

Education

Education is an indispensable component of human development and a basic right of every citizen. Education is considered to have a strong correlation with social and economic development of a country. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding and enhances their technical capabilities of exploring new ideas. It improves the quality of their lives and leads to broad social benefits to individuals and society.

Pakistan is committed to promote education, increase literacy rate, capacity building of teachers, and enhancement of facilities in all educational institutes. Federal and provincial governments are committed to provide free education up to the Matric level. National and provincial governments are encouraging and facilitating the private sector to invest in the education sector for its promotion as a national cause.

Pakistan Vision 2025 aims at substantial expansion as well improvements in the quality of education, increasing public expenditure to 4.0 percent of GDP by 2018. Comprehensive reforms, comprising of detailed actions in curriculum, pedagogy, technology, governance, assessment as well as social and economic relevance will be

made in the educational system to improve the quality of public schooling. The 11th Five year Development Plan (2013-18) is aimed to enhance management and administrative capacities in education sector at all levels, encourage public-private participation and enhance private sector investment. It also includes governance reforms and adoption of regulatory and structural improvements in the system.

Literacy:

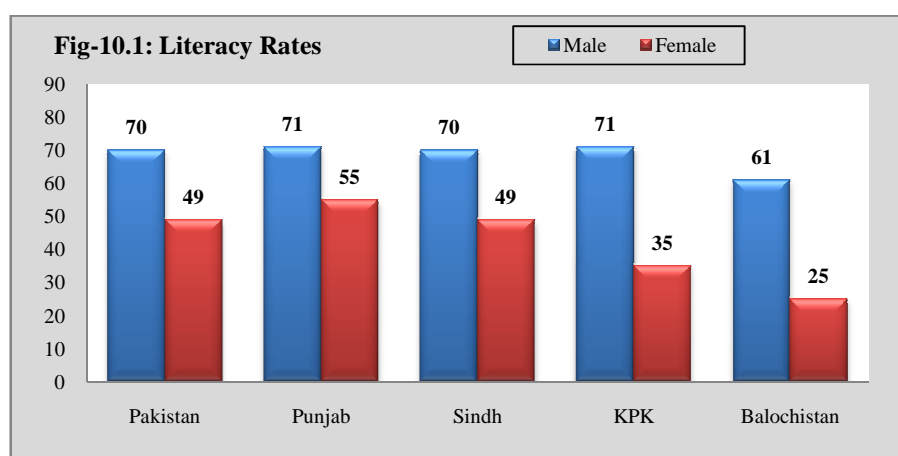
Literacy rate is one of the important indicator of education. Its improvement has a long run impact on other important indicators of national welfare. According to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey 2015, the literacy rate of the population (10 years and above) is 60 percent as compared to 58 percent in 2014. The literacy rate for male during 2015 was 70 percent and for female was 49 percent which shows that there is a gap of 21 percent of female literacy that needs to be bridged with the available resources and equalize the education between male and female. The data shows that literacy rate is higher in urban areas (76 percent) than in rural areas (51 percent). Province wise data suggests that Punjab leads with 63 percent followed by Sindh with 60 percent, Khyber Pakhtunkhwa with 53 percent and Balochistan with 44 percent. The details are given in Table 10.1.

Province/Area	2013-14			2014-15		
	Male	Female	Total	Male	Female	Total
Pakistan	70	47	58	70	49	60
Rural	63	36	49	63	38	51
Urban	81	66	74	82	69	76
Punjab	71	52	61	71	55	63
Rural	65	43	53	65	45	55
Urban	82	71	76	82	73	77
Sindh	67	43	56	70	49	60
Rural	53	21	37	55	24	40
Urban	80	63	72	82	70	76

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Province/Area	2013-14			2014-15		
	Male	Female	Total	Male	Female	Total
KPK	72	36	53	71	35	53
Rural	70	32	49	69	31	50
Urban	81	55	68	80	52	66
Balochistan	59	25	43	61	25	44
Rural	54	17	36	54	17	38
Urban	74	45	59	78	42	61

Source: Pakistan Social and Living Standards Measurement Survey, 2014-15



Primary Enrolment Rates:

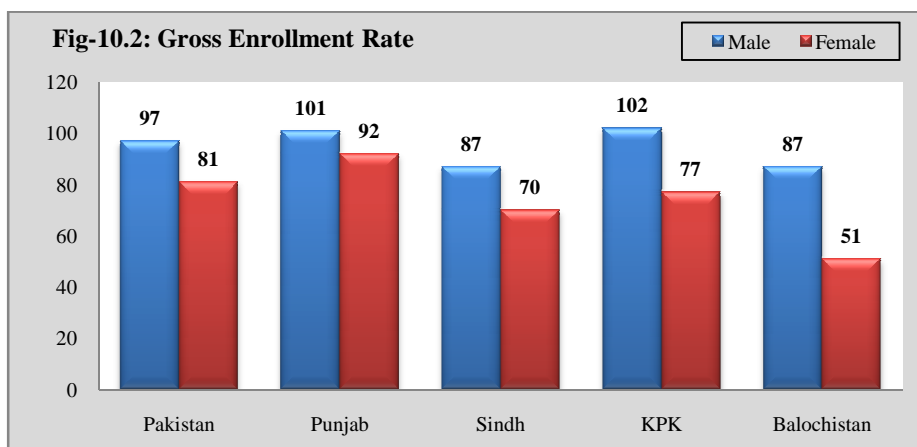
A. Gross Enrolment Rates:

Gross Enrolment Rates (GER) referred to the participation rate of children attending primary schools divided by the number of children aged 5 to 9 years. A high GER indicates a high degree of participation, whether the students belong to the official age-group or not. A GER value approaching or exceeding 100 per cent indicates a country in principle able to accommodate all of its primary school-age population. It does not however, indicate the proportion of that population actually enrolled.

GER at the primary level excluding Katchi (prep) for the age group 5-9 years at national level during 2015 recorded at 89.0 percent as compared to 90 percent in 2014. The decrease in overall GER in Pakistan is mainly due to decline in Punjab GER to 97 percent in 2015 from 100 percent in 2014. Sindh showed improvement to 79 percent in 2015 against 76 percent in 2014 and Khyber Pakhtunkhwa also improved to 90 percent in 2015 against 89 percent in 2014 while Balochistan GER witnessed significant improvement to 71 percent in 2015 as compared to 67 percent in 2014. The details are given in Table 10.2.

Province/Area	2013-14			2014-15		
	Male	Female	Total	Male	Female	Total
Pakistan	98	81	90	97	81	89
Punjab	106	94	100	101	92	97
Sindh	85	67	76	87	70	79
Khyber Pakhtunkhwa	102	76	89	102	77	90
Balochistan	83	49	67	87	51	71

Source: Pakistan Social and Living Standards Measurement Survey, 2014-15



B. Net Enrolment Rates:

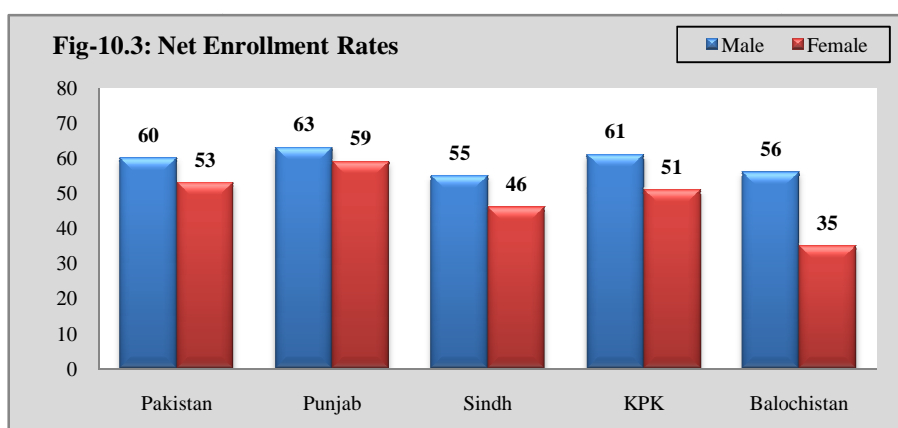
Net Enrolment Rates (NER) at the primary level refers to the number of students enrolled in primary schools of age 5 to 9 years divided by the number of children in the same age group for that level of education. In Pakistan, the official primary NER is the number of children aged 5 to 9 years attending primary level (1-5) divided by the total number of children aged 5 to 9 years.

prep/Katchi class) level for the age group 5-9 years. NER at the national level during 2015 remained stable at 57 percent compared to last year. Province wise comparison reveals that Punjab NER declined to 61 percent in 2015 as compared to 64 percent in 2014. Sindh NER improved to 51 percent in 2015 as compared to 48 percent in 2014; while NER of Khyber Pakhtunkhwa witnessed a slight improvement at 56 percent in 2015 as compared to 54 percent in 2014. Balochistan also witnessed a significant improvement at 46 percent in 2015 as compared to 39 percent in 2014.

