

Chapter – 11

EDUCATION

Access to basic education is the right of every individual. Education is the most important instrument in enhancing human capabilities, and in achieving the desired objectives of economic development. Education enables individuals to make informed choices, broaden their horizons and opportunities and to have a voice in public decision making. It is one of the most important factors that act as a counterweight to social and economic mobility imposed by cultural and historical biases.

Education is a vehicle of nation-building through which a nation's shared interpretation of history and cultural values are reproduced across generations.¹ At the country level, education means strong economic growth due to productive and skilled labor force. At the individual level, education is strongly correlated to higher returns in earning and a more informed and aware existence. The emerging global scenario offers immense opportunities and challenges, and only those nations can benefit from it which have acquired the required knowledge base and skills.

Pakistan has committed to all the International declaration to extend the agenda of providing the basic right of education to all of its citizens. Pakistan is among the signatories of Millennium Development Goals (MDGs) as well as the Dakar World Education Forum 2000. The Government of Pakistan has taken several policy and program initiatives to achieve these international goals since then. The National Plan of Action for Education for All was initiated in response to the commitment made at Dakar for World Summit. The Education Reform Action Plan (ESR), which is built upon the National Education Policy 1998-2010 is a long term plan, with three yearly action plans. The ESR addresses the development of the overall education sector through investment in rehabilitation of schools, improving the curriculum and assessment reform system, an adult literacy campaign, mainstreaming the Madrassas, a pilot school nutrition program and technical stream in secondary schools. The Poverty Reduction Strategy Paper (PRSP) views education as a strong policy instrument in bringing poverty down.

Three main goals that are the underlying objectives of all of these programs and initiatives include universal access to primary education by increasing the net enrollment and higher rate of survival of children till grade 5, increase in the adult literacy rate and to attain gender equality at all levels.

Currently, adult literacy rate is 53 percent; net enrollment at the primary level is 52 per cent, retention rate for 2004-05 is noted as 61 per cent and significant gender gaps at all levels especially in the rural areas persist. Public spending on education as a percentage of GDP is 2.1 per cent and has approximately increased by less than one percentage point since 2000-01.

Pakistan has previously neglected investment in human capital and thus fosters a persistently high population, deceleration of growth and overruling poverty. In education, the problems are low level of enrollments not only at the primary, but also at the middle, secondary, and higher education levels along with poor quality of public education. Pakistan still has to go a long way to reach these targets and until and unless education is given the due priority that it deserves in the policy framework and allocation of financial resources this sector will continue to show weak performance in the coming years.

¹ Millennium project by UNDP

Literacy

Half of the world's illiterate and 22 percent of the world's population live in South Asia.² Pakistan does not fare well on account of literacy within the region. Sri Lanka and Maldives have almost attained full literacy. The adult literacy rate for India is 61 as compared to 53 percent in Pakistan. India, according to a recent study done by the World Bank, has attained 100 percent Gross Enrollment ratio (GER) and 90 percent Net Enrollment Ratio (NER) at the primary level.³

The National Education System of Pakistan has to meet the basic learning needs of our society, emphasizing basic literacy and life skills, increasing access to and completion of quality education, address gender, geographical and structural disparities, and enhance the efficiency of education governance.

The overall adult literacy rate of Pakistan for the fiscal year 2004-05 is 53 percent against the ambitious target (according to the Education Reform Action Plan 2001-05) of increasing it from 45 percent in 2001-02 to 60 percent in 2004-05. It is also below the PRSP target of 58 percent for the period of 2004-05. The MDG target is to reach 80 percent literacy till 2015. The literacy rate increased at an average of two percent per annum in the past four years and with this rate it is highly unlikely that Pakistan would be able to reach the MDG target unless and until there is a major change in the policy and implementation framework. The education sector was not given due priority in the past as it was perhaps not recognized as the engine of growth in the evolving market economy. Scarcity of funds, weak implementation and monitoring of programs, overlapping and high recurring costs, low access to basic education, static curriculum and minimal public-private partnership in this sector (especially in the rural areas) have impeded the development process in the education sector. These constraints and some of the initiatives taken by the government to counter them are discussed in greater detail in the following sections.

Table 11.1: Literacy Rates (10 Years & Above): Pakistan and Provinces (%)

Province/Area	1998-99 PIHS			2001-02 PIHS			2004-05 PSLM		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Pakistan	45.0	59.0	31.0	45.0	58.0	32.0	53.0	65.0	40.0
Rural	36.0	52.0	20.0	36.0	51.0	21.0	44.0	58.0	29.0
Urban	65.0	73.0	56.0	64.0	72.0	56.0	71.0	78.0	62.0
Balochistan	36.0	54.0	16.0	36.0	53.0	15.0	37.0	52.0	19.0
Rural	33.0	51.0	12.0	32.0	49.0	11.0	32.0	47.0	13.0
Urban	56.0	72.0	39.0	54.0	71.0	36.0	60.0	74.0	42.0
NWFP	37.0	56.0	20.0	38.0	57.0	20.0	45.0	64.0	26.0
Rural	34.0	54.0	16.0	35.0	55.0	16.0	41.0	61.0	23.0
Urban	53.0	66.0	40.0	56.0	70.0	41.0	61.0	75.0	47.0
Punjab	46.0	57.0	34.0	47.0	57.0	36.0	55.0	65.0	44.0
Rural	38.0	52.0	24.0	38.0	51.0	26.0	47.0	59.0	35.0
Urban	64.0	71.0	58.0	66.0	71.0	60.0	72.0	78.0	66.0
Sindh	51.0	65.0	35.0	46.0	60.0	31.0	56.0	68.0	41.0
Rural	35.0	53.0	15.0	33.0	51.0	14.0	38.0	56.0	18.0
Urban	69.0	79.0	58.0	64.0	74.0	54.0	72.0	80.0	62.0

Source: Pakistan Social & Living Measurement Survey 2004-05

The discrepancies at the provincial level persist ranging from Sindh with highest literacy rates at 55 percent and Balochistan at 37 percent. Overall adult female literacy increased from 32 percent in 2001-02 to 40 percent in 2004-05. The corresponding change in the male literacy rate is from 58 to 65 percent. Literacy remains higher in the urban areas (71 percent) as compared to the rural areas (44 percent). In absolute terms, the number of illiterates in

² Human Development Report 2003, MHHDC

³ Poverty Reduction Strategy Paper (PRSP- 2), 2006

ten plus age group is 51.8 million. It is generally recognized that a low net participation rate of about 57 percent at the primary level combined with high inefficiency rate estimated at 45 percent dropouts in the public sector, has contributed to a low national literacy rate.⁴ The literacy ratio has been negatively exacerbated due to the absence of meaningful and over ambitious literacy programs in the past.

The President's Education Sector Reforms emphasize improvement through the implementation of the national literacy guidelines/policy, creating awareness about improving literacy, institutionalizing literacy efforts through more efficient and effective organizational structure at all tiers of the government, to ensure consistent implementation of national literacy curriculum and standards. Under ESR, 6,953 literacy centers have been established throughout the country. So far, 0.278 million youth have been made literate. National Commission for Human Development has also established 6602 Adult Literacy Centers and 160,533 neo-literates have graduated from these centers.

