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***DEVELOPMENT OF EDUCATION
IN
PAKISTAN***

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Foreword

This study pertains to the development of education in Pakistan with the focus on challenges and issues of education system in Pakistan especially in the perspective of National Education Policies and Development Plans that have been designed for the development of education in the country. Financing of education has always been remained crucial issues for the implementation about which scanty information is available and an attempt has been made to update. The role of public sector as well as private sector on the quantitative expansion and qualitative improvement of education in the country has also been explained.

The Government has introduced numerous reforms and innovations such as ESR program for the development of education in the country. This study investigates those factors that have been addressed in these reforms with the focus on literacy, early childhood education, Education for All, quality of education and Education for sustainable development in the country.

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Introduction

This study was designed to serve as comprehensive development report on education in Pakistan. In this context, the study aims to give particular attention to important changes that occurred in the education sector since independence with an overview of education system. The efforts have been made to analyze and review all National Education Policies, Plans and strategies, which were designed for providing education in the country. The policy provisions, targets and strategies have been examined, so that reader would be able to get crux of the situation. In addition plan-wise financial allocation, actual expenditure on education and quantitative and qualitative achievements have been discussed.

The study is divided into fourteen sections. The first section comprises of introduction of report, with an overview of education system. Whereas the second section explains management of education system. In the third section situation analysis on primary education, review of National Education Policies, Development Plans and ESR program have been explained. In addition, future estimated figures about primary education have also been discussed in this section. Analysis of National Education Policies about secondary education have been made in section four. Fifth chapter have a lot of information about higher education. Whereas, sixth chapter explains current situation of adult literacy, causes of low literacy rate in the country, ESR program for literacy and future estimates have also been given in this section. Section seven describes early childhood education.

Ninth section describes of financing of education, plans allocation and actual expenditure of each plans has been explained in this section, whereas role of private sector in expansion of education has been examined in section nine of the report. Tenth chapter describes Education for All, EFA plan goals, and targets. Major reforms and innovations has been given in section eleven of the report. Twelve chapter covers quantitative achievements since independence. In section thirteen a lot of information is available about quality of education, challenges trends and priorities. The last section explains role of education for sustainable development at the country.

1.2 Objectives of the Study

This study attempts to review and examine the National Education, plans, policies and programs, existing provisions and strategies, which have been adopted to provide education in Pakistan.

1.3 Focus of the Study

In this context, the study focused on:-

1. Critical analysis of National Education Policies and Plans on education
2. An overview of education system
3. Identification of problems and obstacles in providing education
4. Examining the role of private sector in the development of Education
5. Critical analysis of reforms and innovations introduced by Government.
6. Analysis of Adult Literacy
7. Public expenditure on Education

1.4 Methodology of the Study

The study is a qualitative and quantitative analysis based on secondary information

1. Published or Secondary information

Recent information published in reliable national sources in the country.

2. Review of Literature

- Economic Survey of Pakistan from 1980-81 to 2003-2004
- National Education Policies All, 1947, 1958, 1962, 1972, 1979, 1992, 1998-2010, ESR 2001.
- Financing of Education in Pakistan
- Literacy trends in Pakistan
- Basic Education in Pakistan
- Population Censuses Reports (1998) of the four provinces and federal areas i.e., Punjab, Sindh, NWFP, Balochistan, FATA and ICT;
- Population projections by National Institute of Population Studies (NIPS);
- Perspective Development Plan (2001-2011);
- Education Sector Reforms: Action Plan (2001-2005);
- Annual provincial and federal budget documents (various years);
- Foreign Economic Assistance (various issues);
- National and Provincial Educational Management Information Systems (EMIS);
- Pakistan Integrated Household Survey (1998/99 and 2001/02);
- District Education for All-Plans for district Chakwal & FANA; and the National Plan of Action for Education for All (2001-2015).
- Documents related to Poverty Reduction Strategy.
- National Plan of Action on Education For All (2001-2015), Pakistan.
- "A report of the Education For All 2000.

- “Education Sector Reform Action Plan 2001-02, 2005-06.
- A Study on Assessing Visual-Graphics Literacy
- Basic Education in Pakistan, 1999.
- Female Teachers in Rural Schools.
- Education for All 2000 - Assessment Country Report Pakistan.
- The Challenge of Basic Education in Pakistan 1991.
- Education for All 2001.
- Basic Education in Pakistan, 2004
- Need Assessment of Educational Managers at District Level
- Access and Equity in Basic Education
- Sample Survey on Learning Achievement

1.5 Delimitations of the Study

1. This study was delimited to analyze the National Education Policies, Development Plans, other official documents and research reports on education.
2. Data have been used from only official published documents.

