



Education Sector Reforms

Action Plan 2000-2003

Programme Summaries

**Ministry of Education
Government of Pakistan
Islamabad**

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Executive Summary



The Ministry of Education has initiated Education Sector Reforms aimed at qualitative and quantitative improvements at all sub-sectors of the education system. A sector wide strategy has been adopted for a holistic approach to education entailing legislative, administrative and financial actions at all levels.

The guiding principles of the ESR are derived from the linkages between poverty and literacy, the imperative of need-based programmes and budget allocations, and creating a gender balance in education at all levels. Implementation strategies stress good governance and management, recognition of the contribution of the private sector in education and partnerships between private, NGOs and government.

The Action Plan 2000-2003 has six priority areas for which projects have been developed.

Increasing literacy through Education For All (EFA): The Education For All challenge is addressed through the National Ordinance for Compulsory Primary Education and two programmes for formal and non-formal education.

The Comprehensive Literacy and Poverty Reduction programme focuses on expanding education provision for children of primary school age, accelerated primary education for overage children and literacy for empowerment of women through non-formal delivery systems. The three projects under this programme are designed to address the needs of marginalized communities and vulnerable groups especially in rural areas. The target is to facilitate setting up of 90,000 schools/centers to cater to the needs of 3.06 million women and children. The budget for these projects is Rs.8.624 billion for three years.

The second programme Expansion of Primary/Elementary Education during 2000-2003 is based on consolidating the gains made in the increased accessibility of formal primary/elementary education through both quantitative and qualitative improvements in infrastructure and up-gradation of facilities. The targets for this project are 100% enrolment and 70% retention. The budget for these projects is Rs.29.343 billion.

Post-Secondary employment options: The Introduction of Technical Stream at Secondary Level project provides the opportunity for skill-based education essential for linking education and employment. The targets include introducing a technical stream in 1200 High Schools and establishing 56 Model Technical Schools. The budget for this project is Rs.2.373 billion.

Delivering quality: The project for Improving the Quality of Teacher Education and Training has four components. The first aims at up-grading the quality of teacher training institutes by providing residential facilities for increased contact time between the trainers and teachers. The second and third projects relate to improving the qualifications of elementary teachers through bridging courses and higher pay scales. The fourth project is for setting up of a National Institute of Teacher Education and Training. The programme includes curriculum assessment and exam reform. Targets include up-grading 30 teacher training institutions, bridging courses for 100,000 PTC and 25,000 CT teachers, in-service training to 110,000 teachers and trainers at elementary and secondary levels. The budget requirement for these projects is Rs.0.812 billion.

Education servicing the imperative of human resource development: In Higher Education the projects have prioritized the need to increase accessibility of higher education opportunities, improving the quality of higher education and a shift to science and technology. Targets are for increasing access from 2.6% to 5%, increasing private sector participation from 15% to 40% and expanding the ratio of humanities and sciences from 70:30 to 50:50. The budget for higher education is Rs.10.6 billion.

Mobilizing all partners: The Public-Private Partnership Project provides a package of incentives for the private sector and a restructuring of the Education Foundations. The budget for this project is Rs.250.5 million.

The total cost of the Education Sector Reform, Action Plan 2000-2003 is estimated at Rs. 52.00 billion.

Part I

Introduction to the Education Sector Reforms: Action Plan 2000-2003

There is a compelling need to respond to the education crisis reflected in our current education statistics:

	Total %	Male %	Female %
Literacy Rate	47.1	59	35.4
Gross Enrolment Rate I-V	89	99	89
Survival Rate to V	50	66	44
Participation Middle VI-VIII	47.5	55	40
Participation Secondary IX-X	29.5	35	24
Participation Higher Education	2.6		

Economic Survey 1999-2000

The Education Sector Reforms (ESR) are *not another Education Policy* but an Action Plan to improve education performance in the areas of Access and Quality at all levels of the education system.

The **Action Plan 2000-2003** is derived from a systematic consultative process which began in December 1999. The consultation has engaged over 500 people comprising, experts, civil society groups, private sector, NGOs, provincial governments, along with their Ministers and Governors. The highest political will has been mobilized in the person of the Chief Executive, who has been the driving force behind this effort, emphasizing the need for practical and implementable measures. The three year Action Plan is embedded in a long term framework providing a direction which can withstand political changes, designed by a cross-section of stakeholders.

The *Vision* of this Action Plan is :

- **Quality education enabling all citizens to reach their maximum potential ;**
- **Produce responsible, enlightened citizens;**
- **Integrate Pakistan into the global framework of human-centered economic development**

The **major features** of the Action Plan are :

1. Sector Wide Approach. This emphasizes institutional reforms for sector strengthening across all sub-sectors; re-inforcement of linkages between sub-sectors and reduction of the gender gaps at all levels of the education spectrum. Sector Wide Approaches in education provide a holistic basis for planning of human resource development in the country.

The Social Action Programme is integrated in this approach with Elementary Education and Quality - Education For All seeking the largest allocations. The challenge would be to seek resources earmarked within SAP II for elements which address the key components of elementary and non-formal education.

2. Poverty Focus : Recognizing close linkages between poverty and illiteracy, and the increase of poverty from 22.40 percent in 1992/3 to 35.22 per cent in 1998/9, the MoE has developed a focused strategy for education entitlements within the sector wide approach. The Action Plan reinforces the need to address equity in its broadest, but also specific dimensions. Each sub-sector, targets the socially excluded groups who are entitled to education as a fundamental universal right, not just at the primary level through non-formal and formal systems, but also at the secondary, technical and higher education levels. Population living in rural areas and urban slums, working children, including communities living in remote areas, such as nomads, riverine communities, refugees, children and women living in prisons and Dar ul Amans have been especially targeted. Gender is a cross-cutting theme. *Education entitlements are conceptualized in the Action Plan at the cutting edge of poverty reduction strategies.*

3. Public –Private partnerships: The long over due recognition of private and NGO sectors contribution to education development is implicit in the quantitative and qualitative targets of the Action Plan 2000-2003. Recognizing the strategic role of private and NGO sector, the plan endorses an incentive package, facilitation to expatriate funds for education and restructuring of institutions such as the Education Foundations to facilitate this partnership.

4. Good Governance: Quality education as right for all the citizens of this country is not possible without provisions for governance through partnerships between government, the private sector and civil society. These can be achieved through devolution of powers, sharing of responsibilities and effective decentralization at the key units of education delivery. There are critical implications for capacity building for community participation in school improvement, of management tiers at all levels and restructuring decision making systems to become responsive to demands of end users.

5. Resource Implications: The Action Plan has vital implications for resource mobilizations to fund the additionalities. However, it is important to note certain principles that must guide the process of resources for education :

- There is a general agreement to use existing facilities optimally
- Building new facilities only where there is need and capacity
- Allocations on the basis of need and not population
- Upgrading primary to elementary schools on the basis of need and subject to resource availability
- Linking with ongoing poverty alleviation and IT policy programmes for better resource mobilization
- Seeking creative avenues for education resources such as : debt swaps, redeployment of resources for education from other sectors.

Programme Summaries

1. Comprehensive Literacy and Poverty Reduction Programme
2. Expansion of Primary /Elementary Education
3. Introduction of Technical Stream at Secondary Level
4. Improving the Quality of Education through
Teacher Education and Training
5. Higher Education Sector Reforms
6. Public – Private Partnership

Program # 1

Comprehensive Literacy and Poverty Reduction Programme

1. The Community Primary Schools Project
(5-9 years)
2. The Accelerated Community Schools Project
(10-14 years)
3. The Women's Literacy for Empowerment Project
(15 plus years)

Sub –Total Rs.8.624 billion

Comprehensive Literacy and Poverty Reduction Programme

EXECUTIVE SUMMARY

1. The Comprehensive Literacy and Poverty Reduction Programme was prepared by the Pakistan Literacy Commission. This programme was developed through a consultative process with relevant stakeholders from the public and private sectors, civil society and donors. The consultative process was led by the Federal Minister/Secretary along-with Provincial Governors/Education Ministers and their teams.
2. This programme will target disadvantaged groups of Pakistan including nomads, refugees, working children, riverine communities, women and children in prisons and in Darul Amans.
3. The Programme comprises three projects. Brief profiles along-with targets are given below:

S.No	Project	Age Group (years)	Project Period	Learners Enrolled (in Millions)	Drop out (in Millions)	Learners Achieved (in Millions)	Schools	*TSR	Rs. Million
1	The Community Primary Schools Project	(5-9 years age group)	3 Y	1.2	0.18	1.02	30000	1:40	3433.5
2	The Accelerated Community Primary Schools Project	(10-14 years age group)	3Y	1.2	0.18	1.02	30000	1:40	3301.2
3	The Women's Literacy for Empowerment Project	(15+ age group)	3Y	1.2	0.18	1.02	30000	1:40	1890.0
	Total			3.6	0.54	3.06	90000		8624.7

*TSR = Teacher Student Ratio

4. Brief Descriptions of the three projects of PLC under Comprehensive Literacy and Poverty Reduction Programme are:

** The Community Primary Schools Project has a target of making 1.02 million 5-9 years age group literate. Children will complete primary level of education in five years through 30000 community based schools with a total cost of Rs. 3433.5 million. Per learner cost per year is Rs. 2861.25. The teacher student ratio is 1:40

** The Accelerated Community Primary Schools Project caters for primary education needs of 1.02 million (10-14 years age group) of Pakistan by setting up 30,000 Community Schools. Total cost of the programme is Rs. 3301.2 million. Per learner annual cost is Rs. 2751.0. The teacher student ration is 1: 40.

** The Women's Literacy for Empowerment Project is primarily for women (15+ age group) . The project's objective is to impart integrated functional literacy to 1.02 million women by establishing 30,000 community centers within three years. Total cost of the programme is Rs.1890 million. Per learner annual cost is Rs. 1575 only. The project is designed to address poverty alleviation through skills, functional literacy and linkages to micro-credit. The teacher student ratio is 1: 40.

5. The total no. of schools will be (Project I = 30,000, Project II = 30,000 and Project III = 30,000) = 90,000

6. The total cost of the three projects for a period of three years will be Rs. 3433.5m + Rs. 3301.2m + Rs. 1890m = Rs. 8624.7 million (Rs. 8.624 billion)

(The total cost of the three projects for full period will be Rs.15063.5 million (Rs. 15.063 billion)

Comprehensive Literacy and Poverty Reduction Programme

BRIEF STATEMENT

The Comprehensive Literacy and Poverty Reduction Programme is based on an integrated non-formal basic education and functional literacy strategy. It caters to different age groups amongst vulnerable communities throughout the country where there is no formal education provision. The Non-Formal component of the Education Sector Reforms is a response to gender and development approaches for disadvantaged girls and boys, women and men. The programme targets including nomads, refugees, working children, riverine communities, women and children in prisons and in Darul Amans.

This programme has been designed for the poorest of the poor in Pakistan, extending education entitlements through flexible, quality oriented and area based approaches.

The proposed programme has three projects viz.,

1. The Community Primary Schools Project (5-9 years age group)
2. The Accelerated Community Primary Schools Project (10-14 years age group)
3. The Women's Literacy for Empowerment Project (women 15 + years age group)

PRINCIPLES OF POLICY, PLANNING AND ACTION

1. Need based allocations
2. Closing the gender gap as per goals of EFA, CEDAW and National Plan of Action for women
3. Decentralization of implementation and monitoring at provincial and district levels
4. Additional funds to be mobilized through poverty alleviation and SAP
5. Restructuring of PLC to align with the above programme and principles

BRIEF DESCRIPTION, TARGETS AND IMPLEMENTATION STRATEGY OF THE PROJECTS

Project No. 1

The Community Primary Schools Project (5-9 years age group)

Non-Formal Primary Education programmes have been functioning in Pakistan since 1991, implemented primarily by NGOs. In 1996 PLC (then PMLC) launched NFBE Community Schools project and 7190 schools are currently functioning country wide including AJK, FATA, FANA through 185 NGOs/CBOs. The NGOs co-ordinate and supervise these schools at the local level. Operation/management of these schools is the responsibility of PPC offices of the Provincial Education Departments at the regional level. A major concern has been the design of these programmes which leave very little room for quality and capacity building. The programme proposed takes into account the directions suggested by practitioners so that Quality EFA may be extended to the hard to reach vulnerable communities through decentralized approaches. SAP Donor Mission has recommended PLC to reorient its role. The project addresses these concerns and incorporates innovative approaches to link the programme to poverty alleviation strategies. This project envisages establishment of 30,000 schools to cater to the needs of 1.02 million learners.

Sr. no.	Targets	Implementation Strategies
1.	Increasing primary education through non-formal programmes by establishing 30,000 schools for 1.2 million primary level learners.	<p>PLC undertake mapping with provincial education departments to identify areas where there are no school facilities (public and/or private).</p> <p>With the help of CBOs/NGOs, identify 5-9 year old out of school children with particular focus on girls and other disadvantaged in identified under-served areas of Pakistan</p> <p>EMIS to reflect increase in literacy through non-formal primary programmes through special identification code and survey form.</p>
2.	Enter into comprehensive partnership with NGOs and communities for implementation of the programme	<p>Identify 4-5 NGOs per district interested in the NFPE programme for formal partnership</p> <p>Develop mutually acceptable terms of partnership</p>

3.	Package developed for Non-formal Primary Curriculum ensuring adequate supplementary materials for quality education	<p>Committee comprising Literacy Commission representatives and NGOs set up to identify and select supplementary materials.</p> <p>Designing basic guidelines for teachers in use of textbooks and supplementary materials through child-centered approaches.</p> <p>Provincial Textbook Boards and approved private publishers to ensure adequate supply of books before the start of the school year.</p> <p>Distribution outlets at district level for easy dissemination of textbooks and supplementary materials.</p>
4.	Design appropriate one 15 day and four to five days in-service training programmes	<p>Training programmes designed in partnership with NGOs/private sector PLC to conduct training of master trainers selected at the district level to deliver pre-service and in-service trainings.</p> <p>Master trainers to be selected from government, NGOs and private sector</p> <p>Provincial governments to ensure training of teachers at district/tehsil level by master trainers</p> <p>NGOs selected as implementers of the training at district level</p>
5.	Continuous and end of programme assessment of student competencies in key subjects	<p>Identification and selection of existing student competencies assessment packages</p> <p>Quarterly and annual assessments conducted by NGOs</p> <p>Class V exams to be conducted by the District Education Officers for certification and equivalence</p> <p>Monitoring of selected sample schools for feedback and evaluation of the assessment programme</p>

Project No. 2:

The Accelerated Community Primary Schools Project (10-14 years age group)

It has been seen evidenced in studies since 1995 that only 2/3rd of the primary age children out of 21 million had access to schooling and of that, only 50 percent had been retained up to Class V. In 1995, 8 million children of primary age group were not able to access schools. Another 7 million who entered the system were also pushed out or dropped out of the system on account of low quality of teaching and an unwelcome learning environment. Added to these is the cumulative numbers each year who enter the group of illiterates on account of poverty and high opportunity costs. It is this group that is targeted for cheap labour in the informal and formal sector.