Table 11.2 Literacy rates (10 years and above) for Pakistan and Provinces 2004-05 (%)

Province/Area	Total	Male	Female
Pakistan	53	65	40
Punjab	55	65	44
Sindh	56	68	41
NWFP	45	64	26
Balochistan	37	52	19

Source: PSLM 2004-05

USAID assistance has also led to opening of approximately 4000 Adult Literacy Centers in Sindh, Balochistan and 7543 adults have so far passed the literacy program. National literacy guidelines have also been developed. UN Decade Strategies for literacy program have also been developed in close co-operation with UNESCO.

President's Education Sector Reforms Program emphasizes the provision of education for all school age children and it proposes to achieve 76% net primary enrolment by 2006. Recently, the government has decided to provide at least one primary school to every village along with other initiatives like provision of free text books, free education up to matriculation. Grants and stipend to girl students and the introduction English language teaching from grade 1 are also part of policy measures.

Provincial/district comparisons of Literacy rates 2004-05

For the first time, the Government has reported through Social and Living Standards Measurement Survey (PSLM) 2004-05 district level data for the major indicators in the education sector. This (PSLM) district level data shows a more detailed picture of the level of the education in different districts within the provinces and also indicates the areas that require especial attention. This data bank will supplement the policy and implementation framework by devising targeted programs for different areas.

The Gross Enrollment Rate (GER) for the primary schools (age 5-9) has increased from 72 per cent in 2001-02 to 86 per cent in 2004-05. Narowal district in Punjab, Karachi in Sindh, Abbotabad in NWFP and Ketch in Balochistan with GER of 130%, 111%, 117% and 110% respectively have been ranked as top districts within the provinces. On the other hand, district Muzaffargarh with 66% in Punjab, Jacobabad with 43% in Sindh, Kohistan with 52 % in NWFP and Jafarabad with 33% in Balochistan were ranked at the bottom in GER within the provinces.

The Net Enrollment Rate (NER) was 42 per cent in 2001-02 and has increased significantly to 52 per cent in 2004-05. Sialkot (84 %) in Punjab, Karachi (85 %) in Sindh, Abbotabad (70%) in NWFP and Ketch (63%) in Balochistan have been ranked on the top in each province. However, Bahawalpur with 38 % in Punjab, Jacobabad with 25% in Sindh, Kohistan with 24% and Killa Abdulla with 19% in Balochistan are ranked at the bottom within the provinces.

Similarly, GER at the middle school level, Chakwal (81 %) and Muzaffargarh with 28% are at the top and bottom respectively in Punjab, Karachi (67%) at the top and Thatta (17%) at the bottom in Sindh, Chitral (77%) at the top and

⁴ Major Developments in the Education sector, Ministry of Education 2006, Government of Pakistan.

Kohistan (18%) at the bottom in NWFP, Ketch (62 %) at the top and Kharan (11%) at the bottom in Balochistan. However, NER gives a more realistic picture showing that Sialkot (30 %) is ranked at the top and Rahim Yar Khan (11%) at the bottom in Punjab, Karachi (27 %) is at the top and Thatta (8%) at the bottom in Sindh, Abotabad (29%) at the top and Batagram (5%) and Kohistan (5%) at the bottom in NWFP and Quetta (17 %) is ranked at the top and Qilla Saifullah(3%), Zhob (3%), Kharan (3%) are at the bottom in Balochistan .

At the Matric level GER and NER have been (42 to 44 %) and (9 to 11%) respectively during the period of 2001-02 to 2004-05. Rawalpindi (80%) is at the top and Lodhran (23%) at the bottom, Karachi with 79% is at the top and Thatta with 20% is at the bottom, Chitral (83%) at the top and Kohistan and Shangla with 18% at the bottom, Quetta (65%) at the top and Kharan (13%) at the bottom in Punjab, Sindh, NWFP and Balochistan respectively. In NER, Lahore (19%) in Punjab, Karachi (20%) in Sindh, Abbotabad (18%) in NWFP and Punjgur (16%) in Balochistan are top districts in the provinces. However, Lodhran (4%) in Punjab, Mir Pur Khas (3%) in Sindh, Kohistan (1%) and Upper Dir (1%) in NWFP and Qilla Saifulla (1%) and Kharan (1%) in Balochistan are at the bottom within the provinces.

Enrollment in public, private and deeni madaris show that the share of primary enrollments in government schools has declined from 74 per cent 2001-02 to 72 per cent in 2004-05. However, some of the poorest districts such as Bhakkar (Punjab), Tharparkar (Sindh), Upper Dir (NWFP) and Jhal Magsi (Balochistan) have almost 100 per cent government enrollment.

The literacy level of population (10years & above) has increased from 45 per cent in 2001-02 to 53 per cent in 2004-05. Adult literacy has also increased from 43% in 2001-02 to 50% in 2004-05. At the district level, Rawalpindi (75 percent) at the top and Lohdran (34%) at the bottom in Punjab, Karachi (78%) at the top and Jaccobabad (34%) at the bottom in Sindh, Abbotabad (65%) at the top and Kohistan (25%) at the bottom in NWFP and Quetta (65 %) at the top and Jhal Magsi (20%) and Qilla Saifullah (20%) at the bottom in Balochistan.

The comparison of different GERs and NERs has been carried out using official age group brackets at the primary, middle and matric levels which according to analyst are not realistic. Keeping this in view, tables for GERs and NERs have also been worked out using different age brackets recommended by the technical Committee formed by the government to review PIHS/ HIES. NER with the revised age brackets show improvements over the official age groups.

Education Institutions and Enrollment

Attainment of Universal Primary Education (UPE) has become a compelling national priority. This is a challenge that has been accepted at the highest level in the federal and provincial governments. UPE is anticipated to increase in access to education by 4%, reduction in gender disparity by 10% and enhancing primary completion rate by 5% per annum.

In the past year, 2187 new primary schools were established, 1221 in the public sector and 881 in the private sector. This increase has occurred in both rural and urban areas. Statistical annexure table 9.1 and 9.2, show the number of the girls in the primary and middle school in year 2004-05. The expansion in the number of institutions is inconsistent with the need to provide easy access to the half the country's school going population. The public sector was able to establish only 999 new primary schools for girls in 2004-05. The responsibility of expanding the primary and middle schools for girls has been devolved to District Governments under the devolution plan.

Enrollment at the primary level increased from 19.92 million in 2001-02 to 21.33 million in 2004-05, 4.28 million to 4.55 million at the middle level and 1.79 million to 1.88 million at the secondary level during 2001-02 to 2004-05. During the past four years 249 additional technical and vocational institutions were established. There is a significant increase of 35 universities during the period 2001-02 to 2004-05 including 13 new public and 22 new private universities. These figures demonstrate greater public-private partnership at the higher education level.

