
FINAL DRAFT



Education Policy Analysis Report of Khyber Pakhtunkhwa

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Map of Khyber Pakhtunkhwa



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List of Acronyms

ADO	Assistant District Officer
ADP	Annual Development Plan
AEPM	Academy for Educational Planning and Management
AUS-AID	Australian Agency for International Development
BKF	Bacha Khan Education Foundation
CD	Capacity Development
CDS	Comprehensive Development Strategy
CIDA	Canadian International Development Agency
DCO	District Coordination Officer
DCTE	Directorate of Curriculum and Teacher Education
DFID	Department for International Development
DP	Development Partners
ECE	Early Childhood Education
EEF	Elementary Education Foundation
EFA	Education For ALL
EMIS	Education Management Information System
E&SED	Elementary and Secondary Education Department
ESR	Education Sector Reforms
ESRA	Education Services & Research Academy
ESRU	Education Sector Reforms Unit
FEF	Frontier Education Foundation
FATA	Federally Administered Tribal Area
FMIS	Financial Management Information System
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
GoKP'	Government of Khyber Pakhtunkhwa
GIZ	German International Agency for Aid
GRAP	Gender Reform Action Program
HD	Health Department
HEC	Higher Education Commission
HERA	Higher Education Regulatory Authority
HIES	Household Integrated Economic Survey
ICRC	Inter-Provincial Coordination Review Committee
IDP	Internally Displaced Persons
IFTD	Institutional Framework for Teacher Development
JAR	Joint Annual Review
KP	Khyber Pakhtunkhwa
LCO	Local Circle Offices
LFA	Literacy For All
LMT	Lead Master Trainers
LMIA	Labour Market Indicators Analysis
MDG	Millennium Development Goals
MoSW&SE	Ministry of Social Welfare and Special Education
MT	Master Trainers
MST	Middle School Teachers
NAVTEC	National Vocational & Technical Education Commission

NBB	Need Based Budgeting
NEAS	National Education Assessment System
NEP	National Education Policy
NER	Net Enrolment Rate
NORAD	Norwegian Agency for Development
PBB	Performance Based Budgeting
PCNA	Post Crises Need Assessment
PEAC	Provincial Education Assessment Cell
PFC	Provincial Finance Commission
PRSP II	Poverty Reduction Strategy Paper
PITE	Provincial Institute of Teachers Education
PRP	Provincial Reforms Program
PSLM	Pakistan Social and Living Standards Measurement Survey
PPC	Public Private Collaboration
PRP	Provincial Reforms Program
PSDP	Provincial Special Development Programme
PST	Primary School Teachers
PTC	Parents Teachers Council
SBP	State Bank of Pakistan
SLO	Students Learning Outcomes
SDSS	Spatial Decision Support System
SIDB	Small Industrial Development Board
SDA	Sarhad Development Authority
ST&IT	Science and Technology and Information Technology
TVE	Technical and Vocational Education
TEVTA	Technical and Vocational Educational Affairs
UPE	Universal Primary Education
UNFPA	United Nation Population Fund
USAID	United States Agency for International Development
WAPDA	Water and Power Development Authority

Executive Summary

This education policy analysis does a comprehensive review of all the sectors in education from pre-primary till tertiary levels along with vocational, non-formal, special education sectors. The analysis also looks at the progress of Khyber Pakhtunkhwa over EFA and MDG goals, public sector education budget and donors' financial assistance. The implementation of National Education Policy 2009 in KP is also looked at in detail. Towards the end the report does some projections regarding EFA/MDG goals, meeting constitutional commitments and proposes strategies to meet pressing needs at various education sub-sectors.

Khyber Pakhtunkhwa covers an area of 74,521 sq. km is one the most important strategically located province and is playing an important role in the economy of Pakistan. It inhabits 26.62 million people growing at the rate of 2.8% per year. Amongst the 9-39 years age group, about 7 million people in KP are illiterate (less than 30% of females in this age group are literate). Faced by law and order situation, and low social development indicators further affected by floods pose serious development challenges for KP. The Vision 2030 of KP makes commitments to uplift the province to greater heights. The potential is there in the form of natural resources, dry port, oil and gas and coal for energy and industry. The current ADP allocation for KP stand at Rs. 69,028.3 million with Rs.10,142 million for education.

The education policy of KP can be understood through its various development projects, governance structure and developments over the implementation of national education policy. In wake of 18th Constitutional Amendment the Education Department is repositioning itself to undertake additional responsibilities. A joint declaration at national level presided by the Prime Minister and represented by all federating units has endorsed NEP 2009 and agreed to national coordination.

Some prominent recent education development projects in KP are a multi-sectoral programme financed by GIZ, CIDA, USAID, DFID, Dutch, AUS-AID, and European Union. DFID is going to provide huge amount of £ 203 million for improving the education sector in KP. It aims to improve governance, numeracy, female literacy and quality of education across various sectors in the public education system.

Khyber Pakhtunkhwa has 32,276 schools in which 24,719 are Primary, out of which 7858 are for girls and 2010 are co-education, 4504 are Middle schools in which 1043 are for girls and 1781 are co-education, 3161 are High schools in which 565 are for girls and 1190 are co-education schools and there are 624 Higher secondary schools in which 134 are for girls and 223 are co-education. The share of various sub-sectors is as follows: primary – 76.6%; Middle – 13.9%; Secondary – 9.8% and higher secondary – 1.9%. There are 4.826 million children at these various levels with bulk (58.97%) going to primary.

Early Childhood Education (ECE) has been recognized in principle in formal education policy but still require efforts to feature it in regular educational budget. There are 253,449 children going to schools as un-admitted. There are no specialized teachers available for this level of education in the public sector, though private sector has provided greater input in terms of school provision and training facilities and recognition for ECE teachers. The

government needs to add ECE classes along with provision of trained teachers and teaching resources.

Elementary education forms the bulk of educational provisions in public sector in education. Through Elementary Education Foundation (EEF) and Frontier Education Foundation (FEF) the government is trying to promote private participation in educational provisions along with public private partnerships.

Gender and regional disparity is evident in enrolment patterns. Urban net enrolment was 61 percent in 2008/09, compared to 50 percent for rural net enrolment. Female net enrolment was only 45 percent in 2008/09, compared to 56 percent for males. There are considerable variations in the Net Enrolment Rate (NER) within the province, much as there were for the literacy rates; in fact the trend for each district follows a very similar pattern as that of the literacy rate. Within districts, the highest overall NER was in Abbottabad (68 percent) and the lowest in Kohistan (37 percent). The lowest NER in the dataset was for rural females in Kohistan, estimated at 11 percent.

The percentage of the population that has completed primary level also varies greatly by district, the highest rate being in Abbotabad (64 percent) and the lowest in Kohistan (15 percent) as shown in the following table., the situation for females was dire in Kohistan, with only 1 percent completing primary schooling. Primary completion rates were lower in rural areas across the board, including the dismal low of 1 percent for female in Kohistan. A number of districts including Buner, Tank, Shangla, and Hangu had primary completion rates of less than 10 percent for rural female. Completion rates for rural males, even in these low performing districts, were however greater than 40 percent in all cases except in Kohistan, where only about a quarter of rural males finished primary school. Unlike in the case of NERs, where the gender gap was negligible, the gap remained in evidence for primary completion rates in urban areas. Completion rates for females in urban areas remained on an average 23 percentage points below those for males. An average, 76 percent of children who graduate from government primary schools move on to middle schools, and this includes 71 percent of the females who manage to complete primary education.

Average Gender Parity Indices (GPIs) for private schools ranged from 0.35 for middle schools to 0.39 for both primary and high schools. For public schools, GPIs were higher, but the disparity across levels was significant – GPI at the primary level was 0.72 on an average, but declined to 0.53 at middle level and further to 0.37 at high school level. Average GPIs for private schools ranged from 0.35 for middle schools to 0.39 for both primary and high schools.

Tertiary education involves post-degree colleges, degree colleges and universities. There are 148 degree colleges in KP in public sectors and 21 universities both in public and private sector. Degree colleges enroll 110888 students. The number of teachers in degree colleges is 4066.

Technical and vocational education is crucial in building skilled workforce for the country. The government of KP created TEVTA as a prime body dealing in all technical and vocational education affairs. There are 108 institutions enrolling 34,932 students and impart

skills through 5,461 teachers. The sector suffers from lack of resources, low capacity and weak training and market links.

Special Education is another neglected sector in education. The rural population is severely disadvantaged to access these institutions. The institutions cater for various needs such as: hearing impairment, mental retardation, visual impairment and physical handicap. A paradigm shift is needed towards special education changing it from charity-based approach to right-based approach. Streamlining and inclusiveness should be the aim. Regular budget allocations are needed to enhance effectiveness of the sector.

Non formal education and adult literacy is taken care by the Elementary Education Foundation KP. The literacy rate among 10+ years has increased from 45% in 2001-02 to 50% in 2010-11 (PSLM), with rural growth much steeper than urban. The sector suffers from lack of funds, lack of capacity and human resource. The sector also suffers from low quality provisions and difficulty in mainstreaming.

Against the Revised Estimates of Rs. 410.503 million for 2010-11 of the Elementary & Secondary Education Department (Provincial Budget), an amount of Rs. 545.203 million has been allocated in the Budget Estimates 2011-12, showing an increase of 32.81%. Figures for district level education for the financial year 2011-12 have been projected proportionately on the basis of previous trend (as district budget has not yet been prepared). The projected budget for district level Elementary and Secondary Education sector for the financial year 2011-12 is Rs. 38,820.930 million. Since 2007-08, total number of schools has increased from 26,247 to 27,419. Similarly enrolment has increased from 3.534 million to 3.597 million students.

Higher education has scaled new achievements during the year 2010-11. A number of new Colleges were established, especially for the female and charters granted to sixteen universities. The establishment of Higher Education Regulatory Authority (HERA) has created a positive impact on the regulatory avenues for higher education in the private sector. Liberal grants are being provided to cadet colleges and public schools. Sizeable allocation has also been made for science laboratories and libraries.

There are 154 colleges, 100 male and 54 female, in the Province with gross enrolment of 109,952 (73,452 male and 36,500 female). Staff strength of colleges is 8,556, out of which 4,621 are teaching and 3,935 are non-teaching. An amount of Rs. 4739.891 Million has been allocated as salary and non-salary budget during 2011-12. Per student expenditure is Rs. 4311 per annum (male Rs. 4449 and female Rs. 3971). Over all teachers student ratio is 1:24. The 18th Amendment has introduced Article 25A which has made education compulsory for ages 5-16 years. Further, the education sector is mostly devolved to the provincial level. Keeping this in view some projections are made [reflected in Table No. 19 as annexure page 26] to calculate the cost of meeting the constitutional commitments which comes approximately as Rs. 486,537 Million.

Main outcomes of the analysis:

In spite of the all time efforts of the Governments the 'Access' to education is a problem. This problem is felt in all sub-sectors of education that may be school education, higher education, technical education, special education and adult education. Quality is also questioned particularly in public institutions. One of the main causes of low quality is 'compromised' Governance. To improve all these areas more funds are needed. It seems that political will at all levels is not up to the mark to improve education.

Recommendations:

- Early Childhood Education (ECE) should be introduced and regularized for children of age 3 to 5 years in a phased manner and the curriculum prepared by the Curriculum wing should be used, with proper ECE qualified & trained teachers and other facilities.
- Available financial resources should be utilized for the purchase of low cost teaching-learning material as per requirement of the learning activities/class.
- For primary overcrowded classes, a second shift should be started with the number of students per class limited to 40. Classes of ECE, Katchi, 1 and 2 should attend the first shift for two hours only while classes 3,4 and 5 should attend the school in the second shift.
- The gap between the number of boys' and girls' schools (overall ratio is 2:1) should be bridged and more and more schools for girls should be opened particularly in far flung areas
- To check teachers' absenteeism the number of supervisors be increased and Parent Teachers Councils are required to be involved and energized. Cluster hostels for female teachers be built in the centrally located places so that availability in schools are ensured.
- To attract gifted people better scales for teachers be given.
- Head Teacher's post be created in every primary school and these head teachers be trained in school management.
- Schools-supervisor ratio should be 50:1 to provide better professional support to teachers
- The number of middle schools be increased to provide access to students particularly for girls. The absence of such schools causes high dropout as majority of parents who are already least interested in their daughters' education make it an excuse.
- In case of high schools the number of girls' schools is nearly one third (64% and 36%) of the boys' schools thus refusing access to majority of girls in the rural areas. The distance between high/higher secondary school and its feeding schools is usually greater and it is very difficult for girls to travel or go on foot to these schools causing high dropout. More girls' high schools should be established
- Governing bodies in high schools and Parents-Teachers Councils needs to be strengthened for better supervision and improve quality.
- Government shall explore ways to increase the contribution of the private sector, which at present contributes only 16 per cent of the total educational resources.
- A system for donor harmonization and improved coordination between development partners and government agencies shall be developed
- In order to provide more access to higher education more degree colleges should be opened.
- College teachers be provided professional education.

- In technical education income generating schemes should be introduced in TEVT institutions to overcome financial constraint and ensure 100% supply of consumable training material
- Extended apprenticeship training system to small and medium enterprises.
- Expansion of Technical Education & Vocational Programme to un-covered parts of the province especially rural and disadvantaged areas.
- The number of institutions for special education in Khyber Pakhtunkhwa are very few and does not cover even the 50 % disable population. This coverage should be increased

Chapter 1: Overall Development Context and Provincial Development Priorities

1.1. Overall Development Context

1.1.1. Status of Khyber Pakhtunkhwa's overall Growth, Development and Key Challenges

1.1.1.1. Economic Growth

The Khyber Pakhtunkhwa (KP) province is home to citizens famed for their sense of honor, bravery and hard work. This is borne out by their achievements in Pakistani metropolises and abroad. Yet, contrary to the true potential of its citizens, KP is one of the poorest provinces in Pakistan. The key to unleashing the KP's possibilities and to improving the lives of its citizens is strengthening the governance and policy environment in the province for both the private and the public sectors, and investing in the provinces' most valuable resource — its people. Reforms and efforts in the past few years have already started to translate into higher growth, improved incomes, and better living conditions for the citizens of the KP.

This province stands at a critical point in history. Decades of steady development has been interrupted by a conflict that has spread across the border from Afghanistan. The conflict is patchy but there are some areas of the province where lives are greatly disrupted and where it is difficult to maintain normal public services. The Comprehensive Development Strategy (which is an official document portraying the Provincial Government Policy) describes a path that aims to benefit all the people of the province by offering the possibility of better employment and access to improved public services involving government, civil society and the private sector.

The progress that was being made in Khyber Pakhtunkhwa before the conflict, demonstrates the potential of the province. Despite the disadvantages of isolation and the difficulties of providing basic services of education and health, Khyber Pakhtunkhwa grew faster than the rest of Pakistan. The province has strong agricultural skills, well adapted to the un-spoilt natural environment. Located at the crossroads of important international trading routes, the people of Khyber Pakhtunkhwa have long traditions of trade and travel. Hydroelectric power and minerals offer resources for a modern economy.

Despite the proven potential for development in Khyber Pakhtunkhwa, the province starts from a backward position arising from decades of incomplete involvement in national development. This affects levels of poverty and some social development indicators, as described in the table 1.1. below. There are large geographical variations in the nature and severity of poverty and the large gender differences.

Table 1.: Key Indicators for Khyber Pakhtunkhwa and Pakistan

	KP	Pakistan
Population (1998 census)	17.7%	132.4m
Population (March 2009 estimate)	22.2m	165.7m
Population under 15	47.2%	43.4%
GDP Growth Rate	4.6%	5.8%
Population below poverty line	38.1%	34.0%
Literacy rate	47%	55%
Rate of attended births	51%	61%
Roads km / sq. kilometer	0.16	0.32
Households with tap water	47%	34%
Households with safe sanitation	60.8%	62.5%

Sources: Khyber Pakhtunkhwa Development Statistics; KP White Paper 2008-09; Demographic Health Survey

Management: ¹Financial management is currently constrained by a number of challenges. Predicting revenue is difficult for the provincial government largely because of the variability of federal revenue. The government of KP is improving its ability to predict revenue, using a financial programming tool that links revenue to expected economic growth. However, both at federal and provincial level, elements of revenue are unpredictable, both where they are funded from international assistance and from own revenue.

Fiscal Balance: The fiscal accounts show a high variation in fiscal balance which reflects the availability of net financing. In 2005/06, substantial non-project borrowing was available, in the form of a World Bank Development Policy Credit, which allowed expenditure to be significantly higher than would otherwise have been possible. By contrast, in the following two years a surplus was generated, allowing some repayment of debt.

Table 2: Provincial Fiscal Balance

Rs in million

	05/06	06/07	07/08
Revenue	60,426	80,062	91,818
Expenditure	45,642	46,325	55,758
Development Expenditure	21,788	29,246	31,956
Balance	-7,005	4,491	4,104

Source: KP-white paper 2011-12 Finance Department

Provincial revenue in recent years has varied between about 8.2% and 9.7% of provincial

¹ Comprehensive Development Strategy 2010-17

GDP. There is some suggestion of an increasing trend, but substantial variation around this trend. About 83% of revenue comes from the federal government, with 52% from the divisible pool of taxes and 16% from grants in aid. Net profit from hydroelectric power, which is collected at federal level, provides 6% of revenue. Receipts collected by the KP provide about 8% of total revenue and foreign governments provide the balance of about 5%. Over the past 3 years total receipts have risen roughly in line with GDP, although some important elements, such as hydel profits, have not increased in line with GDP. (FD-White Paper 2011-12)

Year 2010-11 was a mix bag for Khyber Pakhtunkhwa. On the receipt side the provincial share was boosted by increased share from the fall out of the 7th NFC Award and arrear payment from Net Hydel Profit. However, Mother Nature has other designs. The devastating floods of July-August 2010 changed the whole game plane for the province. Another important event that took place in year 2010-11 was devolution of 5 Federal Ministries in the first phase to the provinces in wake of the 18th Amendment.

The floods submerged and inundated vast areas of Khyber Pakhtunkhwa and destroyed properties, livelihood and infrastructure. To mitigate for the relief and rehabilitation of the flood affected areas, the provincial government was compelled to make adjustments in its budget. The Annual Development Plan portfolio for the new projects was frozen and funds were diverted towards floods compensation and infrastructure development.

During the year 2010-11, capacity building of police remained a focused and prioritized area due to prevalent law and order situation. Salaries of the police personnel were increased and the scope of 'Shuhada' package was enlarged. Additional grants were provided to social sectors like health and education during the year. Although the province did face financial crunch, yet pro-poor initiatives and core areas of development were not hampered. Strict economy measures were adopted by the government to slash non-developmental expenditure.

For fiscal year 2011-12, budgetary allocations reflect heightened priority to income generating sectors of economy i.e. Hydel Generation, Oil and Gas Exploration, Tourism and Mineral Development, Agriculture and Water. The development of growth sectors is complemented with sizeable commitment of resources to Social Services in Education, Health, and Population Welfare. To support government policies, fiscal resources available from provincial receipts continue registering a rising trend. Provincial Revenue Receipts projections for the year 2011-12 record an increase of 8.3 percent over the previous fiscal year 2010-11, from Rs. 8737.589 million in 2010-11 to Rs. 9464.095 million in the fiscal year 2011-12. Budget estimates for Capital Receipts of the Province for Fiscal Year 2011-12 marked a decline from Rs. 3250.00 million to Rs. 250 million. However, the decline directly corresponds to an amount of Rs. 3000 million from SBP given for recapitalization of Bank of Khyber in 2010-11.

Economic Management: About three quarters of the population in Khyber Pakhtunkhwa are at least partly dependent on agriculture and this includes many of the poorest households. About 70% of the value of production is crops and 30% livestock products. The recent events in world food markets have highlighted the importance of agricultural production in Khyber Pakhtunkhwa, both as a way of protecting the population from the impact of increasingly expensive food imports and as an opportunity to make rapid improvements in profits. However, agricultural growth is constrained by fragile natural resources, fragmentation of land holdings, underfunded research and extension and limited availability of financial

services, all of which contribute to low levels of productivity. The government will provide assistance through improved access to inputs and technology and through a programme of investment in land levelling and development and investment in water harvesting that is geared towards increased efficiency and productivity.

Development Challenges:

Poverty:² KP has a population of about 26.6m, growing at about 2.8%. The province has the highest incidence of poverty in Pakistan. According to the 2001/02 HIES, 39.2% of the population in KP was poor, compared with 34.0% for Pakistan as a whole. Rates of poverty in rural areas of KP were 41.1% compared with 28.1% for urban areas of KP. The poverty rate amongst women is higher in KP than in other provinces. Poverty in KP was estimated as close to 29% in 2005-06, 7 percentage points higher than the National average. The GoKP's own estimates for 2009/10 as reported in the CDS, is far higher at 39%.

Despite the challenges facing KP, the province has had some success in promoting economic development. Between 1998/99 and 2001/02, the level of poverty in KP did not worsen significantly, at a time when national poverty levels were worsening. This was achieved despite high population growth rates. The relative success of KP in protecting itself from declining poverty appears to have been based on increased production of some agricultural crops, especially maize, and a marked increase in remittances. The recent global economic recession will affect the level of remittances received and place increased pressures on poverty. Since 2001/02, poverty levels are likely to have worsened, through the combined impact of the 2005 earthquake and the increasing insecurity in parts of the province.

Behind the statistics of poverty are more complex dimensions of poverty involving gender, health, education, income, environmental pressures, natural disasters and destitution arising from violence.

- Women are strongly disadvantaged in KP. Employment rates for women are low and representation in government and senior decision-making positions is very limited. Access to education and health care is low and rates of maternal health care are particularly low, leading to high maternal mortality. Most women are subject to economic dependence and are often forced to take on the majority of the manual work of the household. There are serious concerns about violence against women. Despite the education of an increasing number of girls, the traditional roles of women have changed little in the last decades.
- The link between health and poverty is complex and takes place mainly through the effects of poor nutrition, the tendency of the poor in KP to make fewer visits to health services, poor health coverage and quality of public health services, cost of private health services. Affordability of a major segment of population is a problem.
- The poor are particularly dependent on forest and water resources, both of which are coming under increasing pressure. The increasing rate of forest depletion is already reducing the access of the poor to firewood, both for household use and as a source of

² KP- Comprehensive Development Strategy 2010-17

income. Declining rainfall and river flows are beginning to threaten productivity on rain fed and irrigated land.

- As with the other factors affecting poverty, the relationship between poverty and insecurity is complex and works in both directions. High levels of poverty and unemployment, especially amongst young men, have a major effect on insecurity and this insecurity then affects the well-being and incomes of the wider population.
- The 2005 earthquake in Hazara devastated the region, destroying homes and public service facilities and having a major impact on livelihoods, including crops, livestock and tourism.
- Finally, the regional insecurity has led to large numbers of Afghan refugees living in KP, many of whom are now involved in economic activities, such as transport, construction and hotels, thus reducing employment opportunities for the local population.

A development strategy³ for the Khyber Pakhtunkhwa should, of course, be shaped by the province's main features and constraints. While some of these constraints cannot be eliminated, many can be addressed by the Government of the Khyber Pakhtunkhwa and others by the national government. Four characteristics of the Khyber Pakhtunkhwa merit special mention:

- **Distance from seaports.** The deep inland location of the Khyber Pakhtunkhwa translates into high transport costs, which increase prices for inputs and undermines the competitiveness of the Khyber Pakhtunkhwa's exports to countries other than neighboring Afghanistan. This suggests that the province's growth strategy should focus on production of products with a high share of raw materials that are indigenous to the province, that are light-weight and high-value, or that can be exported to countries that are physically close to the Khyber Pakhtunkhwa.
- **A front-line state.** The Khyber Pakhtunkhwa served as a front-line state and hosted more than three million refugees during the eleven-year war in Afghanistan and also for the period of the civil war that followed. Instability and security problems ensued, which discouraged private investment; and the inflow of refugees placed stress on the province's economic and social infrastructure.
- **Limited private sector presence.** While elsewhere in Pakistan there is a vibrant private sector that is responding quickly to the country's emerging economic opportunities, private enterprise in the Khyber Pakhtunkhwa remains anemic and well below its potential. A survey of perceptions of businessmen places Peshawar at the bottom of the list of major cities of Pakistan. The main reasons for this poor showing were perceptions (both of businesses based in Khyber Pakhtunkhwa and elsewhere) of greater policy uncertainty in the Khyber Pakhtunkhwa, weaknesses in tax administration and electricity shortages. This translates into limited job

³ (The Khyber Pakhtunkhwa: Features and Constraints (World Bank Report-Khyber Pakhtunkhwa Economic Report- 2008)

opportunities for the citizens of the Khyber Pakhtunkhwa, who find it necessary to migrate in search of employment.

- **Uneducated workforce:** The Khyber Pakhtunkhwa's rapidly-growing workforce is largely illiterate and unskilled. This translates into lower productivity of labor and discourages businesses from locating in the Khyber Pakhtunkhwa and creating jobs in the province. The flip side is that poorly skilled Khyber Pakhtunkhwa migrant workers are unable to secure more skilled, better paying jobs in Pakistani metropolises and the Gulf.

1.1.1.2. Social Development

Population

Apart from the Pathan tribes, the Khyber Pakhtunkhwa is home to diverse ethnic groups and languages. In the northern highlands such languages as Khowar, Hindko, Kohistani, Shina, Torwali, Kashmiri, Kalasha and Kaghani are spoken. The influx of Afghan refugees has brought Ghilzai and Durrani tribes and hundreds and thousands of 'Dari' (a form of Persian) speaking Tajiks and Hazaras who have settled here.

In the southern districts Pashto is predominantly spoken language but in the city area of Kohat, Hindko is spoken and in some parts of D. I. Khan Saraiki is spoken.

⁴Today Khyber Pakhtunkhwa, spread over 74,521 sq km, has a population of over 26.6 million. It comprises of three major administrative parts. One part, composed of settled areas, consists of the districts of Abbottabad, Bannu, Battagram, Charsadda, Dera Ismail Khan, Hangu, Haripur, Kohistan, Kohat, Karak, Lakki Marwat, Mansehra, Mardan, Nowshera, Swabi, Peshawar and Tank. The second part known as PATA (Provincially Administered Tribal Areas) has a population of 831,000 and consists of Malakand Agency and the districts of Upper Dir, Lower Dir, Chitral, Swat, Buner, Shangla, Tor Ghar, Kohistan (previously part of Swat State) and the Ex. State of Amb, (majority of which is now submerged in the Tarbela Dam reservoir).

The third part, FATA (Federally Administered Tribal Areas), is spread over 27,220 sq km and has a population of 3,764,000. It comprises of seven Tribal Agencies and six Frontier Regions (FRs). The Tribal Agencies are Bajaur, Mohmand, Khyber, Orakzai, Kurram, North Waziristan and South Waziristan. The Frontier Regions include F.R. Bannu, F.R. Dera Ismail Khan, F.R. Kohat, F.R. Lakki, F.R. Peshawar and F.R. Tank. These are directly controlled by the Governor Khyber Pakhtunkhwa.

Social Sectors:

Education standards in Khyber Pakhtunkhwa have improved markedly in recent years, with literacy increasing from 37% in 1998 to 53% in 2011. However, literacy is still well below the national average of 58%. Low literacy reflects the challenges of providing high quality

⁴ KP population projected @ 2.8 % increase

schooling in the difficult terrain and complex social traditions of Khyber Pakhtunkhwa. The Gross Enrolment Rate in primary education in Khyber Pakhtunkhwa is currently about 85%, compared with 91% for Pakistan as a whole. Although this rate has improved dramatically from a level of 70% in 1998, the rate of improvement has lagged behind that of Pakistan as a whole, especially in the last few years.

Table 3: Gross Enrolment Rate at primary education in %.

Country & Provinces	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakistan	81	67	74	63	35	49	69	46	58
Punjab	80	71	76	64	42	53	70	51	60
Sindh	82	68	75	60	22	42	71	46	59
KP	77	50	63	67	29	48	68	33	50
Baluchistan	79	40	61	54	13	55	60	19	41

(Source: PSLM 2010-11)

Around half of the KP 26.6 million populations are illiterate. Among the 9-39 years age group, about 7 million of the people are illiterate and less than 30 % of females in this age group are literate. Of the almost three million children not enrolled in basic education out of them nearly two million are girls. Khyber Pakhtunkhwa has an exceptionally young population in Pakistan, with about 30% of male population between the age 15 and 29 years.