Chapter # 1

**EDUCATION SYSTEM
AN OVERVIEW**

1. THE EDUCATION SYSTEM: AN OVERVIEW

The education is becoming one of the defining enterprises of the 21st century with the emergence of globalization and increasing global competition. In the fast changing and competitive world, education and technology are the master keys for respectable survival and progress of Pakistan. Pakistan is determined to respond positively to emerging needs, opportunities and challenges of globalization. Education is being considered a key to change and progress. Progress and prosperity of the country depends on the kind of education that is provided to the people.

Education assists harmonious development of the individual. It increases the economic, social and political adjustment of the individual in the society. Education is an essential prerequisite for an efficient and equitable development process. It is a recognized fact that without a minimum education level for the entire population, a human centered development process cannot be sustained.

Human aspect of development has not been given due consideration in the past and now it demands special attention in order to facilitate all segments of the society. It provides people greater opportunities and choices to improve their lives. In other words through the process of education, human beings develop such abilities, skills and attitudes that help them to modify their behavior according to social, economic and political demands. Education is considered the most important way of human capital formation, which is prerequisite for sustaining the development of nations.

Pakistan has placed human development at the center of the economic planning. People of Pakistan are precious resource who are as hardworking as one can find anywhere in the world. Yet, the country have not nurtured their talent nor taken full advantage of their hard labour. Now country has begun to experience key shortages in skills that are needed to support an expanding economy. The three key areas of human development namely education, health and population welfare are attracting significant attention of the government. In the education sector an allocation of about Rs. 13 billion has been made for the year 2004-5 against an allocation of Rs. 6 billion in last year. This represents an increase of 134%, which is unprecedented in country's history. It is pointed out that the primary responsibility for human development including education lies with the provinces. The federal expenditures are in addition to much larger expenditure being expended by the provinces.

Pakistan being alive to the need of decentralization has initiated political and administrative devolution under its reforms agenda. The Local Government Ordinance has been promulgated to pave way for devolution plan in the country. The reform addresses shift to decentralization of political power, decision-making authority, and administrative responsibilities to the grass root levels - village, union council, tehsil and

district. The main aim of devolution is to maximize the local participation in the decision-making process to improve the services' delivery to all segments of the society.

1.2 STRUCTURE OF EDUCATION SYSTEM

Pakistan follows centralized system of education and there is statutory requirement for all schools and colleges to follow a national curriculum. The system has adopted three-tier mode (8+4+4) with following distinct stages:

1.2.1 Elementary Education

The elementary education comprises two distinct stages- Primary and Middle.

a) Primary Stage: The primary stage (Grades: I-V) extends over five years (age 5+ to 10+). Net primary enrolment rate is 66% in 2005. The medium of instruction in most of the schools is Urdu- the national language. There are English-medium schools as well. However, the curriculum for primary classes is almost the same throughout the country. The major focus of this stage is on basic mathematical and literacy skills, appreciation of traditions and values, and socialization. Promotion to next class depends on the result of the school examination. Schooling is being made compulsory through appropriate legislation.

b) Middle Stage: The Middle stage (Grades: VI-VIII) is of three years duration and is offered in schools either having primary or secondary classes. The curriculum is common for males and females as well as for urban and rural dwellers. The focus of this stage is to strengthen foundations of first and second languages, mathematics and science and developing understanding of family, community, environment, health and nutrition. Provincial Education Departments as well as schools conduct terminal examination at this stage. Middle level enrolment rate is 47.5% in 2005.

1.2.2 Secondary Education

Secondary Education comprises of two stages- Secondary and Higher Secondary.

a) Secondary Stage: The secondary education is of two years duration comprising Grades: IX-X. it covers 13-15 years cohort of children. There is a Secondary Schools Certificate (SSC) examination at the end of the tenth class and is conducted by the Boards of Intermediate and Secondary Education through out the country. The medium of instruction in most of schools is Urdu, except in English medium schools. Streaming of children starts at this stage. Students opt for a group of their choice such as Science, Humanities, and Technical. Urdu, English, Pakistan Studies, Islamic Studies and

Mathematics are compulsory subjects. A group of three elective subjects determines the specified stream.

b) Higher Secondary Stage: The higher secondary education (Grades XI-XII) is imparted at both Intermediate Colleges and Higher Secondary Schools. The students follow two years program of study at higher secondary level, which leads to the Higher Secondary School Certificate (HSSC) and is a pre-requisite for entrance to university or an institutions of higher education. The medium of instruction in science subjects is mostly English. The Boards of Intermediate and Secondary Education at the end of 12th grade conduct the examinations for higher secondary school certificate.

