

20. Basic and College Education

20.1. Mid Term Development Framework 2005-10

Education is perceived as a key determinant for the overall socio-economic development of a country. Education & Training moulds the raw human being in a knowledge intensive human resource fully prepared for the world of work to exploit the available natural resources for the betterment of humanity and resultantly raising the standard of life to the best possible level. It is the human resource development index, which rank a country at the top of the list of highly developed worldly nations. Unfortunately about 46% of our population is illiterate and the education index of the country at all level is too low which has ranked Pakistan at 138th position in the human development index of 175 countries.

20.2. Benchmark (2004-05);

In case of Education Sector the Enrolment is completed in the start of the Academic Session i.e. the month of April every year. The Benchmark given here is the achievements in various sub-sectors of Education in the year 2004-05. The data is taken as the basis for future planning/planned targets, therefore, a line is drawn between the already achieved targets and the future planned targets which has been termed as a benchmark. The year 2004-05 is taken as benchmark for the MTDf. The data reflected as benchmark may be treated as achievements upto 31st March, 2005, which is end of the academic year.

Participation Rate in %age
2004-2005

Primary			Middle			Secondary			Literacy (10+)		
M	F	T	M	F	T	M	F	T	M	F	T
102	82	92	74	53	63	50	36	44	62	44	56

20.3. Situational Analysis

Low levels of literacy, and education in general, is impeding the economic development of the country in the current rapidly changing, technology-driven world.

Literate

The ability to read and write a simple statement about one's everyday life and do simple mathematical calculations.

Source: WWW.Worldbank.org/glossary/htm

A person is considered literate if he/she can read and write with understanding a simple statement related to his/her life.

Source: Ministry of Education 'Handbook on Literacy, Education and Gender March 2004'

Literacy rate	<u>Total</u>	Male	<u>Female</u>	<u>Gender Gap</u>
(Population 10+)	56	62	44	18

Youth Literacy rate (Population 15-24)	66	79	52	27
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<u>Global Comparison</u>	Literacy (Population aged 15+)			
	<u>Year 2000</u>			
	<u>Total</u>	Male	<u>Female</u>	<u>Gender Gap</u>
World	79	84	74	10
South Asia	54	66	42	24
Pakistan	43	57	28	29

Source: UNICEF publications "The state of world children 2004"

<u>Regional Comparison</u>	Literacy (Population aged 15+)			
	<u>Year 2000</u>			
	<u>Total</u>	Male	<u>Female</u>	<u>Gender Gap</u>
Bangladesh	40	49	30	19
India	57	68	45	23
Iran	76	83	69	14
Nepal	42	59	24	35
Pakistan	43	57	28	29
Srilanka	92	94	89	05

Source: UNICEF publications "The state of world children 2004"

Gender gaps at various levels:	Year 2004			
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Gender Gap</u>
Literacy rate (Population 10+)	56	62	44	18
Literacy rate (Population 15+)	46	60	31	29
Youth Literacy rate (Pop.15-24)	66	79	52	27

Primary Education (Gross Enrolment Ratio)	92	102	82	20
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Middle level Education (Gross Enrolment Ratio)	63	74	53	21
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Secondary Education (Gross Enrolment Ratio)	44	50	36	14
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N.B: The net enrolment ratio becomes low due to drop-out of children at all levels of education in Pakistan for the reasons beyond control.

20.4. College Education:

Participation rate at Higher Secondary and College level (XI-XII) is 13 % and at Degree Colleges level (XIII-XIV) is 7%.

Source: Education Policy 1998-2010

20.5. Technical & Vocational Education

The present technical and vocational education is supply-oriented rather than needs based consonant with the labour market demand. Presently there are more than 730 TVE institutions with enrolment of 90000. The quality of out put is low due to lack of relevance of curriculum to job market requirement, poorly trained faculty, lack of linkage between institutions and industry and lack of coordination at various levels. Under ESR programme Technical stream is being introduced at Secondary level.