(Business case for DFID-Khyber Pakhtunkhwa Education Sector Programme)

This will lead to a very rapid growth in the demand for education in the next twenty years. The government is planning to address this with an ambitious programme to improve the number of teachers and classrooms. Equally important, the education plan also stresses the need to switch from a knowledge education to a skills education and to be more flexible in cooperating with schools run by civil society and by the private sector.

The⁵ E&SED accounts for 45.46% of the total revenue budget of the province for financial year 2010-11. The salary component is 45.46% of the total salary budget and 34% of the total budget. However, this apparent dominance in the allocation of resources cloaks the negligible allocation made for non-salary, just 4.36% of the total school budget in 2010-11. It is this disparity in priorities which is the primary source of contention between school planners and managers and the province's financial managers as it directly affects the operational viability of the school system. The increasing annual burden for salary on the government exchequer over the years has seriously reduced non-salary provisions and eroded the overall quality of education, as it impairs the ability of the schooling system to maintain meaningful operational credibility in terms of lack of actual inputs required for effective teaching and learning within the classroom.

⁶Following table shows an increase in the education budget & spending during last 5- years.

Table 4: KP E&SE Budget for last Five years

Rs. In Billions

⁵ KP-ESP 2011

⁶ KP-White Paper 20121-12

S.#	Year		Current (Provincial)	Current (District)	Development Budget	Total
1	2006-07 Budget	Revised	0.200	17.606	1.566	19.372
2	2007-08 Budget	Revised	0.222	19.71	4.012	23.944
3	2008-09 Budget	Revised	0.250	22.173	5.700	28.123
4	2009-10 Budget	Revised	0.285	25.278	6.917	32.480
5	2010-11 Budget	Revised	0.513	33.139	7.115	40.767

The **Health**⁷ status of KP is complex. Infant mortality indicators are significantly lower for KP than for Pakistan as a whole (at 6.3% and 7.8% respectively). This is despite relatively low levels of attended birth for KP compared with the national average (51% compared with 61%). Immunization rates in KP are below that of Punjab, but KP significantly higher than in Sindh or Baluchistan. The private sector currently provides between 70% and 80% of health services in KP, which is high by international standards but low compared with other provinces.

The situation becomes more challenging and complex because of the existing law and order situation. The Health Department (HD) on one hand has to respond to any man-made or natural disaster and on other hand has a major challenge of keeping routine services in the affected districts in place. The situation is further aggravated by the internally displaced population in which the HD has to focus on routine services as well as on prevention of epidemics.

1.1.1.3. Political Development

Khyber Pakhtunkhwa has ethnic diversity and in most of the areas the tribal system is not only prevailing but strong. It has seven administrative Divisions and nearly every Division has its own political culture.

With the demand of Hazara province, and as the result of the violent demonstrations the trend of people has tilted towards those who have favored a separate province.

Malakand Division has almost accommodated all major political parties.

1.2. Provincial Development Priorities

The provincial government has prepared Comprehensive Development Strategy (CDS) for 5 years as the Go KP is determined to address the challenges and opportunities facing the province. The CDS reflects the GoKP's vision and strategic direction. The Strategy proposes

⁷ KP-Comprehensive Development Strategy 2010-17 & PSLM 2008-09

to achieve key development objectives of poverty reduction and employment creation through: the provision of basic public goods (energy, agriculture, roads, irrigation, infrastructure, water & sanitation, education, health and research); improving capacities, by ensuring modern regulation to promote competitiveness. Improving technical and vocational skills; and by facilitating the private sector this will also require the GoKP to disengage itself and increasingly engage the private sector in delivery of services in areas such as education, health and infrastructure, and the like.

The strategic role of Khyber Pakhtunkhwa in Pakistan has recently been thrown into sharp focus as the province has responded to the threats from outside. But the strength of Khyber Pakhtunkhwa lies in deep traditions that have always given it a unique role in the nation and have guided relations with important neighbors to the North and West and beyond.

The government aims to reflect the wishes of the population through the following vision.

“Attainment of a secure, just and prosperous society through socioeconomic and human resource development, creation of equal opportunities, good governance and optimal utilization of resources in a sustainable manner”.

In pursuing this vision, the GoKP recognizes the need for strong reforms. The government also recognizes that it takes stewardship of the province at a distinctive time in the evolution of governance around the world. Important innovations and trends are spreading amongst developing countries that provide new models and opportunities. These range from public finance and governance to social development, food policy and climate change. All these new challenges and opportunities require great energy from governments to convert the reforming of policy agendas into action. Changes in public financial management are at the heart of these reforms, but they can only be effective when complemented with strong political will and leadership. Thus, the GoKP is determined to provide the necessary conditions and is confident that it can succeed because of the determination of the people of the province.

The strong administrative traditions in Khyber Pakhtunkhwa provide opportunities for the province to introduce many of the reforms more swiftly and more effectively than can be achieved at the national level and in some other provinces. Thus, as in the past, many of these reforms will be pioneered by the province, which will provide models for other provinces.

The GoKP's strategy for Khyber Pakhtunkhwa derives strength from the fact that it fits clearly within national strategies. The Vision 2030 document prepared by the National Planning Commission in 2007 foresees that Pakistan will emerge as a middle-income country based on skilled use of limited natural resources; access to basic public services, including education, health, water and sanitation; and freedom of economic opportunity. The Khyber Pakhtunkhwa Strategy will contribute to this and to the national goals of equity, gender mainstreaming and access to justice that are included in the Poverty Reduction Strategy Paper (PRSP II).

The Budget Speech in 2008 by Chief Minister identified a number of important priorities, including a major increase in police spending, maintenance of the wheat subsidy, and an above average increase in road maintenance and agriculture. The budget for health and education increased roughly in line with total spending. The share of revenue from the provincial government increases more rapidly than revenue from either the federal government or foreign assistance. The focus of the annual development programme (ADP)

was on completing existing schemes: the full range of support was maintained, but there was some shift in resources to agriculture and industry, reflecting the importance of these sectors in providing employment in Khyber Pakhtunkhwa. Allocations to police, social protection, forestry and the environment also received an increased share of the ADP. Important new initiatives were supported in education and health.

The government's strategic overview defines two phases: in the short term, over the next two years, the focus of all government activity is to bring to a rapid resolution in all areas of the province the current conflict; and, in the medium term, over a period of five further years, to consolidate this progress and to foster the recovery of the province and the return to dynamic and successful progress.

In the short term, the priorities are:

- rapid improvements in basic health and education services in all areas of the province, but particularly in areas that have suffered from conflict in recent years
- providing high visibility improvements in villages, notably for drinking water, with an associated institutional structure involving broad community engagement
- a programme of labour intensive public works providing employment especially to young men
- investment in the construction, improvement, rehabilitation and maintenance of schools, health facilities, roads and irrigation infrastructure, with a strong emphasis on maintenance
- employment generation through opportunities for private sector development, including through the use of Reconstruction Opportunity Zones
- technical support to the public sector to ensure that the rapid increase in activity can be implemented without delays and mismanagement

The medium term priorities are:

- consolidation of the progress made in the short term
- expansion of public-private financing mechanisms, especially for minerals, hydroelectricity and tourism
- training and skills development, especially for unemployed youths
- teacher training and incentives to improve the quality of education
- strengthening institutions of public sector management, including greater public participation and greater collaboration with federal level institutions

⁸The Post Crises Need Assessment (PCNA) for KP and FATA has been developed by the

⁸ KP-PCNA

Asian Development Bank, European Union, World Bank and United Nations, in collaboration with the provincial government of KP and the FATA Secretariat with oversight by the government of Pakistan. It was undertaken during 11-month period ending in September 2010, before the impact of the devastating floods could be assessed. Therefore, the impact of the floods is not taken into account in the PCNA.

The goal of the PCNA is to produce a helpful, pragmatic, coherent and sequenced peace building strategy for the Government of Pakistan that delivers an agreed vision within 10 years. The Government approved the following vision for the future of KP and FATA: “There is an emerging peace, greater prosperity and tolerance in KP and FATA. A historic transformation is underway, where the voices of all people are being heard, the rule of law is deepening, and the State is increasingly accountable, providing equitable opportunities for better health, education and employment.’

This vision is the distillation of inputs from wide-ranging consultations with affected communities in the region and with groups representing various sections of the broader Pakistani civil society (media, NGOs, *maliks*,⁹ etc.) and public services (military, bureaucrats, police, etc.).

These consultations also established the drivers of the crisis that were then translated into four strategic objectives that are achieved through a series of concurrent and mutually supporting interventions.

Four Strategic Objectives:

- 1. Build responsiveness and effectiveness of the State to restore citizen trust**
2. Stimulate employment and livelihood opportunities
3. Ensure the delivery of basic services
4. Counter radicalisation and foster reconciliation

Nine Sectors:

To assist facilitate the development of these four strategic objectives, nine sector teams were established to assess peace building opportunities in the fields of governance, rule of law, agricultural and natural resources, non-farm economic development, education, infrastructure (comprising energy, transport and water supply and sanitation), health, social protection and strategic communications.

Crosscutting Issues:

Cross cutting issues are themes that run throughout the strategy: these ensure that a theme of relevance to the entire strategy is reflected consistently, and that the overall vision and objectives maintain primacy in sector assessments. Three crosscutting issues (Chapter 2) were adopted:

⁹ Tribal elders and community decision-takers who sit on *jirgas*

1. **Peace building and crisis sensitivity:** recommendations are tailored to maximise peace dividends and minimise risks of unintentional exacerbation of the crisis. In their design, recommendations also take into account the impact of the crisis on their implementation.
2. **Gender:** a gender-lens is critical in understanding the drivers of the crisis as well as in developing recommendations. The extreme marginalisation of women and girls in FATA and KP, and their very restricted ability to contribute fully to peace building need to be transformed, sensitively, to achieve full, sustainable peace where all benefit and live in harmony. If only half the population enjoy basic freedoms and rights, conflict will endure.
3. **Capacity-development:** stakeholders have overwhelmingly pointed out that a deficit of individual and institutional capacity is a crisis driver. It is also a challenge to building peace that needs full recognition in the design of interventions.

Quality Control:

The process and findings were submitted to external scrutiny for verification, improvement and to build ownership across a broad section of Pakistani society.

1. Five independent peer reviewers examined the PCNA *process* in which findings were gathered, collated and analysed; sectors were assessed from a peace building perspective with a strong focus on the 3 crosscutting themes; the outcomes and outputs from 9 sector reports were developed and prioritised to deliver 4 mutually re-enforcing strategic objectives; and an overall peace building strategy was produced to deliver the vision.
2. Consultations with stakeholders were revisited in a validation exercise to cross check *analysis*, decisions and trade-offs made during clustering, prioritization and sequencing of inputs¹⁰.

Despite the process having been impacted by limited access to the region in question, as well as by the sensitivity of the issues, and the need to respect confidentiality, every effort was made to reach out to the affected population to get maximum participation while maintaining anonymity of the feedback.

Abstract of Annual Development Programme is given at Annexure Table 1, which shows the priority areas of the GoKP particularly in the social sector. Education with the allocation of 15.6% (12.0 % for Elementary and Secondary Education and 3.6 % for Higher Education) at the top and Health with the allocation of 9.2% at second.

1.2.1. Annual Development Plans 2007/08 – 2011/2012

Developmental priorities of the Government of Khyber Pakhtunkhwa for the last five years from 2007-08 to 2011-2012 is given in the table 2 at Annex. The figures show that the

highest allocation is for the two social sectors i.e. Education and Health departments at any given time. The allocation for the year 2011-12 is 10142 Million Rupees for Education department (without Foreign component and 13207 Million with Foreign component) while Health is at number two with an allocation of 6467.0 Million Rupees for the year 2011-12.

Chapter 2: Education Policy in Khyber Pakhtunkhwa

Education in Pakistan has historically featured prominently in the constitutional frameworks. Though the federal government assumed the role of policy formulation and at times macro planning till 1973 it remained mostly a provincial subject. Government of India Act 1935, which was adopted as the provisional/interim constitution of Pakistan in 1947 under the Indian Independence Act 1947 and it remained in force till the adoption of Constitution of 1956. The Act provided three legislative lists namely; federal, concurrent, and provincial. The subject of education featured in the provincial legislative list. Education or related affairs were neither the part of the concurrent legislative list nor the federal legislative list. The first Constitution of Pakistan adopted in 1956 also had three legislative lists and education (including university education, technical education, and professional training) was assigned to the provinces. 1962 Constitution provided for a Presidential form of government and a single legislative list of 49 federal subjects was provided in the constitution. Although education was mentioned in Fundamental Rights under Chapter 1, Article 12(3), and Principles of Policy Chapter 2, Article 7, there was neither an operative provision regarding education nor was it included in the central legislative list.

The trend of delegating education to provinces saw a major shift in 1973, when education was formally incorporated in the concurrent list in the Constitution of Pakistan 1973. The subject of education featured prominently in federal as well as concurrent list. In the federal lists three entries deal with education (Entries: 15, 16 & 17). Whereas the concurrent list included curriculum, syllabus, planning, policy, centres of excellence, standards of education, and Islamic education (Entries: 38 & 39). According to Article 37 (b) 'The State shall remove illiteracy and provide free and compulsory secondary education within minimum possible period'. After the insertion of Article 25-A in the 18th Amendment: Right to Education. 'The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law'. Although Article 37 (b) exclusively dealt with removal of illiteracy and provision of free and compulsory secondary education but did not prescribe a time period rather the provision mentioned, 'within minimum possible time'. With Article 25-A in the Constitution, education has become an enforceable right. The caveat however, remains that the compulsory education to all children shall be provided, 'as may be determined by law'. The subordinate legislation has to be enacted by the respective provincial legislatures. So far, none of the Provincial Assembly in Pakistan has passed the requisite legislation.

Existing Institutional Framework for Education

After the introduction of Constitution of 1973, education has remained a joint function, federal as well as provincial. At federal level, Ministry of Education formulated policies, plans as well as the national curriculum. The provinces were to develop their own planning and implementation schemes in accordance with the national education policies and plans. All the provinces had similar administrative structures; Departments of Education with secretaries as administrative head of the organization, supported by provincial directorates as well as divisional and district formations. Punjab and Khyber Pakhtunkhwa have separate departments for School (Elementary & Secondary) and Higher Education, whereas in Sindh and Baluchistan, all the functions are performed by single Department of Education. Education management and direction is mainly done at district level, under the administrative supervision of provincial directorates and provincial departments of education.

Formulation, evaluation, and approval of curriculum have been the mandate of Federal Bureau of Curriculum (Curriculum Wing) established at the Federal Ministry of Education under the Federal Supervision of Curricula, Textbooks and Standards Act 1976. The Federal Bureau of Curriculum has been supported by the Curriculum Bureaus in every province. These bureaus provide the academic support to the Federal Bureau of Curriculum. The responsibility of textbook development according to the National Curriculum rests with the provincial and regional Textbook Boards. In the early 60's, the use of multiple textbooks was a very common practice in Pakistan. Later on, this practice was stopped after the creation of Provincial Textbook Boards in the government sector to develop textbooks for both public and private schools. The textbooks developed by the Provincial Textbook Boards prior to being printed and circulated require final approval from the Federal Bureau of Curriculum (Curriculum Wing) under the Federal Supervision of Curricula, Text Books and Standards Act 1976. The Curriculum Wing Committee and the National Textbook Review Committee was responsible for evaluation and approval of the textbooks. In 2007 a National Textbook and Learning Material Policy was formulated by a committee consisting of Chairmen of all the Provincial Textbook Boards, and Joint Educational Advisor Curriculum Wing, Federal Ministry of Education.

The recent 18th Constitutional Amendment in the Constitution of Islamic Republic of Pakistan is a landmark in the constitutional history of Pakistan. Insertion of Article 25-A in the Constitution has guaranteed the provision of free and compulsory education by the state to all children in the age cohort of 5 to 16 years, 'The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law'. The amendment and insertion of Article 25-A has the potential to accelerate the pace of achievement of national and international targets towards the achievements of MDGs since right to free and compulsory education has been recognized. The implementation of Article 25-A is linked with further legislation by the Provincial Governments and the Federal Government; in case of federal territories. Considerable period has passed after the passage of 18th Constitutional Amendment by the Parliament but the subsequent legislation for implementation, has yet to be passed by the provinces.

The enforcement of the 18th Constitutional Amendment will necessitate increase in education budget to fulfill the constitutional obligations. The estimated budgetary allocations have been worked out at Section 2.6. New challenges in terms of responsibility for reporting of international commitments on Millennium Development Goals and EFA Goals have yet to be addressed. Academy for Educational Planning and Management (AEPM) and Federal Bureau of Statistics are already functioning at federal level and the task for tabulation of statistics to feed international donor agencies. Donor coordination has already been assigned to Ministry of Economic Affairs Division.

National Education Policy (NEP 2009) has already been formulated and no more formulation of a Provincial Education Policies is required at the moment sine all the provinces were on board during the policy formulation process. However, provinces may prepare their own education policies as and when need arises keeping in view the provincial contexts and requirements in view. There are issues of national curriculum for the sake of national coherence, equivalence of degree holders and synchronization with the global themes like human rights, health education and gender mainstreaming. Such issues could be easily addressed by Provincial Inter Ministerial Committees with revolving Chairmanship with respective Education Secretaries as members of the Committee.

The management structure for education is multi-layered and complex. It involves inputs at federal, provincial and district levels. In 2001, the devolution of powers induced a new tier of political decision making as District Governments. Under the Devolution Plan, powers and functions of educational planning, management and monitoring and evaluation were decentralized and devolved to districts. Each district was empowered to devise the education plans in the light of National and Provincial Plans and implement them through district education department. Districts were supposed to prepare detailed work plan in each area of education clearly identifying the strategies, activities, actions, implementation mechanisms specifying executing agencies and schedule of the activities, options, alternatives, resources both human and financial. Districts lack much of the capacity required to fully undertake all of the above tasks. After devolution, the overlapping of functions among different tiers of government i.e. Federal, Provincial and District Governments created problems for coherent and holistic planning.

By now the Provincial Governments are in the process of introducing a new Local Government System and enactments are in the process of legislation. It is premature to evaluate or say anything about the new modicum of Local Government System but the new system has to be responsive to the local needs ensuring school based management and school based solutions at local level. At the moment, the devolution of power plan is in place but respective DCOs are administrators performing the functions of District Nazims. The respective federal and provincial governments are trying to resolve with stoic determination to achieve the MDGs and EFA goals and beyond. Institutional arrangements are being put in place to meet the challenges post 18th Constitutional Amendment.

Responsibilities of the Provincial Governments as a Consequence of 18th Amendment

The 18th Constitutional Amendment has essentially brought forth a legal challenge with multiple jurisdictional and administrative implications at federal and provincial levels. The 18th Constitutional Amendment is a voluminous enactment, touching upon ninety eight Articles and two schedules of the Constitution. Two schedules have been deleted, including the Concurrent legislative list. Apart from other reconfigurations, with the deletion of the Concurrent legislative list the amendment has transferred forty seven subjects to the legislative and executive domain of the provinces. The major areas to have direct effect of 18th Constitutional Amendment include: laws, rules, regulations, policies as well as the administrative structures.

Education is one of the key subjects whose major components have been devolved down to the provinces and Ministry of Education has been abolished. In the backdrop of the education crisis being faced, it is important to examine how redefinition of roles of federation and the federating units is going to affect state efforts to meet the challenge. The challenge at provincial level is essentially of the quantum and capacity to take on the delegated roles, whereas at federal level the most important questions relate to the future prospects of the existing institutional arrangement, possible course of action for generating a national response to the educational challenge and instituting a viable mechanism for inter-provincial coordination which can ensure minimum common standards. The provincial government has to take the following steps in the post 18th Amendment scenario:

- **New Laws & Legislative Revision:**

Legislation for complying with the obligation enshrined in Article 25-A needs to be

done at the earliest. The legislation should take account of the issues of interpreting age cohort, time required for the compliance, as well as the issue of fixing of responsibility. Provincial Education department should immediately take on the task of legislation for Supervision of Curriculum and textbooks, and center of excellence. Likewise all the provinces will have to revise the Textbook Board Ordinances so as to incorporate the new roles to be performed.

- **Administrative Measures:**

Provincial Education Secretariats need to be strengthened by sanctioning more posts up to the level of additional secretary so as to take on the newly devolved roles and responsibilities. Besides, the administrative sections, in anticipation of the devolved functions the departments need to establish policy and planning wings and induct appropriate human resource with relevant expertise.

- **Revision of Rules of Business:**

The Departments should prepare revised rules of business in anticipation of new roles with subsequent approval of the provincial cabinet.

- **Devising Policy Framework for Private Sector:**

Education Departments should formulate a strategic position for engaging private sector as co-service provider to meet the constitutional provision of Article 25-A and standard setting and regulator.

- **Strengthening Directorate of Curriculum and Provincial Textbook Board:**

The Directorate of Curriculum has a vital role to perform in the aftermath of the 18th Amendment. However, it does not have the required human, financial and technical support. Considering its important function the provincial government should prioritize strengthening of the Directorate. Similarly the legal and institutional framework for the Textbook board will have to be revisited to make them compliant with the devolved functions.

- **Article 25-A Financial Challenges:**

In the context of Article 25-A, the provincial department need to undertake financial estimation for bringing the five to sixteen years of children to schools to provide quality education. As the challenge of free and compulsory quality education is a colossal undertaking, the estimation should lead to preparation of special strategies for generation of resources. The Education Departments need to improve their absorptive capacity by enhancing the ability to spend efficiently and effectively.

Impact of 18TH Amendment on Education Sector in Khyber Pakhtunkhwa:

The 18th Amendment to the constitution of Islamic Republic of Pakistan represents a defining moment in the Nations' political, legal and institutional history. The changes introduced under the amendment have far-reaching implications. The 18th Amendment has affected 98

articles and two schedules of the constitution. Under the present division of departmental responsibilities and existing capacities, the province will be hard-pressed to deliver expected results to the entire satisfaction of its people. There will be an additional burden of responsibilities placed on the departments, which are already weak on the delivery front. This situation poses a critical challenge with the following possible outcomes:

- It would be obligatory for the province to perform a wide variety of functions within the available fiscal space and capacity without receiving additional resources in the short term;
- The volume of new functions and responsibilities will add to the financial burden in the current budget resulting in the reduction of fiscal space for development; and
- The possible redundancy of certain functions as a result of new priorities is an essential part of this paradigm shift.

These changes are anchored in principles to promote provincial autonomy and more equitable inter-governmental relations. An effort has been made by the legislators to strike a balance between the powers of different tiers of the government and its responsibilities to serve its citizens more effectively. In seeking to empower provinces the legislators have moved to accomplish the agenda of the original version of the constitution.

Existing Frameworks for Education Sector

The implications of the reforms implied by the 18th Amendment are broad-based and shift the balance of political and administrative powers from the Federal to the Provincial governments, particularly in the area of service delivery to the citizens. The enhanced provincial autonomy provided through the Amendment and in particular the abolition of the Concurrent Legislative List, empowers provincial governments in several ways including in the area of policy making. In the education sector, earlier national policies were developed with the federal government in the lead, although the provinces were part of the process in developing this policy.

Prior to the Eighteenth Amendment, the policy space for the education sector was restrictive. Although the Constitution identified education other than higher education, as a provincial subject, in practice not only were education policies developed by the federal government but they also prevailed in a number of areas including curriculum, standards setting and training. In the wake of the Eighteenth Amendment however, provinces are now responsible for developing education policies that reflect political and sectoral priorities and that are closely aligned to the specific needs of the provinces.

18th Amendment regarding free and compulsory education

Two main amendments have been inserted in the constitution related to the provision of free and compulsory education to all the children of age group 5-16 years up to secondary level:

- Article 25 A: Right to Education.... The state shall provide free and compulsory education to all children of the age of 5 -16 years in such manner as may be determined by law’.
- Article 37 (b): remove illiteracy and provide free and compulsory secondary education within minimum possible period.

Functions devolved to the Provincial Education Department (E&SED) after the 18th Amendment are Policy & Planning, Curriculum, Syllabus, and Standard of Education. As a result, the Department will face implications in the following areas:

- Capacity for Curriculum Development
- Law and capacity for implementation of Article 25A
- Is additional legislation required for curriculum and compulsory education?

Other issues:

- National coordination?
- Fate of National Education Policy?
- Need for Standards of Education?
- Future of Inter-provincial Education Ministers’ Conference?

Challenges

- Enhance Capacity for Curriculum Development
- Preparation for change in Law and capacity for implementation of Article 25A
- Formulation for additional legislation required for curriculum.
- Enhancement of capacity building of Directorate of Curriculum and Khyber Pakhtunkhwa Textbook Board.

The current framework for policy making consists of several strategic and legal documents that provide a medium-term outlook for the sector. These include the updating of the Education Sector Plan (ESP), the Comprehensive Development Strategy (CDS) and the Local Government Act 2001. While these documents provide the sector, financial and institutional contexts, the imperative for a provincial Education Policy for Khyber Pakhtunkhwa is clear and strong from several perspectives. Not only is it needed to articulate a sector vision, but also to express a public commitment to implement that vision. Moreover, while the Education Sector Plan reflects key policy areas, it rightly focuses more on the implementation aspects rather than on a sector vision; an education policy would anchor these implementation plans in the appropriate policy framework and enable a more logical relationship between articulation and commitment of public policy for the education sector, and the managerial, technical and financial aspects of implementation that the Education Sector Plan contains. The development of an education policy would also provide a legislative and institutional framework for the implementation of sector policy priorities.

The following tables lay out the actual physical targets for the implementation of the articles 37 (b) and the newly inserted article 25 A in the constitution.

Table 5: Physical targets (Primary) - Article 25 A: & 37 (b)

(in thousands)

Nomenclature of the Project	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Population Age 5-10	5,535,152	5,700,009	5,869,990	6,045,256	6,225,976	29,376,384
Enrollment Class Kachi-V	3,768,213	3,900,730	4,043,597	4,197,096	4,361,728	20,271,363
Out of School Children	1,766,939	1,799,279	1,826,393	1,848,161	1,864,248	9,105,021
No. of Additional Primary Schools required	-	17,993	271	218	161	18,642

Table 6: Physical Targets (Secondary) - Article 25 A: & 37 (b)

(in thousand)

Nomenclature of the Project	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Population Age 11-15	3,322,644	3,421,467	3,523,354	3,628,403	3,736,714	17,632,581
Enrollment Class 6-10	1,380,383	1,496,884	1,617,129	1,723,712	1,831,920	8,050,028
Out of School Children	1,942,261	1,924,583	1,906,225	1,904,691	1,904,794	9,582,553
No. of Additional Secondary Schools required	-	6,014	-	-	-	6,014

Table 7: Financial Targets - developmental (Primary & Secondary) - Article 25 A: & 37 (b)

(in thousand)

Nomenclature of the Project	Units	2011-12	2012-13	2013-14	2014-15	2015-16	Total
No. of Additional Primary Schools	3.5	-	62,975	949	762	563	65,249

No. of Additional Secondary Schools	12	-	72,172	-	-	-	72,172
Total Primary + Secondary	-	-	135,147	949	762	563	137,421

Education Policy, Curriculum and Common Standards

Since the adoption of the 1973 Constitution the development and coordination of national policies, plans and programs in education, as well as the development of curricula has remained the key mandate of the Federal Ministry of Education. The omission/removal of the concurrent list under the 18th Constitutional Amendment has devolved the key roles of educational policy, planning, and curriculum in the exclusive legislative jurisdiction of the provinces. The change has given rise to a number of questions and issues concerning policy formulation, planning and curriculum; in conjunction with issues of macro level as how nationally coherent policy alternatives will be articulated and the choices be made without compromising the provincial autonomy and integrity.

It is important to note that issue of education policy and curriculum has technical as well as political dimensions. Most of the debate and criticism raised in different quarters is focused on the issue of devolution of curriculum. Few of political parties have also raised objections on the devolution of the subject to the provincial domain. The prospective change on the one hand poses a daunting challenge for the provincial governments for formulation of policies, curriculums, and standards, and, on other, it presents the federal government with a serious question to ponder upon as how to ensure common minimum standards in all the constituent units without compromising the autonomy enshrined in the ambit of 18th Constitutional Amendment. The emerging scenario calls for a serious discourse at multiple levels that needs to take in to account the impact of the prospective devolution of functions.