The project targets age group 10-14 for an accelerated non-formal education programme completing the five year primary course in three years.

The challenge for this programme is to address the needs of highly vulnerable and marginalised groups with integrated learning approaches. The textbook board curriculum needs to be supplemented by other relevant materials which can be ably managed by the teachers for optimum learning.

Sr. no.	Targets	Implementation Strategies
1.	Make 1.02 million adolescents of 10-14 years literate through 30,000 Accelerated Community Primary Schools	Identify through social welfare, labour departments and NGO groups in need of an accelerated primary programme for adolescents. Provincial EMIS to reflect this programme through a proper identification code and survey form
2.	Enter into partnerships with NGOs specializing in hard to reach groups to undertake implementation of the above programme Develop capacity building manuals along with 2 major field based trainings for NGOs and their field officers in programme management Timely release of 6 months budget to all NGOs of maximum results/performance	Screen NGOs for their diverse skills in dealing with nomads, riverine communities, refugee children, working children and children in prisons Ongoing capacity building of NGOs where needed to handle special groups. Ensure release of budget at the federal level for 6 months to ensure timely disbursement and implementation at the field level.

3.	Design a needs based curriculum supplementing primary text books, teacher guides and workbooks sensitive to the growing and special needs of adolescents	<p>In addition to textbooks collate supplementary teaching materials and strategies for the target age group to cover areas of human rights, population, environment, health and nutrition</p> <p>Provincial Commissions to ensure adequate and decentralized supply of textbooks and local environment</p>
4.	Devise 1 pre-service and 3 in-service training programmes focusing on the target groups special needs	<p>With help of specialists design pre-service and in-service training strategies to integrate supplementary materials with textbooks and local environment.</p> <p>Ensure that trainers and teachers have complete understanding of the psychological needs of adolescent students for optimum learning.</p>
5.	Develop and undertake appropriate assessment tools to measure subject based competencies of children at different key stages of the 3 year programme	With support from assessment specialists design quarterly and annual assessment exercise tracking capacity of learners in subject based competencies

Project No. 3:

The Women's Literacy for Empowerment Project (Women 15 years + age group)

The overall literacy rate for women stands at 35.4 percent compared to 59% for men. In rural areas women's literacy is only 21 percent. This varies by provinces, with rural female literacy lowest in Balochistan at 9 percent, Sindh 13 percent, NWFP 17 percent and highest in Punjab at 25 percent. This is an unacceptable situation. Pakistan is a signatory to both EFA targets and CEDAW emphasizing the need to halve the illiteracy rate by 2015, The externalities linked with women's education emerge from multiple gender roles of women entailing productive, reproductive and social dimensions. Literacy for empowerment thus looks at the ability of women to understand their position in the family, community and society so that they are able to exercise their rights at the individual and collective levels. This programme in effect creates possibilities for implementing the specific provisions as contained in the National Plan of Action for women. Women living within remote ethnic communities in FATA, FANA, AJK, in prisons and Dar Ul Amans will be especially targeted for this programme.

Sr. no.	Targets	Implementation Strategies
1.	Make 1.1 million women functionally literate and empowered through a one year cycle in 30,000 centers	<p>NGOs implementing projects on NFPE for 5—9 age group and/or 10-14 groups will identify older girls/women for this programme. Additional NGOs and NGO networks will also be considered as per need.</p> <p>Women living in Northern Areas, AJK, FATA remote ethnic communities will be especially targeted through this programme.</p> <p>Local women's groups will be established to manage the literacy programme</p> <p>Special information data based will be set up by PLC to track this programme with NEMIS.</p>

2.	Design a modular well sequenced integrated curriculum incorporating literacies with appropriate skill enhancement	<p>PLC, PPCs and NGOs to collect all literacy packages national and regional for the target group together with materials on skill training programmes including access to markets and micro-credit programmes</p> <p>Linkages established with line departments and special programmes, eg. PCAT, PCSIR, EME, Women’s Bank, RSPs, Livestock, Agriculture, Forestry, Health/population, SMEDA, Labor and Manpower Institute and micro-credit/skill training NGOs.</p> <p>Specially packaged curricula materials be made available in a timely manner prior to programme implementation.</p>
3.	Develop field tested training (pre-service and 2 in-service) programmes for optimal experiential exposure for learners	<p>Identify a core group of master trainers through NGOs and Government departments in all provinces</p> <p>Trainings to be imparted through cluster based programs in conjunction with all locally appropriate departments, organizations specializing in various skills.</p>
4.	Develop appropriate participatory assessment tools for a one year literacy with skills diploma	With support from expert organizations in the region like APPEAL/UNESCO and Asian Development Bank, the tools will be developed for participatory assessment.
5.	Ensure micro-credit linkages for 15% of the target learners.	PLC with Provincial Commission to undertake negotiations with PPAF, RSPs and Khushali Bank and other national NGOs specializing in micro-credit for field extension work at the literacy centers.

PROJECT NO.1:**COMMUNITY PRIMARY SCHOOLS PROJECT (5-9 YEARS AGE GROUP)****COST ESTIMATES OF 30,000 SCHOOLS**

S.#	Item	Unit Costs	Amount per year (Rs. In Millions)			Rs. in Million Total
			I	II	III	
1.	Honorarium for Teachers	Rs.2000 per teacher (30000)	240	480	720	1440
2.	Supervisory cost to the NGOs	Rs.400/- per school per month (30000)	48	96	144	288
3.	Establishment Charges		10	20	30	60
4.	Commodities & Services		10	20	30	60
5.	Capacity Building Training/Resource Centre.		12	12	12	36
6.	Pre-service training of teacher and 2 refresher courses (Training for 15 days & Refresher Course for 5 days each) 15 days + 5 day + 5 days	Rs.8000 per school (30000)	80	80	80	240
7.	Learning materials including books and supplementary readers, stationery, etc.	Rs.400 per learner annually for 40 learners per school	160	320	480	960
8.	Teaching aids, attendance registers, charts etc.	Rs.1000 per schools (30000 schools)	10	10	10	30
9.	Equipment for schools i. Cupboard ii. Table for teacher iii. Chair for teacher iv. Mats for seating v. Black board	5000	50	50	50	150
10.	Monitoring of Schools	5% of the total cost	54.5	54.5	54.5	163.5
11.	Media Campaign		2	2	2	6
					Total:-	3433.5

Expenditure per learner for one year Rs.2,861.25

Expenditure per school per year Rs.114,450.00

PROJECT NO.2:**ACCELERATED COMMUNITY PRIMARY SCHOOLS PROJECT
(10-14 YEARS AGE GROUP)****COST ESTIMATES OF 30,000 SCHOOLS**

S.#	Item	Unit Costs	Amount per year (Rs. In Millions)			Rs. In Million Total
			I	II	III	
1.	Honorarium for Teachers	Rs.2000 per teacher (30000)	240	480	720	1440
2.	Supervisory cost to the NGOs	Rs.400/- per school per month (30000)	48	96	144	288
3.	Capacity Building Training/Resource Centre.		12	12	12	36
4.	Pre-service training of teacher and 2 refresher courses (Training for 15 days & Refresher Course for 5 days each) 15 days + 5 day + 5 days	Rs.8000 per school (30000)	80	80	80	240
5.	Learning materials including books, supplementary readers, stationery etc.	Rs.400 per learner annually for 40 learners per school	160	320	480	960
6.	Teaching Aids, attendance register, charts etc.	Rs.1000 per school (30000 schools)	10	10	10	30
7.	Equipment for schools vi. Cupboard vii. Table for teacher viii. Chair for teacher ix. Mats for seating x. Black board	5000 per school – one time cost	50	50	50	150
8.	Monitoring of Schools	5% of the total cost	52.4	52.4	52.4	157.5
					Total:-	3301.2

Expenditure per learner for one year Rs.2751.00

Expenditure per school per year Rs.110,040.00

PROJECT NO.3:**WOMEN'S LITERACY FOR EMPOWERMENT PROJECT****COST ESTIMATES OF 30,000 CENTERS**

S.#	Item	Unit Costs	Amount per year (Rs. In Millions)			Rs. In Million
			I	II	III	Total
1.	Honorarium for Teachers	Rs.2000 per teacher (30000)	240	480	720	1440
2.	Supervisory cost to the NGOs	Rs.400/- per Center per month (30000)	48	48	48	144
3.	Capacity Building Training/Resource Centre.		12	12	12	36
4.	Pre-service training of teacher and 2 refresher courses (Training for 15 days & Refresher Course for 5 days each) 15 days + 5 day + 5 days	Rs.8000 per Center (30000)	80	80	80	240
5.	Learning materials including supplementary readers, stationery, calculator –(low cost)	Rs.400 per learner annually for 40 learners per Center	160	160	160	480
6.	Teaching aids of learners, attendance register, Phillip charts etc.	Rs.1000 per Center (30000 Centers)	10	10	10	30
7.	Equipment for centers xi. Cupboard xii. Table for teacher xiii. Chair for teacher xiv. Mats for seating xv. Black Board	5000	50	50	50	150
8.	Monitoring of Schools	5% of the total cost	30	30	30	90
					Total:-	1890

Expenditure per learner for 1 year Rs.1575.00

Expenditure per Center per year Rs.63000.00

PROVINCE/AREA-WISE ALLOCATION OF 90000 SCHOOLS

During the consultative process with the provinces, there was a consensus that allocation of schools may be on the basis of need instead of population. The planning data is submitted below, however, allocation will be finalized in consultation with provinces. Suggested need based and population based provincial allocation is given below for finalization.

POPULATION BASED ALLOCATION

SUGGESTED MODEL 1

S.#	PROVINCE/ AREA	%OF SHARE	NO. OF SCHOOL TOTAL
1.	PUNJAB	50%	45000
2.	SINDH	19%	17100
3.	NWFP	11.5%	10350
4.	BALUCHISTAN	3.5%	3150
5.	FATA	1.3%	1170
6.	FANA	1.3%	1170
7.	AJK	2.0%	1800
8.	ICT	1.4%	1260
9.	Reserved	10%	9000
Total		100%	90000

- Note: - i. Distribution according to quota allocated to the province/areas.
 ii. Reserved school will be allocated keeping in view the need and requirement, demand and literacy ratio of the area/province.

PLANNING DATA LITERACY RATE

Sr.#	Area	Both sex	Male	Female
1	Pakistan	45.00	56.5	32.6
2	Punjab	47.4	58.7	35.3
3	Sindh	46.7	56.6	35.4
4	NWFP	37.3	52.8	21.1
5	Baluchistan	26.6	36.5	15.0
6.	Islamabad	69.03	77.9	58.2

POPULATION

Sr.No	Area	Both sex	Male	Female
1	Pakistan	130.59	67.84	62.75
2	Punjab	72.685	37.508	35.177
3	Sindh	29.991	15.823	14.168
4	NWFP	17.554	8.962	8.592
5	Baluchistan	6.511	3.480	3.031
6.	Islamabad	0.799	0.429	0.370
7	FATA	3.137	1.635	1.502
8.	FANA	0.870	0.453	0.417

**Census Report-Population Census Org.Statistical Division, 1998

SUGGESTED MODEL II:**NEED BASED ALLOCATION**

S.#	Province/Area	Number of Literate	Number of Illiterate	Literacy Rate	Illiteracy Rate	Approved Quota (Govt)	Need Based Quota	School Allotted	Number learners (Million)	Budget (Rs. Million)
1	Punjab	34.452	38.232	47.4%	52.6%	50%	40%	36000	1.44	3449.88
2.	Sindh	14.005	15.985	46.7%	53.3%	19%	23.9%	21510	0.860	2061.30
3.	NWFP	6.5474	1.006	37.3%	62.7%	11.5%	17%	15300	0.612	1466.199
4.	Balochistan	1.731	4.779	26.6%	73.4%	3.5%	10.5%	9450	0.378	905.6
5.	AJK			60%	40%	2%	2%	1800	0.072	172.5
6.	FATA					1.3%	2.6%	2340	0.094	224.24
7.	FANA					1.3%	2.6%	2340	0.094	224.24
8.	ICT	0.551	0.247	69.03%	30.97%	1.4%	1.4%	1260	0.050	120.75
9.	Pakistan	61.63848	68.951	47.2%	52.8%		100%	90000	3.6	8624.7

Pakistan Key Statistics

Total Population	=	130.59 million
Total Population (10+)	=	88.9 million
Literacy Rate	=	47.2%
Illiteracy Rate	=	52.8%
Literate Population	=	41.78 million
Illiterate Population	=	47.11 million
Total No. of Schools	=	90000
Total Cost of Projects	=	Rs.8624.7 million
	=	Rs. 8.624 billion (for three years)

Program # 2

Expansion of Primary/Elementary Education 2000-2003

1. Ordinance on Compulsory Primary Education
2. Up-gradation of Physical Facilities – Consolidating Infrastructure for Quality EFA
3. New Primary Schools

Sub –Total Rs. 29.344 billion

EXPANSION OF PRIMARY/ELEMENTARY EDUCATION 2000-2003

EXECUTIVE SUMMARY

Universalization of Primary Education (UPE) is the most challenging milestone for the Government of Pakistan. The task is gigantic and concerted efforts are needed to raise the status of Primary Education in Pakistan with respect to both quantity and quality. The number of primary schools in the country is 170,000 including 27,000 mosque schools imparting education to 19.6 million children of 5-9 year age group. The gross participation rate at primary level is 89% and dropout rate is 50%.

In order to increase the gross participation rate from 89% to 100% and enhancing primary completion rate from 50% to 70%, around 2.4 million additional primary age group children would be enrolled during the next 3 years. Out of these, 2.1 million children will be enrolled through formal system.

The draft National Ordinance for Compulsory Primary Education has been prepared. Its promulgation and implementation will create an influx of students at primary level. The Government of Pakistan will consolidate and improve existing primary school facilities through;

- provision of buildings to 18,030 shelterless schools;
- drinking water facilities to 56,455 schools,
- wash-rooms/toilets for 79,342 schools,
- boundary walls to 64,973 schools and
- electricity fittings to 95,979 schools

In addition, 8504 new primary schools will be opened.

