
Education

Introduction

The primary objective of government policy in the last few years has been to improve the level and quality of education in Pakistan. The government vision is to expand primary education and this measure can be used to assess whether government schools have increased their coverage, by increasing enrolments faster than the growth in population, especially at the primary level because that level forms the core of the literate population. Literacy and primary school enrolment rates in Pakistan have shown improvement during last five years but they are still lagging behind other countries of the region. Scarcity of resources and inadequate provision of facilities and training are the primary obstacles in imparting and expanding education. The present government's strategy for the sector includes improving the functioning and utilization of existing schools, improving the quality of education, increasing enrolment, improving access to education and expanding the primary education system.

Under the 18th constitutional amendment control and management of the education sector has been devolved to the provinces. They are now responsible for the key areas of the education sector i.e. curriculum and syllabus, centers of excellence, standards of education up to intermediate level (Grade 12) and Islamic education. Planning and policy and standards of education beyond Grade 12 are covered under Federal Legislative List. All the provinces have shown their commitment to the National Education Policy 2009.

This chapter presents an overview of the National Education Policy, followed by a discussion of

literacy and enrolment statistics. Educational budget and programmes and issues related to technical and vocational training are discussed next, followed by a description of the activities and achievements of the Higher Education Commission. The last section presents a brief summary of the Annual Status of Education Report Survey.

National Educational Policy 2009

The National Educational Policy (NEP) 2009 is a milestone which aims to address a number of issues including:

- ▶ quality and quantity in schools and college education
- ▶ universal primary education
- ▶ improved Early Children Education (ECE)
- ▶ improved facilities in primary schools
- ▶ converting primary schools to elementary schools
- ▶ detaching classes XI-XII from college education
- ▶ adopting a comprehensive definition of 'free' education
- ▶ achieving regional and gender parity especially at elementary level
- ▶ provide demand based skills and increase in the share of resources for education in both public and private sectors

The policy also defines the role of government at the federal as well as the provincial level in the field of education.

Literacy

The National Education Policy 2009 proposes that the literacy rate be increased up to 86 percent by 2015 through up-scaling of ongoing programmes of adult literacy and non-formal education in the country and achieving universal primary education and ensuring zero-drop rates at the primary level. The provinces will allocate a minimum of 4 percent of education budget for literacy and non-formal education. Existing school infrastructure wherever feasible shall be used for literary and non formal education. Literacy is one of the important indicators of education because its improvement is

likely to have a longer run impact on other important indicators of national welfare. According to the latest Pakistan Social and Living Standards Measurement (PSLM) Survey 2010-11, the literacy rate for the population (10 years and above) is 58 percent during 2010-11, as compared to 57 percent in 2008-09. Literacy remains much higher in urban areas than in rural areas and much higher for men than for women. Province wise data suggest that Punjab leads with 60 percent literacy followed by Sindh with 59 percent, Khyber Pakhtunkhwa with 50 percent and Balochistan with 41 percent. The details are given in Table 10.1.

Table 10.1: Literacy Rate (10 Years and Above)-Pakistan and Provinces (Percent)

Province/Area	2008-09			2010-11		
	Male	Female	Total	Male	Female	Total
Pakistan	69	45	57	69	46	58
Rural	63	33	48	63	35	49
Urban	81	67	74	81	67	74
Punjab	69	50	59	70	51	60
Rural	63	39	51	64	42	53
Urban	82	71	76	80	71	76
Sindh	71	45	59	71	46	59
Rural	61	22	43	60	22	42
Urban	81	65	73	82	68	75
KPK	69	31	50	68	33	50
Rural	67	27	47	67	29	48
Urban	76	48	62	77	50	63
Balochistan	62	23	45	60	19	41
Rural	57	16	38	54	13	35
Urban	78	47	64	79	40	61

Source: Pakistan Social and Living Standards Measurement Survey, 2010-11

Primary Enrolment Rates

Gross Enrolment Rates (GER)

The GER or the participation rate is the number of children attending primary schools divided by the number of children who ought to be attending. The GER at the primary level excluding katchi (prep) for the age group 5-9 years at national level during

2010-11 increased to 92 percent from 91 percent in 2008-09. Amongst the provinces, Punjab shows a marginal increase from 97 percent in 2008-09 to 98 percent in 2010-11. Sindh remained stable with 84 percent, Khyber Pakhtunkhwa improved from 87 percent to 89 percent and Balochistan declined slightly from 75 percent to 74 percent in 2010-11. The details are given in Table 10.2.