2.1 Education development priorities and plans in last five years

The Department of Elementary and Secondary Education Department has taken some solid steps for the overall development of education in the province in the last five years. Following are the steps taken in this respect:

1. Improvement of Access to Education:

- a) Providing additional spaces – Only in the last three years 525 primary schools have been established in which 50% are for girls.
- b) Construction of 1700 additional classrooms in the existing schools
- c) 220 primary schools have been upgraded to middle level
- d) 313 Middle schools have been upgraded to high status
- e) 75 Secondary schools have been reconstructed
- f) All girls students reading in public schools from 6th to 10th are given stipends as incentive to continue their studies
- g) Free Textbooks are given to all students from katchi to 12 class in public schools in Khyber Pakhtunkhwa

2. Providing Quality Education :

- i. In-service training has been imparted up to 5000 Primary School Teachers (PSTs) in the subjects of Mathematics, English and Science imparted throughout Khyber

Pakhtunkhwa while in the subject of Social Studies and Islamiat training is planned to be imparted in the near future.

- ii. In-service training has been imparted to 1335 Middle School Teachers (MSTs) in the subjects of mathematics whereas in the subjects of English, Science, Geography/History and Islamiat is planned to be imparted in the near future.
- iii. Similarly Lead Master Trainers (LMTs) and Master Trainers (MTs) were trained who in turn imparted the training to the teachers in the field.
- iv. In-Service Training on specific issues and topics - Workshops and seminars were held on subjects of Population Education, Environmental Education, Continuous Classroom Assessment, Instrument development for measuring the effectiveness of teacher training, HIV-AIDS awareness, Social/Policy Dialogue on Teachers Day, Early Childhood Education and Advocacy Seminars on Great Teachers. Short trainings were imparted to teacher working in school established in Tarbela Project (under WAPDA), selected Madrassa Teachers and to teachers on Human Rights in collaboration with different organizations i.e. UNICEF, UNESCO, UNDP, UNFPA, NORAD, GTZ, WAPDA and different Governmental and Non Governmental Organizations. Moreover, officers and experts of Directorate of Curriculum and Teachers' Education participated in overseas and in-country capacity building programs and trainings.
- v. Boundary walls have been constructed of 800 schools which help in consolidation and improvement in learning environment
- vi. In order to ensure quality education through capacity building of managers and supervisors, the schools heads and members of the PTCs were imparted trainings. *Moreover, facilities in Deeni Madaris* were also provided and training to the teachers working in these Madaris was imparted.
- vii. Officers and experts of Directorate of Curriculum and Teachers' Education participated in overseas and in-country capacity building programs and trainings.

3. Governance:

- a) **Separation of Teaching and Management Cadres**-The officers at the Directorate of Elementary and Secondary Education and at District level were posted from amongst the general teaching cadre. It was observed that due to multiple reasons these officers could not perform to the best of their abilities. Therefore it was felt imperative to separate the teaching and management cadre so that managers could whole heartedly focus on administration, supervision and monitoring and the teachers on teaching activities only. Selection of 21 EDOs has been made by the Khyber Pakhtunkhwa Public Service Commission. This initiative will go a long way towards effective governance in the Education Sector.
- b) **Constitution of Governing Bodies for Higher Secondary Schools**- E&SE Department had constituted Governing Bodies for 280 Higher Secondary Schools (Male & Female) in the Province comprising of the following;
 - i. An eminent personality as Chairman;
 - ii. Chairman of PTC;
 - iii. One social worker/philanthropist;
 - iv. One nominee of the DCO concerned;
 - v. One nominee of the EDO concerned;
 - vi. Head of the institution concerned; and

vii. One teacher of the concerned school.

Meetings of the Governing Bodies have been held and they took a number of decisions regarding the academic, co-curricular and financial, administrative and development activities of the schools. The initiative has been taken in Higher Secondary Schools on pilot basis and after ascertaining its impacts, the same pattern will be followed in the rest of the schools.

Through initiation of this step, improvement in learning achievements, effective utilization of funds through PTCs as well as W&S department and improvement in the overall condition of the schools can be ensured.

- c) **Service Structure for teaching Cadre** - Elementary and Secondary Education Department has notified Service Recruitment Rules of Teaching Cadres from BPS -07 to BPS-16) on 18-01-2011. Service structure had been framed in consultation with Finance and Establishment Department. Due to this service structure a PST, CT, DM, AT, TT and PET teachers will be in a position to reach BPS 16 and 17. It will be a ladder for the promotion of teachers and they will be motivated to perform for improvement of schools performance.

In order to remove the disparity between men and women sections, service rules for promotion to principal (BS 5 -19) has been revised and both rules have been brought at par.

4. Other Initiatives

- i. The E&SE Department prepared and got signed a Memorandum of Understanding (MoU) between Government of Khyber Pakhtunkhwa (E&SE Deptt, Finance Deptt and P&D Deptt) and the Development Partners. The purpose of the MoU was to harmonize donor's support to the Elementary & Secondary Education Sector in the province so as to avoid duplication of efforts and ensure effective utilization of funds provided by the donors. Different donors/NGOs had signed MoU with the E&SE Department and ESRU worked out those contracts. Following donors had agreed to provide amount under Education Sector Plan.

Table 8: Development Partners Support to Education Sector

Name of Donor	Duration in years	Amount in FC million)	Amount in PKR (million)
DFID	5	£ 300.00	40,500
EC	3	35.00 Euro	3,850
USAid	3	\$ 102.00	8,364
Dutch	3	\$ 32	2,624
Norwegian	5		3,310
Total			58,648

- ii. The Government of Khyber Pakhtunkhwa, Elementary and Secondary Education Department have prepared the Khyber Pakhtunkhwa **Sector Plan** with the technical and financial support of GTZ to be implemented during the next seven year upto 2015.

This is the first ever comprehensive plan in the history of the country covering almost all areas of school education sub-sector. The plan covers the issues such as reducing regional, socio-economic and gender disparities, access opportunities, quality, infrastructure, training of teachers, risk management and governance. Strategies have been planned accordingly to address these issues with the support of Federal Government and Development Partners. The plan was approved in August 2009 by the Chief Minister Khyber Pakhtunkhwa.

- iii. **Capacity Development Strategy** - Capacity Development Strategy has been prepared and approved by the Department in June 2010. The Strategy would be helpful for capacity development of human and material resources of the Department. The objective of the capacity development strategy is to strengthen the ability of the E&SE Department to implement the Khyber Pakhtunkhwa Education Sector Plan in order to deliver high quality educational services to the children of Khyber Pakhtunkhwa.
- iv. **Promotion of local languages** - The present government is committed to promote the languages spoken in the province. In this respect a high level Committee of Scholars had been constituted to examine the feasibility and demand for introduction of Pashto as a medium of instruction at Primary level and as a compulsory subject at Middle and Secondary level in government schools of the Province. The committee had actively worked on the subject and finalized its recommendations.
- v. **Data of Non-Government schools** - In order to analyze and calculate Gross and net enrolment ratios, retention, completion and participation ratios and out of school going age children in the whole province, the Elementary and Secondary Education department required data relating to Private/Semi-Govt/ Non-Provincial schools. Last time the Private Schools Census was held in 2004. In view of this the Education Management Information System (EMIS) is conducting Private Schools Census 2009-10 along with the Public schools census.
- vi. **Disaster Management Plan** - The Khyber Pakhtunkhwa has witnessed various disasters in shape of earthquake, floods, IDPs crisis etc. Sensing the gravity of the situation Elementary and Secondary Education Department has made a Disaster Management Plan in order to overcome any kind of disaster, natural or otherwise. The Elementary and Secondary Education department is huge department having sufficient man-power with its presence everywhere.

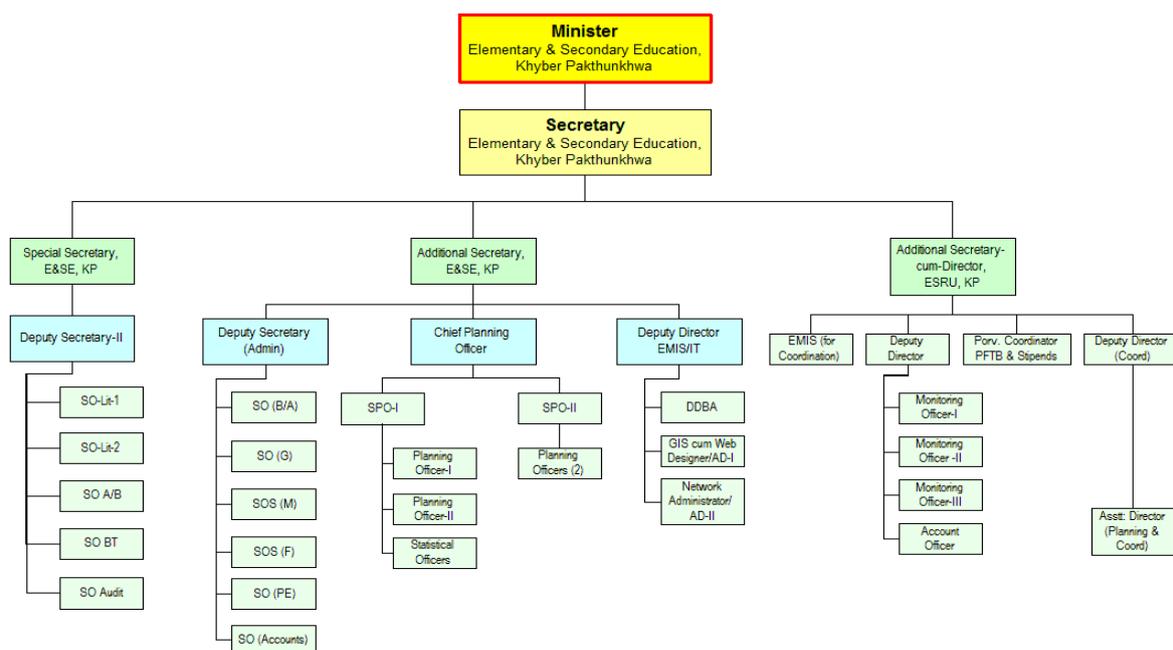
Therefore, if the E&SE Deptt is geared up in the case of any disaster, it is capable of meeting any eventuality affectively as the department has Boys Scout, Girl Guide, teaching and administrative staff all over the province. Under the Plan department will identify the Focal Persons and Focal Point at District level which will work in collaboration with authorities at provincial level in any emergency circumstances. In

the focal point training for teachers on disaster management side and other facilities will be made available to meet any disaster in the district. Training will be imparted on the identified Lead trainer and Master trainers at provincial level and all the 24 districts of Khyber Pakhtunkhwa. Pilot training is being launched in district Mansehra with the technical assistance of GTZ.

- viii. Third Party Validation of Parents Teachers Councils (PTCs) in Govt Schools - The Elementary & Secondary Education Department, Govt of Khyber Pakhtunkhwa has decided to carry out Third Party Validation Audit of PTCs' funds/expenditures and performance in 20% of Govt Primary, Middle and High/higher Secondary Schools in the Khyber Pakhtunkhwa. In this regard, an agreement was signed with a consulting firm i.e. Human Resource Development Centre (HRDC) at Institute of Management Sciences, Peshawar to conduct the audit in all the districts. The study has been conducted and the report is being submitted by the consulting firm. The outcome of the study would be very beneficial for the performance of the PTCs'.

2.2 Education management structure of the province – changes after dissolution of district government system

Education Department was bifurcated in Elementary and Secondary Education (E&SE) and Higher Education. (These names also changed from time to time like E&SE was once called as Schools and Literacy department). Prior to that Directorate of Schools and Literacy was answerable to two Ministers. E&SE and Higher Education are independent departments with their separate Minister and secretary at the top. The E&SE Department has Directorate of E&SE, Directorate of Curriculum and Teacher Education (DCTE) and Provincial Institute for Teacher Education (PITE). Following is the Organization Diagram of the E&SE Department:



After devolution the District Offices were brought under the direct control of District Nazim and District Coordination Officers (DCO). They were answerable to DCO who was the Principal Accounting Officer and who wrote their Annual Performance Reports. But even after the abolition of the District Governments the previous practice still continues.

2.3 Developments vis-à-vis National Education Policy 2009 and National Curriculum 2006

NEP 2009 was developed through a widespread consultative process that involved all provinces and the special geographic areas. Some of its key features include an emphasis on quality education, standards and holistic planning through development of sector plans. It shifts towards an output and outcome focused approach to educational policy and planning and recommends standards for ‘educational inputs, processes and outputs’. It emphasises on equity and views the various parallel systems of education as non-egalitarian and a source of deepening cleavages within society.

The policy, like all previous national policies, was prepared by the Federal Ministry of Education. With the dissolution of the Ministry the NEP has lost its primary custodian and coordinator. This has, in addition to the post 18th Amendment provincial environment, diffused traction of the policy at the provincial level, at least in Balochistan.

Two important sub-sets of national policy on education have been the National Curriculum 2006 and the National Textbooks Policy 2007. The 2006 curriculum was developed by the Ministry of Education and is considered the first curriculum to have clearly identified ‘students learning outcomes’ (SLOs). The National Textbooks Policy 2007 evolved through

an interprovincial consultative process calls for outsourcing of the publishing functions of the provincial textbook boards to the private sector. Balochistan has so far not implemented either of the two documents although the 'Balochistan Action Plan', discussed below, calls for their adoption in the province.

2.4 Role of District Government in education development

The idea behind the Power Devolution Plan 2000 was to empower the public representatives at local level and to deal with the public issues at their door-steps with positive contribution from their representatives. In education sector, the Executive District Officers (Education) were empowered at district level for all educational activities. However, the role of the public representative was still there. The District Nazims, Tehsil and Union Councils' Nazims were given new role under the power devolution plan.

Devolution and decentralization in the context of Education Department has actually been De-concentration (transfer of task/roles and the authority). Though the objective of the devolution was to decentralize, deregulate and delegate powers and to strengthen the actors at the grass root level, but, ironically, it created an alarming dichotomy in terms of strength, powers vis-a vis roles and responsibilities; in the pre-devolution and post- devolution scenario between the Provincial and Local level actors.

As per vision, the system could not perform absolutely. It was found that the impact on performance of the educational activities was not encouraging. The public representatives needed training while handling educational activities and the District staff of Education Department was not aware of their responsibilities in the new system; It was the responsibility of the NRB (National Reconstruction Bureau) to organize awareness campaigns/ workshops for the public servants.

The improvement in the system could not be accumulated due to non awareness, no training and non involvement of the gross root level implementers in the formation of rules, regulations and planning activities. The plan lacks foresightedness and ignores to provide the training/ instructions to manage the increased responsibility. The power from province to district was not devolved in its letter and spirit and the province retained its supremacy. In theory 'Education Department' was fully devolved department. But the powers of appointments up to Basic Pay Scale 12 were taken from the Executive District Officer and were entrusted to the District Coordination Officer (DCO).

By the re-structuring of the District Office in pursuance of decentralization the work load increased and activities were not managed properly.

The system in the current form has certainly not helped in improving accountability or allocating efficiency in any significant way. But this does not mean that it cannot pick-up the system. With the right changes these discomfort can be improved if not completely alleviated.

The involvement of the Provincial Govt. has made the system even more complicated. District Govt. is not fully independent to render its services effectively. For example the ban on transfers & posting by provincial government, no delegation of authority regarding disciplinary action, creation of posts with finance department approval, restricted recruitment authority, intervention of provincial government line departments (by-passing the district.

Government Authority) and no power of District Government for need based creation of posts.

This generates many issues like dependency on provincial govt. for fiscal transfers, non involvement in capital projects, ineffective procurement policies etc. There are many shortcomings in pre planning for introduction of decentralization plan, hence the little improvement. However, some of the District Governments took some initiatives and signed partnership deeds with some NGOs/Organizations in Public Private Partnership for the development of education.

Consequently less positive impact of it in education sector was seen, leading us away from achieving our targets. The plan would have been a success if flaws mentioned in the above para were removed and amendments were made. But still we cannot say that plan is a total failure because certain objectives like increase in enrollment, decrease in dropout have been achieved.

Chapter 3: Education Sector Analysis: Status, Issues, Needs and Priorities

3.1. Overview of Education Sector in KP

3.2 Levels of Education

3.2.1 Early Childhood Education

Early childhood education is the formal teaching and care of young children by people other than their family or in settings outside of the home. 'Early childhood' is usually defined as before the age of normal schooling - five years in most of the countries. In KP the age for admission in school¹¹ is 5 years and the class in which he is admitted is katchi class. As ECE is prior to katchi class so the age for ECE is 3 to 5 years of age.

A child's needs at this period are different from those of older schoolchildren, because early childhood sees the greatest growth and development, when the brain develops most rapidly, almost at its fullest. It is a period when walking, talking, self-esteem, vision of the world and moral foundations are established.

If these fundamental capabilities are not well established from the start, and especially if neurological damage occurs, a child's learning potential could be adversely affected. As such, education in early childhood must have its own specific practices and issues. The concept of basic education calls for the inclusion of early childhood and the key "survival" grades, that is, the first two or three grades of primary education

3.2.1.1 Policy

There was no public policy, commitment and investment in ECE till late 1990s. For the first time National Education Policy (1998-2010) mentioned ECE and called for reintroduction of Katchi/Pre-Primary Class as a formal class in Primary Schools, extending primary education to a six-year programme.

Against this background, for the first time in Pakistan's history, ECE was included as a component in the Education Sector Reforms Programme and funding was provided to the provincial and district governments. ECE was also included in the National Plan of Action of Education for All. Pakistan is committed to the Dakar Framework of Action, the first goal of which is to expand and improve comprehensive ECE for all children, especially for the most vulnerable and disadvantaged'. NEP 2009 identified 3 areas to improve provision of ECE across the country: (i) wider participation; (ii) better quality; and (iii) improved governance.

In the National Education Policy 2009 it has been mentioned that historically, however, ECE has not been formally recognized by the public sector in Pakistan. The traditional 'katchi' class in some public sector schools has predominantly remained a familiarization stage towards formal schooling for un-admitted, young students. A limited part of the Grade I National Curriculum is taught to this group.

Progress has been achieved over the last few years, but further action is required in three areas to improve provision of ECE across the country in the three areas identified in the NEP.

¹¹ Education Code 1935

Policy Actions mentioned to achieve the objective:

1. Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.
2. ECE age group shall be recognised as comprising 3 to 5 years. At least one year pre-primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.
3. Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.
4. For ECE teachers, a two-year specialised training in dealing with young children shall be a necessary requirement.
5. This training shall be on the basis of ECE revised National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas.

Provincial Policy about ECE in KP:

Historically Kachi class is a recognized class in Khyber Pakhtunkhwa Province since Independence not as ECE but a part of Primary Education because the age of admission in Kachi class is 5 years. Thus class one comprises of two years (one year in Katchi and one year in class 1). Four subjects are taught to them i.e. Urdu 'Qaida', Pushto 'Qaida', Arithmetic upto 10 digits and English (the name of the book is 'My ABC'. Besides, there is a class of un-admitted students which exists in almost every public sector primary school. These children usually come to school along with their siblings. The parents send them to schools to familiarizing them with school environment. There are no planned efforts to educate them as per the curriculum devised for them by the Curriculum Wing in the Ministry of Education. The Department of E&SE is now seriously thinking to formalize the class of unadmitted and if needed the Elementary Education Foundation which has the mandate of Non-Formal Education will be involved in it.

As far as ECE is concerned, the Government of KP Province has drawn a plan for promotion of ECE in the province. A phased programme has been designed which is as follows:

Phase I

- a. Piloting in two male circles and two female circles of selected Rural / Urban Schools in the districts with high drop out rates i.e. Nowshera & Peshawar.
- b. A piloting plan will be developed for the purpose by Directorate of E&SE.
- c. Early childhood education class (un-admitted children) of age 3 to 5 be introduced.
- d. Admission age be retained as 4 years for kachi class.
- e. At present there is no teacher for un-admitted students in our public schools. Teacher(s) for such children should be provided according to the number of children in every public school with a ratio of 1 teacher for 30 children.
- f. Base-line study will be carried out before commencement of program and an impact study of the pilot phase will be carried out at the end of 1st academic year.

- g. At the end of each academic year a designated evaluation committee must confirm the learning achievements of katchi students/teacher classroom teaching performance.

Phase II

Phase-II will be built on the experience gained through pilot phase and comprehensive policy will be developed for the early childhood education.

- a. The teachers should be provided two weeks professional in-service training with two follow-up training programs for katchi & ECE class in phases by Directorate of Curriculum and Teacher Education.
- b. Proper house job type activity be carried out during the refresher in-service teacher training.
- c. Objectives of the instructional work be displayed in the class.
- d. Available financial resources should be utilized for the purchase of low cost teaching material as per requirement of the learning activities/class.
- e. Based on text book contents knowledge necessary classroom common used items such as colored pencils, drawing sheets, erasers, scissors etc be provided through PTC funds.
- f. Involvement of students in the process of active learning based on concrete items.
- g. Individual assessment report of student of katchi class be properly maintained.
- h. Harsh treatment with the students should be completely discarded.
- i. Classes should be decorated with colored charts, pictures, models & sceneries etc. to make environment attractive for the children.
- j. Provision of supplementary reading materials (pictorial books etc.) be ensured.
- k. Availability of free text books be ensured.
- l. All the students attaining the age of 4 years and above be admitted in katchi class.
- m. Proper monitoring & evaluation system through mentors & ADOs circles will be introduced.
- n. Availability of basic facilities viz pure drinking water, electricity, desks and benches, toilets etc be ensured in all the schools.
- o. Well equipped separate classrooms for Katchi & ECE classes be provided.
- p. ADO circle must maintain a comprehensive record relating to academic achievements of katchi & ECE class students as per utilization of monitoring skills and tools.
- q. Reward and punishment policy be implemented in true spirit with special reference to Katchi & ECE class.
- r. Emphasis should be on the community awareness with special reference to admission in Katchi & ECE class.
- s. A subject on ECE/ Katchi be included in Diploma in Education program in the teacher training institutes.
- t. In the PTC guideline a clause to this effect be inserted.

3.2.1.2 Status:

3.2.1.2.1 Access: Number of Institutions, Enrolments, Teachers, GER, NER

The above cited plan is yet to be implemented. Pre-primary education is the most neglected section in province. In almost all public primary schools have the class of 'un-admitted' students. No record is maintained of their presence or otherwise in the school. No special curriculum exists for them. No special attention is paid by the teachers. No special teacher is assigned for them. They just come and go by their own. In the year, 2009-10 the number of un-admitted students was 232,920, out of which 158,623 were boys and 74,297 were girls. Whereas, the number of un-admitted students in the year 2010-11 are 253,449 children going to schools as un-admitted. Amongst them 168,200 are boys and 85,249 are girls showing an overall increase of 8.8% which is quite encouraging. If we want to increase this ratio we have to give proper attention i.e. separate teacher and accommodation for them.

3.3 Primary Education

3.3.1 Policy

The Dakar Framework for Action on Education For All (EFA) adopted in April 2000, the Millennium Development Goals (MDGs), Poverty Reduction Strategy Paper of the Government of Pakistan and the Provincial Reforms Programme (PRP) of the Government of Khyber Pakhtunkhwa define the policy framework for education in Khyber Pakhtunkhwa, the objectives of which include:

- Achieve universal primary education by 2015 (MDG) through ensuring that all boys and girls complete a full course of primary education;
- Promote gender equality and empower women (MDG) through elimination of gender disparity in primary education preferably by 2010, and in secondary and higher levels by 2015 or as soon thereafter as practically possible;
- Achievement of quality basic education for all by 2015 (EFA goal);
- Achieve 50% improvement in the levels of adult literacy, especially for women by 2015 (EFA goal);
- Study possibility of introducing government-financed private school subsidizing for areas with low female enrolments;
- Prepare plan for transition from multi-grade teaching wherever feasible; and
- Reduce rural and urban disparities in education.

A combination of the following strategies can achieve the above objectives:

Education For All (EFA) plan to be adopted and implemented at provincial and district levels.

Introduce and institutionalize formal Early Childhood Education (ECE) at primary school level.

Declare primary education for all children (boys and girls) as compulsory and free through legal mandate

Involve communities in education to increase access, reduce drop-outs, improve and run school facilities - 'Partnership in education is partnership for development'

Provide further incentives to increase access and participation of girls in main stream education through free textbooks, stipends for girls at secondary level, voucher scheme,

scholarships, hostel facilities for female teachers etc. and facilitating female teachers transportation to and from school;

Develop diverse district strategies to promote overall enrolments and enhancement of girls' participation in particular rural areas and increase opportunities for girls at middle school level

Strengthening teacher training institutions for quality training and linking training with promotion.

Develop linkages between all levels of education and curriculum.

Improve examination system with re-introduction of uniform centralized examination system at 8th and 5th class levels.

Improve school-level monitoring with the help of PTCs.

Separate teaching and management cadres in Elementary and Secondary sector.

Rationalization at all levels i.e. primary, middle, high and higher secondary. Children not only complete primary education but also continue education up to secondary level.

Development & implementation of Spatial Decision Support System (SDSS) i.e. Web-based GIS enabled system for Planners/Researchers/Donors both at provincial and district level.

Use of Educational Management Information System (EMIS) data in education planning.

Development of Financial Management Information System (FMIS).

With these efforts every child in Khyber Pakhtunkhwa will be provided free and fair access to good quality education with equal opportunities for all to prosper, excel and discover the full potential of their talents and wisdom with dignity and dedication for the betterment of society.

Recommendations of the Khyber Pakhtunkhwa Education Commission

The funds spent upon the construction of large buildings for colleges and schools should have a better return through increased utilization. This can be achieved in the following ways:

- In cities where the educational standard is falling due to the pressure of new admissions, a second shift should be started with the number of students per class limited to 40. The first group of 40 students should be taught in the morning shift while the rest should attend the second shift. All those students who are unable to get education because they are working and earning income for their families may be placed in the second shift. In the same govt., buildings these students should receive free education. At the same time they should be taught work skills and rules of good health care.
- For those schools in rural areas where the number of students is small in comparison with the space of the school, arrangement for the accommodation of female teachers may be made in the unused rooms.
- Promote Literacy for All with specific focus on adolescents and adult literacy using the facilities in the late afternoon and evenings or when the buildings are otherwise vacant.
- In cities and rural areas where children are unable to seek admission to public and private schools the children may be accommodated in mosque schools of the Mohallah.

Incentives for Female Teachers

In order to encourage female teachers to work in difficult areas, the Government intends to provide special incentives to female teachers in those areas. It also intends to build cluster hostels for female teachers where there is no alternative

3.3.2 Status

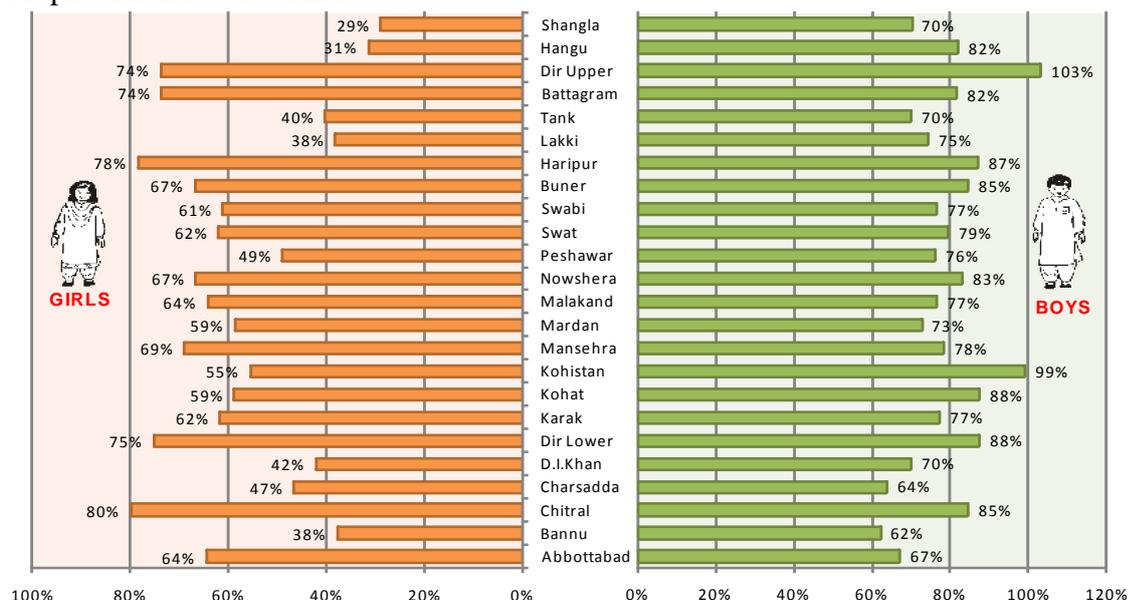
There were 24,719 primary educational institutions of in Khyber Pakhtunkhwa in 2009-10. 22,398 (90.6%) were provincial government institutions, 2321(9%) non-provincial government institutions (including private sector). Current enrolments demonstrate the main provider of education is still the public education system and thereby considerable responsibility rests on government shoulders to carry forward the mission of providing education for all. In 2009-10, 1.853 million children of primary level were enrolled in public sector schools, and 0.993 million children in private sector schools.

