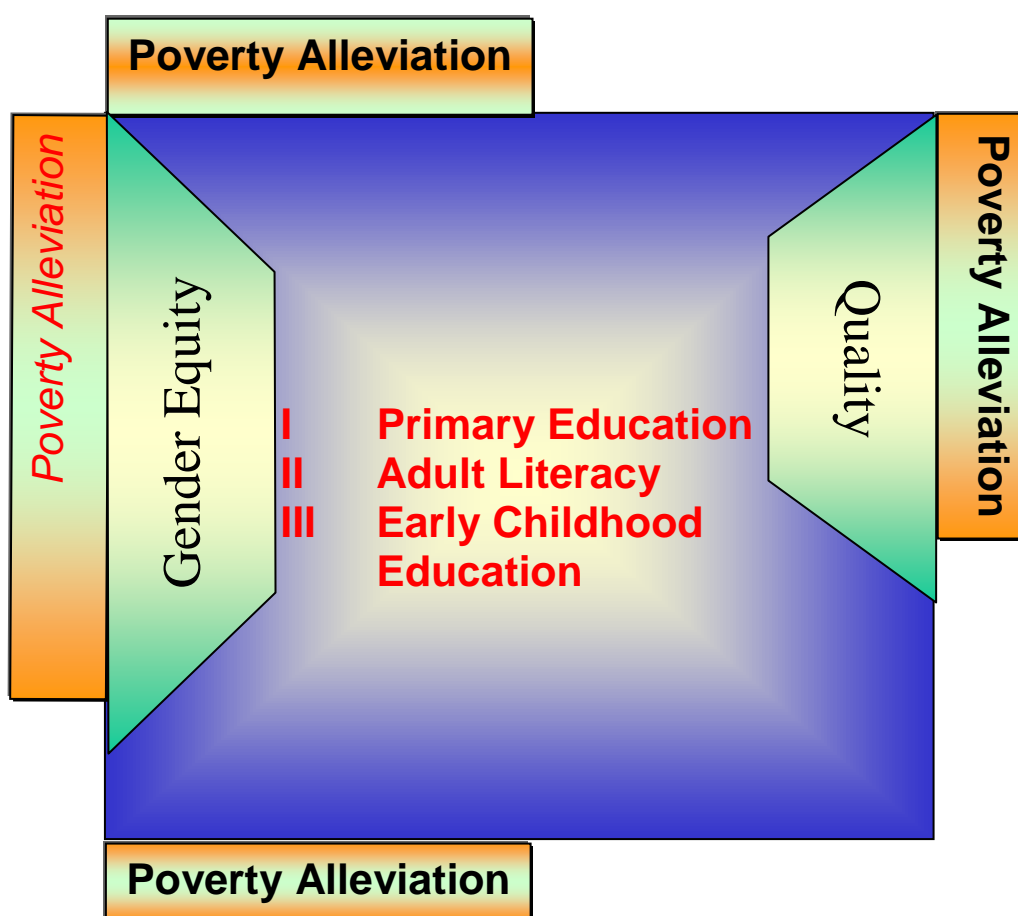
CONSOLIDATED EFA PLAN

7.1 FRAMEWORK OF NATIONAL PLAN OF ACTION:

The National Plan of Action (NPA) covers all the dimensions/areas of Education For All and is based on Dakar Goals and Objectives. It is in line with the objectives of the current National Education Policy (1998-2010). In the spirit of Dakar Framework of Action, the NPA aims to:

“Promote EFA Policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies.”

The NPA framework is as follows: -



7.1.1 EFA Priorities:

a) Sector wise Priorities:

- First Priority - Primary Education
- Second Priority - Adult Literacy
- Third Priority - Early Childhood Education

b) Quantity vs Quality:

	<u>Phase-I</u>	Phase-II	Phase-III
Primary Education	Equal Focus on Access and Quality	More Focus on Quality and School Effectiveness	More Focus on Quality and School Effectiveness
Adult Literacy	More Focus on Access	Equal Focus on Access and Quality	Equal Focus on Access and Quality
Early Childhood Education	More Focus on Access	Equal Focus on Access and Quality	Equal Focus on Access and Quality

c) Area-wise Priorities:

- First Priority - Disadvantaged Groups of Population both Rural and Urban
- Second Priority - Rural Female
- Third Priority - Rural Male
- Fourth Priority - Urban Female
- Last Priority - Urban Male

d) Age Group-wise Priorities:

- Primary Education - 5-7 years age group – First Priority
- 8-9 years age group – Second Priority

- Adult Literacy - 10-14 years – First Priority
15-24 years – Second Priority
25-44 years – Third Priority
- Early Childhood - 4 years – First Priority
- 3 years – Second Priority

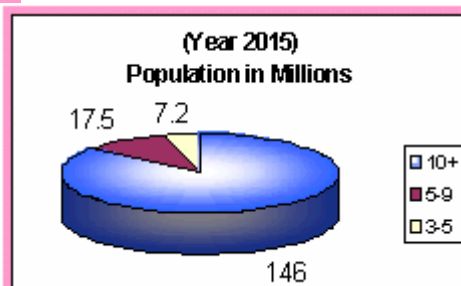
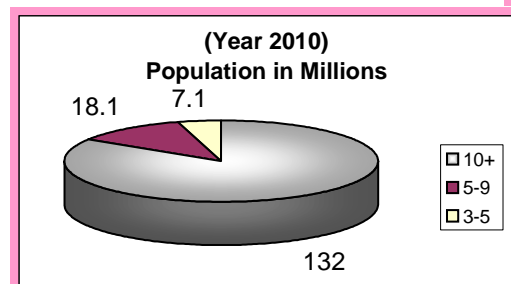
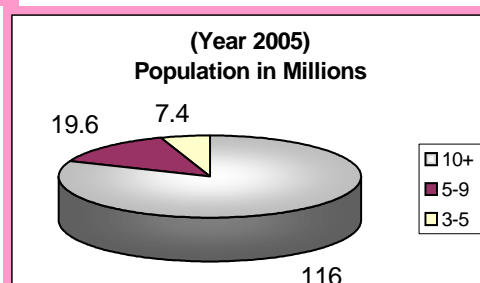
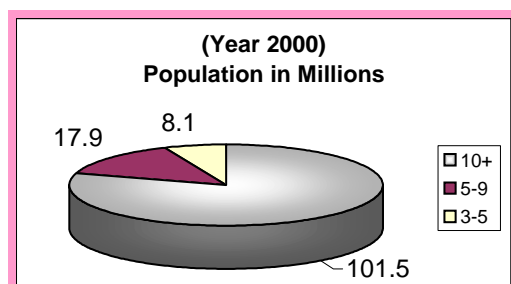
7.2 SALIENT FEATURES OF NPA:

7.2.1 Population:

As per population projections of National Institute of Population Studies, Islamabad, the population in 0-4 years and 5-9 years age groups will gradually decrease during the Plan period due to continuous decreasing trend in population growth rate/fertility rate. Whereas, the population of 10+ years age group will increase gradually as indicated below: -