This program is leading towards the elementary education system. The principle of upgrading primary schools subject to enrolment and resources is being incorporated in the current education reforms.

The estimated expenditure for the provision of above mentioned facilities is detailed below:

	<u>(Rs. In million)</u>
1. Construction of 18,030 shelterless primary schools.	12891.45
2. Provision of electricity to 95,979 existing primary schools.	2399.47
3. Provision of water supply to 56,455 existing primary schools.	1693.65
4. Provision of wash rooms to 79,342 existing primary schools.	2380.26
5. Provision of boundary walls to 64,973 existing primary schools.	3898.38
6. Provision of 8,504 new primary schools	6080.36
Total:	<u>29343.57</u>

With the provision of above mentioned facilities, it is hoped that 2.1 million additional seats will be created in primary schools and the participation rate will be increased as planned.

EXPANSION OF PRIMARY/ELEMENTARY EDUCATION DURING 2000-2003

BACKGROUND

Primary Education is important for eradication of illiteracy, promotion of equality amongst members of society; combating poverty and diseases. It serves as an instrument for development of national identity, and unity; pre-requisite for effective participation in politics, government and other nation building activities; understanding religious teachings; and for life long and continuing education. Furthermore, primary education has the highest rate of private and social return. Universalization of primary education is one of the top priority goals, as committed by Pakistan at the national and international levels.

STATUS OF PRIMARY EDUCATION

Status of primary education in Pakistan is not very encouraging both with respect to quality and quantity of education. As a result, number of problems persist in the political, social, cultural, geographical and financial spheres. No meaningful socio-economic progress can be achieved in Pakistan without a break through in primary education. The task has forbidding magnitude and needs gigantic and massive efforts.

Gross participation rate (GPR) at primary level is around 89% (19.58 million enrolment against 22.00 million population). At the primary level dropout rate is 50% . Male dropout rate is 44% and female 56%.

The number of primary schools is 170,000 including 27,000 mosque schools; whereas, middle schools are 25,000 (male 14,000 : female 11,000). Overall per school enrolment is 115 at primary level. Total number of primary (I-V) teachers is 374,000 (male 236,000 : female 138,000). Students teachers ratio is 52:1 (male 46 : female 63).

Priority issues in elementary education are access, retention, quality/learning achievements, gender and geographical disparities and imbalances.

QUANTITATIVE EXPANSION

Targets, strategies and Programmes (Formal) for Increasing Enrolment and Retention.

In order to increase the gross participation rate from existing 89% to 100% (11% increase) around 2.4 million and additional primary age group children would be enrolled during next 3 years. Out of these 2.1 million children will be enrolled through formal system.

Targets and implementation strategies to improve access, enrolment and reduce drop out rate are as given below;

Targets	Implementation Strategies
<p>Increase in gross participation rate from existing 89% to 100%</p> <p>Increase in completion rate from existing 50% to 70%</p>	<p>Making Primary Education compulsory.</p> <p>Providing access by opening more primary schools where needed (through formal and non-formal modes).</p> <p>Reducing dropout rate by providing facilities and improving infrastructure and quality of learning</p> <p>Up-gradation of physical facilities in shelterless and existing primary schools.</p> <p>Optimum utilization of existing facilities, services and infrastructure.</p>

Compulsory Primary Education

The Ministry has prepared a draft National Ordinance on Compulsory Primary Education. This has been discussed in the meetings with the provincial Governments and other stakeholders. There is a general consensus on the Ordinance, but with a caveat that enforcement be staggered. This suggestion has been embodied in the draft Ordinance. Punishment suggested is not retributive or harsh, but rather a deterrence to send children to school. The promulgation and implementation of the Compulsory Primary Education Ordinance will create an influx of students at the primary level.

(Draft)

**NATIONAL ORDINANCE
FOR
COMPULSORY PRIMARY EDUCATION**

To provide compulsory primary education in whole of Pakistan.

Preamble:

Whereas Islam assigns great importance to the acquisition of knowledge and makes its pursuit incumbent upon every citizen.

- Whereas Article 37(b) of Constitution of Islamic Republic of Pakistan states:
"Remove illiteracy and provide free and compulsory secondary education within minimum possible time"

- And whereas the President is satisfied that the circumstances for the said Ordinance exist in the country which render it necessary to take immediate action.

Now, therefore, in pursuance of the Proclamation of 12th October, 1999 and in exercise of all powers enabling him in that behalf, the President is pleased to make and promulgate the following Ordinance.

1. Short Title, Extend and Commencement

1.1 This Ordinance may be called the National Compulsory Primary Education Ordinance, 2000.

1.2 It extends to the whole of the country.

1.3 This section and section 1.2 and such other provisions of the Ordinance shall come into force on such dates and areas as the respective provincial governments may notify in the official Gazette.

2. Definitions

2.1 'Child' means a child of either sex, whose age at the beginning of the school year is not less than five years and not more than ten years;

2.2 'Parent' include a guardian or any other person who has the custody of a child;

2.3 'Primary school' means a school in which primary education is imparted.

2.4 'Primary education' means education pertaining to all or any of the classes I to V in a school.

2.5 'Recognized School' means an institution or department of a school recognized by Government as suitable for imparting primary education.

2.6 'Government' means the Government of the Pakistan/Provincial Governments/District Education Authority in their respective jurisdiction.

2.7 District Education Authority' means District Officer Education/Literacy or such agency notified by the respective provincial governments for the purpose of this Ordinance.

3. Compulsory Primary Education

The parent of a child shall, except in the case of a reasonable excuse, cause a child to attend a primary school until the child has completed the primary education course.

4. Reasonable Excuse for Non-Attendance

Reasonable excuse for the purpose of section (3) shall include any of the following.

4.1 Where the prescribed authority is satisfied that the child is incapable of attending school by reasons of sickness or infirmity.

4.2 Where the child is receiving, otherwise than in a school, instructions which, in the opinion of the authority is sufficient; or

4.3 Where there is no school within a distance of 1.5 Kilometers measured according to the nearest route from the residence of the child.

5. District Education Authority

5.1 The government may appoint a District Education/Literacy Officer and, if so required, more than one Deputy District Officer Education (Primary Education) for the district or a part thereof for the purpose of this Ordinance.

5.2 A Deputy District Officer Education/Literacy shall ensure that every child required to attend a school under this Ordinance within his/her jurisdiction does so and for this purpose shall take such steps as may be considered necessary by the Authority of District or may be specified by respective provincial Government.

5.3 Where a District Education Authority is satisfied that a parent who is required under the Ordinance to have a child attend school has failed to do so, the authority, after giving the parent an opportunity of being heard and after such enquiries as it considers necessary, may pass an order directing the parent to cause such child to attend a school and from a date which shall be specified in the order.

6. Offences

6.1. Any parent who fails to comply with an order issued under section(5.3) shall, on conviction before a Magistrate, be punishable with fine which may extend to two hundred rupees and with further fine which may extend to twenty rupees for every day after the conviction for which the failure continues or with imprisonment which extends to one week or with both.

6.2. A parent or an employer of such a child who, after receiving due warning from the Authority, continues to employ a child whether on remuneration or otherwise, required under this Ordinance to attend a school shall, on conviction before a Magistrate be punishable with fine which may extend to five hundred rupees and with a further fine which may extend to fifty rupees for every day after the conviction for which the non-attendance at a school continues or with imprisonment which may extend to one month or with both.

6.3 No court shall take cognizance of any offence under this Ordinance except on a complaint in writing made by the Authority.

7. Power to Make Rules

The Government may make rules for the purpose of carrying into effect the provisions of this Ordinance.



Up-gradation of Physical Facilities

The latest data/statistics regarding physical facilities and infrastructure at primary level as provided by the Provincial Education Departments indicate that around 18,030 primary schools in the country are shelterless and need school building on priority basis. Further more, 56,455 existing primary schools need drinking water facilities, 79,342 existing primary schools need wash-rooms/toilets, 64,973 existing primary schools need boundary walls and 95,979 existing primary schools need electricity. Province-wise detail is given in the following table-I:

Table-I
PROVINCE-WISE DISTRIBUTION OF PHYSICAL FACILITIES TO BE PROVIDED IN THE EXISTING PRIMARY SCHOOLS

Area	Electricity	Water Supply	Wash Room	Boundary Wall	Building for Shelterless Schools
PUNJAB	40000	14000	30350	18000	3700
SINDH	29236	25220	25015	25591	8841
NWFP	13538	7231	9045	8540	2277
BALUCHISTAN	7896	6449	9102	7787	1863
AJK	2648	2551	2600	2616	271
FATA	1633	-	2146	1472	65
FANA	969	954	1013	885	1000
ISLAMABAD	059	50	71	82	13
TOTAL	95979	56455	79342	64973	18030

New Primary Schools:

8504 new Primary Schools will also be established in addition to the up-gradation of physical facilities to provide access to new entrants of age 5-9 year, as a result of enforcement of Compulsory Primary Education Ordinance. As per need indicated by provincial education departments and other agencies, the requirement is given in Table-II;

Table-II

Area	New Primary Schools
PUNJAB	4252
SINDH	1901
NWFP	1151
BALUCHISTAN	600
AJK	200
FATA	-
FANA	400
ISLAMABAD	-
TOTAL	8504

RECOMMENDATIONS FOR DECISION

1. Approval of enforcement of National Ordinance for Compulsory Primary Education.
2. Provision of buildings for shelterless primary schools.
3. Provision of physical facilities like electricity, water supply, toilets/wash rooms and boundary walls in existing primary schools.
4. Provision of new primary schools to provide access to new entrants.

COST ESTIMATES

(Rs.in Million)

Developmental Cost:

1) Shelterless Schools

i.	Construction of two rooms in shelterless schools (Rooms 20' x 20', Veranda 6', Boundary Wall Wash Room and Water Facilities)	0.65
ii.	Furniture and Fixture	0.065
	Total Unit Cost	0.715
iii.	Total cost for provision of buildings to 18,030 shelterless schools	12891.45

2) Up-gradation of Physical Facilities

	Unit Cost	Total Cost
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i.	Drinking Water to 56,455 schools	0.03	1693.65
ii.	Wash Room for 79,342 Schools	0.03	2380.26
iii.	Boundary Walls for 64,973 schools	0.06	3898.38
iv.	Installation of electricity in 95,979 schools	0.025	2399.475
	Sub Total:		10371.765

3) New Primary Schools:

8504 new schools will be established
@Rs.0.715 million per school

6080.36

Grand Total:

29343.57

(Rs.29.343 billion)

Table - III

**YEAR-WISE FINANCIAL BREAK-UP
FOR THE PROVISION OF BUILDINGS TO SHELTERLESS SCHOOLS,
UP-GRADUATION OF PHYSICAL FACILITIES AT PRIMARY LEVEL**

(Rs. in Million)

Description	Year			Total
	2000-2001	2001-2002	2002-2003	
Provision of Building for Shelterless Schools	3867.4	4254.2	4769.85	12891.45
Up-gradation of Physical facilities	3111.53	3422.68	3837.55	10371.76
New Primary Schools	1824.1	2006.5	2249.76	6080.36
Total	8803.03	9683.38	10857.16	29343.57

Program # 3

Introduction of Technical Stream at Secondary Level

1. Introduction of Technical Stream in Existing High Schools
2. Establishment of Model Technical High Schools

Sub –Total Rs. 2.667 billion

INTRODUCTION OF TECHNICAL STREAM AT SECONDARY LEVEL

EXECUTIVE SUMMARY

Sustained socio-economic development is not possible by mere capital investment unless it is reinforced with proper supply of adequately trained scientific and technical workforce. A well-planned education system including technical and vocational education is, therefore, essential for economic development of a country. The present coverage of Technical-Vocational Education (TVE) facilities is highly inadequate. There is thus a dire need to **broaden the base of Technical – Vocational Education.**

To realize this vision integration of skill development with general stream of education has been advocated in almost every policy document since 1947. To implement this concept, schools with various nomenclatures like **Technical High Schools, Pilot High Schools and Comprehensive High Schools** were established which offered vocational courses. As a follow up of Education Policy (1972) , Agro-tech.scheme was launched in late seventies. All these efforts, however, could not make the desired impact due to inbuilt conceptual defects, lapses in implementation and in-sufficient sustained inputs. However, the concept of integration of vocational education and skill development programmes into general stream of education has not been discarded. At present, Matric (Tech.) program in slightly different form under the name “Technical School Certificates” (TSC) is being offered in 4 institutions in NWFP and 10 in Sindh, under respective Boards of Technical Education. The TSC beside being very limited in access is not integrated into the general stream.

In order to integrate skill development in general education, a scheme for introduction of Technical stream at secondary school level (classes IX-X) parallel to science and arts group has thus been proposed. To implement this concept it has been planned as under:-

- i) Introduction of Technical stream in existing high schools
- ii) Establishment of Model Technical high schools

The short comings of the previous schemes have been taken care of while formulating this proposal.

Keeping in view the financial constraints, it has been proposed to introduce technical stream in about 1200 selected Secondary Schools where in one trade will be taught to start with. Besides, 56 Model Technical High Schools(MTHS) will be established wherein training in 3 trades relevant to the needs of the area/gender shall be provided. The Model Technical High Schools would serve as role model, resource centre as well as in-service teacher training centres for ordinary high schools where technical stream is to be introduced. The MTHS would have only classes IX & X to start with but shall eventually be upgraded to class XII. The facilities so created would provide opportunities to about 120,000 students of classes IX & X every year to acquire employable skills. Further more, these facilities would be used for skill training of out of school youth in the evening.

The respective Provincial/Regional Authorities will be the executing agencies. Federal Govt. shall provide the requisite development funds as well as operational expenses for 2 years to give good start to the program.

In each province, Monitoring and Evaluation Committees under the Chairmanship of Education Secretaries shall oversee and monitor implementation. Similar Committees in FATA, FANA and ICT shall be set up.

Total cost of the project is estimated at Rs.2.667 billion which includes Rs.589.3 million recurring expenditure for 2 years

INTRODUCTION OF TECHNICAL STREAM AT SECONDARY LEVEL

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- i) Introduction of Technical stream in existing high schools.
- ii) Establishment of Model Technical high schools.

The short comings of the previous schemes have been taken care of by:-

- Making the vocational subjects examinable by the Boards.
- Provision of adequate funds for recurring expenditure for 2 years in the development budget to give a good start to the programme and commitment by Provinces to meet the operational cost thereafter.
- Provision of Model Technical High Schools to serve as role Model, Resource Centre and in-service teachers training centres ;
- Provision for technical teachers in regular Trained Graduate Teacher pay scale as well as for part time/contract appointment to ensure availability of trade teachers.
- Provision for orientation of concerned Headteachers for proper implementation.
- Technical Stream has been brought at par with general stream by giving it the same vertical articulation as enjoyed by Science and Arts groups.

