



Challenges in the Education Sector in Pakistan



Government of Pakistan
Ministry of Education

<http://www.moe.gov.pk>

Challenges in Education System

Challenge # 1:

Low level of Literacy

- Pakistan has one of the lowest literacy rate with high gender disparity in the region; it is currently 51.6% (Male 63.7% and female 39.2%).
- The wide inter and intra provincial disparities present a discriminating scenario.

Initiatives:

- 6,953 Literacy Centers have been established in public sector against the target of 27,000.
- Teaching learning and supplementary materials and teaching kits have been provided to all these Centers.
- 0.278 million Adults have been made literate.
- USAID assistance has also led to opening of approximately 4000 Adult Literacy Centers in Sindh and Balochistan. 7543 Adults have so far passed the literacy programme.
- National literacy curriculum have been developed under USAID program.
- National Commission for Human Development (NCHD) established 6,602 Adult Literacy Centers. 160,533 neo-literates graduated.

Challenge # 2:

Access to Basic Education:

- Gross enrolment in primary schools is 85%.
- Girls are less enrolled than boys but the gender differentials are greater in rural areas.

Enrollment Primary	Urban	Rural	Total
Total	6,197,137	10,008,362	16,205,499
Male	3,333,302 (53.79%)	6,266,997 (62.62%)	9,600,299 (59.24%)
Female	2,863,835 (46.21%)	3,741,365 (37.38%)	6,605,200 (40.76%)
Gender Gap	469,467 (7.58%)	2,525,632 (25.23%)	2,995,099 (18.48%)

- Some major factors for low enrollment are:
 - Poverty.
 - Long distance from school.
 - Poor physical infrastructure.
 - Traditional hostility to female education.
 - Functional problems.
 - Not related to market demand.

Challenge # 2 Access to Basic Education:Continued

Initiatives:

- Basic education takes over 50% of education budget.
- Free education upto matriculation and free supply of textbooks.
- Grant of stipends and incentives to girls students and female teachers.
- Setting up of primary schools for each village in hand.
- Under devolution Ordinance 2000, community has been empowered to participate in the school management.
- Control of educational services at school and college level has been devolved at District level.
- Providing missing facilities and capacity building of existing schools.
- School up-gradation through conventional and non-conventional means to reduce the current imbalances.
- English language teaching has been introduced from class-1.
- Shift towards vocational / technical training.
- Curriculum for Early Childhood Education have been developed.
- 554 ECE Centres have been introduced in formal primary education.

Challenge # 3:

Schools curriculum is static, inert and non-responsive to the socio-economic needs both nationally and internationally:

Initiatives:

Revision of the curricula has been planned in 2005 within the following contexts:

- Do the curriculum and its scope facilitate education according to needs of the modern time?
- Are the content suited to the socio-economic needs?
- Has the balance been maintained between the capability to assimilate and the contents to be delivered?
- Does the content foster desired knowledge, social responsibilities, skills and behaviors?
- Has sequencing been done with due regard to the nature of the subject, age of the child and does it move gradually from simple to more difficult?
- Does it equip a student to become a productive member of society?

Challenge # 4:

To evolve an integrated system of national education by bringing Deeni Madaris and modern schools closer to mainstream especially in curriculum and the scheme of studies

Initiatives:

- Plan developed for introduction of formal subjects in Deeni Madaris:
 - ✓ *English, Maths, Social/Pakistan Studies and Computer Science to be introduced in all Madaris.*
- Madaris will be mainstreamed through provision of grants for salaries to teachers, cost of textbooks, teacher training and equipment.
- Madarassah Education Board set up to regulate curriculum and examination of the Madaris

Challenge # 5: Financial Constraints

Initiatives:

Increased donor assistance programs initiated:

S. No	Donor Agency	Year	US \$ in Million
Loans			
1	Asian Development Bank	2002-2009	338.580
2	The World Bank	2004-2007	650.000
Total (Loans):			988.580
Grants			
3	USAID	2002-2006	100.000
4	European Commission	2001-2008	85.566
5	CIDA	2002-2006	75.447 (Debt Swap 70)
6	World Food Program	2004-2008	52.000
7	Norwegian Government	2002-2008	49.600 (Dept swap 26)
8	Government of Germany	2004-2008	43.358 (Debt Swap 31.702)
9	Government of Japan	2004-2007	42.900 (Counter Part Fund 39)
Total (Grants):			448.871
Grand Total:			1,437.451