Population Structure/Distribution (3 + Years Age Groups) Selected Years

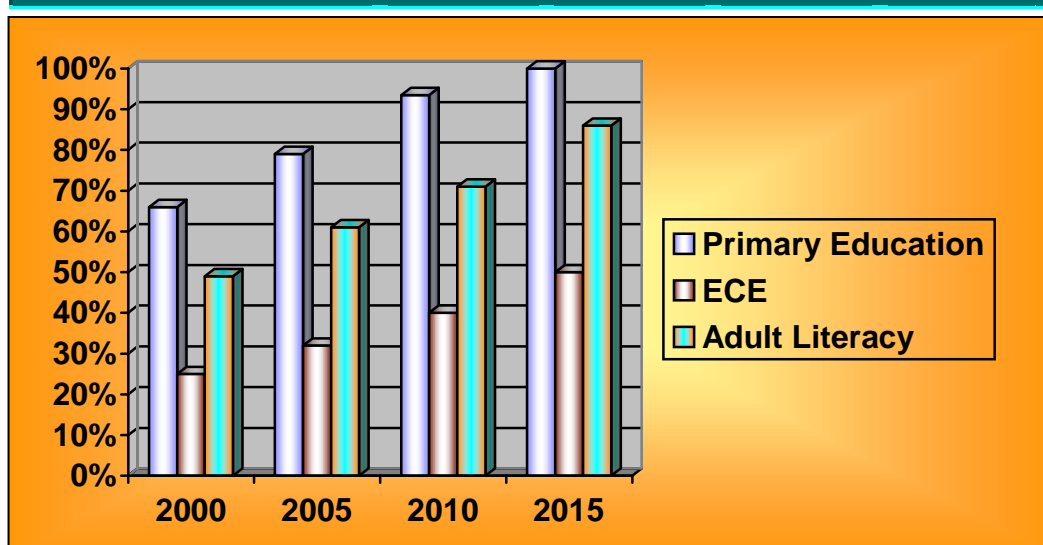
3-5 Years Age Group	-	Early Childhood Education
5-9 Years Age Group	-	Primary Education
10+ Years Age Group	-	Adult Literacy



7.2.2 Participation Rate:

Sector-wide targeted participation rate and adult literacy rate for the selected years are as follows: -

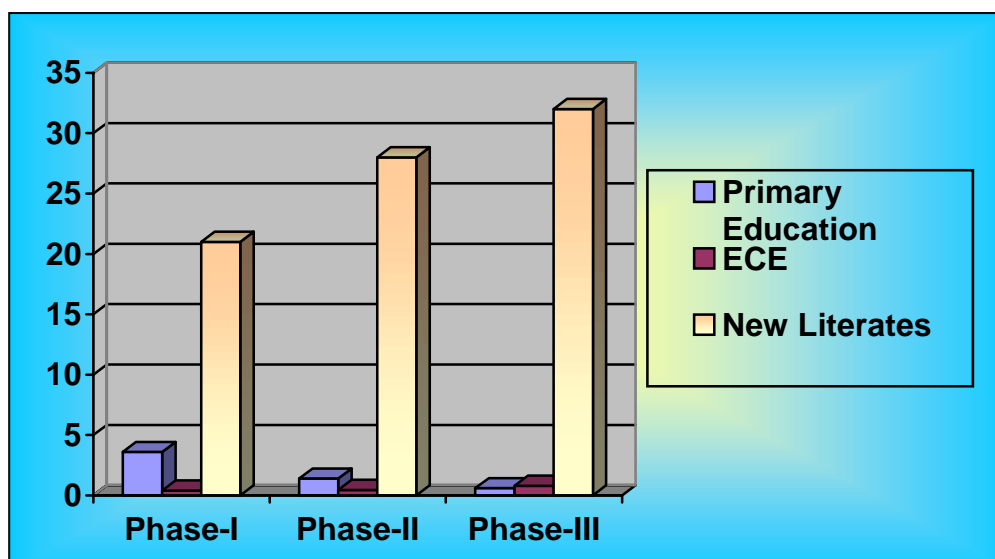
Participation Rate	2000	2005	2010	2015
Primary Education	66 %	79 %	93.5 %	100 %
Early Childhood Education	25 %	32 %	40 %	50 %
Adult Literacy (Rate)	49 %	61 %	71 %	86 %



7.2.3 Additional Enrolment:

Sector-wide and phase-wise additional enrolment targets set in NPA are as follows: -

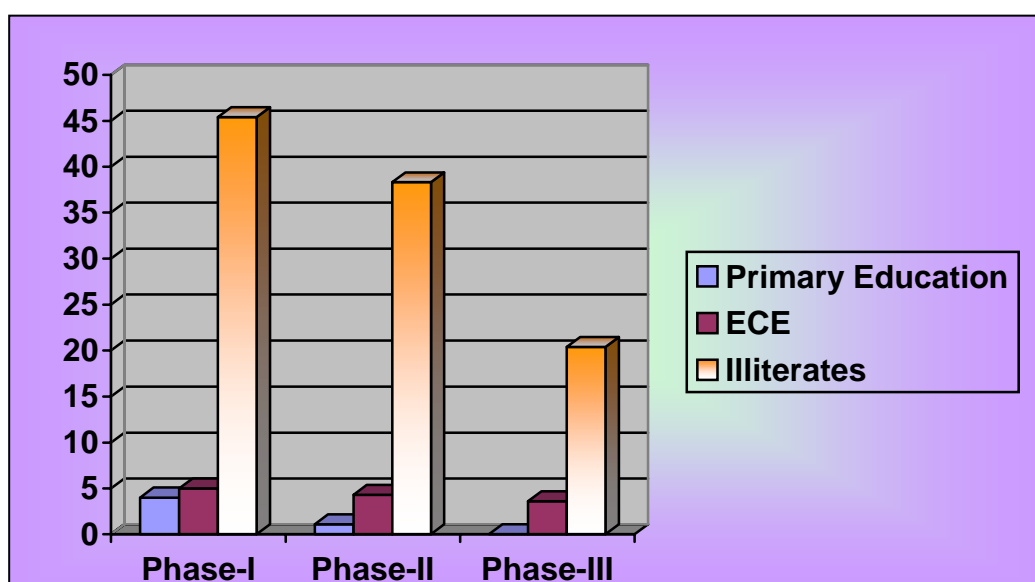
EFA Sectors	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)
Primary Education	3.6 Million	1.4 Million	0.6 Million
Early Childhood Education	0.4 Million	0.45 Million	0.8 Million
New Literates	21 Million	28 Million	32 Million



7.2.4 Left Outs:

Phase-wise number of left outs in the age groups 3-5 years, and 5-9 years and number of illiterates in 10 + years age group are estimated to be as follows: -

EFA Sectors	Phase – 1 (2005-06)	Phase – II (2010-11)	Phase – III (2015-16)
Primary Education	4.0 Million	1.1 Million	Zero
Early Childhood Education	5 Million	4.3 Million	3.6 Million
Adult Literacy (No. of Illiterates)	45.4 Million	38.3 Million	20.4 Million



7.2.5 New Schools/Centres:

Sector-wide and phase-wise new schools and centres planned for the public sector are as follows: -

EFA Sectors	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)
a) Primary Education			
New Primary Schools	10250	NIL	NIL
Masjid/Maktib Schools	2000	500	NIL
Up-gradation of Primary Schools to Middle Level	5000	6100	7500
b) Adult Literacy			
Literacy Centres	440,000	460,000	525,000
NFBES	55,000	60,000	90,000
Vocational/Trade Schools	140,000	130,000	110,000
c) Early Childhood Education			
ECE Centres in Selected Schools	11,200	11,300	20,000