Other Salient features of this Programme are as under:-

- i) Area/gender specific trades.
- ii) Cost effective as students with aptitude for vocational training and/or planning to enter world of work after matriculation shall opt for this stream..
- iii) The pass outs would be a better input for Polytechnics as compared to ordinary matriculates. So it would indirectly help produce better technicians.
- iv) Technical stream would increase the ratio of students opting for technical education after SSC by fostering interest and developing desirable attitudes towards technical and vocational education.
- v) The facilities created under this scheme will also be used for training of out of school youth/school dropouts in the evening.
- vi) Linkage between general education, Technical & Vocational education and industry.
- vii) Enhanced employability including self-employment of high school leavers particularly in view of the micro-credit schemes being introduced by the Govt.

Targets and Implementation Strategy

Keeping in view the financial constraints, it has been proposed to introduce technical stream in about 1200 selected Secondary Schools where in one trade will be taught to start with. Besides, 56 Model Technical High Schools(MTHS) will be established wherein training in 3 trades relevant to the needs of the area/gender shall be provided. The Model Technical High Schools would serve as role model, resource center as well as in-service teacher training centers for ordinary high schools where technical stream is to be introduced. The MTHS would have only classes IX & X to start with but shall eventually be upgraded to class XII. The facilities so created would provide opportunities to about 120,000 students of classes IX & X every year to acquire employable skills. An indicative list of skill courses is given at Annex-I. Furthermore, these facilities would be used for skill training of out of school youth in the evening.

Introduction of Technical stream in 1200 existing secondary schools

No.	Targets	Implementation Strategies.
1.	<p>Construction of 600 new workshops in existing high schools (Assuming that workshop/rooms to be used as workshop will be available in 50% of the schools).</p> <ul style="list-style-type: none"> • Provision of equipment and furniture etc. for 1200 workshops. • Recruitment of staff (3600 teachers and supporting staff) • Orientation of 1200 headmasters about the new stream. • Development of Curricula, TLR material and equipment list of various trades. • To provide opportunity to about 90000 students of classes IX-X to acquire skill in different trades/vocations annually. 	<p>Provincial Govts./Administration of respective regions shall be the executing agencies.</p> <p>a) Provincial Govts. will select the schools keeping in view:-</p> <ul style="list-style-type: none"> • Good enrolment • Availability of a workshop or a big room fit for use as workshop. • Availability of Trade teacher among the existing staff. • Accessibility. <p>b) Trades will be selected by the Provincial Govts. keeping in view the following:-</p> <ul style="list-style-type: none"> • Need of Area/gender group • Gainful employability including self employment. • Availability of teachers among the existing staff or for new appointment on regular or part time/contract basis.. • Predominant occupation and socio economic status of the people in the area. • Type of industry in the area.

Establishment of 56 Model Technical High/Secondary Schools

No.	Targets	Implementation Strategies.
2	<ul style="list-style-type: none"> • Construction of building for 56 Model Technical High/Secondary Schools. • Provision of Equipment etc., to the said schools. • Recruitment of the Staff (1456 trained teachers and supporting staff) • To provide opportunities to about 30,000 students of classes IX-X in various trades/vocations annually. 	<p>a) Provincial Govts./Administration of respective regions shall be the executing agencies.</p> <p>b) Site selection will be done by the Provincial Govts.</p> <ul style="list-style-type: none"> • Accessibility to maximum number of feeder institutions e.g. middle schools and high schools without Technical stream. • Close to industry which may be of help in skill training of students. • Availability of at least 5 acres of land free of cost. • Availability of amenities like water & electricity. <p>c) Trade Selection : By the Provincial Govts. keeping in view:-</p> <ul style="list-style-type: none"> • Need of the area/gender group. • Gainful employability including self-employment. • Availability of teachers for appointment on regular or part time/contract basis. • Predominant occupation of the people in the area. • Type of industry in the area. • Socio-economic status of people in the area. Availability of Electricity. <p>Indicative trade list is at Annex-I.</p>

	Development of Curriculum, TLR material and equipment lists etc.	<ul style="list-style-type: none"> • By Ministry of Education through National Institute of Science and Technical Education (NISTE).
	Execution of civil work.	<ul style="list-style-type: none"> • By the respective Provincial/Regional authorities.
	Procurement of equipment.	<ul style="list-style-type: none"> • Procurement shall be made by a Purchase Committee comprising representatives of the Federal Govt and all provinces/regions. Tendering, bid evaluation and placement of supply orders may be centralized for the sake of economy. Provincial/regional members of the Purchase Committee shall be responsible for ensuring quality and quantity of supplies as per order, in their respective Provinces/Regions.

Monitoring and Evaluation

In each province, Monitoring and Evaluation Committees comprising Education Secretary as Chairman and DPI /Director (Secondary), Additional Secretary Planning and a representative of Ministry of Education as members shall oversee and monitor the execution process. Similar committees shall also be set up for ICT, FATA and FANA.

COST ESTIMATES (FROM 2000-2003)**Development Cost Estimates**

Rs. in million

S.NO	Policy Provision	2000-2001 year-I	2001-2002 Year-II	2002-2003 Year-III	Total	Remarks
A.	Introduction of Technical stream in 1200 existing high schools.	420.0	850.8	-	1270.8	i) Civil work. ii) Workshop equipment. iii) Furniture & Fixture iv) Library books, Misc. equipment.
B.	Establishment of 56 Model Technical High Schools.	264.0	530.08	-	794.080	i) Civil Work ii) Workshop equipment iii) Furniture & Fixture iv) Library Books, Water cooler, gardening equipment etc. vi) Science lab. equipment vii) Student Transport (Bus)
C.	Execution Cost	2.342	1.992	1.992	6.325	5 PIUs
D.	Orientation Workshops	1.2	1.2	-	2.400	Orientation workshops for 1200 headmasters.
E.	Curriculum/TLR Development	5.0	-	-	5.00	
	Total:	692.542	1384.072	1.992	2078.60	Total: (A+B+C+D+E)

**RECURRING COST ESTIMATES
(TO BE MET OUT OF DEVELOPMENT COST)**

S.NO	Policy Provision	2000-2001 Year-I	2001-2002 Year-II	2002-2003 Year-III	Total	Remarks
A..	Introduction of Technical Stream in 1200 Existing High Schools.	-	-	202.080	202.08	Salaries of staff Operational Cost (Raw material). Repair & Maintenance of equipment and tools. iii) Utility Charges
B.	Model Technical High School (56)	-	-	92.568	92.568	Salaries of Staff. Operational Cost (Raw Material). Repairs & Maintenance of Equipment. Office Stationary etc. Utility Charges.
	Total: (A+B)			294.648	294.648	Total: (A + B)

Summary Cost*

I)	Introduction of Tech. Stream in 1200 High Schools. (Includes 2 yrs recurrent cost)	Rs. 1472.86 million*
II)	Establishment of 56 Model Technical High Schools.	Rs. 886.648 million
III)	Execution Cost including Curriculum/TLR Dev. & Orientation Workshops.	Rs. 13.725 million
	Total:	Rs. 2373.253 million*

*Further details may be seen in Annex-II(A,B,C)

* Recurring expenditure for the forth year (2003-4) amounting to Rs. 294.648 million is not included. This will be demanded in the budget for the said year. Total cost for four years package would be Rs. 2667.900 million.

Program # 4

Improving Quality through Teacher Education and Training

1. Conversion of Teacher Training Institutes (TTIs)
as fully Residential Institutions
2. Establishment of National Institute of
Teacher Education and Training (NITET)
and Strengthening of Provincial Institutes
of Teacher Education (PITEs)
3. Up-gradation of Elementary Teachers by Improving
Educational Qualifications through Pre-service Education
(Diploma in Education and Bridging Courses)
4. Extensive In-service Teacher Training
(Both Elementary & Secondary Levels)

Sub –Total Rs. 0.812 billion

EXECUTIVE SUMMARY

For quality improvement in education, the elementary and secondary school teachers are to be equipped with latest techniques of teaching in accordance with the emerging trends in the field of education. The proposed reforms intend to provide improved pre-service education and continuous programme of in-service training to school teachers. Efforts in this direction will be made by the Federal and Provincial Governments through institutionalizing the training programmes by converting existing TTIs as fully residential institutions for providing professional environment to the teachers during whole period of their training and by establishment of National Institute of Teacher Education and Training (NITET) at Federal level and strengthening of Provincial Institutes of Teacher Education (PITEs) at provincial level. The qualification of school teachers will be improved through new pre-service (10+3) and (12+1½) teachers education programme and they will be provided incentives by granting them higher pay scales. The qualifications of existing primary and middle school teachers will also be up-graded by providing Bridging Courses of six months duration to bring them at par with holders of Diploma in Education.

Recommendations for decision:

A. Infrastructural Development.

- Establishment of National Institute of Teacher Education and Training (NITET) by up-grading existing Federal College of Education, Islamabad.
- Strengthening of PITEs at the provincial level by up-grading the qualifications of their staff and by providing training to them.
- Conversion of 30 TTIs as fully residential institutions, in the first phase.

B. Up-gradation of Qualifications for Elementary School Teachers:

- Launching of (10+3) and 12+1½ Diploma in Education Programmes for upgrading qualifications of primary and middle school teachers.

C. In-service Education through Bridging Courses:

- Two weeks training of 2000 Master Trainers for conducting Bridging Courses of 6 months duration for the existing PTC and CT teachers to up-grade their qualifications.
- Up-gradation of qualification of 100,000 selected PTCs from all the provinces through 6 month Bridging Courses.
- Up-gradation of qualification of 25,000 CTs from all the provinces through 6 months Bridging Courses.

D. Grant of Higher Pay Scales

- Up-gradation of existing PTCs (from B.7 to B.12) who qualify Bridging Course and B-12 to new Diploma in Education holders under (10+3) programme.
- Up-gradation of CTs (from B.9 to B.12), who qualify Bridging Course and new Diploma in Education holders under (12+1½) programme.

E. In-service Teacher Training (Elementary & Secondary levels):

- Two weeks training of 2000 Master Trainers to conduct in-service training of elementary school teachers, not covered under Bridging Courses.
- Two weeks in-service training/orientation of elementary school teachers i.e. 72,000 PTC and 18,000 CT teachers.
- Two weeks training of 1000 Master Trainers to conduct in-service training of existing secondary school teachers.
- Three weeks training/orientation of 48,000 secondary school teachers.

F. Total cost required: **Rs.0.812 billion**

IMPROVING THE QUALITY OF EDUCATION THROUGH TEACHER EDUCATION AND TRAINING

BACKGROUND

Teacher plays a pivotal role in the development of whole education system. The competence and skills of the teacher, therefore, need continuous re-orientation for improving the quality and efficiency of education system. Besides, the quality of classroom teachers, the professional competency of teaching staff of Teacher Training Institutions and creation of a professional environment have a direct bearing on the quality of education.

Programme Components

A. Converting Teacher Training Institutions (TTIs) as Residential Institutions.

Teacher Training Institutions (TTIs) in general, and female institutions in particular, must offer at the campus full-time residence to their pupils. Teacher Trainees must remain under the supervision of his teacher practically twenty four hours a day for creation of an ideal situation for the development of character and the organization of work on a rational basis. Like training of cadets in the Military Academy, these pupil-teachers need to be deployed in the evenings, in not only extra-curricular but also co-curricular activities/ programmes such as tutorials, group discussions, lesson planning and even periodic participation in literary functions and other selected city events.

Targets and Strategies for implementation

S.No.	Targets	Strategies
1.	Identification of 30 TTIs for provision/up-gradation of hostel facilities.	Survey of all the TTIs for picking 30 out of them, will be conducted in collaboration with Provincial Education Departments. Preference will be given to female and rural institutes.
2.	Construction of 30 new hostels, each having a capacity of 80 students by the year 2003.	30 hostels each having a capacity of 80 students will be constructed in selected 30 Institutions.
3.	Logistics and provision of furniture/equipment.	A bus will be provided to each TTI. Furniture and other required equipment will also be provided to each Institute.
4.	Teaching strategy to be reviewed/revise.	Teaching strategy/methodology would be reviewed in consultation with private sector institutions such as AKU Institute of Educational Development, Karachi and Ali Institute, Lahore.
5.	Increasing study hours in TTIs to ensure full time academic environment and professional growth.	All trainings at GCEs and GCETs will be made fully residential so that the trainees live in purely academic environment. It would be mandatory for the trainees to regularly attend evening classes/activities. This will ensure that the study hours in TTIs are increased adequately.

Financial Implications:

Rs.322.5 million

B. Up-gradation of Elementary School Teachers by Improving Educational Qualifications

The quality of education is directly related to quality of instruction in classrooms. The teacher with better academic qualifications, knowledge of subject and teaching methodology will have better impact on teaching-learning process. Basic qualification for primary school teachers, the world over, is minimum graduation with teacher training of 2-4 years. Hence, Government has already launched a Teacher Training Project in collaboration with Asian Development Bank for improvement in qualification of elementary school teachers from existing (10+1) PTC course to (10+3) Diploma in Education course. In addition, there is a (12+ 1½) Diploma in Education course for those prospective teachers having 12 years of education. In order to bring these present PTC and CT teachers at par with the Diploma in Education, teachers Bridging Courses of 6-months duration will be launched in a phased manner throughout the country *by the Provincial Governments.*

In Punjab, the Education Department has stopped PTC and CT courses for the last two years because the Provincial Government is also planning to improve the qualification of primary school teachers to 14+1. However, it was decided that (10+3) and (12+1½) must be taken as minimum qualification, to start with, to be up-graded to graduation as is in practice globally. Hence, existing Teacher Training Institutions (TTIs) will be able to launch the Bridging Courses without any difficulty and financial implications. For these Bridging Courses, preference will be given to in-service untrained female teachers especially from rural areas.

Targets and Strategies for Implementation

S.No.	Targets	Strategies
1.	Launching of (10+3 and 12+1½) Diploma in Education Programme for up-grading qualifications of Primary and Middle School Teachers from academic session 2001-2002.	On-going Dip.Edu (10+3) - Pilot phase will be completed next year. After completion of Pilot phase, Dip.Edu will be launched as a regular programme by the Provincial Governments.
2.	Enhancing the quality and level of existing/in-service PTC and CT teachers to bring them at par with Dip.Edu. course (10+3 or 12+1½ years).	Bridging Courses (6 months duration) would be developed for existing Elementary (PTC and CT) teachers to upgrade their qualifications and updating their knowledge.
3.	Training of Master Trainers for training of existing PTC and CT Teachers.	2000 selected Instructors from all the existing GCEs, Edu.Extension Centres, GCETs and PITEs would be given training to act as Master Trainers for conducting Bridging Courses for 100,000 PTC and 25,000 C.T. Teachers .
4.	Developing the Textbooks of the Dip.Edu. programme at Federal level under existing Teacher Training Project and their mass production by the provinces themselves.	Preparation of textbooks for Dip.Edu. programme by March 2001 with the help of experts and in consultation with the Provincial Governments.