Table 10.3 show the net primary level enrolment rates at the national/provincial (excluding

Province/Area	2013-14			2014-15		
	Male	Female	Total	Male	Female	Total
Pakistan	60	53	57	60	53	57
Punjab	66	63	64	63	59	61
Sindh	53	43	48	55	46	51
Khyber Pakhtunkhwa	62	46	54	61	51	56
Balochistan	46	30	39	56	35	46

Source: Pakistan Social and Living Standards Measurement Survey, 2014-15.



Box-I: Prime Minister Education Reform Program (PMERP)

Prime Minister Educational Reform Programme has been launched in Islamabad to uplift the Standard of Quality Education. Detail of Prime Minister Reform Programme is as under:-

- ▶ Provision of missing facilities i.e. (Labs, Washrooms, Clean Drinking Water, Renovation of Classrooms, boundary wall etc.)
- ▶ Restructuring of Federal Directorate of Education.
- ▶ Formulation of Recruitment Rules for teaching and non-teaching staff.
- ▶ Merit base recruitment of teaching staff.
- ▶ Training of teachers.
- ▶ Development of comprehensive training programmes for teaching and non-teaching staff.
- ▶ Implementation of Article 25-A (Right to Free & Compulsory Education Act).
- ▶ Provision of 200 Buses to Schools and Colleges under FDE.
- ▶ Establishment of 10 Montessori classes and provision of free meal to kids enrolled in it.
- ▶ IT based monitoring mechanism for qualitative and quantitative performance evaluation.

In 1st phase of PMERP, 22 Educational Institutions have been selected. Prime Minister of Pakistan has inaugurated the newly renovated Khaula Shaheed Model College for Girls, Punjgran located in sector Nilore whereas the work on remaining 21 Institutions is near completion. The work on remaining 400 institutions will be carried out under 2nd phase of PMERP.

Apart from this, a project to convert 24 government schools into smart schools is also started with the objective to demonstrate significant and rapid improvement in the quality of education through technology-enabled learning in government schools. The black boards are going to be replaced with white boards in all the schools and safe drinking water drinking facility through installation of filtration plants will be provided to all the government schools.

Two hundred buses will be provided to schools to ensure safe transportation of students. GIS mapping and EMIS system is started through which the data of all the students, teachers and employees will be collected.

The security cameras are installed in all the schools to monitor the security situations and the monitoring teams are also setup to avoid any mishap. Moreover, bio metric machines are going to be installed in all the schools to ensure attendance and punctuality.

Source: Capital Administration and Development Division (CADD)

Educational Statistics:

i). Pre-Primary Education

Pre-primary education is an essential component of a child's elementary education. Internationally, it is recommended that every child must be provided with pre-primary education so that they may face the later stages of education. Prep or Katchi class is meant for children between 3 to 4 years of age. In Pakistan there are no separate pre-primary institutions in public sector. At national level, an increase of 3.4 percent witnessed in Pre-Primary enrolment as it increased to 9.59 million in 2015 as compared to 9.27 million in 2014. However, it is estimated to increase further by 0.2 percent i.e. from 9.59 million to 9.61 million during 2016. [Table 10.4].

ii). Primary Education (Classes I-V)

Primary education is the most important and crucial stage for a child's education. In Pakistan, there were 165.9 thousands primary schools with 430.9 thousands teachers in 2015 witnessed an increase of 2.1 percent in primary enrolment to 19.8 million compared to 19.4 million in 2014 and it is estimated to increase by 2.0 percent i.e. from 19.8 million to 20.2 million during 2016. [Table 10.4].

iii). Middle Education (Classes VI-VIII)

Middle schools include grades six through eight. The official age-group is 10-12 year for this level. There were 44.8 thousand middle institutes with 380.8 thousand teachers were functional in 2015. An increase of 1.5 percent in middle enrolment is observed as it increased to 6.6 million in 2015

against 6.5 million in 2014 and is expected to increase by 1.5 percent i.e. from 6.6 million to 6.7 million during 2016. [Table 10.4].

iv). Secondary/High Education (Classes IX-X)

High school is also known as secondary school where the final stage of schooling up to a specific age, takes place. High schools in Pakistan usually include grades 9 and 10. During 2015, there were 31.3 thousand secondary institutions compared to 30.6 thousand institutions over the corresponding period of last year witnessed an increase of 2.3 percent, whereas the total number of teachers at high school level were estimated at 514.2 thousand in 2015 as compared to 500.5 thousand over the corresponding period of last year. At national level, an increase of 12.9 percent in secondary enrolment is witnessed as it increased to 3.5 million in 2015 against 3.1 million in 2014 and it is estimated to increase by 5.7 percent i.e. from 3.5 million to 3.7 million during 2016. [Table 10.4].

v). Higher Secondary / Inter Colleges (Classes XI-XII)

The Higher Secondary Schools and Inter Colleges in Pakistan usually include grades 11 and 12. At national level, 5.4 thousand higher secondary schools and inter colleges with 118.1 thousand teachers were functional in 2015 as compared to 5.2 thousand institutions with 124.3 thousand teachers in 2014. The overall enrollment of students in higher secondary education witnessed an increase of 35.7 percent in 2015 as compared to 2014. The enrolment registered during 2015 was 1.67 million as compared to 1.23 million during 2014. For 2016, it is estimated to increase to 1.78 million. Number of institutes is expected to increase to 5.7 thousands in 2016 as compared to 5.4 thousands in 2015. [Table 10.4].

vii). Technical & Vocational Institutes

Technical and Vocational education is an organized educational activity that offers a sequence of courses that provides individuals with the academic and technical knowledge and skills. During 2015, 3.6 thousand technical and vocational institutes with 19.4 thousand teachers were functional at national level. An increase of 3.7 percent enrolment was recorded as it increased

to 319.94 thousand in FY2015 against 308.61 thousand in 2014. However, it is estimated to increase by 2.6 percent i.e. from 319.94 thousand to 328.26 thousand during 2016. [Table 10.4].

vii). Degree Colleges Education (Classes XIII-XIV)

Undergraduate education (degree colleges) is an education level taken in order to gain one's first tertiary degree (except for an associate's degree). Undergraduate education is post-secondary education up to the level of a bachelor's degree. In Pakistan the graduation system is classified into two Undergraduate (UG) and Postgraduate (PG) Systems. The undergraduate system takes two or four years to complete the degree. The two year undergraduate programs are mostly in the fields of arts, humanities, science etc., and the four year programs are mostly in the fields of technology, engineering, pharmaceutical sciences, agriculture etc. For medicine, law and architecture, the period is five years of education. In Pakistan, 1.4 thousand degree colleges have been reported providing their services in 2015 as compared to 1.1 thousand degree colleges over the corresponding period of last year showing an increase of 27.3 percent whereas the total teachers at degree college level are at 36.6 thousand in 2015 as compared to 26.0 thousand over the corresponding period of last year. A modest increase of 70.1 percent enrolment in degree education was observed as it increased to 1.14 million in 2015 against 0.67 million in 2014. However, it is further estimated to increase by 33.3 percent i.e. from 1.14 million to 1.52 million during 2016. [Table 10.4].

viii) Universities Education (Classes XV onwards)

A university provides higher education, research and number of disciplines. Now universities are offering grade 13 to 16 classes for completion of four years bachelor's degree program as well as traditional grades 15 and 16 are offered while grade 17 and 18 classes are also being offered for completion of MS/M.Phil degree. The PhD degrees are also granted by universities. University provides not only the high-level skills necessary for every labour market but also the training essential for teachers, doctors, nurses,

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civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and a myriad of other personnel. During 2016, there are 170 universities with 94.03 thousand teachers in both private and public sectors while during 2015, the overall enrolment of students in higher education (universities) estimated at 1.30 million as compared to 1.59 million over the corresponding period of last year. During 2016, the enrolment is expected to be estimated at 1.29 million. [Table 10.4].

Overall Assessment

The overall education situation is based on key indicators such as likely enrolments, number of institutes and teachers has witnessed slight improvement. The total number of enrolments during 2015 was recorded at 43.95 million as compared to 42.09 million during the same period last year. This indicates an increase of 4.4 percent and it is estimated to increase to 45.17 million during 2016. At national level, the total number of institutes stood at 252.56 thousands during 2015 as compared to 241.61 thousands during last year, showing an increase of 4.5 percent. However, the number of institutes is estimated to increase to 257.47 thousands during 2016. The total number of teachers during 2015 was recorded at 1.59 million as compared to 1.53 million during last year showing an increase of 3.9 percent. This number of teachers is estimated to increase further to 1.62 million during the year 2016. [Table 10.4].

