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Pakistan Education Roadmap

For Universal Primary Education & Skills Education

A Report of The Global Agenda Council on Pakistan
World Economic Forum

2013

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World Economic Forum Geneva

World Economic Forum is an independent international organization committed to improving the state of the world with no political, partisan or national interest. By engaging business, political, academic and other leaders of society to shape global, regional and industry agendas the Forum provides an independent space in which to stimulate dialogue, shape agendas and catalyze initiatives. Incorporated as a not-for-profit foundation in 1971 and headquartered in Geneva, Switzerland. The World Economic Forum fulfils a unique role as a trusted partner of public and non-public stakeholders in integrating transformation processes.



Global Agenda Council (GAC)

In 2008, the **World Economic Forum** created the Global Agenda Councils, a multi stakeholder network of 88 Councils on global issues. Each group comprises of 15-20 lead persons which convenes for a two year period. The Network comprises of the most relevant and knowledgeable peer group through leaders from academia, government, business and civil society to challenge conventional thinking, develop pertinent insights and create innovative solutions to address challenges.

A few global Agenda Councils (GAC) are country specific, Pakistan being one. During the current term of July 2012 - June 2014 GAC Pakistan is headed by Dr. Ishrat Hussain as Chairperson. Through a consultative process it was agreed that the focus for the term would be:

- 1) A domestic track which would address the issue of human capital development, with an emphasis on education and focus on universal primary education.
- 2) A regional track building on the efforts accomplished during the past term with focus on India - Pakistan relations specifically in the context of trade related issues.

It was also decided for enhancing working efficiency to divide Council membership into one of the two related themes.

This Report is the product of the Education sub-Group deliberations.

Members of the World Economic Forum's Global Agenda Council on Pakistan (Education Track)

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Education is Good Politics: Viewing Education as an Investment, Not an Expenditure

- Quality education provided by the state is the greatest social equalizer
- Education breaks the cycle of poverty
- Education is the key to economic growth, enhanced productivity and sustainable development
- Education helps make better choices and leads to better health and lifestyle changes
- Education helps create jobs and reduces the chances of the unemployed being pushed to crime and violence
- Education increases efficiency and productivity
- Education helps women make better reproductive choices, thus bringing down fertility rates and reducing the reproductive burden on women
- Education is central to empowerment, especially for women and young girls
- Education is a basic human right which is a key to its universalization

A Clear Goal: Universal Primary Education by 2015

Indicator	2001-02	2004-05	2007-08	2010-11	2011-12	MDG Target 2015
Net Primary Enrolment Rate (5-9 Years)	42	52	55	56	57	100
Completion/Survival Rate 1 grade to 5	57.3	67.1	52.3	49	-	100
Literacy Rate (%) 10 years and above	45	53	56	58	58	88

Source: Pakistan Social and Living Standards Measurement (PSLM) Survey 2011-12.

-:Not available

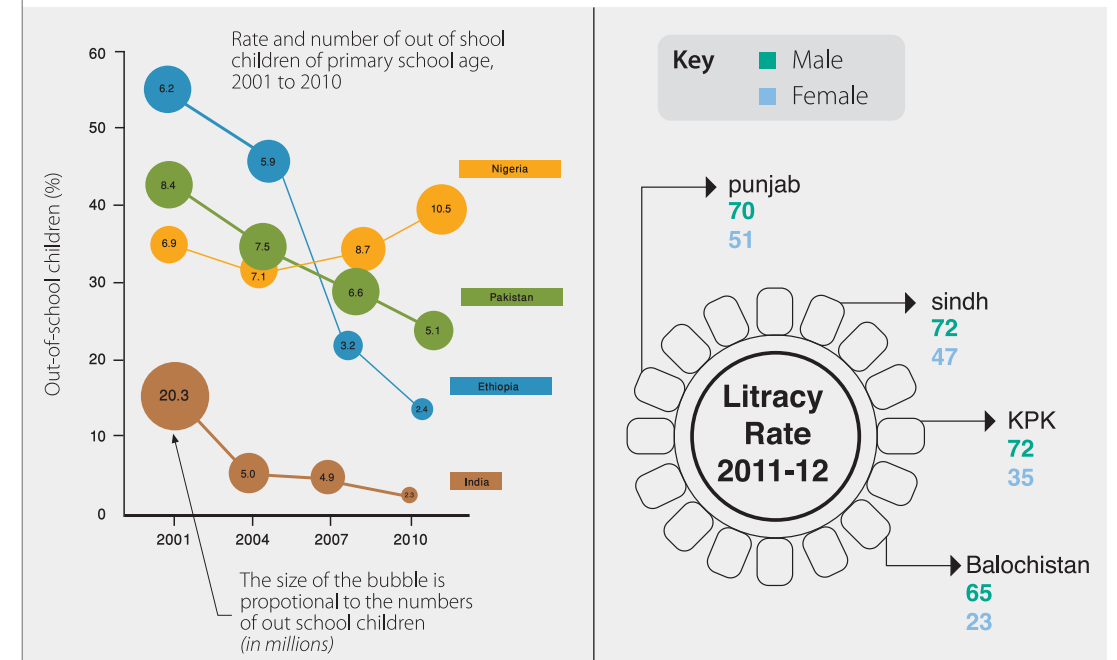
Published in Pakistan Economic Survey 2012-13.

Grim Facts

The United Nations Education, Scientific and Cultural Organization (UNESCO) Global Monitoring Report 2012, on Education, states that Pakistan is a long way from achieving the Education for All Goal (EFA) by 2015. The report tells us that Pakistan's education landscape is grim;

- The world has 67 million out-of-school children - approximately 10% of them live in Pakistan.
- Pakistan has the world's second highest incidence of out-of-school children, 5.1 million, of which two-third are girls.