Table 11.3: Education Statistics 2004-05

Level	Institutions	Enrollment	Teachers
Primary	157,158	21,333,206	450,136
Middle	30,418	4,550,473	246,666
Secondary	16,590	1,880,021	282,113
Higher secondary/ inter colleges (9-12)	1,604	268,595	44,663
Secondary Technical/vocational institutions	747	113,664	7,356
Degree Colleges	677	422,931	15,653
Universities	103	520,666	60,633

Source: Ministry of Education 2004-05

Primary education

Two main indicators that show the changes in the primary schooling are Gross Enrollment Rate (GER) and Net Enrolment rate (NER). The last four years have witnessed 14 percentage points increase in the gross primary enrollment which is more than 3 percentage point per annum increase on average. This increase from 72 percent in 2001-02 to 86 percent in 2004-05 is a result of targeted and resilient policies of the government. Adoption of free provision of universal basic education policies in the provinces (except Balochistan) is gradually delivering the promised increase in the enrolment rate. In the urban areas, the GER is impressive in all provinces, ranging from 84 percent in Balochistan to 108 percent in Punjab. In the rural areas, Punjab has made a marked progress, particularly in female GER, which increased from 61 percent in 2001-02 to 82 percent in 2004-05. The Gender gap has also seen an improvement at the primary level in Punjab and has been modest in Sindh, NWFP and Balochistan.

Table 11.4: Gross Enrolment Rate at the Primary Level (Age 5 -9) By Provinces & region (excluding kachi class)

Region/Province	2001-02			2004-05		
	Total	Male	Female	Total	Male	Female
Urban Areas	91	94	87	104	107	100
Punjab	94	95	93	110	111	108
Sindh	84	91	78	99	103	94
NWFP	93	100	86	92	100	84
Balchistan	88	98	75	94	101	86
Rural Areas	66	80	52	79	89	68
Punjab	70	80	61	89	96	82
Sindh	53	69	37	58	70	44
NWFP	74	96	52	78	92	62
Balchistan	57	73	38	61	79	41
Pakistan	72	83	61	86	94	77
Punjab	76	84	69	95	100	89
Sindh	63	76	51	75	84	65
NWFP	77	97	56	80	93	65
Balchistan	62	77	44	67	83	49

Source: PSLM 2004-05

The PRSP target for NER was 58 percent for the period 2005-06. The Pakistan MDG report 2004 has set the target of 100 percent NER by 2015. Pakistan seems to have made sound progress in NER at the primary level (age 5-9), which increased by 10 percentage points from 42 percent in 2001-02 to 52 percent in 2004-05. Although NER is six percent below then the PRSP target of next year the achievement is on track. The performance of NER especially female NER in rural areas of Punjab is highly impressive. But this has increased the regional disparities, as NER gap between Punjab and Balochistan has increased from 13 percent in 2001-02 to 21 percent in 2004-05. The gap between Punjab and Sindh doubled from 5 percent to 10 percent in past four years. This highlights the need to improve and accelerate the education programs for rural areas of Sindh, NWFP and Balochistan.

Box :1 Primary Education: Increasing Role of the Private Sector

The role of the private sector in primary education has increased over time. Out of the total primary-level GER of 86 percent in 2004-05, the government school GER has been computed as 62 percent. The private school GER increased by 33 percent during 2001-02 to 2004-05 as compared to only 15 percent increase in the government school GER. This means that while new enrollment has taken place in both schools, relatively more increase in the private school GER suggests some shifting of children from public to private schools. Consequently, GER declined from 74 percent to 72 percent during the period 2001-02 to 2004-05 in the government schools. Approximately, half of the enrollment in urban areas at primary level is currently in private schools, and it has marginally declined from 49 percent in 2001-02 to 48 percent in 2004-05. In rural areas, where poverty is predominant, private school enrollment increased from 15 percent in 2001-02 to 18 percent in 2004-05 suggesting that the public schools still remain the main source for primary education. This is also true for all provinces with Punjab having slightly higher enrollment of 23 percent in the private schools.

Source: PSLM 2004-05

A major focus of the President's Education Sector Reforms Program is to make primary schools more functional by providing facilities such as, electricity, drinking water, boundary walls and other basic amenities so that the children do not drop out on account of dysfunctional environment, which is not conducive to learning. School up-gradation through the conventional and non-conventional means is also a core area to narrow the gap between primary, middle and secondary provision for higher transition rates. Government of Pakistan is determined to reduce the current imbalances of school facilities existing at different levels of educational system.

Middle and secondary education

Middle- level GER has increased from 41 percent in 2001-02 to 46 percent in 2004-05. This achievement is far below the target of 55 percent set by EFA 2001-05. The major gap is in urban and rural areas where in middle level GER is 64 percent and 38 percent respectively. The progress in Net Enrollment Rates has been very slow, increasing from 16 percent in 2001-02 to 18 percent in 2004-05. The

NER is much lower than GER which shows the large number of average children in these classes. High failure rates show the quality of education and capacity of human capital that is being cultivated by the education system and the stagnant curriculum. Curriculum development is an ongoing project by the Government of Pakistan to respond to the development of individuals as well as society. For higher accessibility of education particularly for girls in low income households and to enhance the middle and matric level enrollment, existing primary and middle schools should be upgraded with the provision of the necessary infrastructure.

Table 11.5: Schools without basic facilities in 2004-05

Facilities	Number of schools
Shelter less Schools	17,935
No Electricity	107,564
No Drinking Water	68,211
No toilet for Students	82,200
Without Boundary wall	80,086

Source: Ministry of Education

Table 11.6: Gross Enrolment Rate at the Middle Level (age 10-12) By Provinces & region

Region/Province	2001-02			2004-05		
	Total	Male	Female	Total	Male	Female
Urban Areas	63	58	68	64	63	64
Punjab	65	56	74	66	64	68
Sindh	59	56	62	61	64	58
NWFP	62	73	49	63	71	54
Balchistan	61	70	50	53	57	49
Rural Areas	32	41	21	38	46	29
Punjab	36	42	28	42	47	36

Table 11.6: Gross Enrolment Rate at the Middle Level (age 10-12) By Provinces& region

Region/Province	2001-02			2004-05		
	Total	Male	Female	Total	Male	Female
Sindh	21	31	8	25	34	13
NWFP	35	49	19	44	59	27
Balchistan	28	41	11	25	33	14
Pakistan	41	45	35	46	51	40
Punjab	45	46	43	49	52	45
Sindh	34	40	28	42	47	35
NWFP	38	52	23	47	61	31
Balchistan	33	45	18	30	37	21

Source: PSLM 2004-05

At the Matric level, GER is at 44 percent and NER is 11 percent with wider gender gaps. Pakistan had a total of 18006 secondary and higher secondary institutions in the public and private sector during 2004-05. The urban- rural data are given in table below.

The tier of education has also been devolved to the District Governments. The sub sector needs both management and financial support of the District Governments to improve both output and quality.

Table 11.7 Secondary/High Secondary Institutions (2004-05)

Level	Urban	Rural	Total
High schools	8207	8383	16590
Higher Secondary Schools	715	701	1416
Total	8922	9084	18006

Source: Ministry of Education

Gender gap

Gender disparity in literacy and enrollment is one of the key concerns of the Government. Pakistan's overall record in promoting and delivering gender equality has been weak. There are, however, areas in which significant progress has been made and indicators point to a steady though slow improvement in the ratio of girls to boys at all levels of education, the ratio of literate females to males, share of women in urban employment (as proxy indicator for share of women in wage employment in non-agricultural sector) has improved marginally and improvement in participation of women in national decision making process.