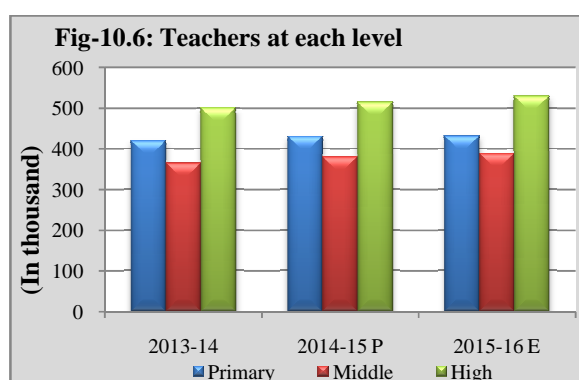
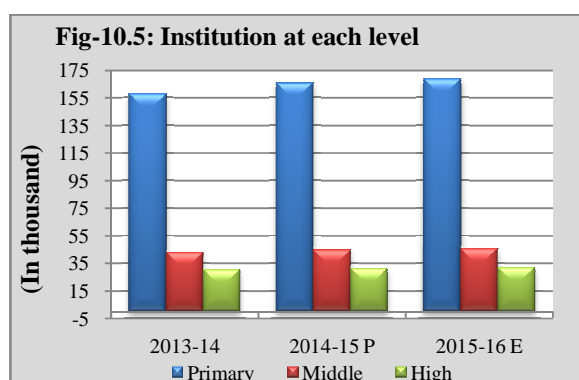
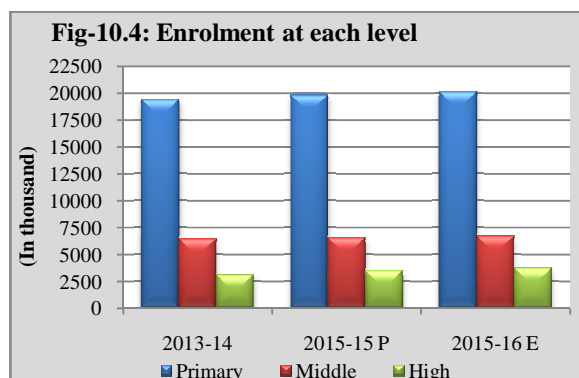


Table 10.4: Number of Mainstream Institutions, Enrolment and Teachers by Level (Thousands)

Year	Enrolment			Institutions			Teachers		
	2013-14	2014-15 (P)	2015-16 (E)	2013-14	2014-15 (P)	2015-16 (E)	2013-14	2014-15 (P)	2015-16 (E)
Pre-Primary	9267.7	9589.2	9608.3	-	-	-	-	-	-
Primary*	19441.1	19846.8	20157.5	157.9	165.9	168.9	420.1	430.9	431.8
Middle	6460.8	6582.2	6735.8	42.9	44.8	45.6	364.8	380.8	388.7
High	3109.0	3500.7	3738.4	30.6	31.3	32.0	500.5	514.2	529.7
Higher Sec./ Inter	1233.7	1665.5	1785.0	5.2	5.4	5.7	124.3	118.1	124.3
Degree Colleges	674.4	1144.8	1517.7	1.1	1.4	1.4	26.0	36.6	35.8
Technical & Vocational Institutes	308.6	319.9	328.3	3.3	3.6	3.7	16.4	19.4	20.5
Universities	1594.6	1299.2	1294.1	0.161	0.163	0.170	77.6	88.3	94.0
Total	42089.9	43948.3	45165.1	241.61	252.56	257.47	1529.7	1588.3	1624.8

Source: Ministry of Professional & Technical Training, AEPAM, Islamabad
E: Estimated, P: Provisional, *: Including Pre-Primary & Mosque Schools

Expenditure on Education:

Public Expenditure on Education as percentage to GDP is estimated at 2.2 percentage in FY2015 as compared to 2.1 percentage of GDP in FY2014 showing an increase of 4.8 percent. According to World Bank Data Sheet, the latest available Public Sector expenditure on Education as percentage of GDP, in other countries of the region was 2.0 percent in Bangladesh, 4.6 percent in Afghanistan, 6.0 percent in Bhutan, 3.8 percent in India, 3.1 percent in Iran and 5.2 percent in Maldives. The Table-10.5 shows that expenditure on education

increasing gradually since FY2007. The education related expenditure recorded at Rs. 537.60 billion in FY2014 increased by 11.29 percent to Rs. 598.32 billion in FY2015.

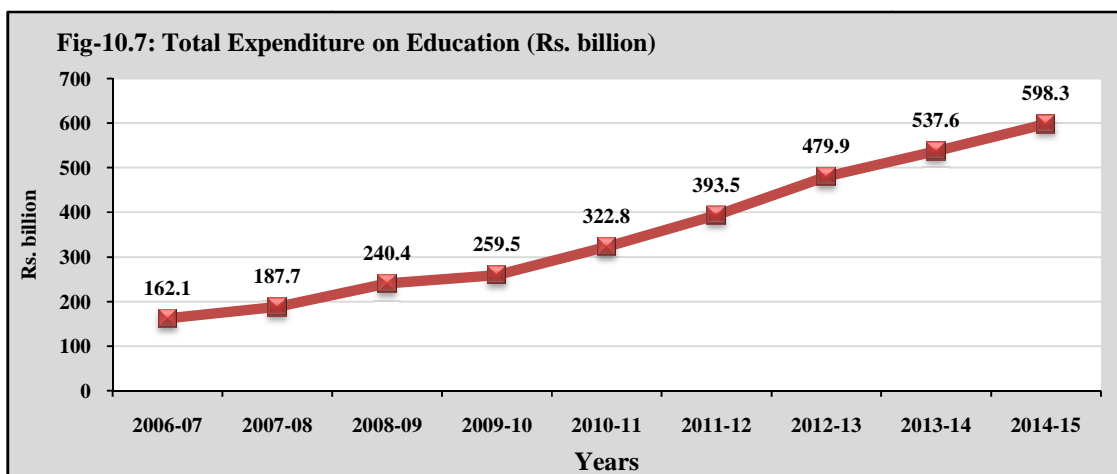
The Government of Pakistan is determined to enhance the resources to education sector by ensuring proper and timely utilization of funds in order to achieve the target of 4.0 percent of GDP by 2018. The provincial governments are also spending sizeable amount of their Annual Development Plans (ADPs) on education to achieve the targets.

Table 10.5: Expenditure on Education (Rs. million)

Years		Current Expenditure	Development Expenditure	Total Expenditure	As % of GDP
2010-11	Federal	44,023	15,963	59,986	1.8
	Punjab	133,283	10,214	143,497	
	Sindh	64,370	7,925	72,295	
	Khyber Pakhtunkhwa	16,080	10,826	26,906	
	Balochistan	18,483	1,644	20,127	
	Pakistan	276,239	46,572	322,811	
2011-12	Federal	45,278	12,521	57,799	2.0
	Punjab	151,474	22,578	174,052	
	Sindh	57,758	10,810	68,568	
	Khyber Pakhtunkhwa	53,429	14,255	67,684	
	Balochistan	22,289	3,131	25,420	
	Pakistan	330,228	63,295	393,523	
2012-13	Federal	57,027	14,686	71,713	2.1
	Punjab	186,763	9,323	196,086	
	Sindh	92,697	5,728	98,425	
	Khyber Pakhtunkhwa	65,856	18,602	84,458	
	Balochistan	26,601	2,570	29,171	
	Pakistan	428,944	50,909	479,853	
2013-14	Federal	65,497	21,554	87,051	2.1
	Punjab	187,556	30,485	218,038	
	Sindh	99,756	6,157	106,093	
	Khyber Pakhtunkhwa	7,048	18,756	89,704	
	Balochistan	29,978	6,911	36,889	
	Pakistan	453,735	83,863	537,598	
2014-15	Federal	73,322	27,969	101,291	2.2
	Punjab	201,882	25,208	227,090	
	Sindh	109,274	7,847	117,121	
	Khyber Pakhtunkhwa	83,205	28,506	111,711	
	Balochistan	32,299	8,803	41,102	
	Pakistan	499,982	98,333	598,315	
2015-16*	Federal	33,005	14,541	47,546	-
	Punjab	100,842	9,511	110,353	
	Sindh	57,986	2,148	60,134	
	Khyber Pakhtunkhwa	22,767	3,700	26,467	
	Balochistan	16,280	2,923	19,203	
	Pakistan	230,880	32,823	263,703	

*July-December (Provisional)

Source: PRSP Budgetary Expenditures, External Finance Policy Wing, Finance Division, Islamabad



Development Programme FY2016:

Federal Public Sector Development Program (PSDP) FY2016.

In Public Sector Development program FY2016, an amount of Rs. 2.21 billion has been provided

for on-going & new projects of the Ministry of Federal Education & Professional Training while Rs.0.784 billion has also been allocated for education related projects being handled by Finance and Capital Administration & Development Divisions.

Box-II. National Endowment Scholarship for Talent (NEST)

Ministry of Planning, Development & Reforms under the instruction of Minister for Planning, Development and Reforms has initiated the scheme titled “National Endowment Scholarship for Talent (NEST)” where the federal government would disburse scholarships through transparent selection process to the less privileged but talented youth to enable them to continue their studies from intermediate to Ph.D level especially in crucial areas of studies so that they may be able to contribute in socio- economic development of country.