- The rural-urban and gender divide is significant - nearly half of rural females have never been to school, while this is true for only 14% of urban males.
- Spending on education has been reduced from 2.6% of Gross National Product (GNP) to 2.3% of GNP over the decade.
- Though Net Enrollment Rate (NER) in primary education (for 5-9 year olds) has increased from 42% in 2001-02 to the current figure of 56%, this is well below the MDG UPE target of 2015 and reveals significant gender, regional, and rural and urban disparities.



■ Putting Education on Track

Education is universally recognized as the most pivotal determinant of social and economic change¹. Pakistan stands at a disappointing 113th out of 210 countries in The UNESCO Global Monitoring Report 2012, EFA Development Index. The Report stresses the dire need for investment in three key domains: spending on education, quality and investing in skill-building initiatives. The UN Secretary General's Education First Initiative also identifies the priority of putting every child into school and improving the quality of learning. The international message is loud and clear - **PUT EDUCATION ON TRACK**. The country driven dialogue makes a similar call with the wise recognition that political will and administrative priority are the two things that can make this happen. Unfortunately, the flagging of political will is spot on when history tells us that since 1947, every government-led education policy has set a target to achieve UPE by the end of its political tenure, a target that no government has thus far achieved. (Detailed in annex I)

This political term, which represents a grounded and evolving democracy selected through elections and a free media, gives voice and hope to the people. The call is to move from deliberation to transformation, and education has been pronounced in each and every political Party Manifesto for 2013, as a key area to be addressed on a priority basis. All the parties believe universal primary education is an essential goal and have promised substantial increases in education outlays. The public media campaign of Geo's *Zara Sochiye* and Express' *Alif Ailaan*, are exemplary issue-related campaigns. *Zara Sochiye* Survey reveals that 75% of Pakistani's believe that

education is a fundamental right, 48% will vote only for candidates whose priority is education, 65% think we have not progressed due to inadequate spending on education and 89% Pakistani's believe education is the most potent weapon against terrorism. The Pakistani voice emphasizes that education is not only a moral imperative, it is the single best investment a nation can make to transform lives and build a more sustainable and equitable society.

In response, the World Economic Forum, Global Action Council Pakistan (GAC), has prepared this document titled, "Pakistan Education Roadmap: For Universal Primary Education and Skills Education". It is addressed to the federal and provincial governments, political parties and elected representatives at the three constitutional tiers. It is structured within a political framework, seeks to encapsulate the issue concisely and aims to identify short term priority measures for executive government and elected representatives. The purpose of the Pakistan Education Roadmap is to:

- Provide an overview of the current education emergency and identify strategic areas of redressal and review.
- Document learning's and provide solutions for addressing the key gaps in the education sector in Pakistan.
- Garner political support and provide tools to stakeholders in order to practically address sectoral level issues.
- Create positive impact on school enrollment and ensure the goals of Universal Primary

1. The financial benefit of universal primary education would raise the GDP per capita by 7.2% each year
Source: World Bank Research, 2008



Education are met.

- Encourage skills education for employability.

The prioritized areas of GAC (Pakistan) focus on four broad themes: These recommendations are interlinked transformational action steps, which when combined, form an educational reform strategy.

1. Improving the legislative environment and ensuring the implementation of current legislation

- Enactment of Article 25-A and the 18th Amendment through a legislative agenda and action plan by Political Parties.
- Allocation under Fiscal Responsibility and Debt Limitation (FRDL) Act, 2005
- Allocation under NFC Award, 2009.

2. Enhancing Governance standards (teachers training, public schools corruption levels etc)

- Governance Reform
- Closing the gender gap
- Harnessing the demographic dividend

3. Increasing outreach and enhancing knowledge management (technology, international collaboration, new models etc)

- Technology in the service of education
- Coalitions for education
- International Initiatives

4. Focusing on skills, quality and relevance

- Educating the impoverished
- Skills and education development

Changing the Conversation around Education

As recently as three years back, 2011 was declared as Pakistan's "Year of Education" as an outcome of the repeatedly declared educational emergencies in the country. Paradoxically, all these verbal commitments for reform, policy proposals and constitutional changes, have remained on paper whilst the facts on education have grown more compelling. The time for gimmickry is over, as is endless rhetoric, be it in parliament or amongst government leaders. The change in the education conversation is a visible move towards result-based action, one which draws on opportunities and faces challenges head on.

1. Improving the legislative environment and ensuring the implementation of current legislation

Making Legal Clause a Reality: Enactment of Article 25-A and the 18th Amendment:

The Constitution of Pakistan, framed in 1973, promised to its citizens in Article 37 (b) and (c) that "the State shall remove illiteracy and provide free and compulsory secondary education within minimum possible period; make technical and professional education generally available and higher education equally accessible to all on the basis of merit". More recently, a significant opportunity emerged when Section 9 of the Constitution Act, 2010 inserted a new Article 25-A in the Constitution, with effect from April 19, 2011. It states:

"Right to education — The State shall provide

free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law".

Another important change in the legislation is the 18th Amendment. The amendment is the first step in fundamentally restructuring the public governance system in Pakistan. Article 25-A of the Constitution states that free and compulsory education is to be provided by the "state" which, by definition, involves both federal and provincial governments. The responsibility is therefore clearly shared, whilst the provincial government's autonomy on the subject provides many opportunities for expanding access to, and improving quality of, public service delivery of education. It is also a Constitutional provision that the federal government is responsible for implementation of international obligations. Co-ordination and oversight are also federal functions, wherein the need to harmonize curricula and enforce minimum education standards is visibly clear. Furthermore, Article 25-A gives education the status of a human right. Human Rights, being universal and indivisible, fall in the federal domain and the subject is housed in the Ministry for Law, Parliamentary Affairs and Human Rights.