Public Expenditure on Education

Country	% of GDP
South Korea	4.9
Japan	3.6
Singapore	3.0
Malaysia	7.9
China	2.3
India	4.2
Pakistan	2.2

Source: Global Competitiveness Report (2004-05)

Causes of low literacy and low participation rate at all levels:

The low literacy rate of Pakistan has valued the country at 138th position in the worldly nations. The low educational profile is attributed to the following factors:-

- i. Less importance given to basic & college education i.e. inadequate physical facilities, low wages of teachers, low status of the manpower linked with education etc.
- ii. Low budgetary allocation for basic education as percentage of GDP
- iii. Inefficiency of the system i.e. drop-out at all level, teachers absenteeism, poor curricula & textual material, gender & regional disparities and low completion & survival rate.
- iv. Literacy programme with out skills is unattractive for the youth.
- v. Low participation in technical education due to irrelevance of technical education to the market demand, lack of linkage between institutions and industries as well as low absorption capacity of public and private organizations

20.6. Objectives:

The education related international agreements signed with different fora and Prime Minister's priority programmes have been accommodated as well as needs based and national priority programmes have been fully covered in the MTFD detailed as under:

The Six Dakar Goals

- i. Expanding early Childhood Care & Education
- ii. By 2015 all children have access to Free and Compulsory Primary Education of good quality.
- iii. Ensuring all young and adult met through access and life Skills Programmes.
- v. Eliminating gender disparities by 2005 and achieving gender equality in Education by 2015.
- vi.

- vii. Improving all aspects of quality of Education.
- viii. Achieving 50% improvement in levels of adult literacy by 2015.

Source: *The Dakar Frame Work of Action, EFA (Dakar, Senegal 26-28 April 2000)*

Prime Minister's address to the Nation on 19th November, 2004

- i. Ensuring provision of quality education to all children in the country.
- ii. Ensuring teaching of English as a subject at all levels.
- iii. Provision of skills based training to 0.8 million illiterates of remote and backward rural areas with emphasis on women in the next five years.
- iv. Provision of free education at Secondary level in Federal Institutions
- v. Due to increasing demand of technical personnel in the country, under Public-Private partnership a Technical & Vocational programme is being introduced under which about 0.3 million persons will be trained annually in demand oriented trades.

Millennium Development Goals (MDGs)

Goal: Achieve Universal Primary Education

Target: Ensure that by 2015 all children will be able to complete a full course of Primary Schooling.

Goal: Promote gender equality and empower women

Target: Eliminate gender disparity in Primary and Secondary Education by 2005 and to all level by 2015

Source: *UN General Assembly Resolution, September 2001*

- i. To enhance literacy rate, preferably potential group aged 15-24.
- ii. To enhance participation at all levels of education and reduction of gender and regional gaps at all levels.
- iii. To improve quality of education at all levels and balancing ratio between Arts & Science streams
- iv. To introduce technology education as a core course at elementary level and technical stream a
- v. t secondary level.
- vi. To promote Public-Private partnership in education at all levels

Targets:

Participation Rate %age

Targets 2010

Primary level:	Total	102
	Male	105
	Female	99
Middle level:	Total	95
	Male	98
	Female	92
Secondary level:	Total	77
	Male	79
	Female	75

	<u>Benchmark 2004-05</u>	<u>Targets 2010</u>	<u>MDG Targets 2015</u>
Literacy Rate (Pop.10+)			
Total	56	77	88
Male	62	85	89
Female	44	66	87
Youth Literacy Rate (Pop.15-24)			
Total	66	80	100
Male	79	90	100
Female	52	70	100

Gender Parity Index (GPI)

Targets	Benchmark	Targets	MDG
	<u>2004-05</u>	<u>2010</u>	<u>2015</u>
Primary Education	0.80	0.94	1.00
Secondary Education	0.72	0.90	0.94

Policies:

The basic parameters for evolving an effective policy framework for educational development would include:

- i. Enhance importance and power of quality education through budgetary measures.
- ii. Enhance literacy through skill based crash literacy programme by giving preference to potential group 15-24 years
- iii. Achieve Universal Primary Education (UPE) upto 2010 and Education for All (EFA) upto 2015
- iv. Enforcement of laws/regulations for compulsory free education for all in letter and spirit.
- v. Free education up to Secondary School level including technical and vocational streams. Introduction of technology education as a core course at elementary level.
- vi. Continuous revision up-gradation of curricula at various levels.
- vii. Decentralization of teacher training institutes up to district level to meet the requirements of local and institution based recruitment policy.
- viii. To reduce gender gap provision of scholarships and food to all female students at elementary level.
- ix. Recognition and equality of degrees issued by Madaris with formal education system.
- x. Promoting Public-Private partnership in Education

20.7. Inter Sectoral Linkages:

Education is a multi-dimensional sector, it provides services to all sectors of the national economy detailed as under:

20.8. Linkage with Population & Social Welfare Sector

- i. To enroll all the pre-schooling age (3-5 years) children in early Childhood Centres and enroll all school aged population 5-9 years in schools.
- ii. To accommodate out of school children 10+ and adult illiterates (15-24) in skill based literacy centers to make them useful part of the society and reduce the curse of begging and poverty.

20.9. Linkage with Manpower & Women Development Sector

- i. To produce skilled labour and middle level technicians, technical stream is being introduced at secondary level.
- ii. To impart vocational and technical skills to the school drop-outs and adult illiterates of the society.
- iii. To reduce gender disparity by extending incentives to girls students to improve their participation rate.
- iv. To empower women through education to recognize her basic rights and status in the society.

20.10. Linkage with Health

- j To launch schools based health services to build a healthy and competitive society.

20.11. Linkage with Mass-Media

- j Launching campaigns of literacy and primary education through Electronic & Print media.

20.12. Linkage with Higher Education and S&T Sector.

- j To strengthen institutions of higher learning to accommodate the output of college education.

20.13. Linkage with Industry Sector

- j The output of colleges of technologies, mono-technics, polytechnics and vocational and skills imparting centers need to be accommodated in industries for which industrial growth and institution-industry linkage is essential.
- j The demand of industry needs to be analyzed to produce demand oriented and marketable output from education system.

20.14. Linkage with Socio-Economic growth:

The Human Development Report 2001 divides world economies on the basis of their Technology Achievement Index (TAI) value, into leaders, potential leaders, dynamic adopters, marginalize and others. **Korea** with a TAI of 0.66 ranks among the leaders, **Malaysia** with TAI of 0.396 ranks among the potential leaders, **Brazil, China, Sri Lanka and India** with TAIs of 0.311, 0.299, 0.203 and 0.21 respectively rank among the dynamic adopters and **Pakistan** with TAI of 0.167 ranks among the marginalized economies.