Statistics show that gender disparity has been declining since 1998-99, however the recent decline is only marginal from 26 percent in 2001-02 to 25 percent in 2004-05. Reducing gender gap in education at all level will ensure equality of opportunity and economic participation for females. Gender disparity in literacy is lower in urban areas where it is 16 percent, as compared to 29 percent in rural areas in 2004-05. In fact there has been no progress in reducing the gender gap either between the urban and rural areas or between genders in both areas.

There are several explanations for this persistent gap in literacy. A recent World Bank Country Gender Assessment Report 2005 highlights the two most important constraining factors that impede female access to education. Distance from school and physical costs of attending schools for girls affect their enrollment. The latest PRHS-2 2004-05 also indicate lack of access of girls. Only 46 percent of the sample villages in Sindh and Punjab had a girl's elementary school inside the village. In contrast, 87 percent had a boy's elementary school within the village.⁵ According to Participatory Poverty Assessment (PPA) 2003, in the Northern Areas poor households consider investment in a girl's education to be pointless, as they have to get married and go to another house.

⁵ Bridging the gender gap: challenges and opportunities, Country Assessment Report 2005, World Bank.

Table 11.8 Gender Gap in overall Literacy, GER and NER at the primary level (%) 2004-05

Region/ Province	Gender gap in literacy (%)		Gender Gap in NER at the primary level		Gender Gap in GER at the primary level	
	2001-02	2004-05	2001-02	2004-05	2001-02	2004-05
Urban Areas	16	16	3	3	7	7
Punjab	11	12	-1	1	2	3
Sindh	20	18	6	5	13	9
NWFP	29	28	8	6	14	16
Balchistan	35	32	14	6	23	15
Rural Areas	30	29	10	11	28	21
Punjab	25	24	6	7	19	14
Sindh	37	38	16	16	32	26
NWFP	39	38	16	15	44	30
Balchistan	38	34	15	17	35	38
Pakistan	26	25	8	8	22	17
Punjab	21	21	4	5	15	11
Sindh	29	27	12	11	25	19
NWFP	37	38	15	13	41	28
Balochistan	38	33	15	15	33	34

Source: PSLM 2004-05

The above table shows an overall decline in the gender gap in the GER at the primary level, from 22 percent in 2001-02 to 17 percent in 2004-05. This significant decline was due to the relatively greater increase in the female GER than in male GER during 2001-05. The gender disparity declined in all provinces except Balochistan where it increased by one percent. Punjab has the lowest gender gap, of 11 percent and Balochistan has the highest gender disparity at 34 percent. In urban areas gender gap remained seven percent during 2001-02 to 2004-05 because the male and female GER increased by same proportion (13 percent).

The gender gap in NER at the primary level remained unchanged during 2001-02 to 2004-05. The gender gap in GER at the primary level declined during the same period. This implies that the number of over age children attending primary school is substantial. Gender disparity increased in Punjab by one percentage point due to relatively larger increase in the NER of boys as compared to girls in 2004-05. Gender gap declined in Sindh and NWFP and remained unchanged in Balochistan. Gender gap of NER at the primary level remained unchanged at eight percent during 2001-02 to 2004-05 in the urban areas and increased by one percent in rural during the same period.

Table 11.9 Gender Disaggregated Enrollment at Middle Level (2004-05)

Sector	Urban		Rural		Total	
	Male	Female	Male	Female	Male	Female
Public	634353	5945900	1321252	656052	1955605	1250952
Private	494690	429020	194917	152423	689607	581443
Other Public sector*	40858	29137	40858	29137
Total	1169901	1053057	1516169	808475	2686070	1861532

Source: Ministry of Education

In the middle school, 126138 more girls and 102743 boys were enrolled in 2004-05. The gap in public sector female enrollment in rural areas is quite stark and there is a dire need for establishing new girls schools especially, in the rural areas and upgrading primary schools to middle level.

Box: 2 Gender equality : Engendering the PRSP-2

The Government of Pakistan (GoP) and Ministry of Finance (MoF) are currently working on the second-generation Poverty Reduction Strategy Paper scheduled for finalization by June 2006. For PRSP 2 to work as an initiator of social change, gender equality must be an underlying criterion to work out poverty reduction strategies, set up policies and investment priorities. The recommendation forwarded in this regard focus on two main priority areas: engendering PRSP monitoring & reporting and engendering socio-economic development. The targets are to amalgamate PRSP gender indicators and those of Gender Equality Matrix and mainstream them into monitoring of all PRSP and MDG indicators. Secondly, to mainstream gender responsive budgeting (GRB) across sectors and provinces as they serve to measure the gender gap in resource allocation. In case of the socio-economic development several initiatives are purposed to encourage and support the participation of women. To facilitate women's access to meaningful employment a recommendation of 50 percent reservation for women's public sector employment along with provision of women friendly services has been added. In addition, creating skills development opportunities, to develop a comprehensive Women Employment Strategy for PRSP 2 that incorporates all the recommendations related to employment and also to simplify the procedure for obtaining ID cards (as all official schemes require National Identity Cards and majority of the poor women do not have them and get excluded from these schemes).

Source: Interagency Gender and Development Group (INGAD)

Federal and the provincial governments are making substantial financial provisions for supply of free text books and scholarships for female students at the elementary level. This may lead to increase in the enrollment and retention. Private sector's potential in expanding access to primary education in both rural and urban areas remains unrealized.

Public Private Partnership

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

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

National Education Foundation (NEF) was created in late 1994 to oversee PPP initiatives across country. In early 2002, the agency was re-structured to give it increased autonomy and geographical focus (ICT, FATA, FANA and AJ&K). NEF's vision is to provide quality-enabling education through public private partnership for disadvantaged groups. Its programs and interventions are aimed at promoting and addressing critical educational development issues including gender quality, improvement in literacy standards, community participation and socio-economic empowerment.

The Community Support Rural Schools Program (CSRSP) is NEF's largest program and it encourages pilot innovations to promote education in rural areas. Notable among them are Child Friendly School Program and Education for Working Children. Currently, 260 schools are running under CSRSP with an enrollment of 23300 students and another 350 schools are established in 2005 supported by NORAD. Moreover, teacher training has been a significant component of CSRSP, with the goal to enable in-service community teachers to re-learn modern pedagogical principles and techniques to manage today's classrooms.

Higher Education Commission

Pakistan is ranked amongst the lowest in the world in higher education enrollment rates at 2.9 percent. Other Asian developing countries, such as India and Korea, stand at 10 percent and 68 percent respectively. According to a report of the steering committee for higher education in 2001, only 2.6 percent of the students between the ages 17-23 enrolled in universities which have increased to 2.9 in 2005. The target is to double enrollment in the next five years by increasing the capacity of the existing higher education institutions and also establishing new ones. The quality of education provided is not up to the mark, which can be gauged from the fact that not a single Pakistani university is ranked among the top 500 universities of the world.