Financial Implications:

Rs.10.000 million

C. Upgradation of qualifications and pay scale from BPS 7/9 to BPS 12.

The primary school teachers having Diploma in Education (10+3) and (12 + 1½) will be getting BPS-12 instead of BPS-7/9. The in-service PTC and CT teachers, who have taken Bridging Courses and improved their qualification from Matric PTC/FA.CT will be treated at par with Diploma in Education. All these teachers will also be given BPS 12. It is proposed that the cost of upgrading the primary school teachers from BPS 7/9 to BPS 12 will be met from the recurring budget of the provinces, for which the provinces must make necessary allocations in their budget from the next financial year. The financial implications for upgrading 20,000 PTC teachers per year from BPS-7 to BPS-12 comes to Rs. 260.400 million for the first year with proportionate increase every year. The cumulative effect for 5 years will come to Rs.3906.0 million. Similarly, the up-gradation of 5000 CT teachers from BPS 9 to BPS 12 would cost recurring expenditure of Rs. 43.200 million for the first year with proportionate increase every year. The cumulative effect will come to Rs.648.0 million for 5 year. However, it is again reiterated that this recurring budget may be met by the provinces out of their own budget.

Targets and Strategies for Implementation

S.No.	Targets	Strategies
1.	Up-gradation of primary and middle school teachers (both existing PTC and CT as well as fresh Dip.Edu. holders) from existing BPS-7 and 9 to BPS-12.	i) All the existing PTCs/CTs, on completion of Bridging Courses, would be immediately granted BPS-12. ii) All the new entrants would also be offered BPS-12 on joining as Elementary Teacher.

Financial Implications To be met by the Provincial Governments.

For first three years

Rs. 1821.600 million

For first five years

Rs. 4554.000 million

D. In service Training of Elementary (Primary + Middle) School Teachers.

Quality of education can be achieved by raising the quality of elementary (primary + middle) teachers. Proper in-service training of the relevant group of teachers is not adequately available. Resultantly the competencies and skills of the teachers are not up-dated particularly in the wake of new/revised curriculum of a subject whenever it is introduced. For this purpose in-service training workshops for elementary (Primary + Middle) teachers would be arranged as a continuous practice.

Target and Strategies for Implementation.

S.No.	Targets	Strategies
1.	Training of 2000 Master Trainers by December, 2001 for training of elementary school teachers.	<ul style="list-style-type: none"> • 50 master-training courses of 2 weeks duration for 2000 teachers/Instructors selected from IERs, GCEs, Education Extension Centres would be conducted by the Federal Government. • The training of Master Trainers would be held at the Institutes of Education and Research (IERs), Provincial Education Extension Centres, Provincial Institutes of Teacher Education (PITEs) and would be completed within 3 to 6 months.
2.	Training/orientation of elementary school teachers i.e. 72,000 PTC teachers and 18000 CT Teachers by 2003.,	<ul style="list-style-type: none"> • 72,000 PTC teachers and 18000 CT Teachers below 55 years of age will be selected for up-gradation of their skills through refresher/orientation courses of 2 weeks duration throughout the country at provincial level. • The training workshops would be pre-dominantly subject-wise. • 40 teachers would be included in each workshop. As such the number of workshops conducted by all the four provinces would be 750 per year or 2250 workshops over the envisaged period of 3 years. • After completion of first three year phase, the Provincial Education Departments would take over the responsibility of continuing in-service training/orientation workshops for elementary school teachers for quality improvement, on regular basis. • Participation of nominated teachers in such training workshops would be mandatory for teachers under 55 years of age.

Financial Implications:

Rs. 239.5 Million

E. In-service Training of Secondary School Teachers.

Quality of education cannot be achieved by raising the quality of elementary (Primary + Middle) teachers alone. Improvement in the quality of secondary level teachers is equally imperative. It has been observed that in the wake of new/revised curriculum of a subject, proper in-service training of the relevant group of teachers is almost non-existent which renders the teachers incapable of doing justice in their classroom technique. In order to improve the quality of education, the continuing occasional in-service training workshops are indispensable due to couple of reasons. Firstly, because the drop-out of students after completing secondary education is significant in our country as the students have different options for their future life. If they pass-out with a strong foundation in their secondary education, they may succeed in their future line of professional activity. Secondly, and more importantly, the students with strong secondary level base, may perform well, if the circumstances allow them to go for higher education. For this purpose occasional in-service training workshops must be arranged as a continuous practice.

Targets and Strategies for Implementation

S.No.	Targets	Strategies
1.	Training of 1000 Master Trainers by December, 2001 for training of existing secondary school teachers.	<ul style="list-style-type: none">• 25 master-training courses of 2 weeks duration for 1000 teachers/Instructors selected from IERs, GCEs, Education Extension Centres would be conducted by the Federal Government.• The training of Master Trainers would be held at the Institutes of Education and Research (IERs), Provincial Education Extension Centres, Provincial Institutes of Teacher Education (PITEs) and be completed within 3 to 6 months.
2.	Training/orientation of 48,000 secondary school teachers by 2003, i.e. training of 16,000 teachers per year.	<ul style="list-style-type: none">• 48,000 teachers below 55 years of age will be selected for up-gradation of their skills through refresher/orientation courses of 3 weeks duration, throughout the country at provincial level.• The training workshops would be pre-dominantly subject-wise.• 40 teachers would be included in each workshop. As such the number of workshops conducted by all the four provinces would be 400 per year or 1200 workshops over the envisaged period of 3 years.• It will be the joint responsibility of Federal Government and Provinces.• After completion of first five year phase, the Provincial Education Departments would take over the responsibility of continuing in-service training/orientation workshops of secondary school teachers for quality improvement, on regular basis.• Participation of nominated teachers in such training workshops would be mandatory for teachers under 55 years of age.

Financial Implications:**Rs.185.0 Million****F. National Institute of Teacher Education & Training(NITET).**

It is a general feeling that the teachers are unaware of the changes/revision in curriculum, textbooks and latest trends in teaching learning methodologies. For an effective classroom learning it is imperative that the teachers' knowledge and skills are updated according to the latest trends in education. There is a need that the educational/professional level of the teachers be enhanced together with provision of in-service training at regular intervals of time. The Education Policy envisages an in-service training for each teacher once in 5- years period.

There is a need that specialized institutions be set up to cater to the needs of the teachers. At the Federal level an institution, known as the Federal College of Education was established which imparts PTC, CT and B. Ed/B.S Education courses for the prospective teachers of the Federal Area. But it is not offering any in-service training to the teachers. Similarly the Provincial Education Extension Centres/Directorate of Staff Development are understaffed and overworked and are unable to cater to the needs of teacher education and training. This situation calls for the establishment of a specialized institution for teacher education and training and hence the need for establishing the National Institute of Teacher Education & Training at Federal level. Similar institutions entitled Provincial Institute of Teacher Education (PITE) has already been established at Provincial level under the Teacher Training Project (TTP) [-ADB Assisted]. These Institutions will be further strengthened to cover teacher education of secondary level and existing Provincial Education Extension Centers should be merged in PITEs.

The Federal College of Education can be upgraded to form the National Institute of Teacher Education & Training to provide policy framework and guidance/assistance to PITEs in designing the courses, to conduct research, to monitor and evaluate, to organize master teachers trainings and in-service trainings of teachers and educational managers/ heads of institutions. Six laboratories/libraries/multi-purpose hall, 8 classrooms/ lecture theaters, 10 rooms for teachers/instructors and 5 toilets for students and staff will be added to the existing infrastructure. Two buses for students and one operational vehicle will be provided. The laboratories and libraries will be equipped with accessories and instructional materials. 12 Instructors (B.17/18) in different disciplines will be appointed besides 5 Laboratory and Library Assistants (B.12). The existing staff working in TTP will be transferred to NITET.

Targets and Strategies for Implementation

S. No.	Targets	Strategies
1.	Establishment of the National Institute of Teacher Education and Training	<ul style="list-style-type: none"> • Existing Federal College of Education will be upgraded and renamed as National Institute of Teacher Education and Training with following functions:- • To provide policy framework for teacher education and training of teachers and managers. • To provide guidance and assistance to PITEs in designing the relevant courses and conduct of training of master trainers and teacher education programmes.

		<ul style="list-style-type: none"> • To conduct research in teacher education and training. • To monitor and evaluate teacher education/training programmes (pre-service and in-service), etc. • To organize training programmes for educational managers including Headmasters and Principals. • To organize in-service teacher training through training of Master Trainers.
2.	Strengthening of provincial Institutes of Teacher Education (PITEs).	<ul style="list-style-type: none"> • PITEs will be strengthened by up-grading qualifications and training of their staff. • Commissioning of A.V. Studios at each PITE. • Development of an efficient coordination mechanism between PITEs and Training Outposts (TOs) in all provinces.

Financial Implications:

Rs.55 Million

G. Quality through Improved School Curriculum, Evaluation and Assessment.

Besides improvement in quality of teacher education, it is essential to improve the system through appropriate assessment and examination practices. Hence, the system of examination would be reformed, both administratively and academically (through improved paper-setting) thereby improving the quality of education. Similarly, entrance tests for admission to professional institutions and general universities through National Education Testing Service (NETS) would be conducted to ensure quality of education at these institutions of higher learning. An Ordinance is under process to institutionalize this Service.

All these administrative and academic reforms are dependent on the quality of curriculum and textbooks for school education. In order to achieve this objective, it is planned to diversify school curriculum offering more opportunities to the students and a project titled "Curriculum Reform Project" has already been approved by the government. The main focus of this project is revision/development of curriculum in various streams like Science, Technical, Humanities, Commercial and Agriculture, etc. In light of the new curriculum initiatives, multiple textbooks for a subject will be developed by involving the private sector (professionals/institutions/ publishers), thus creating an environment of academic competition under the Federal Supervision Act and permitting a school to select any of the multiple textbooks available in the market.

OVERALL FINANCIAL PLAN

A. Conversion of 30 TTIs as Residential Institutions

(Rs. in millions)

Policy Provision – Description of items of expenditure.	2000-2001	2001-2002	2002-2003	Total
1. Construction of hostels (one hostel comprising 12,500 Sq.Ft) in about 30 TTIs with a capacity of 80 students @ Rs.500/- per sq.ft = Rs.6.250 M per Hostel.	37.5	75.0	75.0	187.5
2. Provision of one bus for each TTIs @ Rs.4.00 mill.per bus	30.0	42.0	48.0	120.0
3. Provision of furniture and other equipment @ Rs.0.500 million per Institute.	4.5	4.5	6.0	15.0
Total:	72.0	121.5	129.0	322.5

B. Up-gradation of basic qualifications of Elementary (Primary+Middle) school Teachers– Trg of master trainers for Bridging Courses.

Policy Provision – Description of items of expenditure.	2000-2001	2001-2002	2002-2003	Total
Two weeks 50 Workshops for training of TTIs staff (2000 Master Trainers) @ Rs.0.20 Million per workshop.	2.0	4.0	4.0	10.0
Total:	2.0	4.0	4.0	10.0

C. Cost of upgrading existing elementary (PTC/CT teachers) to be funded by the provinces:

Policy Provision – Description of items of expenditure.	2000-2001	2001-2002	2002-2003	Cumulative impact of 3 years
i) Up-gradation of PTC Teachers from B.7 to B.12 (@Rs.1085 pm X 12=Rs.13020 per year per teacher).	13020x 20000 260.40	13020x 40000 520.80	13020x 60000 781.2	1562.4
ii) Up-gradation of C.T. teachers from B.9 to B.12(@Rs.720 pm x12 =Rs.8640 per year per teacher)	8640 x 5000 43.2	8640 x 10000 86.4	8640 x 15000 129.6	259.2
Total:	303.6	607.2	910.8	1821.6

D. In-service training of elementary teachers not covered under Bridging Courses.

Policy Provision – Description of items of expenditure.	2000-2001	2001-2002	2002-2003	Total
a) Two weeks 50 workshops for trg of TTI staff/ contractual staff (training of 2000 master trainers @ Rs.0.2 M per workshop.	3.0	3.0	4.0	10.0
b) Two weeks 1800 workshops for training of 72,000 PTC teachers in a batch of 40 teachers per workshop (Rs.2500 per teacher X 40 = Rs.100,000 X 1800 = 180M	50.0	60.0	70.0	180.0
c) Two weeks 450 workshops for training of 18,000 CT teachers in a batch of 40 teachers per workshop (Rs.2750 per teacher X 40 = 110,000 X 450 = 49.5 M)	13.2	16.5	19.8	49.5
Total:	66.2	79.5	93.8	239.5

A. In-service training of secondary school teachers.

Policy Provision – Description of items of expenditure.	2000-2001	2001-2002	2002-2003	Total
a) Two weeks 25 Workshops for training of TTIs staff (trg of 1000 Master Trainers) @ Rs.0.20 Million per workshop.	1.5	1.5	2.0	5.0
b) Two weeks 1200 workshops for training of 48,000 secondary school teachers in a batch of 40 teachers per workshop (Rs.3750 X 40 = 150,000 X 1200 = 180 M)	45.0	60.0	75.0	180.0
Total:	46.5	61.5	77.0	185.0

F. National Institute of Teacher Education and Training (NITET), Islamabad.

Policy Provision – Description of items of expenditure.	2000-2001	2001-2002	2002-2003	Total
<i>a) Academic</i>	4	4	4	12
1. Recruitment of 12 instructors in different disciplines in B-17/18 - Pay & allowances.				
2. Laboratory equipment and accessories	2	2	2	6.00
3. Library books, instructional material, etc.	5	5	5	15.00
4. Recruitment of 5 laboratory, library assistant in B-12 (Pay & allowance.	1	1	1	3.00
Sub Total (a):	12.00	12.00	12.00	36.00
<i>b) Physical:</i>	3.00	3.00	4.00	10.00
Total Covered areas: 18000 @ Rs.500 per sq.ft. + furnishing of sound system/A.V.Aids in Auditorium costing Rs.1.0 M	4.50	4.50	-	9.00
<i>c) Logistics:</i>				
Purchase of two buses and two small operational vehicles for official use.				
Total (a +b+c)	19.5	19.5	16.00	55.00

SUMMARY OF COSTS

Rs. in million

S. No	Policy Provision – Description of items of expenditure.	2000-2001	2001-2002	2002-2003	Total
A.	Conversion of 30 TTIs as Residential Institutions	72.0	121.5	129.0	322.5
B.	Up-gradation of basic qualifications of Elementary (Primary + Middle School Teachers – Trg of 2000 Master Trainers for Bridging Courses.	2.0	4.0	4.0	10.0
C.	Recurring cost of upgrading elementary (PTC/CT) teachers <i>to be funded by the Provincial Governments</i>	303.6	607.2	910.8	1821.6
D.	Two weeks in-service workshops for 90,000 elementary teachers not covered in Bridging Courses, including trg of 2000 Master Trainers for them.	66.2	79.5	93.8	239.5
E.	Two weeks in-service training of 48,000 secondary school teachers including trg of 1000 master trainers.	46.5	61.5	77.0	185.0
F.	Establishment of National Institute of Teacher Education and Training (NITET), Islamabad.	19.5	19.5	16.0	55.0
	i. Total funding by Federal Government	206.2	286.0	319.8	812.0
	ii. Total funding by Provincial Governments	303.6	607.2	910.8	1821.6
	Grand Totals:	509.8	893.2	1230.6	2633.6

Program # 5

Higher Education Sector Reforms

1. Improving Accessibility
2. Improvement of Quality
3. Shift to Science and Technological Education

Sub –Total Rs. 10.6 billion

Higher Education Sector Reforms

EXECUTIVE SUMMARY

The low base of higher education is reflected in a total student enrolment of 100,000 at the graduate and university levels. Access to higher education opportunities in the public sector will be met by increasing enrolments to 200,000 in three years and encouraging the private sector to raise its share of enrolment to 40 per cent of the total.

