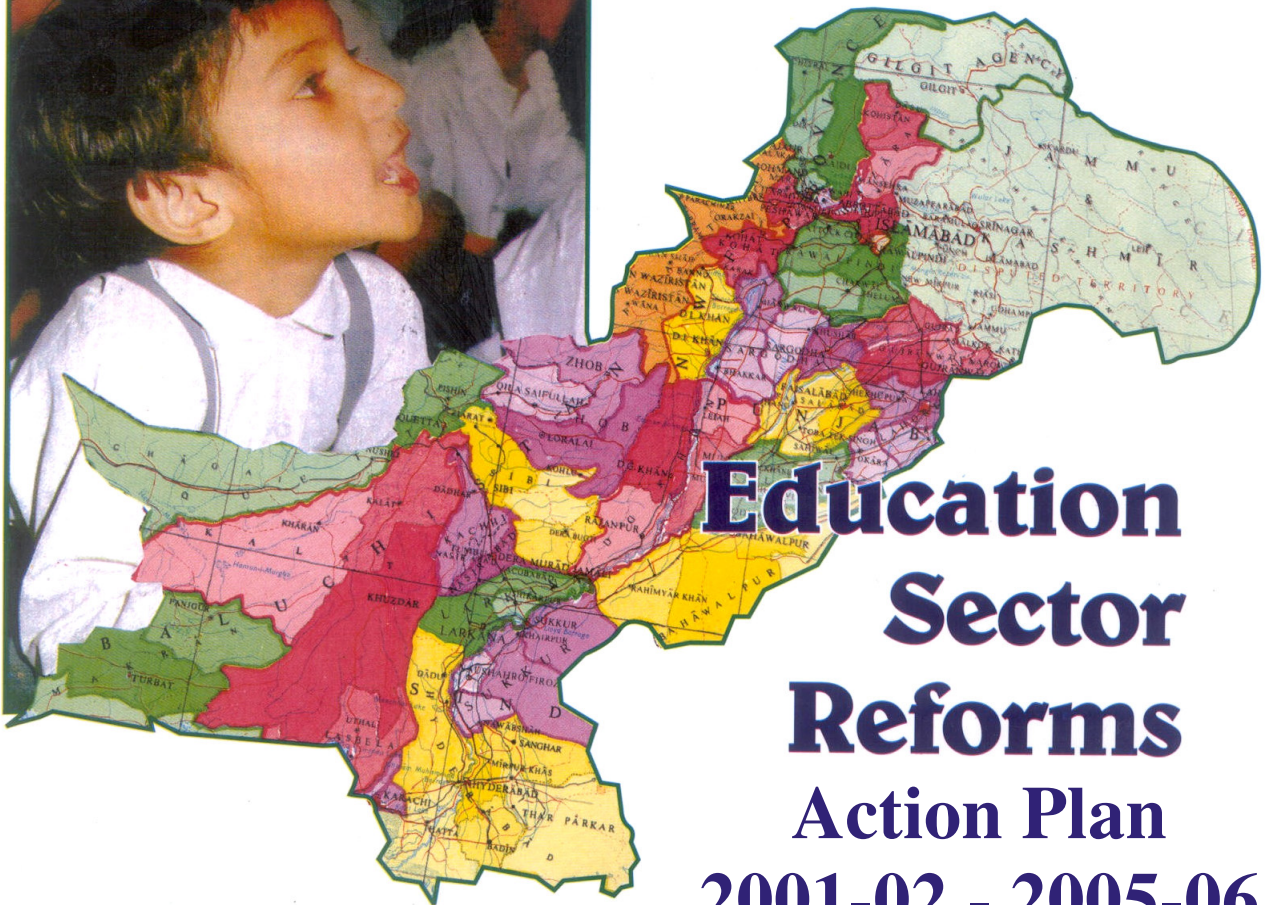
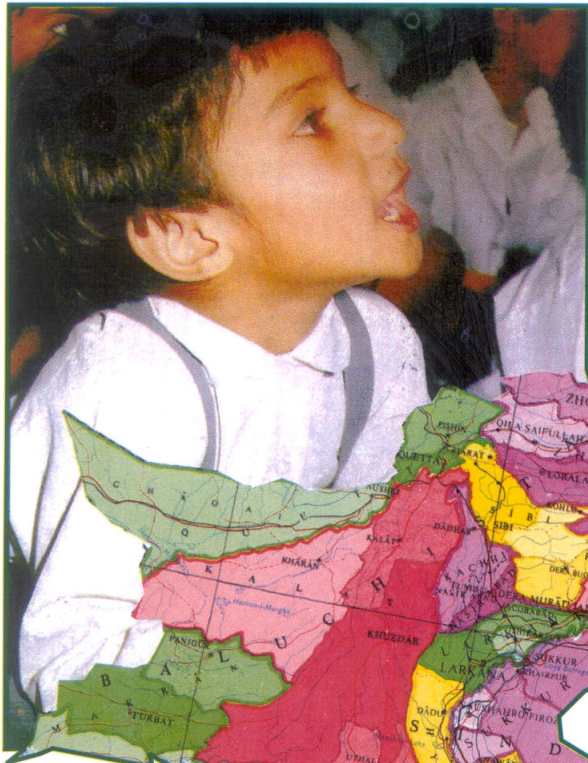


the road ahead



**Education
Sector
Reforms
Action Plan
2001-02 - 2005-06**



**Government of Pakistan
Ministry of Education**

March 2004



**Government of Pakistan
Ministry of Education**

**Education Sector Reforms:
Action Plan 2001-02 – 2006-05**

**Revised Version
March 2004**

the road ahead

Mission Statement

Developing human resources in Pakistan as a pre-requisite for global peace, progress and prosperity.

Vision

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

Thrust Areas Under ESR

- *National Literacy Campaign –Integrated Approach to Poverty Reduction*
- *Mainstreaming Madrassahs*
- *Universal Primary/Elementary Education*
- *Improving the Quality of Education: Curriculum Reform, Text Books, Teacher Education & Training, Exam Reforms and Assessment*
- *Technical Stream at Secondary Level & Polytechnics / Mono-technics at district level*
- *Higher Education Sector*
- *Public Private Partnership*



**Government of Pakistan
Ministry of Education**

Foreword

The update on ESR Action Plan 2001/2-2005/6 reveals that education remains a central and sobering challenge for Pakistan on account of short falls in access, quality and transition. It is heartening to see that the provinces have recognized the merit of sector wide approach and are developing sector strategies strongly along those lines. This is reflected in provincial PRSPs, which will support the national PRSP targets.

We are constrained with regards to resources in spite of overall increase in allocations. The demand for quality education continues to outpace supply not just at the primary level but also at the middle, secondary and higher secondary level. For every 10 primary schools there is only 1 middle, and schools in the public sector. These gaps lead to low possibilities for completion and transition. However, there are several historical anomalies, which need to be corrected. There is not sufficient cushion in the non-salary component of the recurrent budget, repairs and maintenance, facility up-gradation remains unattended. These problems compel us to revisit how we undertake allocations, develop norms for not just establishment of schools but also norms for school based maintenance, facility improvements, utilities and quality inputs at primary, middle and secondary levels.

The space provided under devolution for community participation is yet to be fully explored. Sindh is providing legal cover to SMCs, whilst Punjab has restructured the School Councils to give them enhanced authority for effective and responsible local governance. These are promising trends in devolution of authority and trust.

Local level education planning is gaining momentum in Pakistan with inclusion of CSOs in the preparation of District EFA Plans 2015 and the medium term District Education Plans. This marks the beginning of evidence based planning processes. Such initiatives are part of the capacity building processes, which are urgently required at the district level recognizing that devolution has varying interpretation patterns from province to province.

An enabling environment for private sector and public private partnerships is in place including a robust incentive package. We seek to make the incentive regime more targeted for private sector complementarily in bridging access gaps at middle and secondary levels as a part of coherent public policy.

We stand committed to quality improvement in public sector service delivery at all levels in which civil society and private sector are our valuable partners so that we can move towards becoming a knowledge-based society spurring human development and economic growth.

Zubaida Jalal
Federal Minister for Education

P r e f a c e

Education Sector Reforms–Action Plan 2001-02 – 2005-06:

Education Sector Reforms (ESR) since its launching in 2002, has emphasized at meeting challenges confronted at all sub-sectors of education. This ESR document reflects our national education agenda and provides a basis for national programme within the devolution framework. The ESR witnessed growing ownership and continuity of reforms and policy directions by the newly elected national and provincial governments. ESR has put systematic attention to different areas of education such as rehabilitation of physical facilities; support to multiple delivery systems; such as formal and non formal; private sector, mainstreaming of madaris, literacy; teacher training at; assessment and examination reform; professional development of field managers; linking education to skills; research and research incentives; effective decentralization of services and institutional strengthening. All thrust areas are supported by vigorous innovative programmes.

Incremental financial resources are being allocated by the Federal and Provincial Government for its implementation by the Provincial/Area Governments. The implementation of Education Sector Reforms has proved to be slower than anticipated especially in the areas of technical education, madaris and literacy. This document not only highlights the innovative approaches and strategies made in the last 3 years for achieving the desired goals but also points to the persisting gaps and problems. Complex decision making processes, multi-level coordination and communication problems are constraints to uninterrupted implementation efforts. However, continuous oversight of implementation and policy processes of ESR Programmes through the National Steering Committee meetings has led to maximizing of opportunities and appropriate adjustments in response to provincial requirements. Moreover, substantial managerial leadership and political skills have accelerated the implementation efforts of ESR Programmes at gross root level. The financial flows and outcomes of ESR /EFA are being vigorously monitored by a team of specialists from federal and provincial areas to ascertain outputs, constraints and possible solutions.

SHAFQAT EZDI SHAH
Secretary Education

Table of Content

Title	Page #
Foreword:	i
Preface:	ii
1. Policy Framework for ESR:	1
1.1. Introduction:.....	1
1.2. Policy Framework:.....	2
2. Education Sector Reforms (ESR):	9
2.1. Mission Statement:.....	9
2.2. Vision:.....	9
2.3. Objectives:.....	9
2.4. Targets:.....	10
2.5. ESR Action Plan: Requirements, Allocation and Financial Gap:.....	11
2.6. ESR Financial requirement for 2001-02 – 2005-06.....	12
2.7. Financing of ESR:.....	12
2.8. Characteristics of ESR:.....	13
3. Implementation Status for ESR:	15
3.1. Implementation Strategies:.....	16
3.2. Program implementation:.....	19
3.3. Development Programs:.....	26
3.1. University Primary Education / Elementary Education:.....	26
3.2. School Improvement Program:.....	28
3.3. Decentralization Elementary Education Project (DEEP) Sindh:.....	29
3.4. Universal Quality Primary Education (UQPE):.....	31
3.5. School Enhancement Program (SEP):.....	32
3.6. Tawana Pakistan Program (TPP):.....	36
3.7. Early Childhood Education (ECE) Program:.....	39
3.8. National Commission for Human Development (NCHD):.....	42
3.9. Non-formal Basic Education (NFBE):.....	43
3.10. Combating Child labour through Quality Education & Literacy:...	44
3.11. Special Education - An overview and Initiatives:.....	50
3.12. Introduction of Technical & Vocation Stream at Secondary Level:	51
3.13. Revamping of Science Education at Secondary Level:.....	53
3.14. Higher Education:.....	54
3.15. Quality:.....	55
3.16. Establishment of National Education Assessment System:.....	57
3.17. Information & Communication Technology (ICT):.....	61
3.18. Public-Private Partnership (PPP):.....	63
3.19. Deeni Madaris:.....	65
3.20. Location Governance and Decentralization in Education:.....	66
4. Education For All (EFA) Plans, Progress and Prospects:	68
4.1. Background / Introduction:.....	69
4.2. National EFA Plan Goals and Targets:.....	69
4.3. EFA Planning and Capacity Building:.....	70
4.4. Implementation Status:.....	72
5. ESR & Poverty Reduction Strategy Paper (PRSP):	76
5.1. Monitoring Indicators in the PRSP:.....	78
5.2. Core Welfare Indicators Questionnaire (CWIQ) Survey:.....	80
5.3. Expenditure Management and Monitoring of ESR:.....	81
5.4. Monitoring Mechanisms:.....	82
Annexures:	83
Acronym and Abbreviation:	93

Chapter # 1

POLICY FRAMEWORK FOR ESR

Policy Framework for ESR

1.1 Introduction:

Pakistan has an estimated population of 145 million, two per cent of the world's population. The areas of 88 million hectares comprise four provinces (Punjab, Sindh, North West Frontier and Balochistan) and four territories (Islamabad Capital Territory, Azad Jammu and Kashmir, Federally Administered Northern Areas and Federal Administered Tribal Areas) of the total land of 88 million hectares, 20 percent has potential for intensive agricultural use. Pakistan has an apparent dichotomy between its economic and social indicators. The former bring the country on a par with economically prosperous countries, the latter categorize it with lesser developed ones.

Education remains inequitably distributed among various income groups and regions in the country. Literacy and participation rates are below those in other South Asian countries with similar level of economic development. Access of education to children of relevant age group is still inadequate. Educational institutions lack physical facilities. The target of minimum essential requirement of competencies for quality education has not yet been achieved. Educational institutions face shortage of qualified and motivated teachers, especially female teachers. Due to financial constraints and want of managerial capacity education targets remained unaccomplished. Programs approved were not completed because of inadequate resource allocation. The slow implementation of programs / projects undermined the efficiency of the system in terms of qualitative improvement at all levels.

The government recognized that accumulation of human capital is of equal importance as the accumulation of physical capital for sustaining development and that in the absence of healthy and literate population it will be difficult for Pakistan to bring about real increase in productivity. There has now been a paradigm shift in the development strategy and policy in Pakistan. The Government is committed to ensure improved access to physical assets, education, vocational skills, training and other education services that enhance the human capital of the poor and enable them to generate income through asset utilization and gainful employment. The Ministry of Education, in last four years has taken a close stock of situation and developed an Education Sector Reforms aiming to bring improvement in all aspects of education.

Education Sector Reforms in Pakistan is in consonance with the Constitutional provision guaranteeing the fundamental right to education. All basic education targets for primary schooling, adult literacy and gender equality are within the framework of Dakar Declaration and the Millennium Development Goals. Education Sector Reforms continues to be based on iterative planning, through consultation at sub national and national levels, ensuring inclusion of local governments and civil society organizations. Micro planning at the community level is well under way. Challenges in the planning of ESR include inter-district and inter-provincial disparity, and the need to reach disadvantaged groups who are discriminated on account of gender and socio-economic status.

1.2 Policy Framework:

1.2.1 School Access:

The Government of Pakistan has developed Education Sector Reforms (ESR), which has assigned a central place to school education. Provision of basic education is the main guiding principle for its implementation. Currently the national allocation to basic education is well over 50%. The net participation rate in 2000-2001 at primary level is 68% whilst the participation of female participation rate is 53%. However, out of 18.1 million populations of children at primary level age, 12.4 million children are enrolled and 5.7 million are out of school system. Education Sector Reforms emphasizes the education provision for all school age children and it proposes to achieve 76% net primary enrolment by 2005.

Parallel to primary education, provision of physical facilities for Middle Level Education (i.e. class VI, VII & VIII) has been planned to create school spaces for the children graduating from primary school system. ESR program targets the present gross enrolment of 38% at middle level education to improve to 80% by 2015.

1.2.2 School Improvement Program:

A major focus of Education Sector Reforms is to make primary schools more functional by providing missing facilities such as, electricity, drinking water, boundary walls and other basic amenities so that the children do not drop out on account of dysfunctional environment which is not conducive to learning. School up-gradation through conventional and non-conventional means is also a core area to narrow the gap between primary, middle and secondary provision for higher transition rates.

1.2.3 Gender Inequalities:

Pakistan has made considerable progress in achieving more equitable distribution of opportunities between women and men for benefits of development. Pakistan's, gender development index (GDI) is ranked 131, exceeding the corresponding Human Development Index (HDI) rank of 138. For girls and women education level has been steadily rising. Female life expectancy at birth is 63.9 as compared to the male 61.8. Gender Empowerment Index ranking is likely to be improved considerably on account of equal opportunities for women to participate in political life. Though, Pakistan is moving for gender equality, ESR and Education For All (EFA) Action Plans propose to eliminate gender disparity in primary and secondary education and achieving gender equality in education by 2015, with a focus to ensure girls' full and equal access and achieving basic education of good quality. This is the centerpiece of the Education Sector Reforms. In Pakistan, all primary schools will be co-educational and all new primary schools are required to have ratio of 60 to 40 boys, and proportion of 70% women teachers to 30% men teachers. In all provinces, where the number of women teachers is inadequate, age and qualification requirements for them have been relaxed. Special monetary incentives (eg.) are being used to attract and retain female teachers in the rural and hard to reach areas. Gender stereo typing in the textbooks and curriculum has

been under review and efforts are under way to ensure a rights-based gender sensitive portrayal of girls/women, with respect to diversity of roles.

The Government of Pakistan has already identified focal persons for gender issues with a mandate to ensure a higher attention in public policy and develop strategies for girls participation in education provision at all levels through various incentives. The challenge before us is to remove all gender disparities in new enrolments, since it has been universally accepted that investment in girls' education is the best investment in education in particular and human development in general.

1.2.4 Governance and Capacity for Decentralization:

Operationalization of reforms in the Education Sector is underpinned by the broader context of decentralization and devolution. Education sector is being administered at the provincial level with an oversight and coordination at the federal level. However, as per the Devolution Plan 2001, responsibility of the delivery and the management of education have shifted to the district. On the one hand, decentralization has given increased autonomy over the provision of education at the district level, on the other hand there are major disparities in capacity in different districts across Pakistan. It is fully recognized that expertise in core areas such as, strategic planning, budgeting and personnel development, management, decision making, education leadership & managing change, information collection and analysis, monitoring and assessment is not evenly spread and is lacking in most districts. Lack of adequate capabilities to perform core functions for education delivery at the district level are a serious barrier to efficient implementation of Education Sector Reforms.

Education Sector Reforms also attach great importance to governance of education. The reforms reflect the importance of education governance as a consequence of several forces (i) meager resources for education seek amelioration in more transparent, accountable and efficient management (ii) moving the decision making process as close to the source of action as possible (iii) demand for increasing local participation in choosing and managing education by the communities and the students. In response to these forces, Government of Pakistan is developing responsive, participatory and accountable system of educational Governance and management through empowering the District Government and the school governance committees (PTAs/SMCs/PTSMCs) in the formulation, implementation and monitoring of school development plans. Necessary provisions are being made for developing appropriate capacity at local level along with the accompanying institutional rules and practices that enable the organization to function effectively. This is our current challenge and work is in progress.

1.2.5 Public Private Partnership:

Starting in the mid-1990s, a major shift has occurred in the Government of Pakistan's (GoP) approach to the country's education sector. The government has formally acknowledged that the public sector on its own lacks all the necessary resources and expertise to effectively address and rectify low education indicators. Moreover, public policy has been amended to mobilize the private sector and civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan. In essence, the GoP

seeks its role shifting from being a mere provider to a facilitator and financier of the education opportunities in Pakistan at all levels of the spectrum.

Among other initiatives, the GoP has undertaken policy reforms and provided incentives for Public Private Partnerships (PPPs) to flourish in the education sector. From initiating innovative programs to working in tandem with non-governmental organizations (NGOs) that manage public schools through formal adoption, the government has stepped up its efforts to include various other stakeholders in the delivery of education. While the collaboration of these

different players in the education sector is not a new phenomenon in Pakistan's history, it is the first time that this interplay has been recognized, supported and given a mandate to succeed.

Education Sector Reforms have developed a conceptual framework for public private partnership which is based on the premise that it is a less radical alternative to sometimes controversial and less desirable wholesale privatization. The strategies in the current model under implementation are ; a more transparent and proactive manner of engaging the private sector for improving access and quality of education; enhanced managerial performance, entrepreneurial spirit, through capacity building; access to proven leading knowledge technologies; improved transparency through involvement of local community from design, implementation through to the operation; and support to local knowledge and employment generation at local levels.

Pakistan has deepened its commitment to partnerships with civil society organizations by placing an emphasis on working with a wider spectrum of civil society organizations including International and National Development NGOs through global partnerships to help deliver basic social services. Civil society organizations have become critical allies in designing innovative operations, implementing solution and monitoring results.

1.2.6 Diversification of General Education:

Government of Pakistan fully recognizes that the sustained social economic development is not possible by mere capital investment unless it is re-enforced with proper supply of adequate trained and scientific manpower. Unfortunately, there has been a greater increase in facilities for general education as compared to technical education over the years. The number of graduates with technical qualification looking for employment in the white collar sector as given is beyond the absorption capacity. As a result, there is a rampant unemployment among the un-educated youth. In such a scenario, Education Sector Reforms proposed a plan to broaden the base for technical and vocational education through Introduction of Technical Stream in the secondary school system. This policy provision will facilitate greater number of graduates as skilled workers, local entrepreneurs, tradesmen and technicians to meet the demands of higher levels of economic growth. Science Education at secondary level could not attract attention in terms of efforts and investment. With increased emphasis on quality of primary education and renewed efforts to check high drop out rate in basic education, secondary level education now needs to be developed for comparatively heavy influx of students. Education Sector Reforms proposed a reform in science education at the secondary level by constructing science laboratories, provision of science equipment

revision of Science Curricula and professional development of science and mathematic teachers

1.2.7 Quality Education:

The elementary school system in Pakistan has grown in size consistently, achieving an enrolment of nearly 12 million. This obviously poses a major challenge not only for efficient management but also for mobilizing resources needed to maintain an acceptable level of quality. It is recognized that quality improvement in education cannot be carried out on a turnkey or sporadic basis. The challenge of quality is embedded in all sub-sectors of sector reforms.

Quality improvement is a complex question, unlike improvement in infrastructure, appointment of teachers or even of equipping schools with better academic facilities. Learning from past efforts, it is realized that there is a multi-pronged approach to the challenge of quality. With this in view, the Education Sector Reforms has pursued a five-fold strategy consisting of (a) improvement in provision of infrastructure and human resources for primary education; (b) provision of improved curriculum and teaching-learning materials; (c) improving the quality of teaching-learning process through the introduction of learner-centered pedagogy; (d) attention to continuous professional development; and (e) increased focus on specification and measurement of learner achievement levels. The goal for quality education is designed to create compatibilities with growing global pressure for knowledge-based societies, an area which received little attention during 1990s. Education Sector Reforms aim to give a renewed call for promotion of quality education at all levels. In the Education Sector Reforms Action Plan 2001-2005, the strategies of quality improvement and assurance at all levels have been identified and they are: (a) Benchmarking competencies; (b) Continuous improvement of curricula; (c) Professional development of teachers, planners, managers and staff at all levels; (d) Establishment of National Educational Assessment System (NEAS); (e) Strengthening and upgradation of Teacher Training institutions; (f) Setting Academic Audit through linkage of grants / incentives with quality; (g) Increase of non-salary budget for provision of conducive educational environment and learning materials; (h) District based educational planning and implementation under the Devolution Plan and (i) Developing a National Strategy for Information Communication Technologies (ICTs) and its concurrent implementation at the macro and micro levels through innovative initiatives, mobilizing public, private sectors and international corporate and development partners,

1.2.8 Early Childhood Care and Education (ECCE):

Early childhood care and education (ECCE) is considered a significant input to compensate for early environmental deprivations at home, by providing a healthy stimulating growth and learning environment to the very young from conception to 5 years of age. The holistic and integrated concept of ECCE clearly represents this spirit. Currently the policy and implementation in Pakistan is more focused on Early Childhood Education (ECE) with the age group 3-5 years, which is more at the school level than being home-based or at the community level. While on one hand, it is expected to provide the necessary maturational and experiential readiness to the child for meeting the demands of the primary curricula, it also

positively affects the enrolment and retention of girls in primary schools by providing substitute care facility for younger siblings. Envisaged as a holistic input, fostering health, psychological and nutritional development, the policy emphasis is on making ECE play-based, with linkages between home and the school. Since 2002 ECE has been formally introduced in the formal government schools, supplementing the private sector, with clear intervention methodologies as an innovative component of ESR and as the first plank of EFA goals agreed in Dakar.

1.2.9 Resources:

Financial constraints have all along been a major issue in the development of education in Pakistan. Conversely, the argument that even the meager resources provided to education have not been adequately utilized, is also true. The vast coverage of the education sector, involving almost 200,000 educational institutions with about a million teachers and staff spread over vast geographical areas, involves complexity of problems which are unmatched by any other social sector.

Inadequacy of financial resources aggravated by poor implementation machinery and complex rules necessitates immediate and effective steps to salvage the twin problems of adequate resources and their management.

Most social development indicators for Pakistan compare poorly with those of other developing countries at similar levels of per capita income. A weak social profile is detrimental to growth as human development is essential for attracting investment and generating capacity for sustainable growth. Pakistan's long term sustainable growth and poverty reduction prospects are critically contingent on investment in human development. With this objective in view Government has shown a firm resolve to increase investment in human development.

