



Education

Education is primarily a provincial subject and the Federal Ministry of Education is responsible for policy, curricula and coordination. Authoritarian regimes have been facing difficulties to achieve national objectives in the education sector due to this federal character of the educational setup in Pakistan. However, with Pakistan Peoples Party's experience of working within the federal system and acumen of its leadership to achieve consensus by working with diverse opinions, it becomes an advantage to have implementing agencies at provincial level and policymaking at the federal level.

The policy formulation process for the National Education Policy (NEP) is yet another example of what democracy can achieve and dictatorship cannot. The last authoritarian regime made tall claims of eradicating illiteracy from the country, but these claims never turned into reality as despite having compliant Provincial Governments, they did not understand the dynamics of the federal nature of their work. Even though the regime started work on the new education policy a decade ago, it could not deliver anything except some rhetorical papers like 'Education Sector Reforms' and 'Education for All', which lacked policy direction.

New National Education Policy 2009

The People's Government reactivated the policy formulation process in 2008. It made a point to consult the federating units on the policy through an Inter-Provincial Education Ministers' (IPEM) Meeting in February 2009. The meeting took important decisions regarding future direction of the education sector. In a true national spirit the final draft of the education policy was approved by the education ministers of all federating units.

After this, the Education Policy was submitted for Federal Cabinet's approval.

The Cabinet considered the policy in its meeting held on April 8, 2009 and directed the Ministry of Education (MoE) to share the policy document with various stakeholders including Provincial Chief Ministers, Higher Education Commission (HEC), Pakistan Engineering Council, Pakistan Medical and Dental Council etc to seek their feedback; and Ministries of Interior and Religious Affairs for evolving more broad-based policy actions on mainstreaming religious seminaries.

After providing ample time to the Provincial Governments for considering the proposals of NEP, the Prime Minister, manifesting his keen interest in education sector, included National Education Policy 2009 as an agenda item of Inter-Provincial Coordination Committee (IPCC) meeting held on July 8, 2009. After incorporating the proposals of the provinces, a final policy document was submitted for the Cabinet's approval. It was discussed in detail and unanimously approved in the Federal Cabinet meeting held on September 9, 2009.

The document recognizes two key deficits of previous documents: governance reforms and an implementation roadmap with strong and transparent monitoring and evaluation (M&E) framework. Implementation framework provided in the policy recognizes the centrality of the federating units in implementation of the education policy.

The role of MoE will be that of a coordinator and facilitator so as to ensure sectoral and geographic uniformity in achievement of educational goals nationally. A shift has been made by making national policy a truly 'national rather than a federal matter. For this, it has been recommended that the IPEM Conference, with representation of all the federating units, will be the highest body to

oversee progress of education in the country.

Salient Features of NEP 2009

Apart from due emphasis on governance issues and implementation framework, some distinct features of the policy are mentioned as under:

- i. Dakar EFA Goals and MDGs relating to Education shall be achieved by 2015;
- ii. Introduction of Early Childhood Education (3-5 years) and encouraging inclusive and child-friendly education;
- iii. Primary education official age shall be 6 to 10 years;
- iv. Equity in Education (gender, geographical urban-rural areas) shall be promoted.
- v. Grades 11 and 12 shall not be part of the college education and merged into the school education;
- vi. Governments shall establish "Apna Ghar" residential schools in each province to provide free high quality education facilities to poor students;
- vii. Every child, on admission in Grade I, shall be allotted a unique ID that will continue throughout his or her academic career;
- viii. The definition of "free education" shall include all education-related costs;
- ix. Access will be extended by ensuring availability of technical and vocational education (TVE) at district and *tehsil* levels. Relevance to labor market shall be ensured;
- x. Enrolment in higher education sector shall be raised from existing 4.7% to 10% by 2015, and 15% by 2020;
- xi. Sector planning in education shall be promoted and each Provincial/ Area Education Department shall