Provincial Annual Development Programs (ADPs) FY2016

The provincial governments prioritized the sectors of development in education, provision of missing facilities, up gradation of girls primary school to middle/high schools, construction of new boys and girls schools and colleges, up gradation of boys primary school to Middle/high/higher secondary levels, provision of scholarship through endowment funds and scholarship schemes, provision of stipends to girls students up to Matric level, improvement of physical infrastructure, establishment of IT/ Science labs in secondary and higher secondary level schools, Early Childhood Education (ECE) at primary level and strengthening of Provincial Institutes of Teacher Education (PITE). All the provinces have allocated budget for education foundations. Development budget have been allocated for

capacity building of teachers to provide quality education in public sector schools and establishment of cadet colleges to meet the demand of quality education.

Punjab:

During FY2016, Punjab government has allocated Rs. 55.56 billion against last year Rs.48.31 billion, an increase of 15.01 percent for 717 on-going and new development projects for education which includes school education Rs.33.17 billion, Higher Education Rs.14.73 billion, Special Education Rs.0.78 billion, Literacy Rs.1.88 billion and Sports & Youth Affairs Rs.5.00 billion.

Sindh:

During FY2016, Sindh government has allocated Rs.14.82 billion as compared to Rs.15.05 billion last year showing a decline of 1.5 percent for 220

on-going and new development projects for education which includes Rs.1.27 billion for Elementary Education, Rs.0.15 billion for Teacher Education, Rs. 0.51 billion for Sindh Education Foundation, Rs.6.73 billion for Secondary Education, Rs.2.38 billion for College Education, Rs.2.0 billion for Higher Education, Rs.0.2 billion for Special Education and Rs.1.57 billion for Miscellaneous expenditure.

Khyber Pakhtunkhwa:

Government of Khyber Pakhtunkhwa has allocated Rs.16.38 billion in FY2016 as compared to Rs.12.38 billion in FY2015 showing an increase of 32.3 percent for 139 on-going and new development projects for the development of education. It includes Primary Education Rs.1.16 billion, Secondary Education Rs.9.04 billion, archives and libraries Rs. 0.12 billion, College Education Rs.3.43 billion, Commerce and Management Science Rs.0.54 billion and University Education Rs.2.08 billion.

Balochistan:

Balochistan government has allocated Rs. 10.20 billion against Rs. 11.52 billion last year, showing a decline of 11.5 percent for 296 on-going and new development projects for development of education which includes Rs. 1.94 billion for Primary Education, Rs. 1.00 billion for Middle/Elementary Education, Rs. 2.87 billion for Secondary Education, Rs. 1.84 billion for College Education, Rs. 1.14 billion for University Education, Rs.1.31 billion for General Education and Rs. 0.15 billion for technical education during FY2016.

Technical and Vocational Education:

NAVTTTC:

National Vocational and Technical Training Commission (NAVTTTC) is an apex body and a

national regulatory authority to address the challenges of Technical and Vocational stream in the country. It is involved in policy making, strategy formulation and regulation & revamping of TVET system. The Commission is establishing and promoting linkages among various stakeholders at national as well as international level. During FY2016, federal government has allocated and released Rs. 349.822 million for NAVTTTC to its on-going sub-projects throughout the country.

Prime Minister’s Youth Skill Development Program (Phase-III):

Prime Minister’s Youth Skill Development Program was launched under the directives of Prime Minister for unemployed and less educated youth. National Vocational Technical Training Commission (NAVTTTC) in collaboration with Provincial TEVTAs including Azad Jammu & Kashmir, Gilgit-Baltistan, FATA and other Government/Private Sector Skill Training Institutes executed the phase-I of this program, in which 24,834 individuals were equipped with hand-on skills. After the successful execution of PMYSDP (Phase-II), NAVTTTC launched PMYSDP (Phase-II) for more 25,000 trainees and catered 195 demand driven trades. Detail profile of Prime Minister’s Youth Skill Development Program is given in Table-10.6 below:

- ▶ The ultimate objective of PMYSDP is to create competent, motivated, entrepreneurial, adaptable, creative and well trained / skilled workforce for local and international market. Better earning and livelihood will help in building the mind set of positive and creative activities.
- ▶ This will also contribute towards poverty reduction, social and economic developments through facilitating demand driven, high quality technical and vocational training.

S#	Features	(Phase-I) 2014-15 & 2015-16	(Phase-II) 2015-16	(Phase-III) 2016-17 & 2017-18
1	Block Allocation outside PSDP	800.00	1178.00	2630.00
2	Target trainees	25,000 24,834 (pass-outs)	25,000 (training completed)	50,000 (in two batches)
3	Male /Female ratio	66/34	61.18/ 38.82	75/25 (at least)

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Table-10.6: Profile of Prime Minister's Youth Skill Development Program (Phase-I, II & III) (Rs. million)

S#	Features	(Phase-I) 2014-15 & 2015-16	(Phase-II) 2015-16	(Phase-III) 2016-17 & 2017-18
4	No. of target trades	100	195	50 - 70
5	Seat allocation	As per population	As per population	As per population
6	Trades highlighted by	<ul style="list-style-type: none"> Prime Minister's Office, TVET provincial stakeholders 	<ul style="list-style-type: none"> Prime Minister's Office, TVET provincial stakeholders, Commercial welfare attachés 	<ul style="list-style-type: none"> Prime Minister's Office, TVET provincial stakeholders, CPEC, Commercial welfare attachés, M/o Overseas Pakistanis & HRD
7	Target group	18 to 35 years (Youth) Priority given to; <ul style="list-style-type: none"> Less Educated Upper age personnel Lower class (Economically) Disabled Eunuchs Sportsman 	18 to 35 years (Youth) Priority given to; <ul style="list-style-type: none"> Less Educated Upper age personnel Lower class (Economically) Disabled Eunuchs Sportsman, Hafiz e Quran & madaris students Widows 	18 to 40 years (Youth) Priority given to; <ul style="list-style-type: none"> Less Educated Upper age personnel Lower class (Economically) Disabled Eunuchs Sportsman, Hafiz e Quran & madaris students Widows

Source: National Vocational and Technical Training Commission (NAVTTTC)

PSDP Funded NAVTTTC's Prime Minister's Hunarmand Pakistan Program & President's Fanni Maharat Program:

PSDP funded NAVTTTC's Prime Minister Hunarmand Pakistan is a regular training program of NAVTTTC with its prime targets to enhance the quality of training through:

- ▶ Development and Piloting of NAVTTTC's proposed reforms
- ▶ Competency Based Trainings
- ▶ Standards and Curricula
 - Teaching Learning Materials
 - Assessment Packages
 - Competency standards
- ▶ Apprenticeship reforms and its implementation through approved projects:
 - Piloting Formal Apprenticeship system
 - Formalizing Informal Apprenticeship
- ▶ Development and implementation of National Vocational Qualification Framework
 - Recognition of Prior Learning (RPL)

- Recognition of current competencies
- ▶ Job Placement Center and Vocational Guidance Desk
- ▶ Introduction and implementation of National Accreditation regime
- ▶ Implementation of HRD Policy for TVET Teachers
- ▶ Expanding the pool of skilled manpower

Physical Achievements Relating to Skill Development:

- ▶ Developed National Vocational Qualifications Framework (NVQF)
- ▶ Developed 05 Operational Manuals of NVQF
- ▶ Developing, Reviewing and Registering NVQF Qualifications
- ▶ Assessment of Competency Based Training (CBT) Qualifications
- ▶ Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC)
- ▶ Curriculum Development for NVQF Qualifications

- ▶ Teaching and Learning Material for NVQF Qualifications
- ▶ Developed 60 competency standards and 60 curricula for various Competency Based Training (CBT) Qualifications
- ▶ Developed vocational and technical Training programmes in 118 traditional and 24 Diploma for Associates in Engineering (DAEs)
- ▶ Developed 48 Assessment Packages for various qualifications
- ▶ Developed Teaching and Learning Manuals for 30 qualifications
- ▶ Developed competency standards and curricula for 12 trades for Cooperative Vocational Training (CVT). The duration of these courses is 02 years. In CVT approach trainee spends half of its training period at institute and half in the industry for on job training.
 - Piloting of CVT has been started in UET Lahore for Energy Efficiency Advisor Trade and in Hunar Foundation Karachi for Mechanical Manufacturing with Specialization in Computer Numerical Controlled Machine (CNC)
- ▶ Identifying Assessment Centers for CBT Assessment
- ▶ Conducted Capacity Building of Qualification Awarding Bodies (QABs) for CBT Assessment
- ▶ National Conference on CBT awareness held on 9th March, 2015 and 2nd March, 2016

Way Forward For Future:

Competency Based Training (CBT) Implementation:

- ▶ Implementing 10 CBT qualifications in 97 Institutes across the country
- ▶ Trained 162 Assessors for conducting formative and summative competency based assessment across the country
- ▶ Trained 134 Teachers for conducting CBT
- ▶ Trained 71 Principals/Managers
- ▶ Up scaled the capacity of institutes in terms of up-gradation of labs/workshops in the institutes.
- ▶ Development of CBT Qualifications for upper and lower level qualification to ensure Vertical and Horizontal Mobility within the sector
- ▶ Development of CBT Qualifications involving priority trades
- ▶ Implementation of remaining CBT Qualifications
- ▶ Development of Remaining Training Learning Materials (TLMs)
- ▶ Capacity Building of Teachers for delivery of Competency Based Training
- ▶ Establishment of Sector Skill Councils to ensure strong Industry Linkages with TVET Sector
- ▶ Awareness campaigns and sessions for social acceptance of CBT
- ▶ Sensitization of various TVET sectors for development of CBT qualifications through NAVTTC Platform
- ▶ Initiation of Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC)
- ▶ Registration of CBT Qualification
- ▶ Training and Registration of CBT Assessors
- ▶ Initiating development of CBT qualifications from allocated PSDP funding

Box-III: Launching of TVET-III Reform Support Program

TVET Reform Support Program (TRSP-I and TRSP-II) were successfully launched in collaboration with International donors. The objectives of TRSP-I & TRSP-II were to achieve the goal of National Skill Strategy NAVTTC to reform TVET and ensure Assess, Equality / Relevance and Quality in TVET sector of Pakistan. However, donors have shown their commitment to fund TVET program.