7.2.6 HUMAN RESOURCES (Public Sector):

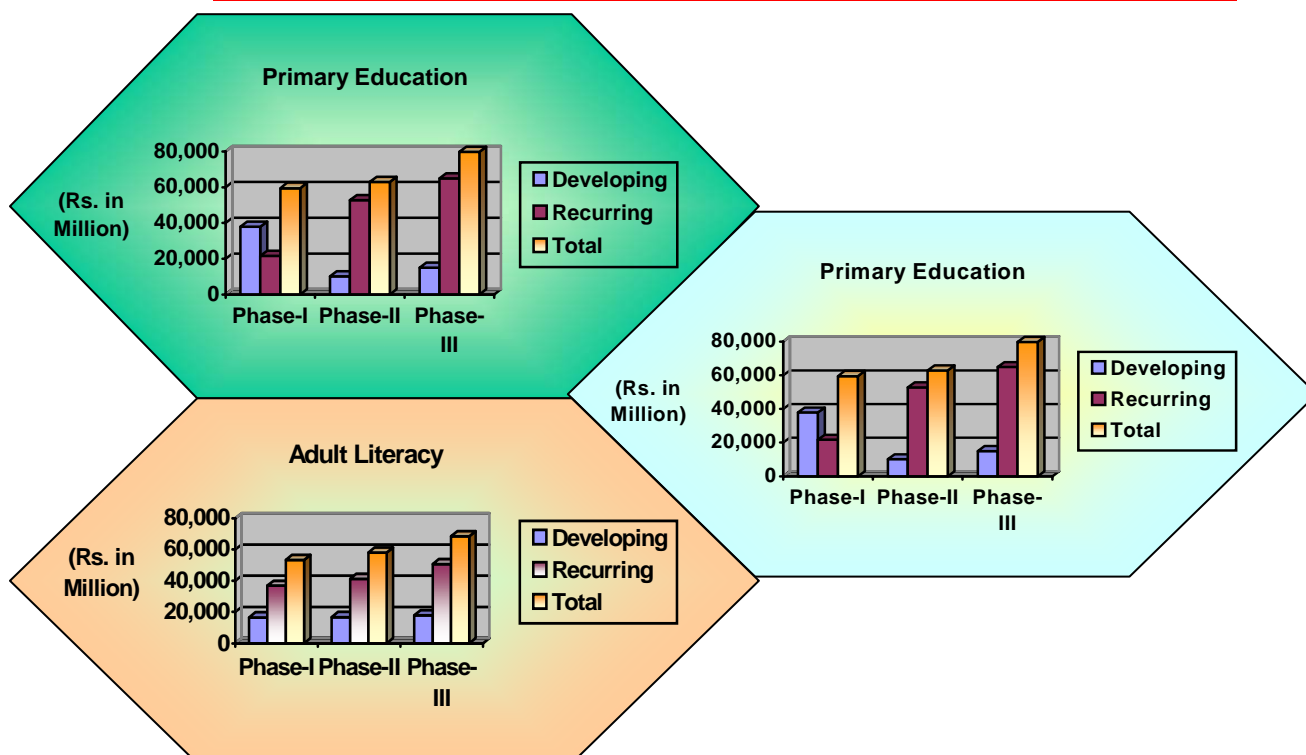
Additional number of teachers, instructors and administrators/ supervisors required during each phase of the plan are as follows: -

EFA Sectors	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)
a) Primary Education			
Teachers	56100	NIL	NIL
Administrators/ Supervisors	21860	NIL	NIL
b) Adult Literacy			
Literacy Teachers	136,000	101,500	118,000
NFBES Teachers	40,000	NIL	NIL
c) Early Childhood Education			
ECE Teachers	13,450	13,550	24,000

7.2.7 FINANCIAL RESOURCES – Public Sector (Rs. Million):

Sector-wise and phase-wise financial resources/budget required are as follows: -

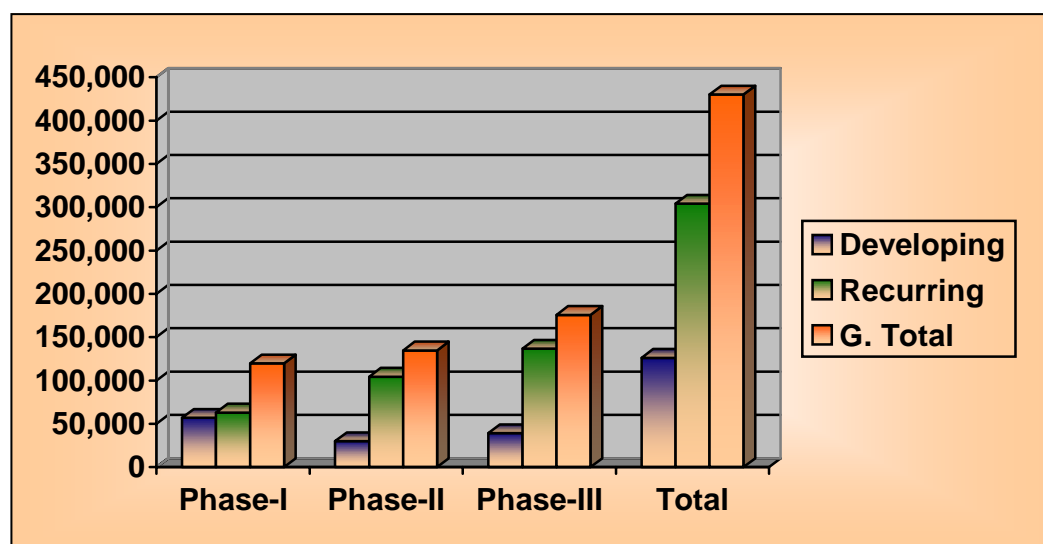
EFA Sectors	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)
a) Primary Education			
Developing	37,870	10,202	14,966
Recurring	21,640	52,690	64,810
Total	59,510	62,892	79,776
b) Adult Literacy			
Developing	16,582	16,775	17,811
Recurring	36,857	41,246	50,705
Total	53,439	58,021	68,516
c) Early Childhood Education			
Developing	2,450	3,075	6,375
Recurring	4,345	10,500	21,000
Total	6,795	13,575	27,375



7.2.8 TOTAL PUBLIC SECTOR COST ESTIMATES OF NPA (Rs. Million):

Overall cost of National Plan of Action (NPA) encompassing all the three areas of EFA is estimated to be as follows:-

Cost	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)	G. Total
Developing	56,902	30,052	39,152	126,106
Recurring	62,842	104,436	136,515	303,793
G. Total	119,744	134,488	175,667	429,899

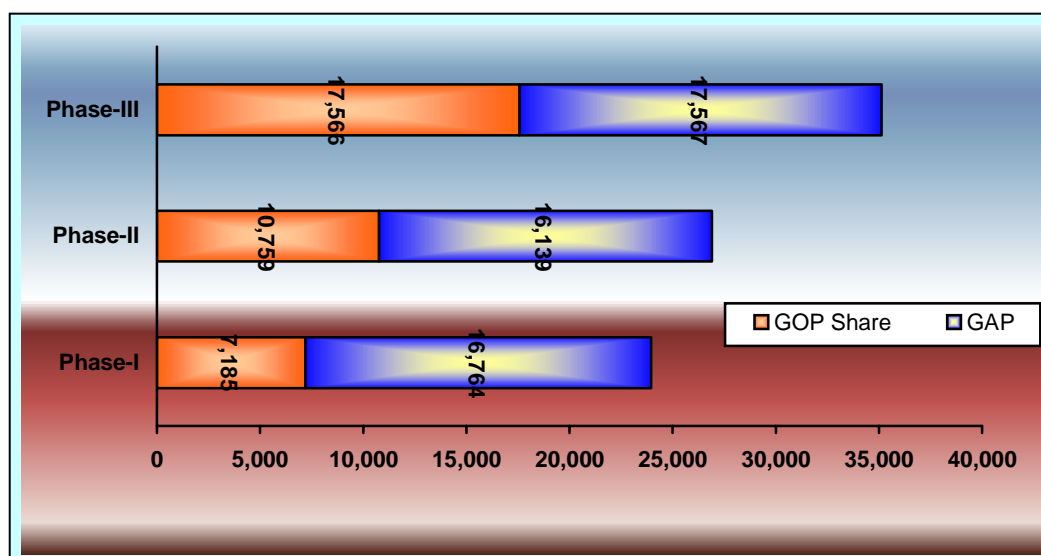


Year-wise Cost (Average Per Year):