The allocation for education in the public sector amounted to 2.11% of the GDP in 2002-03 (are we going to supplement this through latest figures on resources to education through all divisions?) If the private sector allocation for education is accounted for, the total national spending on education will reach 3% of GDP. Our national data is just beginning to capture this information. The ESR Action Plan 2001-05 has proposed to enhance allocation for education equaling 4% of the GDP.

For release of ESR funds in 2002-03 and 2003-04 the Federal Government is adopting the principle of fungibility of allocations to ensure that the provinces can implement their sector strategies according to their priority areas, which are already well aligned to ESR.

Budgetary allocations to education have remained below 2% of the GDP. The ESR targets will entail considerably enhanced resource commitments. Given the present growth rate of population, a 2.1% increase by 2006 will require enrolment of additional 6-7 million children at the primary level. Clearly, higher public spending will be required for improving educational attainments, failing which the needed access and quality improvements especially at the primary level will not materialize, the success of various reform measures will be limited, and the much needed recovery in secondary and higher education will be affected. The Government recognizes that detailed work is necessary to firm up education funding

requirements up to 2015. Tentative estimates, however, suggest an increase in public spending on education from 1.8% in 2001-02 to 3% of GDP by 2006-07. The Government proposes to absorb a substantial part of this increase in primary and secondary education while reversing the trend to boost investment in higher education. The provincial governments will need to rationalize budgetary allocation for education within the suggested increase by enhancing non-salary recurring expenditures for primary and secondary schools improvements; provision of missing facilities in existing schools; provision of quality service such as teachers' training; increasing resources for new infrastructure on need basis; girls incentive programs and demand side interventions such as free textbooks, uniforms, transport, scholarships, and in-kind payments to the families. It is recognized that to achieve ESR targets and EFA goals, domestic increase in resource allocation may not be adequate. The shortfall will require substantial increase in the quantity and quality of donor assistance.

1.2.10 Literacy:

Pakistan has one of the lowest literacy rate in the region currently estimated at about 51.6 % (2002). However, the wide inter and intra provincial disparities present a discriminating scenario. Literacy ranged from 57.8% among urban male population of Sindh to 1.75% among the rural female of Balochistan. In absolute terms the number of illiterates in ten plus age group is 51.8 million (2001).

It is generally recognized that a low participation rate of about 66% at the primary school level combined with high inefficiency rate estimated at 55% drop outs in the public sector, has contributed to a low national literacy rate. The literacy ratio has been negatively exacerbated due to the absence of meaningful and over ambitious literacy programme.

Education Sector Reforms emphasize improvement through the implementation of the national literacy guidelines/policy, create awareness about improving literacy, institutionalizing literacy efforts through more efficient and effective organizational structure at all tiers of governments, to ensure consistent implementation of national literacy curriculum and standards.

Chapter # 2

EDUCATION SECTOR REFORMS (ESR)

Education Sector Reforms (ESR)

The ESR is based on long-term framework linked to EFA goals by 2015. The main features include (a) sector-wide approach for reinforcement of linkages between sub-sectors (primary, elementary, secondary, technical, higher education, non-formal literacy, madrassah education) to eliminate gender and access gaps and ensure optimum utilization of facilities; (b) macro-level reforms in planning and procedures; (c) institutional reforms at all tiers of the government engaged in planning and service delivery; (d) commencement of vocational/technical education stream at secondary level; (e) quality assurance; (f) public private partnerships. The ESR is fully integrated with relevant Millennium Development Goals (MDGs) It aims at achieving the sub-sector targets by 2005-06: Literacy from 49 per cent in 2000-01 to 60 percent by 2005-06, gross primary enrolment rate from 83 to 100 percent, net primary enrolment rate from 66 to 76 percent, middle school gross enrolment rate from 47.5 to 55 percent, secondary school enrolment from 29.5 to 40 percent; and higher education enrolment from 2.6 to 5 percent.

2.1. *Mission Statement:*

- Developing human resources in Pakistan is a pre-requisite for global peace, progress, and prosperity.

2.2. *Vision:*

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

2.3. *Objectives:*

- Universalization of primary education and adult literacy.
- Mainstreaming *Madaris* for diversifying employment opportunities for their graduates.
- Improvement in the quality of education at all levels through better teachers, upgraded training options, curriculum & textbook reforms, and competency based examination system for promoting Pakistan as a knowledge-based society.
- Introducing a third stream of gender and area specific technical and vocational education at secondary level with innovative approaches for students' counseling.
- Empowerment to district education authorities
- Promote Public Private-Partnerships.
- Diversification of General Education.

2.4. Targets:

The ESR Action Plan targets are iterative and incremental aligned to emerging national reforms and priorities. The seven thrust areas have been indemnified for their improvements. The ESR targets for each Sub-Sector 2001-02 - 2005-06 are given below:

Sub-Sector Bench Mark 2002 Target 2006			
Literacy	from	49 %	to 60 %
Gross Primary Enrolment	from	83 %	to 100 %
Net Primary Enrolment	from	66 %	to 76 %
Middle School Enrolment	from	47.5 %	to 55 %
Secondary School Enrolment	from	29.5 %	to 40 %
Technical Stream Schools	from	100	to 1100
Polytechnics/mono-technics	from	77	to 160
Madaris Mainstreaming	from	148	to 8000
Public-Private Partnerships	from	200	to 26000
Higher Education Enrolment	from	2.6 %	to 05 %
Quality Assurance equivalence of all sub-sectors to international levels			

ESR Action Plan has been designed and updated through a process approach encompassing recent developments in macro reforms and planning. ESR Action Plan represents a rethinking of education in Pakistan in terms of scope, focus, resources and delivery options. ESR has created a basis for six paradigm shifts in education:

- i. From primary to sector wide approaches encouraging the formulation and implementation of higher education reforms through the newly established Higher Education Commission (HEC)
- ii. From low resource allocation to 150% increase in development budget 2001-2002 sustained through 2002-2003.
From a low of 1.6% GNP for Education in 2000-2001 to 2.2% GNP in 2002-2003, Rs. 9.2 billion of PSDP from Education Ministry and Provincial Education Departments and Rs. 6.11 billion from the other Divisions for education and training (MoST, MoD, MoL, MSWD, MRA, etc.). This has increased development expenditures to Rs. 15.31 billion. The figure does not include private sector provision
- iii. From one dimensional financial planning to multi-level financing mobilized through:
 - Federal, Provincial and District budgets

- Other Divisions of Government including new programs eg. KPP and MNA/MPA Funds, Zakaat Stipends
 - Private Sector, philanthropists, communities
 - Grants from donors and expatriate Pakistanis
 - Loans from donors (soft loans)
 - One billion US dollars committed up to 2005/6 in the past two years. This is a conservative estimate as technical assistance grants are not fully accounted for. The challenge is optimal and effective spending to reach our collective national targets.
- iv. From public sector as provider to public sector as arranger of services – a three pronged approach to service delivery - public, private and NGO sectors all partners for improved and quality Education For All Incentives for private sector, liberalization processes and restructuring of the Education Foundations.
- v. From theories of trickle down to targeting the disadvantaged through the national and Provincial Poverty Reduction Strategy Papers (PRSPs) as an outcomes based framework for – **Investing in Human Development**
- vi. From centralized planning and implementation to district based systems spurred by the Devolution Plan

2.5. ESR Action Plan 2001-02 - 2005-06: Requirements, Allocations and Financing Gap:

Strategies have been designed to achieve the above time bound targets across the education sector. The Government of Pakistan has adopted outcome based planning, budgeting, and auditing for the implementation of ESR program. The requirements of ESR Action Plan have been prioritized in a phased manner and phase one of an ongoing costing exercise has been completed. Innovative approaches like public-private partnership and community participation are being explored to minimize the financing and governance gaps.

Education For All (EFA) is embedded in the ESR Action Plan. EFA- National Plan of Action (NPA) has been developed for the period 2001-15 at an estimated cost of Rs. 430 billion, including Rs. 303.8 billion as recurrent expenditure. Out of Rs. 430 billion, Rs. 178 billion has been estimated to be provided through national resources and international donors are being mobilized to bridge the gap of Rs. 252 billion. The PSDP requirement for phase-I of EFA-NPA (2001-5) is estimated as under:

Table 2.1: PSDP Requirements for Phase-I of EFA-NPA (2001-5)

(Billion of Rs)

S.No	Sub-Sectors of EFA (Priority wise)	PSDP Estimates	Percentage of Total
1	Primary Education	37.87	66.56
2	Adult Literacy	16.58	29.14
3	Early Childhood	2.45	4.30
	Total:	56.90	100.00

Source: EFA-NPA 2001-2015

2.6. ESR Financial Requirements for 2001-02 - 2005-06:

The original ESR package was prepared at a cost of Rs. 55.5 billion for the years 2001-2004. The duration of this package has been extended to 2001-02 - 2005-06 due to non-availability of required resources and to accommodate the President's Program of missing facilities and decentralized training facilities, *Mainstreaming of Madaris* and setting up of *Polytechnics at Tehsil level*. The cost estimates have thus increased to Rs. 100 billion.

This estimate, however, does not include recurrent expenditure of ESR Program, whilst under EFA costing both recurrent and development estimates are included. The Districts and Provincial/ Area governments are reviewing and assessing their own requirements to adjust the non-development budgets. According to estimates of the Government of Punjab, for instance, there is a shortage of 60,000 teachers. Provision for non- salary budget is also a requirement to maintain the school as an effective service delivery outpost. Up-gradation of primary schools to middle/ secondary level is being encouraged through public-private partnerships and optimal utilization of facilities to economize public sector expenditure.

Table 2.2: Financial Requirements for ESR Action Plan 2001-02 - 2005-06

(Rs. in Billion)

Programs	2001-02	2002-03	2003-04	2004-05	2005-06	Total	%
Elementary Education	2.300	0.398	0.450	15.45	15.450	34.0	34.0
Literacy Campaign	0.200	0.130	0.100	3.935	3.935	8.3	8.3
Mainstreaming Madaris	-	0.225	0.375	6.700	6.700	14.0	14.0
Secondary Education	0.100	0.225	-	4.837	4.837	10.0	10.0
Technical Education	0.400	0.222	0.300	7.039	7.039	15.0	15.0
College/Higher Education	-	0.006	-	4.997	4.997	10.0	10.0
Quality Assurance	0.350	0.019	0.100	3.765	3.765	8.0	8.0
Public-Private Partnership	0.074	-	-	0.346	0.349	0.7	0.7
Total	3.424	1.225	1.325	47.069	47.069	100*	100

* Figure has been rounded

Technical assistance is required for ESR Action Plan for its iterative policy formulation/adjustments, implementation, critical analyses, budgeting, and mid-course corrections. Therefore, the development partners may provide much needed technical assistance. Nevertheless, exact quantum of required technical assistance for quality assurance components of ESR has not been assessed so far, which would be above the proposed overall ESR allocations.

2.7. Financing of ESR:

Five categories of financial support to ESR Action Plan 2001-02 - 2005-06 are as follows:

- i) Federal, Provincial, District, and Area Governments development budgets / PSDP for ESR Program, and appropriate integration of recurrent and development budget at all levels to create additional resources and ensure optimal utilization of existing resources. Various programs of different Ministries or Divisions etc that are focused on education should be integrated

into ESR Program. For instance, PSDP allocations of the Ministry of Science and Technology; (Research and Development / IT Programs), Ministry of Health and Ministry of Women Development, (Nutrition Program), Ministry of Labour and Manpower (Vocational Training & Elimination of Child Labour Programs), Ministry of Defence (Educational Institutions in Cantt & Garrisons), and Khushhaal Pakistan Program (Rehabilitation of School Infrastructures) etc shall be estimated and integrated into ESR Program.

- ii) MoE provided Rs.3.574 billion in PSDP 2001-02 for implementation of ESR Program in Provinces / Federal Areas without any contribution from provincial PSDPs for these programs. The declining trend of budget allocations for education sector during the last several years has been reversed due to effective intervention through ESR. The national consolidated expenditure for education had been Rs 1.966 billion for 2000-01. However, expenditure on ESR program alone accounts for 100 per cent increase during 2001-02. Furthermore, provincial allocation for education has also increased during the year 2002-03 and the national PSDP for education has increased to Rs. 9.161 billion from what (Table 1.7).
- iii) Grants and Debt Swap for education from Development Partners, UN Agencies, Bilateral Agencies (such as US AID, DFID, CIDA, JICA, EU and G8 Fast Track Financing for EFA), International NGOs, and Expatriate Pakistanis. Strategic Objective Grant Agreement for Education Sector Reform Support Program (US\$ 100 million for 2001-2006) has been signed between EAD and US AID on 9 August 2002.
- iv) Loans from Development Partners (World Bank, and Asian Development Bank).
- v) Public-Private Partnership - support to and from Private Sector; Education Foundations, NGOs, and Communities. It has been estimated that private sector is contributing 0.7 per cent of GNP in education. Government is thus encouraging the role of private sector in education and providing them with a package of incentives and support.

2.8. Characteristics of ESR:

Education Sector Reforms (ESR) is a long-term framework with an action plan. The main features of the reform agenda are:

1. Macro level reforms in planning, procedures, resource mobilization and output-based utilization of funds.
2. Sector Wide Approaches for reinforcement of linkages between sub-sectors (i.e. primary / elementary / non-formal literacy, secondary / technical, higher education and quality assurance structures) to eliminate gaps and ensure optimum utilization of resources in education sector.

3. Internally driven strategies and internally developed milestones for implementation of the ESR. The executing agencies own the programme and shall be accountable for implementation.
4. A holistic basis for planning of human resource development in the country under-girded by the principles of efficiency and equity.
1. Maximizing equal opportunities and reducing the Gender Gap at all levels of education.
2. Education for All is integrated with ESR Action Plan and 77% allocation relates to SAP and all other areas of Education For All (EFA).
3. Institutional reforms at all levels, i.e. federal, provincial and district levels to be triggered by the ESR as an integral part of devolution plan.
4. Literacy through Education For All for a literate Pakistan is ensured by institution of comprehensive programmes supported by the Compulsory Primary Education Ordinance and broad based institutional support for adult literacy initiatives.
5. The Delivery of Quality Education at all levels for improving the quality of social capital through a comprehensive, logical and integrated approach. This is to be achieved by rewarding expertise, transparency and honesty in planning and implementation, providing access to improved teacher training programmes, curriculum, reforms, multiple textbooks and other innovative projects. Examination Boards are being strengthened to conduct quality audit for recognized standards and value of certification to be regularized for global equivalence.
6. To bridge the digital divide, Information Communication Technology (ICT) is being encouraged in all public sector institutions through public private partnerships. Punjab, Sindh and NWFP have made major breakthrough in introduction of courses at secondary and higher secondary level through private sector initiatives such as providing the facility of premises of Government schools to private sector for second shift. The IT Division is providing IT labs and IT education to 1100 secondary schools by 2005/6. By 2005/6 over 8000 schools will have access to IT facilities.
7. Poverty Reduction Strategy is integrated with ESR linked through social safety nets, asset creation and by ensuring cost effective provision of basic education needs of the poor.

Chapter # 3

IMPLEMENTATION STATUS FOR ESR

3.1 Implementation Strategies for ESR

Implementation of Education Sector Reforms is an intergovernmental function. Alignment of Education Sector Reforms with the provincial education priorities is the linchpin of the reforms, where local needs have been formally represented. Efforts have been made at all levels of government that programme standards and objectives under each thrust area of Education Sector Reforms be understood by those officials at provincial / district levels responsible for their implementation. Institutional mechanisms and procedures have been identified at the implementation sites of ESR programmes. Policy adjustments for implementation of ESR's programmes are being managed through quarterly meetings of Inter-Provincial Education Ministers.

To implement the strategies plan (2001-02 - 2005-06) of Education Sector Reforms, funds are provided in the Federal Budget of the Ministry of Education, which subsequently, are transferred to the provincial/Area Governments through a Letter of Agreement. Definite procedures are laid down for the transfer of funds, approval of the project, and monitoring of the ESR programmes.

3.1.1 Allocation of Funds:

- i) Federal Government allocates funds to the Provinces and AJK, Northern Areas, FATA & ICT.
- ii) The funds are spent by each Province/Agency in each thrust area of ESR programme. The concept paper on ESR approved by ECNEC forms the basis for framing individual project at Provincial/District level.
- iii) Each Province/Agency allocates funds, which it receives, from the Federal Government to the various districts for this programme. The distribution of these funds are in accordance with the assessed needs of each district. Each Province/Agency are required to utilize these funds only on the indicated thrust areas, ensuring a balance between qualitative and quantitative components.

3.1.2 Approval of Projects:

- i) Individual projects are cleared at the district level unless their total cost exceeds the District Government's financial competence as prescribed by the Provincial Government in which case it is cleared by the competent forum.
- ii) Allocations for education are included in the provincial budget of particular year whether development or non-development, are fully utilized. The Federal grant for ESR is being provided for utilization over and above the regular budgetary provisions. Failure to utilize full budgetary provisions is likely to lead to at source deduction of the grant monies. In view of the short period of time left during a financial year, the Federal Government may, in case of any deduction/lapsing of the grant money, considered its re-authorization during the next financial year.

- iii) Funds provided by the Federal Government are passed on by the Provincial Governments / Agencies to the Districts and Provincial Authorities (where such projects cover more than one district) within two weeks of the receipt of funds from the Federal Government. Provincial/Agency Education Departments are required to report disbursements to the Ministry of Education.
- iv) Funds are utilized accordingly to the principle of performance-based outcomes and well-tracked output indicators specified in each project proposal.
- v) The entire focus of project design and implementation are the learner and facility centered ensuring the best interest of the child/learner and the beneficiaries; this focus is likely to lead to outcomes-based measurable performance.
- vi) In all schemes, 50% of the provision of educational opportunities are reserved for girls/women at all levels of education, as well as Disadvantaged Groups and Rural areas.
- vii) Efforts are made to mobilize civil society organizations (CSOs), community and private sector in Implementation of programmes where appropriate. Poverty Reeducation Strategy 2001-2004, Education For All and Local Government Plan for Devolution has integrated CSO participation for making these national macro initiatives successful. Citizens Community Boards, Neighborhood and Village Councils, Education Committees of Union Councils, SMCs/PTAs and Social Councils and NGOs are consulted and taken on board as planning, implementation and facilitation partners through formal arrangements.
- viii) Project implementation mechanisms are required to be established by District Governments to facilitate as far as possible linkages and partnerships with the Private sector and Civil Society Organizations (CSOs) for school rehabilitation, up gradation and quality improvement, through formal institutional arrangements.
- ix) The Provincial Governments in collaboration with the federal ESR section in the P&D Wing of the MoE are responsible for monitoring of schemes. Supervision is done at the district level as agreed with respective District Partners (Govt. & CSOs). Monthly reports be sent to Ministry of Education accordingly to a mutually agreed format. M/o Education will be associated when required in joint monitoring visits to the project area/s.

3.1.3 Maintenance of Accounts & Audit:

- i) Federal Funds are transferred to the Provincial Government/Agency accounts of each receiving authority. The Province/Agency will transfer funds, in accordance with the allocation for each district, to the relevant account of each district as prescribed by the Controller General of Accounts.
- ii) Keeping within the framework of allocations for each major thrust area, the Provinces and Districts have flexibility to allocate resources within the

relevant thrust area as per their own priorities for outcome based implementation with transparent accountability. In case of Project fund, transfer of grant for one thrust area to another is not applicable.

- iii) Each District Government may, where implementation is to be done on the sub-district level, transfer funds further to the tehsils/municipal accounts as prescribed by the Controller General of Accounts.
- iv) Appropriate audit is needed for all expenditures in accordance with the prescribed rules.
- v) Each District Government/Agency is responsible for an assessment report, to be sent within four months of the completion of the fiscal year regarding the expenditures for each programme and regarding mutually agreed out-comes. The Provincial Government in turn, consolidate reports received from the Districts Government/Agency and send them to the Ministry of Education by the end of the fifth month following completion of the fiscal year.
- vi) All unauthorized or ineligible expenditures are the liability of the Province/Agency.

To date four Letters of Agreement have been signed between the federal and the provincial governments for ESR PSDP transfers as well as Madaris Mainstreaming program .

The implementation of ESR is a complicated and long term process in an intergovernmental system. However, the implementation of ESR programme is achieving momentum due to a progressively greater ‘buy in’ of ESR’s vision, principles and targets with Provincial and District Governments. It has been observed that the clarity of ESR sector wide framework and programmes among the official responsible for implementation is being achieved through iterative orientation and dissemination of the programme, goals and frequent technical participation in decision-making process.

* * * * *

3.2. Program Implementation

3.2.1. Achievements:

Since 2002 Education Sector Reforms witnessed growing ownership and '*buy in*' reflected in continuity of core reforms and policy directions by the newly installed national and provincial governments. All provincial governments have deliberated consciously on the education sector, undertaken critical situation analyses, prioritized key areas of improvement and developed sector strategies. These strategies are reflected in their poverty reduction strategy papers (PRSPs) and EFA plans at provincial and increasingly at district levels.

PUNJAB has declared education to be its number one priority. This is an unprecedented step demonstrating unequivocal political will. The government has increased its development budget by 541 % under the newly negotiated Punjab Education Sector Reforms Program (PESRP) with the World Bank providing US \$300 million over the next three years. Focusing on improving access, equity, quality and governance, the core elements of the three year reform program coinciding with ESR are:

- Year one to focus on school education, moving to post secondary education
- Provision of free textbooks to classes 1-5
- Provision of missing facilities in schools
- Recruitment of contract based facility specific teachers
- Capacity building of teachers and managers
- Stipends to girl students of classes VI –VIII in districts with less than 40% literacy
- Restructuring and empowering of School Councils
- Communications and Awareness campaign
- Rigorous multi-level monitoring and third party evaluation
- Restructuring of the Punjab Education with a pro-poor focus in public private partnerships to complement the Department of Education efforts.

One of the core strategy of Punjab Sector Reforms is to ensure that provincial and district governments enter a performance contracts to fulfill district based targets: for enhancing enrolment, reduction of drop out rate, increase in completion rates, operationalization of non-functional schools and non-salary expenditures. These are the core implementation imperatives of PESRP.

Punjab government's efforts are being supported mainly by the World Bank, Asian Development Bank, DfID, UNICEF, UNESCO, US Department of Labor, JICA and CIDA.

SINDH: The Education Sector Strategy for Sindh already under implementation since 2001-02 is based on hard-core analysis of existing trends incorporating a broad agenda, which includes the following:

- Opening the remaining closed primary schools numbering around 1834 out of the earlier 5500 closed.

- Raising the quality of education by ensuring teacher presence, teacher training, improved syllabi, and gradual introduction of English from grade 1 onwards
- Facilitating adequate school supplies, extra reading material and encouraging textbooks of private publishers for raising quality of instruction
- Evolving an ambitious rehabilitation and up gradation programme by raising investments for improving the state of school infrastructure.
- Decentralization of school management at the school level, strengthening the SMCs for facilitating finance, planning and budgeting at this level
- Encouraging presence of private sector in rural Sindh, (only 5% of primary students are enrolled in private schools).
- Institutionalizing monitoring and evaluation of performance

The Government of Sindh's broad targets under the medium term reform and revival strategy are as follows:

- Primary net enrollment rates to be increased from 66% to 82% by 2005.
- Make the remaining 1,834 closed schools operational after an assessment of their feasibility.
- 12,000 currently untrained teachers to be trained by 2004. Evolve district wise training needs, programs and teacher testing.
- 10000 School Management Committees to be trained by 2005.
- Provide buildings to the 5000 currently shelter less schools.
- Missing facilities of remaining schools to be provided on fast track basis.
- Schools to be upgraded for facilitating needed infrastructure for schooling till secondary level.
- Expand Free & Compulsory Primary Education to other talukas after having put in place the needed infrastructure, incentives and environment for facilitating implementation of compulsory education.

Sindh is implementing a multi-pronged strategy to improve outcomes that include providing adequate resources and improving their utilization, strengthening governance and accountability, ensuring the participation of communities and increasing the role of the private sector. Key elements of the Government's strategy to increase access are: reducing regional and gender disparities; appointment of female teachers only at the primary level; making primary education free and compulsory through matriculation; implement regular enrollment drives; initiating province-wide public awareness campaign through media and other means; distribution of free textbooks to all primary school children in government schools; scholarships for girls in middle schools; reaching out-of-school children through non formal initiatives to prepare them for entry into the formal system.

Sindh became the first provincial government to enact the Compulsory Primary Education Act for making primary education mandatory under law. In the first phase, the Act has been enacted in 23 Talukas (sub-districts) of the province to be gradually expanded to other Talukas. The total enrolment in these talukas by May 2002 was 585430, which increased to 686309 by January 2003. This includes 28% girls' participation in enrollment.

The overall increase in enrolment is 8%. While there is a reversal of previous situation of declining indicators, there is tremendous work that needs to be undertaken to make a success of legislation on universal education.

NWFP has also chalked out a similar program of implementation to focus on quantity and quality as well as on mainstreaming of madaris (religious schools) the seventh thrust area of the ESR Action Plan. Like Punjab and Sindh, the NWFP government has also engaged with the Frontier Education Foundation and its Elementary Education Foundation, to supplement the work through public private partnership. This will help mobilize communities and non-elite private sector. FEF has now been set up into two bodies focusing on school and college education separately under the supervision of the Governor.