Table 10.2: National and Provincial GER

(Percent)

Province/Area	2008-09			2010-11		
	Male	Female	Total	Male	Female	Total
Pakistan	99	83	91	100	83	92
Punjab	102	92	97	103	93	98
Sindh	93	75	84	94	72	84
Khyber Pakhtunkhwa	102	70	87	101	76	89
Balochistan	93	54	75	92	52	74

Source: Pakistan Social and Living Standards Measurement Survey, 2010-11

Net Enrolment Rates (NER)

The NER at the primary level refers to the number of students of primary school age enrolled in primary schools divided by the number of children in the age group for that level of education. In other words, for Pakistan, the official primary NER is the number of children aged 5 to 9 years attending primary level divided by the total number of children aged 5 to 9 years.

abadies) level for the age group 5-9 years. The NER at the national level during 2010-11 slightly decreased to 56 percent from 57 percent in 2008-09. Punjab shows a decrease from 62 percent in 2008-09 to 61 percent in 2010-11. Sindh also shows decrease from 54 percent to 53 percent in 2010-2011, Khyber Pakhtunkhwa witnessed a decrease from 52 percent to 51 percent and Balochistan improved from 44 percent in 2008-09 to 47 percent in 2010-11.

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

Table 10.3: National and Provincial NER at Primary Level

(Percent)

Province/Area	2008-09			2010-11		
	Male	Female	Total	Male	Female	Total
Pakistan	61	54	57	60	53	56
Punjab	64	60	62	62	59	61
Sindh	57	49	54	57	48	53
Khyber Pakhtunkhwa	58	45	52	57	45	51
Balochistan	51	36	44	56	35	47

Source: Pakistan Social and Living Standards Measurement Survey, 2010-11

Educational Institutions and Enrolment**i) Pre-Primary Education**

Pre-Primary education is the basic component of Early Childhood Education (ECE). Prep or Katchi classes are for children between 3 to 4 years of age. An increase of 7.4 percent in Pre-Primary enrolment (9.41 million) in 2010-11 over 2009-10 (8.76 million) has been observed and it is estimated to increase by 4.8 percent to 9.86 million in 2011-12. [Table 10.4].

ii) Primary Education (Classes I – V)

A total of 155,495 Primary Schools with 440,523 Teachers were functional in 2010-11. An increase in primary enrolment (19.16 million) over 2009-10

(18.77 million) was observed during 2010-11. It is estimated to increase by 2.2 percent to 19.57 million in 2011-12. [Table 10.4].

iii) Middle Education (Classes VI-VIII)

A total of 41,951 middle schools with 334,984 teachers were functional in 2010-11. An increase in middle enrolment (5.64 million) in 2010-11 over 2009-10 (5.50 million) has been observed during 2010-11. It is estimated to increase by 1.3 percent (5.72 million) in 2011-12. [Table 10.4].

iv) Secondary Education (Classes IX-X)

A total of 25,209 secondary schools with 452,779 teachers were functional in 2010-11. An increase

in secondary enrolment (2.63 million) in 2010-11 over 2009-10 (2.58 million) has been observed during 2010-11. It is estimated to increase by 3.6 percent to 2.73 million in 2011-12. [Table 10.4].

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

A total of 3,435 higher secondary schools and inter colleges with 81,183 teachers were functional in 2010-11. An increase in secondary enrolment (1.19 million) in 2010-11 over 2009-10 (1.17 million) has been observed. It is estimated to increase by 8.7 percent to 1.291 million in 2011-12 [Table 10.4].

vi) Degree Colleges Education (Classes XIII-XIV)

An enrolment of 1.02 million students is expected during 2011-12 in degree colleges against an enrolment of 0.76 million in 2010-11. A total of 1,558 degree colleges with 36,349 teachers were functional during 2010-11. [Table 10.4].

vii) Universities Education (Classes XV onwards)

An enrolment of 1.41 million is estimated in 2011-12 in higher education (universities) over 1.11 million in 2010-11. There are 135 universities with 63.557 thousand teachers in both private and public sectors are functional during 2010-11. [Table 10.4].

Overall Assessment

The overall educational situation, based on key indicators such as likely enrolments, number of institutes and number of teachers, has shown a slight improvement. The number of enrolments during 2010-11 was 39.9 million as compared to 38.2 million during the same period last year. This shows an increase of 4.4 percent. It is estimated to increase to 41.6 million during 2011-12. The number of institutes stood at 227,800 during 2010-11 as compared to 228,400 during the same period last year. This shows a decrease of 0.3 percent. However, the number is estimated to increase to 228,300 during 2011-12. The number of teachers during 2010-11 were 1.41 million compared to 1.39 million during the same period last year showing an increase of 1.7 percent. This number is

estimated to increase further to 1.45 million during the year 2011-12. [Table 10.4].