This Table summarizes the strategic and physical targets to be achieved following the Implementation of the proposed 5-year plan:

Core Strategic Targets	Physical targets
Faculty Development	<ul style="list-style-type: none"> • The percentage of faculty members in Universities and Degree Awarding Institutions having Ph.D. degree is to be increased to 40% in 5 years, and thereafter a 10% per annum increase in percentage should occur yearly. • 100% of the faculty should have undergone 1 – 3 month training courses emphasizing pedagogical skills, communications skills and information technology usage skills
Improving access	<ul style="list-style-type: none"> • Enhance enrollment in Universities and Degree Awarding Institutions to 500,000 in five years, excluding distance education programs. • Enhance enrollment to 1,000,000 students in distance education programs. • Ensure that any student obtaining admission on merit is able to obtain higher education regardless of his/her financial condition
Improving excellence in learning and research	<ul style="list-style-type: none"> • Increase the total number of people in Pakistan involved with Research and Development in Science and Engineering from the current level of 69 people / million to 300 people/ million. • Increase production of Indigenous Ph.D.s inside the country to 1,500 per year. • Introduce Ph.D. programs in at least 50% of the departments in Universities and Degree Awarding Institutions. • Have a 40% per annum growth in the number of International publications of faculty members. • Have a 25% per annum growth in External Research grants won by Institutions from sources other than Government sources
Ensuring relevance to economy	<ul style="list-style-type: none"> • Establish 10 Technology Incubation Parks • Enhance patent applications from Engineering Universities to at least 20 per year per Institution • Enhance the number of joint University-Industry projects being undertaken at Universities to at least 5 per Institution • Entrepreneurship courses to be included in all Engineering programs as well as Science and Technology advanced programs

Source: Medium Term Development Framework 2005-10, Higher Education Commission.

The visionary decisions reached by the Chancellor's Committee to increase allocations in respect of development and recurring budgets for the higher education sector by 50% each year (till they reach 1% of GNP for the higher education sector) must be strictly adhered to, if Pakistan is to follow the path of Japan and Korea and develop into a knowledge economy.⁶ Government of Pakistan showed great commitment to enhance higher education in the

⁶ Medium Term Development Framework 2005-10, Higher Education Commission

country by increasing the total resource allocation to HEC by 65 percent in 2004-05.

Table 11.10 Allocation of resources to Higher Education Commission 2003-06

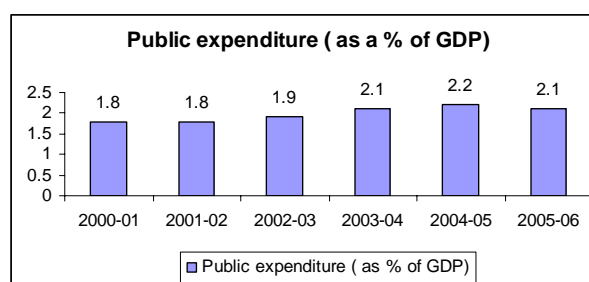
Year	Current	Development	Total
2003-04	5305.647	4477.613	9783.260
2004-05	7045.608	9104.436	16150.044
2005-06	10493.412	11700.00	22193.412

Source: Ministry of Education

Financing of Education in the public sector

Public expenditure on education as a percentage to GDP is lowest in Pakistan as compared to other countries of the South Asian region. Pakistan spends 2.1 percent of its GDP on education as compared to India which spends 4.1 percent, Bangladesh 2.4 percent and Nepal spends 3.4 percent.

The above graph is reflective of the priority that the government gives to the education sector. Public expenditure as a percentage of GDP has marginally increased from 1.8 percent in 2000-01 to 2.1 percent in 2003-04. However, it stagnated at approximately 2.0 percent from 2003-04 to 2005-06. It is noticed that the increase per annum in current (recurring) allocation was 16 per cent in 2004-05 over the year 2000-01 as compared to the development allocation of 110 per cent which shows that more emphasis was laid on the development of education.⁷



Source : Ministry of Education

The breakup of investment in education by the /Federal government and the Provinces for the year 2005-06 is contained in the following table 11.11

Federal Government	Current	Development	Total
Ministry of Education	2282.813	4520.522	6803.335
Higher Education Commission	10493.412	11700.000	22193.412
Federal Government Education Institution in Cantonment and Garrisons	1027.697	32.862	1060.559
Federally Administered Tribal Areas	2079.491	1300.000	3379.491
Federally Administered Northern Areas	656.482	323.840	980.322
AJ&K	3362.400	390.000	3752.400
Federal Government Special Education Institutions.	238.971	782.596	1021.561
Other Federal Ministries/Divisions/Organizations	5443.312	454.379	5897.691
Total (Federal)	25584.578	19504.199	45088.777

⁷ Retention and Transition Patterns of Children at School Education 1995-96 to 2004-05, Academy of Education Planning and Management, Ministry of Education.

Federal Government	Current	Development	Total
Provincial Governments	Current	Development	Total
Government of Punjab	48513.249	12242.719	60755.968
Government of Sindh	27792.037	2659.280	30451.317
Government of NWFP	14781.856	3453.979	18235.835
Government of Balochistan	6692.333	2167.821	8860.154
Total (Provinces)	97779.475	20523.799	118303.274
G. Total	123364.053	40027.988	163392.051

Source: Ministry of Education

The breakdown of the federal government budgetary allocation for education by the public sector shows that 50 percent share of this budget goes to HEC and rest of the 50 percent is divided among the rest of the sub sectors. On the provincial level, 52 percent share of the total budgetary allocation for the education sector goes to Punjab, 26 percent to Sindh, 15 percent to NWFP and 7 percent to Balochistan.

External Development Assistance

Table 11.12 captures resources that have been committed by Pakistan's Development Partners in the education sector. The external sector has committed \$1.5 billion during the period of 2001-10. World Bank is major donor with 43 percent share in the external development assistance.

Donor	Year	US\$ million
The World Bank	2004-07	650.000 (Credit)
ADB	2002-09	338.580 (Credit)
IDB	2002-06	35.240 (Credit)
USAID	2002-06	100.000
EC (European Union)	2001-08	85.566
CIDA (Canada)	2002-06	75.447
NORAD (Norway)	2002-08	49.600
JICA (Japan)	1997-06	43.700
GTZ (Germany)	2004-08	43.358
DFID (UK)	2001-04	13.936
AusAid (Australia)	2003-06	2.400
WFP	2004-08	52.000
UNICEF	2004-08	14.600
ILO	1999-05	11.427
UNDP	2004-08	9.300
UNFPA	2004-08	1.600
UNESCO	2005	0.353
Total		1527.107

Source: Ministry of education

Millennium Development Goals (MDGs) for the Education Sector

Education is perhaps, more than any sub-sector among the MDGs is one that carries the most promise for social

transformation.⁸ The world is now a decade away from the targeted time of the completion of the MDGs. The MDGs were ratified by 189 member nations in September 2000 at the Millennium Summit and since then have gained some purchase in guiding the policy framework.