The education indicators in the province are still relatively low, the main reasons for which are: inadequate financial resources; physical inaccessibility of many areas; poorly trained and ill-paid teachers; general decay in educational standards in the country; inadequate supply of instructional materials in schools; poor physical facilities in schools; weak accountability, institutional capacity and management of the educational system; and lack of community involvement in school affairs.

Objectives and Strategy. The Provincial Reform Program has made educational improvement the foundation for achieving longer-term economic development and poverty alleviation in the province. “Education is the first priority, second priority and third priority of the government” according to the Government of NWFP. The Government’s medium-term objectives in the sector are to:

- (i) improve primary education (both enrollment and quality of instruction);
- (ii) reduce gender and rural-urban disparities; and
- (iii) expand the capacity at the secondary school level.

These objectives will be achieved by increasing resource allocation to the sector, allocating more resources to female education, upgrading the quality of instruction and teacher training, improving the management structure, implementing devolution, and increasing community and private sector involvement. In May 2002, the government approved a comprehensive medium-term reform program, which builds upon and strengthens the reform program developed in 2001 under the PRP and reflects higher budgetary allocations included in the MTBF for FY03-05.

Recent Reforms. *The highest priority is being given to improving quality and access by taking the following measures:*

Approving a comprehensive province-wide staff and facility rationalization plan which would serve as a basis for needs-based recruitment, rationalization of facilities to reduce inefficiencies, and redeployment to ensure every primary school meets the targeted teacher student ratio of 1:30. As part of this rationalization plan, recruitment for 2,100 additional teachers has been approved for immediate deployment to schools without adequate teachers; addressing teacher absenteeism by deploying teachers to their home districts and facility-specific contract recruitment; introducing a results-based teacher evaluation and reward system and initiating a province-wide periodic student assessment system as part of the National Education Assessment System (NEAS), which would be fully funded in the FY03 budget.

Strengthening of teacher training programs; The institutional and management reforms comprising bifurcation of the provincial education department into lower and higher level education; Creating separate teaching and management cadres, the latter is meant to establish a professional school managerial cadre; Introducing computer literacy and English-medium instruction on a pilot basis; Introducing textbook deregulation for Classes 9-12, and developing a road map for expanding this initiative to the primary sector, to allow for more efficient and competitive printing and publishing of textbooks.

Establishing clear criteria for the establishment/construction of primary schools and up gradation of schools, in order to strengthen transparency of decision making and ensure that decisions are in line with sector goals; and Establishing an Education Sector reform Unit and staffing it to monitor and oversee progress in implementation of reforms.

Public-private partnerships and community involvement is being encouraged through: Initiating a program to encourage private sector to use unoccupied government buildings for establishing schools; restructuring the Frontier Education Foundation which supports NGOs providing education, to make it autonomous and expand its activities to promote public-private partnership with adequate linkages with the Departments of Education; strengthening parent-teacher associations (PTAs) in almost all 20,000 primary schools; and providing funds for instructional materials and minor repair (IM&R) to individual schools through the PTAs.

The monitoring and supervisory mechanisms have been strengthened. Circle Teams have been designated to carry out field visits every two weeks to monitor absenteeism and availability of inputs at the facility level based on the new monitoring forms. The reports are reviewed monthly at the district level, and will now be reviewed quarterly by the Education Minister. The government views these steps as supplementing the citizen/community oversight and accountability arrangements built into the devolution plan. These are viewed as the only sustainable and effective way to monitor agency performance. In addition, the Education Management Information System (EMIS) would be fully funded in the regular budget, starting in FY03.

Steps have been taken to reduce gender disparity. The FY02 budget allocated 70% of the sector's development budget to girls' schools, and innovative incentive schemes are being developed to increase girls' enrollment. A major primary school facility up-gradation program is being initiated to ensure that essential missing physical facilities (such as toilets, boundary walls, electricity) are provided to 100% of girls schools by end-FY03.

The allocation for education has been increased significantly. Expenditures on education have increased by 27% from Rs. 6.9 billion in FY 99 to Rs. 8.8 billion in FY01. Expenditures have been reallocated toward primary and secondary education and vocational training (including teacher training and away from tertiary and university education. User charges from higher education, which have historically been very low, were increased by around 20% in FY01.

Medium-Term Reforms. Over the medium term, the Government plans to take the following actions:

- Increase allocations by over 73% from Rs. 8.5 billion in FY02 to Rs. 14.7 billion in FY05, including increasing instructional materials and minor repair allocations several folds;
- Complete the management reforms to implement the process of district-based management, separation of teaching and management staff, and training of staff;

- Complete the teacher redeployment, and facility rationalization based on the approved staff and facility rationalization plan;
- Expand school capacity in partnership with the private sector and communities and continue the strengthening of PTAs;
- Provide essential physical facilities in all primary schools, especially for girls, and continue the policy of larger allocation of development funds for girls' schools;
- Deployment of teachers in home districts and location-based new recruitment, and in-service teacher training;
- Consolidate performance-based teacher evaluation and compensation, and the province-wide student assessment system;
- Continue textbook de-regulation;
- Expand secondary school capacity, PTAs for secondary schools, and school facilities for computer literacy;
- Establish primary schools in seriously deficient districts;
- Further increase in higher education user charges; and
- Continue to strengthen the monitoring and supervision system including the commission of a regular third party user and facility survey in October 2002, and annually thereafter, for independent monitoring of, among others, service delivery indicators.

The impact of these wide-ranging reforms is expected to be substantial. By the end of FY05, the overall primary school enrolment is expected to increase by 15%, with girls' enrolment increasing by 30%.¹ By the end of FY03, 100% of girls' schools would have basic physical facilities (such as toilets and boundary walls), and 100% of boys' schools will achieve the target by end of FY05. Serious gaps in school capacity in remote areas would have been remedied. The quality of teachers, instruction, and student achievement are also expected to be significantly higher by FY05.

BALUCHISTAN has undertaken a detailed situation analysis of its core indicators disaggregated by districts, gender and poverty ranking. Focuses of Education Strategy in Baluchistan are: to improve Primary Education, reduce gender disparity, strengthen governance and accountability, ensuring the participation of the community and private sector, developing vocational education and training, to ensure that the gap between primary and middle provision is narrowed drastically with due focus to opportunities for girls.

The Baluchistan PRSP highlights the specific interventions for education as follows:

The education indicators in the province are very poor. The main reasons for this is inadequate financial resources; physical inaccessibility of many areas; poorly trained and ill paid teachers; general decay in educational standards in the country; inadequate supply of instructional materials in schools; poor physical facilities in schools, weak accountability, institutional capacity and management of the educational system; and lack of community involvement in school affairs.

This strategy identifies the following key priority focus areas:

1. Improve primary education (Both enrolment and quality of instruction);

¹ Traditionally, the government has tracked gross enrollment rates. With the introduction of MICS and strengthening of EMIS, NWFP will start tracking net enrollment rates from FY04.

2. Reduce gender and rural / urban disparities.

These objectives are assumed to be met through:

- Strengthening of teachers training programmes
- Encouraging Public Private Partnership & Community involvement
- Setting up a monitoring and supervisory mechanisms
- Increasing the allocation for education
- Reducing gender disparity through increasing budgetary support for enhanced facilities in girls schools

Several steps are already being taken. These include:

- Increasing enrolment and decreasing dropout rates through improved education management
- Addressing teachers absenteeism and shortage through incentives, training and institutional based appointments
- Rationalizing non-salary expenditures

In addition to these detailed plans for developing education and training, that would ensure sustainable livelihoods would be drawn up with a **special emphasis on opportunities for girls and women**. Poverty reduction plans will emphasize the training of girls, so that they can be brought in to the mainstream, thus reducing their vulnerability and poverty. (Balochistan PRSP 2003, pp. --)

The above priorities and strategies are being supported by the ESR together with support from US AID, Asian Development Bank, JBIC and UNICEF. Future budgetary support for the sector is under negotiation with the World Bank on similar lines as Punjab.

Education, with special emphasis on technical and vocational education and training especially of girls

77. The education indicators in the province are very poor. The main reasons for this is inadequate financial resources; physical inaccessibility of many areas; poorly trained and ill-paid teachers; general decay in educational standards in the country; inadequate supply of instructional materials in schools; poor physical facilities in schools; weak accountability, institutional capacity and management of the educational system; and lack of community involvement in school affairs. This strategy identifies the following key priority focus areas:

1. improve primary education (both enrollment and quality of instruction);
2. reduce gender and rural-urban disparities.

These objectives are assumed to be met through:

- Strengthening of teacher training programmes
- Encouraging Public-private partnerships and community involvement
- Setting up a monitoring and supervisory mechanisms
- Increasing the allocation for education
- Reducing gender disparity through .increased budgetary support for enhanced facilities in girls' schools

78. Several steps are already being taken. These include:

- increasing enrolment and decreasing drop out rates through improved education management.
- Addressing Teachers absenteeism and shortage through incentives, trainings and institutional based appointments
- Rationalizing non-salary expenditures

79. In addition to this detailed plans for developing vocational education and training that would ensure sustainable livelihoods will be drawn up. These plans will emphasize the training of girls so that they can be brought into the mainstream thus reducing their vulnerability and poverty.

* * * * *

3.3. Development Programs

Within the framework of ESR and Provincial Education Strategies, a number of development programs have been initiated, which are described below:

3.3.1. Universal Primary / Elementary Education

The most challenging milestone for the Government of Pakistan is Universal Primary Education (UPE), which is a pre-requisite for integration of Pakistan in to the global framework of human centered economic development. UPE has become a compelling national priority for the 21st century challenge of Pakistan becoming a knowledge based society.

3.1.1 Objectives:

Education for All - Quality Universal Primary Education (UPE).

3.1.2 Targets:

- a) **Access:** Increasing gross participation rate from 83% to 100% (4% per annum).
- b) **Equity:** Reducing gender disparity by 10% annually.
- c) **Completion:** Enhancing primary completion rate from 50% to 70% (5% per annum).

3.1.3. Programme – Formal Education:

- Compulsory Primary Education Ordinance
- Improving infrastructure in existing primary schools
- Construction of new schools
- Early Childhood Education – an innovative programme.

3.1.4. Programme – Non-Formal Basic Education

Non-Formal Basic Education Schools (NFBES) Project targeting age group 5-14 years is a non-formal primary programme over 40 months. After completion, the graduates of NFBES are brought in the mainstream (formal system).

3.1.5. Implementation Strategy.

- Promulgation of the Ordinance for Compulsory Primary Education for UPE.
- Consolidating existing facilities for optimal utilization.
- Up-gradation of existing primary schools to middle level.
- Allocations for new schools will be on the basis of gender and need, and not population only.
- Initiating non-formal primary education programme for 5-9 years age group in disadvantaged and un-reached areas.
- Initiating Early Childhood Education (Katchi classes) in existing government schools.

- Capacity building for Decentralized Management at District/Local level.

3.1.6. Physical Requirements of Primary Education Sector:

Projects	No. of Schools
Construction of buildings for shelter less schools	18,030
Provision of electricity to existing schools	95,979
Provision of water supply to existing school	56,455
Provision of toilets to existing schools	79,342
Provision of boundary walls to existing schools	64,973
New Schools	8,504
Total number of school facilities:	323,283

3.1.7. Budget (for three years):

(Rs. in Million)

Project	Amount
Construction of building for Shelter less Primary Schools	8,650
Provision of electricity.	2,400
Provision of water supply.	1,690
Provision of toilets.	2,380
Provision of boundary walls.	3,900
Provision of new primary schools.	6,080
Capacity building / Decentralized Management.	2,000
Up-gradation of Primary to Middle Schools.	5,900
Early Childhood Education.	1,000
Total:	34,000

3.1.8. Financial Requirements for 2001-02 - 2005-06:**(Rs. in billions)**

Programme	Year I	Year II	Year III	Year IV	Total
Access, Equity and Retention.	4.0	9.0	10.0	11.0	34.0

3.3.2. School Improvement Programme

Education Sector Reforms are committed to making elementary schools more functional and conducive places of learning by providing electricity, drinking water facility, boundary walls and other basic amenities. The provision of missing facilities is a long over due program to make the school more attractive and functional so that the children can be motivated to enroll, attend and abstain from dropping out from the school system prior to primary completion. School up-gradation through conventional and non-conventional means is also a core area to narrow the gap between primary, middle and secondary provision for ensuring increased transition rates.

An amount of Rs. 1.500 billion was provided to the Provincial/Area Governments for the School Improvement Programme (time period). The distribution of funds is as under:

(Rs. in Million)

Punjab	Sindh	NWFP	Balochistan	FATA	AJK	FANA	ICT	Total
703.242	282.652	232.011	131.875	60.380	55.348	18.987	15.285	1500

With the amount, the Provincial/Area Governments have rehabilitated 11,231 schools and following missing facilities are provided as reported by the provinces:

S. #	Project/Program	# of Schools
1	Construction of building for shelter-less schools.	501
2	Provision of electricity.	1245
3	Provision of Drinking Water facility.	1458
4	Provision of Toilets.	995
5	Provision of boundary wall.	82
6	Repair of School building.	1121
7	Provision of furniture.	1512

The same program is being replicated on a province wide scale to cover all schools under the Punjab Education Sector Reforms Program (PESRP) with approximately Rs. 150 million disbursed to each of the 34 districts. The program will cover three consecutive years of interventions for missing facilities at a total cost of US \$300 million.

3.3.3. Decentralized Elementary Education Project (DEEP) Sindh

3.3.1 Cost of Project:

ADB	Rs. 4538.124 (\$ 75) Million	77%
GoS	Rs. 1341.876 (\$ 23) Million	23%
Total	Rs. 5880.000 (\$ 98) Million	100%

3.3.2 Aims of the Project:

- The Project envisages improving access and quality at elementary level education (Class VI to VIII) with emphasis on promotion of girls' education in rural areas and urban slums of Sindh Province.
- Through implementation of this project participation rate at Elementary Schools Education will increase from existing 38% to 55%.
- Achievements of Project objectives will be measured in terms of:
 - a) Increase of participation rate by level
 - b) Retention rate by level
 - c) Reduction in drop out rate by level.
 - d) Average number of years of schooling completed.

3.3.3. Project Objectives:

- To increase access to the Pro-poor Decentralized Public Elementary School.
- To lay foundation for qualitative education for future socio-economic development and poverty reduction.
- To raise retention rates specially for the girls and the rural poor.
- To improve quality of elementary education
- To reduce gap between public and private schooling.
- To bridge qualitative and quantitative gap of education between urban, rural and slum areas.
- To mobilize potential community and create cost effect models of education with community support.

3.3.4. Targets:

- Up-gradation of 1200 existing primary schools (65% for girls) to elementary schools.
- 204 English Medium Model Schools to be established, [2 schools in each taluka / town (01 for Boys & 01 for Girls)]
- 100 Shelterless Schools to be provided five room building through Public Private Partnership.
- Introduction of pre-primary education in 1000 primary schools.
- Construction of 980 Compound Walls in Girls Schools.
- Construction of 1400 Lavatory Blocks in different Schools.

- Distribution of Free Textbooks to all female students of existing and new schools for class VI, VII & VIII.
- Mainstreaming of 16 Madarsah into Schools.
- Stipend for needy girls who qualify Class VIII and continue their studies for Class IX-XII and graduation on Poverty-cum-Merit basis.
- Scholarship for Female Matriculates who wants to continue their studies after Class X.
- Funds for Skill Development among VI to VIII students to learn about occupational works etc. Tailoring, Cooking, Embroidery, Handicrafts, Arts and Crafts.
- M. Ed. Programmes for 115 District Educators/Teachers.
- Training for 5000 New Teachers in different subjects.
- Consolidation and improvement of existing Elementary College of Education i.e. PITE at district level to serve as District Resource Centre for training purpose (20 DRCs).
- Consolidation and Improvement of 102 Taluka Resource Centres (TRCs)
- Training of 1000 Nursery Teachers.
- Training of 102 Tehsil, 16 District Education Personnel in Management, Administration, Supervision & Finance.
- Training for 3200 SMCs.
- Professional Development of 500 Master Trainers from PITE.
- Procurement of Equipment, Furniture, Sewing Machines, Embroidery Machines, Sports & Drawing Material, Computers, Library Items.
- Books, Audio Visual Facilities i.e. Over Head Projects.
- Maps, Charts & Laboratory Equipment.
- Science Demonstration Kits, Pre-Primary Learning Material, Reference Books etc.

3.3.5. Specific Project outputs are highlighted:

1. Support for 1200 SMC requests to upgrade primary to elementary schools including any rehabilitation for additional primary classrooms, toilets, boundary walls, etc.
2. Establish two model English medium schools in each tehsil (one Boys & one Girls).
3. Support for 1000 SMC requests to establish pre-primary classes (30 students each) to raise social and cognitive skills schools having additional classes available shall be given priority.
4. Support for Community Based Organization to implement model for mobilizing parents community, NGOs, SMCs.
5. Create School Development Funds (SDFs) by providing one time grant to SMCs.
Distribution of free textbooks for females to prevent not only dropout in existing and project schools but to reduce poverty also.

6. Provision of training for local school-community administrators (3200 SMCs, 102 Tehsil administrators and 16 district education staff) in management, administration, finance, evaluation skills to support elementary education.
7. Training of teachers recruited for Nursery/ Pre-primary schools and also introduce life skill awareness programme.
8. Demonstration kits for science and maps/ charts etc for Math, Social Studies, English subjects at elementary school level.
9. Mainstreaming of Madarsah education into normal education system.
10. 115 fellowships for local teachers for improvement of academic skills at any prime private institute/ University.
11. Provision of furniture, equipment, computers facilities for project schools and transports facilities at districts and tehsil offices.
12. Provide in-service training on need basis and monitoring and evaluating elementary schools enrolments, staffing, facilities and budgeting on a periodic basis.
13. Supporting of elementary teacher colleges, colleges for education and PITE to serve as resource center for master training programme.
14. Public awareness media campaign to promote education particularly for the girls.
15. Professional development of 500 master trainers selected by districts through prime private/ university/ institute.

Enhanced Role of community/ SMCs for site selection, monitoring of quality in construction and pedagogy , and in distribution of stipends and textbooks. SMC shall be over all in-charge for any development/ non-development activities in the school and all payments to be made, remaining within the provision of SLGO 2001.

3.3.4. Universal Quality Primary Education (UQPE) in Six Districts of Punjab School

The UQPE project was launched in January 2004 in six districts of Punjab: Kasur, Sheikhpura, Sargodha, Mianwali, Rahim Yar Khan and Rajanpur. The total population of the six districts is 13.66 million of which the number of children in the target age group (5-7 years) is 1.39 million (1998 census) of this age group, about 0.44 million or 47% (girls 53%) children were out-of-school at the initiation of the UPE process in the six districts.

3.4.1. Objectives of the Project:

The main objectives are:

- To build the capacity of the District Governments, District Education Teams, Nazims, Union Councilors, NGOs and strengthen partnership of 10,700 communities in 6 districts of province of Punjab Province, to support the processes in achieving UqPE in more educationally effective, child-friendly and gender-sensitive schools.
- To achieve 90 percent primary level enrolment of sexes, attendance and completion of 0.8 million excluded children and at risk girls (5-7 years).
- To improve learning outcome by 20% each year measured against baseline achievement data.

- To establish a district data base for an effective monitoring and documenting of the progress of the project in six districts.
- To ensure Universal Primary Education (child-friendly, gender-sensitive) is fully owned and sustained by the government and communities after completion of the project.

The above objectives are consistent with the Government of Pakistan, National Education Policy and UNICEF 2004-8 Program of Cooperation in Basic Education to increase participation, completion and improved learning achievement for girls.

3.4.2. Project Strategies:

- Capacity-building of the district educational staff, teachers and partners to develop child-friendly and gender sensitive government primary schools.
- Strengthening of school and community groups to promote increased school enrolment.
- Improve the quality of teacher training, including the training and support mechanism for teachers.
- Develop a learning achievement baseline and monitor improvement in learning outcome measures for each grade.
- Strengthen the focus on effective provision for children with special needs through inclusive education approaches.
- Improve educational data collection and management systems to ensure improved district-level monitoring and documentation.
- Improve the sustainability of the project through measures to enhance community capacity and participation, and enhanced governance capacity of key District Education staff.

3.3.5. School Enhancement Program (SEP)

3.5.1. Introduction:

In response to the October 2003 USAID request, and in consultation with the Ministry of Education (MoE), the Education Sector Reform Assistance Program (ESRA) proposes to extend its previous focus on a child centered initiative to a new component - a school-based "School Enhancement Program (SEP)". ESRA has requested RTI to set aside US \$ 8 million or approximately 13.3% of the total ESRA program to fund this new activity. The SEP will enable the ESRA program to adjust cooperative agreement activities to meet many school-level needs that now limit educational opportunity in the Whole District Initiative (WDI) districts and which unmet have the potential to undermine the long-term sustainability of other WDI initiatives.

3.5.2. Target Areas and Schools:

The School Enhancement Program will enable ESRA to upgrade the quality of the school learning environment in as many as 800 primary and middle schools² with a major

This is based on an estimate of \$10,000 per school that has been used as a basis for upgrade costing in other parts of Pakistan. Actual costs, and the actual number of schools covered, will depend on need and on community and other contributions. An average cost of \$8,000 per school will enable SEP to be implemented in

emphasis on girls' education and the support of female teachers. Initially, ESRA proposes to undertake the SEP in one Union Council (UC) in each of the current eight WDI districts³. However, it is hoped that funding may become available to expand the program to all primary and middle schools in the WDI districts.

3.5.3. Selection of UCs and Schools:

The UCs to be targeted in the first phase to May 2004 will be selected in consultation with the district governments, and their respective WDI Steering Committees.

Criteria for selection will be finalized by ESRA in discussions with district and provincial authorities during November and December 2003, but will include reference to:

- Number of schools in the UC – in the first stage of SEP it is preferable to work in UCs with between 20 to 30 primary and middle schools;
- Access for girls to primary and middle school within the UC or in neighboring UCs – preference will be given to UCs where every effort is being made to provide opportunities for girls' education, including mixed gender schools and shift arrangements whereby a school is a boys' school for part of the day and a girls' school for the other part;
- Level of boys' and girls' participation in schooling, dropout rates and completion rates – with preference to UCs in greatest need of improvement;
- Economic situation – to ensure initial focus on the poorest areas of the WDI districts;
- Accessibility to district center to enable easier monitoring of the initial phase of implementation;
- Security situation – to ensure that program implementers have safe access to the chosen areas;
- Support of district and community for the activity as a basis for implementation and also for sustainability. As with all ESRA initiatives, it is intended that the SEP be demand driven and not imposed from outside. UCs with capable and proactive leaders offering the strongest possible support for quality improvement in education will ensure the best environment for the first phase of SEP.

3.5.4. The SEP Package for School Enhancement:

Specifically, the SEP will work in partnership with district governments, Union Councils and their communities to enhance school-facilities and produce quality improvements in service delivery. The menu of possible SEP support may include the provision of:

- Basic facilities such as water supply, latrines, fans (where power is available), child appropriate furnishings, and boundary walls.

1000 schools. To reduce costs and optimize available resources, communities will be encouraged, wherever possible, to share in the development through both the provision of labor and financial support.

³ The WDI districts are: Chaghi, Gawadar, Kech and Killa Saifullah in Baluchistan, and Hyderabad, Khairpur, Sukkur and Thatta in Sindh. Other districts may be added in late 2004 or 2005 depending on ESRA's capacity to implement such an expansion.

- Essential learning and teaching resources, including library resources, teaching aids, charts, math kits, improved chalkboards, slates, etc.
- Extra-curricular materials.
- Contract teachers as a means to address teacher shortages, especially for girls' middle school education.
- School building renovations, including painting of classrooms and construction of additional classrooms through the community.
- Playground equipment and sport and recreational materials.
- Housing or transportation assistance for female teachers.
- Support for quality improvement in classroom teaching and learning and in the delivery of education services through regular in-service training and extended professional development opportunities for teachers and educational administrators.
- Resource centers or community-center development (preferably located within a high or middle school)⁴.
- Mobilization and support for School Management Committees (SMCs)

SEP activities will provide children in the WDI targeted communities with an enriched school-learning environment. The SEP package will help the “whole” child through improved and more extensive cognitive, social and physical development opportunities. The provision of playground equipment and the training of teachers to make the best use of such equipment should facilitate the development of the child’s motor skills, body strength, coordination and balance, as well as build perceptual skills, confidence, cooperation and other desirable social attitudes and behaviors. Supplementary teaching aids, reading books, and supplies will also be provided. Support to teachers and school administrators will extend professional development opportunities. Critical infrastructure improvements will be made with and by local communities to improve available classroom space, school grounds, and basic sanitation. In working with the districts, UCs and communities to make all this possible, ESRA will encourage and facilitate strategies that ensure long-term sustainability. Training of teachers and administrators to make the best possible use of the new resources will be a key element of the strategy.

The exact package of improvements to be provided to each school will be based on an assessment of school needs and prioritization and selection by the school communities in consultation with ESRA, the UC and the district authorities.