The objectives of the TVET-III shall be as under in accordance with the Pakistan Vision 2025 and TVET Policy, 2015:

- a) Enhancing capacity of TVET sector in terms of more TVET institutions expanding its base to be able to train more trainees (as envisaged in TVET Policy to enroll more students and increase enrolment from 1% to 20% in next 10 years 2015-2025)
- b) Trade specific skills training of trainers / instructors in all trade;
- c) Focus on adoption and implementation of competency based training packages;

It is commendable that TVET-III will focus on Energy Sector with the co-operation of implementing partner GIZ and it is worth mentioning that Germans have excellent institutions in Alternative Energy (Wind/Solar and Bio Gas) which can be utilized to get real benefits where plants can be set up in provinces and students can be trained on these alternative energy generation options based Cooperative Vocational Training Models.

International Linkages

- ▶ To have linkages / collaboration in TVET activities with international organizations with Singapore & TESDA (Philippines).
- ▶ Collaboration being sought from China and Germany in TVET Sector.
- ▶ 5 Years TVET collaboration plan with Australia, 3 years TVET collaboration plan with KOICA, 3 years TVET plan with Jordan has been submitted through Ministry of Federal Education & Professional Training.
- ▶ 3 years in-country program and one regional plan submitted to Colombo Plan Staff College through Ministry of Federal Education & Professional Training.

Action Plan on MOU with Oman and Action Plan on MOU with Bahrain has been submitted to Ministry of Federal Education & Professional Training.

Higher Education Commission:

Higher Education Commission (HEC) is continued to improve access to quality higher education as a key element of its strategy to bring higher education revolution in the country. HEC is focused on creating the knowledge capital and technology required to enable Pakistan to join the ranks of the industrially advanced countries. With the continuous support of Government of Pakistan, HEC has provided access to quality education to masses, upgraded teaching and research labs, provided merit and need based home-grown and foreign scholarships to the talented youth and free access to scientific literature through digital library.

Research and Development:

The economic development of a country is directly proportional to the research and development, and to the quality of research being churned out by the universities. To this end, the Higher Education Commission (HEC) executes programs and projects which ensure sustainable and progressive research culture. HEC has taken several initiatives during FY2016 to enhance the role of research and development in higher education. The details are given as under:

International Linkages:

- ▶ Under Pak-US Joint Academic and Research Project, 78 Pak-US linkages of three years duration were established in six phases of Pak US Program out of which 38 projects have been completed. The phase-VII of the program is also in pipe-line.

National Research Grants:

- ▶ During July-March FY2016, 195 national research projects were funded under National Research Program for Universities, with the maximum duration of three years and consumption of Rs. 490 million.
- ▶ Under Travel Grants Program, 829 fresh cases have been approved during July-March 2015-16.
- ▶ Under ‘Seminars/Conferences Program’; 105 fresh cases have been approved during current financial year.
- ▶ Under ‘Startup Research Grant Program; 480 fresh cases for research grant have been approved during the current year.

Resource Development:

- ▶ 236 applications have been evaluated while 163 applications are under review process for 5th HEC Outstanding Research Awards.
- ▶ Two projects were awarded in “University Industry Technology Support Program” while one has been completed during July-March FY2016.
- ▶ During July-March FY2016, 02 Offices of Research, Innovation and Commercialization (ORIC) have been established. In total 46 ORICs are working in various universities.
- ▶ Five new Business Incubation Centers (BICs) have been approved while two of them have been established. Total numbers of BICs established so far have reached to thirteen.
- ▶ Under HEC-ILO collaborative project for launch of ‘Start and Improve Your Business’ Module, trainings at ten partner universities concluded under which some 700 students and entrepreneurs have been trained on various business development services.

Learning Innovation Division:

Learning Innovation Division (LID) is the hub for the in-Service Continuous Professional Development of HEIs Teaching Faculty and Management. With a two pronged objective it is spearheading initiatives for the in-service professional quality enhancement of academia and their management.

Similarly, it is equally critical to ensure capacity building of the management cadre ranging from

Vice Chancellors to hostel wardens of HEI’s across Pakistan being the backbone of the system for effective management and governance of all the academic processes and systems.

The uniqueness of the English Language Teaching Reforms (ELTR) development project is to award indigenous scholarships to ELT faculty to pursue their degrees in Linguistics and other language related areas. So far, 100 scholars completed their M.Phil/M.A/ Dip TEFL degrees and 29 scholars are in pipe line till FY 2017.

International Linkages:

- ▶ Seed money funded to Islamia University, Bahawalpur to publish new English Research Journal.
- ▶ Out of three international linkages, one Leadership Training Program for the HEIs Women Deans/Registrars in collaboration with British Council Islamabad during the month of November 2015 was organized.

Learning Innovation initiatives for HEIs Academic and Management revolve around two major categories:

1. Professional Training Programs for HEIs Teachers
2. Professional Training Programs for HEIs Management

Province wise distribution of faculty and management staff trained during the current financial year FY2016 is shown in Table-10.7 below:

Table-10.7: Province wise distribution of faculty and management staff trained

SN	Programmes	Federal	Punjab	Sindh	KPK	Balochistan	AJ&K	Total
1	Professional Training Programs for HEIs Teachers (MT-FPDP)	13	48	80	50	9	7	207
2	Professional Training Programs for HEIs Management	1201	1338	1999	1295	211	141	6185
Total		1104	1168	1688	1061	76	77	5174

Source: Higher Education Commission (HEC)

Information Technology:

A. Mass Production of Laptops Locally: The first ever local assembling of laptops commenced last year. However, it was planned that the mass

production of laptops will be setup as part of the procurement being done under the Prime Minister’s Laptops Scheme. HEC has signed a contract with M/s Haier Electrical Appliance

Corp. China for the provision of 200,000 laptops during this year, out of which 150,000 laptops are being assembled locally at the Haier Industrial Park, Lahore. The objective is achieved with the support of renowned Original Design Manufacturers (ODMs) along with M/s Haier being the Original Equipment Manufacturers (OEM).

As part of the local assembling facility, M/s Haier has constructed a separate facility at the Industrial Park in Lahore for the local production of laptops as well as mobile phones. In addition, the production capacity of local assembling facility is extended from 300 units to 600 units a day with an introduction of additional 20 stations and 10 meters additional length of production line. The facility has also brought along technology transfer aspects ranging from docking assembly, initial test, running test, QA Inspections and packaging. Moreover, the knowledge transfer aspects include training of local resources on the testing tools, like Agilent tester, Power, and IPC; and capacity building of local engineers through training at Haier headquarter in China. In addition, Haier will also take local engineers and scientists onboard for the R&D activities related to the design and performance testing of laptops which are assembled or manufactured locally.

B. Smart Universities through Smart Campuses: The Higher Education Commission, Pakistan (HEC) intends to transform HEI's (all public/ private sector universities/ Institutes) into Smart Universities by augmenting a highly conducive, technologically advanced, and cost effective learning environment at the HEIs. While making conventional university into modern ICT driven and technologically advanced universities, Smart Universities through Smart Campuses will provide Wi-Fi blanket coverage along with EduRoam services to all nomadic users at the universities' premises. The deployment of ninety (90) universities has been divided into three years with further granular milestones of 7 to 8 universities per quarter.

The objectives of this initiative are enlisted as below:

- ▶ Complementing the laptops being provided under Prime Minister's Laptops Scheme

- ▶ Easy and wide access of internet/ intranet services to the students
- ▶ Support through enabling environment to all at higher education institutes for their research and learning experience
- ▶ Addressing the emerging need and concept of BYOD (bring-your-own-device)
- ▶ Introducing EduRoam facility at the higher education institutes of Pakistan which education community allows students, researchers and staff from participating institutions to obtain Internet connectivity across campus and when visiting other participating institutions as well as they may use same credentials while visiting International Institutes/ HEI across the world having facility of EduRoam.

