



Government's Education Reforms & Strategy



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Mission

The National Education System to meet the basic learning needs of our society emphasizing basic literacy and life skills, increase access to and completion of quality education, address gender, geographical and structural disparities, and enhance the efficiency of education governance.

Challenge 1 LITERACY

Target 1 Increase literacy rate from the current rate of 51.6% to 88% by 2015
(As per MDG – from a baseline of 44% in 2000)

Target 2 Remove inter and intra Provincial disparities.

INITIATIVES:

- 11000 literacy centers established against the target of 27,000 originally envisaged;
- Teaching learning and supplementary materials and aids have been provided to all these centers free of cost;
- Over 2,50,000 people, aged 10+ have been made literate;
- The national literacy curriculum has been developed and 4000 centers established with help from USAid;
- The National Commission for Human Development (NCHD) has established 6602 literacy centers where 160533 people have become literate.
- Under the non-formal basic education program, 7749 centers have been established with an enrolment of 356977 students.

Challenge 2 Access to Basic Education and Universal Primary Education

Target 100% net enrollment by 2015 (as per MDGs) with current enrolment at 85% but 45% dropout rate and gender disparity.

INITIATIVES:

- The budget for primary education is more than 45% of the total.
- Free education up to matriculation (grade:10) and free supply of textbooks.
- Grant of stipends and incentives to girl students and female teachers.
- Project to setup primary schools for each village in hand.
- Community empowered to participate in school management.
- Shift towards vocational / technical training to link education with direct visible benefits from education. English language introduced from class-1 in all schools.

Challenge 3 Gender disparities

Target **Achieve hundred percent parity by 2015**
Current gender gap is 26% at primary level.

INITIATIVES:

- All primary schools being converted to co-educational.
- All new primary schools required to have ratio of 60 to 40 girls to boys, and 70% female teachers to 30% male teachers.
- Special monetary incentives to attract and retain female teachers and students in rural areas.
- Gender stereotyping in textbooks and curriculum under review to ensure equitable portrayal of girls and boys.

Challenge 4 Quality and relevance

- Target 1** Development of a baseline for measurement of learning outcomes.
- Target 2** Improvement of learning achievements in numeracy, literacy and life skills.
- Target 3** Revised school curriculum
- Target 4** Improvement in the status and professional development of teachers.

INITIATIVES:

- Developing a baseline from where we can measure achievements in numeracy, literacy and life skills.
- An examination board in the private sector with help of USAID to improve quality of examination. Public sector examination boards to follow suit.

- An educational assessment system with help of World Bank and DFID to monitor the learning achievements of elementary level students in order to improve the quality of services (curriculum, textual material, teachers' delivery, policy formulation, etc) in the education sector.
- The curriculum for basic and social sciences was partially revised in the year 2000 and 2002 respectively. Review underway to ensure that overlap, duplication, relevance and updating of material is examined and action taken.
- A curriculum Council is being established to review the curriculum after every five years.
- The level of teachers qualifications for initial recruitment raised from matriculation to graduate. Strengthening and up-gradation of the teacher training institutions underway with CIDA Assistance.
- Provision of teaching-learning materials to improve the quality of teaching-learning process.
- Academic Audit through linkage of cash awards / incentives with quality.

Challenge 5 Integration of national education system

Target 1 Mainstreaming 75% Madaris by 2010

Target 2 Reducing disparities between private and public schools

INITIATIVES:

- Introduction of English, Maths, Social/Pakistan Studies and Computer Science in Deeni Madaris.
- Provision of grants for salaries to teachers, cost of textbooks, teacher training and equipment for formal subjects.
- Madarassah Education Board setup to regulate curriculum and examination of the Madaris.
- English language compulsory from class 1 in all schools.
- Science and Mathematics in English language.
- Provision of computer labs to all public schools.

Challenge 6 Resources

Target 1 **Increase the education budget from 2.9 to 4% of the GDP by 2010**

Target 2 **Optimum utilization of allocated resources**

Current resources available Government of Pakistan

(Rupees in billion)

	2000-01	2001-02	2002-03	2003-04	2004-05
GDP	3863	3988	4193	4445	4875*
Spending on Education (Public)	75.88	78.82	89.82	120.48	142.58
% of GDP	1.96%	1.98%	2.14%	2.70%	3%*

Source: Federal and Provisional Budget books and communications from Federal Ministries / Divisions and the District Governments to the Ministry of Education

* The figure is provisional.