The 18th Amendment to the Constitution (2011) is a real game changer for the public sector provision of education; it is an opportunity which cannot be lost. This is a red alert for the current federal government as to the lack of effective coordination between the provincial and federal governments. There is no dedicated institution

to make policy at the national level and then devolve it to the provinces. Furthermore, the absence of a nationwide education sector change management plan, identification and review of federal / provincial / district domains and decentralization structural issues, have impaired the pitch.

Allocation through Fiscal Responsibility and Debt Limitation (FRDL) Act, 2005

The FRDL Act, approved in 2005, requires all government to reduce the total public debt and maintain it within the prescribed limits. Furthering on these limitations, the Act addresses education by mentioning, in unequivocal terms, the allocation of GDP on education and health.

".....in every financial year, beginning from the first of July, 2003, and ending on the thirtieth of June 2013, the total public debt is reduced by no less than two and a half percent of the estimated gross domestic product for any given year, provided that social and poverty alleviation related expenditures are not reduced below 4.5 percent of the estimated gross domestic product for any given year and budgetary allocation to education and health, will be doubled from the existing level in terms of percentage of gross domestic product during the next ten years....."

Over the last decade, there has been a decrease in federal expenditure on education as a percentage of GDP. This is a real cause of concern. In order to reach the 4.5% target, the FRDL Act 2005 requires these outlays as a percentage of GDP to reach 1.18 and 3.72 percent of GDP respectively by 2013, effectively doubling the allocation towards these sectors from the 2002-2003 levels.

The NFC Award, 2009

The 7th NFC Award finalized in 2009-10 has transferred a greater share of revenues to the

provinces, the expectation being that priority for delivery of social services will significantly increase in line with the 18th Amendment.

2. Enhancing Governance Standards

Governance Reform

Major issues call for a major effort and the major issue in the education sector is that the fault line is the abysmal governance and ineffective implementation of the school level education system. An example of the response is the Punjab government initiative of establishing District Education Authorities (DEA) which comprise of non-political individuals and persons of repute associated with the education sector. The DEA function would be to approve or reject school renovations, teacher recruitments, transfers, construction of laboratories, halls and rooms and the purchase of furniture, hardware appliances etc. An important component of the module is to ensure stakeholder participation whereby DEA's would seek advice and guidance from all stakeholders, including parents, teachers and civil society representatives.



Three key areas which repeatedly surface as the education soft belly are as follows:-

- 1) **Lack of competent and trained teaching staff in schools:** Learning outcomes are well below standard and teachers are not able to retain students. Teachers lack know-how of the latest teaching methodologies and hence are unable to improve student retention, build student skills and engage students to participate and learn in an interactive environment.
- 2) **Strong political influence/interference in decision making:** Decisions ranging from teacher hiring to locating schools are plagued by political interference and interests of influential individuals. Decisions based on graft, rather than genuine need, have corrupted the system.
- 3) **Mismanagement, missing facilities and crippling infrastructure in government schools:** The issues of the failing education system are systemic and too numerous to recount; fortunately enough, solid work has been done both at the macro and the disaggregated provincial level. Key issues which must be addressed include nonfunctional schools, untrained teachers, high drop-out rates, poor completion rates, high teacher absenteeism, dilapidated infrastructure and overcrowded classrooms. A valuable evidence based resource is the ASER Annual Report 2012 on the State of Education in Pakistan. Another post 18th Amendment resource is the Children's Global Network Stakeholders Consultation Report 2013.

Closing the Gender Gap

In as many as sixty countries, girls face disadvantages in education; Pakistan is one of them. ASER 2012 reports that 23% of all school aged children, predominantly girls in rural areas,

are still out of school. This is regardless of the knowledge we possess of the multiplier effect in investment on women and girls education. This return exists because they spearhead development in their families and communities. Lancet quotes that the rise in women's education has prevented more than 4 million child deaths between 1970 - 2009.

In terms of price tags, there is compelling evidence from World Bank research and UNESCO education statistics, which estimates the economic cost to 65 low and middle income countries, including Pakistan of failing to educate girls is the same standard as boys - this is a staggering US\$ 92 billion each year!

According to the World Economic Forum Report 2013, Pakistan stands at second worst country in gender equality out of 136 countries. Educational attainment is one of the four categories of the global gender gap index.

Harnessing The Demographic Dividend

Pakistan's 1998 Census affirmed that the country has entered the much sought after demographic transition. This entails a change in the age pyramid whereby Pakistan today has the largest ever population between the ages of 16 and 24. This huge pool of youth, numbering 63 million, is an asset to be productively harnessed as a critical determinant of economic growth. Unfortunately, this window of opportunity is threatened by reversal due to a largely uneducated youth. This means disaster for the current population of 180 million and all future generations. An annual addition of 3.2 million to the population and the all time high of unemployed youth have reached dangerous proportions in a country ravaged by conflict and unrest. The current birth rate is also an impediment towards the actualization of the MDG Goal of Universal Primary Education by 2015; it has been estimated that at the current growth rate, every hour one new primary school catering to 400 children is required.

3. Increasing Outreach and Enhancing Knowledge Management (technology, international collaboration, new models etc)

Technology in the Service of Education

Traditional means of education and knowledge dissemination are under visible strain. Fortunately, this new age of ICT, digital communication and virtual online learning, offer advancements in access to education. Digital technology and the internet are key to meeting the present and growing needs of education.