Cost	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)
Developing	11,380	6,010	7,830
Recurring	12,568	20,887	27,303
Total	23,949	26,898	35,133

7.2.9 AVERAGE PER YEAR GAP IN FINANCIAL RESOURCES – Public Sector (Rs. Million)

Budget	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)
Average Per Year Total (Dev. + Recurr) Additional Budget Required for NPA	23,949	26,898	35,133
Additional budget/funds likely to be provided by the Government	7,185 (30 %)	10,759 (40 %)	17,566 (50 %)
GAP	16,764	16,139	17,567

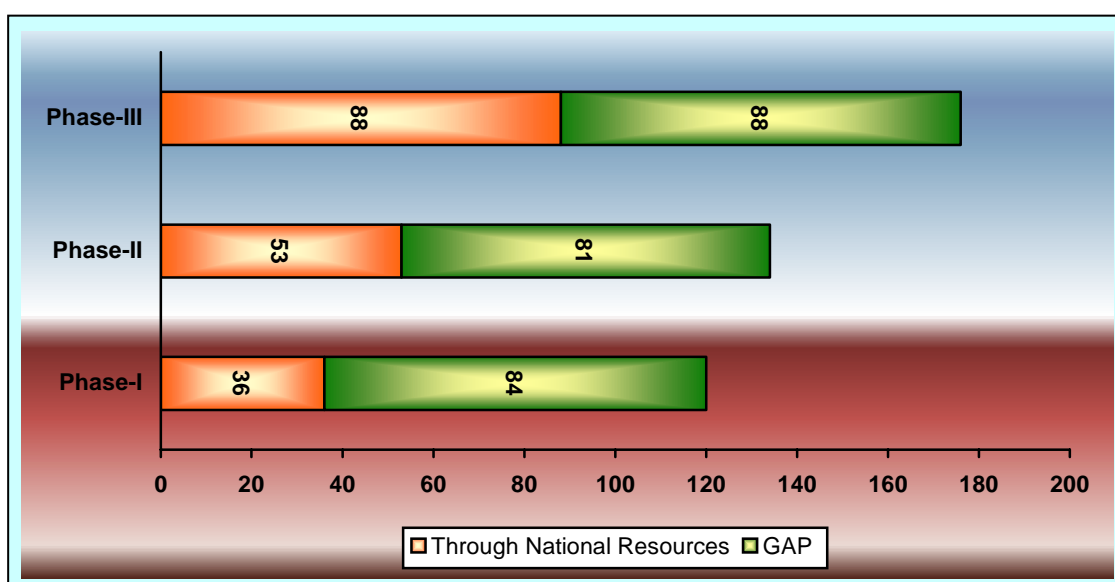


The above cost estimates indicate that phase-wise average per year financial/budget requirement for NPA will be Rs.23,949 million, Rs.26,898 million and Rs.35,133 million during the Phase-I, II and III, respectively. It is to be pointed out that budget requirements for the first phase is higher than second phase because of larger infrastructure to be provided during Phase-I. Despite economic and financial constraints, the country may manage to bear 30% - 50% cost of the NPA from its own resources by gradually increasing the GNP allocations to education from existing 2.2% to 3.5% during the plan period and/or other feasible measures.

7.2.10 GAP IN RESOURCES FOR THE WHOLE PLAN PERIOD (2001-15):

Phase-wise Gap in Resources (Rs. in Billion)

Cost	Phase – I (2001-02 to 2005-06)	Phase – II (2006-07 to 2010-11)	Phase – III (2011-12 to 2015-16)	Total
Total Cost	120	134	176	430
Through National Resources	36 (30 %)	53 (40 %)	88 (50 %)	178
GAP	84	81	88	253



The gap in the resources for the whole plan period is estimated to be Rs.253 billion i.e. around US\$ 4 billion (at the existing exchange rate). This gap is Rs.84 billion, 81 billion and 88 billion during Phase-I, II and III respectively. In order to furnish resources to fill this gap, international development partners will be approached for financial assistance through grant and debt SWAP in view of the following Dakar Commitment: -

“No country seriously committed to basic education will be thwarted in the achievement of this goal by lack of resources”

(Article 10 of Dakar Framework of Action)

7.2.11 ALLOCATIONS/FLOW OF FUNDS:

- Financial assistance/funds to be provided by the International Development Partners as per Dakar Commitment plus allocations of the Federal Government for EFA programmes and projects will be deposited in EFA Budget (a special account to be created for the purpose) and also reflected in the budgetary accounts of the Federal Government.
- Federal Government will allocate funds for EFA to the provinces, AJK, Northern Areas, FATA & ICT.
- Each province/agency will distribute allocated funds to the districts for implementation of this plan. It will distribute these funds in accordance with the assessed needs of each district. Each province/agency will utilize these funds only on the indicated thrust areas, ensuring a balance between qualitative and quantitative components.
- Individual projects would be approved at the district level unless their total cost exceeds the district governments' financial competence as prescribed by the provincial government in which funds would be approved by the competent forum.
- Funds will be utilized according to the principle of performance-based outcomes and well-tracked output indicators specified in each project proposal.
- The entire focus of project design and implementation will be learner-centered and facility-centered, ensuring the best interest of the child/learner and the beneficiaries; this focus will lead to outcome-based measurable performance.
- In all schemes, special attention will be given to education opportunities for girls/women at all levels of education, as well as disadvantaged groups and rural areas.

7.2.12 MAINTENANCE OF ACCOUNTS AND AUDIT:

- Federal funds will be transferred to the provincial government/ Agency accounts of each receiving authority. The Province/Agency will transfer funds, in accordance with the allocation for each district, to the relevant account of each district as prescribed by the Controller General of Accounts.
- Each District Government may, where implementation is to be done on the sub-district level, transfer funds further to the tehsils/municipal accounts as prescribed by the Controller General of Accounts.

- Appropriate audit will be done for all expenditures in accordance with the prescribed rules.
- Each district government/agency will be responsible for an assessment report, to be sent within four months of the completion of the fiscal year regarding the expenditures for each programme and regarding mutually agreed out-comes. The provincial government in turn, will consolidate reports received from the districts governments/agency and will send them to the Ministry of Education by the end of the fifth month following completion of the fiscal year.
- All unauthorized or ineligible expenditures would be the liability of the Province/Agency.

7.2.13 PROVINCIAL ALLOCATIONS:

- Provinces and Agencies will increase the allocations for EFA in their ADP. These funds will be released to the districts as per agreed formula/rates.

7.2.14 DISTRICT GOVERNMENT FUNDS:

- District Governments will mobilize the resources for EFA programmes through public and private sector.

Chapter 8

EDUCATION SECTOR DEVELOPMENT (EFA LINKAGE) PLAN 2001-2011

The Implementation of the EFA Plan of Action is likely to have profound impact on the social development of the country. The attainment of universal primary education target alone would produce educated citizens who would spearhead social, economic and political changes required to meet the challenges of the twenty-first century. The realization of EFA targets would also put demands on the education system for expansion of facilities at all levels. The education system needs to gear up to meet these demands.

8.1 Sector-wide Planning, Linking EFA To All Levels of Education:

Integrated planning linking to other development planning processes is imperative for the overall development of the country. EFA plan assigns top priority to universalization of primary education and completion which will make demands on other levels of the educational system. The Perspective Plan has been prepared in the context of planning for the whole education sector because of the multiple and supportive linkages between elementary, secondary, technical and vocational and tertiary education. Similarly teacher education has also been given vital importance to ensure the quality EFA.