The overall Apparent Intake Rate of Age 5+ is 84% in 2010-11 and will have to be boosted over the next few years to enroll the approximately 284,334 children aged 5+ who are currently not entering the Kachi class, and up to 269,537 children annually who will join the 5-year-old age group by 2015. The outlet from primary school is another concern. The age of entry to middle school, 11+, is one which in many countries is seen as part of primary school, and is much too young for children to be leaving school. However, the capacity for absorbing increased transition from primary to middle classes is inadequate. There are only 1,642 female and 2,957 male middle & secondary schools, compared with the 7,838 girls' primary schools and 14,770 male (*ESP E&SED 2009-10*).

Issues

The primary education sub-sector has traditionally been the main target of government efforts in its pursuit of UPE. However, there are serious societal and cultural issues that form parental opinions about school and schooling, some of which cause an unwillingness of many families to send all their children to school. These underlying factors need to be identified and addressed in policy. Problems contributing to low enrolment are not confined to low resource supply but are coupled with high population growth (roughly 2.63% annually), so education planners also need to take into consideration the following hard realities which rarely figure in government plans.

Graph: District wise GER



The components of this harsh reality include:

- lack of overall community interest in education;
- no compensation for the opportunity costs to poor families and lack of ownership by community and district governments of educational programmes;
- lack of teacher commitment and non-availability of qualified teachers especially in rural areas;
- problems of female mobility;
- weak coordination with private and religious sectors hindering a joint strategy to address the problem of education;
- lack of capacity at all levels;
- education programmes/strategies totally supply-side driven and based on ambitious plans and unrealistic assumptions;
- lack of support for education from community and dearth of home grown ideas and initiatives; and
- political interference.

An effective way to address the present problems is to base strategies on localized approaches rather than centralized strategies which render few results. The multifaceted plans and strategies are predominantly based on supply driven approaches taking into account resources and how best to utilize funds rather than how best to address issues and resolve problems. As a result, substantive investments without realizing targeted objectives as plans and strategies are not suited to the practical requirements of the situation.

Education indicators of girls (public-private sector combined GER of 72% (Age 5-9) and 58% (Age 5-10) in Khyber Pakhtunkhwa have traditionally been low compared to boys (public-private sector combined GER of 97% (Age 5-9) and 77% (Age 5-10)). Substantial efforts, however, over the last few years have been made to increase girls' enrolments through various incentives and schemes. Girls' education has been a declared policy initiative of the government which has yielded positive results, although with much still remaining to

be done. At the same time, the effects of such policy on stagnating boys' enrolments needs to be carefully examined and remedial measures introduced without delay.

The low female enrolment in private sector institutions, 69% for boys and 31% for girls, is also a concern. This clearly indicates a need for an in-depth analysis into this phenomenon as households with reasonable incomes are not sending their girls to private schools. Hence, the low female enrolment rates suggest there are very strong societal attitudes and forces at work depriving girls' opportunities and participation in education. Very committed and focused interventions will be required over the medium and long terms to overcome this apparent negative societal attitude.

Table 9: Total Monthly Income by Quartile

	Total	1st	2nd	3rd	4th	5th
Average monthly income (KP)	14043.5	9011.56	10409.38	11595.61	15265.59	22006.71
Total	100	100	100	100	100	100
Wages and Salaries	32.59	44.49	37.69	33.54	26.73	31.05
Crop Production	7.97	9.53	13.25	8.84	6.59	5.68
Livestock	7.11	9.76	6.9	8.43	11.06	2.86
Other non Agricultural Activities	15.69	11.45	12.78	15.94	15.98	17.71
Property (Owner Occupied Houses Excluded)	4.52	0.57	1.56	1.67	3.65	9.14
Owner Occupied Houses	6.65	3.75	5.04	6.26	6.67	8.33
Social Insurance Benefits Including Pension	1.96	1.5	1.53	1.21	2.37	2.4
Gift Assistance	2.85	3.49	2.25	2.95	2.95	2.83
Foreign Remittances	10.48	9.64	9.95	8.77	13.62	9.6
Domestic Remittances	8.55	4.78	7.13	10.18	8.96	8.91
Other Sources	1.64	1.03	1.93	2.22	1.43	1.49

HIES 2007-08

The government, through innovation and change in its policy and strategy, will overcome the issue of access and disparities across districts, some contiguous with similar socio economic conditions. Stagnating enrolments over the course of the last few years in general suggest diverse and district/area specific strategies need to be adopted to overcome this problem. Furthermore, policy makers still seem shy to tap the huge influence potential that exists within the non-formal religious sector namely, Deeni Madaris and clergy, to address the problem of access especially for females. The considerable influence exerted by religious

leaders at all levels of the community in the sphere of education has always been neglected. The religious leaders are significant moulders of public opinion and need to be properly cultivated within an arrangement of mutual cooperation, trust and respect.

Unless this large and well-established community of religious leaders and opinion makers are taken into confidence and brought within the loop of regular government policy interventions, the road to UPE will continue to fall short of meaningfully achievable objectives and targets.

The goal is universal primary education (UPE) by 2015. Khyber Pakhtunkhwa considers primary education to include the early-childhood year, Katchi, so that the primary cycle consists of six years, ages 5+ to 10+. The 5-10 year age group population in Khyber Pakhtunkhwa in 2010-11 was 5.54 million. Projections of demographic data based on the 1998 census indicate an increase of a further 0.88 million children between the periods 2010-11 to 2015-16, when the total 5-10 age year population will reach 6.41 million. (source: Education Sector Plan)

UPE would involve an increase in enrolment from the present 3.77 million to 5.55 million by 2015-16, a total increase of about 1.61 million. About half that increase would come from increasing entry to Katchi class; the other half would come from keeping children in school instead of dropping out before the end of the cycle. For the increase to happen, all sectors – public, community schools, private and Deeni Madaris – will have to play an increasing role in enrolling primary students, and keeping them in school.

Equally important, schools must find measures to reduce drop-outs so that those who enter will stay to complete the 6-year primary cycle. The high drop-out rate of 365 per every 1000 students coupled with a high repetition rate of 7.85% lead to ‘years per graduate’ rate of 6.41 at primary level instead of six. Schools must expand to cater for the numbers of additional children who would need to stay in school to meet the target of UPE by 2015-16. At present dropout rates, the difference between the numbers of children who would be enrolled in government schools at present if there had been no dropout and the actual enrolled, is of the order of 1 million. The gap to be filled is somewhat less than that, because the number of children who repeat classes in primary school can be reduced by about 100,000; however, the scale of the increased capacity needed to cope with reducing dropout is clear.

Education indicators of girls (public-private sector combined GER of 72% (Age 5-9) and 58% (Age 5-10) in Khyber Pakhtunkhwa have traditionally been low compared to boys (public-private sector combined GER of 97% (Age 5-9) and 77% (Age 5-10). Substantial efforts, however, over the last few years have been made to increase girls’ enrolments through various incentives and schemes. Girls’ education has been a declared policy initiative of the government which has yielded positive results, although with much still remaining to be done. At the same time, the effects of such policy on stagnating boys’ enrolments needs to be carefully examined and remedial measures introduced without delay.

3.3.2.1 Access: Number of Institutions, Enrolments, Teachers, GER, NER

The table 3 at Annexure shows the number of institutions, students and Teachers (Public/Private, Girls/Boys, Urban/Rural) at primary level in Khyber Pakhtunkhwa.

The following tables show GER (gender wise) at primary level in all types of institutions.

Table 10: Gross enrollment ratio at primary level (%)

	Male	Female	Overall
Government	68%	57%	63%
Non-Government	26%	15%	21%
Deeni Madaris	3%	1%	2%
Out of Schools/Unknown	3%	28%	15%
Overall GER	97%	72%	85%

Source EMIS E&SED

3.3.2.2 Quality: School Environment, Completion rates, Teachers Qualification & Training, Curriculum, Learning achievements, etc.

The¹² quality of education provided in the public school system is very low with little focus on actual learning achievement of children or assessment of core competencies of teachers. The government is aware of the grave situation it faces with the challenges of access on the one hand and deteriorating quality of education in public school on the other. There is a visible shift in the government policy regarding allocation of resources for improvement in learning environment at primary, middle and secondary school levels. Quality education not only imparts knowledge and skills, but also results in enhancing human capital in the province.

One common feature of education in the Province of great importance is the quality challenges tend to be most acute for schools that serve the most disadvantaged communities and children. In other words, those children who have to struggle most to get access are also most at risk of “accessing” an education of inferior quality. The Government is increasingly giving attention to quality, in recognition that poor quality (in the widest sense) is probably now the key cause of non- completion and unsatisfactory learning outcomes.

Quality Challenges

- Teacher quality
 - Poor quality of teaching, especially in poor, rural and ethnic minority areas (linking to teachers’ skills and qualifications) .
 - Overly academic teacher education/ ineffective training methods.
 - Inadequate support and supervision for teachers.
- Teacher availability, attendance and contact time
 - Lack of qualified teachers in remote and ethnic minority areas.

¹² KP-Education Sector Plan 2008

- Lack of women teachers in rural areas (e.g. to act as role models and support for girls).
- Poor teacher attendance (linked to low teacher salaries and motivation).
- Inadequate contact time (i.e. the time spent in class on teaching and learning).
- Methodology, curriculum and assessment
 - Persistence of rote learning.
 - Weak and narrow pupil assessment systems.
 - Limited skills in literacy teaching (in any language).
- School “ethos”
 - Harsh discipline and physical punishment in schools can deter students, especially the less able and girls
 - Discriminatory attitudes in society reproduced in the classroom, e.g. low expectations of girls
 - Stereotyping of girls or ethnic groups in text books and materials (e.g. gender stereotypes noted in textbooks)
- Resources and materials for learning
 - Current funding mechanisms tend to favour urban schools over isolated rural schools and teaching points
 - Lack of basic resources in poor, rural schools
 - Lack of learning materials to support the new curriculum
- School management and community participation
 - Traditionally, a lack of community participation in schools
 - Top- down management systems and poor school management
 - Lack of support and training for head teachers
 - Little or no training and support for PTCs.
- Infrastructure and facilities
 - Insufficient number of classrooms leading to overcrowding or need to “double shift”.
 - Poor physical infrastructure/ environment for learning
 - Inadequate water and sanitation facilities in many schools especially for girls
 - Lack of security and boundary walls.

3.3.2.3 Role of Private Sector

Private sector is playing a very important role in education. ¹³There are 2321 Non-Govt. Schools in Khyber Pakhtunkhwa at primary level, out of which 134 are Boys Schools, 177 are Girls and 2010 are Co-Education Schools. In primary sub-sector it is providing education to 21% of the students. It is helping the Government in providing access and quality education. There are every category of schools some of them are very good but costly and some of them are moderate or not of very good quality. Teachers in good schools are well qualified where the majority of teachers in other schools are untrained. But the people prefer private schools and think that they are providing quality education as compared to public sector schools.

Majority of our people live in rural areas (83.4%) but the good schools are situated in urban area. Mainly because the schools are run on commercial basis and the general public particularly rural based cannot afford their heavy fees.

¹³ EMIS E&SED

Inequalities and Disparities in Primary Education

The inequalities and disparities in primary education sub-sector are found in urban-rural and in boys-girls cases. Some of the private schools which are symbol of quality education like 'City School', 'Beacon House' are not working in rural areas. Teachers particularly female teachers avoid to go to rural area especially far flung school where they face transportation and accommodation problems.

The numbers of girls' schools are nearly half (14,904 for boys and 8,015 for girls) of the boys' schools thus refusing access to majority of girls in the rural areas. The past five years trend in increase in number of primary schools is 1.3% for boys and 2.6% for girls. Some of them do go to the adjacent villages but majority of them are not allowed by their parents to travel even one or two kilo meters. Moreover, those who join schools also dropout when reach puberty and their parents do not allow them to travel.

3.4 Middle Level Education

3.4.1 Policy

NEP 2009 enjoins the continuation and retention of students at Elementary level since there are substantial drop-outs. The Policy focuses attention on two large and critical problems facing the sector: (i) low participation and narrow base of the sector, and (ii) weak quality of provision. Despite some progress in recent years, access rates remain low. Of those who succeed in completing Grade V, there is a further loss to the system through those not making the transition to the middle and secondary level. NEP 2009 envisaged that all children, boys and girls, shall be brought inside school by the year 2015 and they must complete compulsory secondary level of education. Official age for primary education shall be 6 to 10 years. The Education Department in KP has always followed the National Policy and trends. The official age group for next levels of education shall also change accordingly. Government shall make efforts to provide the necessary financial resources to achieve the EFA goals. NEP 2009 further elaborates that wherever feasible, primary schools shall be upgraded to middle level. International Development Partners shall be invited through a well-developed plan for expanding school facilities. High priority shall be paid to reducing the drop-out rates. An important element of this effort should be to provide financial and food support to children who drop out because of poverty. Food based incentives shall be introduced to increase enrolment and improve retention and completion rates especially for girls. The Government of KP has a policy to follow National Education Policy but due to the financial resource constraint it still follows the old pattern.

3.4.2 Status:

Though in National Education Policy middle schools and middle portion of high schools are the parts of elementary education but practically primary and middle schools exist independently and have not been taken as one unit. There are 4504 (1680 Male (37%), 1043 Female (23%)) and 1781 co-education (39%) Middle Schools in Khyber Pakhtunkhwa.

Out of the total Government Middle 765 schools (271 Girls' schools) are without Electricity, 336 schools (64 Girls' schools) are without Latrine, 544 schools (72 Girls' schools) are without Boundary Wall and 645 schools (210 Girls' schools) are without proper Water Supply.

3.4.2.1 Access: Number of Institutions, Enrolments, Teachers, GER, NER

Tables 4 at Annexure shows institutions in the public sector of middle level, students studying in these institutions, teachers working over there and Gross Enrolment Ratio of students in Khyber Pakhtunkhwa.

3.4.2.2 Role of Private Sector

Private¹⁴ sector is playing a very important role in education. There are 1978 Non-Govt. Middle schools in Khyber Pakhtunkhwa, out of which 148 are Boys Schools, 49 are Girls and 1781 are Co-Education Schools. By location 524 are in urban area whereas 1453 are in rural area. There are every category of schools some of them are very good but costly and some of them are not so good. Good schools which are mostly in urban area are well qualified where the majority of teachers in other schools are untrained.

Majority of our people live in rural areas but the good private schools are situated in urban area. Mainly because the schools are run on commercial basis and the general public living in rural area cannot afford their heavy fees.

3.4.2.3 Inequalities and Disparities in Middle Education

The inequalities and disparities in middle level education sub-sector are found in urban-rural and in boys-girls cases. Some of the private schools which are symbol of quality education are not working in rural areas. Teachers particularly female teachers avoid to go to rural area especially far flung school where they face difficulties.

The number of girls' schools is nearly half (1532 are male schools whereas female schools are 994) of the boys' schools thus refusing access to majority of girls in the rural areas. The past five years trend in increase in number of middle schools is 3.8% for boys and 9.4% for girls. The distance between middle and its feeding school is usually greater and it is very difficult for girls to travel or go on foot to these schools causing high dropout.

3.5 Secondary Education

3.5.1 Policy

The Constitution of Pakistan sets out an egalitarian view of education based on values responding to the requirements of economic growth. Article 38 (d) speaks of instilling moral values and of providing education to all citizens irrespective of gender, caste, creed, or race. Article 37(b) explicitly states that the State of Pakistan shall endeavour "to remove illiteracy and provide free and compulsory secondary education within minimum possible period". Article 34 requires that "steps shall be taken to ensure full participation of women in all the spheres of national life". It is in this perspective that Pakistan has made a commitment to achieve six Dakar EFA Goals within the specified target dates.

In contrast to this vision for education, there has been little commitment to achieve the ambitions of a National Educational Policy. Governance and management of education have

¹⁴ (Source: EMIS E&SED 2009-10)

fallen short of the commitments. As a consequence, Pakistan's education system, is far from being a cohesive national system, is afflicted with fissures that have created parallel systems of education and has performed poorly on the criteria of access, equity and quality.

As the National 'Vision 2030' describes it, the reality on the ground is "the divide between the prevalent school structure and differences in levels of infrastructure and facilities, media of instruction, emolument of teachers, and even examination systems between public and private sectors. The rich send their children to private run English medium schools which offer foreign curricula and examination systems; the public schools enroll those who are too poor to do so. This divide can be further categorised across low cost private schools and the elite schools. There is another divide between the curriculum that is offered to the children enrolled in Deeni Madaris and the curriculum in the rest of the public and private establishments.

An education system cannot remain in isolation of the challenges and opportunities provided by globalization. These are in the field of business and commerce, technology, cultural values, identity and many more. Unfortunately a comprehensive national analysis and debate on the potential impact and possible benefits of globalization has been a major deficit.

A Reaffirmation of Educational Vision

Recognising the commitment gap, a first priority is a reaffirmation of the fundamental vision of education. The goals and targets, and the financial and human resources required to achieve them follow closely from the commitment to a clearly articulated vision. There are solid reasons for the reaffirmation. New research provides convincing evidence of education's contribution to both economic and social development, which can be achieved simultaneously because the processes of economic growth and social development are interlinked. There are close links between equity in educational opportunities and equitable income distribution and income growth. If the education system is constructed on a divisive basis the divisions it creates can endanger long run economic growth as well as stability of society. An unjust society creates an unstable society and an unstable society cannot sustain stable long term growth.

The contribution of education to economic growth of societies is well established. A long history of research has confirmed that each year of schooling contributes 0.58% to the rate of economic growth⁷. The evidence is not just for the developed economies of the world but, importantly to the point, for the developing nations as well.

This new research highlights the possibilities of both a vicious and a virtuous circle operating from equity of educational opportunities to equity of income distribution, and from social cohesion to economic growth. An affirmation of commitment to Pakistan's egalitarian education vision in the service of all citizens and as a driver of economic and social development can help to produce a virtuous circle of high levels of human and social capital leading to equitable economic growth and social advancement. The education sector policies have to be reoriented if they are not to fall in the vicious circle trap.

The reaffirmation of educational vision requires a change of mindset that would permit development of goals, policies and programmes in support of the vision. The Planning

Commission's 'Vision 2030' also argues for such change of the mindset, which commits to a new set of societal goals. The Ministry of Education adopted following vision:

“Our education system must provide quality education to our children and youth to enable them to realize their individual potential and contribute to development of society and nation, creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”

Aims & Objectives for the vision 2030:

- To revitalize the existing education system with a view to cater to social, political and spiritual needs of individuals and society.
- To play a fundamental role in the preservation of the ideals, which lead to the creation of Pakistan and strengthen the concept of the basic ideology within the Islamic ethos enshrined in the 1973 Constitution of Islamic Republic of Pakistan.
- To create a sense of unity and nationhood and promote the desire to create welfare To promote national cohesion by respecting each others faith and religion and cultural and ethnic diversity.
- To promote social and cultural harmony through the conscious use of the educational process.
- To provide and ensure equal educational opportunities to all the citizens of Pakistan and to provide minorities with adequate facilities for their cultural and religious development, enabling them to participate effectively in the overall national effort.
- To develop a self reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen.
- To aim at nurturing the total personality of the individual, dynamic, creative and capable of facing the truth as it emerges from the objective study of reality.
- To raise individuals committed to democratic and moral values, aware of fundamental human rights, open to new ideas, having a sense of personal responsibility and participation in the productive activities in the society for the common good.
- To revive confidence in public sector education system by raising the quality of education provided in government owned institutions through setting standards for educational inputs, processes and outputs and institutionalizing the process of monitoring and evaluation from the lowest to the highest levels.
- To improve service delivery through political commitment and strengthening education governance and management.
- To develop a whole of sector view through development of a policy and planning process that captures the linkages across various sub sectors of the education system.
- To enable Pakistan to fulfill its commitments to achieve Dakar Framework of Action EFA Goals and Millennium Development Goals relating to education.
- To widen access to education for all and to improve the quality of education, particularly in its dimension of being relevant to the needs of the economy.
- To equalize access to education through provision of special facilities for girls and boys alike, under-privileged/marginalized groups and handicapped children and adults.
- To eradicate illiteracy within the shortest possible time through universalizing of quality elementary education coupled with institutionalized adult literacy programmes.

- To enable an individual to earn honestly his/her livelihood through skills that contribute to the national economy and enables them to make informed choices in life.
- To lay emphasis on diversification from general to tertiary education so as to transform the education system from supply-oriented to demand-oriented and preparing the students for the world of work.
- To encourage research in higher education institutions that will contribute to accelerated economic growth of the country.
- To organize a national process for educational development that will reduce disparities across provinces and areas and support coordination and sharing of experiences.

Mobilizing Resources for Education

Reforms and priorities will need to be planned in detail at various levels of government, including the cost requirements. Even in the absence of such detailed estimates it is easy to see that the required resources will exceed by considerable margin from the present 2.7% of GDP.

The need for a higher level of allocation comes from the fact that both the volume and the quality of provision have to be improved simultaneously. In addition, Pakistan starts from a smaller base level of resource commitment, as is evident from a comparison with other developing nations. As the report 'Vision 2030' puts it forthrightly, "We cannot spend 2.7 per cent of GDP on education and expect to become a vibrant knowledge economy".

Policy Actions

- a. The Governments shall commit to allocating 7% of GDP to education by 2015 and necessary enactment shall be made for this purpose. Formula for proportional allocation (out of available funds) to different sub-sectors of education shall be evolved by the provincial/ area governments.
- b. Governments shall explore ways to increase the contribution of the private sector, which at present contributes only 16 per cent of the total educational resources.
- c. For promoting Public-Private-Partnership in the education sector, particularly in the case of disadvantaged children, a percentage of the education budget as grant in aid (to be decided by each Province) shall be allocated to philanthropic, non-profit educational institutions.
- d. A system of checks and balances for the private sector shall be formed to oversee the issues of fees, school standards, pays of teachers, conduct and hygiene etc.
- e. Total resources for education shall be further augmented by developing strategies for inviting and absorbing international contributions. The Federal and Provincial/Area Governments shall develop consensus on needs and priorities with a focus on lagging behind provinces and areas, for foreign assistance in education through development of comprehensive sector plans by provincial/area governments.
- f. A system for donor harmonization and improved coordination between development partners and government agencies shall be developed

- g. The cost estimates for serving as the basis for educational allocation shall be to adopt more comprehensive definition of the concept of “free” education. The term shall include all education related costs including expenditure on stationery, school bags, transport and meals, which are, in general, not covered at present, and shall be applied as a basis of allocating funds on a needs basis for poor children.
- h. Governments and educational institutions shall strengthen planning and implementation capacity to improve utilisation of resources.
- i. The Government of KP is determined to provide opportunities to provide free and compulsory education to children up to the age of 16. In this connection certain steps have been taken like giving free textbooks to all students from Katchi to 10th classes. Moreover, legislation is under process to force the people to send their children to school.

3.5.2 Status:

3.5.2.1 Access: Number of Institutions, Enrolments, Teachers, GER, NER

There are 3785 Secondary schools (3161 high schools and 624 higher secondary schools) in Khyber Pakhtunkhwa. Out of 3161, 1983 are in public sector while 1802 are in private sector. In Gender-wise break up 1673 go to male (44.2%) while 699 (18.47%) go to female whereas 1190 are co-education schools. Location-wise 951 are in urban and 2814 are in rural.

Out of the total Government Secondary (Middle, High, Higher Secondary) Schools, 688 Male (23%) and 314 Female (19%) Schools are without Electricity, 396 Male (13%) and 78 Female (5%) Schools are without Latrine, 754 Male (25%) and 85 Female (5%) Schools are without Boundary Wall and 636 Male (21%) and 253 Female (15%) Schools are without proper Water Supply.

Tables 5 &6 showing details of High schools (Public/private, male/female, urban/rural) of Khyber Pakhtunkhwa.

3.5.2.2 Role of Private Sector

Private sector is playing a very important role in education. There are 675 Non-Govt. High and Higher secondary Schools in Khyber Pakhtunkhwa, out of which 473 are Boys Schools, 202 are Girls and 1190 are Co-Education Schools. In secondary education sub-sector it is providing education to 15% of the students. It is helping the Government in providing access and quality education. There are every category of schools some of them are very good but costly and some of them are not so good. Teachers in good schools are well qualified where the majority of teachers in other schools are untrained. But the people prefer private schools and think that they are providing quality education.

Majority of our people (83.6%) live in rural areas but the good schools are situated in urban area. Mainly because the schools are run on commercial basis and the general public living in rural area cannot afford their heavy fees.

3.5.2.3 Inequalities and Disparities in Secondary Education

The inequalities and disparities in High and higher level education sub-sectors are found in urban-rural and in boys-girls cases. Some of the private schools which are symbol of quality

education are not working in rural areas. Teachers particularly female teachers avoid to go to rural area especially far flung school where they face difficulties.

The number of girls' schools is nearly one third (64% and 36%) of the boys' schools thus refusing access to majority of girls in the rural areas. The past five years trend in increase in number of high schools is 13.9% for boys and 77.5% for girls. The distance between High/Higher Secondary School and its feeding schools is usually greater and it is very difficult for girls to travel or go on foot to these schools causing high dropout.

3.6 College/Tertiary Education

3.6.1 Policy

Higher Education is the capital investment aimed at producing knowledge workers for knowledge societies leading to knowledge economies. NEP 2009 aims at getting maximum number of students enrolled in colleges and universities. Highly qualified human resource through higher education trampoline economic growth and development.

The Higher Education, Archives & Libraries Department has identified governance as one of the major debilitated factor. The posting and transfer of the college teaching and non-teaching staff is made on the political pressure and ultimately the worst sufferers are the students, teachers and communities. At times, a professional with a specialization in a particular subject is posted in a college where no student has taken up that subject. Contrary to this, there are colleges with students in that particular subject and the professor has got himself transferred to a place of his/her own choice.

The initial recruitment of Lecturers in colleges is made on the basis of demand from a particular place but after appointment, the incumbents use political influence to get transferred to their favorite destinations. There is no scientific mechanism for monitoring in Higher Education, Archives & Libraries Department. School Education works under Executive District Officer Education who monitors their work. In case of Higher Education, Archives & Libraries Department, this intervention is missing. Without proper monitoring, it is exceedingly difficult to conduct performance evaluation of the teaching professionals.

The examination of students in degree colleges and post-graduate colleges is conducted by different Universities. The Universities are financed by the Higher Education Commission (HEC) and are autonomous.

The Higher Education, Archives & Libraries Department has no control over them. Due to institutional gap and symmetrical information flow, Higher Education, Archives & Libraries Department is debilitated to have easy access and control on the data with different Universities. HED has Management Information System (CMIS) in place whereas other departments of KP government have their Management Information System (MIS). MIS in different departments makes it easier to make informed decision making and carryout performance evaluation. KP has a separate Higher Education, Archives & Libraries Department headed by a Provincial Secretary to the Government of the KP.