Education Goals of MDGs

1. Goal 2: “achieve universal primary education” – has the following target: “Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.” Three indicators were chosen: net primary school enrollment ratio; proportion of students starting Grade 1 who reach Grade 5; and the literacy rate of 15- to 24-year-olds.
2. Goal 3 – “achieve gender equality” – focuses squarely on gender parity in education at all levels, with ambitious targets for both 2005 and 2015.

The Government of Pakistan is fully committed to the Universal Primary Education (UPE) by 2010 and Education for All (EFA) up to 2015 to meet the Dakar goals and MDGs. To achieve this end, primary education will be made compulsory through enactment on one hand and by provision of free text books at the primary level; on the other hand Khachi classes will be introduced in all primary schools in rural areas to increase participation. Other policies include free education up to grade 10/secondary school level, induction of vocational / technical streams in 2000 secondary schools, and provision of science laboratories and computer education in every school. Medium Term Development Framework 2005-10 identify the major targets and factors that constrain the sound progress of Pakistan to achieve MDGs.

Infrastructure: According to Punjab’s EMIS database, one in 40 government schools have no building, one in 5 has no electricity or water, one in 4 has no furniture and one in 7 has no toilet. There exists an acute gap of teachers both in secondary and post secondary levels, especially for science and technology education. Of the 355,952 sanctioned posts, 15 percent are vacant.

Gender Gaps: Although female enrollment has increased in past years in all regions, participation rates are lower than optimum and the gender gap persists. Literacy gender gap is higher in rural areas (30 percent) compared to 14 percent in urban areas. The enrollment gender gap in primary education in urban areas is almost closed.

Retention and absenteeism: The percentage of children that reach grade five in 2004-05 is 61 percent and in the absence of data of repeaters dropout rate is 39 percent. This retention rate is quite low as compared to India 84 percent, Sri Lanka 98 percent and Nepal 65 percent.⁹ Teacher’s absenteeism is also a major backlog that impacts quality and participation.

The MTFD 2005-10 plans to achieve the targets set under Millennium Development goals taking 2004-05 as benchmark for Universal Primary Education (UPE), literacy and gender equality and empowerment index. The target for literacy rate (10+) is 77 percent in 2010 and 88 percent in 2015. Youth literacy rate (15-24) is targeted to increase from 66 percent in 2004-05 to 80 percent in 2010 and 100 percent till 2015. Gender Parity index has to increase from 0.80 in 2004-05 in primary education to 0.94 in 2010 and 1.00 till 2015. Target set for gross primary enrollment are 102 percent, 95 percent and 77 percent till 2010 at primary, middle and secondary level respectively. It is also planned to increase public allocation for education to 3.6 percent of GDP by 2010.

Transition and Retention Patterns of Children at school education 1995-96 to 2004-05

Government of Pakistan is steadily moving towards the goal of Universalization of primary education (UPE) but unfortunately it has not moved at the pace it targeted. According to Education for All (EFA) program, UPE will be achieved by 2010 for males and by 2015 for females. Under the new system the distribution of available resources

⁸ Millennium Project Commissioned by UN secretary general and supported by the UNDP, “Task force on Education and Gender Equality” 2003

⁹ Human Development Report 2005 , Data for 2001/02

will be spent for education segregated by gender, age and region with respect to the needs of the population.

For effective planning and better management assessment, the importance and role of facts and figures cannot be ignored. Although Pakistan has seen increase in the enrollment rates in the past, the rate of increase was slow. It is therefore imperative to critically examine the transition and retention of children who enrolled at the primary level of education using the grade retention model.

The percentage of children of cohort of 100 members who entered in grade 1 in 1995-96 and stayed up to grade 10 was 23 percent of which 23 percent were male and 22 percent were female. The transition from grade 1 to 10 happens in two steps:

Transition from primary to middle

Transition from primary to middle was noted at 80 percent in 2004-05. Girls' transition was significantly higher (99 percent) as compared to boys (69 percent). In urban areas, girls' transition was (153 percent) as compared to rural areas (66 percent). Similarly boys' transition rate was 110 percent in urban and 56 percent in rural areas.

Transition from Middle school to secondary school

Transition from middle to high was noted as 87 percent in 2004-05. Girls transition was comparatively lower (85 percent) as compared to boys (88 percent). The transition rates are higher in urban area for both girls and boys as compared to the rural areas.

Presently, the school going children population of age 5-9 years is about 19,460 thousands. Out of this cohort, 17,258 thousand children are enrolled in primary schools (88.7 percent are participating). It indicates that 22,02 thousand children of primary school age group are out of school. About 39 percent children are dropped out from grade 1-5 of which about 25 percent children were girls and 37 percent were boys (see Box 4).

Retention from grade 1-5

	Overall Retention rates	Retention by Gender	Retention by location
Retention of children from grade 1-3	Children entering in grade one and could be retained in 3 was 78 percent.	Retention rates of girls were higher (83.5 percent) as compared to boys (about 75 percent). Girls' retention rates were slightly higher (83.5 percent) in urban areas than boys (82.5 percent). Retention of girls was higher in rural (83 percent) than 72.8 percent of boys.	Across grade 1 and 3, girls' retention rates was the same in urban as compared to rural areas (83 percent) in 2004-05. In case of retention rate was higher in urban areas (83 percent) as compared to rural (73 percent).
Retention of children from grade 1-5	Children entering grade 1 and could be retained in grade 5 is 61 percent. In the absence of repeaters data, 39 percent can be termed as drop out rate.	75 percent of girls could be retained as compared to 63 percent boys. Retention status of girls was better in both urban and rural areas as compared to boys. In urban areas, 77.1 percent of girls were retained as compared to 73.9 percent of boys. Similarly in rural areas, retention rates for girls was 75.1 percent and 60.5 percent for boys	Retention of children across grade 1-5 was much better in urban areas (74.3 percent) as compared to rural areas (65.8 percent) in 2004-05

Education Sector Reform (ESR) Action Plan 2001-05: Targets and achievements

The government is making all possible efforts and striving hard to promote the literacy situation and to achieve the universal primary education. In this endeavor, the government put forward a package entitled as Education Sector Reform (ESR) 2001-04. Amongst other objectives of ESR, it aims at improvement in the literacy rate, universalization of primary education and quality education enabling all citizens to reach their maximum potential.

The current situation of the targeted indicators is shown in the table below. The targeted literacy rate set under the ESR was 60 per cent for 2005 and currently it is at 53 per cent. Though most of these targets were not achieved except for secondary school (where the higher trend in data is due to change in definition taken by PSLM) enrollment a considerable increasing trend in these indicators can be seen.

Sub Sectors	Target 2005	Situation in 2004-05
Literacy	60	53
Gross Primary Enrollment	100	86
Net Primary Enrollment	76	52
Middle school Enrollment (age 11-13)	55	53
Secondary School Enrollment	40	44 ^a
Higher Education Enrollment	05	2.9*

Source: PSLM 2005

*: Higher education commission medium term development framework 2005-2010.

a: EFA target was set on the basis of PIHS 2001-02 which reports the secondary enrollment for year 2001-02 to be 27 percent, where the age group considered for secondary enrollment was 14-16 years. After the consultation with all the stakeholders, the committee decided to use 13-14 age groups for secondary enrollment, so the increase in the enrollment rate is due to change in data calculation.