E-learning is an inclusive terminology for all forms of educational technology that, electronically or technologically, support learning and teaching, and depending on an emphasis on a particular aspect or component or delivery method, it may be categorized as technology-enhanced learning (TEL), computer-based training (CBT), internet-based training (IBT), web-based training (WEBT), online education, virtual education or digital educational collaboration.

Even though Pakistan has an extensive Open University network, it could do with both an upgrade and an overhaul. More important are the many new innovations which seek to harness technology in the service of Education for All. One such opportunity is the leveraging of mobile phones for primary education. Over the years, mobile phones have become the most important source of information and communication in Pakistan. They are becoming ubiquitous even among low-income households. In fact, Pakistan has one of the highest mobile phone penetration rates in South Asia (65.4%) and some of the lowest tariff rates in the region. In Punjab, the Punjab Information Technology Board (PITB), has launched a Mobile Learning (M-learning) initiative to improve literacy retention through SMS, in Punjab. The purpose is to provide low cost, easily accessible, out of school instruction, to girls at the primary level. This M-learning project facilitates learning anywhere and at any time. Female students who cannot attend school due to cultural constraints or geographic inaccessibility, listen in and study from home.



Semi-literate girls, who drop out of school, use educational content to stay in touch with instructional material and retain their numeracy and literacy skills. Mobilink Foundation and UNESCO has recently established mTaleem, a SMS literacy programme, in marginalized areas whereby Mobilink employees will volunteer their services as teachers. This pilot has been initiated in Punjab, KPK, FATA and Sindh, and will later be rolled out in the entire country.

Coalitions for Education

The enormity of the task of education reform in Pakistan requires it to be a combined effort of the public, private and tertiary sectors. Today, Pakistan has an active and vibrant range of public-private partnerships (PPP), individual CSR's and not-for-profit organization initiatives, which are playing a key role in changing Pakistan's educational landscape. Their activities range from school improvement programs to advocacy and policy research. A brief review of PPP in Pakistan indicates that provincial government Education Foundations, which have developed as important catalysts in the promotion of education for those in need, are a useful mechanism for viable collaborative efforts. Amongst the many good practices, the following merit mention:

- **School management and upgrading of existing government schools**

School upgrading is focused on very specific targets and school management refers to overall management of government schools by private sector organizations. There are several existing models of this type of activity including the work being carried out by The Citizen's Foundation (TCF), which provides a model for not-for-profit, highly subsidized education in purpose-built schools in underprivileged areas across Pakistan. An example of its potential is the case of Anjum

Fatima who lives in the slum of Ismail Goth, Karachi, who has gotten admission in the Institute of Business Administration (IBA) in Karachi and has been selected to spend a summer semester at Harvard. CARE Foundation is another good example of an organization working in partnership with the government on all aspects of school development. CARE's adoption includes the operational control of schools with a CARE Internal Coordinator working side-by-side with the government school Principal to improve the school provision of education in terms of infrastructural needs, quality of teaching and governance. Similarly, Kashf Foundation, a microcredit organization for women, has created an education product which is holistic in its approach towards facilitating high quality education for low-income youth. In collaboration with Beaconhouse School System and the Pakistan Poverty Alleviation Fund, it is improving the quality of education in low-income community private schools. The focus is on teacher training and quality of teaching with capital support on a needs basis, along with a school management and development programme targeting education entrepreneurs.

- **Turnkey establishment and management of government schools**

In turnkey models, the government builds and hands over the infrastructure of a new, as opposed to existing, school to a private operator and also provides an agreed budget for operating the school. In this model, the private operator is responsible for hiring staff based on budgets that have been pre-determined with the government. This is an excellent way of reducing the pressure on local education authorities in situations where new schools have to be built and staffed in local communities. It also gives the operator complete freedom in selecting their own staff and putting good systems and processes in place from the beginning rather than inheriting the legacy

systems of the government. Good politics aside, PPP opportunities can play a vital role in transferring the knowledge and experience gained by the private sector in the 35 years since 1978 - when the government following the era of school nationalizations allowed the private sector to enter primary and secondary schooling. During these three and a half decades, there is ample research evidence available on the valuable contribution being made by the private education sector in Pakistan.

GAC (Pakistan) report on Public-Private Partnership Models in the Education Sector, Pakistan, is available at www.beaconhousetimes.net/GAC

- **Load Sharing**

The emergence of low cost private schools has been one of the most significant and valuable developments on the educational landscape in Pakistan. Between 1999-2008, private schools increased by 69% in number, whereas in public schools, this increase was only 8%. In 2011, about

23% of all children enrolled in rural areas were in private institutions. Contrary to the popular notion regarding private education being expensive and exclusive for the elite, the growth of private schools in Pakistan has been highest in rural areas and targeted towards low-income households. According to the "Learning and Education Achievements in Punjab Schools" (LEAPS) study, parents, even at low socio-economic levels, exhibit a demand for better education quality and opportunities for their children. One of the major findings was that private schools significantly outperform government schools in educational attainment. Private schools are efficient, better managed and have low teacher absenteeism. In addition, students also have better civic attitudes and lower gender bias. Private schools, with their better services, are attractive low cost options to families, especially those living in rural areas.

International Initiatives

The last but not the least of GAC (Pakistan) recommendations to the current government is



to engage with the international community which is committed to delivering universal human right of “education for all” and meeting globally agreed upon goals. In a globalized world bi-lateral and multi-lateral assistance in the education sector is high on the agenda. A few of the multi-lateral initiatives are listed below:

- i. Learning for All Ministerial-Washington DC, April 2013: A World Bank and United Nations initiative.