The following Table 3.16 indicates the allocation for developmental work in the last 10 years for Higher Education. **ADPs 2000-2010**¹⁵

Table 11: Higher Education allocation and utilization

Rs. In millions

¹⁵ KP-Planning & Development Department ADPs

S. No.	Financial Years	Allocations	Utilization
1	2000 – 01	17.619	17.600
2	2001 – 02	29.030	19.303
3	2002 – 03	259.675	215.686
4	2003 – 04	510.703	361.108
5	2004 – 05	603.379	584.000
6	2005 – 06	785.000	785.000
7	2006 – 07	918.000	1023.000
8	2007- 08	1317.548	1113.467
9	2008-09	1348.646	1241.302
10	2009-10	1484.391	1484.391
11	2010-11	3019.804	

3.2.5.2 Status:

3.2.5.2.1 Access: Number of Institutions, Enrolments, Teachers

DETAIL OF GOVERNMENT COLLEGES (LEVEL-WISE)

Table 12: No. of Colleges, students and teachers in KP (in thousand)

Institutions	Gender	Total No of Institutions	No. of Students	Teachers
Degree Colleges	Male	82	52,884	1,856
	Female	50	35,579	1,150
	Total	132	88,463	3,006
Post-Graduate Colleges	Male	14	20,568	965
	Female	2	1857	95

	Total	16	22,425	1,060
Grand Total	Male	96	73,452	2,821
	Female	52	37,437	1,245
	Total	148	110,888	4,066

Source: KP MIS Higher Education Department

3.7 Technical & Vocational Education

3.7.1 Policy

Like all other sectors of education in Pakistan, Technical and Vocational Education (TVE) also suffers from issues of access as well as quality. Technical and Vocational Education is working under Industries Department in KP. While theoretically it caters to the market needs, practically it meets a very small portion of the demand. In most countries, the relative share of the applied segment of the tertiary sector is higher than 18.5% in Pakistan. Hence, the base of technical and vocational skills provided to the economy in Pakistan is narrow. The inadequate quality stems from both a smaller number of total years of preparation and limitations of the curriculum, compared to the more advanced systems as well as the issue of availability of quality instructors. To meet the requirements of a growing manufacturing sector, technical and vocational training systems were expanded and strengthened. On the demand side, jobs in the public sector continued to be a priority. On the supply side, the certificate and diploma programmes do not seem to have a progression ladder into higher level skills. They do not provide entry claims into the tertiary sector with credit recognition in both the academic and applied streams.

In addition to this blocked forward linkage, the backward linkage with apprentice training in the traditional sector is missing. There is no provision whereby the traditional apprenticeship experience in the non- formal sector could be assessed and certified for entry into the formal sector of vocational education. The current TVE certificate stream is too narrow in its scope and does not cover the large variety of skills training that takes place in the traditional sector. Two way cross-over between the academic and the applied / professional streams is lacking in the system. The absence of a well-articulated qualifications system is a major structural shortcoming. The problem of a fragmented structure of governance, endemic to the education sector, also plagues the technical and vocational sub-sector. Many institutions and jurisdictions are involved in governance of this field without a clear demarcation of their respective responsibilities. There is no focal point for coherent planning for the sector. At the same time, the voices of important stakeholders such as the business sector are not adequately taken into account in shaping the content, structures and certification of study programmes. The TVE sector does not benefit from good collaboration and input from the business sector, such as for updating its equipment and teaching materials. Resultantly, there are perennial complaints from employers about the substandard quality of the skills available in the market. The National Education Policy recognizes the high importance of developing a broad-based and high quality sector for providing technical skills.

As the manufacturing and services sectors have expanded, skill requirements of the country have changed as well, and there are needs for technical and vocational skills even in the traditional sector as it adopts more productive techniques of production. The technical intensity of production processes will increase as new technologies become more pervasive, thereby raising the demand for TVE skills of a higher quality. In a global environment that permits easy flow of investments and people the TVE sector in Pakistan needs to have a forward looking supply strategy of producing a sophisticated skill base. Pakistan, has a comparative advantage in the labor market due to its population size. Unfortunately it has so far failed to optimally benefit from this endowment. In comparison, India has developed a wider and more qualified skill base to the point that it can export high value added services. The forecasted demographic transition over the next few years shows the young population of 15-24 years to grow and peak in 2015. The current global talent deficit is expected to expand rapidly and Pakistan needs to be well poised to benefit from this expanding demand. This is an opportunity for the TVE to substantively contribute to the country's growth potential.

3.7.2 Status

The national policy in technical education is described in 'Skilling Pakistan: A Vision for the National Skills Strategy, 2008-12. This defines three main objectives: providing relevant skills for industrial and economic development; improving access, equity and employability; and assuring quality for skills development. This is matched in KP which aims to increase the income levels of the poor population of KP enabling them to earn their livelihoods through decent means as a result of human resource development and skills training. Particular emphasis is placed on exploring the potential of disadvantaged people in KP, including women. There is also a strong emphasis on meeting the employment needs in key growth sectors, such as industry, timber, electrical, mechanical, IT and construction.

Industrial sector has the potential to foster real economic growth in the province. With a proper strategic framework, this sector can play an imperative role in addressing poverty alleviation by harnessing indigenous resources, creating employment opportunities and generating revenues for the provincial government. The Sarhad Development Authority launched development projects for broadening industrial base and enhancing productivity, such as acquisition of land for expansion of Hattar Industrial estate. The SIDB conducted special training programs for IDP's of Swat district in collaboration with NAVTEC and, with Italian assistance, initiated bio-gas projects to provide renewable energy to the communities. In the Technical Education sub-sector, Commerce colleges for boys at Bannu and girls in Peshawar, Polytechnic Institutes at Chitral and Commercial Training Institute at Hangu were established. This sector was allocated Rs.2092.357 million for 67 projects out of which 5 projects were completed during 2011-12 and the achievements made are as under:

There are 90 Technical and Vocational Institutes with 32000 students and 3800 teachers. The Technical education still needs 528 teachers for the overcrowded classes. An amount of Rs. 986 million has been allocated for recurring head and Rs. 528 million for Developmental activities.

3.7.2.1 Access: Number of Institutions, Enrolments, Teachers

- i. Rs.2228.298 million investments were attracted.
- ii. 1325 students were provided skill training.
- iii. 2 boys & girls commerce colleges were established.
- iv. 2 technical institutes were established

3.7.2.2 Quality: Environment, Teachers Qualification & Training, Curriculum, facilities etc.

The provincial economy has significant potential for enhancing industrial productivity and exports and the government realizes the need to improve the general business environment for efficient economic activity. There are immense opportunities and market access for various goods to be exported to new markets especially in the Central Asian region. The main focus of the sector is to produce skilled manpower which is essential for the industrialization of the province. While preparing future plans emphases have been laid to bring remote areas of the province in the ambit of new interventions to eliminate poverty and expedite the process of development. Under the new program, the Industries department will launch a project on economic revitalization so as to rehabilitate and support small & Medium Enterprises. The SDA will acquire land for establishment of new industrial estates and economic zones and will complete granite zone in Mansehra. Under a mega project, existing industrial estates in the province will be rehabilitated & modernized.

SIDB will launch new small industrial estates in Peshawar, Abbottabad, Hattar and Malakand and common facility centre for promotion of leather industry in Charsadda. The Technical Education & Manpower department will establish 4 polytechnic institutes, 6 commerce colleges, 5 Technical & Vocational Institutes, 2 Government Colleges for Management Sciences for boys & girls, procure requisite books, furniture & equipment for newly created institutions, introduce vocational skills and training facilities in uncovered districts of the province. An allocation of Rs.2382.000 million has been made for 74 projects, out of which 21 are on going and 53 are new. The following targets have been set forth:

- i. 6 Commerce colleges for boys & girls will be established.
- ii. 4 Polytechnic Institutes for boys & girls will be established.
- iii. 5 Technical & Vocational Institutes for boys & girls will be established.
- iv. 2 Government Colleges for Management Sciences for boys & girls will be established.
- v. Procure requisite furniture & equipment for 8 newly established Polytechnic Institutes & Commerce Colleges.

3.7.3 Key Issues

The services in *technical education*¹⁶ are constrained by limited funding which means that over 90% of expenditure is on salaries and there is limited scope for applied work. Many courses are still run along traditional lines and the Government is committed to improving the scope and content of technical education to match more closely the needs of employers in KP.

¹⁶ KP-Comprehensive Development Strategy 2010-2017

The priority measures in economic management do not involve the same costs as in other sectors of government intervention, since the role of government is to facilitate private investment. The main costs are:

- land development and the promotion of water harvesting and soil conservation
- upgrading existing and establishment new industrial zones to exploit the opportunities associated with ROZs
- expansion, restructuring and rehabilitation of the technical education system
- Urban Development. The Government has developed Urban Development Plans for 22 urban areas in KP. These cover the main public services, including water, sanitation, drainage, streets and public infrastructure to accommodate private services in transport, agriculture and trade.

Priorities. The following priorities are being pursued to revamp, expand and strengthen the existing TEVT system in KP:

- Establishment of Technical Education and Vocational Training Board KP to ensure public private partnership.
- Strengthening the Technical Education Examination Board and establishing an IT Examination Board to award certificates and diplomas and to assure quality.
- Labour Market Indicators Analysis (LMIA) System to be placed to determine sector wise needs of training, level and modules.
- Old and obsolete machinery/equipments to be replaced according to the market needs.
- Skills standards and curricula to be revised to ensure relevant skill training and technical education.
- Introduce new trades/technologies and courses according to the requirement of ROZs and other sectors.
- Introduce a system for capacity building of the teaching and management staff.
- Income generated schemes introduced in TEVT institutions to overcome financial constraint and ensure 100% supply of consumable training material
- An academic audit system to ensure proper monitoring of the TEVT system.
- Extended apprenticeship training system to small and medium enterprises.
- Expansion of Technical Education & Vocational Programme to uncovered parts of the Province especially rural and disadvantaged areas.
- Regulate, supervise and prescribe skill standards/curricula and its evaluation based on local, Regional and International Labour Market requirements.

3.8 Special Education

3.8.1 Policy

It is a universal principle that the development of any society is assessed by the manner in which it protects of the weak and vulnerable sections of the society. In a civilized society maximum attention is paid to the welfare of their underprivileged and weaker members by enabling them to live an honorable life. The people who are suffering from physical and mental disabilities need special attention of the society. This sub-sector is working under Social Welfare Department in KP.

Recently¹⁷ many new initiatives have been taken by the government aiming at providing missing facilities. Traditional approach of improving infrastructure and providing brick and mortar is no doubt necessary, but not sufficient for quality education delivery and sustainable economic development in the existing burgeoning global competitive milieu. Some initiatives also focus/target on improving teaching quality and learning environment, building capacity of education managers and administrators, etc. Apart from the ex-Ministry of Education, many other initiatives have been launched in the past by different Ministries, organizations and departments like National Commission for Human Development (NCHD), Higher Education Commission (HEC), National Vocational & Technical Education Commission (NAVTEC), Ministry of Social Welfare and Special Education (MoSW&SE) and Labour & Manpower Division, to develop the Human Resource of Pakistan in a bid to meet the emerging challenges.

Policy Action

Ministry of Social Welfare and Special Education (MoSW&SE), Labour & Manpower Division,
to develop the Human Resource of Pakistan in a bid to meet the emerging challenges.

3.8.2 Status

The main strategy of Social Welfare & Women Development Department was the well being and uplift of the community in general and vulnerable groups in particular. It motivated voluntary efforts on the basis of self help and mobilization of both human and material resources to supplement government's efforts and accelerated development process in a two-fold approach i.e. public sector development and welfare activities. The department initiated various projects for male, female and child beggars, orphans, destitute women and disabled children in the province. Senior citizens and unemployed graduates were provided stipends and monthly allowances. Various vocational training centres were established to facilitate the women. The Provincial Commission on the Status of Women (PCSW) was constituted for the emancipation of women, equalization of opportunities & socioeconomic conditions and to review the existing discriminatory laws and practices. Similarly, with the assistance of UNICEF, help lines for the welfare & protection of children were established in Peshawar, Mardan & Swabi districts. An amount of **Rs. 205.112** million was allocated for **41** projects of which, **12** were completed and the achievements made.

3.8.3 Access

- i. 40 disabled children were given special education.
- ii. 135 orphans were provided with shelter and skills.
- iii. 1085 poor women were provided with vocational training & shelter.
- iv. 120 male beggars were provided skills.
- v. 2076 disabled people were provided rehabilitation aids.
- vi. Children protection helpline was established in 3 districts.

3.8.4 Budget

In accordance with 18th Amendment the 5 Ministries have been transferred to the Provinces in first phases.

¹⁷ National Education Policy 2009

3.8.3 Needs & Priorities

The number of institutions for special education in Khyber Pakhtunkhwa are very few and does not cover even the 50 % disable population.

3.9 Non-formal Education

Ideally every State should provide opportunities to its citizens for education. If by some reason a person fails to avail that opportunity and is overage for going to school, then the State should arrange other educational programmes for her/him. This we would call 'Education for All'. Keeping in view this context the Government of KP is arranging different programmes a brief description is given as under. Non-formal Education in KP is the mandate of Elementary Education Foundation (EEF) and Frontier Education Foundation (FEF).

3.9.1 Adult Literacy

Literacy rates in Khyber Pakhtunkhwa are low, with that of women being substantially lower than that for men. According to the 1998 National Census Report the literacy rate for men stood at 51.4% and for women at just 18.8%. As per PSLM report 2010-11 the literacy rate in Khyber Pakhtunkhwa is 65% for men and 28% for women. This rate of literacy is not only far less than the two big provinces, i.e. the Punjab and Sindh, but it is extremely low when compared to international levels. Among the Asian countries the literacy rate of Pakistan is ranked 10th, whereas among the SAARC countries Pakistan is ranked 6th [UNDP-HDR 2004-05] All these facts are a source of dismay. In 1951, the number of illiterate persons in Pakistan was approximately 20 million whereas according to the 1998 census, 48 million people in Pakistan were illiterate and now in 2010-11 the number of illiterate is 75.6 million. (PSLM 2010-11)

It is estimated that there are about 7 million illiterates among the age group of 10-39 years in Khyber Pakhtunkhwa and illiteracy will remain a huge problem in the province even if 100% enrollment in primary education is reached by 2015. At that time the number of illiterates will still be about 10 million. It is therefore important to increase enrollment in Kachi and Pakki grades simultaneously in order to avoid the backlog increase of illiterate population. According to the PIHS statistics 2001/02 the overall literacy ratio was 38 % in Khyber Pakhtunkhwa with 20% for females overall and 16% in rural areas. The situation has improved since 2001-02 but still a consistent gap has opened up between urban and rural literacy in Khyber Pakhtunkhwa which will take a substantial period of time to close down.

Table 13: Literacy rate Pakistan / Khyber Pakhtunkhwa 2001-02, 2008-09 and 2009-10

(%)

Over 10 years of age	PIHS 2001-02		PSLM 2008-09		PSLM 2010-11	
Gender	Pakistan	Khyber Pakhtunkhwa	Pakistan	Khyber Pakhtunkhwa	Pakistan	Khyber Pakhtunkhwa
Male	58	57	69	69	69	68
Female	32	20	45	31	46	33
Overall	45	38	57	50	58	50

Table 14: Literacy rate, PSLM 2010-11 Pakistan / Khyber Pakhtunkhwa

(%)

Literacy rate (population over 10 yrs of age)	Urban		Rural		Overall	
	Pakistan	Khyber Pakhtunkhwa	Pakistan	Khyber Pakhtunkhwa	Pakistan	Khyber Pakhtunkhwa
Male	81	77	63	67	69	68
Female	67	50	35	29	46	33
Overall	74	63	49	48	58	50

The literacy rate in rural areas and that for the females in particular shows some progress in PSLM data of 2010-11 over 2004/05. The urban literacy rate in these two years, however, shows a decreasing trend, perhaps because of migration from poor rural areas to the cities.

The contribution of the NEF in promoting literacy is very evident; the following table shows the steady progress in literacy rate of male and female in comparison to the overall rate of Pakistan:

Table 15: Adult literacy and non-formal education 15 + years of age (%)

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	Gender	PIHS 2001-02	PSLM 2004-05	PSLM 2006-07	PSLM 2007-08	PSLM 2008-09	PSLM 2010-11
Pakistan	Male	58	65	67	69	69	67
	Female	32	40	42	44	45	42
	Overall	45	53	55	56	57	55
Khyber Pakhtunkhwa	Male	57	64	67	68	69	65
	Female	20	26	28	33	31	28
	Overall	38	45	47	49	50	46

PSLM 2010-11

There is a steady progress from 2001/02 to 2008/09 but a fall has been noticed in 2010-11. The NEF has since been closed. The Elementary Education Foundation, Khyber Pakhtunkhwa has however been tasked to help improve literacy by opening non-formal basic schools for dropout children of primary schools. The current growth rate will be accelerated with the opening of more non-formal basic education schools according to the following plan:

3.9. 2 Non-Formal basic education Schools for Dropout Children of Primary Schools

Non-Formal basic Schools for Dropout Children of Primary Schools

Table 16 : Physical targets EEF (Primary)

Indicators	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Number of Primary School age "Dropout" Children enrolling in in Primary Education in target Districts.	50,000	80,000	80,000	80,000	90,000	380,000
Teachers Salaries @ 3 teachers per school & other Operational Cost	720	3,600	4,200	4,200	4,200	16,920
Mats & teacher furniture	240	960	200	-	-	1,400
Overheads for monitoring by	-	-	-	-	-	-

NGOS 10%						
No. NFBS	240	1,200	1,400	1,400	1,400	5,640

Table 17: Financial targets EEF (Primary)

Rs. In Millions

Indicators	Unit Cost	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Average Cost per student in millions	-	0	0	0	0	0	
Teachers Salaries @ 3 teachers per school & other Operational Cost	5,278	46	414	700	602	602	2,364
Mats & teacher furniture	-	12	48	10	-	-	70
Overheads for monitoring by NGOS 10%	0	5	41	70	60	60	236
Establishment of NFBS		62	503	780	662	662	2,670

Source: KP-updated Education Sector Plan 2011-2016

3.9.3 Support to EEF for Literacy & Livelihood Skills Project

The Elementary Education Foundation (EEF) Khyber Pakhtunkhwa was established in 2002 to strengthen elementary education in the private sector in line with the education policy of the government. EEF's mandate was also extended to plan and implement literacy programmes in Khyber Pakhtunkhwa more systematically. The function of the EEF is to take measures for the promotion, improvement and financing of education and development of human resources in the province by strengthening elementary education institutions in the private sector. The objectives of the EEF are as follows:

Provide loans to an individual or non-governmental organization to establish elementary education schools; Improve literacy, with a particular focus on women, through the opening of new schools and employment of teachers; Improve the quality of education through effective and systematic teacher training programmes; Promote community participation and ownership of elementary education programmes at the grass roots level; Assist national

efforts at mainstreaming the education imparted in religious madarassas and mosques; Introduce innovative educational programmes relating to literacy and skills oriented disciplines for disabled and disadvantaged children.

EEF designed the Literacy for All (LFA) Project (2004-2007), launched in June 2005, with the opening of 5000 Literacy Centres. So far more than 1.250 million learners (age 10-30) have been enrolled, of whom 61% are female. LFA was implemented using government funding only (through the development budget) with an allocation of Rs. 996.78 million. LFA project was closed in June 2011. It was a very successful project and won the International Literacy Award 2010. The support to EEF for Literacy and Livelihood Project in Khyber Pakhtunkhwa will continue.

3.9.4 Issues

The literacy programmes have traditionally not delivered in Pakistan and Khyber Pakhtunkhwa in particular (despite the experience of LFA), where education indicators are low. The following issues have affected literacy drives and programmes in Khyber Pakhtunkhwa:

- General lack of awareness in the community regarding literacy programmes;
- School buildings and school staff have not been effectively used to implement any of the literacy programmes despite the huge potential for using infrastructure and manpower;
- A general lack of expertise in preparing and implementing literacy programmes by provincial and district school officials;
- Provincial government is fully dependent on federal government funds for literacy campaigns and programmes;
- Literacy requires a separate management to deal with literacy keeping in view of the magnitude of the problem;
- Literacy programmes are carried out by Education Foundations in addition to their original mandate i.e. to support the private sector;
- No coordinated planning between literacy, non-formal and continuing education initiatives;
- Lack of political commitment towards literacy;
- No coordination between different organizations running NFBES/Literacy Centres.

3.9.5 Literacy & Life Skills Programme for Dropout Children

Under LFA (2004-05 – 2010-11), 57484 literacy centers have been established upto December, 2010 and 1.39 million learners made literate. Expected number of learners is 0.10 million. Details are given below:-

Table 18: Literacy For All, Project Future Planning

Year	Target	
	Literacy Centers	Expected Learners
2011-12	5000	0.125
2012-13	7000	0.175
2013-14	11000	0.275
2014-15	11000	0.350
Grand Total	37000	0.925 million

3.9.6 Assistance to the Madaris to enrol more students

The Madaris not only contribute to the enhancement of the literacy rate but also produce ulama and scholars in their respective fields, yet there is a general feeling that the students of madaris lack understanding of English & Mathematics. With a view to impart basic primary education to the students of the Madaris their leaders will be encouraged to open primary schools in the premises of their Madaris. The teachers will be appointed by the leaders (the mohatamim) whereas the expense on account of pay of the teacher and classrooms consumables/textbooks will be provided by the project. In the initial stage 2000 schools (1400 male & 600 female) will be opened in the madaris as follows:

Table 19: Physical targets (Deeni Madaris)

Indicators	2011-12	2012-13	2013-14	2014-15	2015-16	Total
No. of Madaris	-	4,680	4,680	4,680	4,680	4,680
Teachers	-	3,620	3,620	3,620	3,620	14,480
Students	-	200,185	200,185	200,185	200,185	200,185
Additional students of formal education	-	12,500	12,500	12,500	12,500	50,000
Total Schools	-	500	500	500	500	2,000

Table 20: Financial targets target (Deeni Madaris)

Indicators	Unit Cost	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Madaris	-	-	-	-	-	-	-
Teachers	-	-	-	-	-	-	-
Students	4,000	-	801	801	801	801	3,203
Overhead Expenses	-	-	38	38	38	38	150
Total		-	838	838	838	838	3,353

[Payment to madaris will be made on the basis of number of students]

3.9.7 Mainstreaming

Afghan students migrated to Pakistan with their parents in 1979. In those days all the migrated Afghans were living in camps. Schools were established in camps and the process of Teaching –Learning started. In the early days of their migration the Afghan parents decided to educate their children in the curriculum which was in vogue in Afghanistan. In a later stage, when the Afghan Refugees started living in urban areas of different cities in Khyber Pakhtunkhwa, some of the parents opted for education which was being imparted in Pakistani schools. The rest sent their children to schools where Afghani curriculum was taught. Thus we have two kinds of Afghani students in Khyber Pakhtunkhwa – the one who are studying in Pakistani institutions and the one who are being educated in Afghani schools using their own curriculum. At the moment there are 129 primary schools (Grade 1 to 6) which are UNHCR funded and which has accommodated some 57000 students. Similarly there are 200 secondary schools which are registered with UNHCR. The exact figure of those afghan students is not known who are getting their education in Pakistani schools.

The Afghan students face many problems. They have no public examination system for 10th or 12th classes and their admission in further classes in Pakistani institutes is a problem. In professional colleges they get admission against their specified quota and that too is not possible for a poor student who cannot buy a certificate with high marks. In the scenario in which the Afghan national are repatriated to their own country, then mainstreaming of these children will not be a problem and they will be able to continue their studies in Afghan schools. But if they stay here and their refugees’ status is withdrawn and their schools are closed then it will be a great problem in mainstreaming of these children. The Government of Pakistan, UNHCR and Federal Government are thinking on the ways and means of the mainstreaming of these children in these days. One of the terms which is used is ‘Transition’ instead of ‘Mainstreaming’ but they are still to reach on some consensus.

Chapter 4: Khyber Pakhtunkhwa and the International Commitments (EFA/MDGs): Achievements and Shortfalls

The Government of KP has declared education as its first priority. It is endeavoring for the improvement of education sector through policies and programs.

Education standards in KP have improved markedly in recent years, with literacy increasing from 37% in 1998 to 50% in 2010. However, literacy is still well below the national average of 55%. Low literacy reflects the challenges of providing high quality schooling in the difficult terrain and complex social traditions of KP.

MDG and EFA Goals: Degree of Progress Achieved

The present status of Pakistan in the EFA Development Index (EFI: 2008) is not very encouraging. Of the 127 countries assessed, Pakistan has a rank of 119, with only eight countries below it. In particular, it falls very low (ranked 123) in net primary enrolment rate.

Table 21: Ranking of Selected Countries on the EFA Development Index

	EDI	Net Enrolment Rate (Primary)	Adult Literacy (15+)	Gender-specific EFA Index (GEI)	Survival rate till Grade 5.
Bangladesh	112	100	115	95	121
India	107	61	111	108	114
Pakistan	119	123	118	119	111
Japan	1	1	28	1	19
Switzerland	7	21	1	36	19
UAE	46	27	76	25	1

Source: EFA Global Monitoring Report 2011; UNESCO

EFA Goals

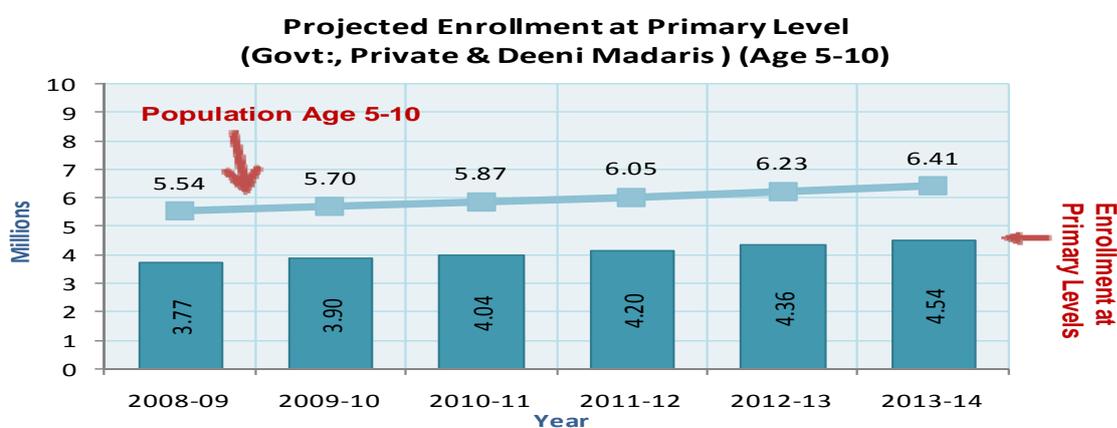
Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

- Goal 1:** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
- Goal 2:** Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
- Goal 3:** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
- Goal 4:** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

The goal is universal primary education (UPE). Khyber Pakhtunkhwa considers primary education to include the early-childhood year, Kachi, so that the primary cycle consists of six years, ages 5+ to 10+. The 5-10 age group population in Khyber Pakhtunkhwa in 2010-11 was 5.54 million. Projections of demographic data based on the 1998 census indicate an increase of a further 0.88 million children between the periods 2010-11 to 2015-16, when the total 5-10 age year population would be 6.41 million.