⁴ UC Resource Centers

To facilitate the SEP, ESRA will establish a small scale resource center (RC) in each UC. The location of the RCs will be determined with district and UC authorities and housed, wherever possible, in existing facilities, e.g. schools, NGOs, public offices, donated residential space, etc. Basic enhancements will be provided where necessary. By 31 January, locations will be identified and a generic RC plan completed based on the average facility available. Development of individual designs, customized for each RC, will be finalized by 28 February, with each center in an advanced stage of completion by 25 April. Depending on the space and infrastructure available, RCs will house a library with resource materials and provide a meeting/training room for teachers, students, literacy classes, community members, SMCs and other groups, as well as a space to host events. A means of communication will be available, including a telephone and a computer, with connectivity where infrastructure permits. ESRA will support the initial staffing of the RCs which will be fully operational by 30 June 2004.

Construction of additional classrooms, latrines and boundary walls, and installation of playground equipment, will be undertaken by the communities to agreed specifications and under the supervision of ESRA engineers/advisors and of a private engineering firm that will certify to building standard and safety.

3.5.5. Sustainability:

Sustainability is a particularly crucial issue in all education development programs and even more so in the areas in which ESRA is working. ESRA will work with the provincial and district authorities to ensure the regular flow of funds to provide the core funding necessary to maintain the equipment and facilities put in place through the SEP. However, ESRA recognizes that it is vitally important for communities to feel a sense of pride and ownership in their local schools. To this end and in support of long-term sustainability, ESRA will facilitate the establishment and training of SMCs and encourage community action to provide and maintain school facilities. The provincial authorities will also be encouraged to provide each school with an annual grant to meet the cost of consumables and of minor repairs and general maintenance.

In this way, ESRA's SEP will provide a basis for improved and more active community-government relationships in education.

In addition, each Component within the ESRA program has developed a package of activities and initiatives that will further support the districts, although not specifically included in WDI or SEP. The Policy and Planning Component (Component 1) is working to create the policy and institutional framework at national, provincial and district levels that is essential if any initiatives are to be sustainable in the long-term. Even the initiative to ensure effective teacher professional development at district level requires policy and institutional adjustments at the provincial level that have not been incorporated in the devolution strategy of the Government of Pakistan. Teacher Professional Development (Component 2) while putting in place an improved provincial and district system for ongoing in-service training is also working to develop distance education modalities, including the use of information and communication technologies (ICTs), that will have major impact on the WDI districts. The English program being developed in Component 2 will be available to all districts of Sindh and Balochistan, and hopefully across all provinces, to assist in improving the quality of teaching of English as a Second or Foreign Language in all government and non-government schools. Component 3 – the Literacy Component – will assist in the production of literacy guidelines and literacy and post-literacy materials that will impact literacy teaching nationwide and provide further support to the specific activities under WDI and SEP. Component 4, Public-Private and Public-Community Partnerships, is building strategies and networks for engaging the private sector (both corporate and community) in public education as well as facilitating the institutionalization of effective School Management Committees, that will support quality improvements in education provincially, nationwide and in the WDI districts.

Other national initiatives such as those in support of Information and Communication Technologies (ICTs), Education Management Information Systems (EMIS), Monitoring and Evaluation systems (M & E), and the national and provincial Education Foundations, and in ensuring sustainable fiscal flows from the center to the districts, will all have major positive impact on the quality of the education provision at district level.

Finally, but of major importance, is the belief that the SEP can be the first step towards the development and acceptance of national basic standards for schooling across all Pakistan. At the present time, urban schools are far better resourced than rural schools, and schools in wealthier areas are far better than schools in impoverished areas. The adoption of basic quality standards at the national level will provide a benchmark against which all development activities can be judged by communities, governments and donors alike. SEP will enable people in the more remote regions of Pakistan to see for themselves what improved quality can mean in practice.

To this end, ESRA will design a Monitoring and Evaluation Plan to assess the impact of the SEP on the selected UCs. The Plan will include baseline information regarding school enrollment, retention, drop-out, achievement, and advancement, aggregated by gender, as well as indicators to monitor improvements in these areas. While isolating the impact of the SEP from other inputs is problematic, ESRA will employ focus groups, interviews, surveys, and other proven methodologies to determine the extent to which the SEP is responsible for changes at the outset and over time.

3.3.6. Tawana Pakistan Program (TPP): School Nutrition for Girls

This innovative project is sponsored by the Ministry of Women Development and Social Welfare (MoWD & SW) and is being executed by Pakistan Bait-ul-Maal (PBM) - an autonomous body of the Ministry with technical assistance from Aga Khan University. The project is implemented in close collaboration with the Provincial Education & Health Departments and through District Governments. The initiative takes cognizance of high prevalence of malnutrition in Pakistan particularly among women and girls.

This is a safety net direct intervention for 530,000 school-age girls (5-12 years) [and boys in girls/mixed schools], from 5300 Primary Schools in 29 high poverty districts in four provinces and federal areas of Pakistan (8 in Punjab, 4 in Sindh, 6 in NWFP, 8 in Balochistan, 2 in Northern Areas and 1 in AJ&K). The program would contribute to the national goals of Health for All and Education for All and address issues of malnutrition and micro-nutrient deficiency as well as school access, equity, quality and efficiency within the decentralized framework of good governance. The project has been approved at a revised cost of Rs. 3,600 million for 54 months.

3.6.1. Goal:

Improvement of nutritional and health status of the girl child (5-9 years old) and reduction of social and gender inequities.

3.6.2. Primary Objectives:

- i) Amelioration of malnutrition and micro-nutrient deficiencies among the 500,000 school-age girls (5-12 years) in primary schools.
- ii) Improvement in school enrollment, retention and cognitive learning; and
- iii) Providing access to out of school girls in the community.

3.6.3. Secondary Objectives:

- i) Creation of awareness of better living concepts in the community particularly on public health education and status of women/girls,
- ii) Introduction through the participatory process of capacity building whereby a nexus is created between human development, elected councilors and community empowerment; and
- iii) Devolution of responsibility to the beneficiary for ownership and sustainability of the program.

3.6.4. Target:

Access the poorest of the poor segment of society, i.e. 530,000 girls (both enrolled and non-enrolled) from 5300 girls primary schools and communities in 29 selected high poverty districts in Punjab, Sindh, NWFP, Balochistan, Northern Areas and AJK over a 54 months period (2002-2005).

3.6.5. Expected Outcomes:**Indicators against the pre-intervention benchmark.**

- 18% greater weight gain for age
- 10% height gain for age
- Increase in existing enrollment
- Decrease in dropout rate by 30%
- Reduction of gender gap in school enrollment
- Community mobilization for local ownership and sustainability.

3.6.6. Program:

The School Nutrition Package (SNP) for girls is a community-based response to address the needs of the girl child. The SNP is a school based meal program that would access 100 students from each area (40 girls enrolled in primary school) and about 60 non-enrolled girls) in about 250 schools per district. It would provide (i) food, one cooked meal a day for 26 days a month for 10 months; (ii) bi-monthly vitamins, iron and albendazole for deworming medicine. The out-of-school girls would be invited to join the meal program and get enrolled in the school.

3.6.7 Strategy for Implementation:

A Federal Steering Committee would provide policy guidelines and monitor implementation of the project in consultation with Provincial Coordination Committees to be set up in four provinces.

- (a) In each selected district, a District School Nutrition Committee would be constituted under the chairmanship of Zila Nazim with DCO, EDOs of Health, Education & Social Welfare/Community Development as members.
- (b) At the school level, each selected primary girls school would have a School Nutrition Committee that would include a locally selected (and appointed on

contract) Community Organizer and a representative of parents, teachers and school girls.

- (c) Pakistan Bait-ul-Maal and School Nutrition Committees would as co-signatory jointly disburse funds to implement the package which will be monitored by the PBM, District School Nutrition Committees and School Nutrition Committees and a monthly progress report would be submitted to the PBM Headquarters for continuous monitoring and evaluation.
- (d) To create synergy, the SNP would establish linkage with MoE's ESR unit to procure inputs under the Incentive Scheme for Girls (such as free uniforms and textbooks/notebooks for poor girls), teacher training for the staff and implementation of the school rehabilitation project. MoE and Education Departments would implement the ESR Incentive Scheme for Girls and School Rehabilitation Project on priority basis in schools selected for the School Nutrition Package.
- (e) Similarly, the SNP would seek linkage with Health Departments to implement nutrition/health package and monitor growth in selected primary girls schools.
- (f) Institute of Education Development, Aga Khan University in partnership with Dow Medical College, Karachi would provide Technical Support including pre-project planning, benchmark survey, development of training materials, conducting training at AKU for 5,000 Community Organizers, developing medicine prescription plan and monitoring and evaluation.

3.6.8. Budget:

The School Nutrition Package is estimated to cost a total of Rs. 3,600 million over a period of 54 months.

Against the target of 4,786 functional schools, initial fieldwork has been completed in 4,352 Schools of which 4,227 schools are ready for feeding, whereas feeding is already continuing in 2,532 schools. The fieldwork involves social mapping, collection of baseline data of enrolled and un-enrolled girls in the community/village, formation of School Tawana Committee, opening of a bank/post office *NC*, identification of a local woman to be appointed as Community Organizer and preparation of Menu, etc.

- Currently, as of December 20, 2003, feeding is continuing in project schools as follows:

Punjab	1130
Sindh	606
NWFP	164
Balochistan	513
Northern Areas	119
Total	2,532

- In 4,227 schools, School Tawana Committees have been formed. 4,014 Community Organizers and 3,973 School Teachers have been trained and School Tawana Committee Accounts have been opened for 3,660 schools and funds have been transferred to 2,717

schools where the feeding is soon to be started.

- Weighing Machines and Measuring tapes have been supplied to 3,958 schools, the same would be provided in the remaining schools gradually.
- Management Information System tools including child cards, registers, etc., have been supplied to all 29 project districts for onward distribution to project schools.
- First tranche of multi micronutrients (MMNs) with an entire range of vitamins and minerals and deworming medicine (Albendazole 400 mg) has been imported through UNICEF and distributed to 20 project districts for onward distribution to schools for administration to children in accordance with guidelines provided to each school.
- NIU/MOWD has already released Rs. 1,390 Million so far to PBM (1,047.24 million) and AKU (334.0 million) and NIU (8.76 Million). Rupees 700 Million have been allocated to Tawana Pakistan Project for FY 2003-2004.
- Necessary funds (about Rs. 523.848 Million) have been transferred by the PBM to District Governments in 29 project districts and these funds are further being transferred to School Tawana Committees for implementation of the project for onward transfer to School Tawana Committees.

3.6.9. Conclusion:

Tawana Pakistan Project involves numerous Public, Private and Civil Society partners. In the public sector, the Ministry of Women Development, Social Welfare and Special Education, Pakistan Bait-ul-Mal, an autonomous body of the Ministry of Women Development, and other ministries such as Planning and Development, Finance, Education, Health and Local Government are relevant for this project. In the private sector, The Aga Khan University is playing a pivotal role in project implementation through a select group of ten prominent civil society organizations (NGOs) in the provinces. The National Implementation Unit under the Ministry of Women Development, Social Welfare and Special Education is overseeing and managing project implementation and undertaking regular monitoring and evaluation of the project.

3.3.7. Early Childhood Education (ECE) Programme

3.7.1. Background:

Studies in 1995 and 1997-8 revealed that one third of primary school children in government schools are sitting in a pre-primary class called 'Kachi' which needs to be recognized as an Early Childhood Education (ECE) learning group. It is only very recent that the provincial EMIS offices have begun to record the registered children in Kachi classes. There are still considerable number of children below age 5 who are not being registered at schools, but they attend schools with their siblings. In the province of Sindh, an estimated official figure of 137,394 is provided of the 'unadmitted kachi' children (SEMIS: 1998). In Punjab, the comparative figure of the un-admitted 'visible/invisibles' at Kachi is 444,802 (EMIS: 1997-98)). These children reflect a substantial demand for ECE at the household level and represent an opportunity, which has been formally endorsed at the national policy level.

The National Education Policy (1998-2010) formally provided recognition to Kachi class as a proxy for Early Childhood Education.

- Kachi class at primary level shall be introduced as a part of the effort to improve achievements of pupils (5.3.5, National Education Policy provisions Chapter 5).
- Kachi class shall be institutionalized in the primary cycle gradually and progressively (5.5.4 Curricula, Chapter 5).

Development of Kachi early learning and training materials have been ongoing in NWFP, Sindh, Punjab and Balochistan under various large scale provincial and pilot NGO projects which have produced some excellent materials for the target group. These initiatives have created possibilities to co-ordinate and collate material development for scaling up the ECE initiative.

The Pakistan Integrated Household Survey (PIHS) 1997-98 has indicated the challenge of getting children to school at the right age in order to improve the key indicators of attendance, completion and transition. It is common knowledge that a good ECE programme is an incentive for the parents to ring the children to school, build their readiness skills and ensure that they remain in school with optimum results.

3.7.2. Implementation Strategy:

Provincial/Area Governments have developed a Selection Criteria for Schools deemed appropriate in terms of facilities needed for introduction of early childhood education programme ensuring a balanced urban, rural, boys and girls school. Selection and appointment of teachers are based on merit/Contract Criterion. Curriculum Wing in collaboration with Teachers' Resource Centre has developed basic National Curriculum guidelines for ECE programme in the country. Teachers after recruitment are expected to in-service training for various duration in collaboration with local/District Training Institutions of teachers.

3.7.3. Scope of ECE:

ECE, which addresses children in the age-group of 3-5 years, has been globally acknowledged as a significant input, since it serves to compensate for early environmental deprivation on the home front by providing an appropriate stimulating environment to child. It facilitates the realization of the goals of UPE by helping children develop necessary readiness for schooling in terms of getting them habituated to a regularly attending a Centre based programme away from home and by developing in them certain pre-reading, pre-writing, pre-number skills concepts and vocabulary. Initially, Province/Area Governments have been mandated to select 200 schools for ECE programme. The programme has some components of active parent involvement in it so as to ensure the continuity of inputs for the child. These Centres have been located in the premises of Primary Schools with a facility of play-based educational programme.

3.7.4. Progress:

An amount of Rs.74 million (2001-2003) has been provided by the Federal Government to provincial / Area Governments. The distribution of the said amount is as under.

Rs. in Millions)

	Punjab	Sindh	NWFP	Baloch- istan	FATA	AJK	FATA	ICT
Introduction of Early Child Education Programme.	6.60	2.60	2.70	1.23	6.42	0.14	0.28	0.28

With this amount provincial / Area Governments have established 590 ECE Centres in the premises of the primary schools, as per detail given below:

Name of Province/Area	Number of Centres
Punjab	104
Sindh	109
NWFP	156
Balochistan	123
FANA	2
ICT	50
AJK	10
Total:	450

Under the scheme, Federal assistance is being given to the provincial / Area Governments for running pre-primary school education programme. A major lacuna of this scheme is the lack of health and nutrition programme, which should be linked to ECE. Although training of personnel under this programme is being provided, but pre-service training programme essentially prepares student teachers for employment in ECE classes do not run by the public sector teacher training institution.

While involvement of the community can play a significant role in overseeing and providing support to ECE programmes, there still remains a need for effective mechanism for academic supervision and monitoring of the programme. The existing supervisory cadre of Primary Education needs to be perceived and trained as facilitators playing the positive role. ECE's scope addresses psycho-social development in a holistic and synergistic manner along the Childhood Continuum, and its implementation would inevitably involve shared responsibilities across the different sectors such as education, child and maternal health and nutrition. The planning thus needs to be done holistically for child development as a whole.

US AID is funding two projects for ECE through Child Resource International and (CRI) and Aga Khan Foundation (AKF). The resource commitment is US \$5 million and the number of centers in operation are 200 in Sindh, Balochistan, Punjab and ICT. The two

programmes are embedded in school based, community linked approaches, use of child-friendly materials and build upon the national curriculum guidelines developed recently for ECE as well as best practices from the ECE global network. Similarly UNICEF is promoting the practice of Child Friendly Schools across Pakistan in its UPE districts as well as the Islamabad Capital Territory . Under this program approximately 300 schools are being targeted for implementation in the first phase.

3.3.8. National Commission for Human Development (NCHD)

Founded in June 2002 NCHD is itself a public-private partnership formed under the directive of the President with a mission to promote development in the fields of health, education and micro-finance. It is funded through the Pakistan Human Development Fund (PHDF) registered under the Company's Act 1984. It has mobilized \$5.5 million from private donors and \$34 million from government resources (Rs. 2 billion). NCHD was set up to act as a government sponsored autonomous agency to implement a variety of human development objectives. In education, NCHD aims to help the government achieve its EFA objective of 86% literacy by 2015 and 100% enrollment of children aged 5 – 7 years by (1) providing technical assistance in teacher training, syllabus development and instruction in practical life skills, (2) selecting, funding and training CSOs who will implement the commission's objectives and (3) gaining the participation and commitment of the communities among which the commission works. Currently, NCHD operates in 16 districts on a core-program basis each of which has a staff of approximately 15 people. It aims to add 32 more districts in year 2004 and cover all of Pakistan by year 2007. The core strategy of NCHD comprises of: (a) Public-Private Partnership (b) Capacity building of Government's line departments, Community Organizations and elected officials (c) Community Participation.

3.8.1. National Literacy Campaign – Integrated approach to poverty reduction:

8.1.1. Objective:

Improvement in literacy rate and universalization of primary education is the main objective of ESR Action Plan's thrust areas and to achieve this objective the plan targets to make 13.5 million males & females (10+ age group) literate in order to increase literacy rate from 49% to 60% during 2002-05.

8.1.2. Strategy for Implementation:

- Setting up the President's Task Force on Human Development - an initiative of Expatriate Pakistanis for integrated human development. The Task Force has now been upgraded to the National Commission for Human Development (NCHD) under an Ordinance, with the President as its Chairman.
- Implementation of literacy programs by District and Provincial Governments:⁵
 - Targets will be district specific;
 - Each literacy cycle of 6 – 8 months: &

1.⁵ Punjab had allocated Rs. 20 million in its ADP 2001/02 for the UJAALA literacy program being undertaken at the tehsil level for 180,000 learners. The Province of Sindh is also experimenting with a Women's Literacy and Empowerment Program (WLEP) in the Districts of Dadu & alir through the Sindh Education Foundation.

- Mass Media Mobilization Campaign

8.1.3. Supporting Organizations:

The campaign will be supported by the following:

- National Commission for Human Development (NCHD) – action planning.
- Literacy Cell, EFA Wing: co-ordination, standard-setting, evaluation & research.
- Provincial Literacy Commissions/Literacy Departments
- AIOU: material development training and mass-media campaign.
- NGOs, CCBs, Girl Guides and Boy Scouts-grass-root implementation.
- Ministries of Women Development & Social Welfare, Local Government, Labor, Information & Media Development.
- District Governments.

8.1.4. Targets and Budget Summary for 2001-02 - 2005-06:

	Year I	Year II	Year III	Year IV	Total
Literacy Centers	27,000	54,000	81,000	108,000	270,000
Enrolment	1.35 million	2.70 million	4.05 million	5.40 million	13.5 million
Increase Literacy Rate	1.5%	2%	3%	4.5%	11%
Cost in Rs.	0.80 billion	2.00 billion	2.50 billion	3.00 billion	8.30 billion

3.3.9. Non-Formal Basic Education (NFBE)

3.3.1. Establishment of 82,000 Non-Formal Basic Education Community Schools:

In order to supplement Governance endeavors regarding universalization of primary education and enhancement of the literacy rate in the country, Ministry of Education launched a program for establishment of 10,000 Non-Formal Basic Education Schools throughout country. The project was approved in December 1995 by ECNEC at the cost of Rs. 1263.375 million for 5 years. The project was revised later in July 1998 with the title “Establishment of 82,000 Non-Formal Basic Education Community Schools (NFBE)” by ECNEC at the cost of Rs. 11,214.896 million with the implementation period of 5 years i.e. 1998-2003.

The allocation of funds against this project was made w.e.f. 2000-2001 and only Rs. 387.500 million have been released over a period of three financial years i.e. 2000-03 against the phasing of Rs. 8668.93 million. Therefore, as a consequence of thin funding, only 8044 schools have been established against the target of 82,000 NFBE Schools, and only 10% laid down targets have been achieved so far.

Though the project was approved more than five year ago, the cost of living/level of pries has risen tremendous. Hence it needs so minor but most crucial changes/ improvements, which are listed below:

- a. Salary of teachers needs to be enhanced from Rs. 1000 to at least Rs. 2000
- b. Number of teachers be proportionate to the number of students First additional teacher be provided to the school on enrolment of above 40 students and next teacher on every 30 additional students
- c. Examinations of class V be synchronized with the formal primary schools. Admission in class 1 be made, so as to complete 40 months cycle in February / March, in order to save time of class-V students which is wasted in waiting for examinations session in formal primary school
- d. Teacher salary be re-imbursed regularly on monthly basis
- e. Books and allied material for students be provided in time and for all students
- f. Examinations of class-V girls students be arranged in the nearest government girls primary school.
- g. Different materials like blackboard, taats, attendance register etc be provided annually and blackboard etc on need basis.
- h. NGO be allowed to re-locate the schools on the basis of ground realities, changed situation and compulsions
- i. Promotion test be conducted in all NFBE Schools simultaneously.

3.3.10 Combating Child Labour *through* Quality Education and Literacy

ESR promotes a proactive approach to sector wide reform and inclusive education. Since its inception the effort has been to create linkages across ministries for optimum outreach to programs, which, have a direct impact on education targets, and goals as laid out in the ESR. This approach has also been emphasized in the Poverty Reduction Strategy Paper (PRSP):

Summary of Poverty Reduction Strategy Paper: On Child Labour

“Child labour in Pakistan is a socio-economic phenomenon that exists because poor families are pushed by economic necessities to force children to enter the labour market. A nationwide survey by ILO in 1996 estimated that there are about 3.3 million children economically active in the labour market. Although the government is committed to eliminate child labour, it is pursuing a policy of gradual elimination of all forms of child labour and immediate elimination of the hazardous and exploitative forms of child labour under ILO’s International Programme for Elimination of Child Labour. To achieve this objective, certain specified target programs have been initiated. The Government has established a Fund of Rs 100 million (US 1.7 million) for education of working children and rehabilitation of bonded labour.

“The Government has also set targets and activities in the National Policy and Plan of Action to Combat Child Labour (May 2000) and for abolition of Bonded Labour (2001). The objectives of the Plan are progressive elimination of child labour from all economic sectors, immediate withdrawal of children from worst form of child labour, preventing entry of under-aged children into the labour market through universal primary education and family empowerment, and rehabilitation of working children through non-formal education, pre-vocational training and skill development. The Federal Bureau of Statistics will launch a follow-up of 1996 survey on child labour to assess the impact of measures taken by the Government so far.”

The Social Safety Nets for the vulnerable currently available in Pakistan include Workers Welfare Fund (WWF), Food Support Program, Social Security, Employees Old Age Benefit (EOBI), Pakistan Bait-ul-Mal (PBM) and Zakat Fund. The Poverty Reduction Strategy aims to strengthen the existing mechanism of cash transfers through Zakat, and the social protection system of EOBI and Employees Social Security Institutions (ESSI). The revamped system of Zakat provides financial subsistence, educational stipends, health care, social welfare, and marriage assistance. A new Programme “Education Stipends (Technical)” has been introduced with a budget of Rs 1 billion (US\$ 17.6 million).

3.10.1 Child Labour Situation in Pakistan:

Magnitude and Nature of Child Labour:

A national child labour survey (1996) conducted by the Federal Bureau of Statistics found 3.3 million of the 40 million children (5-14 age group) to be economically active on full-time basis. This survey will be repeated in 2004, but the profile emerging from the 1996 survey provide important baseline markers for policy and planning. Of the 3.3 million working children, 73 per cent (2.4 million) were boys and 27 per cent (0.9 million) girls. Children’s contribution to work in the rural areas is about eight times greater than that in urban areas. Number of economically active children in 10-14 age group is more than four times the children in 5-9 age group.

Rural children are mostly engaged in agriculture sector (74%) whereas in urban areas, most working children (31%) are engaged in manufacturing sector. In both areas, the percentage of girls working in manufacturing and services is higher than that of boys; this indicates that girls are more likely to work in manufacturing and services sectors as compared to boys. It is also observed that in non-agricultural sectors, most of the working children (93%) are engaged in informal activities.

Working children come from large families in the low income bracket. Household size of working children was found to be 8 which is higher than the national average. Higher proportion of economically active girls falls under households of size 9 plus. The survey indicates that most cogent reasons given by parents/guardians for letting their child to work are: (i) to assist in house enterprise (69%) and (ii) to supplement household income (28%). The former is pronounced in rural households whereas the latter is more significant in urban families.

One third of the working children are literate which shows that mere primary completion is not an effective deterrent to child labour. School enrolment indicates that economically active children who are not enrolled in school (34.2%) are higher than the economically active children combined with school (13.2%). This reveals that enrolment is negatively correlated with involvement of children in economic activity. Education attainment is low due to: (1) Limited opportunities as schools may not be accessible, (2) Inability of parents to afford schooling costs, (3) Irrelevance of school curriculum to real needs, (4) Restrictions on girls’ mobility in certain parts of the country.