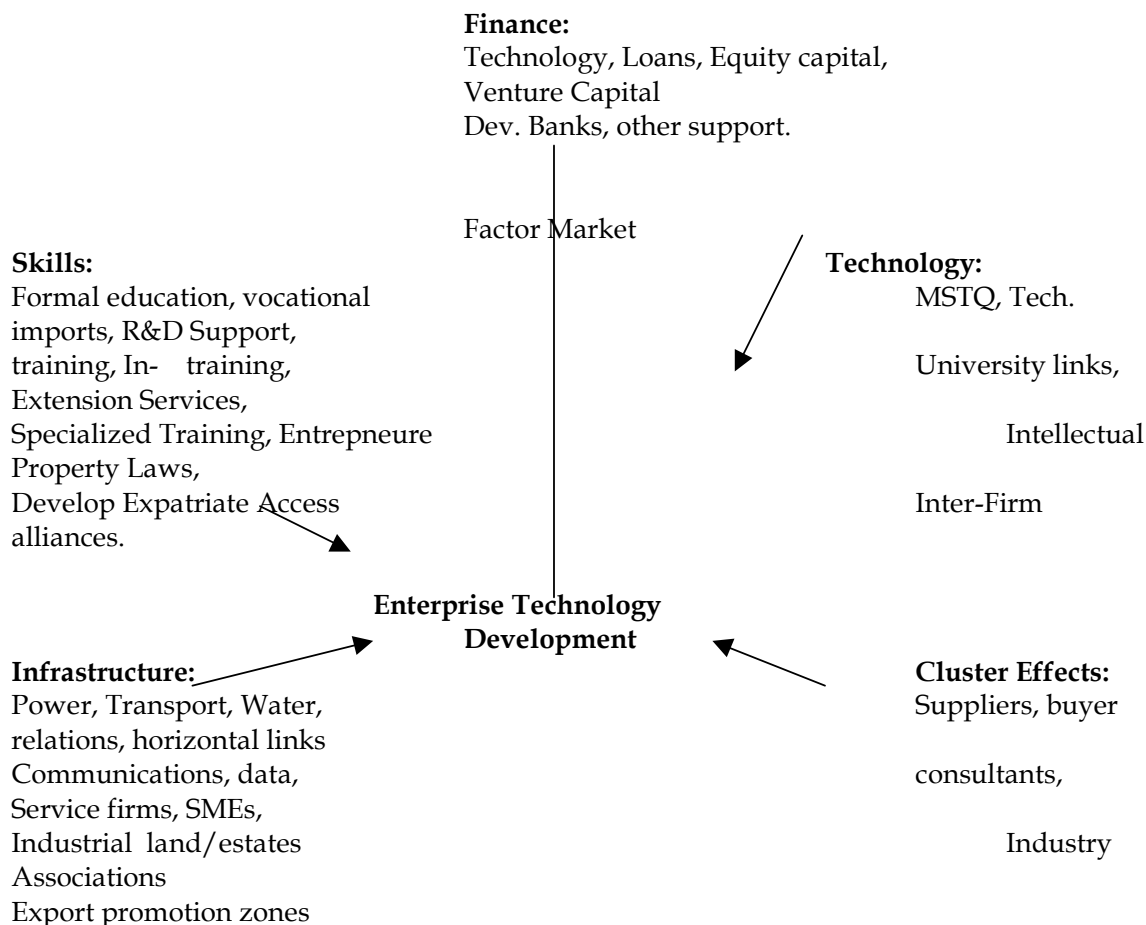
Source: *The State of Education-2002-03 by Social Policy and Development Centre, P52-54*

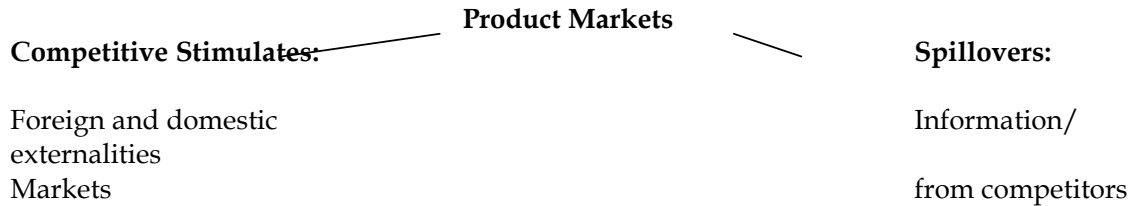
Education is a public good whose manifold benefits accrue not only to the individual attending school but also to the society as a whole. Human Resource Development means the socio-economic development of the country. All the sectors of economy depend on education and training sector, therefore concomitant allocations for expansion and development of education sector in comparison with the other sectors of economy is required. The GDP allocation for education needs to be enhanced from 2% to 5%.