Opportunity: Ministers of Education and Finance from countries with the largest numbers of out-of- school children and poorest learning achievement, met as a side event in the WB-IMF Meetings to discuss with development partner agencies, concrete steps to accelerate progress and address bottlenecks. Though eligible, Pakistan did not participate in the April 2013 meeting as it was in the election mode. This is considered a forum Pakistan could gain from.

Contact: Gordon Brown UN Special Envoy for Global Education.

- ii. Global Education First Initiative-September '2012: A UNESCO initiative

Opportunity: Recognizing the power of education, this historic decision is the first time that a UN Secretary General has made education a priority. Pakistan in all likelihood is a member of the five year GEFI Steering Committee and should seek mileage from this initiative.

Contact: Director-General UNESCO.

- iii. Education for All Goals: A UN initiative

Opportunity: This policy document contains six internationally agreed education

goals aimed to meet the learning needs of all children, youth and adults by 2015. Pakistan is a signatory to the Dakar Framework for Action, Education for All. There are a number of initiatives which address sub-sets of the overall goals which Pakistan can benefit from, such as E.9 (UNESCO), UNGE1: (UNICEF), Global Partnership for Education (GPE): World Bank. The ongoing GPE is work in progress, the first step for accessing \$ 100m grant is preparation of Education Sector Plans.

Contact: UNICEF in Baluchistan and the EU in Sind.

- iv. Open Course Ware Consortium:

Opportunity: This consortium provides free online educational materials and is associated with the Massachusetts Institute of Technology and some 300 other educational institutions, which, when last reported, provide some 21,000 courses and has nearly 3000 million online visits per year. Through HEC digital technology and the internet can be harnessed to open access to higher education, a deficient area in the education sector and not one which is likely to grow anywhere near to the requirements.

- v. MIT's Blossoms Initiative:

Opportunity: A very important initiative to promote E-Learning by MIT (Massachusetts Institute of Technology) LINC (Learning International Networks Consortium) is Blossoms (Blended Learning Open Source Science or Math Studies). The objective of Blossoms is to create a large free and open video library. Blossoms lessons engage students in observation, experiment and discussion. Problem solving activities stimulate students to think critically and to

make connections. BLOSSOMS is also a part of a movement called STEM Education - Science, Technology, Engineering and Mathematics Education. STEM is a new way of thinking about how to best prepare students for post-secondary education and participation in the modern economy, which more and more often requires people to think critically work independently, and apply a wide set of sophisticated skills. BLOSSOMS aim to improve these in-demand skills and to increase student interest in careers in science, technology, engineering and mathematics. This collaborative effort of educators from Pakistan, Jordan and MIT has developed video modules in the five areas of mathematics, engineering, physics, biology and chemistry. This initiative has conceived the first ever Blossoms video lessons. The tripartite effort is an opportunity because of its enormous potential in Pakistan.

4. Focusing on Skills, Quality and Relevance

Educating the Impoverished

The EFA Global Monitoring tool, Deprivation and Marginalization in Education (DME) data set reveals that with a per capita income comparable to Vietnam's, Pakistan has three times the level of education poverty, reflecting disparities linked to wealth, gender and region. The percentile of population below the poverty line in Pakistan is at an unacceptable high because, amongst other reasons, poverty has far reaching consequences on Education For All. Conversely, UNESCO EFA Global Monitoring Report indicates that if all students in low-income countries acquired basic reading skills, 171 million people could be lifted out of poverty, thus reducing the global rate by 12%.



Skills and Education Development

In Pakistan, one in five young persons (15-24 years), is looking for work or is unemployable and this is growing in number. Providing skill based training to youth for employment has never been so vital, because failure to provide skills and training ends in the depletion of vital human potential, which when harnessed, is an economic powerhouse for a country. The World Economic Forum (WEF) estimates that the global economy will need to create some 600 million new jobs to preserve social cohesion and sustainable growth. This analysis applies equally to Pakistan.

A brief recount of the skills education for employment sector is as follow:

- Under Article 37 and Article 38 of the Constitution of Pakistan, it is the responsibility of the State to provide technical and professional education and facilities for work and adequate livelihood to its all citizen. Unfortunately, curricula of public school education in Pakistan not only lacks content or training to the students in employable skills, it offers no pathways for them to opt for a technical and vocational career after secondary education. In the past, a few pilot initiatives were launched to integrate TVET with general education but these failed due to structural flaws. The innovative project of introducing a new Technical Stream at Secondary level launched during 2002-2003 was dropped due to changes in management and other financial constraints.
- Due to lack of counseling and non-availability of TVET programmes and facilities, majority of the students enroll themselves for humanities or sciences subjects. The ratio of TVET institutions is low as compared to schools and colleges offering general

education. During 2011-12, only 3,271 Secondary Vocational Institutions were functioning in the country with enrolment of 292,000 students compared with 25,800 general education secondary schools with enrolment of 2.725 million (Govt. of Pakistan, Economic Survey 2011-12, Finance Division, Islamabad). Pakistan Poverty Reduction Strategy Paper II (2010) indicates that only 3% of the students enrolled at all levels pursue a career path by choosing the TVET stream of education. It also reveals that currently only 3.45% of public sector budgetary allocations for education go to TVET.