- xii. develop its sector/sub-sector plan, with facilitation and coordination at federal level;
- xiii. A system for donor harmonization for aid-effectiveness and improved coordination between development partners and Government shall be developed;
- xiv. Fragmented governance of education at federal and provincial levels including literacy shall be managed under one organization.
- xv. Separate academic and educational management cadres with specified training and qualification requirements shall be introduced;
- xvi. In order to bridge public-private divide, Government shall take steps to bring harmony through common standards, quality and regulatory regimes;
- xvii. *Deeni Madaris* shall be mainstreamed by introducing contemporary studies alongside standard religious texts;
- xviii. Minimum National Standards for educational inputs, processes and outcomes shall be established;
- xix. The Governments shall commit to allocating 7% of GDP to education by 2015 and necessary enactment shall be made for this purpose;
- xx. IPEM forum shall be institutionalized, with legal mandate to oversee implementation of NEP and making amendments in it, when required;
- xxi. Teacher training arrangements, accreditation and certification procedures shall be standardized and institutionalized;
- xxii. Governments shall take steps to ensure that teacher recruitment, professional development, promotions and postings are based on merit alone;
- xxiii. Waiver of maximum age limit for

- xxiii. recruitment of female teachers, wherever required;
- xxiv. Curriculum development and review process shall be standardized and institutionalized;
- xxv. Use of Information Communication Technologies in education shall be promoted;
- xxvi. Curriculum Wing of MoE and provincial textbook boards shall ensure elimination of all types of gender biases from textbooks. Adequate representation of females shall be ensured in all curriculum and textbooks review committees;
- xxvii. A well regulated system of competitive publishing of textbooks and learning materials shall be introduced;
- xxviii. Examination systems shall be standardized to reduce differentials across students appearing in different boards of examinations;
- xxix. Basic standards for school facilities including playground shall be established by 2012 to improve school environment;
- xxx. Career Counseling at secondary and higher secondary level shall be initiated;
- xxxi. Matric-Tech stream shall be re-introduced and scheme of studies revised accordingly;
- xxxii. Sports activities shall be organized at the Secondary, Higher Secondary, College and University levels;
- xxxiii. Matching with labor market, linkages with industry, innovation and promotion of research and development (R&D) culture are hallmarks of NEP 2009;
- xxxiiii. The policy proposes National Qualifications Framework (NQF) with a changed program structure that encompasses all qualifications in the country, both academic and vocational/technical.

Plan Formulation

During 2008-2009, seventeen education sector projects were completed; while twenty new projects were approved and included in PSDP 2009-2010. The total number of projects in PSDP 2009-2010 comes to 101, having a total allocation of Rs.8097.613 million, out of which 86 are approved and 15 unapproved. A sum of Rs.1944.898 has been released so far during the first and second quarters.

President's Education Sector Reform Project

Project Management Unit of MoE has started a project to provide missing facilities under President's Education Sector Reform (PESR) Project. Following progress has been made since 2008:

S.#	Province/Area (Districts/Agencies)	Total Schools Planned 2008-10	Schools Completed	Work in Progress	Work not started
1	Sindh (6)	1052	-	202	850*
2	Khyber-Pakhtunkhwa (5)	1497	358	68	1071
3	Balochistan (6)	631	387	-	244*
4	FATA (6)	333	22	138	173
5	AJK (5)@	258	149	109	-
6	Gilgit-Baltistan (4)@	449	110	-	339
7	ICT	81	81	-	-
Total		4301	1107	517	2677

@: Data for AJK and Gilgit-Baltistan includes data since 2006-2007
 * Tendering & contracting is in progress in 2165 schools

Other Major Projects of MoE

Establishment of 26 cadet colleges

15 approved: Ghotki, Okara, Zhob, Panjgur, Pasrur, Choa Saiden Shah, Jaffarabad, Mianwali, Noshki, Kohlu, Chilas, Swabi, Kandhkot, Muzaffarabad & Multan.

11 unapproved: Charsadda, Chitral, Lakki

Marwat, Swat, Kahuta, Gwadar, Bolan, Ziarat, Pishin & Shinger.

Establishment of Gwadar Institute of Technology Gwadar, Balochistan.

Establishment of Federal Government College of Home Economics at Islamabad.

Establishment and Operation of Basic Education Community schools. All Pakistan including AJK, FATA, and Gilgit-Baltistan.

Establishment of Govt. Polytechnic Institute at Pishin, Qilla Saifullah, Turbat and Gilgit.

An amount of Rs.50.3 million was distributed among 288 *deeni madaris* for salaries of their teachers under a reforms project. Dozens of *madaris* were monitored and evaluated and steps were taken to bring them in the mainstream.