20.15. Strength/Potential of Education Sector:

Human Resource Development is the Strength of Education and Training Sector. Demand oriented and marketable manpower production is the main objective of the Sector. The molding of Raw Human being into a knowledge intensive Human Resource for the better delivery of services for raising the standard of living of the Human beings is the sole objective of the Sector. Scientific and Technological advancement can be achieved through better qualified manpower as well as enabling the country to compete/keep pace with the rapidly developing and developed nations of the world. The following figure explains the factors that are affecting Enterprise Technology Development. Coherent and carefully crafted policies can accelerates shifts in competitiveness and promote entry into very complex and high technology activities:

Factors Affecting Enterprise Technology



**Issues:**

- Low literacy and participation rates at Primary, Elementary, Secondary and College levels.
- Low Quality of Education at all levels.
- Limited options for technical/ Commercial/ Vocational education
- Low participation of Private Sector

20.16. Human Resource Needs:

Pakistan is ranking at 138th position in the Human Development Index (HDI) of 175 countries due to its low participation at levels of education. There is universal recognition that increasing technological effort plays a pivotal role in improving competitiveness in the industrial sector and a key element of earning foreign exchange. Promotion of primary education and introduction of skills based literacy, introduction of technical stream at secondary level, strengthening colleges of technologies, establishment of polytechnics, mono-technics and re-vamping science education are the priority areas to improve the HD index of the country.

In the Elementary Sub-Sector, about 1,55,000 additional teachers would be required while at Secondary level 20,000 general teachers would be required and for introducing technical stream at secondary level about 10,000 technical teachers and 10,000 workshops attendants would be required.

At Higher Secondary level 20,000 additional teaching positions would be required for introduction of additional classes (XI & XII) in the existing secondary schools.

At College level 1,000 additional teachers would be required by establishing 100 degree colleges in the country and for Literacy Centres and Deeni Madaris about 80,000 teachers would be required.

20.17. Programmes:

It has been learnt from the past experiences that the programmes be needs based specific, implementable, target oriented /result oriented, measurable and time specific. Keeping in view the above facts, the following programmes have been envisaged in the MTDF 2005-10:-

- i. Skill based literacy programme for the potential age group of 15-24 years.
- ii. Introduction of Kachi classes in all primary schools in rural areas to enhance participation.
- iii. Compulsory Primary Education through enactment and provision of free text books at primary level

- iv. To achieve Millennium Development Goals especially Goal 2 i.e. Universal Primary Education (UPE) upto 2015 National Plan of Action has been prepared.
- v. To achieve the Poverty Reduction Strategy Programme's goals an amount of Rs.55.5 billion have been earmarked for education and training sector under ESR Programme.
- vi. In the MTDF 2005-10 an amount of Rs.19.48 billion have been proposed for Elementary Education and Rs.19.95 billion earmarked for literacy.
- vii. Up-gradation, strengthening and consolidation of existing institutions.
- viii. Introduction of evening shift to accommodate additional enrolment where needed.
- ix. Revision of curricula to enable competitive teacher education and training open global market.
- x. Restructuring pre-service and in-service teachers training
- xi. Establishing Provincial Council for Teachers Licensing and Accreditation to register professional teachers and to monitor preparation and their life long professional development.
- xii. Revamping Science education and balancing the ratio between Arts and Science streams.
- xiii. Introduction of technology education as a core course at Elementary level and technical stream at Secondary level
- xiv. Establishing linkages of technical institutions with industries
- xv. Provision of residential facilities for female teachers at rural schools.
- xvi. Promoting public-private partnership at all level of education by providing special incentives

20.18. Strategy:

In order to implement the planned programmes in its true spirit, there is dire need of workable frame work of implementation for which the following strategies would be adopted:-

- i. Enhanced budgetary allocations for education
- ii. Double shift system in the existing institutions at all levels.
- iii. Improvement, strengthening and rehabilitation of all existing institutions
- iv. Crash Programme for vocation based - literacy and relevant education, strengthening existing literacy programmes.
- v. Strengthening of teaching faculty at each level, filling all vacant teacher positions.
- vi. Establishing a polytechnic in each tehsil, free technical education.
- vii. Capacity building of training/teaching institutions, establishing, tehsil resources centers.
- viii. Up gradation of teachers basic qualification, a graduate teachers at each primary school.
- ix. Introduction of local language as mode of instruction at primary level.
- x. Revamping of science/ technical education facilities/lab equipment.
- xi. Encouragement of private sector in education with incentives.
- xii. Establishment of model schools for gifted children.
- xiii. Development of counseling system.
- xiv. Linking all education departments and institutions by EMIS and internet.