C. e-HEC Services: e-HEC project was initiated during last year with a clear objective of providing online and interactive interface to various stakeholders associated with HEC in order to help extending the services with quality and efficiency through the advent of information technology. Accordingly, HEC has launched a number of online applications for the award of scholarships; research grants to the faculty, accepting applications for HEC approved PhD supervisor, etc. A large number of applications in various schemes have been received and processed at the HEC with the most advanced business process management solution which is internationally recognized, globally accepted, highly ranked off-the-shelf service-oriented platform.

The applicants are now able to know the eligibility criteria duly driven by the online system which let applicants know if there are any deficiencies in their application. Moreover, applicants are facilitated with uploading of their scanned documents in the system directly instead of sending printed copies of their certificates to HEC along with their application ; a move towards less paper environment at HEC. Applicants are also facilitated with the feature of tracking as well as getting to know the action(s) being taken by HEC on their submitted applications. In short, HEC has been successful in

improving its service delivery and bringing efficiency in their processes directly impacting the citizens of Pakistan.

D. Higher Education Web TV (edutv.hec.gov.pk): To promote the higher education culture in Pakistan HEC intends to launch an educational TV channel. At present TV channels in Pakistan are operative with a different perspective covering almost all areas of life except education in general and higher education in particular, which has created a critical gap in developing a knowledge full society. In view of this challenge Higher Education Commission has aimed to launch a Web based Educational Television (EDUTV) in Pakistan. The web EDUTV will provide the opportunity to promote the educational culture through running various educational related programs.

The EDUTV will capitalize the HEC Videos Conferencing Network already setup in more than 80 public sector Universities. Furthermore, the vision of EDUTV is to enable the media and mass

communication students, faculty and researchers in Pakistan to take the full advantage of EDUTV and use their writing, directing, screening, editing skills etc, to develop diverse contents related to education and Higher Education Sector. At present, Web Streaming engines are functional and fully integrated with HEC national video conferencing network. Moreover, to transform the Web based EDUTV into professional television channel; HEC has submitted the application to PEMRA for non-commercial educational satellite TV Channel.

Human Resource Development:

HEC is persistently playing its role for the human resource development in all fields of life for the socio-economic development of Pakistan. HEC has initiated various Human Resource Development (HRD) scholarship programs from undergraduate to PhD and post doctorate level education and research. The projects /programmes of HEC during FY2016 are given in Table 10.8 below:

Table-10.8: Detail of Scholarships under HRD Schemes during FY2016

Scholarship Titled	Scholarships 2015-16
Indigenous (PhD)	269
Foreign (PhD)	270
Prime Minister's Fee Reimbursement Scheme (PMFRS) for less developed areas	23,458
Need Based Graduate/Undergraduate Scholarships	18,966
Grand Total	42,963

Source: Higher Education Commission (HEC)

The HRD performance and future strategies in brief are as under:

- ▶ 447 PhD graduates placed under Interim Placement of Fresh PhD Program (IPFP) in Pakistani universities as university teaching faculty.
- ▶ Prime Minister's Fee Reimbursement Scheme for less developed areas (selected regions) was successfully executed, and is continued for FY 2016. Reimbursement to around 23,458 students of less developed areas is being carried out this year.
- ▶ Under the project 1000 Cuban Medial Scholarship Program, 879 scholars after

completion of their studies (Equivalent to MBBS) from Cuba returned to Pakistan.

- ▶ Under the project Indigenous 5000 Fellowship Programme, batch-III of phase-II has been advertised for selection of 1000 PhDs, and next round of selection is under process.
- ▶ Under the bilateral agreement with the Hungarian government, a total of 30 scholarships to Hungarian students will be awarded for studying in Pakistani Institutes. Further, as a good will gesture 240 scholarships have been granted by the Hungarian government to Pakistani students to study Bachelor, Master and PhD in Hungarian Institutes.

- ▶ The selection and final award of overseas scholarship to 35 PhD scholars and 56 indigenous PhDs currently enrolled under the Project “An Initiative of Aghaz-e-Haqooq-e-Balochistan” for the students of Balochistan. The advertisement of batch-II for next round of selection is under process.
- ▶ HEC continued its efforts to find new partners/universities to place HEC scholars for advanced level studies. In this regard, new Documents of Understanding were signed with RMIT University, University of Melbourne, University of Wollongong, Australia, University of New South Wales, Royal Holloway, and University of London.

Prime Minister’s Fee Reimbursement Program for Students from Less Developed Areas

The federal government on the initiative of the Prime Minister of Pakistan has launched a scheme to support the students from less developed areas. The scheme is focused on enhancing the access to higher education especially to talented but financially constrained students belonging to remote and far flung areas of the country who despite possessing academic merit, are unable to finance their education. Under this innovative and special scheme, along-with tuition fee, the federal government has paid other academic, incidental, or mandatory fees charged by educational institutions as one-off or on a per semester basis for Masters, MS/ M.Phil & Ph.D students of selected areas.

A cumulative Rs. 5.0 billion have been released for this scheme since its inception. HEC has successfully paid around Rs. 3.896 billion on account of fee to a total number of 134,926 deserving students studying in Masters /MS, M.Phil & PhD programmes.

Financial Scenario of HEC:

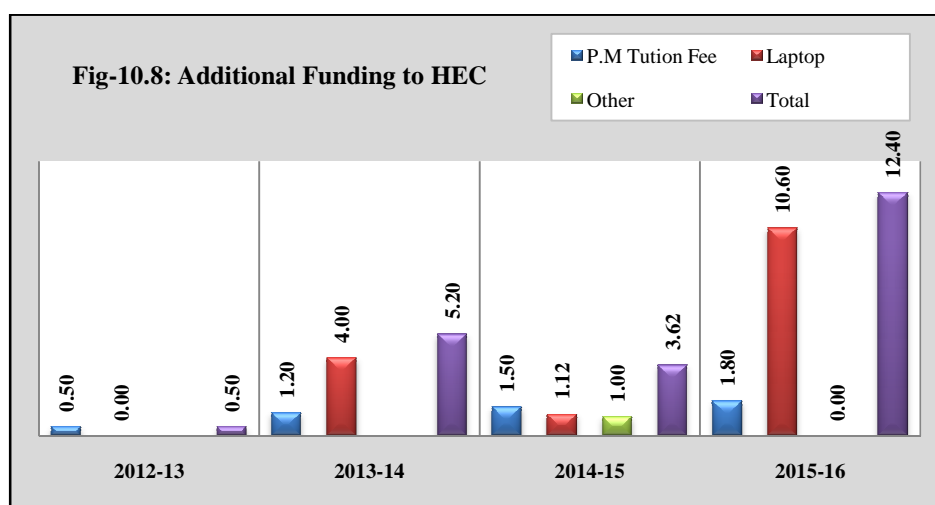
The government has initially allocated Rs.20.500 billion in Federal PSDP 2015-16 for 144 (87 ongoing & 57 new un-approved) development projects being executed in Public Sector Universities/Institutions and HEC. Later on, this

allocation was revised to Rs. 19.985 billion after transfer of 03 development projects (02 ongoing and 01 un-approved) to other ministries. In addition to this allocation, the government has allocated development grant of Rs.10.600 billion for the Prime Minister’s laptop scheme and Rs.514.686 million for the Project titled “Award of Scholarships to Students from Afghanistan under Prime Minister’s Directive” as non PSDP.

During July 2015 to March 2016, the government has released Rs.14.053 billion (which is 70% of the revised allocation) for the execution of development projects reflected under PSDP 2015-16. Similarly, Rs.10.600 billion has been disbursed to the “Prime Minister’s laptop Scheme” and Rs. 0.515 billion to “Award of Scholarships to Students from Afghanistan under Prime Minister’s Directive” scheme.

The funding to HEC for Universities/HEIs is persistently increasing during the current tenure of the government exhibiting its firm commitment to bring Higher Education (HE) sector of Pakistan at par with international standards. In addition to regular funding, HEC also receives grants under Prime Minister’s special programs such as (i) PM Fee Reimbursement Scheme, (ii) P.M Lap Top Scheme. In both absolute and relative terms, significant improvement in funding for HEC sector has taken place as presented below:

- ▶ Total regular funding during 2013-14 to 2015-16 increased by Rs.23.26 billion.
- ▶ Additional funding rose to Rs.12.40 billion.
- ▶ Nearly 3 time increase has been given to funding for ‘Prime Ministers’ Tuition Fee Reimbursement Scheme for student belonging to less developed areas of the country.
- ▶ Under Prime Minister’s Laptop scheme, total Rs.15.72 billion has additionally been provided to HEC.
- ▶ Rs.1.00 billion were additionally provided to Universities for augmenting security related arrangements during last FY2015 to improve security measures.



Education Survey:

Annual Status of Education Report (ASER), 2015 is the largest citizen led household based learning survey mostly in all rural and selected urban areas. The ASER's specifically trained 10,000 member volunteer team has surveyed 94,550 households in 4,760 villages and blocks across 146 rural and 21 urban districts of Pakistan. Detailed information of 286,570 children aged 3-16 has been collected (59% male and 41%

female), amongst which 200,744 children aged 5-16 years were tested for language and arithmetic competencies (out of which 16,020 were from urban districts). 21 urban districts surveyed includes Bahawalpur, Faisalabad, Gujranwala, Hyderabad, Islamabad, Karachi Central, Karachi East, Karachi Malir, Karachi South, Karachi West, Khuzdar, Lahore, Larkana, Mardan, Multan, Peshawar, Quetta, Rawalpindi, Rahim Yar Khan, Sukkur and Swat.