Challenge # 5 *Financial Constraints*.....Continued

- Increased funding by Government of Pakistan. Aim is to reach minimum of 4% of GDP:

(Rupees in billion)

	2000-01	2001-02	2002-03	2003-04
Spending on Education	75.687	78.002	89.76	120.35
GDP	3836	3988	4193	4445
% of GDP	1.96%	1.95%	2.14%	2.7%

- Encouragement of private sector in education. So far 63,803 schools of the following categories are functioning in private sector:

Primary:	17,621
Middle:	28,727
Secondary:	16,106
Higher Secondary:	1,349

Challenge # 6:

Public Private Partnership

Initiatives:

- 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.
- The **Community Supported Rural Schools Program (CSRSP)** encourages education in rural areas. Currently, 610 schools are run with an enrollment of 23,300 students
- 70 schools have been adopted by the corporate sector.
- 10,000 teachers trained in IT by INTEL Corporation
- Building ICT lab infrastructures for teachers' training by Microsoft.

Challenge # 6 *Public Private Partnership*.....Continued

- Other modes of Public Private Partnership
 - a. Adopt a School.*
 - b. Scholarship Scheme.*
 - c. Food-Aid Program.*
 - d. Grant-in-Aid program to private schools.*
- National Commission for Human Development (NCHD) set up in July 2002 to implement a variety of human development objectives in collaboration with NGOs including UPE and mass literacy.

Challenge # 7:

Rampant un-employment among the educated youth

- There has been a greater increase in facilities for general education as compared to technical & vocational education.
- Graduates with general qualification looking for employment in the white collar sector is beyond the absorption capacity in these fields.

Initiatives:

- Plan to broaden the base for technical and vocational education through Introduction of Technical Stream in the secondary school system.
- A comprehensive plan for vocational and technical education in all major towns.
- Involvement of industry to setup technical training institutes.
- Revamping of science education by improving science laboratories, provision of science equipment, revision of Science Curricula and professional development of science and mathematic teachers.
- Teaching of Science subjects in English in Urdu medium schools is also part of the reform process.

Challenge # 8:

Need for strong Management Information System (MIS)

- Accurate data for different education indicators, its analysis and interpretation for policy decisions is pre-requisite for informed planning.
- District information system is in poor shape.
- Periodic education census is not a permanent feature.

Initiatives:

- National Education Management Information System (NEMIS) being setup at Federal level.
- Existing Education Management Information System (EMIS) at Provincial and District levels shall be strengthened to make them responsive.
- Databases of critical indicators on qualitative aspects of educational growth, reliable and valid data to facilitate planning, implementation and follow-up to be obtained and maintained.

Challenge # 8 *Need for strong MIS* Continued

- To have complete educational statistics of the country, a comprehensive program of census of all educational institutions have been developed and is being launched with donors and government support.
- School Census Day has been fixed for collecting data on one day from all over the country.

Challenge # 9:

Promote gender equality and women empowerment

Initiatives:

- All primary schools are being converted to co-educational.
- All new primary schools are required to have ratio of 60 to 40 boys and girls, proportion of 70% female teachers to 30% male teachers at Primary level.
- Special monetary incentives are being offered to attract and retain female teachers and students in the rural and hard areas.
- Gender stereotyping 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.

Challenge # 10:

Quality Assurance

Initiatives:

- Improvement in provision of infrastructure and human resources for primary education.
- Provision of improved curriculum and teaching-learning materials to improve the quality of teaching-learning process.
- Attention to continuous professional development of teachers.
- Establishment of Educational Assessment System.
- Strengthening and upgradation of Teacher Training institutions.
- Setting-up Academic Audit through linkage of cash awards / incentives with quality.
- Developing a National Strategy for Information Communication Technologies (ICTs).
- Setting up Examination Board in private sector.

Challenge # 11:

To develop monitoring and evaluation mechanism

Initiative:

- Monitoring Cell established in the Ministry of Education to monitor the development programs
- 3% funds allocated for education sector reforms are being spent to monitor the program in provinces.
- Monitoring of the development programs has been made mandatory.
- Quarterly review of the programs are being undertaken to improve the program efficiency.



**Thanks for your time
and attention**