A considerable proportion of the working children (46%) are working more than the normal working hours i.e. 35 hours per week with 13% working for 56 hours or more per week. In urban area 73% of the working children work more than the normal working hours, which is significantly higher compared to rural area (42%). This shows that the working conditions in urban area in general and for boys in particular are worse.

ILO's is a major contributor to the National Policy and Plan of Action to Combat Child Labour (2000). The major initiatives in Child Labor have been led by ILO through its Core Programs viz., International Project of Elimination of Child labor IPEC and more recently Worst Forms of Child Labour (WFCL). The strategies developed draw upon the international, and national policy frameworks.

To implement the 2000 Policy and NPA the Government of Pakistan set up a fund of Rs 100 million for the education of working children. Subsequently Government of Pakistan ratified ILO Convention 182 on WFCL and requested ILO to extend its technical cooperation to help establish national Time-bound Programme (TBP) in which education interventions play a central role in elimination and rehabilitation.

From a total of 29 hazardous occupations, six priority sectors were determined for immediate action. These include Surgical Instrument Manufacturing, Coal Mines, Deep Sea Fishing, Rag Pickers, Glass Bangles, and Tanneries. ILO-IPEC commissioned a multitude of studies, including baseline surveys, and rapid assessment to develop implementation strategies in the priority six hazardous sectors. Key government ministries [including Finance, Education, Planning, Labour, Women Development and international development partners helped develop a strategic programme frame work for the implementation of ILO Convention 182 to eliminate worst forms of child labour. **It clearly identified EFA 2015 as the strategy to eliminate WFCL.**

The National Plan of Action for EFA 2015 and the Education Sector Reforms identifies child labour as a target group to be fully catered for in UPE and literacy programs. **EFA thus, becomes the cornerstone in national Time-bound program to eliminate Worst Forms of Child Labour from Pakistan through education initiatives.**

Following are the salient features of the Project of Support to Government of Pakistan for the implementation of ILO Convention 182, and it clearly hinges on the EFA 2015 targets:

Direct Action Support:

- This Project will provide social protection to children working in six hazardous sectors, namely coalmines, tanneries, rag pickers, surgical instrument manufacturing, deep-sea fishing, and glass bangles.
- The project will operate in seven districts across Pakistan and provide support to
- Total of 11, 800 children [5-17 age group] in worst forms of labor will be withdrawn and provided with non-forma education, literary, pre-vocational and skills training in non-hazardous occupations.
- In line with EFA 2015 and NPA for ESR 2003-05, the District Governments will be assisted to develop District Education Plan to leverage more resources for WFCL.
- Some model Teachers Training Courses [to be replicated by district government] will also be arranged for the government schoolteachers to help prevent the school dropouts, thus helping the Government achieve its EFA 2015 targets.
- Families of WFCL will be linked to social safety nets or micro credit schemes.
- Findings of Occupational Safety health studies in these six sectors will also widely disseminated amongst the targeted population.
- Assistant will also be provides to Technical Institutes in target areas to develop locally marketable skills and link them with families with WFCL through schools.

Policy Level Support:

- Provide technical assistance to Ministry of Education to improvise its National Plan of Action for Education Sector Reforms so it could holistically addresses the needs of WFCL and child labour.
- Project will help Ministry of Labour to revise the Employment of Children Act 1991 in line with ILO convention 182 on WFCL, which GOP ratified in 2001.
- Project will also help Ministry of Labour to revise the National Policy and Plan of Action to Combat Child Labour and bring in line with government's other development initiatives as the NPA Education For All target by 2015.
- Technical support to Federal Bureau of Statistics in making its data collection instrument [LFS, HIES] sensitive to WFCL.

3.10.2 Spread of IPEC Programs:

Key areas of work are, awareness raising, child labor surveys NFE, vocational training and secondary education. The categories of programs are classified as Core Action Programs and International Project of Elimination of Child labor or IPEC program.

These are being supported through funds from the US Department of Labour, European commission (EC), Swiss Development Cooperation (SDC) and the Govt. of Italy

Service Delivery NFE/Literacy Vocational Education Under ILO	
Number of Children in NFE, Literacy and functional literacy programs (2001-2007)	50,579
Awareness Raising Programs	National level, Interior Sindh, Hyderabad, Mirpurkhas, Mithi, Nawabshah, Sukkur and Larkana.
Surveys	FATA, FR & Malakand Division

All of the above programs are ongoing and cover the period from 2001 to 2007. Some have completed phase I and are now extended into phase II whilst others such as WFCL is just beginning.

The above are being implemented by a range of Government and non-Government institutions such as:

Ministry of Education, All Pakistan Federation of Trade Unions (APFTU), LHE, Pakistan National Federation of Trade Unions (PNFTU) - Karachi, Site Association of Industry - Karachi, Ministry of Women Development, Social welfare and Special Education - Islamabad, Directorate of Labour, Govt. of NWFP - Peshawar, Directorate of Labour Welfare, Dept. of Labour & Manpower, Govt. of Punjab - Lahore, Skill Development Council - Lahore, Skill Development Council - Karachi, Pakistan National Textile, Leather and Garment Workers' Federation (PNTLGWF) - Multan, European Commission, Swiss Agency for Development and Cooperation (SDC), Italian Social Partners Government of

Italy, Surgical Instrument Manufacturers Association of Pakistan (SIMAP) and United States Department of Labour (USDOL).

Bait Ul Maal : IPEC launched a project in 1998 with Pakistan Bait Ul Maal to provide full time education, recreation and subsistence allowances to children. The project was funded by the European Union. A total of 1080 children were withdrawn from work and offered these services in 18 Community Education and Action Centres in as many districts. At the termination of the project in 2002, Bait Ul Maal has adopted the 18 centres and continues to support the education of the children from its own resources. Bait Ul Maal continues to enrol additional children in these 18 centres and has established an additional 35 centres covering 5000 working children utilizing its own resources. The project is an example of a government institution sustaining project activities after termination of donor funds.

Besides IPEC and ILO projects, there have been other initiatives to address child labour issues in Pakistan. These initiatives have mainly been supported by Save the Children UK, Save the Children Sweden, CIDA, DfID and other international organizations. Two of the notable projects addressing child labour issues are multi faceted carpet children project managed by Thardeep in Tharparkar district in Sindh, and the children resource centre for working children established by Sindh Education Foundation in Karachi.

3.10.3. Lessons Learnt in Child Labour Elimination in Pakistan:

It is evident from experience that where implementing agencies managed to develop a rapport with major stakeholders, and where they were kept informed and involved in consultations and dialogue, it contributed to successful implementation of the projects. Conversely, when projects were implemented in isolation from the social environment they were simply reduced to unimaginative replication of NFE, skills training and awareness programs. The key problems with these projects were:

- Weak ownership by communities
- Side stepping the issue of long term sustainability in project design
- Little effort to build linkages with existing institutions
- Poor quality of services especially education

Another problem area that needs to be watched is uniformity of interventions across widely varying age groups of children. For instance while non formal education and mainstreaming to formal schools would be a valid option for younger children, it would not work for an older age group since they are way beyond school age and perhaps settled to the pattern of working on full time basis. For the latter group, it might be better to consider withdrawal from hazardous work and shifting to a safer occupation after going through appropriate training.

One of the important lessons learnt in interventions related to basic education for working children 5-10 age group, is developing linkages between non formal and formal systems of education. In other words, mainstreaming children to the formal education system needs to be seen as the primary function of the non formal schools. Mainstreaming ensures that former working children will attend school for at least five hours in the morning thus preventing them from taking up full time work.

**US Department of Labour-Education Initiative Project
Addressing Child Labour through Quality Education for All**

US Department of Labour Education Initiative project is being implemented in two districts in Punjab (Kasur and Sheikhpura) by Save Children-UK and its implementing partners. The project aims to provide non formal education, mainstreaming, literacy and vocational training options to 8000 working children prioritizing children in worst forms of labour, and 2000 non working siblings at risk of entering the child labour market. The preventive aspect of the project is working with the two district governments for capacity building of district education and literacy departments, vocational training institutes, and improvement in quality of education in all the government schools through district education planning and implementation. The project will support the provincial government in developing district education plans for eight additional districts. The ILO Project of Support to Pakistan Time Bound Programme will seek to develop linkages with the Education Initiative (EI) Project especially in Kasur District where common target groups have been identified. In Sheikhpura District, IPEC partners implementing the carpet children project have already initiated contacts with EI Project for possibilities of collaborative action in common target areas.

Twelve additional districts selected with the advice of Government of Punjab have been identified for education planning and linkages: Gujranwala, Gujrat, Okara, Lahore, Muzaffargarh, Multan, Lodhran, Rajanpur, Faisalabad, Jhang, Hafizabad, Chakwal

US DoL-EI Project Implementing Partners

3.10.4. Status of ACL-QEFA on January 31, 2004:

Community Mobilization

- Field appraisal completed for 220+ localities in Kasur and Sheikhpura
- 137 community groups (Quality Education for All Groups) organized
- Organization of 200+ school councils initiated in target areas
- Workshop on CCBs organization/ proposal making organized for CCBs and elected representatives in Sheikhpura

NFE, Literacy, Vocational Training

- 183 NFE centers established covering more than 5500 children (5-12 age group). NFE centers equipped and provided educational material. 221 NFE teachers provided 7-day Pre-Service Training.
- Literacy syllabus finalized. Identification of locations for establishing 100 literacy centers in progress.
- Draft vocational training institutes survey report prepared for Sheikhpura. Data is being collected in Kasur.
- Meetings initiated with TEVTA and Skills Development Council for linking up literacy graduates with vocational training programs.

Formal Education

- 240 government primary schools identified for enrichment programs, small infrastructure support and head teacher/ teachers training. Identification of At Risk Children (children at risk of being dropped out) completed in 100 schools
- Training workshops organized for sixty six school formal school teachers in Kasur
- School based budgeting: Annual School development plans of 4000+ government schools completed.
- District Education Plans reviewed/ developed and printed for Kasur and Sheikhpura. Implementation support being extended to District Education Department in Kasur
- District Education Planning Guide printed and is being disseminated
- District Education Planning process initiated in 6 districts in Punjab: Muzaffargarh, Lodhran, Jhang, Multan, Hafizabad, Rajanpur

3.3.11. Special Education⁶ an Overview and Initiatives

The movement for revitalization of services for the disabled person, provision of facilities and participation of disabled persons in public activities in Pakistan started with International Year for the Disabled Persons in 1981, followed by the decade of Disabled Persons, ended in 1992. The movement created mass awareness among the public in general and disabled in particular. Disabled persons Employment & Rehabilitation Ordinance was enacted in 1981 which inter alia made it mandatory to employ 2% disabled persons. Besides, the Ordinance also ensures provision of all round welfare and rehabilitation services for the disabled. Innumerable projects and services have come up during this period. The Directorate General of Special Education established by the Government of Pakistan in 1985 specifically for the development of facilities for disabled persons played a significant role. The delivery of welfare services is essentially provided through the following agencies:-

1. Federal and Provincial governments through their annual development programme for welfare, education, training and rehabilitation services.
2. National and Provincial Councils for Rehabilitation of Disabled Persons.
3. District Government Departments of Education, Social Welfare and Special Education.
4. Non-government Organizations
5. Pakistan Bait-ul-Mal.
6. National Trust for Disabled.

Major Initiatives taken by the Government in the Field of Special Education:

The Government has taken up the following initiatives in the field of Special Education:

- Government has approved the National Policy for persons with disabilities 2002. Preparation of National Plan of Action for implementation of various policy issues is in

⁶ Inputs for this section have been obtained from the Ministry of Women Development Social Welfare & Special Education.

process in collaboration with line Ministers/Divisions/Departments and NGOs and International Agencies viz World Bank.

- Amendment has been proposed in the disabled persons (Employment & Rehabilitation Ordinance, 1981. the emended draft bill is in process with Cabinet for approval. The National Council for Rehabilitation of Disabled Persons is the focal agency for his implementation.
- Institution of Inclusive Education System for Persons with Disabilities to achieve the goal of mainstreaming of disabled persons in the process. Accordingly, a pilot project titled “Integrated Education of Children with Disabilities” in the selected schools of normal education at Federal/Provincial Government level approved by MoWD is under implementation in co-ordination with UNESCO expertise etc.
- As per Directives of adviser to the P.M./In-charge MoWDSW&SE declaration of various cities of Pakistan as “Disability Friendly Cities” for making certain structural etc. reforms for easy accessible approach of disabled persons towards public and private places/Departments is in progress. Accordingly, Islamabad and Lahore have already been declared as disability friendly cities by involving District Governments for playing pivotal role in this concerned.
- A park for disabled persons for their recreational/sports activities is under construction at Fatima Jinnah Park, F-9, Islamabad. Efforts to organize such parks for the disabled at other cities of Pakistan will also be made subject to available of resources.
- A model hostel facility has been started in the National Special Education Center for Hearing Impaired Children, Islamabad in collaboration with prominent NGO named BOUBARA Foundation International.
- Efforts are being made to provide Zakat assistance to the mustahiq-e-Zakat students enrolled at special education centers.
- A number of new development schemes are being initiated, which shall cater to the needs of the persons with disabilities throughout the country.
- Financial assistance to NGOs working for education, training and rehabilitation of disabled persons for expansion of Special Education activities at grass roots level.
- Human resource development in Special Education field through National Institute of Special Education at Allama Iqbal Open University, Karachi University and Punjab University (M.A. Special Education/Ph.D. in Special Education).
- Organization of workshops/symposia and campaigns etc. at regional /national level for creation of mass awareness /advocacy for the rights and special needs of disabled persons.
- Socio-economic development /rehabilitation of disabled persons through various programs.

3.3.12. Introduction of Technical & Vocational Stream at Secondary Level.

3.12.1. Rational:

Pakistan inherited a very narrow technical and vocational education base. To expose students to the world of work and develop skill in employable trends, a stream of Matric (Tech) parallel to Science and Humanities Group, has been introduced in Secondary School. The Scheme of Studies has already been reviewed to accommodate technical subjects without diluting the contents of the relevant Science Subjects.

3.12.2. Objective:

The basic objective of the scheme is the integration of schooling with the labour market – skilled for the youth. Under this scheme, skill development is being integrated with the general stream of Education in 1200 Secondary Schools, an option for those who consider Secondary Level education as a terminal stage.

3.12.3. Implementation Programs:

An amount of Rs. 622.37 million has been provided by the Federal Government to provincial/Area Governments in 2002-2003. The distribution of the amount is as under.

(Rs. in Million)

Name of the Scheme.	Punjab	Sindh	NWFP	Baloch-istan.	FATA	AJK	FANA	ICT
Introduction of Technical Stream.	225.703	114.690	121.255	98.356	18.838	11.70	8.919	15.176

Selection of the Secondary School by the District Governments for the introduction of Technical Stream is based on the (1) space availability for the workshop, (2) selection of trades area and gender specific, (3) appointment of the staff on contract basis, and (4) linkages with the local industry.

The implementation indicates that 434 workshops have so far been constructed throughout the country, which are as under:

(Rs. in Millions)

Item No. 1	Punjab	Sindh	NWFP	Baloch-istan	FATA	FANA	AJK	ICT	Total
Construction of the Workshop	253	52	32	89	3	0	5	7	441

The progress made so far is encouraging. However, non-availability of fund during 2003-2004 has led to a slow execution of the Programme by provincial/Area Governments. Efforts are being made to operationalise these workshops by providing necessary equipment and teachers. Strength of teachers for Matric Technical Stream is evident due to non-availability of qualified technical teachers. National Institute of Science & Technological Education has been mandated to develop instructions modules for teachers and develop curricula for 34 trades. Substantive progress has been made in this regard.

3.12.4. Issues:

- In-adequate financial
- Lack of industry-institution liaison
- There is an acute shortage of technical material as private publishers are not attracted because of low clientele and economic viability.
- Inadequate and poorly trained faculties, poorly equipped and maintained workshop and inadequate administration infrastructure resulting low internal efficiency.

3.3.13. Revamping of Science Education at Secondary/Higher Secondary Schoolslevel.

Science Education at Secondary and Higher Secondary level is an important area, which has great importance being the gateway to professional and higher education. Provincial Governments, and Ministry of Education has been making efforts for qualitative expansion and qualitative improvement for Science Education in the country. But the facilities for teaching science are not up to the mark. Out of about 9200 Secondary and Higher Secondary Schools in the country, only 35% have adequately equipped laboratories or there are not laboratories for teaching science. Federal Government has therefore, planned to construct new science labs in about 3000 schools during 2001-2011 in phases manner through ESR Program. It also envisages provision of additional equipment to about 5000 institutions where the labs are deficient in equipment. A project proposal for the same at a capital cost of Rs. 3408.875 million (US \$ 56.82 million) has been developed. The competent forum on 6-01-2003 has granted concept clearance of Project.

Under the first phase of “Revamping of Science Education at Secondary Schools Level” during 2001-2004 it is estimated that a capital cost of RS. 1062.50 million about 1000 labs. will be constructed and equipped with necessary equipment and consumables while 1250 schools/higher secondary schools will be provided additional science equipment to make up their deficiencies.

All the four provinces and Federal Agencies i.e. FATA, FANA, AJ&K including Federal Area (ICT) will develop projects based on district wise requirements of Science labs, equipment and consumables in their schools. They will get the PC-Is approved their respective forums.

For the first phase of the project during 2001-2003 Rs. 325.777 million were allocated which stand released to the provinces/agencies as under:

Rs. in million

S#	Province/Agency	Amount Released
1	Punjab	Rs. 151.791
2	Sindh	Rs. 62.263
3	NWFP	Rs. 50.938
4	Balochistan	Rs. 28.207
5	FANA	Rs. 4.484
6	ICT	Rs. 6.258
7	FATA	Rs. 12.257
8	AJ&K	Rs. 9.579
	Total	Rs. 325.777

The province have accordingly allocated the funds to the district for its utilization on need basis. 58% utilization of this amount has been reported by the Provincial/Area Governments.

The progress reported by Provincial/Area Governments are as under:

Rs. in million

S#	Province/Agency	Construction of Science Labs. (#)
1	Punjab	192
2	Sindh	86
3	NWFP	212
4	Balochistan	22
5	FANA	14
6	ICT	75
7	FATA	11
	Total	612

Six hundred twelve workshops have been completed. These need to be operationalised and made functional so that investment made in the program may not go in waste.

3.3.14. Higher Education

3.14.1 Objective:

Strengthening Higher Education and Research in Pakistan

3.14.2. Targets:

- Increasing access to higher education from 2.6% to 5%
- Increasing enrolment from 100,000 to 200,000 students
- Private sector to raise its share of enrolment to 40% of the total.
- Increasing allocation from 0.39% to 1% of GDP
- Increasing allocation for research through an Endowment Fund
- Shift from Humanities to Science & Technology from current 70:30 ratio to 50:50
- Up gradation of social sciences programs and staff development accordingly
- Introducing IT Education in all public universities.
- Introducing a one year honors course after Bachelor's Degree and/or a three year Master's Program

3.14.3. Achievements:

- Expansion from 48 Universities in 1999 to 77 in 2002, includes 35 public sector universities.
- Rs.1 billion spent on shift from Humanities to S&T in higher education
- Rs.1 billion Endowment Fund for promotion of research, for Engineering Universities
- IT Education facilities provided to 27 universities.
- An Ordinance on Higher Education Commission (HEC) has been promulgated and HEC established
- Model University Ordinance approved for better governance and management of Public Sector Universities
- Virtual University established.

3.3.15. Quality

Quality is multidimensional and comprises areas of curriculum renewal and up-gradation, professional development of pedagogues and managers, assessment and evaluation, supervision and support for meeting agreed standards. Quality is the sixth thrust area of ESR and it underpins all levels of education.

3.15.1. Curriculum Development

The curriculum is modernized in a way that it is very much equivalent to those of the developed world in content and approach. It encourages to be critical of things in the context of our own culture, society and Islamic heritage reflected in the code of personal and social life. The curriculum is designed in a way that it will inculcate the feelings of national integrity, cohesion, universal brotherhood and self-reliance and also the sense of patronizing behavior patterns of national character.

3.15.2. Scheme of studies:

The following stream / groups have been introduced in the National Scheme of Studies:

- i) Technical and Vocational stream at secondary level.
- ii) Dars-i-Nizami Group at Secondary and Higher Secondary levels to bridge the gap between Madrasa Education and the Formal Education Systems in Pakistan.
- iii) Computer Science Elective / Optional subject for humanities group at higher secondary level.

3.15.3. Curriculum Development:

The National Curriculum has been revised / updated in the following subjects:

- i) The National Curriculum in the subjects of Physics, Chemistry, Biology, Computer Science for classes IX-X and XI-XII (8 titles).
- ii) The National Curriculum in General Science and Mathematics for classes 1 through X (6 titles).
- iii) The National Curriculum in Mathematics and Statistics for classes XI-XII (2 titles).
- iv) The National Curriculum in Early Childhood Education (ECE) English and Urdu Versions (2 titles).
- v) The National Curriculum in Languages and Social Sciences for classes 1 through XII (41 titles).
- vi) The National Curriculum in Arabic for classes VI-VIII.

3.15.4. Textbook/Teaching Learning Material Development:

The following material have been developed:

- i) Teacher's Guide out-lines, based on newly developed textbooks of Diploma in Education.
- ii) Four Textbooks of Diploma in Education namely Teaching of Home Economics, Teaching of Mathematics, Teaching of Agriculture, Teaching of Science.

- iii) The textbook in Arabic for classes VI-VIII have been developed and sent to Islamic Ideology Council and Education Departments for comments.

3.15.5. Review of the Textbooks:

The following textbooks developed by public / private sectors were reviewed / approved under the deregulation policy of printing of textbooks.

- i) 10 titles of textbooks in Science and Mathematics developed by Punjab Textbook Board.
- ii) 4 titles: General Science, Mathematics, Urdu, Social Studies developed by AJK Government.
- iii) 4 titles: English textbooks and teacher guides for class III & IV developed by Northern Education Department.
- iv) The textbooks on English, Urdu, Social Studies, Mathematics and Agro-tech for classes VI-VIII developed by Middle School project.

3.15.6. Staff Development:

- i) Launched Diploma in Education (12+ 1 1/2 years), replacing one year PTC/CT course.
- ii) 6 months bridging courses for in-service teachers to bring PTC, CT teachers at par with Diploma holders.
- iii) For sustainability of quality components with reference to teacher education at Elementary (Primary + Middle) School level. Newly established PITEs have been transferred to recurring budget on regular basis.
- iv) Trained more than one thousand Master Trainers for teaching of Islamiyat and the Holy Quraan with translation.
- v) Trained 550 Master Teachers of Deeni Madaris in Economics, English, Pakistan Studies and Computer Science.
- vi) Under the ESR, 3,46,937 teachers have been trained during 2001-03.

Devolution has led to an institutional disconnect for quality interventions as all decision making lies with the provincial apex training body whilst the training institutions are in the districts.

- a. Quality is the domain of provinces and brick and mortar or work pertaining to rehabilitation and construction is with the district governments.
- b. There are urgent needs for local or district level teacher education programs to meet the needs of primary, middle, secondary and colleges. These cannot be met as decisions to respond to local training needs has to be referred to provincial headquarters.
- c. The institutional provision for professional development varies from province to province with weak financial planning, project driven and low resource provision.
- d. No standard accreditation process at the provincial and/or national level
- e. Service structure is not unified.

3.3.16. Establishment of National Education Assessment System (NEAS)

The Government's Education Policies (1992 and 1998-2010) and the Education Sector Reforms (ESR) Action Plan 2001-02 - 2005-06 recognize the fact that quality of education is an important contributory factor in national development. The monitoring of learning achievements of students is, therefore, one of the key components to assess and to improve the quality of education. National Education Assessment System (NEAS) is one of the key programmes of the ESR under Quality Assurance agenda of the Government. The programme would develop national capacity for monitoring the learning achievements of elementary level students in order to improve the quality of services (curriculum, textual material, teachers' delivery, policy formulation, etc) in the education sector.

The basic objective of NEAS is to establish a system of student assessment in the Ministry of Education and to develop national capacity for conducting assessments periodically to monitor student achievement. A small project on Immediate Requirements costing Rs.10.807 million for a period of 16 months (March 2002 to June 2003) was approved by DDWP and is under implementation through funds allocated under ESR programme. However, since the objective cannot be achieved in a short span of 16 months, a 5 year project has been prepared for making national assessment a permanent feature of the education system even after the project period. Shifting of NEAS expenditures from the development to the non-development budget from July 2007 onwards would also be financially more viable.

NEAS forms part of the Quality Assurance component of the ESR Action Plan. An amount of Rs.1.500 million was released for NEAS through ESR funding in PSDP 2001-2002. An allocation of Rs.50 million has been made in PSDP 2002-2003 for NEAS project. The Provinces and Areas have also prepared their own PC-Is costing in total 137.068 million to be funded through Quality Assurance component of ESR funds.