It has been realized that infrastructure, facilities and services for lower secondary, secondary and post secondary levels are insufficient to meet the high demands for the same, given that UPE targets are achieved. At present there are only 24000 middle schools, 13000 secondary schools, 889 colleges and 68 universities both in public and private sector against 165,000 primary schools. On achieving the plan targets of universal enrolment and universal retention the influx of students on lower secondary and secondary level will be almost doubled. This demands that other sectors of education should also grow considerably to cater the needs of primary education graduates. In view of this, EFA Linkage Plan has been developed.

8.2 Estimating Impact of Attainment of EFA Targets

The full impact of the attainment of EFA targets would depend, inter alia, upon the economy, success of the eradication of poverty measures and reduction in the rate of unemployment. A number of assumptions will also have to be made about the future school enrolment trends. Assuming that the present survival rates continue and the proportion of primary school completers continuing further education also remains unchanged, 0.8 million more children would be knocking the doors of middle schools for admission in year 2005, 0.5 million children in 2010 and an additional 0.4 million in 2015. These estimates, based on an analysis of the school data⁶ of the last ten years, are presented in the table below:

⁶ Pakistan. Finance Division, June 2002, *Economic Survey of Pakistan 2001 – 2002*, pp. 115-6 of Statistical Appendix.

Table#. Additional enrolment capacity required at different levels at the end of each phase of EFA Action Plan

Addl. Seats Required	2004 - 05	2009 - 10	2011-15	TOTAL
Middle schools	8, 27,943	4,64,174	3,50,448	16,42,565
High schools	2,47,479	2,77,684	1,54,992	6,80,155
Secondary Vocational schools	3,876	25,252	8,536	37,664
Arts & Science colleges	76,214	1,82,664	74, 264	3,33,142

The provision of additional seats in institutions at all levels shall have to be made in a phased manner through Annual Public Sector Development Plans. The institution of local government is likely to facilitate the process through better awareness of the needs of their respective communities. The elected local leaders shall have to be more responsive to the growing educational needs of children in their area.

It would not be unreasonable to expect greater demand for additional seats than estimated above because of the adoption of quality measures during the implementation of the Action Plan. As a result of these measures the success rate and the survival rate are likely to increase, which would positively affect the flow of students to higher grades and levels.

At the current average intake capacity of different types of institutions, the need for the establishment of new institutions at each phase of the Action Plan is estimated below. However, this is the minimum requirement.

Table#. Estimated minimum number of Institutions required to meet additional demand at the end of each phase of NPA

Type of Institution	2004 - 05	2009 - 10	2011-15	TOTAL
Middle schools	3,763	2,110	1,593	7,466
High schools	1,904	2,136	1,192	5,232
Secondary Vocational schools	28	180	61	269
Arts & Science colleges	86	205	83	374

These new institutions shall have to be established through Annual Public Sector Development Programme in a phased manner. These new institutions shall have to be staffed by properly qualified teachers. The number of **teachers** required for these institutions is estimated in the Table below.

Table#. Estimated number of teachers required to meet additional demand at the end of each phase of NPA

Type of Institution	2004 - 05	2009 - 10	2011-15	TOTAL
Middle schools	16,399	10,315	7,788	34,502
High schools	22,498	25,244	14,090	61,832
Secondary Vocational schools	388	2,525	854	3,767
Arts & Science colleges	2,628	6,299	2,561	11,488

Keeping the future demands and implications of EFA in view, the Government of Pakistan has already conceived medium-term and long-term plans. These include Education Sector Reforms (ESR) and Education Sector Development Plan (component) under Perspective Development Plan (2001-2011). These two initiatives may not aim to exactly achieve the targets put forth as an impact of implications of EFA-Dakar, however they strive to foresee and realize these goals. The details of these two initiatives or Plans are given in the following paragraphs.

The Government of Pakistan will initiate a process for formulating a separate and exclusive long-term Education Sector Development Plan (2002-2015), which conform to the targets of EFA.

8.3 Education Sector Reforms:

The Education Sector Reforms (ESR) in essence, build on the 1998-2010 Education Policy and thus are not a new Education Policy but an Action Plan for Reform. The ESR is based on a long-term framework 2001-2005. The main features of the reform agenda are macro level reforms in planning, procedures, resource mobilization and utilization; sector wide approaches for reinforcement of linkages between sub-sectors (i.e. primary / elementary / non-formal literacy, secondary / technical, higher education and quality assurance structures); internally driven strategies and internally developed milestones for implementation of the ESR; a holistic basis for planning of human resource development in the country; the Social Action Programme (SAP) is integrated in this approach with 77% of the Action Plan covering SAP and all areas of Education For All (EFA); institutional reforms at all levels, i.e. federal, provincial and district levels to be triggered by the ESR; maximizing equal opportunities and reducing the gender gap at all levels of education; literacy through Education For All for a literate Pakistan is ensured by institution of comprehensive programmes supported by the Compulsory Primary Education Ordinance and broad based institutional support; the delivery of quality education at all levels for improving the quality of social capital is to be achieved by rewarding expertise, providing access to improved teacher training programmes, curriculum reform and innovative project.

To meet the human resource needs of the country a shift to Science and Technology is being made at the Secondary and Higher Education levels thereby creating employment options for young men and women. Efforts are also being made at building public-private partnerships for mobilizing all sections of society in the provision of education through restructured education foundations and other initiatives. The Private Sector is to be promoted in providing education at all levels especially for higher and professional education through incentive packages and flexible arrangements. A Modular approach is developed for the sub-sectors and programmes supporting the sectoral reforms to create space for innovation, testing and expeditious implementation. Details about ESR programme have been given in chapter 2 under the article 2.3

8.4 Education Sector Development Plan under Perspective Development Plan 2001-2011:

8.4.1 Objectives/Targets:

The Perspective Development Plan 2001-2011 in Education and Training encompasses the following objectives:

- Education For All (EFA)
- Improvement in participation rate at Secondary level
- Introduction of Technical Education at Secondary and post-secondary level
- Production of higher education graduates responsive to the socio-economic and technical needs of the country.

8.4.2 Strategies and Operational Programme:

Strategies and operational programme to be followed during 2001-2011 include new initiatives to achieve accelerated literacy rate, universal primary education, better science education facilities, introducing technical stream at secondary level, expansion in higher education and quality assurance at all levels as given below: -

Table# : Education – Ten Year Perspective Development Plan 2001-2011

Issues	Strategies	Operational Programme
i. Low literacy and participation rates at primary/ elementary/ secondary level	<ul style="list-style-type: none"> • Adult Literacy Campaign • Formal and non-formal system • Universal Primary Education • Universal Secondary Education 	<ul style="list-style-type: none"> • Assisted by Human Resource Development Commission. • Establishment of 30000 Non-formal Basic Education Schools (including existing 7100) • Opening of 11250 Primary Schools and Upgradation of 12600 Primary schools to elementary level. • Upgradation of 19000 Elementary schools to Secondary level.
ii. Low quality of education at all levels.	<ul style="list-style-type: none"> • Improve standard of teachers • Curricula improvement • Improve examination System • Revamp Science Education 	<ul style="list-style-type: none"> • Teacher Training Project • Education Testing Service • Establishment of National Education Assessment System • Revamping of Science Education facilities in 3000 existing secondary schools.
iii. Limited options for technical/ commercial/ vocational education.	<ul style="list-style-type: none"> • Introduce technical/ vocational stream in secondary schools. • Polytechnics at District and Vocational institutes at Tehsil level 	<ul style="list-style-type: none"> • Technical Education Projects • Establishment of 90 Polytechnics by 2011 in addition to existing 60 (covering all districts). • Starting evening shift in 100 Polytechnics. • Opening Technical Streams in 2000 secondary schools (5 in each Tehsil).
iv. Low participation of private sector	<ul style="list-style-type: none"> • Incentives to private sector 	<ul style="list-style-type: none"> • Education Foundations Projects

	through grants and soft loans.	
	<ul style="list-style-type: none"> Encourage public/private partnership. 	<ul style="list-style-type: none"> Community Participation Projects