20.19. Infrastructure:**20.19.1. Physical:**

The existing physical infrastructure would be strengthened, improved, rehabilitated and new infrastructure would be constructed on need / priority basis. Additional facilities would be provided for opening additional classes/ up-gradation of the existing institutions. For revamping of Science Education Science Labs and equipment would be provided to the existing secondary schools and equipment for workshops would be provided to all existing Secondary Schools wherein technical stream is being introduced during the plan period.

20.19.2. Technological:

The existing colleges of Technologies, Mono-technics, Polytechnics and Trade Centers are being strengthened and new institutions are proposed to be established on need basis. Technical stream is being introduced in the existing Secondary Schools. Requisite machinery & equipment for workshops, Computer labs and computer accessories would be provided to the institutions.

20.19.3. Financial:

A portfolio of Rs.103.44 billion (Federal and Provincial) has been earmarked for Basic and College education for the MTDF 2005-10 detailed as under:

	Sub-sector	Proposed Allocation for MTDF 2005-10	%age of total proposed allocation
1)	Literacy& Madaris	19.95	19.5
2)	Elementary	19.95	19.5
3)	Secondary	11.37	11
4)	College	9.26	09
5)	Technical	27.88	27
6)	Teacher	5.74	05
7)	Scholarships etc.	9.29	09
	Total:	103.44	100

Note: *Additional amount of Rs.107.000 billion is required for skills based literacy, technology education at Elementary & Secondary level. In addition to the above private sector is also expected to invest Rs.50.000 billion in education sector during the MTDF period.*

20.19.4. Legal

It has been a proposal since long to promulgate an ordinance of compulsory primary education through enactment. The same is being proposed in MTDF 2005-10 to improve the education profile of the country.

20.19.5. Intellectual

There is dire need to strengthen intellectual property organization in the country to protect the invention rights of Scientists and Technologists as well as to control piracy, which would promote scientific, technological and industrial development in the country. Incentives to intellectuals has been recommended and proposed under the development framework in the form of cash awards to the best performers at all levels.

20.20. Provincial & Local dimensions:

The provinces would provide their share of Rs.81.34 billion for implementation of the programme through their normal Annual Development Programmes (ADPs) and the reflection of funds would be district-wise. Under the devolution plan the major development role would be played by the district government, as the implementation of the programme is the responsibility of respective District government. Out of the total outlay of Rs.130.44 billion, Rs.22.10 billion would be shared by the Federal Government Details at Annex-1.

20.21. Private Sector's Investment during MTDF 2005-10

In the past, the Private Sector's participation in terms of investment in the education sector is highly encouraging. The public sector is unable to fully meet the educational requirement of the whole school aged and illiterate population of the country. In this connection, the role of philanthropists, NGOs and business communities involved in the Education Sector have achieved remarkable progress. According to the Survey of Federal Bureau of Statistics (Statistics Division) more than 40,000 educational institutions are delivering education in the country.

During the MTDF 2005-10, it is expected that Rs.50.000 billion investment would be provided by the private sector for the expansion and development of education.

20.22. Risk Analysis:

All risks pertaining to investment in education and training sector have been fully taken care of. However, major components pertaining to Education & Training Sector are fully subsidized, therefore, the chances of failure / negative impact are less.

20.23. Year Wise Physical Targets of MTDF 2005-10:

Year-wise major Physical Targets of MTDF 2005-10 are given at Annex-2.