Specifically, the objectives of the project are:

- i) to institutionalize a monitoring system which permits and encourages continuing educational improvement at the elementary level;
- ii) to develop institutional capacity for test development, test administration, statistical analysis and report writing targeted at stakeholders, capacity development;
- iii) to establish a baseline of student achievement and develop institutional capacity to conduct periodic assessments for obtaining monitoring indicators;
- iv) to analyze student performance with reference to variation in instructional context, student background and other factors affecting student achievement in order to identify the effectiveness of educational inputs and interventions;
- v) to identify strong and weak areas of student learning with reference to the curriculum and target competencies, for appropriate action;
- vi) to assess performance of teachers and educational institutions by relating it to the learning achievements of students;
- vii) to provide feedback to policy makers and frontline implementers to enable them to develop effective strategies and action plans for improving the quality of education;

- viii) to inform parents, community members and other stakeholders about quality of education;
- ix) to establish professional linkages with relevant national and international institutions; and
- x) to promote uniformity of academic standards in accordance with national and international institutions.

At the Federal level, the CW would develop its capacity for leading and coordinating the Provincial and Area assessment initiatives through joint planning/phasing of activities, national level training and integrating Provincial/Area assessment data into a national profile. At the Federal level, NEAS would also support the implementation of assessment activities in ICT. The project would have the following specific components:

- i) Establishment of NEAS Units in the CW (MOE) with assessment professionals, support staff and facilities: office space, equipment, supplies and maintenance.
- ii) Implementation of an intensive short-term and long-term training programme to develop sustainable assessment skills in federal, provincial and area professional.
- iii) Identification of one or more institution in Pakistan to institutionalize an indigenous capacity building capability and development of professional linkages with institutions which have assessment expertise – nationally, regionally and internationally, particularly in the early years of the project to develop institutional capacity.
- iv) Coordination of and support to provincial/area assessment activities to develop an integrated national assessment system.
- v) Establishment of student achievement benchmarks and conducting subsequent periodic assessments, including data on background variables of the ‘conditions of learning’ like teachers, head teachers and school performance.
- vi) Piloting tests, administering tests on sample schools in ICT, provinces and areas, analysis, interpretation and dissemination of assessment information, findings and recommendations to stakeholders for improving the quality of education through strategic interventions.

3.16.1. Tehsil and District Teacher Resource Centres:

Improvement in the quality of education is the basic focus of the Education Sector Reforms. Training and support to quality education is an ever increasing demand at the grass-root level. The provision of District / Tehsil resource centers are the means, through decentralized infrastructure, for timely response to needs of the clientele i.e. teachers, head teachers, supervisors / learning coordinators and other district education managers. The main functions of the District and Tehsil or Sub-District Resource Centres are teacher training, monthly cluster meeting of teachers to discuss issues related to classroom activities and possibilities for continuous professional development of teachers. These resource centers provide a modality for involving teachers in the process of quality improvement. These resource centers can also provide forum for education managers and NGOs to work closely for school improvement programs including training of school management committees and PTAs. Under this program resource persons are to be trained and resource materials are to be developed for effective pedagogy. The TRC also acts as an information Centre, on NGOs, SMC/PTA training unit and EMIS / database linkage resource unit. These resources centers

have also been mandated to undertake a facility mapping and needs assessment of training within a catchment area as well as design programs for information dissemination and outreach.

The managements of the center rests with professionals ensuring the appropriate representation from Government, local Government, NGOs, and private sector

3.16.2. Professional Development and Teachers for Resource Centres:

Sindh: Under ESR 69 TRCs have been established by the District Governments' Departments of Education in high schools which have sufficient space for the facility. Although the TRCs are not under the jurisdiction of the Provincial Institute of Teachers Education (PITE), they work collaboratively for in-service teacher training in the province. Under USAID assisted ESRA program and the ADB assisted DEEP strengthening of TRCs is a core element which needs to be fully explored for synergies. Under the Sindh Primary Education Development Programme (SPEDP), 38 School Development Centres (SDCs) were set up in existing government schools in four districts of Sindh. Many of the SDCs have become dormant as there was no provision for recurrent expenses nor institutional measures were taken to connect these to schools, personnel and training institutions.

Punjab: There has been detailed planning on Tehsil resource centers under the University of Education for implementation of ESR. This has resulted in setting up of 223 TRCs at tehsil level in government secondary schools where there are three to four subject specialists available. Some of the previous Training Outposts have been converted to TRCs. Projects such as Universal Quality Primary Education (UQPE) (UNICEF/NORAD) in 6 districts and Addressing Child labor through Quality EFA (SCF –UK and DoL) are also supporting strengthening of cluster-based teacher training and TRCs. The Ali Institute of Education (AIE) Lahore has also set up 4 Training and Resource Centres (TARCs) through public-private partnership in divisional public and government schools

Balochistan: The ESR innovative program for setting up of TRCs has resulted in 13 Resource Centres in Teacher Training Institutions and also in High Schools where no GCET is available. The TRCs are being supported in target districts of USAID's program under ESRA. Under the Balochistan Primary Education Development (BPED) programme, there have been several innovative programmes such as the Mobile Female Teachers Training Units (MFITU) the Primary Education Quality Improvement Project (PEQIP), supported by

UNICEF and the government of Netherlands. The programme developed master trainers, supplementary reading materials, libraries, teaching aides and field based support to community teachers.

NWFP: Under the Primary Education Programme – Improvement of the Learning Environment (PEPILE) project focusing on quality, efforts have been undertaken to divide the province into zones for cluster based information and training opportunities for teachers/head teachers and LCs. A regular teacher in-service training programme has been designed for the new structures. It is increasingly implemented by the district departments of schools and literacy, and supervised by the competent provincial authorities.

- ★ The institutions in charge of teacher education are better able to assume their new administrative and (in a first step) professional duties.
- ★ A system of quality control and assessment of student achievement has been introduced in selected districts at local circle level.

3.16.3. Progress:

A sum of Rs.78.04 million has been provided to Provincial / Area Governments for the establishment of the Resource Centres and District/Tehsil level. The distribution of funds is as under:

(Rs. in Million)

Province / Area Government	Amount
Punjab	35.329
Sindh	14.605
NWFP	11.936
Balochistan	6.570
FATA	3.118
AJK	2.890
FANA	0.837
ICT	0.761

With the resources, Provincial / Area Governments have established the following resource centers at District / Tehsil level.

Province / Area Government	# of Resource Centers
Punjab	233
Sindh	69
NWFP	33
Balochistan	13
FANA	12
ICT	20
Total:	380

Capacity building is a core area in the post devolution phase, which is targeted to professional development of teachers, head teachers, field managers and planners. It exudes a robustness that raises hopes through these centers for continued capacity building of teachers,

headteachers, supervisors and PTC/SMCs at grass root level. The creation of the TRCs has provided a widened base for professional up-gradation of teachers. The approach to planning and management of Resource Centres demands professionalism, additional recurrent non-salary resources for their effective functioning. The resource centers at district level have yet to emerge as the fully empowered institutions with the required staffing, resources and outreach capability.

TRCs under Education Sector Reforms Action Plan 2001-02 - 2005-06

The Islamabad or ICT Model under the Federal Directorate of Education:

1. Teachers Resource Centres set up under ESR Action Plan 2001-02 - 2005-06 were established in existing High/Middle and Junior Model Schools where there were facilities available in the form of a spare room large enough to be used for training. Thus no physical additions or capital costs were required or incurred for TRCs.

2. The Head Teacher of the target school was designated as the Coordinator of the TRC. No extra remuneration was provided.

3. Each TRC was supplied with the following equipment and furniture to make the TRC functional.

Chairs	60
Tables	20
Display Board	01
Display Board with stand	01
Display Tables	03
Steel Almirah	02
Overhead Projector	01
Projection Screen	01
Spare Bulb for the OHP	01

TRCs Coordinators were provided with these along with necessary warranty and service letters of manufacturers for OHP.

4. To date each of the 20 TRCs set up in ICT have been heavily used for implementation of the training plan of the FDE and also for training under public private partnerships with NGOs and professional organizations.

3.3.17. Information Communications Technologies (ICT) Policy Initiative and Outreach Program

The formal ICT policy for education will rest on four fundamental strands: i. Promotion of rapid e-government and governance to improve data collection, education management and information systems at the micro and macro levels; ii. Encouraging optimum professional and pedagogic development; iii. Expanding IT literacy in sub-sectors of education and IT based classroom teaching practices; and iv. Undertake the above through partnerships across government, private sector and civil society for efficient, inclusive and maximum spread of ICTs. Whilst the ICT policy will be formally in place later this year concrete initiatives are already on the ground:

3.17.1. E-Government:

1. ON LINE COMPUTER LINKS, is a project funded by US AID linking Federal and Provincial Departments of Education in phase one and extending to districts in phase two for direct access to information and EMIS from districts and provinces for national consolidation.
2. A program has been launched to drastically improve the National Statistical Information Statistical System through UNESCO and European Union's support. Improved consistent data on key indicators for EFA must become a basis for enhanced G8 resource mobilization to meet the EFA and Millennium Development Goals specifically pertaining to universal completion rate at primary level and gender. This program will be heavily supported by ICTs.
3. Websites of Provincial Education Departments and the Ministry are already in place with robust information on policy, programs and budgets available to the public, which is updated regularly.
4. The Ministries of Education and Religious Affairs have been identified for the Government Of Pakistan's e-government implementation and we anxiously await the national initiative to build capacity of our personnel and transform our systems of information storage, retrieval and sharing.

3.17.2. Capacity building and pedagogy:

1. Training of 38,000 government teachers and master trainers was already completed by INTEL in 2003 and an additional 22,000 will be trained in 2004. This number shall be boosted by the recently negotiated MICROSOFT Partners in Learning (PIL) collaboration together with capacity building of education planners and managers across the country.
2. The Academy of Education Planning and Management (AEPAM) is also training district education managers from all over the country in basic ICT skills to create a basis for e-governance.
3. Development of online and CD Rom based courses in Science, English, Urdu and Maths is well underway through private sector initiatives in software.
4. Radio, video textbooks and education television programs with enhanced transmission time are also being promoted in existing and planned schemes.
5. All 208 teacher training institutions and a majority of the 350 Teacher Resource Centres across the country will be equipped with IT labs and networked for effective and efficient standardized professional development overcoming the constraints of the shortage of super trainers being available in multiple locations simultaneously.
6. *Allama Iqbal Open University (AIOU)* has already launched a major IT initiative supported by a wide area network for staff training and an online course for French language in collaboration with the Government of France. Many more online courses will be brought on board through AIOU and other teacher training institutions.

We hope to provide a dedicated portal for teachers and managers professional development and for education management systems.

In tertiary education a more vigorous and comprehensive IT driven regime is fully underway facilitated by the higher education reform program under the Higher Education Commission (HEC).

Community Learning Centres (CLCs) are being set up in government schools and community sites for *servicing the broader community and lifelong learners through NGOs, government (Balochistan) and corporate sector initiatives promoting IT literacy and other capacity building activities.*

3.18. Public-Private Partnership (PPP)

3.18.1. Introduction:

Starting in the mid-1990s, a major shift has occurred in the Government of Pakistan's (GoP) approach to the country's education sector. The government has officially recognized that the public sector on its own lacks all the necessary resources and expertise to effectively address and rectify low education indicators. Moreover, it has taken the bold step to assert and involve the private sector and civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan. In essence, the GoP sees its role shifting from being a mere provider to also acting as a facilitator and financier of the education sector in Pakistan.

Among other initiatives, the GoP has undertaken policy reforms and provided incentives for PPPs to flourish in the education sector.

3.18.2. The Government's Incentive Programme:

1.	Income Tax Exemption for teaching faculty and researchers are in place on a sliding scale whereby income greater than Rs. 1,000,000 receives a tax reduction of 5% all the way down to annual income of Rs. 60,000 receiving a tax reduction of 80%.
2.	Exemption of custom duties and other taxes on import of education equipment / material is granted to institutions which are recognized, aided or run by the government [SRO 362(I)/2000 dated 17/06/2000.
3.	Electricity and gas shall be provided on domestic tariff rates;
4.	Provision of land free or on concessional rates in rural areas. In urban areas, respective departments / organizations shall undertake appropriate zoning for educational institutions in residential areas;
5.	Provision of concessional financing for establishing rural schools through respective Education Foundations and credit through Khushali Bank and other such financial institutions.

Decisions were promptly sent forward to each of the provincial education departments, the Capital Development Authority (CDA), Water and Power Development Authority (WAPDA), Khushali Bank, Pakistan Poverty Alleviation Fund (PPAF) and the Federal Directorate of Education to be made aware of these concessions.

3.18.3. PPP Initiatives:**Government Initiatives:****1) Afternoon School System: Up-Gradation of Schools through Community Participation Project (CPP)**

With 6166 school upgraded (39% boys / 61% girls) through the program , Cost savings to the government as a result of the program are estimated to be Rs. 0.8 million per primary to elementary up-gradation, Rs. 1.5 million per elementary to high up-gradation and Rs. 2 million per high to higher secondary up-gradation.

The same initiative has been replicated in NWFP, but on a much smaller scale with just 150 institutions brought into the net.

2) Adopt-a-School / School Improvement Programme:

A second PPP scheme to revitalize low-performing school whereby NGOs / CSOs may contractually take over and manage government schools over a prescribed time-period through a Memorandum of Understanding (MoU) that sets the standards for the period (usually a minimum of three years) under which the school is under NGO-management. The Adopt-a-School program has resulted in over 1800 refurbished schools, better-trained teachers, the addition of libraries and IT-labs as well as increased enrolments, morale and attendance at public schools.

Successful models are being replicated throughout the country. Support from the Departments of Education to CSOs is not readily forthcoming and requires a great deal of time and persistence.

3) IT programs in Government Schools:

A third initiative implemented by the government is that of setting up of computer labs in government schools through inter-departmental and private sector mobilization. The IT Division is supporting 1100 computer labs with teachers. The government has entered into agreements with the private/civil society sector, resulting in provision of over 5000 IT labs in public schools at low user charges to cover running costs.

4) Capacity Building of School Management Committees (SMCs)/PTAs:

In many provinces capacity building of SMCs is being undertaken through PPP with government contracting out this service to NGOs who have effective outreach to communities, more organized materials and effective communications skills. Notable examples can be found in all provinces of Pakistan

The government sponsored autonomous agencies such as the Education Foundations have been lively contributors to PPP options.

5) **Education Foundation Programmes:**

As government agencies with a mandate to promote private sector participation in education, several of the education foundations have taken a leading role in developing innovative programs and collaborations. There are altogether six foundations including two in the NWFP to focus on school and college education. A great deal of restructuring has been undertaken and more is under process so that the Education Foundations can fully support and participate in the enabling environment for private sector options to meet the goals of ESR, EFA and PRSP.

Pakistan Centre for Philanthropy

The Pakistan Center for Philanthropy (PCP) is a non-profit support organisation with a mandate **to promote the volume and effectiveness of philanthropy for development in Pakistan**. Established in 2001, it brings together in its Board of Directors many years of experience and commitment by a group of eminent citizens, civil society representative and corporate leaders. The Centre does not engage in direct philanthropy; instead it strives to **facilitate philanthropic efforts** of others through support services. The Centre's efforts focus on mobilizing resources from the private sector, in particular the corporate sector to supplement government's poverty reduction agenda.

Against this backdrop PCP launched its initiative "PUBLIC PRIVATE PARTNERSHIPS - FACILITATING CORPORATE PHILANTHROPY FOR QUALITY EDUCATION". The project aims at creating linkages between the public sector primary, elementary and secondary education services, corporate philanthropists and nonprofit organizations. Historically the corporate sector has played a very significant role in the education sector in Pakistan's. However this is for the first time that the corporate sector's support is being recognised, studied and documented in a systematic manner by PCP under its PPPs initiative.

3.3.19. Madaris Reforms

Madaris reforms envisages introduction of formal education in 8000 Madaris, (Primary Education in 4000, Middle and Secondary Education in 3000, and Intermediate education in 1000 Madaris). Selection of madaris will be made in consultation with Provincial Governments including AJ&K, FATA, FANA and ICT. Madaris will be mainstreamed through provision of grants, salaries to teachers, cost of textbooks, teacher training and equipment. Formal subjects, English, Maths, Social /Pak Studies and General Science would be introduced at the Primary, Middle and Secondary levels while English, Economics, Pakistan Studies and Computer Science will be introduced at the Intermediate level.

Introduction of teaching of formal subjects is a part of the National Education Policy 1998-2010, Education Sector Reforms Action Plan 2001-02 - 2005-06 and Ten Year Perspective Plan 2001-2011. Apart from other measures of establishing new institutions, formal subjects will be introduced in madaris. The program will bridge the gap between formal education and madaris education system. Incentives to madaris have already been provided in 140 selected madaris at Secondary and 200 at intermediate level.

The Ministry of Education (Curriculum Wing) will be the focal place responsible for the implementation of the project. Federal Project Implementation Unit (FPIU) comprising one Project Director (B-19), one Deputy Director (B-18), one Project Coordinator (BPS-19), one Deputy Director (BPS-18), an Accounts Officer (BPS-17), one Data Processor/Assistant Programmer (BPS-16) and supporting staff will be established. FPIU will also act as Project Management Unit for Islamabad Capital Territory for which a separate Liaison Officer (BPS-17) will be appointed.

Provincial Governments will constitute Project Management Unit (PMU) comprising one Project Manager (BPS-19), one Monitoring Officer (BPS-18), an Account Officer (BPS-17), a Data Processor (BPS-16) and supporting staff with 2 vehicles for effective implementation of the project.

Since the number of madaris in FATA, Northern Area and AJ&K is relatively small, the task will be entrusted to the to the respective Area Governments, which will established Liaison Offices by appointing one Liaison Officer (BPS-17) with supporting staff who will report to and coordinate with FPIU for the purpose.

Monitoring and evaluation of the program would be done by FPIU, plus Liaison Offices and Provincial/Area Governments. For this purpose, they may utilize services of the Executive District Education Officer (EDEO) or assign this task to some other agency/organization considered appropriate. Quality of education in madaris will be checked through frequent visits. All PMUs and Liaison Offices would maintain the record of their respective provinces/areas and submit quarterly and annual implementation reports to the FPIU regularly.

For effective monitoring, the amount of Rs. 15 million provided in PC-1 will have to be increased to Rs. 25 million. Amount earmarked for the purpose may be transferred from FPIU to the Provincial/Area Governments for monitoring of activities envisaged in the project including academic audit to ensure quality in education. The project activities will be reviewed after one year the basis of quarterly and annual monitoring reports.

Steering Committees will be set up in each Province/Area on the pattern of National Steering Committee. Respective Secretaries, Education Department, may head these Steering Committees and include representation from Home and Planning Departments and also include such other Departments. Persons/organizations, as the Provincial/Area Governments concerned may consider necessary. The steering Committees will seek guidance from the National Steering Committee on policy issues.

3.3.20. Local Governance and Decentralization in Education

The Government views governance of education as extremely important for: (a) use of resources through effective and efficient management, (b) moving decision making processes as close to the source of action as possible; and (c) demand for increasing local level participation in choosing and managing education by the communities and children.

The Government is developing a responsive, participatory, and accountable system of educational governance and management by empowering the local governments and also engaging the civil society in the formulation, implementation and monitoring of strategies for

educational development. Future challenges to implement the ambitious ESR package comprises administrative decentralization, capacity building at national, provincial, and district levels to develop skills in planning, budgeting, implementing and supervision, working with teachers communities and district level managers, increased public spending on education and development of strong institutions of higher education and quality research.

The governance reforms in education in the provinces focus on: (i) transparent criteria for teachers recruitment; (ii) decentralizing the management of local schools to School Management Committees (SMCs) or Parent Teacher Associations (PTAs), or school councils which have already been initiated in some of the provinces and reaffirmation of their role in school management and in monitoring and curbing teachers' absenteeism; and (iii) developing transparent approach to targeting districts and students for scholarships for girls or boys; and formal contract between the provincial and district governments for transfer of additional resources for education. Model partnership terms have been developed under Punjab Education Sector Reforms Programme and these are being supplemented through restructuring of School Councils and SMCs in Punjab and Sindh for enhanced authority with accountability.

There is increasing trend towards district based planning as valuable capacity building exercise engaging multiple district partners in comprehensive education target setting and identification of potential resources. District EFA Plans have been developed up to 2015 in almost 50 districts, whilst medium term District Education Plans have been undertaken in over 25 districts of the country.

The Project GoodGEM (Good Governance and Effective Management) was launched under ESR's initiative for Good Governance and Effective Management in Education under the new system of Devolution of Power (DoP). The Project aims at enhancing the capacity building of district managers identify needs assessment; develop self-learning modules and job manuals for master-trainers and head-teachers for effective management and administration.

Major objectives are:

- To assess need of capacity building of Pakistan education by conducting research study.
- To develop training modules based on assessed needs and from material developed in various provinces.
- To develop training programmes for district level managers to facilitate Devolution of Power.
- To establish linkages with institutions of national and international repute.
- To establish ways and means for developing effective linkages between educational institutions and community i.e. PTAs and SMCs roles, etc.

* * * * *

Chapter # 4

**EDUCATION FOR ALL (EFA)
PLANS, PROGRESS AND PROSPECTS**

Education for All (EFA) Plans, Progress and Prospects

4.1 Background / Introduction:

EFA National Plan of Action (NPA) has been developed through broad-based consultations with principal actors of EFA and all stakeholders. Education Sector Reforms (2001-02 - 2005-06) aimed at the development of education sector as a whole with a special focus on EFA goals, served as foundation of the NPA. Allocations of Rs.1.574 Billion with additional Rs. 2.00 Billion in the current financial year for ESR implementation over and above the regular budget, despite economic difficulties, is a clear expression of political will and government commitment to Education For All.

The planning framework of National Plan of Action (NPA) are the six EFA goals as stated in the Dakar Framework For Action. The main objectives of NPA interalia are (I) to reach the disadvantaged population groups in rural and urban areas with emphasis on girls and women, (II) to promote community participation and ownership of basic education programs at the grassroots, and (III) to improve relevance and quality of basic education through enhancing learning achievements of the children, youth and adults. The sector-wide order of priorities of the plan are Primary Education, Adult Literacy and Early Childhood Education.

Separate plan for each EFA sector/area is developed and integrated into a consolidated plan. Each plan covers three main aspects/components of project cycle i.e. planning, implementation and monitoring/ evaluation. The NPA has been developed within a sustainable and well-integrated sector framework clearly linked to poverty alleviation and development strategies. It aims at forging a link between basic education and skills development.

4.2 National EFA Plan Goals and Targets

Population projections of the National Institute of Population Studies quote the population of primary age group (5-9) to be 17.9 million. This number may rise to 19.6 million in 2005 and remaining almost constant for few years, will decline to 17.5 million in the last year of the plan. Net participation rate will increase from the existing 66 % to 100 % by the last year of the plan. UPE target for males would be achieved by the year 2010 and in case of females by 2015. Additional year-wise enrolment target of 0.4; 0.7; 0.9; 0.9 and 0.7 million for the first 5 years of the plan have been fixed. 8250 new primary schools will be constructed to accommodate the above additional enrolment. Physical facilities of 100,000 primary schools will be upgraded along with introduction of double shifts (2006-2010) and (2011-2015) in existing primary schools and opening of new primary schools in private sector. During the 2nd and 3rd phase of the plan more schools in public sector may not be needed. However up-gradation of primary schools to middle level would be regular feature of the plan.

Population of 10 + age group is likely to increase from the existing 101 million to 146 million by the end of the plan (2015). Literacy rate is planned to increase from existing 49% to 86% in next 15 years. Around 81 million population of 10+ age group will become literate

during the plan period (2000-15). The innovative approaches and programs should be initiated to meet the targets.

Early Childhood Education is the third priority of NPA. The benchmark population of 3-5 year age group is 8.1 million. It may continuously decline due to reduced population growth rate. By the end of the Plan (2015), it may drop to 7.2 million. The plan has to provide ECE to at least half of the said age group population raising the net participation rate from existing 25 % to 50 % by 2015. To accommodate these children, around 2500 ECE centers/classes in the selected primary schools in public sector and 1500 centers in private sector will be opened during each year of the Plan (kindly reword this statement as there is no evidence on this in the public sector and anecdotal estimates only in private sector).

Quality improvement and school effectiveness are the key elements of the Plan. The main quality inputs interalia, include reforms in curricula (focusing on basic learning needs of child, youth, adolescent and adult) textbook development and teachers training literacy curriculum. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) will be introduced. Besides, pre-primary education (ECE), programs will be initiated as part of efforts to improve achievement of pupils at primary education level.

Sector-wide estimated cost will be Rs. 202 Billion for Primary Education, Rs. 180 Billion for Adult Literacy and Rs. 48 Billion for ECE. The total cost worked out to be Rs.430 Billion. Out of it Rs. 178 Billion is estimated to be provided through the country's own resources and the gap of Rs. 252 Billion may be provided by international development partners, bilateral and multilateral agencies as per Dakar commitment.

4.3 EFA Planning and Capacity Building:

It was strongly felt that capacity building of provinces and districts is one of the urgent needs for EFA planning, implementation and monitoring/evaluation particularly for district base planning and management under the new system and structure. In order to fulfill this need following measures have been undertaken:

4.3.1 EFA Planning and Capacity Building at Provincial Level:

In order build the capacity of provinces and prepare provincial EFA plans of action following actions have been completed.