The funding for higher education in Pakistan is also very low as compared to other countries. This will be raised from the current 0.39% to 2.0% of the GNP by 2010.

International standards are based on a four year schooling programme at the undergraduate level. To meet the deficit of two years, initially a one year Honours Programme is proposed as a prerequisite for enrolment in M.A./M.Sc. This compromise is based on the economic and social costs attached to a four years Bachelor degree in general education.

Financial allocations for research at the university level at about 2% of the budget are minimal and need to be raised substantially. It is, therefore, proposed that an endowment fund of Rs.1.00 billion may be created to augment research in universities.

The university teachers are not exposed to any kind of professional training. A University Teacher Training Academy is being proposed where the teaching skills of university teachers will be enhanced through refresher courses. To monitor the work performance and quality of delivery a system of review and academic audit will be incorporated as an annual performance evaluation report.

Laboratory and library facilities have been neglected and are suffering from depletion of resources. There will be increased inputs for upgrading laboratories and strengthening libraries through improvements in infrastructure and provision of materials.

Encouragement and support of important disciplines at the cutting edge of science and technology will be introduced in selected institutions.

In order to regulate both the public and private sectors in higher education, a regulatory body is being proposed.

The financial implications of the reforms are Rs.10.592 billion for a three year period.

Higher Education Sector Reforms

Pakistan needs a vibrant higher education sector for socio-economic development and technological advancement. To realize this vision the main focus and top development priorities of higher education sectoral reform are:

- i) to improve the accessibility and enlarge the enrolment,
- ii) improve the quality of higher education and
- iii) major shift to science and technology.

1. Improving accessibility and enlarging enrolment

At present 2.6 % of the relevant age group have access to higher education in Pakistan. The total enrollment in public sector universities is around 100,000 students, which is too low as compared to other nations. Given the present rate of population growth, Pakistan would have approximately 25 million youths by 2010 in the age group 17-23 years. Such a large number of student population would require a variety of institutions. In order to develop our human resources and realize the objectives of development, we need to enhance the access to higher education to at least 10% of the age group by 2010. For this purpose the nation needs a greater differentiation and proliferation of institutions and a much larger role by the private sector as the state cannot provide sufficient funding. It is therefore important that the private sector should be encouraged to set up institutions of higher education.

Targets and implementation strategy in respect of enlarging enrolment

For the expansion of enrolment and accessibility, the targets and the implementation strategy are outlined below:

S.No.	Targets for expanding accessibility	Implementation Strategy
1.	<p>Pakistan needs to increase enrollment in higher education to at least 5% of the age-group 17-23 years by 2003 and 10% by 2010.</p> <p>a) The present enrollment of about 100,000 to increase to 200,000 by 2003.</p> <p>b) From 200,000 to 350,000 by 2006</p> <p>c) From 350,000 to 500,000 by 2010</p>	<p>Through institutional diversity, differentiation and proliferation of disciplines and pursuing a liberal policy of private participation in higher education and by expanding intake of public universities, we will achieve 5% access to higher education by 2003.</p>
2.	<p>We should aim at 60:40 enrollment between public and private sector by the year 2010.</p>	<p>By simplifying the procedure for the grant of charter to universities in the private sector, the desired increased in enrolment can be achieved.</p>
3.	<p>The public sector funding may not be available to meet the demand of expanding enrollment. Therefore, the private sector should be encouraged to establish new institutions of higher learning. The private sector needs to be encouraged by:</p> <p>a) Streamlining the process for obtaining the charter.</p> <p>b) Tax holidays for investment made in the sector of education;</p> <p>c) Import of equipment for educational purposes to be free from import and other duties.</p>	<p>Private sector has the potential to take up the challenge and invest in higher education for increasing enrolment. Government needs to encourage private sector and</p> <p>a) liberalize policies in the provinces towards higher education.</p> <p>b) should give tax concession to private sector.</p>
4.	<p>Merit shall be the only consideration for entry to higher education. In this context a National Education Testing Service (NETS) shall be established for admission in the universities.</p>	<p>a) Early promulgation of Ordinance on setting up National Education Testing Service (NETS)</p> <p>b) Provinces to initiate action for merit based admissions in professional institutions through entrance tests.</p>
5.	<p>It is strongly felt that there is an urgent need for a regulatory body in the higher education sector.</p>	<p>Ordinance for the establishment of National Council for Accreditation and Quality Assurance (NCAQA) in higher education be promulgated.</p>

6.	Public-private partnership should also be encouraged as under: a) Suitable public institutions be given to the private sector for management. b) Greater participation of the community to be involved in the management of the public institutions. c) Grants from public sector be given for specific project/goals to be achieved by private sector institutions.	Provinces to encourage public private partnership by allowing private institutions to use premises of public institutions and in suitable cases to have joint management.
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2. Improvement of Quality

Quality has now taken a central position in Pakistan due to globalization. Inadequate admission standards, less duration of our general bachelor degree, lack of resources, and shortage of qualified teachers, poor textbooks, impoverished facilities and unreliable evaluation mechanism have eroded the quality of education. Efforts are needed to take a full stock of the entire sector in respect of students, teachers and support services of the system to improve the quality of higher education.

The crucial factor in the deterioration of quality of higher education is the short duration of our general Bachelor degree. In order to improve the quality of higher education, at least one-year Honours degree is recommended for eligibility for admission to M.A/M.Sc degrees. This is a compromise on account of high cost, both financial and social, attached with a two-year pre-M.A./M.Sc. course.

The funding of higher education in Pakistan is also very low as compared to other countries of the world. This may, therefore, be raised.

Targets and implementation policy in respect of improvement of quality of higher education

S.No.	Targets for Quality Improvement	Implementation Strategy
1.	Campus life to be de-politicized.	Provincial and Federal Government to initiate legislation.
2.	One year Honours course to be introduced for general Bachelor degree	There is a consensus of the provinces on the introduction of Honours course for general Bachelor degree in postgraduate colleges and universities.
3.	For revamping higher education, funding of higher education sector to be raised from the present 0.39% to 1% of GNP in the year 2000 – 2001 and to 2% by the year 2010.	Realistic funding to higher education is the only way to revamp higher education. Higher education sector should be provided a sum of Rs.31.199 billion per year during 2000 – 2001, 2001 – 2002 and 2003.
4.	An endowment fund of Rs. 1 billion be created for research in universities. The interest accruing to the endowment (about Rs.100 million per year) will be utilized for research purposes.	Government to allocate Rs.1 billion for endowment for university research. Interest accruing to the endowment (about Rs.100 million per year) to be used for research purposes.
5.	University Teachers Service Training Academy should be established for imparting intensive in-service training.	An academy for university teachers be established on the pattern of academies of other services.

6.	<p>Service condition of teachers to be improved:</p> <p>a) Teachers in new and emerging disciplines may be offered 2 to 3 years contract at market rate salary.</p> <p>b) Ph.D. allowance should be enhanced to Rs. 5,000 per month in the public sector universities and organizations and should be admissible for relevance to jobs.</p> <p>c) A university teaching allowance @ Rs.3000, Rs.5000, and Rs.8000 p.m. may be allowed to Assistant Professors, Associate Professors and Professors respectively.</p> <p>d) The posts of lecturer in universities to be replaced by teaching associates to be appointed on contract for two years and to be enrolled for M.Phil degree. If they complete it successfully, they be allowed to be enrolled in Ph.D under extended contract. After successful completion of Ph.D Degree they may be appointed as Assistant Professor</p>	<p>A revised service structure of University teachers on contractual basis shall be developed.</p> <p>The Government may provide necessary funds</p> <p>The Government may provide necessary funds</p>
7.	<p>Existing laboratories and libraries of the educational institutions to be upgraded and strengthened.</p> <p>a) For strengthening laboratories, Rs.500.000 million are required.</p> <p>b) For upgrading libraries, Rs.200.000 million are required.</p>	<p>a) 5% of the recurring grant of the universities may be allocated to strengthen the libraries;</p> <p>b) Similarly 10% of the recurring grant may be added for laboratories;</p> <p>c) An umbrella project of \$ 50 million for provision of Lab. equipment is under process for 10 general universities.</p>
8.	<p>Repair and maintenance facilities to be provided for the equipment.</p>	<p>It is proposed to establish repair facilities at a cost of Rs.250 million in 25 universities in 3 years.</p>

9.	<p>Inter-University and University Industry Linkages be introduced by</p> <p>a) Suitable representation of local industries, agricultural interest be given on the governing bodies of the institutions.</p> <p>b) Active participation by universities in research to solve the problems of local industries including agriculture and community</p> <p>c) Inter-University linkages to be enhanced.</p>	<p>Federal/Provincial Governments to make necessary amendments in the Acts of the Universities.</p> <p>For encouraging inter-university movement of teachers/researchers, an amount of Rs. 50 million in 3 years would be needed.</p>
10.	<p>Linkage programs with foreign universities to be developed:</p>	<p>Linkages to be established with reputed foreign universities. An amount of Rs.50 million would be needed for the purpose in 3 years.</p>
11.	<p>Universities in backward area should be given special attention:</p> <p>a) There should be collaboration and linkages with other universities of the country.</p> <p>b) They should send their staff to other universities for training.</p> <p>c) Provision should be made for inter-university scholarships.</p>	<p>Universities to take action for national collaboration. For this purpose the amount of Rs. 50 million as provided in column 10 would be required.</p>

3. Major shift to science and technological education

The country needs a major shift to science and technology. Without that, it cannot achieve any technological advancement. The enrollment in science and arts is 30:70. With this trend, Pakistan cannot achieve any technological progress.

S.No.	Targets	Implementation Strategy
1.	<p>Science education in existing institutions to be strengthened.</p> <p>a) The existing ratio of humanities and science of 70:30 to be brought to 50:50.</p> <p>b) This process must start from high schools through colleges and then to universities.</p> <p>c) The provinces to work out the financial impact, availability of teachers and assess the need of training for teachers in science.</p>	<p>Science subjects to be introduced in colleges where no such disciplines exist. For providing the physical infrastructure for added enrolments in scientific and technological subjects, an expenditure of Rs. 450 million is envisaged in 3 years in 90 colleges.</p>
2.	<p>Selected institutions should be created in emerging disciplines such as, Information Technology, Bio-technology, Material Science and Metallurgy.</p>	<p>Computer science/Information technology program in 20 existing universities may be strengthened and in remaining eight universities where no such programs exist, provision be made to start it.</p> <p>New disciplines, such as IT, solar energy, micro electronics and material sciences will be introduced in universities.</p>

Project digest on the above reforms have been prepared separately.

COST ESTIMATES OF REFORMS

Expanding Access to Higher Education

(From 100,000 to 150,000 in Three Years in Public Universities)

From 2000-2001 to 2002-2003

(Million Rupees)

#	Policy Provision	2000 2001	2001 2002	2002 2003	Total	Remarks
1.	i. Development cost of increased enrolment in universities	150	300	300	750	For additional physical infrastructure for 25,000 students @ Rs. 20,000/- per student.
	ii. Recurring cost of increased enrolment in universities	75	225	375	675	Recurring cost @ Rs. 15,000/- per student per year for 5000 students in 2000-2001, 15,000 students in 2001-2002, and 25,000 students in 2002-2003.
2.	i. Development cost of one-year BA/B.Sc. (Hons) programme in 12 general universities	1247	0	0	1247	Physical infrastructure including classrooms, hostel accommodation, library, furniture and library material @ Rs. 50,000/- per student for 25,190 students
	ii. Recurring cost of one-year BA/B.Sc. (Hons) programme in 12 general universities	287	287	287	861	Rs. 114,00/- per student for 25,190 students per year.
	TOTAL:	1759	812	962	3533	Rs.3.533 billion

COST ESTIMATES OF REFORMS

Quality Improvements in Higher Education

(From 100,000 to 150,000 in Three Years in Public Universities)

From 2000-2001 to 2002-2003

(Million Rupees)

#	Policy Provision	2000 2001	2001 2002	2002 2003	Total	Remarks
1.	Research Endowment	1000	0	0	1000	Interest @ 12% comes to Rs. 120 million per and Rs. 800/- per student for 150,000 students. It will help improve R&D activities in universities.
2.	Establishment of Teachers' Training Academy (Development Cost)	50	0	0	50	A full-fledged Teachers' Training Academy will be established on the pattern of academies of other services.
3.	Teachers training Academy (Recurring Cost)	25	25	25	75	
4.	Strengthening of Libraries	125	250	250	625	@ Rs. 5000/- per student for 25,000 students in 2000-2001, 50,000 students in 2001-2002, and 50,000 students in 2002-2003 for a total of 125,000 students.
5.	Strengthening of Laboratories	190	190	120	500	@ Rs. 10000/- per student for 25000 students in 2000-2001, 50000 students in 2001-2002, and 50000 students in 2002-2003 for a total of 125000 students.
6.	Inter University Linkages	16	16	18	50	@ Rs. 2.000 million per university for honoraria to visiting teachers, TA/DA, local hospitality and inter university visits of students
7.	Industry-University Linkages	75	75	75	215	@ Rs. 3.000 million per university per year for research, travel, stationery & consumables, etc.