Division of students takes place at various levels of school education. After the middle stage, students can follow either academic courses in secondary schools or a trade course at vocational institutions. After secondary school stage students can enter Intermediate Colleges or Higher Secondary Schools for pre-university courses or can join polytechnics to take up three-years diploma course in a particular branch of technology or trade. After Higher Secondary School Certificate (HSSC) one can either join general universities or professional institutions such as agricultural, engineering and medical.

Level/Stage	Class	Duration	Age on entry
Elementary			
Primary	I-V	5 years	5 years
Middle	VI-VIII	3 years	10 years
Secondary			
Secondary	IX-X	2 years	13 years
Higher Secondary	XI-XII	2 years	15 years
Tertiary			
Undergraduate	XIII-XIV	2 years	17 years
Postgraduate	XV-XVI	2 years	19 years

1.3 Tertiary Education

Recognizing the significance of human resources the Government of Pakistan has reorganized the higher education in the country. To meet the challenges and devising policies Higher Education Commission (HEC) has been set up. Accordingly focus of higher education have been determined and institutions of higher learning are being strengthened academically as well as financially. New specialties and sub-specialties have been planned and are being implemented. Special incentives have been provided to professional growth and research. Universities in Pakistan offer undergraduate, graduate and postgraduate programs of studies in general and professional education. Bachelor degree programs in arts and science (B.A. and B.Sc.) are of two years. All efforts are underway to reorganize degree programs and extend to three years and honors degree

programs to four years. The curriculum is continuously being reviewed to meet the challenges of time to come.

There are more than hundred universities and degree awarding institutions in the country. Of them about 50% are being managed by private sector. A bachelor degree is a requirement for admission to postgraduate courses in the general universities. The Master degree programs in arts and science (M.A./M.Sc.) are of two years and courses are offered by universities and affiliated institutions. The universities also offer M.Phil and Ph.D. programs. The minimum duration of Master of Philosophy (M. Phil) is two years. The Doctor of Philosophy (Ph.D) degree is offered by research as well as by course work cum research. The degrees of Doctor of Literature (D. Lit.), Doctor of Science (D.Sc.) and Doctor of Law are also awarded by some universities.

1.4 Teacher Education

After obtaining Secondary School Certificate (SSC) a student can join College of Education for Elementary Teachers for Primary Teaching Certificate (PTC), which is of one-year duration and enables him/her to teach at primary level. After HSSC one can also opt for one-year program leading to Certificate of Teaching (CT), which enables teachers to teach at middle school level. Now both the programs are being replaced by Diploma in Education that is of three years duration after SSC. Bachelor of Education (B.Ed.) is a one-year program after B.A./B.Sc. being offered by Colleges of Education and its successful completion enables him/her to be a secondary school teacher. An alternate three years degree course in science education leads to the Bachelor of Science Education (B.S. Ed). The Master of Arts in Education (M.A.) program is of two years after the first degree and Master of Education (M.Ed.) program is of one year after B.Ed.

1.5 Vocational And Technical Education

The duration of vocational and technical educational programs ranges from three months to three years. Similarly entry qualifications also vary according to the program. Different trades are offered in these institutions. Technical and vocational education is being reorganized through the establishment of provincial bodies.

1.6 Deeni Madaris

Parallel to formal school system there are Deeni Madaris imparting religious education based on the Quran, the Hadith (Sayings of the Prophet Muhammad- Peace be upon him), Islamic jurisprudence, logic, etc. Attempts are under way to integrate religious educational system with the formal school system. Most of these institutions offer Shahadat ul Almiya and Ghausia courses. The highest degree of "Shahadat-ul-Almiya " is being recognized as equivalent to M.A. in Arabic/Islamic studies.

1.7 Non-formal Education

1. To cater the needs of those who cannot rejoin formal education through distance learning system that includes four months special need based short courses to degree programs even leading to Ph.D. degrees in various subjects.