- ◇ Orientation/awareness workshops/meetings were held in all the four provinces and federating units in the first instance.
- ◇ EFA communication and media campaign launched for awareness creation and mobilization of resources.
- ◇ A national training/capacity building workshop on Education for All was held in Islamabad with an objective to train master trainers for training of EDO Education, EDO Literacy, Nazims and other concerned. The said workshop was held in Islamabad on July 2003. The participants of the workshop were drawn from the provinces and federating units. Group of master trainers from the respective province

/ federating unit, by applying the skills and competencies imparted during the workshop prepared draft plan in all the three areas of EFA i.e. Primary Education, Adult Literacy and Early Childhood Education for respective province / area. Finally the participants were given training to write/describe the plan. Through this training the master trainers not only learned theoretical concepts and fundamentals of planning but also prepared draft plans and described / wrote the plans. It was termed as one of the most successful and effective workshop on EFA Planning.

- ◇ Master trainers trained in National Capacity Building Workshop were assigned the task of training/capacity building of provincial and district planners, managers and other concerned. Furthermore, to improve the provincial/federating unit draft plans prepared in National Workshop in consultation with Province and districts, a series of training workshops were held at provincial headquarters.
- ◇ **All the four provinces i.e. Punjab, Sindh, NWFP and Balochistan have prepared the EFA plans in consultation with provincial EFA forums, Provincial Education Department and other concerned.**
- ◇ As a next step these plans will be discussed in the respective provincial assemblies, finalized and launched.

4.3.2 District EFA Plans:

Subsequently training workshops for preparation of district EFA plans were held in the provinces to train the district officials and other concerned in EFA planning, monitoring and evaluation. This programme was started in August 2003 and completed in October 2003. In N.W.F.P province, two such workshops were conducted at Peshawar covering 12 districts in first workshop and remaining 12 districts in the second workshop. In Punjab province, three different workshops were conducted at Lahore, Rawalpindi/Islamabad and Multan covering all the 34 districts. For Sindh province also three workshops were conducted at Hyderabad, Karachi and Sukkur, whereas for Balochistan province only one workshop was conducted at Quetta. The participants/trainees of these workshops were Executive District Officers Education and Executive District Officers Literacy, nazims, NGOs representatives and other concerned. Draft district EFA plans were prepared by the participants of the respective districts under the guidance of training team. **The participants were given the task to finalize the plan in consultation with district EFA forums and other concerned. At present, 20 districts of Punjab, all the 16 districts of Sindh, all the 24 districts of NWFP, all the 5 districts of FANA, all the 7 districts of AJK and 4 districts of Balochistan have prepared the draft EFA plans.** These plans may be discussed and approved by the district assembly and district nazim, for full-scale implementation.

4.3.3 Sub-district / Tehsil Level EFA Planning:

Ministry of Education adopted a different approach i.e. “bottom up EFA planning approach” in district Chakwal (Model District). In the said district after giving orientation and training, data/statistics and other related information on EFA were collected from the households, educational institutions, NGOs and private sector. These statistics pertain to the core indicators of primary education; adult literacy and early childhood education in terms of population, enrolment, out of school children, illiterates, causes and factors of low participation rate and dropout etc. etc. Based on the data/statistics so collected sub-district /

tehsil EFA plans of all the three tehsils of district Chakwal i.e. tehsil Chakwal, tehsil Choasaiden Shah and Talagang have been prepared in consultation with tehsil EFA forum, councilors, nazims and other concerned. These plans will be discussed and approved by respective tehsil assembly before the same are launched for implementation.

4.3.4 Union Council Level EFA Planning:

As mentioned above we have successfully completed union council EFA planning exercise, through the bottom up approach. **Union council EFA Plans of all the sixty-eight union councils of district Chakwal have been prepared in consultation with union councilors and union nazims.** These plans are based on the actual data/facts and figures collected from the households and institutions.

These union council, tehsil and district Chakwal Model Plans will be shared with other districts of the county to be adopted as model district planning approach

4.3.5 EFA Forums and EFA Units Established:

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

To achieve EFA goals and targets, EFA Forums at national, provincial, district and local levels have been established. The EFA Forum is a representative body of the Government, Civil Society, Private Schools, Deeni Madaris, Media, Support Organizations and Communities. The functions of EFA Forum interalia include: Coordination, Awareness Raising, Planning, Collection and Dissemination of Information, Monitoring, Resource Mobilization, Political Support, Capacity Building etc.

4.3.6 International Development Partners EFA Forum:

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

EFA units at national, provincial and district levels will provide a platform to the respective forum for effective coordination and monitoring/evaluation of EFA activities and programmes at respective level.

4.4. Implementation Status:

4.4.1 Primary Education

In EFA Primary Education has been assigned top priority. Universalization of Primary Education (UPE) in terms of universal enrolment/access; universal retention/completion and universal achievement latest by 2010 in case of boys and 2015 in case of girls is the avowed goal and target of national, provincial and district EFA plans.

New programmes and actions initiated to achieve the UPE target interalia include; opening of primary schools; both formal and non-formal establishment of community primary schools in FATA, FANA, AJK and ICT; rehabilitation of existing primary schools; provision of missing facilities in existing schools; provision of incentives to deserving children in the form of free text-books, uniform, stipends, food and nutrition etc; enrolment drive launched by provincial education departments, National Commission for Human Development, International Development Partners, NGOs and INGOs; UPE programme launched by UNICEF in twenty selected districts focusing on girls enrolment; and enactment and enforcement of Compulsory Primary Education Act in phased manner.

Punjab Education Department under Punjab ESR Program (PESRP) has taken a major step towards UPE by initiating a 3-year programme for educational development at a total cost of 21.7 billion rupees with current year allocation of 7.2 billion. Major part of this budget will be spent on primary education for provision of missing facilities, provision of free text-books, stipends to girls, restructuring of Punjab Education Foundation, teachers training, capacity building and activation of school councils, awareness campaign; and strengthening of EMIS.

The target of 73% net participation rate under ESR/EFA plan of action for primary education was set. Achievement in terms of net participation rate could not be assessed due to non-availability of data/statistics. However, gross enrolment at primary level (I-V) is estimated to be 83%.

Declining population growth rate; high intake rate in grade I; increased enrolment in primary classes (I-V); reduced dropout rate (from 50% to 35%); increased allocations for primary education (more than 50% budget of education sector is allocated for primary education); and adequate infrastructure (around 200,000 institutions including Formal Primary Schools, Masjid Maktab Schools, Primary Sections of Middle and Secondary Schools. Deeni Madaris, Private Sector Schools and Non-formal Basic Education Schools cater to the needs of primary age group children) are the achievements and strengths of Primary Education in Pakistan. Whereas, a large number of out of school (more than 6 million) children; gender and area disparities; lack of effective community participation; deteriorating quality of education and shortage of required funds are some of the lackings and weaknesses of the system which need to be addressed on priority basis.

4.4.2 Adult Literacy:

In literacy 10,000 Adult Literacy Centers in public sector and more than 2000 in private sector against the target of 270,000 during the period 2001-3 could be opened. Literacy rate could be enhanced to 51.6% against the target of 56% during this period.

The shortfall was mainly due to non-availability of the required resources by the international Development Partners, Federal, Provincial and District Governments. Secondly, implementation of ESR was delayed for one year and started in the year 2002 instead of 2001.

In adult literacy a number of programmes and projects with the main focus on female literacy have been initiated both in public and private sectors. These programmes inter alia include; opening of adult literacy centers in public sector; skill development project recently initiated; 10-year United Nations Literacy Decade (UNLD) programme sponsored by UNESCO and JICA; National Commission for Human Development (NCHD) literacy programme launched in the selected districts of the country; literacy campaign started in collaboration with USAID/ESRA; the project on “Addressing Child Labour Through Quality Education for All” sponsored by US department of labour, managed by Save the Children UK and being implemented by SUDHAAR/ITA; and programme and projects being implemented by number of other NGOs. Besides that, Punjab literacy and Non-formal Education Department has initiated a programme for total literacy in four selected districts of Punjab.

The above mentioned initiatives in literacy; plus declining population growth rate (reduced from 3% in 1991 to 2.1% in 2003); and increasing participation rate at primary level has resulted in considerable increase (2.2% against 1.1% per year average increase from 1981 – 1998) in literacy. At present (2003-4) the adult literacy rate is estimated to be 54% (male 66%: female 42%)

Consequent upon that the targets of adult literacy rate for ESR first phase (upto 2005-06) are revised to 58% (male 69%: female 47%) against 60% previously targeted. The current projection is based on actual evidence at present and may be revised upwards if implementation in 2004-2005 is seen to be more robust on account of government, NCHD, US AID, and JICA funded initiatives in literacy. The backlog of 264,000 literacy centers will be adjusted accordingly during the remaining period of 1st, 2nd and 3rd phases of EFA Plan of Action spread evenly across the period 2004/5 to 2014.

4.4.3 Early Childhood Education (ECE):

Early Childhood Education is one of the priority areas of education for all. Some of the major Programmes on ECE launched in Pakistan are as follows:

- In the public sector primary schools, especially in rural areas, children below 5 years of age do attend the schools informally, and learn basic concepts of literacy and numeracy.
- In private sector schools, especially schools run on commercial basis, pre-primary education is well organized, being an essential part of primary education. Almost all such schools arrange pre-primary education in the form of Nursery, Pre-nursery or Kindergarten KG-I, KG-II classes.
- Day Care Centers and Nurseries have also been opened by the Social Welfare Department, for children of working mothers.
- The Ministry of Education under ESR has promoted ECE as an innovative program in the provinces. Under this initiative 450 ECE classes were set up with a view that these may be mainstreamed by the respective provinces once their efficacy was established. Support for ECE has been mobilized from donors such as US AID, UNICEF, and the Asian Development Bank (ADB).

- ❑ Child friendly School Project has been launched by Federal Directorate of Education in Islamabad, Chakwal and six other districts in Punjab covering 200 schools in collaboration with UNICEF.
- ❑ The Aga Khan Foundation Pakistan with the support from US-AID has initiated a pilot programme of early childhood education (ECE) in the province of Sindh and Balochistan. ECE programme entitled “Releasing Confidence and Creativity: Building Sound Foundations for Early Learning in Pakistan” is being implemented in 100 government schools in Sindh and Balochistan. The Sindh Education Foundation (SEF) has been given the role of documentation and research of the program to capture the impact on early years on learning, parental and teachers engagement.
- ❑ Children Resource International (CRI) is also implementing ECE in another 100 schools across public sector and non-elite private sector.
- ❑ The Teachers Resource Center (TRC) which has developed the national ECE curriculum has been engaged to provide support to all partners in various areas especially in teachers’ training and classroom material development and dissemination of ‘taleemi bastas’ of learning kits for ECE and early primary years.

EMIS data indicates that Pre-primary age group gross enrolment in public sector was 2.97 (male 1.67: female 1.30) million in 2001-02. Since, private sector ECE data is not available therefore adding to it 50% of private sector enrolment (as is the present ratio between public and private sector in Primary education I-V) the gross enrolment comes out to be 4.5 million which is 57% of the ECE age group population of 7.9 million in 2002. It shows that we have achieved the NPA target of 27.5% net participation rate of ECE in 2002.

* * * * *

Chapter # 5

ESR & Poverty Reduction Strategy Paper (PRSP)

ESR & Poverty Reduction Strategy (PRSP)

The new millennium commenced with a worrying note for Pakistan's economy. The incidence of poverty had increased from 26.1 percent in 1990-91 to 32.1 percent in 2000-01 reversing the trend in the 1970's and the 1980's. The 1990's witnessed a slow down in economic growth, decline in private and public investment, increase in fiscal and current account deficits and rapid debt accumulation.

The adverse economic outcomes pointed to the urgent need for addressing the structural flaws in the economy and to arrest the deterioration in economic trends. In November 2000, government adopted a strategy to reduce poverty and restore economic stability. The strategy was articulated in the Poverty Reduction Strategy Paper (PRSP). The core elements of the IPRSP were to engender growth, improve human development and governance and reduce the vulnerability of the poor to shocks.

Noticeable progress has been achieved over the last three years in attaining macro economic stability and revival of economic growth. Political devolution has progressed rapidly, domestic and external debt has declined and progress has been made in strengthening poverty monitoring. Continued broadening and deepening of reform on several fronts will ensure that growth translates into improved poverty and human development outcomes. The PRSP is a concerted effort aimed to pooling poverty reduction efforts at the federal, provincial, and district levels, across various ministries, departments, and divisions, to ensure realization of desired outcomes by focusing on key success drivers.

The full PRSP addresses important gaps in the poverty reduction strategy identified in the IPRSP. The PRSP now articulates a more comprehensive strategy including policies for rural development, gender issues, employment and the environment. In addition, the full PRSP now includes a more focused human development strategy. The PRSP utilizes a fiscal framework which takes into account mechanisms for transfer of resources and responsibilities from the federal to the provincial and then to the district governments, as well as costing of programs to achieve targets especially in the education sector.

The full PRSP is a comprehensive policy document that translates the government's vision and strategy into concrete programs with a well-defined road map to achieve both economic growth and poverty reduction objectives. The full PRSP is a living document based on six principles with in-built mechanism for adjustment overtime. (i) It is home-grown, involving broad based participation by key stakeholders, (ii) it is result oriented, focusing on monitorable outcomes that benefit the poor, (iii) it is comprehensive, recognizing the multi-dimensional nature of poverty, (iv) it is prioritized, so implementation is feasible in both fiscal and institutional terms, (v) it is oriented to build public-private partnership, and (vi) it is aligned with the Millennium Development Goals (MDGs).

The inclusion of education in the poverty reduction strategy of Pakistan is critically linked to the economic growth lever. The PRSP reinforces the prevailing view that education is the most important factor distinguishing the poor from the non-poor. Poverty declines as the education level of the head of household increases. The Household Income and Expenditure Survey (HIES) 1998-99 shows that 42 percent of the population living in households with illiterate heads is poor compared to 21 percent of households with literate

heads. With poor and non-poor, net primary enrolment rates of 36.6 and 59.3 percent respectively illustrate the difference in income levels. Female primary school enrolment of the poor households at 30.2 percent is also lower than that of the non-poor households at 52.3 percent. The human development indicators for Pakistan are still low despite significant progress in recent years and show marked urban-rural and geographical variations that substantiate the income poverty differentials noted above.

Education is a key component of the PRSP. The main objectives set in the PRSP relate to enrolment in elementary education and the quality of teaching – learning process. Learning from SAP, the government’s strategy is incorporated in the Education Sector Reforms (ESR) Action Plan 2001-02 - 2005-06. The ESR has medium term targets and is linked closely to the PRSP and other initiatives of the government such as the devolution plan and the Education For All (EFA) National Plan of Action. The priorities under EFA include (i) universal primary education for all by the year 2015; (ii) adult literacy rate of 86% for both male and females; (iii) reducing illiteracy by 50% with focus on reducing the gender gap and (iv) quality education and skill development programs.

Education Sector Reforms (ESR) Action Plan (2001-02 - 2005-06) has been fully integrated into the PRSP and almost 80% of the ESR package covers adult literacy, Education for All (EFA) and Technical Education. EFA is critically important for poverty reduction and sustainable development. EFA goals are being pursued as part and parcel of national poverty reduction strategy. PRSP’s emphasis on both access and quality interventions are completely and consistently embedded in ESR and EFA documents.

Efforts have been made to mobilize Civil Society Organizations (CSOs), community and private sector in the implementation of educational programs under PRSP and ESR Action Plan. Education For All and Local Government Plan for Devolution have integrated CSO participation for making these national macro initiatives successful. Citizen Community Boards (CCBs), Neighborhood and Village Councils, Education Committees of Union Councils, SMCs/PTAs and NGOs are regularly consulted and taken on board as planning, implementation and facilitation partners through formal arrangements.

Project implementation mechanisms are established by District Governments for linkages with Public-Private Partnerships and local community organizations for school rehabilitation, up-gradation and quality improvement, through formal institutional arrangements. The Provincial Governments are responsible for monitoring and evaluation of schemes. Supervision is done at the District level as agreed with respective District Partners (Govt. & CSOs). The Ministry of Education is associated whenever required for joint monitoring visits to the project areas.

5.1. Monitoring Indicators in the PRSP:

The Government in collaboration with its development partners organized several workshops for reaching a consensus on intermediate and final outcome indicators in education and health. The intermediate and outcome indicators together with their respective definitions are listed below:

Intermediate and outcome indicators

EDUCATION		
	Pakistan Integrated Household Survey	Others
Gross primary enrolment rate*	The number of children attending primary level classes (1-5) divided by the number of children aged 5-9 years, multiplied by 100. However, enrolment in katchi is excluded.	The number of students enrolled in primary education, regardless of age, divided by the population of the official primary school age group (5-9 years), multiplied by 100. National Education Management Information System (NEMIS)
Gross middle enrolment rate	The number of children attending middle level classes (6-8) divided by the number of children aged 10-12 years, multiplied by 100.	The number of students admitted in grades VI-VIII, divided by the population of 10-12 years age group, multiplied by 100 Pakistan Education Policy, 1998-2010
Literacy rate	Percent of population aged 10 years and older that is literate. Literacy, in turn, is defined as the ability to read a newspaper, write a simple letter, and perform a simple sum.	Percent of population aged 10 year and older that is literate. Literacy is defined as the ability to read a newspaper, and write a simple letter. Ministry of Education (EFA)
Drop-out rate	The cohort here is that of children aged 15-19 years old that have ever attended primary school. Taking this cohort to be 100% the figure shows the % of this cohort who dropped out of school before completing Class 5. Those children in this cohort that are still attending school but have not completed primary school as yet have been excluded here.	Withdrawal of children from school at any stage before completion of primary education (grade 5) divided by the number of students enrolled in primary education level, multiplied by 100 Ministry of Education (EFA)
Number of functional public schools		A school is functional if at the minimum it has a teacher and students and learning is taking place. The number of primary plus mosque schools. National Education Management Information System (NEMIS)
Percentage of trained teachers		A teacher with a minimum qualification of a Primary Teacher Certificate or Matric for the primary level and a teacher with a minimum qualification of CT or an FA/F.Sc. for the middle level. Ministry of Education (EFA)
Teacher absenteeism		A teacher would be considered absent from school if he/she was away from the school regardless of the reason for

		absence on the day the survey on absenteeism was conducted. This definition would not only be used in the endeavour to measure the quantum and quality of learning in government schools and not for any administrative action. Ministry of Education (EFA)
Sanctioned Staff strength		The definition of sanctioned strength for the purposes of this indicator would simply be the strength of each school as indicated in the SNE and the number of teachers actually working. The information on staff should include only teaching staff and not administrative or support staff. Ministry of Education (EFA)

Note:

- i) The base line year for the indicators would be 2000-01.
- ii) Frequency: Annual
 - * A sub-committee headed by Director PIDE with representatives from Ministry of Education, Federal Bureau of Statistics and PRSP Secretariat is looking at the National Education Information Management System Data (reporting GER 89% and NER 67%) and PIHS data (reporting GER 72% and NER 42%) and reconciling the two sets of data. Its report is awaited.

5.2. Core Welfare Indicators Questionnaire (CWIQ) Survey:

With devolution effectively in place, there is a need to provide the decision-makers at that level regular feed-back on effectiveness of public spending, measure quality, and improvement in service delivery for making timely policy adjustments. There is no instrument available to capture data on intermediate indicators and to validate the findings of NEMIS and HMIS. In this context, the government has decided to launch CWIQ survey to capture facility and household based district level data relating to all intermediate indicators. It will also track some health output indicators, like satisfaction/usage of health facilities and quality indicators for the basic health facilities. The PIHS questionnaire is also being reviewed to ensure capturing all information needed in relation to the outcome of the PRSP process.

The CWIQ is an integrated system and is a fusion of ideas and practices drawn from a number of countries and survey methodologies. The emphasis is as much on high standards of enumeration and good data quality as it is on the technology and speed of data processing. The intermediate indicators will be captured through CWIQ and the final outcome indicators would be monitored through the PIHS, which will be conducted every three years. CWIQ will be conducted on an annual basis except the year in which a PIHS is undertaken. CWIQ will provide quick results as well as third party validation to the HMIS and NEMIS data relating to above intermediate indicators, a necessary basis for feedback into the planning and

budgeting of poverty / social programs. FBS has also proposed to conduct PIHS/HIES on alternate year which is under consideration of the Government.

While the monitoring framework can help identify efficiency of the policies, additional work will be needed to understand why policies could not yield the desired output. Making these judgments will typically necessitate more in-depth studies, focused on specific questions and using a different approach (such as detailed analysis at district level particularly when education up to college level has been devolved to the district governments).

A principal assumption made in the PRSP is that enhanced expenditures which are performance and outcome based are likely to lead to an increase in the number of functional schools and this is likely to increase enrolment. This assumption has been a tenable one in the past where there was an increase in the number of students as a result of an increase in the number of schools. Provincial governments are committed to reducing teacher absenteeism and have adopted various methods to curb this practice. As far as recruitment of trained teachers is concerned, the number of trained teachers in the system will increase only if the recruitment in the education sector is undertaken in a manner that gives preference to teachers with improved qualifications. However, the current policy is to hire only teachers on contract with higher qualifications. There are minor variations in the implementation of this policy at the provincial level.

Provincial governments are in the process of developing their economic reform and provincial level PRSPs that are expected to contain key initiatives for poverty alleviation. As such, each provincial government will have to identify monitoring indicators based on the focus of their policies, strategies and resources in each sector.

5.3. Expenditure Management and Monitoring of ESR:

The real test of the ESR strategy is the resource availability and effective implementation to deliver the desired results. Financing of the ESR Programs would rely on increased allocations over the medium term as more and more fiscal space becomes available to the government. It is reassuring to note that the additional resources will be oriented towards increasing PRSP expenditures.

Given the ongoing evolution of PRSP and the complexity of linking public expenditure with outcomes, it is difficult and of limited reliability to carry out detailed costing of PRSP programs. DFID assistance was requested to estimate the cost of achieving the education targets in the ESR, EFA and the PRSP. The consultants have developed an Education Simulation Model which requires follow up work to cover left out areas and various sub-sectors of education. Taking the 2000-01 expenditure on the entire education sector as the base, the model shows that a real increase of 53% in NWFP, 58% in Balochistan, 60% in Punjab and 65% in Sindh will be required by the year 2007-08 to meet the UPE targets. The public education system will require an allocation of 2.3% of the GDP against the share of 1.8% (2000-01) of the GDP. The DFID has been requested to commission a costing study based on education expenditures in the provinces.

The PRSP projections on allocation of funds for the education sector are contained in the following table.

PROJECTED PRSP BUDGETARY EXPENDITURES (2002-2008)**EDUCATION**

PRSP EXPENDITURES	BASELINE (Actual)		PROJECTIONS (Based upon FY 2001-02 actual expenditures) (Rs. in million)											
			FY 2002-03 (Actual)		FY 2003-04 (Budgetary)		FY 2004-05 (Projected)		FY 2005-06 (Projected)		FY 2006-07 (Projected)		FY 2007-08 (Projected)	
		% GDP		% GDP		% GDP		% GDP		% GDP		% GDP		% GDP
	66290	1.78	78613	1.96	88842	2.01	102375	2.10	116036	2.15	135049	2.25	156698	2.35

Source: Ministry of Finance, Government of Pakistan.

It is noted that there is usually a short fall in allocation of funds and their utilization. This is particularly pronounced in the case of utilization of PSDP funds. Decision makers and implementers have to examine the reasons that prevent full use of the scarce resources and to improve upon the absorptive capacity of the project managers.

5.4. Monitoring Mechanisms:

For the purpose of expenditure tracking a comprehensive effort is underway to devise mechanisms for regular tracking of poverty related expenditures at the federal, provincial, and district levels. Data on district level expenditures will be possible once district level accounting systems and processes are in place. The Government expects to target district level expenditure monitoring by next fiscal year. However, quarterly reporting of reconciled PRSP data on the federal and provincial levels will be possible with a time lag of three months. The Controller General of Accounts will ensure that this data is made available to Finance and other concerned Divisions for quarterly tracking. For this purpose, a list of PRSP expenditures along with functional classifications has been developed with provincial consultations. This list will be further expanded in terms of coverage.

In this regard, a PRSP monitoring matrix has been prepared. This matrix is given below.