- On a cautionary note, skills learnt through vocational education for the purpose of providing a successful transition from school to work, they must be responsive to market demands. In this regard, as far back as the nineties, research revealed 63% of technical education school students could not get jobs because of the mismatch between technical education and the jobs available in the market.
- In the context of Pakistan, it is also necessary that technical and vocational education looks beyond schools and formal education. This can be an informal sector 'second chance' Programme which links employment with skill training. It can cover millions of young people who were denied opportunities for education earlier in their lives. This "second chance" programme will also combat marginalization, provide social protection and eradicate poverty. Examples include The Jovenes Programme in Argentina, Peru, Chile.
- The Ministry of Training and Education has proposed establishing a taskforce for developing a National TVET Policy. This initiative is viewed as a positive step.



Recommendations

Recommendation 1: EDUCATION IS GOOD POLITICS

Education is good politics and the education statistics are grim. It is imperative on the current government to put education on track and bring the education crisis to the center of the political conversation, introduce aggressive reforms and ensure it is given administrative priority.

Recommendation 2: ENACTMENT OF ARTICLE 25-A AND THE 18TH AMMENDMENT

It is essential that, on a priority basis, the available Constitutional federal mechanism of the Council of Common Interest (CCI) and its administrative Inter-Provincial Co-ordination Ministry, engage with provincial and federal stakeholders to give clarity to the domain, jurisdiction and responsibilities of all players. In consultation with the Ministry of IPC, the Ministry for Education will examine establishing a formal entity such as a standing committee on education of the CCI for collaboration and co-ordination, between the federal and provincial governments.

Recommendation 3: MINIMUM LEGISLATION AGENDA

Within the first six months the government is called upon to move at least three of the following bills, all of which are urgent in nature;

- I. Amendment to the Compulsory Education Act which makes its jurisdiction the whole of Pakistan as against the present ICT status.

- II. The Corporal Punishment Bill whereby dangerous antiquated and uncivilized acts of corporal punishment will be banned and criminalized.
- III. Prevention of Girls Education Bill which seeks to criminalize the act of any individual, group of persons or institutions which prevents/threatens girls from education, specifically from going to school.

Recommendation 4: ACTION BY POLITICAL PARTIES

- I. Political consensus on education must be galvanized
- II. All political parties work to ensure Art. 25-A, which guarantees a free education to every child in Pakistan is practically enforced.
- III. Each individual party office bearer and elected representative ensures advocacy of the public value of education in their sphere of influence.
- IV. The federal and provincial governments will ensure there is no political interference in appointment of school teachers and location of new schools. The principles of merit and unmet need will be strictly followed. A punitive code of action will be framed against political interference and strictly enforced.

Recommendation 5: FRDL ACT, 2005 IMPLEMENTATION

The current government is obligated under FRDL Act to achieve the 4.5% target for education.

Recommendation 6: 7th NFC AWARD

To fulfill constitutional obligations, provincial governments must increase education sector budgets. Other provinces are invited to emulate KP where the Budget 2013-14 allocation for education has increased from a paltry Rs. 6 billion to Rs. 66 billion, clearly proving that where there is a political will there is a way. The Increased provincial allocations should ensure a conscious effort is made in public sector education for inclusive education systems which reach the marginalized and deprived. In this regard, disaggregated data collection systems which identify marginalized groups and monitor progress, are required to be put in place.

Recommendation 7: GOVERNANCE REFORM

- I. It is strongly recommended to the provincial governments that, on a pro-active basis, school education should be devolved to the District Government with a view to making the structure of the delivery system more relevant, especially of girls and the marginalized population. This system brings public service delivery where it should be - closer to the people. For management efficiency and equity, the district, rather than the province, becomes the operational tier of governance. A word of caution is in order, this transition requires professional guidance, capacity building, retraining and adequate fiscal and administrative autonomy. Each Province will adapt to its own requirements and situation. However, this is a task which must be done sooner rather than later.
- II. It is fortunate that Alif Ailaan's "Pakistan District Education Ranking 2013" is available. This compendium is a comprehensive district wise scoping on the State of Education in Pakistan. In addition to

Education Budget Maps to base increase in education budgets on, it provides data on the three weak areas identified above, such as enrolment, absenteeism, gender disparity, infrastructure and learning outcomes.

- III. Other Provinces should also establish District Education Authorities. It is a manifestation of power to the grassroots as envisaged in the 18th amendment and could be instrumental in raising the standard of education with Districts' being empowered to plan, budget and implement the school system within the overall education policy framework.
- IV. Extend to the whole country the Punjab/KP robust Roadmap Initiative for monitoring education indicators and taking corrective action.

Recommendation 8: CLOSING THE GENDER GAP

- I. The message is clear that investment in women's education will deliver real returns, not just for individuals, but for the whole



society. The message is also clear and equally loud to the incumbent government that a fast track education-for-girls program is long overdue. A fast track "Girls Education Action Now" is strongly recommended.

- II. Dovetail primary and functional education for girls/women in all social protection and poverty alleviation programmes.
- III. An essential component of "Girls Education Action Now" must be making education for girls an acceptable social norm.
- IV. Girls education has been under siege in parts of Pakistan for far too long. The recommendation for Girls Education Action Now Initiative must have a visible FATA and Swat area where it is reported some 1,576 schools have been destroyed by extremists and, based on estimates, 95,000 girls are thus being deprived of education.
- V. Another issue which deserves mention and requires redressal is that the education of girls has disproportionately borne the burden of the prevailing conflict and security situation in Pakistan. This is substantiated by efforts to promote gender equity in education whereby at primary level, gender parity improved from 82% in 2001-2002 to 85% in 2004-2005. During 2004-05 and 2008-2009, a 3% dip was observed and is attributed to the worsening security situation.

**Recommendation 9:
HARNESSING THE DEMOGRAPHIC DIVIDEND**

- I. It is incumbent on the current government to forthwith re-activate the defunct family planning/reproductive health programme to ensure the decline in birth rate is sustained to reach zero growth by 2035 and capitalize on the demographic dividend by investment in education and human capital skills for sustained growth.