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Commitment of resources by Pakistan's Development Partners

	Donor	Year	US \$ in million
1	ADB	2002-09	338.580
2	IDB	2002-06	35.240
3	The World Bank	2004-07	650.000
4	ILO	1999-05	11.427
5	UNDP	2004-08	9.300
6	UNESCO	2005	0.353
7	UNFPA	2004-08	1.600
8	UNICEF	2004-08	14.600
9	WFP	2004-08	52.000
10	AusAid	2003-06	2.400
11	CIDA	2002-06	75.447
12	DFID	2001-04	13.936
13	EC	2001-08	85.566
14	GTZ	2004-08	43.358
15	JICA	1997-06	43.700
16	NORAD	2002-08	49.600
17	USAID	2002-06	100.000
Total			1527.107

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INITIATIVES:

- Release process has been streamlined. Cash plans indicating resources required for each quarter prepared and releases made accordingly.
- Use of funds is being monitored at all levels of expenditures.
- Capacity building efforts by Academy for Education Planning and Management. 606 District Education Managers at different level trained.
- Greater involvement and investment by private sector
- Number of schools increased from 18,000 in 1999 to 63,000 in 2004.

Challenge 7

Economic growth and poverty alleviation through technical and vocational education

Target **Revamping of Science, Technical and Vocational Education Sector to address employment needs in line with the concerns of PRSP / MDGs**

INITIATIVES:

- Introduction of a technical stream in the secondary school system.
- Establishment of a National Technical and Vocational Education Authority.
- A comprehension plan for vocational and technical education schools in all major towns.
- Involvement of industry in setting up technical training institutes.
- Revamping of science education by improving science laboratories, and providing science equipment, revising Science Curricula and providing for the professional development of science and mathematics teachers with help from Development Partners.

Challenge 8 Establish Public Private Partnership

INITIATIVES:

- Policy amended to mobilize the private sector and civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan.
- The Community Supported Rural Schools Program (CSRSP) encourages education in rural areas. Currently, 610 schools are run with an enrolment of 23,300 students.
- Restructuring of national and provincial education foundations.
- 70 schools have been adopted by the corporate sector.
- 10,000 teachers trained in IT by INTEL Corporation
- Building 16 ICT lab infrastructure in teacher training institutes by Microsoft.
- Food-Aid Program as incentive to girl students in 28 Districts with WFP and USAID assistance.

Challenge 9 Effective Education Governance

Target **Efficient delivery of education services
(Public sector has over 200,000 schools and one million employees)**

INITIATIVES:

- 3% of education sector reform funds are being used to monitor the program in provinces. Monitoring of development programs is now mandatory.
- Quarterly review of programs is being undertaken to improve program efficiency.
- Improved donor-government coordination at Federal and provincial levels.
- Control of educational services at school and college level devolved to the Districts. District Education Officers being trained in education management with assistance from Donors.
- A monitoring Cell established in the Ministry of Education to monitor development programs.

Challenge 10

Accurate and reliable education information and statistics

Target To provide accurate and comprehensive data on regular basis for realistic planning.

INITIATIVES:

- A comprehensive program for a national census of all educational institutions has been developed and is being launched with donor and government support. A PC-1 for the exercise prepared with the assistance of the provinces and the Statistics Division and distributed among development partners. Request for anticipatory allocation for the next PSDP has been conveyed to the Planning Commission.
- Existing Education Management Information System (EMIS) at Provincial and District levels are being strengthened to make them responsive.
- To complete national comprehensive education statistics by May 2006 and to revamp the current management information system to provide accurate and comprehensive data on a regular basis. NEMIS is being setup in Federal Ministry of Education.

Thanks

Vision of the National Education System

The National Education System should be meaningful and relevant in order to alleviate poverty and sustain growth through the provision of quality education for all Pakistanis, without any discrimination, thus facilitating the creation of a knowledge-based society.

To sustain growth and human development we need donor support in the following areas

- ❖ To assist Pakistan in achieving the MDGs, EFA and PRSP goals in accordance with G8 commitment within the time frame specified in these declarations and documents;
- ❖ To assist the Ministry of Education in all programs Federal or Provincial that intend achieving equity, access and quality targets across all education levels;
- ❖ Provide assistance that should be flexible and untied for program support and include both capital and recurrent cost; programs should be demand oriented and coordinated with the MoE;
- ❖ A commitment to providing predictable resources aligned to the Medium Term Budgetary Framework (MTBF);
- ❖ Priority support for programs that focus on elimination of gender disparity at elementary, secondary and college level education;
- ❖ Support for the proposed initiative in technical and vocational education.

Resource Gaps

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Sector	Target date	Scope of program	Resource gap
i) Elementary Education (including Pry. Upgradation)	2015	5.6 million new enrolment	Rs. 202 billion
ii) Construction of primary schools in school less villages/Settlements	2010	15000 primary schools	Rs. 10.8 billion) (Capital cost)
Literacy (10+)	2015	81 million	Rs. 180 billion
Teacher training	2010	343000 teachers	Rs. 5 billion
Education Data including Census	2006	109 Districts 4 Provinces, Federally Administered Areas, ICT and AJK	Rs. 600 million
Revamping Science and Technical / Vocational Education	2010	2649 (new institutions)	Rs. 69.172 billion cap. cost