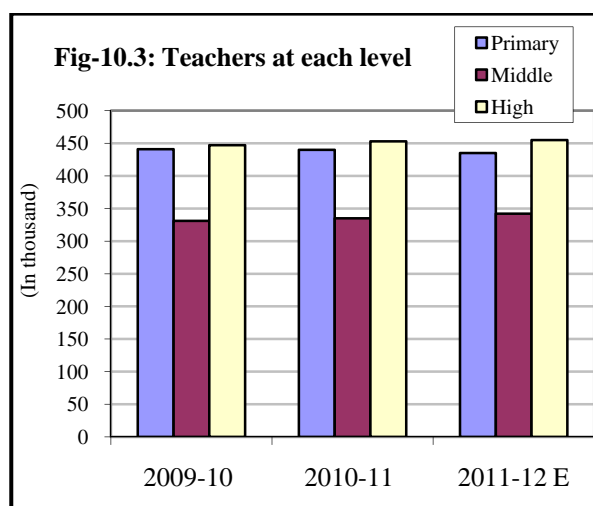
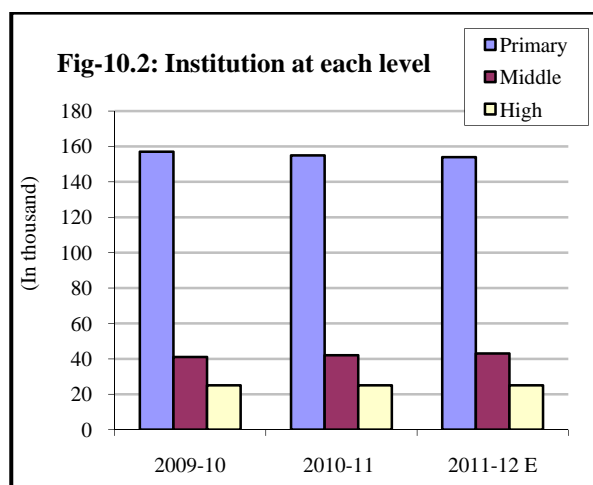
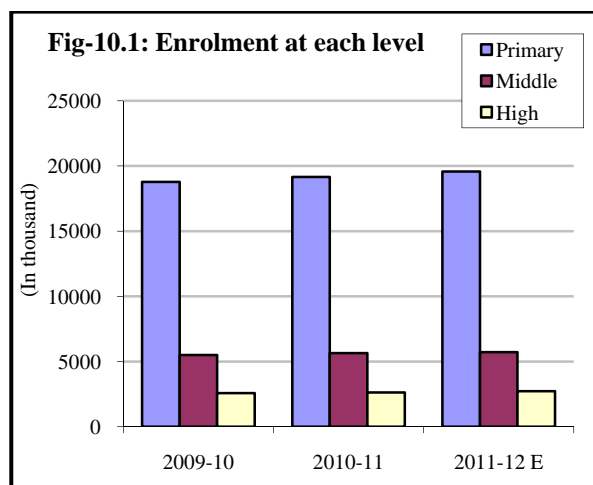


Table 10.4: Number of Mainstream Institutions, Enrolment and Teachers by Level									(Thousands)
Year	Enrolment			Institutions			Teachers		
	2009-10	2010-11	2011-12 (E)	2009-10	2010-11	2011-12 (E)	2009-10	2010-11	2011-12 (E)
Pre-Primary	8762.5	9412.5	9863.2	-	-	-	-	-	-
Primary*	18771.6	19157.6	19571.0	157.5	155.5	154.6	441.7	440.5	435.5
Middle	5504.5	5643.7	5717.5	41.3	42.0	42.6	331.5	335.0	342.6
High	2583.4	2630.1	2725.1	24.8	25.2	25.8	447.1	452.8	463.9
Higher Sec./ Inter	1166.0	1187.8	1291.0	3.3	3.4	3.6	77.2	81.2	85.0
Degree Colleges	478.4	760.9	1015.2	1.4	1.6	1.7	30.8	36.3	45.4
Universities	935.6	1107.7	1413.5	0.132	0.135	-	57.8	63.6	72.6
Total	38202.0	39900.3	41596.5	228.4	227.8	228.3	1386.1	1409.4	1445.0

Source: Ministry of Professional & Technical Training, AEPAM, Islamabad

E: Estimated, *: including Pre-primary and Mosque Schools

Education Programme under PSDP 2010-11

Financial

During the fiscal year 2010-11, an amount of Rs. 2.87 billion was provided in the Federal PSDP for expansion and development of basic and college education. The provincial governments were allocated Rs.26 billion (Punjab, Rs. 10.4 billion, Sindh Rs. 4.5 billion, KPK Rs. 9.3 billion and

Balochistan Rs. 1.6 billion) for schools and college education.

Physical Achievement

Expenditures for basic missing facilities were provided to 180 schools to develop and improve basic and college education. The province/area wise details are given in Table 10.5.

Table 10.5: Province/Area wise provision of missing facilities in Schools (Numbers)						
Sindh	Khyber Pakhtunkhwa	Balochistan	AJK	Gilgit Baltistan	FATA	Total
50	32	26	22	25	25	180

Note: Excluding Punjab Province as it had its own programme.