Under the Perspective Plan, a high level educational profile will be achieved. Physical and teaching facilities will be provided by continuously increasing investment in education and implementing long term Action Plan for Education Sector Reforms. A summary of targets is given below: -

Table# : Education Sector – Physical Targets 2001-2011

	Benchmark 2000-01	Target 2003-04	Target 2010-11
Participation Rate (%)			
Primary Stage			
Total	83	94	104
Male	96	102	107
Female	70	85	101
Elementary Stage			
Total	57	66	97
Male	67	77	100
Female	46	52	94
Secondary			
Total	35	45	79
Male	42	50	81
Female	27	39	77
Higher Education	2.50	3.00	5.5
Literacy Rate (%)			
Total	49	59.5	74
Male	62	70	78.5
Female	37	49	69.5

Perspective Plan 2001-2011 has been prepared to implement the National Education Policy 1998-2010, which, among others, recommends to inculcate Islamic values among youth, enhance funding, raise literacy level, remove urban-rural and gender imbalances, improve quality of education at all levels, strengthen Higher Education facilities, provide for demand driven education rather than supply driven and encourage private sector participation. The Education Sector Reforms mainly focuses on Strategic Plan containing implementation strategies, programme summaries and innovative programmes which include proposals of Education For All, poverty reduction, public-private partnership, good governance and re-defining the role of the Federal Ministry of Education for spearheading Education For All and Sector Reforms and mobilization of resources. Perspective Plan will focus on improving literacy and participation rates through formal and non-formal education system. Girls' technical and science education will receive special attention. Quality education at all levels will be ensured through better teaching facilities. Curricula will be reviewed. Financial and managerial constraints will be overcome through good governance. New initiatives will include a national education assessment system and introduction of merit through training of teachers.

8.4.3 Description of Programmes:

During the Perspective Plan (2001–2011) period about 11250 new primary schools and 2500 mosque schools will be established. About 12600 existing primary schools will be upgraded to elementary level and about 19000 elementary schools will be upgraded to secondary level. Technical skills will be introduced in about 2000 existing secondary schools. Revamping of the Science Education facilities in about 3000 existing secondary schools will take place. These facilities will also be provided in appropriate number of upgraded schools. Appropriate number of higher secondary schools/colleges will be added to accommodate output at secondary/higher secondary level. Number of new universities in public sector will be restrained and existing universities will be strengthened. However, more universities will be opened in the private sector. Existing institutions will also be consolidated to improve quality of education. About 90 new poly/mono techniques will be established while existing ones will be strengthened.

8.5 Major Programmes: (2001-11)

8.5.1 Literacy:

During 2001–2011, the literacy rate will be increased by almost 50%. This will be done with expediting Universal Primary Education (UPE). For out of school youth, especially, below 18 years of age, separate programme will be launched. To develop feasible literacy programme performance evaluation of earlier non-formal education programmes will provide guidance. Functional literacy and continuing education will be the hallmark of adult education. Literacy programmes will be coordinated at Federal level by EFA Wing and Human Resource Development Commission.

8.5.2 Elementary Education

UPE for boys will be achieved by 2010 and for girls by 2015. This will be done by providing buildings to all existing shelter less primary/elementary schools besides provision of additional classrooms in the existing overcrowded schools. Mosque schools will be converted to regular schools and existing primary schools to elementary schools wherever the enrolment so permits. New mosque schools will be established in areas where regular schools may not be feasible. Dropout rates will be reduced by improving the efficiency of the system through better supervision, administration and involvement of local communities at district/tehsil levels. Strong motivational campaign will be launched to persuade parents to send their children to schools. This will be reinforced by legislation for compulsory primary education. Gender and regional imbalances in availability of basic education facilities will be taken care of. Evening shifts will be started in areas where feasible. Entry qualification for fresh primary school teachers will be raised to

Higher Secondary School Certificate (Intermediate) with one-year teacher training, and for middle school teachers to Bachelor's degree with one-year teacher training to help achieve quality education. Wherever feasible, co-educational primary schools will be established in which female teachers will be appointed.

8.5.3 Secondary Education:

Diversification of courses for the students in different streams at this stage is a very crucial task. Equal access to various career options will be provided at this stage. To accommodate increasing output of elementary graduates a concomitant increase in facilities at secondary level, with focus for girls' education will be the thrust of Perspective 2011 programmes. Upgrading elementary schools, adding classrooms to existing schools and introduction of technical stream in secondary schools will be the strategy to achieve the target. Private sector will be encouraged to share this responsibility, especially, in setting up of model schools at district level. To improve the quality of secondary education Master degree holder in relevant subject with degree in education will be recruited as Secondary School Teachers. Intensive in service training will be provided to teachers at least once in five years. Existing science teaching facilities in high schools will be revamped.

8.5.4 Technical Education and Vocational Training:

Technical and vocational education will be expanded and diversified courses will be introduced. Provision of multiplicity of options, at close proximity of even rural clientele will be ensured. The outreach will assure accessibility of technical education, vocational training facilities for urban-rural and male-female clientele alike. It will be made to correspond with the demands in the job markets. Curricula will be made responsive with requirement of industry. Linkage with industry will help achieve this goal. At present about 35 % of matric pass students are channelized towards technical, commercial and vocational training which by 2011 will rise to 50%. It is expected that private sector will contribute to the process at an accelerated pace.

8.5.5 Teacher Education:

Quality education requires motivated and competent teachers at all levels. It is recommended that intake qualification of teachers at all levels be enhanced. Teacher training institutions should be revamped to ensure output of devoted prospective teachers. The existing teachers should undergo intensive in-service training to improve their working efficiency. Management training will be mandatory for all future administrators of education from secondary school levels to higher education levels. Awards and medals will be given to hardworking and devoted teachers.

State of the art education, in marketable disciplines, will be provided at this level. The intake qualification of teachers will be raised as M. Phil degree for Postgraduate Colleges, and Ph.D. for universities. Intensive in-service training will be mandatory. Traditional and uneconomical disciplines will be dispensed with or merged with those in other institutions while new emerging and marketable disciplines with focus on research will be introduced. Split Ph.D. training in local universities/institutes in collaboration with foreign universities will be initiated. A substantial allocation to universities will be made to enhance their research capabilities and start new research programmes through provision of better infrastructure facilities and staff development. National Council for Academic Awards and Accreditation will be created for reinforcing the quality of the private education system. The existing dual control of the universities will be eliminated. Some of the existing universities will be made fully autonomous for which suitable legislative cover will be provided. Special support will be given for developing selected university departments, having potential for upgradation, as Centers of Excellence, especially in newly emerging scientific fields. Linkage of higher education will be established for knowledge-based industrialization.

To make optimal use of available highly educated manpower, infrastructure development of the R&D institutions need to be updated with state-of-the-art instruments. Separate allocations will be made for R&D during the Plan. Existing scholarship schemes will be continued. Libraries of educational institutions will be strengthened and their proper utilization will be ensured. Accessibility to modern literature, research based material and information technology will be provided to higher education and research institutions.