**PRSP MONITORING MATRIX
EDUCATION SECTOR INTERMEDIATE TARGETS**

Indicators	Baseline Year	Projections for FY 2001-02 to FY 2005-06				
	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
No. of functional schools	145056	147957	150916	151584	153824	156379
Primary	132527	135178	137881	138147	139912	141856
Middle	12529	12780	13035	13437	13912	14523
% of Trained Teachers	98%	98.0%	98.1%	98.3%	98.5%	98.6%
Primary	98%	98%	98%	98.2%	98.3%	98.5%
Male	97%	97%	98.2%	98.3%	98.5%	98.7%
Female	97%	98%	97.1%	97.2%	97.4%	97.5%
Middle	98%	98%	98.6%	98.7%	98.8%	98.9%
Male	98%	98%	99.0%	99.1%	99.2%	99.2%
Female	98%	98%	98.1%	98.1%	98.1%	98.3%
Teacher Absenteeism	To be developed through Core Welfare Indicators Questionnaire (CWIQ)					
% of sanctioned staff strength filled	80%	86%	90%	92%	94%	96%
% of Schools with basic facilities						
Water	53.0%	53.0%	53.0%	54.0%	55.0%	56.0%
Primary	51.0%	51.0%	51.0%	53.0%	54.0%	55.0%
Middle	72.0%	72.0%	72.0%	63.0%	64.0%	66.0%
Electricity	22.0%	22.0%	22.0%	23.0%	23.0%	23.0%
Primary	19.0%	19.0%	19.0%	20.0%	21.0%	21.0%
Middle	53.0%	53.0%	53.0%	47.0%	47.0%	48.0%
Sanitary	37.0%	38.0%	39.0%	39.0%	40.0%	41.0%
Primary	36.0%	37.0%	38.0%	39.0%	39.0%	40.0%
Middle	46.0%	46.0%	47.0%	48.0%	49.0%	50.0%
Boundary Wall	41.0%	42.0%	43.0%	44.0%	45.0%	46.0%
Primary	41.0%	42.0%	43.0%	43.0%	44.0%	45.0%
Middle	47.0%	48.0%	49.0%	50.0%	51.0%	52.0%

Source: Ministry of Education. Frequency: Annual, except Teacher Absenteeism which is periodic

EDUCATION SECTOR FINAL OUTCOME TARGETS

Indicators	Baseline Year	Projections for FY 2001-02 to FY 2005-06				
	FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
Gross Primary Enrolment Rate	83	87**	92	96	100	104
Male	94	99	103	108	111	114
Female	68	75	81	84	89	94
Gross Middle Enrolment Rate	40	41	43	46	49.5	53
Male	48	45	47	50	53	56
Female	32	35	39	42	46	50
Net Primary Enrolment Rate	---	42	---	---	---	58
Literacy Rate#	49	50.5	51.6	53.5	56	59.5
Male	61.3	63	64	65	67	70
Female	36.8	38	39.2	42	45	49
Student dropout rates (Primary)+	34	31.38	29	27	24	21
Male	30	28	25.5	23	20.5	18
Female	38	35	32.5	30	27.5	24

Source: Ministry of Education. Frequency: Annual

- > Gross Middle Enrolment Projections made on the basis of PIHS data Round 3 & 4.
- # Literacy Rates based on Population Census 1998.
- + Dropout rate for the year 2001-02 has been arrived at by taking average of 2001-02 PIHS Dropout Rates of all the five quintiles/income groups, for the Cohort Aged 15-19 years (which reflects over-all picture of both public and private sectors)
- ** A Sub-Committee headed by Director PIDE with representatives from Ministry of Education, Federal Bureau of Statistics, and PRSP Secretariat is looking at the National Education Information Management System data (reporting GER 89% and NER 67%) and PIHS data (reporting GER 72% and NER 42%) and reconciling the two sets of data and will finalize its report soon.

Regular information on intermediate indicators is a valuable guide for evaluating the efficiency of public policies and use of public funds. It is admitted that data sources for various indicators are not readily available and reporting systems are not tuned for quick reporting in many cases. This calls for strengthening of information systems and capacity building of staff specially at the district governments level. The Ministry of Education will continue to dedicate resources to achieve the desire progress in this area. Assistance is being sought from the UNESCO Institute of Statistics to help Pakistan in improving collection of educational statistics required for various purposes including the PRSP.

On the basis of the following tracking matrix, the P & D Wing of the Ministry is tracking the expenditure on education.

Education expenditure tracking matrix

Input indicators	Output indicators	Outcome indicators
<ul style="list-style-type: none"> • Education exp. (as a % of total exp. and GDP) • Primary education exp. (as a % of total edu. exp.) • Secondary education exp. (as a % of total edu. exp.) • Exp. on general universities/ colleges/institutes education (as a % of total edu. exp.) • Exp. on professional/ technical universities/ colleges/institutes (as a % of total edu. exp.) Exp. on teacher & vocational training 	<ul style="list-style-type: none"> • Number of functional schools • % of trained teachers (primary level) • Percentage of trained teachers • Absenteeism of teachers • Percentage of sanctioned staff strength filled • Percentage of schools with four basic facilities (water, electricity, sanitary, boundary wall) 	<ul style="list-style-type: none"> • Gross enrolment rates (primary and middle schools) with gender break-up) • Student dropout rates (primary level) with gender break-up. • Literacy rate with gender break-up.

The above table has three components ranging from expenditure tracking, output mapping, and outcome monitoring. For instance the effect of expenditures incurred on teacher training will immediately be seen in terms of intermediate output indicator, proportion of trained teachers; while its relatively long term impact would be visible in terms of better enrolment and lower repetition rates. However, it must be pointed out that at this stage all input indicators need a conclusive and fully agreed output / intermediate and outcome indicators. Similarly baseline indicators have to be harmonized across various data gathering agencies. The Ministry of Education is actively pursuing reconciliation of statistics in collaboration with all concerned agencies.

LETTER OF AGREEMENT

Subject: EDUCATION SECTOR REFORMS.

To implement the Strategic Plan (2001-2005) of Education Sector Reforms (ESR), an amount of Rs. 1.574 billion was provided in the budget (2001-2002) of the Ministry of Education and released to the Provinces/Areas through a letter of Agreement. This amount was further increased by additional amount of Rs. 2.00 billion as grant in aid from the US government and allocated for the President's Program for Re-habilitation and Optimum Utilization of Existing Primary and Elementary Schools.

An amount of Rs.1.00 billion allocated as Technical Supplementary Grant for ESR was also distributed during 2002-2003.

An amount of Rs.0.9 billion has been allocated for ESR program under PSDP 2003-2004, which will be distributed among province/areas on the same terms and conditions. Accordingly, all section of the letter of agreement as signed on 24-01-2002 and on 7-5-2003 remains intact in their letter and spirit. The agreed distribution of these funds among the Provinces/Agencies (Institutions under Department of Education and Local Government/Municipality) is enclosed as Annex-I. This is as per the agreed NEC/ ESR formula.

The procedure for transfer/utilization is laid out below:

Allocation of Funds.

- a) Federal Government will allocate funds to the Provinces and AJK, Northern Areas, FATA & ICT (hereinafter referred to as Agencies)
- b) The eligible items for which the funds can be spent by each Province/Agency are indicated in annex I. The concept papers on ESR was developed by Ministry of Education and approved by ECNEC in its meeting held in 2nd September, 2002 which will form the basis for framing individual projects at Provincial/District level.
- c) Each Province/Agency will allocate funds, which it receives, from the Federal Government to the various districts for this programme. It will distribute these funds in accordance with the assessed needs of each district. Each Province/Agency will utilize these funds only on the indicated thrust areas, ensuring a balance between qualitative and quantitative components.

Approval of Projects.

- d) Individual projects would be cleared at the district level unless their total cost exceeds the District Government's financial competence as prescribed by the Provincial Government in which case it would be cleared by the competent forum.

Conditions which the Provinces/Agencies/District Government/ICT will observe

- e) Allocations for education included in the provincial budget 2003-2004, whether development or non-development, would be fully utilized. This grant is being provided for utilization over and above the budgetary provisions. Failure to utilize full budgetary provisions would lead to at source deduction of the grant monies. In view of the short period of time left during this financial year, the Federal Government may, in case of any deduction/ lapsing of the grant money, consider its re-authorization during the next financial year.
- f) Funds provided by the Federal government will be passed on by the Provincial Governments/ Agencies to the Districts and Provincial Authorities (where such projects cover more than one district) within two weeks of the receipt of funds from the Federal Government. Provincial/Agency Education Departments will report disbursements to the MoE.
- g) Funds will be utilized accordingly to the principle of performance-based outcomes and well-tracked output indicators specified in each project proposal.
- h) The entire focus of project design and implementation will be learner and facility centered ensuring the best interest of the child/learner and the beneficiaries; this focus will lead to outcomes-based measurable performance.
- i) In all schemes, 50% of the provision of educational opportunities shall be reserved for girls/women at all levels of education, as well as Disadvantaged Groups and Rural areas.
- j) Efforts will be made to mobilize civil society organizations (CSOs), community and private sector in implementation of programmes where appropriate. It is to be noted that the Interim Poverty Reeducation Strategy 2001-2004, Education For All and Local Government Plan for Devolution has integrated CSO participation for making these national macro initiatives successful. Citizen Community Boards, Neighborhood and Village Councils, Education Committees of Union Councils, SMCs/PTAs and School Councils and NGOs may be consulted and taken on board as planning, implementation and facilitation partners through formal arrangements.
- k) Project implementation mechanisms will be established by District Governments to link as far as possible with Public Private Partnerships and Local Community Organizations for school rehabilitation, up gradation and quality improvement, through formal institutional arrangements.
- l) The Provincial Government shall be responsible for monitoring of schemes. Supervision will be done at the district level as agreed with respective District Partners (Govt. & CSOs),. Monthly reports will be sent to MoE accordingly to a mutually agreed format. MoE will be associated when required in joint monitoring visits to the project areas/s.

Maintenance of Accounts & Audit.

- m) Federal funds will be transferred to the Provincial Government/Agency accounts of each receiving authority. The Province/Agency will transfer funds, in accordance with the

allocation for each district, to the relevant account of each district as prescribed by the Controller General of Accounts.

- n) Keeping within the framework of allocations for each major thrust area, the Provinces and Districts have to allocate resources on the same thrust area for outcome based implementation with transparent accountability. Therefore, their will no re-appropriation for one to another program during 2003-04 without the approval of Finance and Planning Divisions.
- o) Each District Government may, where implementation is to be done on the sub-district level, transfer funds further to the tehsils/municipal accounts as prescribed by the Controller General of Accounts.
- p) Appropriate audit will be done for all expenditures in accordance with the prescribed rules.
- q) Each District Government/Agency will be responsible for an assessment report, to be sent within four months of the completion of the fiscal year regarding the expenditures for each programme and regarding mutually agreed out-comes. The Provincial Government in turn, will consolidate reports received from the Districts Government/Agency and will send them to the Ministry of Education by the end of the fifth month following completion of the fiscal year.
- r) All unauthorized or ineligible expenditures would be the liability of the Province/Agency.

EYEWITNESS WHEREOF the parties have put their respective signatures.

Secretary
Provincial Government

Secretary
Government of Pakistan
Ministry of Education

Date: _____

Date: _____

Witness:

1. _____

2. _____

Name: _____

Name: _____

Date: _____

Date: _____

FUNDS ALLOCATED FOR IMPLEMENTATION OF ESR PROGRAMMES DURING 2003-2004									
Rupees in million									
Area/Group	Total	Punjab	Sindh	NWFP	Balochistan	FATA	AJK	FANA	ICT
Adult Literacy	100.000	46.458	19.206	15.696	8.640	4.100	3.800	1.100	1.000
Education for All	350.000	162.603	67.221	54.936	30.240	14.350	13.300	3.850	3.500
Establishment of Poly Technics at District level	300.000	139.374	57.618	47.088	25.920	12.300	11.400	3.300	3.000
Quality Assurance	100.000	46.458	19.206	15.696	8.640	4.100	3.800	1.100	1.000
Teachers Training Resource Center	50.000	23.229	9.603	7.848	4.320	2.050	1.900	0.550	0.500
Grand Total	900.000	418.122	172.854	141.264	77.760	36.900	34.200	9.900	9.000

Partners In Learning

Memorandum of Understanding

Between

**The Government of Pakistan
(Ministry of Education)**

And

Microsoft, South Gulf FZ, LLC

Article. I

Introduction. This Memorandum of Understanding (MOU) is signed by Ministry of Education Government of Islamic Republic of Pakistan (hereinafter referred to as Government of Pakistan), and Microsoft Corporation on this day 20th January, 2004, at Islamabad Pakistan. The MOU aims to improve access to and use of information and communications technology (“ICT”) in primary and secondary schools all over the country. Microsoft and Ministry of Education, Government of Pakistan, recognise the value of technology in schools and community access centres, and seek to jointly improve both access to, and skills in the use of ICT for teaching and learning. **Partners in Learning** seeks to achieve this through its 5 years commitment to help:

- Empower schools to significantly raise the level of ICT Literacy amongst their staff.
- Support teachers and schools to develop an internal culture of innovators.
- Work with schools in preparing students for the digital workplace.

Article. II

Purpose of Memorandum of Understanding. The purpose of this Memorandum of Understanding is to express the intent of The Government of Pakistan, Ministry of Education and Microsoft South Gulf FZ, LLC. (“Microsoft”) to:

- *Establish an ICT Leadership Forum of key and strategic organizations to help plot a course for creation of an ICT literate society and therefore provide the infrastructure for wealth creation.*
- *Support an ICT Strategy for Education in Pakistan, in collaboration with Development Partners, so that computer hardware and software may be used effectively and affordably to create a digitally literate society for students, teachers, and the wider community.*
- *Promote broad access to ICT skills training throughout schools in Pakistan.*
- *Work to establish a sustainable support network for technical needs of the schools and community technology learning centres.*
- *Introduce Microsoft IT Academy throughout Pakistan.*
- *Promote a Culture of Innovators amongst the Teachers of Pakistan.*
- *Support community based Community Technology Learning Centres (CTLCS), which serve the broader community and lifelong learners through Microsoft’s Unlimited Potential Program.*
- *Support affordable access to software for refurbished PCs through Microsoft’s Fresh Start and the Microsoft Authorized Refurbisher Programs.*

Article. III

Activities. In order to realize these objectives, the Government of Pakistan and Microsoft hereby agree to work together and undertake the following actions:

A - Education ICT Leadership Forum

In partnership with the Ministry of Education, Microsoft will participate in an ICT Leadership Forum and help the Government of Pakistan, to recruit key infrastructure and subject matter expertise to this forum. This would include donors, telecommunications organizations, NGOs, corporations, and key ICT system integrators. The aims of this strategic ICT Leadership Forum would be to advise the Ministry of Education on an ICT blueprint for Pakistan's schools and teacher training institutions, and discuss any other ICT issues germane to the Education Sector including distance education.

The Leadership Forum would create a platform for streamlining various efforts of all the relevant parties to improve the quality of education through ICT in Pakistan. This collaboration could happen over phone, via e-mails or through face-to-face meetings for which participants can fund their own travel expenditures without any reliance on GOP or any other participants of the Forum. The Forum could have anywhere from 6-20 members who have insight and experience of ICT in education and they can be selected by the MOE and other parties who intend to participate in such platform. *There is no financial commitment the GOP has on this initiative.*

B - Microsoft IT Academy

Microsoft IT Academies will be available to all educational institutions in Pakistan. To help kick start this, Microsoft will assist the Government of Pakistan in establishing Microsoft IT Academies at 5 selected provincial institutions, which already have the basic ICT Labs. Infrastructure available and could benefit from such a program. Under the duration of this agreement, Microsoft will commit to funding 5 IT Academies/year, for a total of 25 annual subscriptions to Microsoft IT Academy, IT Pro Plus level. Microsoft will provide training for 2 IT Academy Instructors (MCP level) per institution.

C - Partners in Learning Training Material for Schools

Microsoft also will make available Microsoft IT Academy *Partners in Learning* content to all schools in Pakistan. This includes training material for students, teachers and school leaders on effectively using ICT, and integrating ICT into the school environment. Training materials include modules for ICT literacy, desktop IT skills, teacher mentoring, school administration, junior developers, and more. Microsoft will work to adapt this and/or other training material to meet local needs.

D - Support Centre for ICT in Education

Microsoft Partners in Learning will work with the ICT support center to be based in Islamabad to multiply its support to the broader country. This initiative is proposed in the larger proposal to GOP where Microsoft will establish a support center for GOP and Public Sector Education entities and offer free phone based support on Microsoft software. This support center will be fully funded by Microsoft, given there is an agreement between GOP and Microsoft on the larger proposal. *Partners in Learning* would work to expand the

benefits of the support centre to the provincial level, helping teachers secure technical support for PCs and network infrastructure.

E - Affordable Access to Software

Under Partners in Learning, programs for refurbished and/or donated PCs will be available. Under Microsoft's Fresh Start program, an operating system transfer program for donated Pentium II computers and older is available for no cost. Fresh Start enables schools to register donated PCs and receive free Operating System license for Pentium II and older computers.

The Microsoft Authorized Refurbisher Program can offer refurbishing businesses Microsoft operating systems for exceedingly low cost, enabling them to sell the PCs with high quality software legally, and more affordably to the community. *There is no financial commitment GOP has on this initiative.* The Microsoft Authorized Refurbisher Program will be available to existing Refurbishers in Pakistan and aims to promote knowledge transfer and IT skills development. Program rules would apply, and is available through Microsoft's *Unlimited Potential* Program.

F - Community Technology Learning Centres

Through *Unlimited Potential*, Microsoft will engage with the government to explore opportunities to support existing and/or new community technology learning centres (CTLCs) as a key channel to empower underserved communities through the provision of IT skills training and capacity building programmes. *Unlimited Potential* is a separate global initiative that focuses on improving lifelong learning for underserved young people and adults by providing technology skills through community-based technology learning centers. Microsoft believes that by providing technical skills training to underserved individuals, it can partner to create social and economic opportunities that can change peoples' lives and transform communities.

The activities at such centres could include workforce skills training, entrepreneurship opportunities, micro credit access, and literacy training. Moreover, CTLCs can be used as hubs for accessing e-government services in the future as such services become available. In particular, Microsoft will look for opportunities to support centres which serve small and medium enterprises, train young people who may be out of school in literacy and/or ICT skills, and empower women and the broader community to realize their full potential.

Donations of cash, software, curriculum and technical expertise will enable individuals to learn about technology and gain the IT skills needed for employment in the IT field or other industry sectors. Microsoft will select partners, NGOs on their own merit and standard to decide if they would be eligible for *Unlimited Potential*. *There is no financial commitment GOP has on this initiative.*

Article. IV

Collaboration with Partners. *Partners in Learning* and *Unlimited Potential* will endeavour to work with national and international donor agency to be identified by Ministry of Education. The idea is to identify common objectives and possible areas for mutual support so there is no duplication of efforts. *Partners in Learning* encourages as many partners as practicable for collaboration.

Article.V

Understandings. The following is understood and agreed upon by the parties and their respective agencies:

1. The parties are participating in this effort in full compliance of all appropriate laws and regulations.
1. Through their designated Points of Contact (POC), the parties and their agencies will work to develop a list of mutually agreed upon tasks and incorporate those tasks into a project plan that identifies milestones, tasks resources assigned and scheduled.
2. Through their designated POC, the parties and their agencies will work to develop, as required and appropriate, follow-on agreements needed to facilitate further actions.

Article.VI

Review. The operation of this MOU should be reviewed at the end of the first and each subsequent year from the Effective Date.

Article.VII

Change Management. Once signed and enacted, all changes to the MOU must be agreed to, in writing, by the signatories or their designee.

Article.VIII

Effective Date This MOU is effective upon signature by all parties. It will be effective upto the 30th June, 2008. Either party may terminate this MOU upon the submission of three (3) months prior written notice to the other party informing of its intention to terminate the relationship.

Article.IX

Implementation Plan. The Partners in Learning Education Program Manager will develop an implementation plan for Microsoft's program in close collaboration with the Ministry of Education. This plan will take into consideration local needs, and where Microsoft's contributions can make an important impact. This document will be very fluid and can change and adapt according to outcomes and/or changing priorities. The implementation plan shall be developed within sixty working days from the signing date of this MOU.

Article.X

Legal Status. Notwithstanding the above, nothing in this Memorandum shall be deemed to constitute a legal partnership between the parties and neither party shall have the authority to bind the other party without prior written approval of the other in each and every case.

Article.XI

Stimulating understanding of and respect for intellectual property rights. The Government of Pakistan will communicate to all concerned regarding intellectual property rights vesting in Microsoft and the need to respect these rights. The Microsoft partnership with Ministry of Education Government of Pakistan under this MOU will not be linked with obligatory purchase of specific software.

Article.XII

Nature of this Memorandum. This Memorandum of Understanding is not legally binding and does not constitute a formal award of any contract to Microsoft and it does not constitute an agreement, offer or representation that any such contract will be awarded in accordance with the procedures referred to in this Memorandum, or at all.

Article.XIII

Confidentiality/Publicity. Parties agree that the terms of this MOU are not confidential and can be shared with interested third parties as necessary or expedient.

SIGNATURES:

The Government of Pakistan Ministry of Education	Microsoft South Gulf, FZ, LLC
Name & Designation	Name & Designation
Witnessed by	Witnessed by
Name & Designation	Name & Designation

Acronyms and Abbreviations

ADMN	Administration
ADB	Asian Development Bank
ADP	Annual Development Program
AEO	Assistant Educational Officer
AEPAM	Academy of Educational Planning And Management
AIE	Ali Institute of Education
AIOU	Allama Iqbal Open University
AJK	Azad Jammu & Kashmir
AKU	Aga Khan University
ALBBS	Alif Laila Book Bus Society
BLCC	Bunyard Literacy Community Council
CBOs	Community Based Organizations
CCF	Child Care Foundation
CIDA	Canadian International Development Agency
CPP	Community Public Partnership
CRC	Convention on the Rights of the Child
CSOs	Civil Society Organizations
CSS	Community Support School
CW	Curriculum Wing
DCO	District Coordination Officer
DDEO	Deputy District Education Officer
DEEP	Decentralize Elementary Education Project
DEO	District Education Officer
DFID	Department For International Development
DG	Director General
DOE	Department of Education
DPE	Directorate of Primary Education
DSD	Directorate of Staff Development
EAD	Economic Affairs Division
EC	European Commission
ECA	Employment of Children's Act
ECD	Early Childhood Development
ECE	Early Childhood Education
ECEP	Early Childhood Education Program
EDO	Executive District Officer
EFA	Education For All
EMIS	Education Management Information System
ESR	Education Sector Reforms
ETV	Education Television
EU	European Union
FANA	Federally Administered Northern Areas
FATA	Federally Administered Tribal Areas
FBS	Federal Bureau of Statistics
FDE	Federal Directorate of Education

Acronyms and Abbreviations

GB	Governing Body
GCET	Government College for Elementary Training
GDP	Gross Domestic Product
GECE	Government Elementary College of Education
GIS	Geographical Information System
GNP	Gross National Product
GoP	Government of Pakistan
GPEDP	Girls Primary Education Development Project
GTZ	German Association for Technical Cooperation (Gesellschaft für Technische Zusammenarbeit)
HEC	Higher Education Commission
HIMS	Health Information Management System
IBCC	Inter Board Committee of Chairmen
ICT	Islamabad Capital Territory / Information Communication Technology
IED	Institute of Education Development
ILO	International Labour Organization
INSET	In-service Teachers Training
IPEC	International Program for Elimination of Child Labour
I-PRSP	Interim-Poverty Reduction Strategy Paper
IT	Information Technology
JEA	Joint Educational Advisor
JICA	Japan International Cooperation Agency
JS	Joint Secretary
LC	Learning Coordinator
MFTTU	Mobile Female Teacher Training Unit
MIS	Management Information System
MDM	Model Deeni Madaris
MoE	Ministry of Education
MoWD & SW	Ministry of Women Development and Social Welfare
MSU	Multi-Donor Support Unit
NCHD	National Commission for Human Development
NEAS	National Education Assessment System
NEC	National Economic Council
NEF	National Education Foundation
NEMIS	National Education Management Information System
NETS	National Education Testing Service
NFBES	Non Formal Basic Education Schools
NGOs	Non Governmental Organizations
NIPS	National Institute of Population Studies
NISTE	National Institute of Science and Technical Education
NORAD	Norwegian Agency for Development
NPA	National Plan of Action
NRB	National Reconstruction Bureau
NWFP	North West Frontier Province
OHP	Over Head Projector
P&D	Planning and Development
PBM	Pakistan Bait ul Maal

Acronyms and Abbreviations

PEQIP	Primary Education Quality Improvement Project
PEPILE	Primary Education Program Improving Learning Environment
PIHS	Pakistan Integrated Household Survey
PITE	Provincial Institute of Teacher Education
PLC	Pakistan Literacy Commission
PMEB	Pakistan Madrassah Education Board
PPP	Public Private Partnership
PRSP	Poverty Reduction Strategy Paper
PSDP	Public Sector Development Program
PTAs	Parent Teacher Associations
S&TE	Science and Technical Education
SAP	Social Action Program
SAPP	Social Action Program Project
SCF-UK	Save the Children Fund-United Kingdom
SDCs	School Development Centers
SDEOs	Sub District Education Officers
SMCs	School Management Committees
SNP	School Nutrition Package
SPEDP	Sindh Primary Educational Development Program
TARCs	Training and Resource Centers
TLR	Teaching Learning Resources
TORs	Terms of Reference
TRC	Teacher Resource Center
TTIs	Teacher Training Institutes
UGC	University Grants Commission
UNDP	United Nations Development Program
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	United Nations Fund For Population Activity
UNICEF	United Nations Children's & Emergency Fund
UPE	Universal Primary Education/Universalization of Primary Education
UQPE	Universal Quality Primary Education
USAID	United States Agency for International Development
WB	World Bank
WFP	World Food Program