**Recommendation 10:
TECHNOLOGY IN THE SERVICE OF EDUCATION**

- I. It is more than appropriate that the proposed federal mechanism in Recommendation 2 is established whereby the four provinces and concerned stakeholders also interact for the exchange of ideas, sharing of good practices, scaling of successes and drawing on international success stories.
- II. Increase of outreach and enhancing knowledge management (technology, international collaboration, new models etc). An important purpose being the introduction of ICT's which can help the education sector in especially providing innovative online learning and teaching methodology to overcome lack of education infrastructure.

**Recommendation II:
COALITIONS FOR EDUCATION**

- I. The current government is called upon to acknowledge the private and not-for-profit sector as a major stakeholder and work with it in partnership, such as the strengthening of PPP in the public sector, outsourcing education to the private sector, especially low cost private schools in rural areas, scaling up successful initiatives and adopting international good practices, such as GEM in India and the Escuela Nueva model in Columbia.
- II. Harmonize Public-Private Education Sectors: The growing contribution of private schools, particularly low cost private schools whilst irreversible, also poses an apparent unhealthy schism between public and private sector education which calls for re-dressal. The how, when, where and what needs to be determined. That being said, the imperative of this task is to harmonize the two sectors,

imbibe positive attitudes, create an enabling environment for the private sector and, through common purpose, create a seamless relationship.

- III. Collaboration in Upstream Planning: The private education sector, including academia and research organizations in Pakistan today, offer an array of expertise. It is recommended these specialist services are engaged by government in upstream planning. The four prioritized areas for constructive public-private engagement are teacher trainings, curriculum development, school evaluation and technology integration. (See annex II for brief details).

**Recommendation 12:
EDUCATING THE IMPOVERISHED**

Recognizing that education plays a pivotal role in pulling people out of poverty, in addition to providing social safety nets and subsidies, the current government is called upon to evolve a nationwide Skill Development and Employment Strategy that explicitly addresses the informal urban sector. A potentially effective way of delivering skill training is to combine it with microfinance or an Income Support Programme that assists beneficiaries overcome poverty constraints in the short term. Two skill related poverty alleviation initiatives of the Punjab government are recommended for introduction in the other provinces, they are the Punjab Skill Development Fund (PSDF) and Punjab Vocational Training Council (PVTC) (See annex III for brief details).

**Recommendation 13:
SKILLS AND EDUCATION**

The message to the current government is that the time is here and the place is now:

- I. Diversify education which effectively promotes skills for decent work (ILO definition). At the current population growth rate, Pakistan will need 36 million new jobs in just 10 years. Education therefore needs to be more realistic of our economic needs and integrate technical and vocational education into regular schooling. In short, Pakistan needs multiple learning pathways which focus on skill development and functional literacy.
- II. It is important to look at the entire value chain that needs to go into building such a system in the country along with promoting the dignity of trade.
- III. Include entrepreneurship and financial education as part of the regular school curriculum particularly for grade 8 students so they are prepared to set up businesses.
- IV. On the subject of girls' education for employability, a strategy be designed to (a) strengthen women's capacity in existing trades and (b) provide opportunities for non-traditional trades in growth oriented sectors.



UPE Policies 1947-1998

Policy	Targets	Strategies
1947 Pakistan Education Conference	<ul style="list-style-type: none"> Free and Compulsory education UPE within two decades (i.e.1976) 	<ul style="list-style-type: none"> Levy a special tax to finance primary education Primary school age group between 6-11 years Encourage the private sector to open schools
1959 Commission on National education	<ul style="list-style-type: none"> UPE with a period of 15 years (i.e.1974) 	<ul style="list-style-type: none"> Compulsory religious education Female teacher for Primary education Resource mobilization for additional funds
1970 The New Education Policy	<ul style="list-style-type: none"> UPE by 1980 	<ul style="list-style-type: none"> Attractive schools to eliminate dropout Rapid expansion of primary schools Emphasis on female enrolment Female teachers for primary education
1972 The Education Policy	<ul style="list-style-type: none"> UPE for boys by 1979 UPE for girls by 1984 	<ul style="list-style-type: none"> Free primary education priority to rural areas Emphasis on female enrolment Standardized low cost school buildings Revision of curricula and text books Nationalization of schools
1979 National Education Policy	<ul style="list-style-type: none"> UPE for boys by 1986-87 UPE for girls by 1992 	<ul style="list-style-type: none"> Rapid expansion of female education Opening of Mosque schools Opening of Mohallah (community) schools Efforts to reduce dropouts Islamization of education
1992 National Education Policy 1992	<ul style="list-style-type: none"> UPE by 2002 	<ul style="list-style-type: none"> Opening of 107,000 new primary and Mosque schools Training and recruitment of 265,000 new primary school teachers Abolition of difference in the allowances of teachers serving in rural and urban areas Emphasis on recruitment of female teachers Compulsory religious education
1998 National Education Policy	<ul style="list-style-type: none"> UPE by 2015 	<ul style="list-style-type: none"> Increasing number of female institutes 45,000 new primary, 74,000 non-formal basic education centers and 20,000 Mosque schools will be opened Investment in education from local and foreign sources will be encouraged

Public-Private Collaboration in Upstream Planning: Teacher Training, Curriculum Development, School Evaluation and Technology Integration

There are many opportunities for private operators to make meaningful interventions in public sector education in very focused areas. Some of these are as follows:

- 1) **Teacher training:** This is possibly the gravest need in a country where there is a serious dearth of professionally trained teachers, and where teaching is often the last profession a young person would want to adopt. Private sector interventions in training of public school teachers appears to be a 'simple enough' idea but the limiting factor is always scale, as most private schools lack the capacity to train their own teachers, let alone the government's. However, if developed specifically as a scalable PPP model, there is great value that the private sector can add to government schools in this much-needed space.
- 2) **Curriculum development:** This is an area where external expertise is needed if we are to move beyond the decadent local textbook boards. There are many private sector organizations that can assist the government in developing a curriculum that is modern and progressive while being grounded in the cultural and religious values of Pakistan.
- 3) **Technology integration:** A lot of private sector school organizations have done notable work in the integration of technology into the curriculum. Such interventions go beyond the mere 'cosmetics' of computers and focus instead on using technology to significantly enhance the overall teaching and learning experience in a school. Emerging technologies used at modern schools include the Internet, video conferencing for interacting with other students/schools around the world, digital video cameras for making short films and documentaries, digital science equipment, robotics for applying abstract concepts of math and science, interactive whiteboards and much more. This is another area where private operators could add tremendous value to public sector education. It is good politics that the government spend on technology, so what could be a better combination than gaining both political mileage and immeasurable value?
- 4) **School evaluation:** Many countries have

developed the capacity to independently evaluate the quality of teaching and learning at their schools. This function is always kept independent from the government MoE in order to avoid conflicts of interest, as is the case with the UK's Ofsted. There are tremendous opportunities for public-private collaboration in setting up detailed parameters against which government and private schools could be measured and later could establish a nationwide school evaluation body. This is an ideal space for private sector intervention because it must always be kept independent in order to maintain some level of credibility and integrity. It is pertinent to mention that the only way we can improve our schools is if we develop the capacity to evaluate the quality of teaching. School evaluation for school improvement refers to a set of activities that ultimately lead to an improvement in student learning outcomes.

A recommended example is the Abu Dhabi Education Council (ADEC)'s PPP programme, pioneered in 2006. This programme was aimed at improving the performance of government school students and teachers across the emirate of Abu Dhabi. Private School operators applied from across the world and, after much short listing, were awarded 'school improvement contracts' that were primarily defined by 'key performance indicators' (KPIs) against which the success of each operator would be measured. Some important KPIs pertained to teachers' proficiency in spoken and written English (which was measured by external tests), students' performance in English and Math (through standardized assessments), percentage of students admitted to local and foreign universities etc amongst other indicators. In order to bring transparency into the process, an

external (UK-based) evaluation body was called in on an annual basis to measure the operator's performance. Finally, operators were compensated based on the level of success with which they had achieved the KPIs.

It is strongly recommended that the Government of Pakistan considers such arrangements with the private sector - whether these are carried out on a "for profit" or "not for profit" basis by private sector operators (this may vary from operator to operator, depending on motivation). The KPIs should be based on local imperatives. For example, "student attendance" and "teacher attendance" may be relevant KPIs in the Pakistani context which was not the case in Abu Dhabi. This model is highly recommended because, if KPIs are well defined and well understood by all parties, it can lead to a very measurable improvement in student performance.



Punjab Skill Development Fund

Punjab Skill Development Fund (PSDF) is a non-profit company set up under the Companies Ordinance 1984 by the Government of the Punjab in collaboration with Department for International Development (DFID) UK. Working since 2011, PSDF is a funding body and not a planning or implementing agency. It aims to encourage efficient use of existing capital investments and assets to achieve the stated vision through partnerships and innovative delivery methods.

PSDF aims to provide skills and vocational training opportunities to the poor and vulnerable populations of the four poorest districts of Punjab for improving their ability to find work or progress in their current employment or develop an enterprise. It also aims to up-skill those in low-skills-low-returns' jobs and enhance their earning potential.

The Fund provides resources to help private sector enterprises and partnerships develop and

offer vocational training courses. It is focused on establishing a market which responds to the needs of the individuals and the labour market. Its funding and incentive structures ensure such responsiveness from private, public and non-profit training providers. PSDF is currently associated with 47 training service providers from all sectors engaging in different vocational trainings of its products Skills for Jobs (SFJ) and Skills for Market (SFM). PSDF has successfully trained over 26,000 (both men and women) deserving trainees from the targeted districts in more than 117 different trades.

PSDF itself does not conduct or organize skills training neither does it set up any vocational training facility. It only funds proposals for vocational training leveraging the existing infrastructure and facilities. It also supports business models that generate profitability for the private sector training providers who engage in skills training of the poor and the vulnerable.



Punjab Vocational Training Council (PVTC)

Punjab Vocational Training Council (PVTC) is an autonomous corporate body established by the Punjab Government with a mission to alleviate poverty through Muslim charity (Zakat) and private sector participation by imparting demand driven skill training and enhancing employability for disadvantaged youth.

Establishment of PVTC came through the realization that the less privileged sections of the society eligible for Zakat should be so empowered economically that they are able to sustain themselves and their families and engage in dignified economic activity. One of the better ways to use Zakat was to provide technical and vocational skills to the youth including girls and boys with certain minimum academic qualifications. This idea of economic empowerment would generate a multiplier effect in terms of economic activity and provide dignified monthly income to them and their families so that they no longer require Zakat.

Punjab Vocational Training Council (PVTC) was therefore formed to accomplish the aforementioned task by establishing need based Vocational Training Institutes (VTIs) for imparting training in Industrial, Agricultural and Service sectors in Punjab. Imparting of skill training in market relevant trades would obviously bring much higher rate of return than general education. With the establishment of PVTC, training young girls and boys into professionally equipped and trained craftsmen, has brought quantifiable dividends in the lives of these people.