Box-IV: ASER 2015 National Summary

A. Rural Trends:

Enrollment:

- ▶ In 2015, 79% of 5-16 year old children in rural Pakistan were enrolled in schools whereas 21% children were out-of-school. Compared to last year, percentage of out of school children in rural Pakistan has decreased (22% in 2014).
- ▶ Nationally, there is a constant gender gap in out-of-school children but still with more girls than boys not being enrolled or have dropped out of school. In ASER 2015 amongst the 21% out-of-school children (age 5-16 years), 8% were males and 13% were females.
- ▶ In 2015, 19% of children (age 6-16) were reported to be out-of-school. 13% children have never been enrolled in a school and 6% have dropped out of school for various reasons.
- ▶ 81% of all school-aged children within the age bracket of 6-16 years were enrolled in schools. Amongst these, 76% of children were enrolled in government schools whereas 24% of children were going to non-state institutions (21% private schools, 2% Madrassah, 1% others).
- ▶ Significant shift has been witnessed in terms of enrollment from private to government school. In 2014, 70% of the enrolled children (age 6-16) were going to government school and 30% of the enrolled children (age 6-16) were going to non-state institutes. This year, 76% of the enrolled children are seen to be going to government schools while 24% are going to non-state institutes. Similar trend is witnessed in the provinces where private sector is observed to be growing.
- ▶ Pre-school enrollment (3-5 years) in 2015 stands at 37% as compared to 39% in 2014. 63% children of age 3-5 are currently not enrolled in any early childhood program/schooling. Highest enrollment in this age group was 53% in Punjab and the lowest in Balochistan with 22%. In urban areas, it was 50%.

Quality of Learning:

- ▶ Learning levels in all three competencies i.e. Language (Urdu/Sindhi/Pashto), English and Arithmetic have improved since last year but still remain poor. Almost half of the children from Class 5 still cannot read Class 2 Urdu/Sindhi/Pashto story.
- ▶ In ASER 2015, 55% of Class 5 students were reported as being able to read a story compared to 46% of Class 5 students who could do so in 2014. For English this year, 49% of class 5 students were reported to read Class 2 level English sentences as compared to 42% of Class 5 students who could do so in 2014. Similarly, 50% of Class 5 students were able to do 2-digit division sums compared to 40% of children in 2014.
- ▶ ICT-Islamabad along with Punjab for Language (Urdu) and ICT-Islamabad, AJK and GB for English and Arithmetic were found to be the best in terms of assessment results.
- ▶ Balochistan and Sindh were identified as the least satisfactory regions amongst all when compared for the assessment results for Class 5 children. 45% of Class 5 children in Sindh can read Class 2 level story in Urdu/Sindhi while only 24% could read Class 2 level sentences in English. In Balochistan, only 44% of Class 5 children can read Class 2 level Urdu story and 39% of Class 5 children were able to read sentences in English.

Similar Pattern For Basic Reading Levels can be seen for Children in Class 3

- ▶ Only 16% of the children of class 3 could read a story in Urdu/Pashto/Sindhi which is the highest competency level. The proportion of children achieving this competency level has remained same as 16% when compared to the previous year.
- ▶ Similarly, 13% of the children of class 3 could read sentences in English this year whereas 87% could not do so. In 2014, the percentage of children in class 3 who were able to read sentences was 14%.
- ▶ 13% of children of class 3 could do 2-digit division as compared to 11% in 2014.

Private Tuition Trends:

- ▶ Private tuition incidence and uptake is more prevalent among private than government school students like that observed in previous years. Around 31% of all private school-going children were found taking paid tuition compared to only 6% of all government school children.

Multi Grade in 2 and 8:

- ▶ Almost half of all government schools surveyed nationally had Class 2 students sitting with other classes. It was found that 44% of the surveyed government schools and 28% of the surveyed private schools had Class 2 sitting with other classes. Also, 12% of surveyed government schools and 18% of surveyed private schools had Class 8 sitting with other classes.

Parental Education

- ▶ It was also found that only 26% of mothers in the sampled households had completed at least primary schooling against 49% of fathers.

School Facilities (Rural):

- ▶ ASER 2015 surveyed 4,269 government and 1,513 private schools in 146 rural districts of Pakistan.
- ▶ Overall teacher attendance in government schools stood at 90% whereas it was 93% in private school.
- ▶ Overall student attendance in government schools stood at 87% whereas it was 91% in private schools.
- ▶ 35% teachers of government schools have done bachelors as compared to 39% teachers of private schools.
- ▶ In terms of professional qualification 39% of surveyed government and 33% private school teachers had Bachelors in Education degrees.

Overall, Punjab and Khyber Pakhtunkhwa were found with the highest percentage of primary schools with useable water. 93% of all surveyed government primary schools in Punjab while 72% of all surveyed government primary schools in Khyber Pakhtunkhwa had useable water facility. For toilet facility ICT-Islamabad and Punjab have found to be at the highest rank with the percentage of 100% and 93%, respectively. Balochistan was ranked last with only 23% of surveyed government primary school having useable water facility and 16% with toilet facility.

B. Urban Trends:

- ▶ In 2015, overall 94% children aged 6-16 years were found to be enrolled in 21 urban districts surveyed whereas 6% (3% of girls and 3% of boys) children were found to be out-of-school.
- ▶ Private schools absorb a large share of school aged children. 63% of all school going children are enrolled in non-state schools in urban areas.
- ▶ 42% of the children enrolled in private schools are girls and 58% are boys.
- ▶ This year, the proportion of children in class 5 who were able to read a class 2 level Urdu story text were reported to be 58% as compared to 60% in 2014. For English, 60% of Class 5 students were reported as being able to read Class 2 English sentences compared to 56% of Class 5 students in 2014. Similarly, 52% of Class 5 students were able to do 2-digit division sums in 2015 as compared to 53 in 2014.
- ▶ It was also found that private tuition incidence was more prevalent among private than government school students. Around 44% of all private school-going children gain paid tuition as compared to 19% of all government school children.
- ▶ 351 government and 298 private schools were surveyed in 21 urban districts.
- ▶ Percentage of primary schools having useable water and toilet facilities in urban areas is twice more than rural areas. 26% of the surveyed government primary schools in urban districts did not have useable water facility as compared to 40% of the surveyed government primary schools in rural districts. Also, 16% of the surveyed government primary schools in urban districts did not have useable toilet facility as compared to 49% of the surveyed government primary schools in rural districts.

Source: ASER, 2015 Annual Report.

Conclusion:

The dream of any country cannot be materialized without investing in human capital and investment in education sector to create a knowledge society and economy as well. The present government is focused on promotion of literacy and meeting Education for All (EFA) and SDGs commitments. The required reforms in the education sector cannot be done by the government alone but it requires active participation of public-private

partnership which can pull out majority of country's population from illiteracy. Similarly, to make the youth of the country more productive, vocational and technical training should also be promoted at national level. The government is making all efforts to improve the quality of education through effective policy measures and resource allocations. Under the 18th Constitutional Amendment, provincial governments will have to play a more productive role on this sector.



EDUCATION

TABLE 10.1

NUMBER OF EDUCATIONAL INSTITUTIONS BY KIND, LEVEL & SEX

Year	Primary*		Middle		High		Technical & Vocational Institutions		Higher Sec/ Inter Colleges		Degree Colleges		Univer-
	Schools (000)		Schools (000)		Schools (000)								sities
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
2000-01	147.7	54.3	25.5	12.0	14.8	4.6	630	236	1,710	691	366	171	59
2001-02	149.1	55.3	26.8	12.8	15.1	4.6	607	239	1,784	731	376	177	74
2002-03	150.8	56.1	28.0	13.5	15.6	4.8	585	230	1,855	768	386	186	96
2003-04	155.0	57.6	28.7	13.9	16.1	5.1	624	228	1,989	822	426	206	106
2004-05	157.2	58.7	30.4	14.8	16.6	5.3	747	328	1,604	684	677	331	108
2005-06	157.5	59.8	39.4	19.3	22.9	8.1	3,059	1,475	2,996	1,484	1,135	664	111
2006-07	158.4	60.9	40.1	17.5	23.6	9.0	3,090	1,491	3,095	1,420	1,166	631	120
2007-08	157.4	64.9	40.8	20.6	24.0	9.0	3,125	1,507	3,213	1,642	1,202	700	124
2008-09	156.7	63.4	40.9	20.4	24.3	9.2	3,159	1,523	3,242	1,707	1,336	733	129
2009-10	157.5	60.6	41.3	19.5	24.8	10.6	3,192	2,182	3,329	1,763	1,439	821	132
2010-11	155.5	58.2	41.6	20.4	25.2	9.5	3,224	2,206	3,435	1,690	1,558	814	135
2011-12	154.6	57.0	41.9	21.0	28.7	11.6	3,257	2,229	4,515	2,184	1,384	643	139
2012-13	159.7	60.1	42.1	21.4	29.9	12.3	3,290	2,253	5,030	2,410	1,534	683	147
2013-14	157.9	60.3	42.9	21.1	30.6	12.6	3,323	2,276	5,179	2,462	1,086	518	161
2014-15 (P)	165.9	66.0	44.8	22.4	31.3	13.1	3,579	1,819	5,393	2,567	1,410	308	163
2015-16 (E)	168.9	68.6	45.6	22.8	32.0	13.5	3,667	1,735	5,655	2,680	1,417	268	170