8.5.6 Improving Quality:

Quality of education at all level will be improved in order to gain the competitive edge required in the knowledge based global economy. The strategic intervention for this purpose will focus on physical infrastructure, books and equipment, incentive to poor students, national education testing service, establishment of regulatory body for quality assurance (National Council for Accreditation and Quality Assurance), one year honors course after Bachelor's degree, academy for university teachers, performance based contract appointments, indigenous Ph.D. scholarship programmes, increase in non-salary budget of universities and create growing research endowment fund.

8.5.7 Tehsil/District Resource Centres:

Training and support to quality education provision is an ever-increasing need. The service is required through a decentralized presence for timely response to needs of the clients i.e. teachers, head teachers, supervisors/learning coordinators and other district education managers. However, in spite of elaborate district level training sites (GCETs and other designate training outposts) there has been insufficient field based support to

teachers and education managers. The proposal is to set up 20 Resource Centres integral to the quality component of the Education Sector Reform (ESR) in a phased manner.

8.5.8 Role of Private Sector:

During the Eighth Plan (1993–1998) private sector was encouraged to establish educational institutions at all levels. As a result, about 25% school-level students are enrolled in private institutions. At the higher level there are 21 universities/institutions available in private sector. An incentive driven system will be provided to these institutions to nurture economical high quality education at all levels in a competitive environment and to further expand private sector environment in the education sector. Private Sector partnership with the public sector for better utilization of existing facilities will be encouraged with innovative approaches.

8.5.9 Community Involvement:

It is intended to ensure involvement of communities and local bodies to resolve the problems of quality of construction, repair and maintenance of buildings, management of day to day problems of the remotest schools, teacher absenteeism, purchases out of non-salary recurrent grants etc. Resource position for education sector will be improved through social mobilization, community participation and activating the role of NGOs, CBOs and local bodies. Higher literacy rate will be ensured through continued efforts of public sector, NGOs and communities. The role of communities and NGOs will particularly be focused for setting up new girls institution in rural areas and urban slums.

8.5.10 Gender and Development

Women in Pakistan at present experience problems usually faced by women in other developing countries. These relate to poverty, illiteracy, malnutrition, discrimination and lack of participation in decision-making. The overall objective is to solve these problems so that women in Pakistan can become fully productive members of the society. Gender focus is expected to be an important part of the economic development strategies.

By the year 2011 it is expected that 69% female literacy will be achieved. Emphasis will be laid on economic and social empowerment of women. Gender gap particularly in social indicators will be removed and better quality of life for women will be ensured. Gender equality and empowerment will be promoted to combat poverty, hunger, and disease and to stimulate development that is truly sustainable.

Emphasis will also be laid on mainstreaming of gender concerns into the overall planning and sectoral programming framework with strengthened capacity of district administration to address gender and development issues.

In the education sector, a greater emphasis is required on secondary schooling for girls especially since the social returns to female education accrue at the post primary level. Scholarship and subsidies for girls' education will be provided to low-income households, or on a geographical basis in regions with high concentration of poverty to encourage continuation of education beyond the primary level. Other forms of incentives for attracting girls to middle and higher levels of schooling are to link it with further training to become school teachers or paramedics.

The content of education will be made more relevant to the practical needs of rural girls through inclusion of subjects such as agriculture, health and hygiene etc. in the curriculum. Gender stereotypes will be replaced by positive portrayal of women in textbooks. Facilities for science teaching will be strengthened particularly in high schools in rural areas, which are deficient in this respect, and girls will be encouraged to take science subjects through special scholarships. Increasing the number of girls with a science education is necessary for further training in health services.

The low literacy rates of women require urgent attention. Non-formal education will form an integral part of education policy particularly targeting women outside the formal system. As NGOs constitute potentially effective means of delivering non-formal education, the government will seek opportunities for greater collaboration with NGOs.

8.6 Financial Requirements:

An allocation of Rs.62.426 billion has been made for the next decade (2001-11) under National Programme. This includes an allocation of Rs.6.248 billion for special areas and AJ&K. Sub-sector wise investment plan summary is given below. Provinces will provide an additional Rs.130 billion to the Education Sector through their ADP's in the 2001-11 period. These amount exclude current expenditure on the Education Sector which amount to about Rs.50 billion per annum.

**Table# : Education Sector – Investment Plan 2001-11
(Summary)**

(Million Rs.)

Sub-Sector	Allocation		
	2001-04	2004-11	2001-11
Elementary Education	1680	11030	12710
Secondary Education	956	5516	6472
College Education	480	3078	3558
Scholarships & Misc.	470	2372	2842
Technical Education	1939	11030	12969
Literacy Programme	1450	7590	9040
University Education	2525	12310	14835
Total	9500	52926	62426

Note: In addition, provinces will provide Rs.130 billion through their ADPs.

Chapter 9

POVERTY REDUCTION STRATEGY Under Perspective Plan (2001-11)

Pakistan is faced with the twin challenges of reviving growth and reducing poverty. This requires rapid economic growth, which is equitable in nature and broad based in its reach. Keeping in view the factors responsible for slowing growth and rising poverty, the government has formulated a comprehensive economic revival programme aimed at reviving economic growth and social development. In the same vein, the government has adopted a multi-pronged approach to promote pro-poor economic growth and reduce poverty, which has been articulated in the Interim-Poverty Reduction Strategy (I-PRSP). The core principles of the strategy include (A) engendering growth, (B) implementing broad-based governance reforms, (C) improving income-generating opportunities, (D) improving social sector outcomes, and (E) reducing vulnerability to shocks.

The Perspective Plan (2001–11) has been conceived as a comprehensive approach that takes into account the inter-relation of economic, social and governance dimensions. As an integrated and comprehensive approach, it dwells not only on economic development policies and considerations related to the promotion of human capital, but also on greater involvement of the poor as well as management of risks faced by the poor and vulnerable groups. The Plan identifies the extent, nature and profile of current poverty and the response of the Government to reduce it, and sets out priority actions, policies and sectoral focus needed to reduce poverty and improve social indicators. It encompasses a four-pronged attack on poverty, centering around; (i) increased economic opportunities for the poor; (ii) their empowerment; (iii) access to physical and social assets; and (iv) access to welfare and support through the development of appropriate social safety nets.

9.1 Plan Goals:

The Plan recognizes that the development of the country is synonymous with the development of people, and that for poverty reduction sustained growth is critical to mobilizing the resources. Without growth, the country would be embarking upon a road that leads to the redistribution of poverty. The Plan, therefore, aims to broaden and deepen the development process in ways that enlarge the basis of achieving high rate of economic growth with a combination of mutually reinforcing factors. These include a high rate of economic growth, which have translated directly or indirectly into increase in disposable incomes and strong commitment to investments in the social sectors, especially health and education.

Education and health are the key target sectors through which human development of the poor can be achieved. Investment in education and health is important for implications about economic prosperity, economic growth, and income inequality. In practical terms for education, this means more well trained teachers, reformed curricula in schools, colleges and universities, emphasis on science, engineering and information technology.

The Perspective Plan Vision for 2011 within the above framework aims to achieve following targets in the areas of income growth, and human development:

- Pakistan's per capita income will increase from the present Rs.24,000 to Rs.54,000 in 2011 (constant 2000-01 prices), assuming an average growth rate of GDP of about 6 % per annum;
- Absolute poverty in terms of food adequacy will be reduced from an estimated 30% in 2001 to 15% in 2011;
- The Human Poverty Index will be reduced from the current 44 % of the population to 25%;
- Public sector expenditure on Poverty Reduction Programme will increase from 3.8% of GDP in 2001 to 5.3% in 2011;
- Adult literacy (males and females) will be increased from 49% in 2001 to 78 % by end of the year 2011; Primary and Elementary School attendance will be close to 100 present;
- All citizens will have the opportunities to develop their potentials in a society which will be governed by the rule of law;

These goals are internally reinforcing and can be achieved. But, achievements such as this require concerted efforts, policy consistency among sectors and policy stability. The interactions among the human development economic growth and environmental sustainability variables produce synergistic effects so that high economic growth rates can be sustained alongside human development. The summary goal is to improve Pakistan's Human Development Index so that by 2011 our relative rank among nations improves from 135 in 2000 to 90 in 2011. Also the above targets are consistent with the international targets.