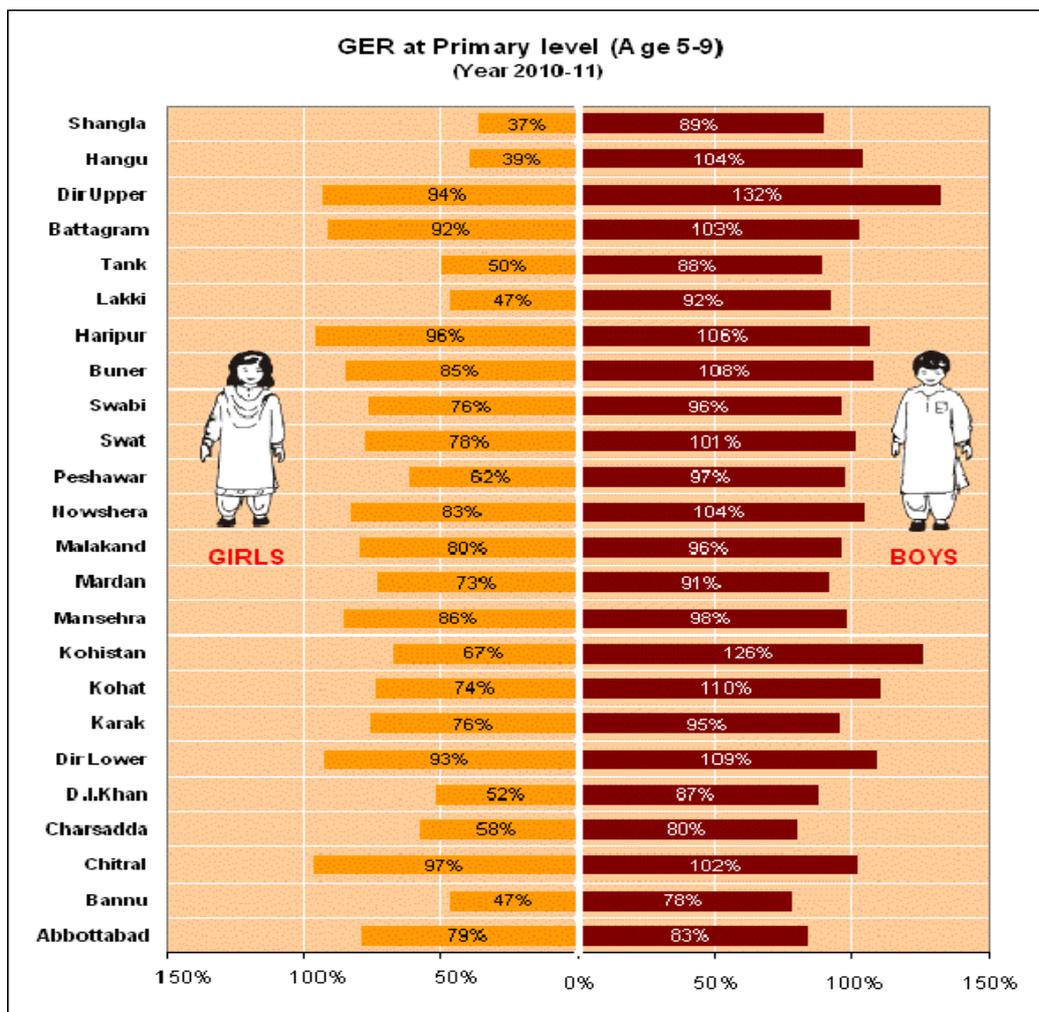


UPE would involve an increase in enrolment from the present total of about 3.77 million to 5.55 million by 2015-16, a total increase of about 1.61 million. About half that increase would come from increasing entry to Katchi class; the other half would come from keeping children in school instead of dropping out before the end of the cycle. For the increase to happen, all sectors – public, community schools, private and Deeni Madaris – would have to play an increasing role in enrolling primary students, and keeping them in school.

Issues

The primary education sub-sector has traditionally been the main target of government efforts in its pursuit of UPE. However, there are serious societal and cultural issues that form parental opinions about school and schooling, some of which cause an unwillingness of many families to send all their children to school. These underlying factors need to be identified and addressed in policy. Problems contributing to low enrolment are not confined to low resource supply coupled with high population growth (roughly 2.63% annually¹⁸), so education planners also need to take into consideration the following hard realities which rarely figure in government plans:

¹⁸ Planners now consider these population projections are probably too high, so that the projected needs may well be lower than shown here.



Lack of overall community interest in education, no compensation for opportunity cost to poor families and lack of ownership by community and district governments of educational programmes; harsh teacher attitudes and apathy at critical formative stages of schooling encouraging high drop outs, lack of teacher commitment, low teacher competencies at induction, non-availability of qualified teachers particularly in rural and remote areas, problems of female mobility, weak coordination with private and religious sectors hindering a joint strategy to address the problem of education, lack of capacity at all levels, education programmes/strategies totally supply side driven and based on ambitious plans and unrealistic assumptions, lack of support for education from community, dearth of home grown ideas and initiatives, political interference.

An effective way to address the present problems is to base strategies on localized approaches rather than central presumptive strategies which render little results. The multifaceted plans and strategies are predominately based on supply driven approach taking into account resources and how best to utilize funds rather than how best to address issues and resolve problems. As a result, substantive investments are without realizing targeted objectives as plans and strategies are not suited to realities or practical requirements of the situation.

Objectives

The Dakar Framework for Action on Education For All (EFA) adopted in April 2000, the Millennium Development Goals (MDGs), Poverty Reduction Strategy Paper of the Government of Pakistan and the Provincial Reforms Programme (PRP) of the Government of Khyber Pakhtunkhwa define the policy framework for education in Khyber Pakhtunkhwa.

The following objectives are set in the ESP:

- Achieve universal primary education by 2015 (MDG) through ensuring that all boys and girls complete a full course of primary education;
- Promote gender equality and empower women (MDG) through elimination of gender disparity in primary education preferably by 2010, and in secondary and higher levels by 2015 or as soon thereafter as practically possible;
- Achievement of quality basic education for all by 2015 (EFA goal);
- Achieve 50% improvement in the levels of adult literacy, especially for women by 2015 (EFA goal);
- Study possibility of introducing government-financed private school subsidizing for areas with low female enrolments;
- Prepare plan for transition from multi-grade teaching wherever feasible;
- Reduce rural and urban disparities in education.

Strategies

Combinations of the following strategies were set to achieve the above objectives:

Education For All (EFA) plan to be adopted and implemented at provincial and district levels.

Introduce and institutionalize formal Early Childhood Education (ECE) at primary school level.

Promote gender equality and empower women through elimination of gender disparities in primary and secondary education by 2015. Declare primary education for all children (boys and girls) as compulsory and free through legal mandate. Involve communities in education to increase access, reduce drop-outs, improve and run school facilities - 'Partnership in education is partnership for development'. Continued priority to female education, especially rural and marginalized areas. Provide further incentives to increase access and participation of girls in main stream education through free textbooks, stipends for girls at secondary level, voucher scheme, scholarships, hostel facilities for female teachers etc. and facilitating female teachers transportation to and from school;

Develop diverse district strategies to promote overall enrolments and enhancement of girls' participation in particular rural areas and increase opportunities for girls at middle school level.

Improving access to education and reducing gender and regional disparities/rural and urban disparities.

Strengthening teacher training institutions for quality training and linking training with promotion.

Develop linkages between all levels of education and curriculum.

Improve examination system with re-introduction of uniform centralized examination system at 8th and 5th class levels.

Improve school-level monitoring with the help of PTCs.

Separate teaching and management cadres in Elementary and Secondary sector.

Rationalization at all levels i.e. primary, middle, high and higher secondary. Children not only complete primary education but also continue education up to secondary level.

Celebration of ILD and international literacy week.

Development & implementation of Spatial Decision Support System (SDSS) i.e. Web-based GIS enabled system for Planners/Researchers/Donors both at Provincial and District level.

Use of Educational Management Information System (EMIS) data in education planning.

Development of Financial Management Information System (FMIS).

Status of MDGs in KP-Education Sector

Pakistan is a signatory to MDGs 2000 international convention¹⁹. These goals aim to reduce poverty and hunger. Other important goals lead to create a gender balanced fully literate society where disease and health threats societies. The MDGs also target improvements in indicators related to drinking water, sanitation, environment and protection of natural resources. KP has wholeheartedly committed itself to the achievement of the MDGs beginning in 2001. The government is endeavoring to achieve the targets provided in the Pakistan PRSP by drawing out its own PRP.

The commitment of KP can be gauged from the fact that in 2001 it carried out a MICS survey to establish the base line coverage in social sectors of education, health, drinking water and sanitation. During 2005-06, the province revisited the MDGs by conducting the survey through KP Bureau of Statistics. This survey started in November 2005 and completed in December 2005. The survey covered all the 24 KP districts.

The UN designated 18 targets and 48 indicators to monitor progress in each of the eight goals. Pakistan, adopted 16 targets and 37 indicators. The KP- MDGR 2005 covers seven goals and 32 indicators for provincial data set, while the district data is available for seven goals and 14 indicators. Table 20 (as annexure) showing the Goals, Targets and Indicators.

The incessant war in neighboring Afghanistan has had a profound impact on the socio-economic and political life of the province due to its close proximity across a porous border. About 3 million refugees came to reside in the province in the 1980s, and the province continues to host about 1.5 million Afghan nationals. The ongoing conflict in Afghanistan has eroded the traditional social order in the province, broken down law and order, crippled the economy, discouraged investment and resulted in large-scale emigration of skilled labor to the rest of Pakistan and the growing economies of the region. Over the last decade, and particularly the last three years, the province has become the battleground of an insurgency, which at one point led to the displacement of 3.5 million persons. Not only has KP been affected by political and security related crises, but more recently (in late-July 2010) it became the first of Pakistan's provinces to be hit by an unprecedented flood, purported to be the most severe natural disaster to have affected the region in over a century. The impacts of this catastrophe are still being evaluated²⁰.

The province is characterized by diversity in topography and physical features, as well as by diversity in the culture of its people, about two thirds of whom are Pakhtun. With a

¹⁹ KP-Millennium Development Goals Report-2005

²⁰ Report on the status of Millennium Development Goals Report-Khyber Pakhtunkhwa-2011

population of 17.7 million in 1998 at the time of the last census, and growing at an estimated 2.8 percent per annum, the total population of KP is estimated at 26.62 million in 2011. The four contiguous districts of the Peshawar valley, (Peshawar, Charsadda, Mardan and Swabi), together account for nearly 31 percent of the provincial population, and are the most densely populated districts. Peshawar is the most urbanized district, but overall, only 16.9 percent of the population of the province lived in an urban area in 1998. KP has a unique resource base compared to other provinces; less cultivable land but the mountainous areas offer potential for mining, hydroelectric development and tourism.

The Government of Khyber Pakhtunkhwa (GoKP) formulated a Comprehensive Development Strategy (CDS) for the province for the period 2010 to 2017, which seeks to delineate clear medium term goals for the provincial government. The CDS proposes to achieve key development objectives of poverty reduction and employment creation through:

- The provision of basic public goods (energy, agriculture, roads, irrigation infrastructure, water and sanitation, education and health, and research);
- Improving capacities, by ensuring modern regulation to promote competition;
- Improving technical and vocational skills; and
- Facilitating the private sector.

The Strategy also defines targets for the province against key MDGs.

Tracking KP's progress against each MDG is sometimes complicated by the lack of adequate data. Wherever possible, provincial data has been supplemented by district level data in this report to get a more comprehensive picture of the situation in the province, and also to capture the diversity in district performance.

There are 8 MDGs goals aim to reduce poverty and hunger, to create a gender balanced fully literate society where disease and health threats societies, improvements in indicators related to drinking water, sanitation, environment and protection of natural resources. There are two Goals (MDGs) relating to Education Sector i.e.

1. Achieve Universal Primary Education.
2. Promote Gender Equality.

MDG 2: Achieving Universal Primary Education

Literacy

The 10+ literacy rate in KP is only 50 percent, 7 percentage points less than the national average. The gap is specially pronounced for female literacy – estimated at 31 percent for

KP, as compared to a national average of 45 percent.²¹

There are enclaves of high literacy in the province. The district of Abbottabad had the highest literacy rates on average of 72 percent, with female literacy estimated at 61 percent. Even in this district though, the gender gap was significant with male literacy being at par with many middle-income economies, and 25 percentage points higher than female literacy. At the other end of the spectrum was Kohistan with a literacy rate of 30 percent, and female literacy of 3 percent – surely amongst the worst indicators for any region in the world.

Table 22: MDG Tracking: Achieving Universal Primary Education

Goal	Target	Indicator	Target by 2015	Status 2011	Source
MDG 2: Achieve Universal Primary Education	Target 3: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to finish a full course of primary schooling.	6. Net primary enrolment ratio	100%	69.45%	EMIS ASC 2010-11
		7. Completion/survival rate to grade 5	100%	63.37%	EMIS ASC 2010-11
		8. Adult literacy rate	86%	53.2%	LFS 2010-11
MDG 3: Promote Gender Equality and Empower Women	Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015.	9. Gender parity index (GPI) for primary, secondary and tertiary education	1 for Primary, 0.94 for Secondary	0.74 (Primary), 0.54 (Secondary)	EMIS ASC 2010-11
		10. Youth literacy GPI	1		

Source: EEF E&SED

Enrolment and Completion Rates

²¹ Report on the status of Millennium Development Goals Report-Khyber Pakhtunkhwa-2011

Gender and regional disparity is evident in enrolment patterns. Urban net enrolment was 61 percent in 2008/09, compared to 50 percent for rural net enrolment. Female net enrolment was only 45 percent in 2008/09, compared to 56 percent for males.

Both the graphs have similar trends in that they show relatively higher rates of growth in net and gross enrolment at the primary level from 1995/96 to 2001/02, and then a leveling off of enrolment levels from 2004/05 to 2007/08, with only a slight increase in the last year of our analysis, 2008/09.

More disturbingly, female enrolment, both net and gross, actually fell between 2005/06 and 2006/07. The gender and regional gap remained an issue –urban net enrolment was 61 percent in 2008/09, compared to 50 percent for rural net enrolment. Similarly, urban gross enrolment was 97 percent compared to 85 percent for rural areas. Female net enrolment was only 45 percent in 2008/09, compared to 56 percent for males, while female gross enrolment was 70 percent compared to 102 percent for males.

There are considerable variations in the Net Enrollment Rate (NER) within the province, much as there were for the literacy rates; in fact the trend for each district follows a very similar pattern as that of the literacy rate. Within districts, the highest overall NER was once again in Abbotabad (68 percent) and the lowest in Kohistan (37 percent). The lowest NER in the dataset was for rural females in Kohistan, estimated at 11 percent. As in literacy rates, female rural NERs were also low in Dera Ismail Khan and Tank, but surprisingly Peshawar didn't do too well on this indicator either, with NER for rural females estimated at just 47 percent. Interestingly, the gender gap was found to be very low in general for urban areas – in districts like Bannu, Haripur, Malakand and Kohat the gap was actually reversed, with the NER for urban females higher than that for males. In many other districts, male and female net enrolment was at par in urban areas. The gender gap was, however, very obvious for rural areas, in almost all districts. Details are given in the table 10 at Annexure.

Primary Completion Rate

The percentage of the population that has completed primary level also varies greatly by district, the highest rate being in Abbotabad (64 percent) and the lowest in Kohistan (15 percent) as shown in the following table. Once again, the situation for females was dire in Kohistan, with only 1 percent completing primary schooling.

Once again, primary completion rates were lower in rural areas across the board, including the dismal low of 1 percent for females in Kohistan. A number of districts including Buner, Tank, Shangla, and Hangu had primary completion rates of less than 10 percent for rural females. Completion rates for rural males, even in these low performing districts, were however greater than 40 percent in all cases except in Kohistan, where only about a quarter of rural males finished primary school. Unlike in the case of NERs, where the gender gap was negligible, the gap remained in evidence for primary completion rates in urban areas. Completion rates for females in urban areas remained on an average 23 percentage points below those for males.

There is a wide gap between the enrollment rate and completion rate of each district, representing a need for policy-reform that would ensure the narrowing of this gap. The gap between enrollment and completion rates is in fact one of the greatest problems in the

achievement of universal primary education, attributable to a number of factors (poverty, gender-biases, etc.) that need to be combated by a multi-pronged approach.

Data on the transition rate from primary to middle level education is also available by district from the GOKP's Annual School Census. As shown in the Table 4.15, on an average, 76 percent of children who graduate from government primary schools move on to middle schools, and this includes 71 percent of the females who manage to complete primary education.

The total number of students enrolled in most districts was heavily weighted in favor of primary enrollment. In 2007/08, a total of 4,413,288 students were enrolled in public schools in KP, of which 62 percent were enrolled in primary schools. Private school enrolment was estimated at 1,498,114 or about a fourth of public school enrolment, but here only 44 percent of the total enrolment was in primary school give total enrolment in public and private schools in KP in 2007/08. In general, districts with higher enrolment rates had a lower proportion of children enrolled in primary school, signifying a more even distribution through all levels of school.

Table 23: Transition Rate for Government School (Percent)

	Region	Total	Male	Female
1	Abbottabad	76	84	69
2	Bannu	79	83	73
3	Batagram	54	73	20
4	Buner	81	83	74
5	Charsadda	81	81	82
6	Chitral	89	88	90
7	D.I Khan	50	45	62
8	Hangu	76	79	66
9	Haripur	82	84	81
10	Karak	81	86	74
11	Kotat	80	83	75
12	Kohistan	50	50	55
13	Lakki Marwat	84	86	79
14	Lower Dir	77	80	73
15	Malakand	68	75	56
16	Mansehra	82	85	78
17	Mardan	75	76	73
18	Nowshera	92	90	96
19	Peshawar	86	88	82
20	Shangla	81	86	72
21	Swabi	71	69	74
22	Swat	78	81	73
23	Tank	75	79	57
24	upper Dir	73	78	59

MDG 3: Promoting Gender Equality and Women's Empowerment

The indicators specified for the third MDG are concerned with gender parity in education; in wage employment and in political representation.

Average Gender Parity Indices (GPIs) for private schools ranged from 0.35 for middle schools to 0.39 for both primary and high schools. For public schools, GPIs were higher, but the disparity across levels was significant – GPI at the primary level was 0.72 on an average, but declined to 0.53 at middle level and further to 0.37 at high school level. Once again, there are glaring anomalies in the district data, even for public schools. The GPI at high school level in Batagram and Shangla was just 0.11, while in Kohistan it was 0.03. Even in districts like Abbotabad, Mansehra, Haripur and Chitral, where female enrolment rates are relatively high, the GPI did not cross 0.7 for high school level enrolment. The GPI for adult literacy was 0.44 for KP, compared to the national average of 0.65. All of the 22 female representatives in the provincial assembly were nominated on reserved seats – no woman won a general seat in the last election. Gender gaps in almost all social indicators that can be divided by gender are a major problem in KP, more acute than every other province in Pakistan except for Balochistan. There have been a number of steps taken to improve women's situation at the federal level, and these programs have been implemented in KP as well. However, little has been done to directly reduce gender inequality by the KP government; most reforms have come in other sectors, with women gaining indirectly-

Table 24: Gender Equality and Women's Empowerment

Indicators	Region	2001/02	2004/05	2005/06	2006/07	2007/08	2008/09	MDG Target 2015
Gender Parity Index (GPI) for primary Education	Pakistan	0.82	0.85	0.85	0.81	0.85	0.84	1.00
	KP	n/a	n/a	n/a	n/a	0.72	n/a	1.00
Youth Literacy GPI	Pakistan	0.64	0.68	0.74	0.75	0.78	0.78	1.00
	KP	n/a	n/a	n/a	n/a	0.44	n/a	n/a
Share of Women in Wage Employment in the nonagricultural sector (percent)	Pakistan	9.65	10.11	10.93	10.53	9.89	10.64	14.0
	KP	3.04	4.03*	4.14	2.29*	5.6	6.9	n/a
Proportion of seats held by women in	Pakistan	n/a	21	21	21	22	22	n/a
	KP	n/a	21	21	21	22	22	n/a

national parliament (percent)								
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Source: National estimates from PMDGR2010. KP MDG targets from GoKP's CDS. Other KP sources given below GPI for primary education for 2007/08 calculated from Annual School Census, 2007/08. The figure reported is for public schools.

Youth literacy GPI calculated from PSLM 2008/09.

Share of women in wage employment in non-agricultural sectors calculated from various issues of the Labor Force Survey.

* Data for 2003/04. There was no Labor Force Survey in 2004/05. [\[Out dated information\]](#)

** The LFS does not give an explanation for this dip in the series, but data for this year gives a very low figure for share of women employed in community services (only 1.24 percent, compared to over 2 percent in other years).

Gender Parity in Education

Average GPIs for private schools ranged from 0.35 for middle schools to 0.39 for both primary and high schools. For public schools, GPIs were higher, but the disparity across levels was significant – GPI at the primary level was 0.72 on average, but declined to 0.53 at middle level and further to 0.37 at high school level.

The GoKP's focus on educational opportunities for women is important; educating women means a rise in productivity, a fall in infant and maternal mortality rates as well as the overall fertility rate, and allows women to meaningfully participate in the labor force. The third MDG is to achieve gender parity in primary and secondary education initially, and at all levels of education by the year 2015. For this, female participation in education has been measured by the gender parity indices (GPI) for different educational levels as shown in the following table. The source used is the Annual School Census for 2007/08 – this was a more appropriate source than the PSLM, as it enabled a comparison of the Public and Private schools, a distinction that was not made in the PSLM.

Table 25: GPI at different level of education (Female per Male)

No	Districts	Primary	Middle	High	Primary	Middle	High
1	Abbottabad	0.94	1.06	0.48	0.75	0.78	0.79
2	Bannu	0.96	0.66	0.27	0.19	0.18	0.22
3	Batagram	0.83	0.23	0.11	0.24	0.19	0.17
4	Buner	0.67	0.23	0.21	0.22	0.15	0.22
5	Charsadda	0.64	0.63	0.30	0.39	0.43	0.48
6	Chitral	0.86	0.78	0.54	0.71	0.63	1.16
7	D.I Khan	0.64	0.54	0.58	0.57	0.37	0.48
8	Hangu	0.57	0.38	0.16	0.82	0.22	0.45

9	Haripur	0.88	0.85	0.69	0.72	0.75	0.66
10	Karak	0.94	0.56	0.47	0.28	0.23	0.35
11	Kotat	0.73	0.61	0.33	0.41	0.34	0.36
12	Kohistan	0.27	0.10	0.03	0.06	0.00	0.01
13	Lakki Marwat	0.58	0.36	0.33	0.21	0.17	0.15
14	Lower Dir	0.98	0.99	0.46	0.39	0.42	0.41
15	Malakand	0.78	0.57	0.46	0.60	0.69	0.66
16	Mansehra	0.81	0.60	0.39	0.43	0.48	0.40
17	Mardan	0.80	0.62	0.41	0.52	0.50	0.61
18	Nowshera	0.66	0.54	0.63	0.46	0.39	0.47
19	Peshawar	0.83	0.42	0.50	0.43	0.44	0.37
20	Shangla	0.72	0.46	0.44	0.31	0.35	0.33
21	Swabi	0.71	0.55	0.39	0.15	0.17	0.17
22	Swat	0.81	0.57	0.28	0.23	0.16	0.21
23	Tank	0.42	0.221	0.11	0.13	0.26	0.11
24	upper Dir	0.57	0.22	0.35	0.16	0.17	0.09

Source: GoP, Annual School Census Report 2007-08

GPI for Adult Literacy

The GPI for adult literacy was 0.44 for KP, compared to the national average of 0.65.

The following table gives the GPI for adult literacy (Age 10+) as reported in 2008-09. The pattern observed in educational indicators was visible here also as GPIs were highest in Abbotabad and Mansehra, and relatively high in Nowshera and Chitral. Once again, Shangla, Buner, Upper Dir and Tank were found to show significant gender gaps, while Kohistan's GPI for adult literacy, at just 0.06 was abysmal.

Table 26: Literacy GPI

No	Region	Literacy GPI
	Pakistan	0.65
	KP	0.44
1	Abbottabad	0.70
2	Bannu	0.29
3	Batagram	0.37
4	Buner	0.20
5	Charsadda	0.35
6	chitral	0.55
7	D.I Khan	0.48
8	Hangu	0.22
9	Haripur	0.68
10	Karak	0.36

11	Kotat	0.38
12	Kohistan	0.06
13	Lakki Marwat	0.26
14	Lower Dir	0.41
15	Malakand	0.52
16	Mansehra	0.60
17	Mardan	0.42
18	Nowshera	0.48
19	Peshawar	0.50
20	Shangla	0.24
21	Swabi	0.42
22	Swat	0.35
23	Tank	0.26
24	upper Dir	0.35

Source: PSLM 2008/09

Employment

Labor force participation rates remain exceptionally low for women overall, at just 11.91 percent for the province as whole, compared to 43.3percent for men.

Gender disparity in employment has already been discussed in the context of MDG 1. To reiterate, labor force participation rates remain exceptionally low for women overall, at just 11.91 percent for the province as whole, compared to 43.3 percent for men. There are problems of estimation and definitional issues at work here though. For example, the labor force participation for rural women is estimated at just 12.74 percent (for females aged 10+) in the Labor Force Survey 2008/09, but this does not take into account women's contribution to livestock management and vegetable farming which is unpaid work, but contributes to household income. Women's status as an unpaid family helper also does not seem to be reflected adequately in official statistics – the Labor Force Survey says that 30.92 % of those employed are unpaid family helpers, but that only 3.36 % of these are women. Nevertheless, women's participation in wage-earning employment is indeed exceptionally low by all accounts.

Political Representation

All of the 22 female representatives in the provincial assembly were nominated on reserved seats – no woman won a general seat in the last election.

The KP Provincial Assembly has 124 elected members, of which 99 are regular seats, and 22 seats are reserved for women, while 3 seats for minorities. Ten women contested for a total of 8 general provincial assembly seats in the elections of 2008, of which 6 were independent candidates, but none of them were successful. Three women from the province also contested on general seats for the National Assembly, but also faced defeat. There is currently one female minister in the provincial cabinet, who was elected on a reserved seat and who handles the Social Welfare portfolio.

Local governments are currently not functional in the province, but all sub-national bodies of representation that were in power from 2001 to 2009 were required to have one-third female representation under the requirements of the Local Government Ordinance of 2001. Women councilors were elected at all levels of local government in two elections, in 2001 and 2005, but for many of them, active participation in council activities continued to be hindered. Nevertheless, the local government system also threw up a small number of dynamic female representatives, who made a mark in their short tenure.

Challenges

In spite of a series of commitments over time to ensure equal opportunity for women in education, access to services and employment, gender disparity in educational attainment and in employment remains a prominent feature of the socio-economic profile of KP.

Gender gaps in almost all social indicators that can be divided by gender are a major problem in KP, more acute than every other province in Pakistan except for Balochistan. This is reflected most obviously in education, with a sizable gender gap in literacy rates and enrollment rates in the province. There could be a number of factors responsible for the low literacy rate, of which a few that are cited in the literature are:

Poverty, domestic and farming responsibilities; Low access to schools; Early marriages and other socio-cultural practices.

An effort has to be made to identify precise reasons for the lag in female education indicators by region, and local-level strategies need to be developed to address the specific barriers to female entry indifferent communities. Another major gap in gender parity is women's participation in the economy. Women are handicapped by: Cultural norms which are opposed to women working for a wage; Low educational attainment; and Difficulty in accessing employment opportunities due to low mobility. In a time of economic crisis, such as the one Pakistan has been facing in recent years, women are disproportionately laid off in comparison to men.

Policy response

There have been a number of steps taken to improve women's situation at the federal level, and these programs have been implemented in KP as well. These include the poverty alleviation programs and microcredit facilities mentioned earlier (MDG 1), which offer cash transfers and small loans to women who might not otherwise have access to funds, as well as gender mainstreaming policies such as the Gender Reform Action Program (GRAP), meant to improve women's status in government institutions by introducing better hiring practices, amongst other reforms.

However, little has been done to directly reduce gender inequality by the KP government; most reforms have come in other sectors, with women gaining indirectly.

Chapter 5: Public Sector Budgetary Allocations for Education for 2011/12

The E&SE Department is the largest government department of the Provincial Government. It has a sanctioned staff strength of about 177,093 employees, approximately 46.84% of the total provincial government staff, and 74% of the devolved setup government staff. It maintains a network of about 27,707 schools with 3.76 million children enrolled. In some districts the staff strength of ESED is 82% of the total staff of the devolved district departments. District EDOs/Dy. DOs (Schools) have the largest responsibilities in terms of staff strength, with budgetary and financial transactions on average of Rs.702.324 million (Rs. 3545.064 million salary budget-2010-11, 53% of the total salary & 77% of the salary budget of the devolved departments). The Department has the largest number of junior staff at district level, about 40,459 Grade-1 employees.

The E&SED accounts for 45.46% of the total revenue budget of the province for financial year 2010-11. The salary component is 45.46% of the total salary budget and 34% of the total budget. However, this apparent dominance in the allocation of resources cloaks the negligible allocation made for non-salary, just 4.36% of the total school budget in 2010-11. It is this disparity in priorities which is the primary source of contention between school planners and managers and the province's financial managers as it directly affects the operational viability of the school system. The increasing annual burden for salary on the government exchequer over the years has seriously reduced non-salary provisions and eroded the overall quality of education, as it impairs the ability of the schooling system to maintain meaningful operational credibility in terms of lack of actual inputs required for effective teaching and learning within the classroom.

The following table shows an increase in education spending and the share of primary and secondary education vis-à-vis other sub sectors of education.

Table 27: Khyber Pakhtunkhwa expenditures²² (Rs. in million)

Recurring	Item	1990-91	1993-94	1996-97	1999-00	2002-03	2005-06
	Total social services	4124	5958	8190	10951	14316	20009
Total Education	2712	4334	6244	8296	11449	15614	
Edu. Exp as percentage of total for Soc. Services.	66	73	76	76	80	78	
Total for Primary & Secondary	1925	3108	5223	6968	9202	14148	
% of Edu. Exp.	71	72	84	84	80	91	
Expend	Recurring expenditures						

²² 2005-06 to 2007-08 District Reconciled Expenditure figures are awaited from the district governments.