Introduction of M.Com. classes at FG College of Commerce, H-8/4, Islamabad and up-gradation of 5 primary schools to middle level remained in progress. A number of scholarships were provided to needy and talented students at all levels. A total of 180 students from Balochistan and FATA were enrolled in quality institutions and provided scholarships. Work continued on the 4 Polytechnic Institutes. Work on construction of 14 Cadet Colleges also continued. Rs. 1 billion was spent under the Canadian Debt Swap Projects on in-service training of 40,000 teachers, head teachers and master trainers. Provision of scholarships to 200 student-teachers, repair and maintenance of 25 teachers training institutions were also in progress. The Academy of Educational Planning and Management (AEPAM) has provided training to

200 principals, head teachers, district education officers and educational administrators for their capacity building.

The achievements of provincial educational departments

Punjab: Campaign for enhancement of literacy was launched specially for promotion of primary education for girls in rural areas. The revamping of existing science laboratories of 1,000 schools was completed. Construction of library rooms was completed in 450 elementary schools.

Sindh: In order to improve the quality of teachers, B.Ed classes were introduced at the Provincial Institute of Teachers Education (PITE) at Benazir Abad. Early childhood education and early

learning programmes have been introduced in the province. Post-graduate courses have been introduced in degree colleges as well.

Khyber Pakhtunkhwa: A total of 100 Primary schools on need basis have been completed and 300 additional class rooms have been constructed. Stipend to girl students was provided to reduce the drop-out rate. Construction of library blocks, boundary walls and provision of water facilities have been completed in various degree colleges of the province.

Balochistan: A total of 50 primary schools were upgraded to middle level. Buildings were provided for various shelter-less primary schools. Rehabilitation of the Government Degree College and provision of residence facilities for lecturers remained in progress.

Development Programme 2011-12

Financial

An allocation of Rs. 2.51 billion was made for the financial year 2011-12 for development projects for education. This includes Rs. 677.4 million for projects under the Capital Administration and Development Division (CADD), and Rs. 1.65 billion for the teacher training programme under CIDA, Rs. 30.3 million for projects of education in cantonment and garrison areas under Ministry of Defense, Rs. 1.7 million under the Cabinet Division for printing of a comprehensive biography of Faiz Ahmad Faiz in Urdu, Rs. 82.3 million for Kashmir Affairs and Baltistan Division and Rs. 23.7 million for scholarship schemes under Inter Provincial Coordination Division.

Major Programmes

1. Establishment of degree colleges for boys at Shihala and for girls at Bhara Kahu, Islamabad.
2. The construction work on provision of computer labs in 119 schools is going on. The academic activities in Degree College for Women at Sector I-14 are expected to start from September 2012.
3. An allocation of Rs. 1.65 billion under Canadian Debt Swap has been made for capacity building of teacher training institutes

(For Islamabad, AJK, Gilgit-Baltistan and FATA Rs. 150.0 million, for Punjab Rs. 705.1 million, for Sindh Rs. 315.9 million, for KPK Rs. 260.6 million and for Balochistan Rs. 181.8 million).

4. An allocation of Rs. 81.3 million has been made for provision of scholarships; three schemes under Inter-Provincial Coordination Division and one scheme under the Defense Division. A scheme for provision of quality education to 200 students belonging to Balochistan and FATA for studying in quality institutions of other provinces has also been launched.

Technical and Vocational Education

There is a need to enhance and upgrade technical and vocational education in the country to cater to the labour demand in emerging sectors. In this context the government is endeavoring to focus on enhancing productivity and skill development industries particularly in the SME sector and in economic opportunities within and outside the country.

The National Vocational and Technical Training Commission (NAVTTTC) is an apex body and a national regulatory authority that has been set up to address the challenges of technical and vocational education and training (TVET) in the country. It is involved in policy making, strategy formulation, and regulation and revamping of the TVET system. The commission is establishing and promoting linkages among various stakeholders at the national as well as international level. Since 2006, the commission has given a high priority to un-addressed areas and challenges faced by TVET. In order to combat these challenges during 2011-12, following steps have been taken:

- ▶ NAVTTTC has developed 60 new curricula of different vocational trades and technologies, which are being taught in public and private sector institutes across the country.
- ▶ A MoU has been signed between NAVTTTC and the Sri-Lankan Tertiary and Vocational Education Commission to share copy rights of their 107 National Skill Standards and Training Learning Resource.