National Education Census

The highlight of the education sector for the fiscal year 2005-06 is the on target completion of the education survey. The objectives of conducting a nation wide survey have been:

- ◆ To ensure that the national database is systematically updated by incorporating information of all categories of educational institutions. The national databank will provide data computing quantitative indicators required by national and international resource agencies.
- ◆ To collect data from all public and private education institutions.
- ◆ To collect data of Non-Formal Basic Education
- ◆ To collect data of public sector educational institutions managed by other than Ministry of Education Departments.
- ◆ To collect data of professional, technical and vocational institutions.
- ◆ To collect data from all universities.
- ◆ To compile data on financial allocations and expenditure.
- ◆ Developing and monitoring of national education databank on web/online for sharing and dissemination.

The survey has already achieved major milestone such as:

- ◆ 97.35 percent institutions have been covered.
- ◆ Draft tabulations plan has been prepared and approved.

- ◆ The project is on target and expected to be completed by 30-06-2006.

Basic Education and Literacy Authority (BELA)

In order to promote non-formal basic education, it has been decided that a fully autonomous organization under Ministry of Education namely: Basic Education & Literacy Authority (BELA) may be established. The basic objectives of the project is to supplement government's policies with regard to UPE and basic education through extending non-formal education facilities for out of school children and youth (5-14) having no access to the formal system of education. Other objectives include:

- ◆ Extending free and flexible learning opportunities to girls who are otherwise deprived of access to education due to poverty and social taboos, etc.
- ◆ Establish 71815 new BEC schools (in addition to 10185 ongoing NFBE schools) for providing primary level education across the country through the Non-Formal Education System;
- ◆ A basic Education Community School (BECS) will intake capacity of 30 learners on an average. If the enrollment in a primary school exceeds 40, physical facilities of two schools (including two teachers) will be provided;
- ◆ Create employment opportunities for 71815 Basic Education Community Primary School teachers, besides 728 supporting/operational staff;
- ◆ Introduce non-formal approach to supplement and complement the formal stream of education for eradication of illiteracy and achievement of Universal Primary Education;
- ◆ Provide second chance of primary education to mis-outs and out of school children of 5-14 years age;
- ◆ Provide education in areas where formal primary school system has not been able to reach so far;
- ◆ Provide free education with flexible timings (fight against child labor) to poor people living below the poverty line in Pakistan;
- ◆ Empowering of rural girls who are the main beneficiaries of the basic education community schools;
- ◆ Provide education to poor girls at their doorstep. Facilitate the parents to send their children to schools and become useful, peaceful and civilized future citizens of the community.

The scheme which was earlier approved at the cost of Rs. 11.21 billion has been revised to accommodate the above and objectives is now expected to cost Rs. 26.75 billion. An amount of Rs. 1307.890 million has been utilized on this project up to June 2005. As a consequence of thin funding, only 10185 NFPE schools were established against the target of 82000 schools.

National Education Assessment System

National Education Assessment System (NEAS) is a World Bank funded project with a total cost of Rs. 319.364 million including foreign exchange component with World Bank share of Rs. 273.110 million. The government of Pakistan is committed to improve the quality of education at all levels. The NEAS is one of the key programs of the Ministry meant to improve the quality of education at elementary level, with the objective to measure learning achievements of grade 4 and 5 students, to develop capacity in educational assessment related activities, to institutionalization of sustainable monitoring system and information dissemination.

Madaris Reform

A project titled "Madrassa Reforms" was launched in 2002-03 with the directive of the President for a period of 5 years at a capital cost of Rs. 5759.395 million. The main objective of this program is to provide financial assistance to

Deeni Madaris to introduce formal subjects in their curricula. The progress made toward the goals of this reform program include, simplification of the process of registration of Madaris, the standard procedure prescribed by the Ministry of Interior to control funds has produced positive results, a large number of Madaris have applied to provincial/area governments for financial assistance under the project , 58 madaris in AJ&K have been cleared for financial assistance and a great breakthrough by the FATA administration has been made by distributing cheques to 36 registered Deeni Madaris.

Reform of the Education System

The government has introduced several initiatives to improve the education system including providing free education up to matriculation and provision of free textbooks,missing facilities in schools and grants of scholarships to girls. Uniform academic sessions from 1st September throughout the country is going to be introduced and also composite examination at the secondary level in 2007 and at higher secondary levels will be introduced throughout the country from 2009.English language has been made compulsory from class one and English is also introduced as a medium of instruction for science, mathematics, computer science and other selected subjects. The marks allocated to the practical examination in science and social science subjects will be reduced from 25 percent to 15 percent by 2007 along with revision of format of board examination by 2007.

Curriculum Development

The curriculum development is an on going process to respond to global challenges and emerging trends. This process has been initiated in collaboration with the federal units and provincial and regional governments (AJ&K, FATA). The present government realizing the importance of vibrant and dynamic curriculum has decided to review /revise curriculum of class 1 to 8. The committee has initiated consultative meetings to develop a curriculum reflecting the latest trends in individual subjects as well as equipping the education of the country with the requirement of today and tomorrow.

Non-Formal Education by National Commission for Human Development

NCHD's Universal Primary Education (UPE) program reflects a steady progression in the enrollment of previously out of school children in the targeted districts. Currently, 512,500 children (of 5 to 7 years) have been enrolled under this program.

To ensure enrollment of children in communities where there is limited or no government infrastructure available, NCHD's Community-Based Feeder Schools are effectively catering to children in the age groups of 5 to 7 years. In this regard, 2,911 Primary Feeder schools have been established jointly with the support of the community and local government education department for over 133,000 children living in these areas.

Reaching out to segments of adults who are not literate in the skills of reading or writing, the NCHD Adult literacy Program is catering to over 51,800 learners between the age of 15 to 39 years of age. This has been made possible by the establishment of 1915 Adult Literacy Centers in the targeted districts where basic literacy skills are provided for adults to achieve functional reading and writing abilities. To date 21,740 learners who were previously enrolled under this program have successfully graduated from these centers.

For children of 8 to 14 years of age, who never had the opportunity to attend school or who had dropped out of school, a Non-Formal Basic Education program caters to over 13,000 learners through the establishment of 481 non-formal basic education centers in operational districts, while the previous batch of over 57,000 learners have successfully graduated under this program.