P : Provisional E: Estimated *: Including Pre-Primary, Mosque Schools, BECS and NCHD

Notes:

1. All figures include Public and Private Sector data
2. Figures of 2015-16 are based on estimation
3. Female institutions include percentage of mixed institutions

Sources:

1. Figures of Primary, Middle, High and Higher Sec. From 2000-01 to 2014-15 is based on Annual Pakistan Education Statistics Reports, NEMIS, AEPAM, Islamabad.
2. Figures of Inter Colleges and Degree Colleges from 2004-05 onward is based on Annual Pakistan Education Statistics Reports, NEMIS, AEPAM, Islamabad.
3. Figures of Private School data from 2000-01 to 2004-05 is based on 'Census of Private Education Institution 1999-2000', Pakistan Bureau of Statistics, Islamabad.
4. Figures of Private School data from 2005-06 onwards is based on 'National Education Census, 2005', NEMIS, AEPAM, Islamabad.
5. Figures of Technical & Vocational from 2003-04 onward is based on Pakistan Education Statistics Reports, NEMIS, AEPAM, Islamabad.
6. Figures of Universities is provided by Higher Education Commission (HEC), Islamabad.

TABLE 10.2

ENROLMENT IN EDUCATIONAL INSTITUTIONS BY KIND, LEVEL & SEX

Year	Primary Stage I-V in 000		Middle Stage VI-VIII in 000		High Stage IX-X in 000		Technical & Vocational in 000		Higher Sec/ Inter Colleges in 000		Degree Colleges Numbers		Universities Numbers	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
2000-01	14,105	5,559	3,759	1,706	1,565	675	83	14	582	283	305,200	149,600	124,944	36,699
2001-02	14,560	5,871	3,821	1,506	1,574	644	83	15	582	285	300,400	148,000	276,274	101,770
2002-03	15,094	6,132	3,918	1,551	1,589	658	94	19	625	306	320,800	158,400	331,745	128,066
2003-04	16,207	6,606	4,321	1,737	1,800	709	105	14	691	338	329,007	163,059	423,236	178,723
2004-05	18,190	7,642	4,612	1,885	1,936	780	114	21	307	141	453,275	220,118	471,964	195,555
2005-06	17,757	7,710	5,322	2,191	2,188	905	239	90	891	444	355,705	209,806	521,473	212,997
2006-07	17,993	7,848	5,431	2,264	2,373	974	251	94	942	473	380,012	224,263	605,885	255,695
2007-08	18,360	8,032	5,427	2,279	2,484	1,022	256	96	960	452	383,810	226,517	741,092	342,125
2008-09	18,468	8,144	5,414	2,298	2,556	1,071	265	99	1,074	508	366,518	222,850	803,507	356,233
2009-10	18,772	8,320	5,504	2,337	2,583	1,078	273	102	1,166	495	383,954	217,621	935,599	426,323
2010-11	18,063	7,971	5,644	2,421	2,630	1,103	281	106	1,188	408	431,180	218,374	1,107,682	521,284
2011-12	18,667	7,905	6,020	2,573	2,753	1,155	290	109	1,294	367	497,152	222,098	1,319,799	642,198
2012-13	18,790	8,278	6,188	2,653	2,898	1,215	302	113	1,400	395	641,539	234,006	1,594,648	805,062
2013-14	19,441	8,567	6,461	2,798	3,109	1,303	309	117	1,234	497	674,451	326,858	1,594,648	805,062
2014-15 (P)	19,847	8,778	6,582	2,843	3,501	1,492	320	112	1,665	662	1,144,826	171,324	1,299,160	602,550
2015-16 (E)	20,157	9,021	6,736	2,918	3,738	1,602	328	113	1,785	794	1,517,687	161,532	1,294,081	593,250

P : Provisional

E : Estimated

Notes:

1. All figures include Public and Private Sector data
2. Figures of 2015-16 is based on estimation
3. Enrolment of Deeni Madaris, BECS and NCHD is included

Sources:

1. Figures of Pre-Primary, Primary, Middle, High and Higher Sec. From 2000-01 to 2014-15 is based on Annual Pakistan Education Statistics Reports, NEMIS, AEPAM, Islamabad.
2. Figures of Inter Colleges and Degree Colleges for 2004-05 onwards is based on Annual Pakistan Education Statistics Reports, AEPAM, NEMIS, Islamabad.
3. Figures of Private School data from 2000-01 to 2004-05 is based on 'Census of Private Education Institution 1999-2000', Pakistan Bureau of Statistics, Islamabad.
4. Figures of Private School data from 2005-06 onward is based on 'National Education Census, 2005' NEMIS, AEPAM, Islamabad.
5. Figures of Technical & Vocation from 2003-04 onward is based on Pakistan Education Statistics Reports, NEMIS, AEPAM, Islamabad.
6. Figures of Universities is provided by Higher Education Commission (HEC), Islamabad.

TABLE 10.3

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

Year	Primary Schools* in 000		Middle Schools in 000		High Schools in 000		Technical & Vocational Institutions Numbers		Higher Sec/ Inter Colleges Numbers		Degree Colleges Numbers		Universities Numbers
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
2000-01	408.9	183.6	209.7	127.8	260.3	125.3	9,441	1,959	48,054	21,506	11,019	4,218	5,988
2001-02	413.9	183.5	230.1	139.3	270.2	126.1	7,192	1,863	55,146	23,016	10,598	4,164	5,160
2002-03	433.5	191.7	236.3	145.8	278.0	131.9	7,273	1,623	57,681	24,146	11,164	4,410	6,180
2003-04	432.2	195.3	239.4	146.6	276.9	134.2	7,042	1,325	57,881	24,190	11,245	4,505	37,428
2004-05	450.1	206.5	246.7	151.5	282.1	138.6	7,356	1,450	57,661	24,366	15,653	6,690	37,469
2005-06	454.2	210.6	310.8	201.6	417.1	209.9	14,565	4,658	69,425	33,959	20,568	10,485	37,509
2006-07	456.0	212.6	313.5	203.3	421.7	213.0	14,622	4,676	71,246	34,996	20,768	10,587	44,537
2007-08	452.6	216.0	320.6	208.2	429.9	219.6	14,914	4,770	74,223	36,162	20,971	10,690	46,893
2008-09	465.3	216.2	320.5	209.0	439.3	225.5	15,264	5,061	76,184	37,149	21,176	10,794	52,833
2009-10	441.7	208.9	331.5	216.5	447.1	230.4	15,338	4,905	77,248	37,595	30,754	14,313	57,780
2010-11	440.5	210.1	335.0	220.3	452.8	235.3	15,591	4,993	81,183	39,378	36,349	16,181	63,557
2011-12	427.4	198.6	351.4	234.0	458.7	271.3	15,847	5,079	97,633	52,746	40,191	16,815	70,053
2012-13	428.8	209.1	362.6	241.5	489.6	287.2	16,109	5,168	132,011	71,121	48,809	19,319	77,557
2013-14	420.1	209.5	364.8	243.6	500.5	296.3	16,377	5,259	124,336	58,867	25,964	7,599	77,557
2014-15 (P)	430.9	218.9	380.8	256.1	514.1	306.2	19,393	5,353	118,079	63,569	36,587	7,239	88,288
2015-16 (E)	431.8	224.5	388.8	262.1	529.7	316.0	20,478	5,425	124,261	66,830	35,767	6,208	94,033

P : Provisional

E : Estimated

* : Including Pre-primary, Mosque Schools, BECS and NCHD

Notes:

1. All figures include Public and Private Sector data
2. Figures of 2015-16 is based on estimation

Sources:

1. Figures of Primary, Middle, High and Higher Sec. From 2000-01 to 2014-15 is based on Annual Pakistan Education Statistics Reports, NEMIS, AEPAM, Islamabad.
2. Figures of Inter Colleges and Degree Colleges for 2004-05 and onwards is based on Annual Pakistan Education Statistics Reports, NEMIS, AEPAM, Islamabad.
3. Figures of Private School data from 2000-01 to 2004-05 is based on 'Census of Private Education Institution 1999-2000', Pakistan Bureau of Statistics, Islamabad.
4. Figures of Private School data from 2005-06 onward is based on 'National Education Census, 2005' NEMIS, AEPAM, Islamabad.
6. Figures of Technical & Vocation from 2003-04 onward is based on Pakistan Education Statistics Reports, NEMIS, AEPAM, Islamabad.
6. Figures of Universities is provided by Higher Education Commission (HEC), Islamabad.