- ▶ A total of 134,118 youth received vocational and technical training under the President's Funni Maharat Programme and Prime Minister's Hunermand Pakistan Programme.
- ▶ 117 new Vocational Training Centres were established in 72 tehsils of the country which were hitherto without any TVET Centre.
- ▶ NAVTTC is assigned by its Act to establish an internationally acceptable system of accreditation for TVET institutions. NAVTTC has formulated a mechanism and has obtained consensus of the stakeholders in the provinces on this mechanism. This is the first ever attempt in Pakistan to develop such a system involving the TVET Sector. NAVTTC has formulated a framework for accreditation of TVET institutes (public and private) throughout the country. In this connection a manual for accreditation in consultation with the concerned stakeholders has been developed and is under implementation.
- ▶ NAVTTC has signed a MoU with Asia-Pacific Accreditation and Certification Commission (APACC), Manila. Under which one institute, the Construction Technology Training Institute, Islamabad has been accredited. While nine other institutes are in the process of accreditation. Moreover, the initial phase of accreditation of 12 institutes (both from public and private sectors) has started from March 30, 2012.
- ▶ The Code of Conduct and Professional Ethics for Technical and Vocational Training (TVT) was developed and printed for implementation. The code serves as an instrument and provides an important base for promoting good practices in teaching and learning of international standards.
- ▶ An agreement for Technical and Vocational Education and Training (TVET) Reform Support Programme for a period of five years at a cost of €42.40 million has been signed with the GIZ (German Development Agency). The programme is aimed at reforming the TVET sector as whole. The reform components cover (i) TVET governance and institutional buildings (ii) national qualification framework and human resource development and (iii) effective and innovative training delivery and labour market information services.
- ▶ NAVTTC has signed a memorandum of understanding with the well known Pakistani NGO-AKHUWAT for providing interest free loan of Rs. 50,000 to the successful trainees of NAVTTC. All NAVTTC trainees are expected to benefit from this scheme.
- ▶ NAVTTC has constituted 22 advisory groups of experts from different industries and chambers of commerce. The advisory group is expected to play a major role in articulating the criteria for providing quality training to the required skilled force.
- ▶ NAVTTC has constituted Project Monitoring Advisory Committees at the Tehsil level for monitoring the NAVTTC sponsored training programmes. These committees are comprised of notable and dedicated volunteers without any political affiliation.
- ▶ NAVTTC has acquired ISO 9001 Certification as a step towards a better managed and efficient system.
- ▶ NAVTTC has developed institutional linkages with a number of the world's important organizations dealing with TVET sector. These organizations are:
 - United Nations Educational, Scientific & Cultural Organization (UNESCO)
 - United Nations Industrial Development Organization (UNIDO)
 - British Council (BC)
 - European Union (EU)
 - Turkey International Cooperation Agency (TIKA)
 - International Labor Organization (ILO)
 - Colombo Plan Staff College for Technician Education (CPSC) for Human Resources Development in Asia and the Pacific Region, Philippines.
 - Japan International Cooperation Agency (JICA).
 - Korean International Cooperation Agency.

Higher Education Commission

Since its inception in 2002, the Higher Education Commission (HEC) has been striving to encourage universities to play a greater role in the economic development of the country. After implementing the MTFD 2005-2010, HEC has proposed its next five year plan viz. its second MTFD – 2010-2015 to create the knowledge capital and technology required to enable Pakistan to join the ranks of the industrially advanced countries within the next decade. The few prime physical targets of the proposed 5-year plan are:

- (i) Promoting excellence in learning and research
- (ii) Developing leadership, governance and management
- (iii) Universities building economies and communities

(iv) Financial management and sustainability

(v) Research, innovation and entrepreneurship

Key achievements of the Higher Education Commission are as follows:

Human Development

Human resource development within the higher education sector lies at the heart of the HEC's reform process. This is an area in which vital and significant progress has been made. With the dual objective of increasing institutional capacity and enhancing local research activities, the major thrust of the programmes in this area have been primarily aimed at improving the academic qualifications of university faculty. However, scholarships schemes are also open to individuals working in the private or government sectors as well as Pakistani students. The projects and programmes are given in Table-10.6.

Table 10.6: Projects/Programmes			(Numbers)
Project Name	Scholarship Avalied	Scholars Completed Studies	
Provision of HE Opportunities for Students of Balochistan/ and FATA	2000	28	
Japanese Need Based Merit Scholarships Program	950	935	
Financial Support for Meritorious Needy Students Program	165	148	
Indigenous PhD Scholarship Schemes	1512	819	
692 People are placed in HELs under Interim Placement of Fresh PhDs Programmes.			
Source: Higher Education Commission			

HEC is also playing its role in running different scholarship programmes to enhance academic