Total social services	3299	5186	7108	10042	13412	*
Education	2500	3932	5505	7729	10833	*
Edu as % of total for Soc Services	76	78	77	77	81	*
Primary and Secondary	1897	3065	4542	6461	8852	14475*
% of edu. rec.	76	78	82	84	82	*

Source: Khyber Pakhtunkhwa Economic Report 2005

*(Govt of Khyber Pakhtunkhwa & World Bank)*figures not yet available*

A sub-sector analysis shows the following trends, with spending per secondary student more than two and a half times as high as that for primary students:

Tab 28: Per student public expenditure in primary & secondary education (2011-12)

Per Student Public Expenditure 2010-11					
	Actual Expdt: (figure in thousand)	Students (in million)	Expdt: per student (in thousand)		
			Annual	Monthly	
Administration Primary, Middle, High, Secondary	52572.779	3.76	13834.941	1152.91	

Source: KP-EMIS 2010-11, White Paper 2011-12

Limited financial control

Prima facie both the salary and non-salary budgets (operational expenses) have been devolved to the district governments, the non-salary devolved in phases and salary from FY 2006-07. The real control of the salary budget, however, still rests with the provincial government. Any savings on this account are adjusted in future releases. Creation of new positions is in the power of the provincial finance department. On the other hand, the district governments are getting nominal non-salary budgets to meet O&M requirements of the devolved setup, e.g. Rs.22897.396 million is the total non-salary budget for the entire devolved setup under Provincial Finance Commission (PFC) Award 2010-11, which is 9.28% of the total non-salary budget and 24% of the non-salary budget retained for provincial level departments/offices (& 10% of the salary budget of the devolved departments). Thus in real terms, control of resources still rests with the provincial government.

Delegation of financial powers

The EDOs and Dy. DOs have limited financial powers under the existing delegation of financial powers. Financial sanctions at district level are often delayed in the offices of DCOs. In some cases the position is vague and references are made to the provincial

government. The delegation of financial powers and powers of re-appropriation rules need to be amended.

The Elementary and Secondary Education Sector receives the smallest share in the further division of budget at district level e.g. Rs. 37180.708 million (RE 2010-11) allocated to the entire schools sector, which is 67.905% of the total non-salary budget of the district governments and 0.89% of the salary budget of the Elementary & Secondary Education sector.

The lack of realistic and need-based allocation of resources for schools has always been a prime concern for education planners and managers and one of the main obstacles to improving the school environment and the quality of education in Khyber Pakhtunkhwa. Over the decades, the public financial system has failed to respond to the growing and changing demands of education and continues to be dominated by considerations of salary and past tradition/ practice rather than pragmatic investment in education, which requires quality inputs to yield positive impact in terms of outcomes and learning achievements.

Efforts to improve education in Khyber Pakhtunkhwa are unlikely to be effective without a realistic operational capacity to provide the inputs necessary for good teaching and learning. Years of scant attention to quality-enhancing inputs and the lack of a performance-based culture have caused stagnation in the school system.

Except for salary allocation, which is a relatively inflexible cost to the government, the E&SED has virtually no say in the allocation of resources for non-salary budget required for school improvements, repairs, class room teaching aids, operational costs, etc. Funds are generally allocated to districts by the Finance Department on a lump sum basis based solely on availability of resources, without taking into consideration other issues such as the number of schools, enrolment, need, or strategic goals. This negative trend is being addressed through performance-based budgeting (PBB) and needs-based budgeting (NBB) in the hope that realistic inputs to improve the quality of school, education, management and supervision will be provided by the government.

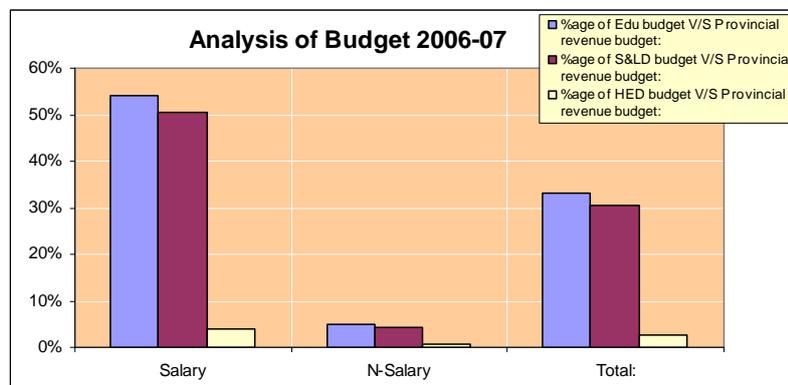
Operational capacity cannot be achieved without adequate spending authority. Prior to the devolution of powers, school heads were allowed to recruit staff and purchase supplies locally, thereby ensuring operational readiness for their schools. Similarly, district education offices had adequate spending and recruiting authority that ensured the affairs of schools were addressed readily within given resources. The post-devolution scenario and financial system has centralized this authority in the office of District Coordination Officer creating a heavily centralised system which virtually eliminates any efforts to induce quick decision-making vital for improved service delivery.

Considerable debate on these aspects has taken place over the last few years under the umbrella of the Khyber Pakhtunkhwa Provincial Reforms Programme. Substantial reforms have been agreed to improve government performance and facilitate a better allocation of resources and improved service delivery to the people. This objective has still not been met and resource allocation seems to follow patterns of previous years as is evident from the financial year 2010-11 recurrent budget details. The provincial non-salary budget is 9.4% of the overall budget and 31.20% of salary budget. This does not include the non-salary budget for district education offices which is provided from the district. The non-salary allocation for middle, high and higher secondary schools constitutes only 1.86% of the overall budget for

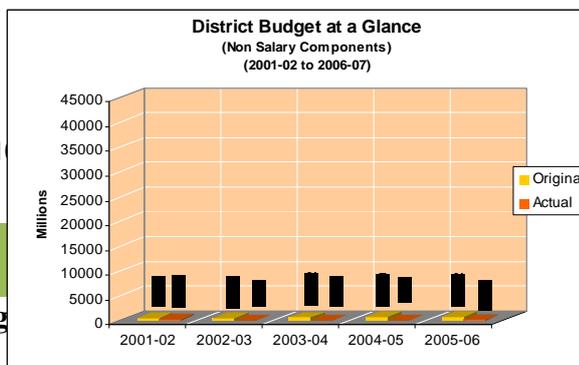
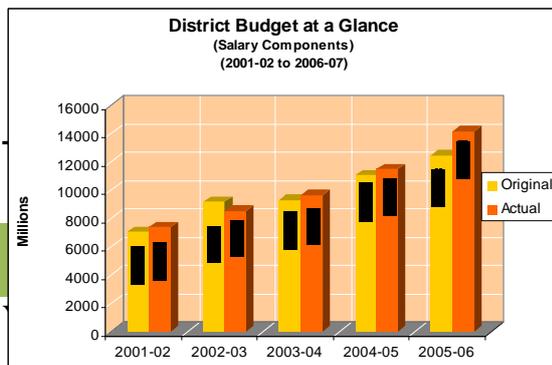
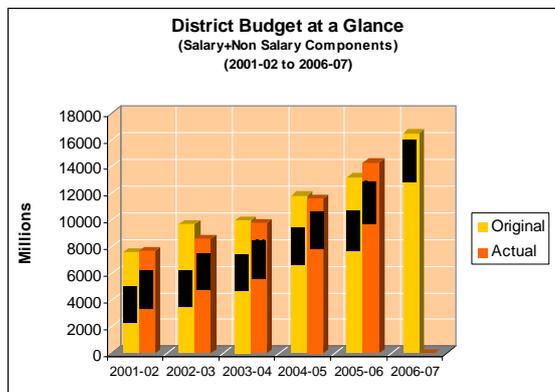
schools. This lack of attention to non-salary needs of the educational systems is very marked. Allocation for primary schools is 7.4% of the total school budget which for children in the formative years of their institution and learning is inadequate. International studies have proven the early years education has a crucial impact on the cognitive development of children in the later stages of learning. An impaired learning environment in the formative years is further exacerbated given the lack of attention to middle and high school education.

Table 29 : Budget 2010-11 at a glance [Rs. In million]

Budget 2010-11 at a Glance – Summary			
			<i>Recurrent</i>
Elementary & Secondary Education Department:			
	Salary	N-Salary	Total:
Total:	34,959.86	1,810.31	36,770.17
Analysis			
Total Provincial Budget: (Revenue):	104,352.76	35,147.22	139,499.98
%age of E&SED budget V/S Provincial revenue budget:	33.50%	5.15%	26.36%



District Budgets



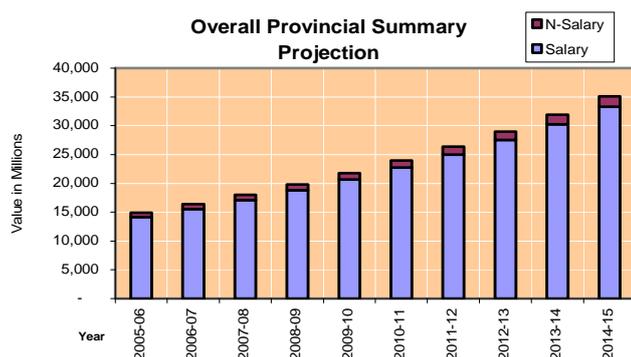
2008-09		19840.359		1051.244	5%		20891.603
2009-10		30942.792		1027.612	3%		31970.404
2010-11		35236.615		1944.057	6%		37180.672
Total		86019.766	0	4022.913	5%	0	90042.679

Table 31: Overall provincial summary projection

Rs. In million

Base year	Salary	N-Salary	Total	% increase
2005-06	14,119.15	759.617	14,878.76	-
2006-07	15,531.06	835.578	16,366.64	10.00
2007-08	17,084.17	919.136	18,003.30	10.00
2008-09	19,840.36	1,051.24	20,891.60	16.04
2009-10	30,942.79	1,027.61	31,970.40	53.03
2010-11	32,959.86	1,428.04	34,387.90	7.56
2011-12	41,199.83	1,642.24	42,842.07	24.58
2012-13	51,499.79	2,052.80	53,552.59	25.00
2013-14	64,374.73	2,566.00	66,940.73	25.00
2014-15	80,468.41	3,207.50	83,675.91	25.00

The above table shows that major share of budget consist of salary component as compare to non-salary component. However, since 2005-06, there was consistent increase in the budget.



Targeted use of resources

The effective targeting of financial and technical resources assumes paramount significance given gender disparities; the variation in budgetary allocations across districts; the need to address opportunities and poverty issues that exist in the province; and the limitations imposed by fiscal space. Appropriate targeting of public investments is an instrument for empowerment of the most vulnerable groups. However, this targeting is not well executed. For example Kohistan district is the lowest ranked district in Khyber Pakhtunkhwa on the District Education Index and the most deprived district in Pakistan as per the Index of Multiple Deprivation yet allocations to it under the ADP are amongst the lowest in the province. To ensure that distribution of development funds under the ADP (geographically and in terms of gender parity) and to ensure that the gap between the larger, better off districts and the poorer ones is addressed, the policy will:

- promote a greater focus on girls education;
- clearer focus on primary, middle and secondary needs; and
- target the most vulnerable districts and the poorest performers in terms of districts and schools—linking to the concept of the School Improvement Plans, offering incentives for good performers in the form of top-up financing channeled through performance and results oriented conditional grants.

Innovations in financing

The 7th National Finance Commission Award offers an opportunity for the provinces to improve their fiscal space through more favourable vertical and horizontal distribution criteria. In the case of Khyber Pakhtunkhwa, it also offers additional fiscal flows for Hydel royalties. However, these do not alleviate the challenges of inadequate fiscal space and its implications for improving access to and quality of services in the education sector. While the overall development budget is projected to increase from the current level of Rs.69 billion in FY2010-11 to nearly Rs.104 billion in FY2013-14, the ESP projects that salary and non-salary costs alone will amount to Rs.66 billion in FY2014-15, highlighting the need for greater financing requirements than is currently catered for under the projections made by the Finance Department. It is clear that financing innovations need to be adopted, exploring opportunities for raising financing from the capital market, through instruments such as Education Bonds backed by guarantees from the Provincial Government. In addition, other special savings and investment instruments could be launched in partnership with private sector banks, National Savings Schemes and the Mutual Funds Association of Pakistan. This

would allow the sector financing needs to be viewed from a sustainable, market-driven perspective, rather than be continuously constricted by the public sector financing landscape.

Innovations such as voucher schemes and Charter Schools will provide more opportunities for the private and civil society sectors to contribute to overall policy objectives for the education sector. Voucher schemes can be an effective tool as they aim to ensure educational equity by subsidising the direct costs of schooling for the poor; provide greater choice and flexibility to parents; create competition for public funds, leading to improvement in quality of public schools; and lead to the growth of low-cost non-public schools, thus contributing to enhanced access to education. However successful implementation of voucher schemes requires effective targeting of the poorest segments in slum and rural areas as well as a robust regulatory mechanism and strong oversight capacities.

In addition, charter schools can be used to increase access and improve service delivery through a mechanism that involves pooling of resources between the private and public sector, with the former bringing in its management expertise and the latter its physical infrastructure and financial resources. Under this intervention, primary or secondary schools that receive public funds are selected and handed over to the private or civil society sector, without subjecting them to some of the rules, regulations, and statutes that apply to regular public schools. Funds are provided in exchange for accountability for producing certain results, set forth in each school's charter signed between the private managers and the education department. In order to ensure targeting and continued incentivisation for schooling, the private managers do not charge tuition fees, but can raise funds from the private sector and other donors to support revenues for improving school facilities, teaching aids etc. The principal argument in favour of these kinds of schools is that provision of managerial flexibility enables better learning achievements.

Performance-Based Budgeting (PBB)

Performance-based budgeting (PBB) is a prescribed system under the Local Government Ordinance to bring about efficiency, effectiveness, accountability and transparency in the working of public sector departments. This has been introduced with the objective to train districts in the preparation of budgets from provincial grants and to effectively prioritize scarce resources towards desired outputs. This will produce budgets that are output-driven rather than input-driven and develop a culture of linking expenditure to performance, thereby creating the conditions required to improve governance and alleviate poverty.

PBB was introduced in July 2005 in two pilot districts of Peshawar and Kohat, in the Departments of Health, Education & Agriculture. Institutions/units from both districts were selected for the pilot phase. Vision, goals, annual objectives and performance indicators were defined for the respective sectors. Moreover, sensitization and awareness workshops were conducted for all stakeholders. A sum of Rs. 30.00 million was allocated for the 201 pilot units to meet their non-salary operating expenses. The district governments contributed 50% of the funds and the Provincial Government provided the remaining 50% as matching grants. The system received very positive evaluation results and was consequently extended to another 2 districts, raising the number of pilot districts to 4. Population Welfare was also included in the pilot sectors and the results of the 4 departments in the districts of Peshawar,

Kohat, Bannu and Haripur were very encouraging, with all the performance indicators showing good progress. Funds were allocated to the pilot schools on the following basis:

10 High Schools (5 male + 5 female)	Rs.150,000/- per school
20 Middle Schools (10 male + 10 female)	Rs.60,000/- per school
40 Primary Schools (20 male + 20 female)	Rs.30,000/- per school

The Provincial Government has decided to extend the pilot to the whole province on the same basis. The results will be thoroughly evaluated (in terms of institutional arrangements, district staff positions, operational budgets, training and so on) before being extended to the whole government system.

Needs-based Budgeting (NBB)

In order to align demand-side budgetary allocation to budgetary preparation, needs-based budgeting (NBB) has been introduced in the ESED. The pilot was restricted to high- and higher secondary schools. The school heads and supporting staff were trained in the new concept of computerized preparation of budget proposals based on a minimum essential annual operational requirement. It is presently estimated that Rs. 1048.171 million is required to meet the minimum essential requirements of the 2,059 high- and higher secondary schools in Khyber Pakhtunkhwa on a needs basis and according to pre-determined criterion of need. This new approach would be made more effective by bringing it within the scope of the PTCs and ensure a degree of transparency in the utilization of resources. The NBB will be a regular feature of the annual school census and up-dated every year.

The non-salary budget provided to schools through the district government is only **0,56%** of the salary budget and it is meant for paying the electricity bills, telephone bills and rents, etc. The provincial government retains most of the 2-3% non-salary as block provision (for jute tats, purchase of furniture, laboratory equipment, repair & maintenance), which is usually released late and hence often lapses due to shortage of time for fulfillment of codal formalities for spending the budget, when the utilization of the budget has not been possible within the fiscal year.

A third source for non-salary items is the Federal Government ESR (Education Sector Reform) fund that is meant also for the repair and construction of additional class rooms etc., 200 million rupees were released by the Federal Government for the fiscal year of **2005/06** to the Provincial Government of Khyber Pakhtunkhwa for distribution to the districts.

The development budget of the province has registered steady and high levels of growth since 2001-02 given government's high priority for the improvement of social sector services delivery and poverty reduction. The development budget has increased over the last 5 years at spiraling rates ranging from 215% nominal increase in **2002-03** to 112% nominal increase in 2006-07 allocations. The same period has, however, seen a generally stagnant level of foreign assistance. The drop in direct foreign assistance is also attributed to international aid

commitments under the Paris Declaration seeking more coordinated and programme based approaches to development cooperation rather than project-based foreign assistance. The effort of the E&SED to align its long term policy objectives/goals within a coordinated and cohesive sector strategy against a given budgetary framework becomes imperative for donors with a preference for direct budgetary assistance. This also entails a binding commitment on part of the provincial leadership to make available for education the necessary funds upfront and on time within the approved budgetary framework.

Investment patterns shown by recurrent and development budgets are well-defined and can be easily predicted. A huge chunk of development funds are destined to be invested in infrastructure and repairs, with minor allocations for teacher training, equipment and provision of basic facilities. It is roughly estimated that up to 60-70% of annual development funds are spent on infrastructure as a response to the weak financial and institutional capacity of government to effectively design, plan and implement quality based programmes. Building more schools is much easier than improving the quality of education instruction and learning.

Issues

The devolution of powers to districts has still not yielded improvements in overall planning, management and delivery of social services. The idea of having a more accessible government close to the doorstep of the people has been elusive. The districts still struggle with the same problems they were afflicted with before devolution but which they are now expected to resolve themselves, regardless of the lack of capacity at all levels.

The reality at district level is characterized by the following:

- No budget for education from the district kitty and a lack of awareness of the situation of education by district authorities;
- No efforts at community to finance education at local level;
- Local trade or industry does not contribute towards education;
- Inadequate and late release of school funds;
- Little funds for school and classroom improvement and quality improvement;
- Lack of understanding of school management on issues concerning school finances;
- Lack of capacity in managing, utilizing, monitoring and reporting on financial issues;
- Allocation for education primarily going into salaries and establishment;
- Major portion of development funds apportioned to civil works and less to quality components;
- Provincial Government still heavily dependent on Federal transfers for resources;
- High cost of education not matching the low levels of outcomes in terms of enrolment and learning achievement;
- Cost of establishment or teacher salaries continually increasing;
- Funding of sector still too low;
- Not enough advocacy for education;
- No system of cost effectiveness of education; and
- Political interference.

Strategies

The Sector Plan, once fully operational, will serve as the basis for annual budgeting (development and re-current) and a rolling medium term budgetary framework. The process will help the transition from supply-driven planning and management of resources to a more realistic and need-based approach within a sector strategy. Serious attention to capacity to manage resources at district level has to be taken into consideration to ensure timely and upfront provision of resources to districts based on a performance based system.

The cost effectiveness of education needs to be more systematically determined by:

- analyzing unit costs and comparing with other countries and - in case of alternative providers - between providers;
- analyzing relative shares for salaries, school consumables, equipment, maintenance;
- analyzing relative shares for central and regional administration, central professional institutions, in-service training, inspection and quality assurance;
- reviewing professional personnel, skills and capacities for financial planning, budgeting, accounting, reporting and auditing of the education system.
- providing schools with discretionary funds for petty repairs and maintenance;
- enhancing non-salary budgets to match needs for schools and empower Head Teachers and PTCs to plan non-salary budgets;
- improving budgeting processes and resource allocations to better support quality improvement efforts, ensure timely expenditures and improve resource flows to schools;
- improving the distribution of government education expenditures by supporting a faster growth of expenditures on elementary education services (including teacher training), than on lower priority secondary, non-formal, technical and tertiary sub-sectors;
- ensuring provision of support staff and adequate operational resources for school academic supervision and support the recurrent budget;
- supporting District Government to ensure regular maintenance and operational viability of LCOs from district government resources; and
- monitoring of government's own procurement systems.

Chapter 6: International Development Partners: Their Role, Priorities and Areas of Intervention in Education Sector in Khyber Pakhtunkhwa

A Memorandum of Understanding (MoU) was signed in March 2009 between Government of Khyber Pakhtunkhwa (E&SE Deptt, Finance Deptt and P&D Deptt) and seven Development Partners. The purpose of the MoU was to harmonize donor's support to the Elementary & Secondary Education Sector in the Province so as to avoid duplication of efforts and ensure effective utilization of funds provided by the donors. Different donors/NGOs had signed MoU with the E&SE Department.

Salient feature of the MoU are:

Guiding Principles

The leadership in developing a comprehensive **Education Sector Plan** (*henceforth 'the Plan'*) and commitment to engage with Development Partners around a common framework rests with the Government of KP. The Elementary and Secondary Education Department (*henceforth 'the Department'*) will agree the Sector Plan with Departments of Finance and Planning and Development.

The GoKP will finalize the Plan which will form the basis for support by Development Partners (DPs). The Plan will clearly indicate how outcomes will be delivered, including prioritization and sequencing of activities to be funded, and reforms in policies. The Development Partners (DPs) will support the implementation of the Plan.

The Department will be responsible to plan, oversee implement and monitor activities.

The DPs will provide support to the Plan, where possible through pooled or co-financing arrangements, to ensure support is through Government systems and processes to achieve a shared set of objectives and anticipated outcomes. This is the clearly preferred financing modality. Where this is not possible, parallel (project) financing of specific activities to achieve Plan outcomes may be agreed with the Department; this will ensure there is no duplication.

To ensure a successful cooperation under the principles outlined above, the following was agreed by GoKP and DPs as outlined in more detail below:

- i) Establishment of a government steering committee, chaired by [Chief Secretary/ Addl. Chief Secretary], for regular review of implementation progress against a single comprehensive performance monitoring and expenditure framework.
- ii) Coordinating technical cooperation to strengthen capacity within GoKP and to provide support for emerging needs in all other areas, specified in the Sector Plan as identified by the Government (E&SE Department).
- iii) Use of government financial management and procurement systems. These systems will be appraised and reviewed as part of the monitoring process agreed with recommendations requiring government to bring about improvements, as necessary.

- iv) Establishment of coordination and steering mechanism and joint monitoring, reporting and appraisal missions by the DPs.
- v) Establishment of a mutually agreed set of performance indicators between the Elementary & Secondary Education Department (E&SE) and the DPs to enable monitoring of progress.
- vi) In each case re-current financial obligations occurred during the donors' intervention will be adequately adjusted by the Provincial Government to avoid future financial implications for the sub-sector E&SE.

External Assistance to the Implementation of the Education Sector Plan

The GoKP will ensure agreed levels of financing for the Sector Plan.

DPs will provide financial support to levels and within conditions agreed in their respective financing agreements with the Government.

The DPs will provide funds for technical assistance and other areas of cooperation as specified in 4 above.

DP financing will be provided to support the agreed sector outcomes and identified financial gaps. Financing relates to all forms of financial assistance, provided through differing modalities, including debt for education swaps, grant funds or loans for either earmarked support or sector budget support. (Funds provided as general direct budget support need to be considered separately.) These external funds will be additional to agreed levels of government financing of the sector.

Coordination, Steering and Monitoring, Reporting and Appraisal Missions

- 2 A steering committee will be formed under the leadership of [CS/ACS], GoKP, comprising representatives of the Departments of Finance, Planning and Development, and Elementary and Secondary Education. The steering committee will meet quarterly to review progress, discuss and recommend actions to resolve issues and proposed changes to planned actions for subsequent approval of the concerned authorities
- 3 A Formal Joint Annual Review (JAR) of the implementation of the Plan will be undertaken annually, jointly by GoKP and the DPs according to agreed ToRs, procedures and timing.
- 4 DPs may arrange with GoKP for other missions on a needs basis; these will be kept lean and have clear justification and technical requirements. Mission timing will be agreed upfront with government.
- 5 The Department will prepare and circulate comprehensive quarterly reports, following an agreed format, prior to each steering committee meeting Report will be based on regular monitoring, information from field visits and on regular departmental reports and information from the responsible line units and institutions, selected districts and schools. The report will be results-oriented, and will monitor progress against key output and input indicators as laid down in the Plan. An annual report prepared prior to the JAR will also present progress on all key indicators agreed in the performance monitoring framework.

- 6 As far as possible, monitoring of ongoing projects will be undertaken as part of the JAR, reducing the need for separate missions and thus reducing transaction costs and time for GoKP.
- 7 As far as possible, the preparation and appraisal process of individual bilateral agreements will be undertaken jointly to avoid excessive demands on GoKP time and avoiding the repetition of analysis and studies.

Partnership Commitment 23

OWNERSHIP

Partner countries exercise effective leadership over their development policies, and strategies and co-ordinate development actions:

Partner countries commit to:

Exercise leadership in developing and implementing their national development strategies¹ through broad consultative processes.

Translate these national development strategies into prioritized results-oriented operational programmes as expressed in medium-term expenditure frameworks and annual budgets (Indicator 1).

Take the lead in co-coordinating aid at all levels in conjunction with other development resources in dialogue with donors and encouraging the participation of civil society and the private sector.

Donors commit to:

Respect partner country leadership and help strengthen their capacity to exercise it.

ALIGNMENT

Donors base their overall support on partner countries' national development strategies, institutions and procedures

Donors align with partners' strategies

Donors commit to:

Base their overall support — country strategies, policy dialogues and development co-operation programmes — on partners' national development strategies and periodic reviews of progress in Implementing these strategies² (**Indicator 3**).

²³ Paris Declaration

Draw conditions, whenever possible, from a partner’s national development strategy or its annual review of progress in implementing this strategy. Other conditions would be included only when a sound justification exists and would be undertaken transparently and in close consultation with other donors and stakeholders.