(Million Rupees)

#	Policy Provision	2000 2001	2001 2002	2002 2003	Total	Remarks
8.	Repair & Maintenance Centres for Lab Equipment	80	80	90	250	@ Rs. 10 million per centre at (8+8+9=25) universities in 2000-2001, 2001-2002 & 2002-2003.
9.	Linkages with foreign universities	100	200	200	500	@ Rs. 20.00 million per university for (5+10+10=25) universities for visit of faculty to foreign universities, visiting foreign Professors and joint research projects.
10.	Ph.D. Scholarships for 300 scholars	200	200	204	604	Rs. 2.010 million per Ph.D. for 300 scholars in Science & Technology at local universities/research institutes.
11.	Enhancement of Ph.D. Allowance for 1800 Ph.D. Teachers	76	76	76	228	The present allowance @ Rs. 1500 p.m. will be enhanced to Rs. 5000 p.m. Additional liability will be Rs.3500/- p.m. per Ph.D. university teacher.
TOTAL:		1937	1112	1058	4097	Rs. 4.097 billion

COST ESTIMATES OF REFORMS

Shift to Science & Technology

(From 100000 to 150000 in Three Years in Public Universities)

From 2000-2001 to 2002-2003

(Million Rupees)

#	Policy Provision	2000 2001	2001 2002	2002 2003	Total	Remarks
1.						
2.	Establishment of four new IT Institutes	400	400	400	1200	One IT Institute in each province @ Rs. 300 million per institute
3.	Support to existing IT departments at 20 universities	120	120	160	400	@ Rs. 20 million for existing IT departments at 20 universities to cover the developmental and recurring costs.
4.	New emerging disciplines, Bio-technology, Material Science, Renewable Resources, Energy Technologies, Robotics, Space Engineering, etc.	150	150	150	450	@ Rs. 50 million to cover the developmental and recurring costs of 9 technology departments/institutes.
5.	Curriculum revision	4	4	4	12	@ 40 curricula per year covering the cost of honoraria, TA/DA of experts, consumables, logistics, secretarial support, etc. for meetings.
6.	Introduction of science disciplines in colleges	300	300	300	900	@ Rs. 7.500 each for 120 colleges.
	TOTAL:	974	974	1014	2962	Rs. 2.962 billion

SUMMARY OF COST

1. Access to Higher Education	Rs. 3,533 million
2. Quality Improvement	Rs. 4,097 million
3. Shift to Science & Technology	Rs. 2,962 million

GRAND TOTAL: Rs.10592 million
Rs. 10.592 billion

Program # 6

Public – Private Partnerships

1. Incentives for Private Sector Partnerships
2. Restructuring and Strengthening Education Foundations

Sub –Total Rs. 0.251 billion

PUBLIC PRIVATE PARTNERSHIP

EXECUTIVE SUMMARY

Keeping in view the significant and emerging role of the private sector in the promotion of education at various levels, the Government has introduced the concept of Public-Private Partnership. The key areas identified for this intervention are (i) provision of a package of incentives in all education sub-sectors (ii) involvement of private sector in the management of public sector institutions and (iii) to make Education Foundations as effective autonomous bodies for providing substantial support to private sector educational institutions.

The suggested incentives to private sector educational institutions would be:

- a) Provision of free land or land on concessional rates in rural areas
- b) Exemption of 50% income tax to private sector institutions for their faculty, management and support staff
- c) Assessing of utilities on non-commercial rates
- d) Extension of matching grants for establishing rural schools
- e) Exemption of custom duties on import of educational equipment
- f) Undertake necessary legislation to give Charter to private sector institutions and provide ease in their day to day affairs

More autonomy has been suggested for Education Foundations by giving them a free hand to take appropriate independent decisions in the larger interest of education including provision of financial support to private sector institutions.

A number of public sector institutions are suffering tremendous depletion due to poor management and insufficient resources for maintenance which resulted in the form of 'ghost schools', 'ghost teachers', incomplete and closed schools. About 20% of the infrastructure is lying under-utilized, their management is weak and unable to provide quality delivery of education. It has, therefore, been suggested to improve and strengthen the management and utilization of public sector institutions by leasing them out to the private sector.

The cost estimate of this reform i.e. Public-Private Partnership and restructuring and strengthening of Education Foundations would be approximately **Rs.250.5 million**.

PUBLIC PRIVATE PARTNERSHIP

BACKGROUND

Acknowledging the shift in government's role from being a provider to a facilitator and an arranger it is vital to rethink the parameters of public private partnership in the provision of education. The presence of private sector in education pre-dates public sector and has always supplemented public sector provision at all levels historically, except during the 1972-1979 period of nationalization. In 1967 private institutions accounted for 31 per cent at middle level, 68 per cent at secondary level and 50% at college level. However, its presence in rural areas remained minimal. Today private initiatives have resurfaced as a robust force responsible for almost 17 per cent of education facilities with variations in quality and accessible to those with ability to pay. NGOs and communities have added vigorously to this effort in the post Jomtien period to reach Education For All targets since 1990. The current quantitative and qualitative shortfalls to a rising demand for education at the elementary, secondary, technical and higher levels needs to be met through a healthy public-private partnership.

The key areas of intervention are :

1. Accelerate partnerships with NGOs/private sector through an organized package of incentives in all education sub-sectors
2. Restructuring of Foundations as effective autonomous institutions for private sector support
3. Private sector partnership in management of public sector institutions

1. Accelerate partnerships with NGOs/private sector through an organized package of incentives in all education sub-sectors

Private sector had been extended elaborate maintenance grants until 1972 as prescribed in the Education Code through a well laid out grants-in-aid programme. There was no upper ceiling on the grants and the extent depended upon the ability of the provincial, district and local governments to raise revenues. After the 1979 policy, re-entry of private sector in education has not witnessed any comparable support programme. The Education Foundations too have remained cumbersome institutions for accessing support. Today in some urban areas, the private sector is responsible for 40% of education provision. To promote private sector for promotion of education, the following incentives are being suggested.

No. 1	Targets for incentive based support from private sector/NGOs to achieve access and quality	Implementation Strategy
1.	Private sector to support govt. targets of : i) 100 % enrolment at primary level by 2003/5 ii) completion rates at primary from 50%-70% iii) Secondary enrolment from 29.5% to 40% iv) Higher ed. Access increased from 2.6 % to 5 % by 2003 & 40 % provision through private sector by 2010, and v) Provision of pre-service and in-service training	To attract private sector systematically in supporting targets for human resource development at all levels a package of incentives is suggested particularly for NGOs and other non-profit institutions: <ul style="list-style-type: none"> ➤ Provide free land or on concessional rates in rural areas ➤ All non-commercial education institutions (private & NGOs) be provided 50% income tax exemption for their faculty, management and support staff. ➤ Utilities in private/NGO sector to be assessed on non-commercial rates.

		<ul style="list-style-type: none"> ➤ Education Foundations to extend matching grants for establishing elementary schools and teacher training institutions, particularly in rural and peri urban areas ➤ Custom duties exemption on import of education equipment (list to be developed) and audio-visual aides subject to verification by concerned agencies ➤ Grant of charter to private universities and technical institutions through a streamlined efficient procedure ensuring due equity is extended to meritorious students ➤ Including education specific NGOs/private sector in all national / provincial policy and planning matters through well established transparent mechanisms
2.	Simplification of registration procedures, quality assurance, regulation and reflection of private sector in EMIS.	<ul style="list-style-type: none"> ➤ School registration procedures reviewed and handled efficiently at the district level through a notified designated officer exclusively handling private sector registration. ➤ Private sector/NGOs encouraged to set up self-financed Private Sector Cell at the provincial and or district level to facilitate registration, regulation and meeting of standards. If required, the Department of Education may provide required space for the Cell within public sector premises ➤ Reflection of all private sector education provision in EMIS data provincially and nationally
3.	Expatriate Pakistanis support to ESR targets through restructured Foundations and Ministry of Education.	<ul style="list-style-type: none"> ➤ A special cell will be established at the MoE to facilitate the support extended by Pakistanis. ➤ Governance mechanism of this initiative will be worked through participatory procedures ensuring expeditious transfer of funds from abroad and their disbursement to local education initiatives. ➤ Procedures be streamlined for expatriates to obtain permissions for collaborating with public sector institutions.

2. Restructuring of Education Foundations for optimum support to private sector in rural, urban slums and peri-urban areas

The Education Foundations were established from 1990-1995 at the provincial and federal levels to address the following objectives:

1. To provide loans and grants to private/ non-government organizations
2. To encourage voluntary organizations for the development of education in the country

During the provincial consultations the following bottlenecks were highlighted :

- Non-availability of funds
- Lack of proper staffing
- Lack of autonomy
- Cumbersome and complicated procedures of seeking assistance from the Foundations
- Provision of insufficient financial resources through endowment funds or seed money for each Foundation
- Problematic and politicized governance structures with Chief Minister as the Chairperson and Minister as the Vice Chairperson

Foundations need both restructuring and strengthening to meet the targets of the current Education Sector Reforms

Sr. No. 1	Targets for Restructuring Education Foundations	Implementation Strategy
1.	To restructure all five Education Foundations for assisting in meeting access and quality targets in elementary and secondary and technical education by 2001	<ul style="list-style-type: none"> ➤ Form sub-committees at provincial and national levels with presence of clients to review current bottlenecks of the Foundations as highlighted during consultations and in SAP aide memoirs ➤ Restructure Education Foundations as truly autonomous bodies ➤ Reconstitute the composition of the Board of Directors and District Committees ensuring presence of independent professionals for expeditious decisions ➤ Undertake necessary legislative changes in the provincial Ordinances for reconstituting structures of governance ➤ Service structure and personnel rules be amended so that people may be recruited for their special skills at market rates and retained on the basis of performance ➤ All Education Foundations should be provided adequate building facilities on long leases by identifying under-utilized or incomplete structures which can be fully mobilized and upgraded ➤ All work undertaken by the Foundations should be fully reflected in EMIS

2.	By 2001 Education Foundations to move from current approaches of loans and grants in construction to also areas of quality support and community based education initiatives	<ul style="list-style-type: none"> ➤ Education Foundations to become multi-window agencies for providing support in establishing schools and quality interventions in teacher training, research and material development ➤ Matching grants to be provided by the Foundation for establishing and running elementary schools in rural and peri urban areas. Land & labour be taken as NGO equity for matching grants. ➤ For maximum outreach Education Foundations should establish small facilities at strategic district sites for optimum coverage (where required, the Education Department should provide space within district directorates) ➤ Funds must be allocated to Education Foundations in ADPs for sufficient capacity building as a service institution for providing technical support in teacher training, monitoring and education materials. ➤ Foundations to be replenished with endowments of Rs. 50 million each in all provinces and at the Federal level. ➤ Foundations be allowed to establish professional links with regional and international academic and professional institutions
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3. Private sector partnership in management and use of public sector institutions

Public sector institutions have suffered tremendous depletion on account of poor management and insufficient resources for maintenance. Exercises have been conducted to identify ‘ghost schools’ ‘ghost teachers’ under-used, incomplete schools and closed schools. There is a sense that almost 20 percent of infrastructure is lying under-utilized. A substantial number of institutions which are functioning, management is so weak that the delivery of quality education is virtually impossible to achieve. In the past decade various efforts have been made to support public sector institutions by concerned private citizens and NGOs such as the “Adopt a School” programme, as well as groups setting up quality elementary schools through private philanthropy for disadvantaged children.

Sr. No. 3	Targets for Utilizing & Optimizing Public Sector Institutions	Implementation Strategy
1.	Invite private sector to support functioning of 5 % under-utilized and dysfunctional public sector institutions up to 2003 ; 10% by 2010	<p>a) Extend NOCs and long leases of unused buildings to private sector and NGOs engaged in promotion of education programmes particularly in rural areas and urban slums.</p> <p>b) Provinces to encourage private institutions to use premises of under-utilized or defunct public buildings</p> <p>c) Explore handing over management of technical and higher education public sector institutions to private sector ensuring that equity of disadvantaged groups is not undermined.</p> <p>d) Facilitate adoption of dysfunctional public sector institutions by private sector at all levels through shared administrative management and terms of partnership through an agreed Memorandum of Understanding</p>

Cost Estimates of Reforms

Public Private Partnerships & Restructuring and Strengthening of the Education Foundations

(Rs. In million)

No. 1	Policy Provision	2000 - 2001	2001-2002	2002-2003	Total	Remarks
1.	Restructuring Education Foundations	0.5	Enhanced ADPs	Enhanced ADPs	0.5	0.5 million to facilitate consultations and legal amendments
2.	Strengthening Education Foundations		250		250	All 5 Foundations given enhanced seed money
	Total	0.5	250		250.5	

Appendices

Comprehensive Literacy & Poverty Reduction Programme

I-A. Cost Estimates Comprehensive Literacy & Poverty Reduction Programme
Project I

I-B Cost Estimates Comprehensive Literacy & Poverty Reduction Programme
Project II

I-C Cost Estimates Comprehensive Literacy & Poverty Reduction Programme
Project III

Technical Stream at Secondary Level

II. Indicative list of Trades

IIIA. Province-Wise Distribution of Schools and Financial Requirements

IIIB. Development Cost Estimates

IIIC. Recurring Cost Estimates

Indicative list of Trades

Boys

Electrical Wiring
 Welding
 Photography
 Armature Winding
 Repair of House Hold electrical Appliances
 Radio / TV Repairs
 Computer Skills
 Plumbing/Pipe fitting
 Wheel balancing and Vulcanizing.
 Ceramics.
 Glass Work(Glass Blowing, cutting, framing)
 Floral Work
 Food Preservation
 Art & Painting
 Photography
 Wood Work (Furniture making)
 Wood Work (Boat making)
 Mining (Compressor Operator)
 Mining (Driller)
 Fish Farming

Girls

Dress Making & Designing
 Embroidery and Knitting
 Home Economics
 Computer Skills
 Home Management
 Cooking & Baking/Catering.
 Floral Work
 Food Preservation
 Art and Painting
 Beautician Trade
 Stuffed Toys and Doll Making
 Photography

Annex-II- A

PROVINCE-WISE DISTRIBUTION OF SCHOOLS AND FINANCIAL REQUIREMENTS*

		Punjab	Sindh	NWFP	Balochistan	FATA	FANA	AJK	ICT	Total
Introduction of Matric (Tech.) 1200 High Schools	T	645	255	160	60	17	17	25	21	1200
	F	225	85	40	15	03	03	08	10	389
Establishment of 56 Model Technical High Schools.	M	09	06	06	03	01	01	01	01	28
	F	09	06	06	03	01	01	01	01	28

*Based on number of Divisions. However minor adjustments have been made keeping in view of the population

FINANCIAL REQUIREMENTS (Rs. in million)

Capital Cost

Component – A		657.855	261.645	203.04	63.54	18.58	18.58	27.035	20.559	1270.800
Component – B		255.235	170.157	170.157	85.078	28.36	28.36	28.36	28.36	794.067

Recurring Cost

Component – A		217.236	85.884	53.888	20.208	5.726	5.726	8.420	7.073	404.160
Component – B		59.508	39.672	39.672	19.836	6.612	6.612	6.612	6.612	185.136
Execution Cost		1.265	1.265	1.265	1.265	-	-	-	1.265	6.325
Orientation Workshop for H/Masters @ Rs. 2000/- per person		1.29	0.51	0.32	0.12	0.034	0.034	0.05	0.042	2.400
Curriculum/ TLR Development		-	-	-	-	-	-	-	5.000	5.000
Total:-		1192.389	559.133	468.342	190.047	59.312	59.312	70.477	68.911	2667.890

RECURRING LIABILITY OF PROVINCES AFTER COMPLETION OF PROJECT (Per year cost)

		138.372	62.778	46.780	20.022	6.169	6.169	7.516	6.842	294.648
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DEVELOPMENT COST ESTIMATES

A) Introduction of Technical Stream in 1200 Existing High Schools.

i)	Civil work* (Rs.1.12 X 600 schools)	=	672.0 million
ii)	Workshop equipment & tools (0.4 m X 1200)	=	480.00 million
iii)	Furniture & Fixture (0.089 X 1200)	=	106.80 million
iv)	Library books (0.010 X 1200)	=	12.00 million
v)	Execution Cost.	=	(Included under C)
	Sub total:	=	1,270.8 million

*Assumed that additional workshops would be required in only 50% schools.