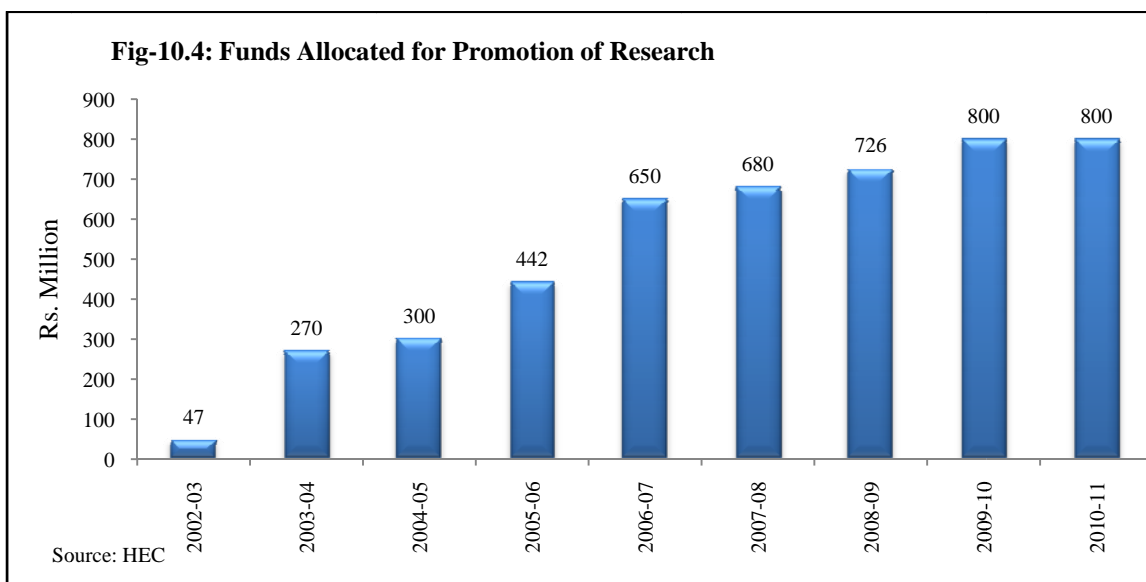
qualification at various levels on merit basis in line with requirements. The details are given in Table 10.7.

Table 10.7: Scholarships				(Numbers)
Project Name	Scholarships Awarded	Scholars Proceeded	Scholars Completed Studies	
Post-Doctoral Fellowship Programmes	590	477	449	
1000 Cuban Scholarships for Studies in General Comprehensive Medicine	604	604	N/A	
US needs based Scholarship Programme for Pakistani University Students	901	901	659	
MS / M. Phil leading to PhD Scholarships for teachers of Weaker Universities.	21	21	1	
MS leading to PhD Faculty Development Programme of UESTP/UETs Universities.	189	117	2	
Overseas scholarship scheme for PhD in selected fields Phase - 1	19	19	383	
Overseas Scholarships Phase-II	1439	1200	132	
Fulbright Scholarship Programme	233	233	24	
Source: Higher Education Commission				

Research and Development

Research and development (R&D) is essential to be competitive in the changing international

economic scenarios. HEC has allocated funds in accordance with the needs of the country in the R&D arena (see Fig 10.4).



Learning Innovation at HEC

Faculty training programmes, designed for building a high quality pool of academics and management staff at learning institutions of

Pakistan, are being implemented by the HEC. These programmes are designed to make international standard education available to students. The details of this initiative are presented in Table 10.8.

Table 10.8: Province-Wise Distribution of Faculty Members/Management Staff Trained (Numbers)

Programmes	Federal	Punjab	Sindh	KPK	Balochistan	AJ&K	Total
Total number of Universities	21	18	13	15	05	02	74
HE Faculty Trained	970	2146	1279	1347	573	114	6431
Management Staff Trained	94	103	87	71	39	7	401
Grand Total	1064	2249	1366	1418	612	121	6832

Source: HEC

Quality Assurance Programmes

Quality assurance is one of the objectives of the HEC. In order to achieve it some quality parameters have been developed and implemented to fill the gaps in quality provision between national and international systems of higher learning. The Tenure Track System (TTS) of appointments has been introduced in public sector universities. It aims at enhancing performance and

efficiency of the faculty members by creating a healthy competition among them, allowing freedom of research and teaching, as well as the financial independence to pursue these objectives. To date a total of 1,378 faculty members have been appointed by 58 public sector universities/Degree Awarding Institutes (DAIs). Due to continuous support to research journals by the HEC, research output from Pakistan is now more visible at the

international level. Almost 45 research journals are now in the Institute of Scientific Information (ISI) master list with 11 journals having an impact factor.

Plagiarism Eradication System

The HEC's goal is to combat plagiarism effectively in an academic environment in all institutions of Pakistan while ensuring that the students and academicians know that stealing intellectual property is unethical and leads to serious consequences. HEC is committed to eradicate plagiarism from higher education institutes. For this, the IT Division had sought a technological solution and acquired an online software tool to assist in identifying plagiarized material. The software tool, "Thenticate" is one of the leading software used globally for this purpose.

Anti-Plagiarism Service "Turnitin"

Plagiarism detection service 'Turnitin' has been provided to all public and private sector HEIs by the HEC in order to facilitate authentication of contents. Some of the salient features of this strategy are as follows:

- ▶ Unlimited accounts have been acquired for a one year period and each university has been

given 1000 user accounts. The service is provided to a focal person nominated by the university, who will be the resource person for faculty members.

- ▶ Technical support and facilitation through emails, phone and personal visit
- ▶ Updating Turnitin guidelines for instructors and circulation of the same to universities
- ▶ Monitoring usage by the universities
- ▶ Involved focal persons for conducting training sessions at respective campuses

For the past three years, all public sector universities have been provided with campus version of plagiarism detection solution, named as Turnitin. This online service is available at <http://www.turnitin.com> and 1000 licenses for each of the public sector universities/ institutes have been acquired for teaching faculty, post graduate students and researchers in order to address the issue at the grass root level. This year HEC has provided ten (10) months trial access to Turnitin service to all the Private sector universities/ institutes, after having negotiations with I Paradigm (Turnitin parent company).