9.2 Preparation of Full PRSP:

The preparation of the I-PRSP is only the first step in the direction of preparing a comprehensive national anti-poverty strategy, which would encompass the economic, structural, and social initiatives undertaken by the federal, provincial and district governments for targeting the multidimensional nature of poverty and human deprivation in Pakistan, Pakistan's full PRSP is to be completed by December, 2002.

In order to make the full PRSP a truly participatory anti-poverty strategy, that is reflective of the diversity of all the federating units, it will be based on the provincial PRSPs prepared by the provincial governments themselves, in consultations with the newly elected district governments. The provincial PRSPs would include detailed costing of the programmes and projects that these governments intend to undertake over the medium-term. The provincial PRSPs would be based on the medium-term framework of each province that would develop a holistic picture of provincial requirements and resource availability. This will identify the additional resources required to support the PRSP programme and meet its objectives/targets. The

provincial governments have been assured of the federal government's assistance in preparing the provincial PRSPs.

9.3 Poverty Reduction Strategy Under Education Sector Reforms:

The Education Sector Reforms recognize the close linkages between poverty and illiteracy and are a response to the principle of Equity as Entitlements. The ESR Action Plan has been integrated into the Interim-Poverty Reduction Strategy Paper (2001-2004) under the section of 'Improving Human Development', whereby all the targets and benchmarks have been included for monitoring and resourcing. Poverty is multi-dimensional in nature. Poverty is strongly related to lack of basic needs, especially the education. The I-PRSP also endorses that 'Education is the most important factor which distinguishes the poor from the non-poor. The percentage of literate household heads is 27 in poor households, while for non-poor households it is 52' (I-PRSP: 6). In addition to integrating ESR components covering literacy, UPE and technical education, the I-PRSP's social safety net programmes for Reducing Vulnerability to Shocks such as Zakat for student stipends and rehabilitation of schools under the Khushal Pakistan programme fall under ESR areas.

The sector wide approach has been further strengthened through linkages with broader country initiatives on poverty alleviation. This has been achieved through a process of collaborative planning between the Ministry of Finance, Planning Commission and the Ministry of Education, integrating education targets with the country poverty reduction strategies.

The reforms acknowledge the responsibility of the state to reach out where private sector options are inaccessible to the poor and that public sector provision must not be conceived as just opportunities for access but more importantly, quality Education For All (EFA) as a fundamental human right. The Ordinance For Compulsory Primary Education will also address socio-economic problem of poor students and social dropouts. A package will be prepared in consultation with Pakistan Poverty Alleviation Fund to meet the educational needs of poor students in terms of free textbooks, uniforms and vouchers, etc.

In the spirit of the Dakar Declaration 2000 the ESR aims to:

“Promote EFA policies within a sustainable and well-integrated sector framework clearly linked to poverty elimination and development strategies”.

Thus, each sub-sector targets the socially excluded groups through:

- Integrated non-formal education provision to different age groups where there is no education provision: sensitive to gender and

development approaches for disadvantaged girls and boys, women and men (includes child labour).

- Non-formal programmes to targeted nomads, reverine communities and women and children in prison and darul amans.
- Early childhood provision in targeted schools for improved “katchi” programmes.
- Shelterless schools given buildings at elementary level.
- Primary schools upgraded to elementary level especially for girls in far-flung areas and under-developed districts.
- Incentives to be provided such as free textbooks, school nutrition, scholarships and loans to students in both government and NGO institutions.
- Skill training of out of school youth in the evening and secondary schools.
- Linkages of technical stream and model technical high schools to micro-credit and poverty alleviation programmes.
- Linkages of women’s literacy programmes and technical high schools to micro-credit and poverty alleviation programmes.
- Grant of charter to private universities made provisional on scholarships to meritorious needy students.
- Public sector higher institutions to become equitable in their free schedules.
- Free meal and nutrition to girls under Tawana Pakistan Programme.

Indicators/ Components	2000 Bench mark	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15			
		Leftout Male	1.7	1.6	1.5	1.4	1.2	1.0	0.81	0.59	0.38	0.17	-	-	-	-	-	-	
Leftout Female	4.3	4.1	4.0	3.5	3.4	3.0	2.6	2.2	1.8	1.4	1.1	0.87	0.6	0.34	0.08	-			
Drop out Male	45%	43	41	39	37	35	32	29	26	23	20	16	12	8	4	-			
Drop out Female	54%	52	50	47	44	41	38	35	30	25	20	16	12	8	4	-			
Programmes/ inputs (For Quantit ative Expansi on)	New Primary Schools	125000	1000	2000	2500	2750	2000	1000	Country may not need new primary Schools in Public Sector after 2006										
	Masjid/ Maktab Schools	25000	800	300	400	200	300	500	No New Masjid School. However, existing schools will be converted into regular primary schools.										
	NGO Schools /Centres		100	200	100	200	200	100	200	200	200	200	200	200	100	100	-		
	Private Sector Schools	14000	300	400	500	300	400	600	500	500	500	500	500	500	500	500	-		
	Non- formal Basic Eductn. Schools /Centres		3000	5000	10000	12000	5000	10000	See Literacy Plan targets of NFBES (2007-15)										
	Communi tary Schools /Centres		100	100	50	50	100	50	50	50	50	50	50	50	50	50	-		

Indicators/ Components	2000 Bench mark	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
		Upgradation of Primary Schools to Middle/ Sundry Schools		1000	1000	1000	1000	1000	1000	1200	1200	1200	1500	1500	1500	1500
Upgradation of Physical Facilities		6000	20000	34000	40000	2000	500	1000	1000	1000	1000	1500	1500	1500	1500	1500
Consolidation /Optimum Utilization		5000	3000	1000	1000	3000	3000	-	-	-	-	-	-	-	-	-
Double Shift in Existing Schools		1500	2000	500	1000	2000	1500	As per requirement at that stage								
Deeni Madaris.		300	400	200	200	400	100									
Others (if any)																

Indicators/ Components	2000 Bench mark	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15
Cost Estimates/ Budget (Rs. in Million)		3473	7429	11178	12708	3082	2076	1904	1974	2072	2176	2709	2844	2986	3135	3292
		800	2270	4250	6320	8000	9250	10030	10570	11130	11710	12010	12320	12960	13620	13900
		4273	9699	15428	19028	11082	11326	11934	12544	13202	13886	14719	15164	15946	16755	17192

Unit Cost:**Development:**

Primary School	=	Rs. 0.6 million
Mosque School	=	Rs. 0.2 million
Upgradation to Middle level	=	Rs. 1.0 million
Rehabilitation/Upgradation of Physical facilities	=	Rs. 0.21 million
Escalation Charges per year	=	5 %

Recurring:

Per student	=	Rs.2000 (including Rs. 200/- 10% for quality and other inputs)
Increase per year	=	5%

Seats/places for primary age group available:

Gross Participation Rate (Year 2000)	Total =	15.8 Million
	Male =	10 Million
	Female =	5.8 Million
-	Benchmark by the year 2000	= 15.5 Million
-	Additional seats/places created from 2001-06	= 4 Million
-	Total seats/places available	= 19.5 Million
-	Maximum population (5-9) in a year	= 19.5 Million

NOTE: Above cost estimates is the additional cost requirement for elementary education whereas total cost projections are at Annexure- VIII.