B) Establishment of 56 Model Technical High Schools

i)	Civil Work @ 500/SFT	Rs.9.15 X 56	= 512.400 million
ii)	Workshop equipment (3 workshops)	Rs.1.50 X 56	= 84.00 million
iii)	Furniture & Fixture	Rs.0.88X56	= 49.28 million.
i)	Library Books, Water Cooler, Gardening Equipment etc.	Rs.0.15 X 56	= 8.400 million
vi)	Science lab. Equipment	Rs.0.5 X 56	= 28.000 million
vii)	Student Transport (Bus)	Rs.2 X 56	= 112.000 million
	Sub total:		= 794.080 million

C) **Execution Cost** = 6.325 million

D) **Orientation Workshops**
(for 1200 headmasters @ 2000 per person) = 2.400 million

E) **Curriculum/TLR Dev** = 5.000 million

Total (A + B + C + D + E) = 2078.590 million

**RECURRING COST ESTIMATES
(To be met out of Development Cost)**

A. Introduction of Technical Stream in 1200 Existing High Schools.

i)	Salaries of staff	0.1284 million
ii)	Operational Cost (Raw material, Repair, Maintenance of equipment and tools).	0.0300 million
iii)	Utility Charges	0.0100 million

Sub total: 0.1684 million

Expenditure /School /Year 0.1684 million

Expenditure for 1200 schools for 2 y ears 404.1600 million

B. Model Tech. High Schools (56)

i)	Salaries of Staff	1.365 million
i)	Operational Cost (Raw Material, Repairs & Maintenance of Equipment)	0.126 million
iii)	Office Stationary etc.	0.012 million
iv)	Utility Charges	0.150 million

Sub-total: 1.653 million

Expenditure/Model School/year 1.653 million

Expenditure for 56 schools for 2 years 185.136 million

Total (A + B) 589.296 million

Acronyms

ADB	Asian Development Bank
AKU	Aga Khan University
AJK	Azad Jammu & Kashmir
APPEAL	Asia-Pacific Programme of Education for All
CBO	Community Based Organizations
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CT	Certificate of Teaching
DPI	Director Public Instructions
EFA	Education For All
EMIS	Educational Management Information Systems
EME	Electrical and Mechanical Engineering
FANA	Federally Administered Northern Areas
FATA	Federally Administered Tribal Areas
GCE	Government Colleges of Education
GCET	Government Colleges for Elementary Teachers
GPR	Gross Participation Rate
ICT	Islamabad Capital Territory
IT	Information Technology
MTHS	Model Technical High School
NCAQA	National Council for Accreditation and Quality Assessment
NEAS	National Evaluation and Assessment System
NEMIS	National Educational Management Information System
NETS	National Education Testing Service
NFBE	Non-Formal Basic Education
NFPE	Non-Formal Primary Education
NGO	Non-Governmental Organization
NISTE	National Institute of Science and Technical Education
NITET	National Institute of Teacher Education and Training
NWFP	North-West Frontier Province
PCAT	Pakistan Council for Appropriate Technology
PCSIR	Pakistan Council for Scientific and Industrial Research
PITE	Provincial Institute of Teacher Education
PLC	Pakistan Literacy Commission
PMLC	Prime Minister's Literacy Commission
PPAF	Pakistan Poverty Alleviation Fund
PPC	Provincial Project Co-ordinator
PTC	Primary Teaching Certificate
RSPs	Rural Support Programme
SAP	Social Action Programme
SMEDA	Small and Medium Enterprise Development Authority
SSC	Secondary School Certificate
TLR	Teaching Learning Resource
TSC	Technical School Certificate
TSR	Teacher Student Ratio
TTI	Teacher Training Institute
TTP	Teachers Training Project
TVE	Technical and Vocational Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

PROGRAM # 1
COMPREHENSIVE LITERACY & POVERTY REDUCTION PROGRAMME
PROJECT NO.1:
COMMUNITY PRIMARY SCHOOLS PROJECT (5-9 YEARS AGE GROUP)

COST ESTIMATES OF 30,000 SCHOOLS

S.No.	Item	Unit Costs	Amount Per year Rs. in Million					
			I	II	III	IV	V	VI
1.	Honorarium for Teachers	Rs.2000 per teacher (30000)	240	480	720	720	720	480
2.	Supervisory cost to the NGOs	Rs.400/- per school per month (30000)	48	96	144	144	144	96
3.	Establishment Charges		10	20	30	30	30	20
4.	Commodities & Services		10	20	30	30	30	20
5.	Capacity Building Training/Resource Centre.		12	12	12	12	12	12
6.	Pre-service training of teacher and 2 refresher courses (Training for 15 days & Refresher Course for 5 days each) 15 days + 5 day + 5 days	Rs.8000 per school (30000)	80	80	80	80	80	80
7.	Learning materials including books and supplementary readers, stationery, etc.	Rs.400 per learner annually for 40 learners per school	160	320	480	480	480	320
8.	Teaching aids, attendance registers, charts etc.	Rs.1000 per schools (30000 schools)	10	10	10	--	--	--
9.	Equipment for schools i. Cupboard ii. Table for teacher iii. Chair for teacher iv. Mats for seating v. Black board	5000	50	50	50	--	--	--
10.	Monitoring of Schools	5% of the total cost	54.5	54.5	54.5	54.5	54.5	54.5
11.	Media Campaign		2	2	2	2	2	2
		Total:-	676.5	1144.5	1612.5	1552.5	1512.5	1084.5

Total Expenditure of the Project for Seven Years = Rs.8239.5 million

Annex I -B

PROJECT NO.2:
ACCELERATED COMMUNITY PRIMARY SCHOOLS PROJECT
(10-14 YEARS AGE GROUP)

COST ESTIMATES OF 30,000 SCHOOLS

S.#	Item	Unit Costs	Amount per year					Rs. Mil
			(Rs. In Millions)					
			I	II	III	IV	V	To
1.	Honorarium for Teachers	Rs.2000 per teacher (30000)	240	480	720	480	240	21
2.	Supervisory cost to the NGOs	Rs.400/- per school per month (30000)	48	96	144	96	48	4

3.	Capacity Building Training/Resource Centre.		12	12	12	12	12	6
4.	Pre-service training of teacher and 2 refresher courses (Training for 15 days & Refresher Course for 5 days each) 15 days + 5 day + 5 days	Rs.8000 per school (30000)	80	80	80	80	80	40
5.	Learning materials including books, supplementary readers, stationery etc.	Rs.400 per learner annually for 40 learners per school	160	320	480	320	160	14
6.	Teaching Aids, attendance register, charts etc.	Rs.1000 per school (30000 schools)	10	10	10	--	--	3
7.	Equipment for schools xvi. Cupboard xvii. Table for teacher xviii. Chair for teacher xix. Mats for seating xx. Black board	5000 per school – one time cost	50	50	50	--	--	15
8.	Monitoring of Schools	5% of the total cost	52.4	52.4	52.4	52.4	52.4	26
			652.4	1100.4	1548.4	1040.4	592.4	49

Total Cost of the Project for Five Years = Rs.4934.00 million

PROJECT NO.3:

Annex I -C

WOMEN'S LITERACY FOR EMPOWERMENT PROJECT

COST ESTIMATES OF 30,000 CENTERS

S.#	Item	Unit Costs	Amount per year (Rs. In Millions)			Rs. In Million
			I	II	III	Total
1.	Honorarium for Teachers	Rs.2000 per teacher (30000)	240	480	720	1440
2.	Supervisory cost to the NGOs	Rs.400/- per Center per month (30000)	48	48	48	144
3.	Capacity Building Training/Resource Centre.		12	12	12	36
4.	Pre-service training of teacher and 2 refresher courses (Training for 15 days & Refresher Course for 5 days each) 15 days + 5 day + 5 days	Rs.8000 per Center (30000)	80	80	80	240
5.	Learning materials including supplementary readers, stationery, calculator –(low cost)	Rs.400 per learner annually for 40 learners per Center	160	160	160	480
6.	Teaching aids of learners, attendance register, Fillip charts etc.	Rs.1000 per Center (30000 Centers)	10	10	10	30
7.	Equipment for centers Cupboard Table for teacher Chair for teacher Mats for seating Black Board	5000	50	50	50	150
8.	Monitoring of Schools	5% of the total cost	30	30	30	90
					Total:-	1890

Total Expenditure of the Project for Three Years = Rs.1890 million

Expenditure per learner for 3 year Rs.1575

Expenditure per learner for 1 year Rs.525

Expenditure per school per year Rs.63000

Total Cost of the Comprehensive Literacy & Poverty Reduction Programme for seven years:		
Project No.1	+	Rs.8239.5 Million
Project No.2	+	Rs.4934 Million
Project No.3	+	Rs.1890 Million
<hr/>		
Total Cost:		Rs.15063.5 Million

**SUMMARY OF FINANCIAL OUTLAYS OF
EDUCATION SECTOR REFORMS (2000-2003)**

(Rs. in billion)

1.	Comprehensive Literacy and Poverty Reduction Programme	8.624
2.	Expansion of Primary / Elementary Education.	29.344
3.	Introduction of Technical Stream at Secondary Level.	2.667
4.	Improving Quality through Teacher Education and Training.	0.812
5.	Higher education Sector Reforms	10.600
6.	Public Private Partnerships.	0.251
	Total	52.298

Table of Contents

Executive Summary

Page #

Part I – Introduction to the Education Sector Reforms	3
Part II – Working Papers – Programme Summaries	5
1. Comprehensive Literacy and Poverty Reduction Programme	6
2. Expansion of Primary /Elementary Education 2000-2003	20
3. Introduction of Technical Stream at Secondary Level	30
4. Improving the Quality of Education through Teacher Education and Training	38
5. Higher Education Sector Reforms	51
6. Public – Private Partnerships	62
Part III – Appendices	69

Comprehensive Literacy & Poverty Reduction Programme

- I-A. Cost Estimates Comprehensive Literacy & Poverty Reduction Programme Project I
- I-B. Cost Estimates Comprehensive Literacy & Poverty Reduction Programme Project II
- I-C. Cost Estimates Comprehensive Literacy & Poverty Reduction Programme Project III

Technical Stream at Secondary Level

II. Indicative list of Trades

IIIA. Province-Wise Distribution of Schools and Financial Requirements

IIIB. Development Cost Estimates

IIIC. Recurring Cost Estimates

A

Abbreviations

ADB	Asian Development Bank	
AKU	Aga Khan University	
AJK	Azad Jammu & Kashmir	
APPEAL	Asia-Pacific Programme of Education for All	
CBO	Community Based Organizations	
CEDAW	Convention on the Elimination of All Forms of Discrimination Against	Women
CT	Certificate of Teaching	
DPI	Director Public Instructions	
EFA	Education For All	
EMIS	Educational Management Information Systems	
EME	Electrical and Mechanical Engineering	
FANA	Federally Administered Northern Areas	
FATA	Federally Administered Tribal Areas	
GCE	Government Colleges of Education	
GCET	Government Colleges for Elementary Teachers	
GPR	Gross Participation Rate	
ICT	Islamabad Capital Territory	
IT	Information Technology	
MTHS	Model Technical High School	
NCAQA	National Council for Accreditation and Quality Assessment	
NEAS	National Evaluation and Assessment System	
NEMIS	National Educational Management Information System	
NETS	National Education Testing Service	
NFBE	Non-Formal Basic Education	
NFPE	Non-Formal Primary Education	
NGO	Non-Governmental Organization	
NISTE	National Institute of Science and Technical Education	
NITET	National Institute of Teacher Education and Training	
NWFP	North-West Frontier Province	
PCAT	Pakistan Council for Appropriate Technology	
PCSIR	Pakistan Council for Scientific and Industrial Research	
PITE	Provincial Institute of Teacher Education	
PLC	Pakistan Literacy Commission	
PMLC	Prime Minister's Literacy Commission	
PPAF	Pakistan Poverty Alleviation Fund	
PPC	Provincial Project Co-ordinator	
PTC	Primary Teaching Certificate	
RSPs	Rural Support Programme	
SAP	Social Action Programme	

SMEDA	Small and Medium Enterprise Development Authority
SSC	Secondary School Certificate
TLR	Teaching Learning Resource
TSC	Technical School Certificate
TSR	Teacher Student Ratio
TTI	Teacher Training Institute
TTP	Teachers Training Project
TVE	Technical and Vocational Education

UNESCO United Nations Educational, Scientific and Cultural Organization

Technical Stream at Secondary Level

- I. Indicative list of Trades
 - IIA. Province-Wise Distribution of Schools and Financial Requirements
 - IIB. Development Cost Estimates
 - IIC. Recurring Cost Estimates
- Abbreviations