Table 10.9: Plagiarism Eradication System Facilities

				(Numbers)
Key Indicators	2008	2009	2010	2011
No. of Universities given access to Turnitin	10	50	13	54
No. of Registered Instructors	-	763	2263	4144
No. of Registered Students	-	2094	6855	15811
No. of Submission for Originality Report	2885	10446	69042	146297

Source: HEC

In person and remotely managed trainings are arranged for the focal persons of all the universities to rise to the level of master trainer, so that they can in turn extend trainings in-house to their respective universities/ institutes' faculty and post graduate students. All universities' users are also encouraged to go through the training material available at the Turnitin site and webinars arranged by the service provider on a regular basis. In addition, a master trainer program was also arranged through the Turnitin service provider for the focal persons nominated by the

universities/institutes while selecting top ten (10) extensive users of Turnitin Service.

Impact of Plagiarism Policy

The zero tolerance policy of the HEC towards plagiarism has had a positive impact on research activities being carried out in higher education institutions and R&D organization. Because of increased awareness about proper documentation, literature referred during research activities has improved and researchers are more vigilant in citing information in their scholarly works.

Financial Scenario

For efficient allocation and disbursement of public funds, HEC has developed a formula based funding mechanism that assigns appropriate weights to different need and performance indicators along with students and faculty strength. The detail of recurring funds released to higher education sector during last 4 years is given in Table 10.10.

Table 10.10: Recurring Grant Released

	(Rs. Million)
2007-08	12,536.5
2008-09	15,766.4
2009-10	21,500.0
2010-11	29,057.0

Source: HEC

Note: For the year 2011-12, Rs. 26.9 million have been allocated as annual recurring grant out of which 55 percent has been released so far.

To streamline and support institutional processes and operations, the HEC has successfully introduced/installed SAP Enterprise Resource Planning (ERP) application in its offices. The HEC has introduced a tenure track system, which offers a market based competitive salary package to attract and retain intelligentsia in public sector institutions of higher learning. Currently, there are 1,257 tenure track teachers working in different public sector universities. In addition to recurring funds, development funds were also released under the “Subsidy to Scholars under Cultural Exchange Programme”. The details are given in Table 10.11.

Table 10.11: Subsidy to Scholars (Rs. Millions)

Year	Subsidy Tendered
2008-09	21.5
2009-10	77.0
2010-11	75.7
2011-12	13.5
Total	187.8

Source: HEC

Planning & Development

In the development portfolio of HEC, there are 174 ongoing projects. Only 3 new projects were allowed to be included in the current year PSDP. Up till March 2012, 70 percent of the original allocated funds have been released to development

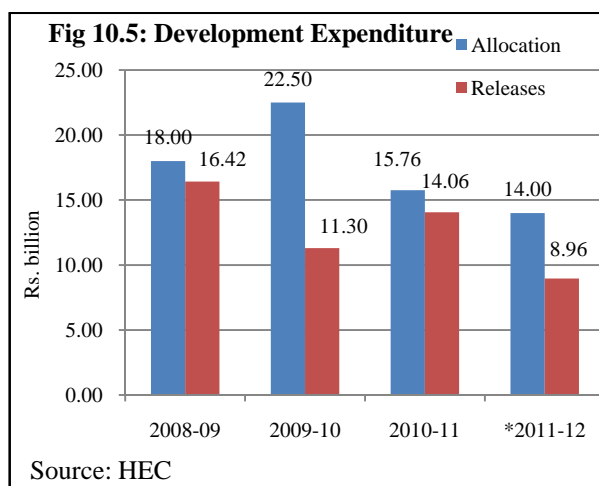
projects. The HEC expects to complete 48 development projects during the current financial year. The year wise breakup is given in Table 10.12. and Fig-10.5.

Table 10.12: Development Expenditure(Rs. Billions)

Financial Year	Allocation	Releases
2008-09	18.00	16.42
2009-10	22.50	11.30
2010-11	15.76	14.06
*2011-12	14.00	8.96
Total	70.26	50.74

Source: HEC

*The releases are till Dec. 2011



Education Survey

Annual Status of Education Report (ASER) is a citizen led household based learning survey mostly in rural and selected urban areas. It measures learning levels of children 5-16 years the same age group as identified for compulsory education in Article 25 A of the Constitution of Pakistan. ASER is conducted each year across Pakistan and will continue up to 2015. It is led by the Idara-e-Taleem-o-Aagahi (ITA) in collaboration with the National Commission for Human Development (NCHD), Sindh Education Foundation and many other Civil Society Organizations (CSOs). In 2011, 84 rural and 3 urban city districts, 2,502 villages, 97 urban blocks and 3,642 government/private schools were surveyed. The survey included 49,793 households and 146,874 children. The ASER 2011 Survey was conducted in 84 rural and 3 Urban districts (Lahore, Peshawar and Karachi)

of Pakistan by 5000 active citizen volunteers throughout Pakistan.