TABLE 10.1

NUMBER OF EDUCATIONAL INSTITUTIONS BY KIND, LEVEL AND SEX

Fiscal Year	Numbers													
	Primary School (000)		Middle Schools (000)		High Schools (000)		Secondary Voca- tional Institutions		Arts and Science Colleges		Professional Colleges		Univer- sities	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1990-91	114.1	31.1	8.7	3.4	8.2	2.1	725	345	612	222	99	8	22	-
1991-92	112.4	31.6	9.0	3.5	8.4	2.1	608	311	633	233	139	9	23	-
1992-93	130.6	38.1	11.8	5.1	8.7	2.7	602	316	649	243	147	9	23	-
1993-94	134.1	40.0	12.1	5.2	9.2	2.9	474	218	651	248	165	10	25	-
1994-95	139.6	42.0	12.6	5.6	9.5	3.1	487	221	678	257	167	10	25	-
1995-96	143.1	43.4	13.3	5.7	9.5	3.1	577	224	715	276	260	16	25	-
1996-97	149.7	42.0	14.5	5.8	9.9	3.2	578	225	737	287	264	16	25	-
1997-98	156.3	51.2	17.4	7.2	11.1	3.8	574	223	787	309	293	19	26	1
1998-99	159.3	56.5	18.1	8.0	12.3	4.5	580	228	840	339	308	18	26	1
1999-00	162.5	58.7	18.4	8.1	12.6	4.6	612	233	889	358	324	15	26	1
2000-01	147.7	42.9	25.5	5.9	14.8	2.8	630	236	916	380	352	18	26	1
2001-02	149.1	43.5	26.8	6.3	15.1	2.8	607	239	939	394	374	20	29	1
2002-03	150.8	43.9	28.0	6.5	15.6	2.8	585	230	964	414	382	19	29	1
2003-04	155.0	43.9	28.7	6.6	16.1	3.0	636	252	1,066	458	416	20	51 a	3
2004-05	157.2	44.4	30.4	7.0	16.6	3.1	747 *	328*	1,174	515	408	21	NA	NA

a : Includes data of seven degree awarding institutes.

Source: Federal Bureau of Statistics

NA : Not available

* : Ministry of Education

TABLE 10.2

ENROLMENT IN EDUCATIONAL INSTITUTIONS BY KIND, LEVEL AND SEX

Fiscal Year	Primary Stage (I-V)		Middle Stage (VI-VIII)		High Stage (IX-X)		Secondary Vocational		Arts and Science Colleges		Professional Colleges		Universities	
	(000 No)		(000 No)		(000 No)		(000 No)		(000 No)		(Number)		(Number)	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1990-91	10,837	3,675	2,821	842	1,004	285	90	19	630	211	75,786	18,902	61,857	11,667
1991-92	10,736	3,714	2,981	858	1,079	295	90	21	679	232	76,249	19,003	65,944	12,727
1992-93	12,726	4,596	3,040	994	1,168	357	93	24	703	251	76,726	19,125	68,301	14,856
1993-94	13,288	5,055	3,305	1,123	1,315	421	84	18	675	249	99,197	25,705	77,119	19,342
1994-95	14,264	5,638	3,816	1,347	1,525	514	86	15	704	276	100,969	27,715	80,651	21,174
1995-96	14,527	5,702	3,605	1,270	1,447	480	86	14	734	299	128,621	33,403	82,955	23,105
1996-97	15,395	6,156	3,726	1,357	1,521	520	92	15	762	319	140,503	36,082	91,883	25,050
1997-98	17,063	6,997	4,032	1,532	1,658	605	90	18	796	335	162,239	40,659	93,780	24,848
1998-99	18,169	6,450	4,098	1,586	1,702	638	75	17	780	351	163,445	41,078	91,637	25,469
1999-00	19,148	7,044	4,112	1,615	1,726	653	91	17	792	372	160,985	41,036	114,010	27,369
2000-01	17,135	6,893	3,759	1,455	1,565	597	83	14	763	374	158,828	39,580	124,944	36,699
2001-02	17,529	7,167	3,821	1,506	1,574	644	83	15	751	370	161,349	40,540	117,863	39,682
2002-03	18,220	7,519	3,918	1,551	1,589	658	94	19	802	396	163,852	41,932	126,870	43,668
2003-04	19,781	8,179	4,321	1,737	1,800	709	101	23	905	442	178,835	46,377	218,275	83,127
2004-05	21,333	9,092	4,551	1,863	1,880	756	114 *	21 *	1,009	495	186,789	48,337	NA	NA

NA : Not available

Source: Federal Bureau of Statistics

^ : Ministry of Education

TABLE 10.3

NUMBER OF TEACHERS IN EDUCATIONAL INSTITUTIONS IN PAKISTAN, BY KIND, LEVEL AND SEX

Fiscal Year	Primary Schools		Middle Schools		High Schools		Secondary Vocational Institutions		Arts and Science Colleges		Professional Colleges		Universities	
	(Thousands)		(Thousands)		(Thousands)		(Number)		(Number)		(Number)		(Number)	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1990-91	277.8	92.7	84.1	32.0	152.5	44	7,402	2,566	20,792	7,277	4,544	907	4,744	640
1991-92	293.5	94.9	87.5	33.7	157.0	45.6	6,703	2,677	20,548	7,447	4,591	913	4,926	674
1992-93	299.0	96.3	71.8	31.8	123.6	38.2	9,153	2,605	20,672	7,644	4,520	927	5,728	747
1993-94	322.0	109.6	80.4	39.9	170.8	55.3	7,965	1,603	21,885	7,945	6,494	1,381	5,217	918
1994-95	334.0	114.5	86.4	38.4	175.8	65.7	6,949	1,708	22,821	8,159	6,650	1,364	5,316	939
1995-96	331.0	109.3	94.3	37.8	160.0	48.8	7,291	1,799	24,923	9,142	7,431	1,529	5,417	927
1996-97	322.9	111.8	84.7	38.9	160.7	53.1	7,422	1,845	24,874	9,151	7,852	1,574	5,162	919
1997-98	339.9	120.5	88.5	42.7	181.8	62.2	6,923	1,870	27,325	10,262	7,989	1,639	5,515	976
1998-99	359.2	124.7	89.7	43.4	152.7	51.2	7,133	1,858	26,942	10,347	8,861	1,771	4,911	837
1999-00	366.4	127.2	91.5	44.3	155.7	52.2	9,253	1,959	27,662	10,553	9,043	1,765	5,914	1,174
2000-01	408.9	180.0	209.7	125.8	260.3	122.6	9,441	1,959	27,547	10,544	9,131	1,769	5,988	1,302
2001-02	413.9	183.5	230.1	139.3	270.2	126.1	7,192	1,863	26,494	10,411	9,358	2,015	5,160	1,247
2002-03	433.5	191.7	236.3	145.8	278.0	132.0	7,273	1,623	27,911	11,024	9,841	2,107	6,180	1,375
2003-04	432.5	195.3	239.4	146.6	276.9	134.2	8,535	1,957	29,730	12,238	10,659	2,178	11,404	3,137
2004-05	450.1	206.5	246.7	151.5	282.1	138.6	7356 *	1450 *	30,997	12,979	9,948	2,048	NA	NA

NA : Not available

* : Ministry of Education

Note : Mosque Schools are included in Primary Schools

Source:

1. Central Bureau of Education, Ministry of Education was responsible for data on education system in the country till its abolition in 1993. Therefore the responsibility of data collection of Primary Middle and High Schools was transferred to the Provinces and Academy of Education Planning and Management i.e. (Federal Education Management Information System) from 1992-93 onward.
2. The data for Secondary Vocational Institutions, Arts and Science Colleges, Professional Colleges and Universities from 1992-93 onwards has been compiled by the Federal Bureau of Statistics after collection from.
 - i) Federal directorate of Education
 - ii) Provincial Bureaus of Statistics
 - iii) concerned Universities