During 2009-2010, 22 new district offices, including three in Gilgit-Baltistan, were established and over 1,000 Social Action Program (SAP) schools were adopted in Gilgit-Baltistan. A field survey is in progress to open 4,200 new Basic Education Community Schools across the country. The Government has approved a three-year scheme at a cost of Rs.121.691 million to build community school buildings in AJK in place of dozens of schools destroyed by the massive earthquake in the region in 2005. During 2008-2009, three school buildings were completed while construction of 17 schools is nearing completion in AJK.

The Government has increased scholarships for Masters and Doctorate Programs to \$300 and \$400 per month.

In Islamabad, the Federal Directorate of Education recruited 687 teachers in 2009-2010 besides regularizing services of its 615 employees working on contractual basis. 8,108 Educational Qualification Equivalence Certificates for Secondary and Higher

Secondary School levels were issued to students for further studies. 98,905 Secondary School certificates, Higher Secondary School certificates and diplomas of applicants were verified for further studies or work abroad. The Ministry of Education's Yearbook 2007-2008 was prepared and disseminated.

Since 2008, international development partners extended foreign assistance for the development of education sector in Pakistan. Funded by Department for International Development (DFID) at a cost of 3.5 million pounds, Gender in Education Policy Support Project is being implemented by the Government with the technical assistance of United Nations Children's Education Fund. The United States Agency for International Development (USAID) assisted a project Strengthening Teacher Education in Pakistan costing \$2.138 million to enhance the Government's capacity to improve policy framework, coordination and National Standards for Teacher Certification and Accreditation.

USAID assisted Ed-Links program focusing on Teachers Professional Development; Student and Achievement; Governance in Sindh, Balochistan, Islamabad and FATA costing \$90 million. USAID funded program Pre-Service Teachers Education Program launched at a cost of \$75 million. Under Strategic Objectives Grant Agreement, USAID allocated additional \$121 million for basic education during 2009.

Three candidates from Pakistan were selected for the UNESCO/Poland Co-sponsored Fellowships Program 2009 for research study in Poland. One candidate from Pakistan was awarded the United Nations Education, Cultural and Scientific Organization (UNESCO)-L'oreal Co-Sponsored fellowships for Young Woman in Life Sciences in the previous year. One candidate from Pakistan was awarded UNESCO fellowship for post-graduate study

in the field of education at Harvard Graduate School of Education, U.S.A. Forty subject specialists of Provincial Textbook Boards, Bureaus of Curriculum, Teacher Training Institutions on National Curriculum and National Textbook were given training.

National Vocational and Technical Education Commission

Technical and vocational education, along with training, is integral to economic development. The People's Government has accorded high priority to skill development and provision of skilled labor force. Medium-Term Development Framework highlights the Government's policy objective to develop a technical education and vocational training system to produce 0.95 million labor force. Since 2008, the National Vocational and Technical Education Commission (NAVTEC) has given high priority to unaddressed areas by initiating the following reforms:

- National policies and strategies
- Laws and regulations
- Certification, accreditation, skill standards and curricula
- Instructor training
- Performance evaluation system
- National and international linkages
- Labor Market Information System
- National Qualification Framework
- Centers of Excellence
- Innovative programs for TVET
- TVET Development through public-private partnership
- Certainty of funds
- Conducting road show, joint conferences, symposia, visits, workshops and exhibitions.

National Skills Strategy

NAVTEC has developed the National Skills Strategy 2009-2013, and is addressing TVET

challenges. The flagship strategy emphasizes a shift from curricula-based to competency-based training to create a demand-driven training system responsive to industry needs. It seeks to institutionalize various segments of TVET sector by adopting corrective measures during the process of implementation. The strategy sets out a framework against which NAVTEC can deliver its mandate to reform the skills development system.

It is meant to build a skill development system that can be benchmarked against international standards, and achieve the following mandate given by the Government:

- Competency-based training
- Enhanced role of private sector
- Centers of excellence
- Encouraging entrepreneurship
- Streamlining policymaking
- Registering and accrediting institutes
- Reforming management of training institutes
- Research and development
- Skills for women
- Integration of informal economy of workers
- Mobility of skilled workers
- Career guidance and placement
- Vocational education in schools
- Improving the status of skill development

Hunarmand Pakistan Program

In the light of the Prime Minister's directive, NAVTEC has taken initiative of offering short-term skill development program of mostly six-month courses in collaboration with public sector training institutes. It covers four priority sectors, including construction, agriculture, IT, and telecommunication and services. The other sectors being addressed are light engineering, services, traditional trades and textiles.