Box 1

ASER 2011 National Summary (RURAL)

Enrolment Characteristics

- ▶ In 2011, 79.9 percent of 6-16 year olds in rural Pakistan were enrolled in schools while 20.1 percent were out of school. This number has held steady since 2010. Nationally there is a persistent gender gap in out of school children with more girls than boys being out of school except for the 14-16 age group where slightly more boys are out of school than girls (boys 3.1 percent, girls 2.9 percent)
- ▶ Pre-school enrollment (3-5 years) was 42.8 percent, which is quite close to the overall EFA/National Plan of Action (NPA) target of 50 percent enrolment in pre-school by 2015. The highest enrolment in this age group was 51.3 percent in Punjab and lowest in Gilgit-Baltistan (29.4 percent) with majority enrolled in government schools. For urban areas this trend is highest in Karachi (68.9 percent) with majority of children in private schools

Private school enrolment is on the rise:

- ▶ Nationally, non-state private school enrolment stood at 25.5 percent. Highest private school enrolment was seen in Gilgit-Baltistan (43.6 percent) with FATA (40.5 percent) and Punjab (33.2 percent) close behind
- ▶ Madrasah enrolment increased from 0.9 percent in 2010 to 2.1 percent in 2011
- ▶ According to provincial data, highest Madrasah enrolment was found in Balochistan at 6.5 percent while district wise data show that Bahawalpur had the highest Madrasah enrolment (6.4 percent)

No major changes in Drinking Water and Toilet Facilities

- ▶ National figures for 2011 do not show any significant improvement in the proportion of schools with useable water and toilet facilities. Of the total government primary schools surveyed, 55.4 percent had useable water facility and 43 percent had a functional toilet
- ▶ In ASER 2010, it was found that 57.5 percent of the government primary schools surveyed had useable water while 45.3 percent had a functional toilet
- ▶ Facilities in government schools have improved most in Punjab followed by Khyber Pakhtunkhwa (KPK). In Punjab 80 percent government schools have a useable water facility and 70 percent have a functional toilet whereas in KPK 59 percent government schools were found with a useable water facility and 52 percent with a functional toilet

Arithmetic Competencies Improved but Basic Reading Levels show a Decline

- ▶ Like 2010 the ASER 2011 evidence is most worrying on learning levels across school systems
- ▶ Arithmetic levels have improved: Basic arithmetic levels estimated in ASER 2011 show a slight improvement. For example, nationally, the proportion of class 5 children able to solve a 3 digit division problem has increased from 34.3 per cent in 2010 to 37.3 per cent in 2011. The improvement is most visible in the provinces of Punjab, Gilgit-Baltistan and Balochistan.
- ▶ Urdu reading levels are estimated to have declined slightly: The proportion of children in class 5 able to read a class 2 level Urdu story text has dropped from 51.6 per cent in 2010 to 47.4 per cent in 2011. Balochistan, however, has shown a visible improvement. The proportion of children in class 5 able to read a class 2 level Urdu story text has increased from 26.1 percent to 41.7 percent.
- ▶ English Reading Levels: In ASER 2010, 42.3 percent of class 5 students were reported as being able to read sentences compared to 40.6 percent of class 5 students who could read sentences in the previous year.

Children's Attendance has Declined

- ▶ Overall student attendance in government schools (rural) was recorded at 79.7 percent. This is a drop from the 2010 attendance level of 81.5 percent. The highest attendance level was found in Azad Jammu Kashmir (88.5 percent) while the lowest was in Sindh (61.6 percent).

Class 2 sitting together with other Classes:

- ▶ Nationally, for rural government schools, about half of all classes visited are multigrade. For example, at the national level class 2 children were sitting with one or more other classes in 44 percent of the surveyed schools. This figure was 11.3 percent for class 8.

Private Tuition Trends:

- ▶ Of the enrolled children in the rural sample, 11 percent reported paying for private tutors.
- ▶ The incidence of attending private tutors was lower among children in public sector schools (7.1 percent) as compared to children in private sector schools (24 percent).
- ▶ Children in Punjab (20.2 percent) are by far the most intensive users of private tutors in the country.

Mothers' Literacy:

- ▶ Mother's literacy stood at 34.5 percent. Lowest being 12.8 percent in FATA and highest being in Punjab (41.6 percent)

Source: ASER-Pakistan 2011

Conclusion

The government of Pakistan is committed to improving both the quality and the coverage of education through effective policy interventions and expenditure allocations. While literacy and enrolment rates are lagging behind other countries

in the region, they have been improving over the past five years. To achieve the goals of providing higher quality education and expanding the coverage of educational services, more resources will need to be allocated to providing training and high quality facilities