Table 32: Multilateral Donors Support

1	Name of Donor	World Bank ²⁴
	Name of Programme	North West Frontier Province Development Policy Credit
	Start Date	2006
	End Date	2009
	Amount	US \$ 130 million
	Funding Type	Loan
	Term	Standard IDA terms: 35 year maturity, with 10year grace period
	Description	<p>The proposed North-West Frontier Province second Development Policy Credit is the middle operation of a series of three development policy credits designed to assist the KP policy reform program. The objectives of the program was to improve human development, promote economic growth and reduce poverty. The reform program is based on four mutually supportive and internally consistent pillars.</p> <p>Accelerating human development to:</p> <p>(a) improve access, equity, quality and governance of the education system, (b) increase the utilization and quality of care, and strengthen stewardship functions in the health sector, and (c) reduce the risk and vulnerability to the human capital of the poor through a sound social protection system. Improving fiscal stability and public expenditure management, to improve:</p> <p>(a) macro-economic stability, (b) fiscal sustainability of the reforms, and (c) better planning and monitoring of public expenditures.</p> <p>Strengthening governance to improve: (a) public financial management and accountability, (b) transparency and accountability in public procurement, and (c) obtain reliable and timely human resource data for planning, budget preparation and control of establishment expenditure, and to monitor compliance with legal and policy stipulations.</p>

²⁴ International Development Association Program Document May 8,2007

	Promoting economic growth through private sector development to: (a) institutionalize the public private dialogue, (b) reorient role of state from operator to facilitator, and (c) improve private participation in economic activities
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Table 33: UN Agencies' Support

1	Name of Donor	World Food Programme
	Name of Programme	Promotion of Primary Education for Girls in selected districts of Khyber Pakhtunkhwa
	Start Date	2005
	End Date	2009
	Amount	Rs. 2114.898 million
	Funding Type	Food for Education
	Description	<ul style="list-style-type: none"> • To promote Primary Education for girls in Rural Food insecure areas and increase female literacy. • To increase enrolment, reduce dropouts, and improve attendance and retention rate in selected Girls Primary Schools. • To reduce absenteeism of female teachers and to enhance their role by frequent interaction with the community

Table 34: Bilateral Donors' Support

1	Name of Donor	DFID (UK)
	Name of Programme	Interim Support of DFID (UK) to the Khyber Pakhtunkhwa
	Start Date	2009
	End Date	2011
	Amount	£28 million
	Funding Type	Budgetary Support
	Description	Provision of Free textbooks to all student of Class 1-12 Stipends to female students from class 6 to 10
2	Name of Donor	DFID (UK)
	Name of Programme	KP-Education Sector Reforms Programme
	Start Date	2012
	End Date	2016
	Amount	£203 million
	Funding Type	60% Budgetary Support 30% Schools construction 10% Technical Assistance Consulting Engineering firm (TACE), in consultation with Govt Of Khyber Pakhtunkhwa (C&W and E&SE)
	Description	i. Improved literacy, numeracy and critical thinking ii. Improved school performance iii. Girls Stipend Programme and voucher scheme iv. Collaboration with (i) madaris and (ii) the low cost private sector schools v. Strengthening community level management vi. Improving teacher management vii. Return to learn opportunities for (i) boys and girls and (ii) older women viii. budget allocation protected / timely flow of funds ix. Establishment of Internal Audit System x. Output-Based Budgets

3	Name of Donor	GIZ-Germany
	Name of Programme	German Development Cooperation, Education Sector Development Programme Khyber Pakhtunkhwa
	Start Date	2008
	End Date	2015
	Amount	14.5 million
	Funding Type	Technical Support
	Description	The Education Sector Development Programme has three components: <ul style="list-style-type: none"> 1. Governance structures 2. Capacity development, and 3. Quality and relevance.
4	Name of Donor	GIZ-Germany
	Name of Programme	German Development Cooperation, Education Sector Development Programme Khyber Pakhtunkhwa
	Start Date	2008
	End Date	2015
	Amount	€14.5 million
	Funding Type	Technical Support
	Description	The Education Sector Development Programme has three components: <ul style="list-style-type: none"> 1. Governance structures 2. Capacity development, and 3. Quality and relevance.
5	Name of Donor	Canada-Ausaid
	Name of Programme	Communication for Effective Social Service Delivery (CESSD) in Education Sector-Khyber Pakhtunkhwa

	Start Date	2008
	End Date	2015
	Amount	-
	Funding Type	Technical Support
	Description	Training of Parent Teachers Councils (PTC) Training of Assistant District Officer (ADO)-Circle Facilitation for Teachers Guide and Manuals
6	Name of Donor	Norwegian
	Name of Programme	Basic Education Improvement Project
	Start Date	2003-4
	End Date	2009-10
	Amount	Rs. 640.014 million
	Funding Type	Grant
	Description	Establishment of Local circle Offices Training of School Managers Training of Mentor Support Teachers Provision of Teacher Guides for Pry. Schools Main streaming of Madarassa Education Strengthening and Re-activation of PTCs Strengthening of Existing Teacher Training Inst/DE&SE & Dept. of E&SE
7	Name of Donor	CIDA-Canadian
	Name of Programme	“Capacity Building of Elementary Teachers Training Institutions in Khyber Pakhtunkhwa” Pak- Canadian Debt For Education Conversion.
	Start Date	01-07-2006
	End Date	30-06-2013
	Amount	Rs. 1035.319 Million

	Funding Type	Canadian Debt For Education Conversion
	Description	<ul style="list-style-type: none"> • To improve the Quality of Education Through • Capacity Building of Elementary Teachers • Improvement in Existing Facilities of Teachers Training Institutions • (Such as repair of Buildings, Provision of furniture, IT & Non IT items to the teachers training Institutions. • Directorate of Curriculum & Teachers Education Khyber Pakhtunkhwa Abbottabad. • 20 Regional Institute of Teacher Educations in Khyber Pakhtunkhwa. • Provincial Institute of Teachers Education Khyber Pakhtunkhwa Peshawar. • Institutes of Research Khyber Pakhtunkhwa Education.
8	Name of Donor	Germany
	Name of Programme	Debt for Education Swap-II
	Start Date	01-07-2005
	End Date	30-06-2011
	Amount	Rs. 928.568 million.
	Funding Type	Debt for Education Swap-II
	Description	Construction work Provision of library books to schools
9	Name of Donor	USAID
	Name of Programme	Rehabilitation/renovation of Schools in Malakand Division
	Start Date	2007
	End Date	2011
	Amount	
	Funding Type	Project Support
	Description	Involve parents, community, school and district education management in the improvement of their children's schools based on 'Ashar', a Pakhtun tradition of communities helping themselves. 141 Head teachers and 33 Education managers of DOE

		<p>trained in activating and sustaining PTCs.</p> <p>150 Middle and Secondary schools (Female 49, Male 101) equipped with furniture²⁵, science lab enhancement, learning aids and libraries. 67, 685 students provided with 'Student Support Packages'.</p> <p>648 Teachers trained in 'Library Management', 395 on use of 'Science & Math Kits' and 433 to use 'Science Lab Equipment' to sustain use of Learning Aids. 150 Teacher Support Packages' provided at 150 schools.</p> <p>150 PTCs, each comprising of 5 or 7 members Seating capacity of 70,000 students 2 cupboards, 30 stools, 3 tables per lab at each school and science equipment 3 Math & 3 Science Kits at 150 schools, 150 science labs enhanced with furniture & science lab equipment 5 libraries for grade 6-10 at 150 schools Includes bags, stationary, calculator, geometry sets and dictionary Includes stationary, reference material and other teaching aids</p>
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Source: KP-Education Department

Policy Matrix of the Education Sector Plan indicating the amount and area of support by Development Partners is annexed 4.1.

Chapter 7: KP-Medium Term Development Needs/Priorities in Education - Updated Sector Plan

7.1 Needs for Education

Investment in development of human capital is a pre-requisite for sustainable growth in the modern knowledge based economy and education is the foundation of socio-economic development. Education improves income distribution, helps the poor to cross social class boundaries by boasting their earnings, promote national unity and cohesion, enhances the status of marginalized and disadvantaged section of society, encourages saving, promotes investment, helps promote production by bringing about technological change and educated labor force adaptable to the technological change. Long term sustainable growth and poverty reduction prospects are critically contingent upon investment in the development of human capital and enhanced educational profile of working class.

Education has all along been a major policy stipulation of successive governments in Pakistan and UPE, ever since independence has been a major focus of education policy objectives. But the goal of UPE always remained elusive for want of political stability and successive military regimes. The progress in education sector could not keep pace with excessive population growth of around 3% per annum (now estimated at around 2%). The problem in part, could also be attributed to the fact that we started off in 1947, with a very narrow base in education. In KP for example, there were only 1069 educational institutions with a total enrolment of 119,559. The concept of a national security state rather than a national welfare state also restricted resource allocation to education. The combined effect of these factors is that the target for UPE continues to be shifted and is now set at 2015, in line with MDGs for education stipulated by the United Nations. The original target set in 1947, for universal primary education was 1967. In 1959, the Commission on National Education reset the target to 1974. The education policy of 1972 shifted the target to 1979 for boys and 1984 for girls. In accordance with international commitment to EFA goals, the 1992 education policy, of Nawaz Sharif government, set the target for UPE for 2002. The ten years perspective plan (2001-2011) set the target for UPE at 2010 and 78 percent literacy rate by 2011.

Educational indicators in KP²⁶; are far from being encouraging. Literacy rate in the province is estimated at 50 % (68% for male and 33% for female). GER estimates for 2010-11 stand at 76% for boys and 59% for girls in all schools. The NER excluding katchi in KP is estimated at 51% (57% for boys and 45% for girls). Considerable gaps across gender and the urban/rural divide are also obvious.

Problems to ensure quality are many and complex. These encompass teacher shortages, poor quality of pre-service and in-service programs, teachers' absenteeism, minimal supervision, poor infrastructure and unavailability of supplementary reading materials.

²⁶ PSLM 2010-11

7.2 Overarching Priorities: Widening Access And Raising Quality²⁷

National Education Policy, 2009 provides, the objective of education is the development of a self reliant individual, capable of analytical and original thinking, a responsible member of his community and, in the present era, a global citizen. It is imperative to identify and, possibly define, the touchstone for development of the child as a member of society. Each culture has its own ethos that bears relevance for its individual constituents. The challenge today is to secure values without regressing into unnecessary anachronism and parochial insularity. The other relevance of education is its ability to provide the graduates with an opportunity to earn a living. Education should be able to increase the earning potential of the individual who is literate; irrespective of the eventual vocation opted.

The foregoing articulations of the economic and social goals are taken by the Policy as an appropriate basis for defining the priorities for National Educational Policy. They lead to two over-arching priorities. Given the important role of education as a key driver of economic growth and social advancement, the first policy priority is to widen access to education for all. Improving the quality of education, particularly in its dimension of being relevant to the needs of the economy, becomes the second strategic priority.

This Policy document identifies policy actions in pursuit of these two overriding objectives. They are divided into policy actions required at the system level and actions pertaining to specific sub-sectors of education treated across various chapters.

7.3 KP-Education Sector Plan 2008

Khyber Pakhtunkhwa became the first province in the country to prepare the Education Sector Plan. This was a big achievement on the part of the Elementary & Secondary Education Department and shows firm resolve of the present Government to bring positive reforms in the education system of the province.

Education and Progress are closely related endeavors. The secrets of success of the developed nations lie only in their education system, especially primary education. To realize the dream of prosperous and developed Pakistan in general and Khyber Pakhtunkhwa in particular, have no other alternative but to eliminate illiteracy and spread knowledge in every nook and corner of the country. The preparation of Education Sector Plan is the right step in this direction.

The sector plan²⁸ signifies the initial steps towards a comprehensive long-term approach towards improved service delivery for societal advancement. The sector plan represents the future course of policy and actions of the government of KP in the schools sector over the next 8 years. It is an indigenous and conscious effort of the Elementary and Secondary Education Department to set a course to manage the education reforms agenda effectively within a systematic and coordinated approach.

The preparation of the Education Sector Plan symbolizes the first step in overcoming the hitherto piecemeal approach of non-coordinated individual government and bilateral

²⁷ National Education Policy 2009

²⁸ KP-Education Sector Plan 2008

cooperation interventions, and a transition towards a balanced holistic approach to development in the schools sub-sector on a “large scale”. The sector plan approach will entail critical review, adjustments and gradual 'mainstreaming' of ongoing programs and projects' into one coherent long-term approach.

The present plan will be further developed in the next stages within an operational framework to serve as the basis of annual development and recurrent budgeting and review to ensure investments are planned and managed in a systematic and sustained manner consistent with the long-term goals and objectives. The sector plan will be systematically translated into activities and timelines in the form of Annual Work Plans. The Plans will be flexible towards 'projects' where contractual conditions and formal constraints of agencies require so. However, activities will be clearly placed in the overall context of the plan and program.

The Sector Plan forms the basis of:

Communication to ensure that all stakeholders and partners have equal information and understanding, and to serve in structure and format for monitoring, reporting, and plan revision and updating.

The annual budget, to ensure a regular recurrent budget which sustains investments, and development budget which follows agreed plans and priorities.

Plans for consolidating and upgrading existing educational facilities, institutions and efforts to meet the modern world challenges in education.

This is a living framework for actions open to changes and adjustments in the light of new developments in different subcomponents during its lifespan. The targets set in this document are in accordance with the Millennium Development Goals (MDG) and Education For All (EFA) to which Pakistan is a signatory, the National Education Policy, PRSP, ESR and the KP PRP 2005-08.

7.3.1. Mission of Education Sector in KP

The mission of education in Pakistan, according to the Education Sector Reforms (ESR), is: “Developing human resources in Pakistan as a pre-requisite for global peace, progress and prosperity”

The Pakistan Development Forum has further elaborated the mission for education in Pakistan in these words:

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

7.3.2 Vision of Education Sector in KP

Complementing this Mission, the vision for the education sector is as follows:

“Provide quality education enabling all citizens to reach their maximum potential; Produce responsible and skilled citizens; Integrate Pakistan into the global framework of human centred economic development”.

The National Education System should be meaningful and relevant in order to alleviate poverty and sustain growth through the provision of quality education for all Pakistanis, without any discrimination, thus facilitating the creation of a knowledge-based society. (Pakistan Development Forum)

The mission and vision are consistent with the EFA and MDG goals and the objectives of the National Education Policy, Education Sector Reforms (ESR) and Provincial Reforms Programme (PRP).

The achievements under the Provincial Reforms Program show good progress in meeting the challenge of MDG of universal primary education (100% net enrolment) by the year 2015. The KP has made considerable progress in enhancing school enrolment, ratio of female-to-male and literacy rates. However, much still remains to be achieved.

Table 35: KP- Educational indicators

	PIHS 1998-99			PIHS 2001-02			PSLM 2010-11		
	T	M	F	T	M	F	T	M	F
GER Pakistan (Class 1-5, age 5-9)	71	80	61	72	83	61	63	69	56
GER KP	70	84	54	77	97	56	68	76	59
% Variation	-1	+4	-7	+5	+14	-5	-5	-7	-3
NER Pakistan	42	47	37	42	46	38	56	60	53
NER KP	39	47	30	41	48	33	51	57	45
% variation	-3	0	-7	-1	+2	-5	-5	-3	-8
Literacy Rates Pakistan 10 yrs.+	45	59	31	45	58	32	58	69	46
Literacy Rates KP 10 Yr.+	37	56	20	38	57	20	50	68	33
% variation	-8	-3	-11	-7	-1	-12	-8	-1	-13

Source: PIHS, 1998-99, 2001-02, and PSLM 2010-11, GOP, Statistics Div, FBS June 2006

In education, the major concerns of the government are focused on the issues of:

- Improving access to primary schools and reduce gender gap;
- Improving quality of education;
- Providing adequate and suitable infrastructure
- Managing risk
- Providing alternative or non-formal education
- Strengthening governance and supervision.
- Encouraging public-private partnership and community involvement; and
- Enhancing budgetary allocation for education;

Tab 36: Proposed Strategies and Action Plan are given in the following matrix:

NEEDS	TARGET GROUPS	STRATEGIES/ACTIONS
<p>1. Provinces and Area Governments shall affirm the goal of achieving universal and free primary education by 2015 and up to class 10 by 2025.</p>	<ul style="list-style-type: none"> - Population in rural/remote & far flung areas -The “Unreached” or “drop out” children -Poor groups -Girl children -Special Children - Community/Parents 	<ul style="list-style-type: none"> • Eliminating social exclusion and promoting national cohesion. Greater opportunities shall be provided to marginalized groups of society, particularly girls. • To achieve the commitments of Government of Pakistan towards Education for All (EFA) and the MDGs, inclusive and child-friendly education shall be promoted. • Special measures shall be adopted to ensure inclusion of special persons in mainstream education as well as in literacy and TVE programmes. • Governments shall improve quality of educational provision at all levels of education. • National Standards for educational inputs, processes and outputs shall be determined. A National Authority for Standards of Education shall be established. The standards shall not debar a provincial and area government/organization from having its own standards above the prescribed minimum. • Provincial and district governments shall establish monitoring and inspection systems to ensure quality education service delivery in all institutions. • Steps shall be taken to make educational provision relevant for the labour market and for promoting innovation in the economy. • Universities and research institutes shall place greater emphasis on mobilizing research for promoting innovation in the economy. • Educational inputs need to be designed with a comprehension of the challenges and opportunities related to globalization. Strategies shall be developed to optimize opportunities and minimize the potentially negative impacts

<p>Improving access to education and reducing gender gap:</p>	<ul style="list-style-type: none"> - All children, particularly girls. - Students of Long distances especially for girls; - Overcrowding katchi and Class 1 - Difficulty in access to secondary schools - facilities for students and teachers; - rural areas; - High cost of private schools and poor coordination of government with the private schools; - Lack of adequate facilities in schools; - Lack of emphasis on the private sector education development programme by the FEF and EEF, rather concentrating on opening schools and colleges of their own; 	<ul style="list-style-type: none"> • Development of public sector infrastructure development, maintenance & repairs policy. • Increased use of EMIS/GIS for need-based infrastructure placement and development. • Low cost alternatives to school construction such as adobe structures. • Establishing community schools for under-served areas. • Improved school design commensurate with modern education needs. • Delegating repair and maintenance of schools to PTCs/community. • Provide missing facilities to all deficient schools on priority. • Special policy for establishment of new schools for marginalized areas (e.g. urban slums and isolated settlements) that do not conform to existing school establishment criteria. • Partnership agreements with Local Governments for construction & repair of schools and provision of missing facilities from their budget. • Strengthening role of Parent Teacher Councils (PTC)/community to share school repairs/construction costs.. • Expanding partnerships with NGOs and private sector education providers to improve overall coverage and cost-effectiveness of education at all levels. • Define minimum school infrastructure & standards, including number of teachers, furniture and other educational aids, for all schools to ensure effective teaching and learning. • Improve provincial and district school management offices and facilities. • More debt swaps to improve infrastructure and relieve pressure on provincial resources.
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<p>2. To enhance quality of education A. learning achievements</p>	<ul style="list-style-type: none"> - children of government schools - primary school - Poorly qualified teachers - young children (starting at age 4) - Current teacher training programs - District offices. - female supervisors - No regular and viable reformative structure of teaching and learning and assessment in the public sector. - Low literacy rates districts - 	<ul style="list-style-type: none"> • The Institutional Framework for Teacher Development (IFTD)²⁹ is the notified strategy of government for improvement of teacher education and teacher professional development in the province. The next step is the preparation of a detailed implementation strategy that prioritizes and sequences the next steps of implementation. • Continuous and regular system of classroom assessment. This requires the following pre-requisites to be in place for this system to work effectively: • Coordination and technical exchange of information sharing and support between PEAC/NEAS to be regularized and made regular activity. • 300 operational Local Circle Offices (LCOs) with staff, office budget and physical resources including transport to Assistant District Officers (ADOs), especially female officers, to improve their overall ability to supervise, manage and monitor. • Notification of 5400 Mentors for Primary School teachers and provision of financial increment in salary from recurrent budget to compensate for the travel involved. • Special efforts to reduce overcrowding in Early-Childhood classes (Katchi and Class 1), and to introduce a modified curriculum and child-friendly teaching practices, appropriate for children of this age. • Preparation of framework for Head Teacher development and notification of sanctioned posts of Head Teachers in every school with more than one teacher to improve overall governance and teaching at primary school level. • Re-activation of co-curricular activities in primary, middle, high and higher secondary schools on regular basis in government schools system to revive healthy and joyful learning. • 6. Budget for sports equipment to be provided in the regular school budget for middle, high and higher secondary schools.
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²⁹ Institutional Framework for Teacher Development (IFTD)-2007

<p>3. To improve the Governance in Education</p>	<ul style="list-style-type: none"> - community and district/school managers; - District Coordination Office (DCO) - Circle ADOs - Education Sector Reform Unit - Directorate of E&SE - DCTE - PITE - RITES - Textbook Board 	<ul style="list-style-type: none"> a) Capacity Building: <ul style="list-style-type: none"> 1) Periodic and intensive trainings to all schools managers including school heads. Principals in office, financial and personnel management. 2) Job description for managers in the Elementary & Secondary Education Department to be developed. 3) Job training for district & provincial managers of the Elementary & Secondary Education Department. b) Coordination with the Districts: <ul style="list-style-type: none"> 1) Involve district governments in education programmes and secure commitment to education improvement and district's own resources for education. 2) Make districts accountable for schools and schools accountable for their results/performance. 3) Provision of teachers and facilities for additional classes. c) Evaluation: <ul style="list-style-type: none"> 1) Empower Parent Teacher Councils (PTCs) to supervise, monitor and even manage schools including transfer of teachers who do not perform or are frequently absent. 2) Strengthening education management information systems to conduct annual school census, improve monitoring and evaluation and promote information-based decision making. 3) Take measures to arrest persistent and rising teacher absenteeism with severe punitive actions. 4) Raise awareness of politicians about education and secure commitment to support administration in strengthening the school system. 5) Encourage females and provide incentives to females to join management d) Management/Teaching/Teacher training cadre: <ul style="list-style-type: none"> 1) Improve education sector governance and service delivery (Improve education management, improve teacher management, etc., 2) Establish separate school teaching, management, training and ministerial cadres 3) Directorate of Curriculum & Teacher Education (DCTE) KP to set up a working team to explore options for the establishment of a teacher training cadre in KP. e) Restructuring of the Department:
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		<p>1) Directorate & District offices to be restructured and separate section to be established for:</p> <ul style="list-style-type: none"> • The promotion, Personal file record and ACR.(separate section for Male and Female side) • Pension and audit • Development • Posting transfer • Accounts • Sports • Litigation and regulation • Co ordination of projects • Planning • Monitoring and evaluation • Community participation and private schools to established • Private Schools Regulatory Authority (PSRA) <p>2) Establish a minimum school managerial incumbency duration to ensure continuity, sustainability and sense of security</p> <p>3) Strengthening and empowerment of school management through creation of designated school head at primary and middle level positions and head teacher training.</p> <p>4) Transition towards a more devolved school management system. Strengthening of local administration through properly established local circle offices which form the basis of a more effective local supervision system.</p> <p>5) Establish positions of the Education Sector Reforms Unit and the Provincial Education Assessment Centre (PEAC) Abbottabad in the recurrent budget for sustainability of the programmes.</p> <p>6) Reconsider Educational Code 1935 and modifying the same in the existing system as it was very authoritative document</p>
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ANNEXTURES

Table 1: Sector-wise summary of Annual Development Programme 2011-12

Rs in Millions											
S #	Sector	# of Projects			Cost			Allocations			%
		Local	F. Aid	Total	Local	F. Aid	Total	Local	F. Aid	Total	
1	Agriculture	70	1	71	6401	16	6417	1355	0	1355	1.6
2	Auqaf, Hajj	11		11	121		121	78		78	0.1
3	Building	36		36	3258		3258	800		800	0.9
4	Districts ADPs	1		1	1520		1520	1520		1520	1.8
5	DWSS	15	1	16	6131	3703	9834	2392	1250	3642	4.3
6	E&SE	52	6	58	26594	5924	32518	7115	3065	10180	12.0
7	Energy & Power	19	1	20	15988	4220	20208	1320	868	2188	2.6
8	Environment	16		16	205		205	74		74	0.1
9	Finance	15		15	10541		10541	7164		7164	8.4
10	Food	8		8	1183		1183	540		540	0.6

11	Forestry	60	1	61	3525	78	3602	792	32	824	1.0
12	Health	117	5	122	30679	13670	44349	6467	1358	7825	9.2
13	Higher Education	38		38	11942		11942	3027		3027	3.6
14	Home	26	3	29	18365	2155	20520	3196	1250	4446	5.2
15	Housing	13		13	9231		9231	1740		1740	2.0
16	Industries	72	2	74	8906	1168	10074	2382	375	2757	3.2
17	Labour	4		4	143		143	96		96	0.1
18	Law & Justice	10		10	1318		1318	273		273	0.3
19	Mines & Minerals	14		14	2030		2030	661		661	0.8
20	Population Welfare	1		1	165		165	165		165	0.2
21	PSDP	1		1	4500		4500	4500		4500	5.3
22	Regional Dev.	35	6	41	14325	18223	32548	5063	1784	6847	8.0
23	R&D	10	4	14	960	1084	2044	313	406	719	0.8
24	Roads	129	5	134	41453	27106	68559	8770	3800	12570	14.8
25	Social Welfare	36	2	38	1328	127	1456	440	0	440	0.5
26	Sports, Tourism	38		38	2342		2342	1225		1225	1.4
27	ST&IT	22		22	1091		1091	356		356	0.4

28	Tameer-i-KPK	1		1	2480		2480	2480		2480	2.9
29	Transport	7		7	128		128	65		65	0.1
30	Urban Development	9	1	10	3872	3030	6902	1541	1500	3041	3.6
31	Water	103	1	104	13189	425	13614	3006	425	3431	4.0
	TOTAL	996	39	1035	244389	80928	325318	69028	16113	85141	100

Source: KP-Planning & Development Department

Table 2: Annual Development Plan of selected Departments of Khyber Pakhtunkhwa

Rs in Millions										
	Sector	2007-08	2008-09	% Incr.	2009-10	% Incr.	2010-2011	% Incr.	2011-12	% Incr.
1	Agriculture	322.000	715.428	122.2	796.663	11.35	1175.000	47.49	1355.000	15.32
2	Building	704.423	802.048	13.9	856.421	6.78	1937.639	126.25	800.000	-58.71
3	DWSS	910.308	1000.145	9.9	1441.169	44.10	2392.170	65.99	2392.000	0
4	Environment	23.576	26.684	13.2	40.138	50.42	52.000	29.55	74.000	42.31
5	Forestry	292.023	477.326	63.5	468.625	-1.82	644.201	37.47	792.000	22.94
6	Education	4843.348	5507.38	13.7	6059.354	10.02	10134.996	67.26	10142.000	0.07

7	Health	3637.655	3939.880	8.3	4333.868	10	6571.245	51.63	6467.000	-1.59
8	Industries	538.298	1141.354	112.0	1173.660	2.83	2092.357	78.28	2382.000	13.84
9	Minority	29.760	35.100	17.9	35.710	1.74	78.000	118.43	78.000	0
10	Power	392.002	429.969	9.7	441.308	2.65	699.852	58.59	1320.000	88.61
11	R&D	68.984	68.771	-0.3	114.895	67.07	116.700	1.57	313.000	168.21
12	Regional Dev.	3053.528	5328.533	74.5	7772.610	48.87	14515.719	86.75	5063.000	259.04
13	Roads	3958.741	4478.890	13.1	5137.392	12.82	8433.953	64.17	8770.000	3.98
15	Social welfare	71.472	99.551	39.3	122.509	23.06	205.112	67.43	440.000	114.52
16	ST&IT	100.329	140.158	39.7	157.827	12.61	221.102	40.15	356.000	61.1
17	Tourism	255.526	263.524	3.1	332.622	26.22	670.000	101.43	1225.000	82.84
18	TSP	1240.000	1240.000	0.0	1240.000	0	1240.000	0	2480.000	100
19	Urban Dev.	160.528	174.820	8.9	195.645	11.91	1295.412	5161.2	1541.000	18.96
20	Water	1342.015	1278.636	-4.7	1406.496	9.99	2417.248	71.86	3006.000	24.36

Source: KP-Planning & Development Department

Table 3: Number of institutions, students and Teachers at primary level

Rs in Thousands										
		Institutions			Enrollment			Teachers		
		Public	Private	Total	Public	Private	Total	Public	Private	Total
Primary	Urban	1275	459	1734	281,820	51,090	332,910	8537	3533	12070
	Rural	21123	1862	22,985	2,372,465	140,468	2,512,933	62295	7753	70048
	Total	22398	2321	24,719	2,654,285	191,558	2,845,843	70832	11286	82118
Boys	Urban	775	21	796	159,844	29,561	189405	4627	758	5385
	Rural	13942	113	14055	1580509	82825	1663334	41168	3476	44644
	Total	14717	134	14851	1740353	112386	1852739	45795	4234	50029
Girls	Urban	500	12	512	121976	21529	143505	3910	2775	6685
	Rural	7181	165	7346	791956	57643	849599	21127	4277	25404
	Total	7681	177	7858	913932	79172	993104	25037	7052	32089

Co-education	Urban	0	426	426						
	Rural	0	1584	1584						
	Total	0	2010	2010						

Source: KP EMIS 2009-10 E&SED

Table 4: Number of institutions, students and Teachers at Middle level

Rs in Thousands										
		Institutions			Enrollment			Teachers		
		Public	Private	Total	Public	Private	Total	Public	Private	Total
Middle	Urban	208	524	732	25264	91099	116363	1505	5955	7460
	Rural	2318	1454	3772	182657	248603	431260	13486	14410	27896
	Total	2526	1978	4504	207921	339702	547623	14991	20365	35356
Boys	Urban	109	16	125	14702	60730	75432	819	1837	2656
	Rural	1423	132	1555	122012	177832	299844	8813	7527	16340
	Total	1532	148	1680	136714	238562	375276	9632	9364	18996
Girls	Urban	99	9	108	10562	30369	40931	686	4118	4804

	Rural	895	40	935	60645	70771	131416	4673	6883	11556
	Total	994	49	1043	71207	101140	172347	5359	11001	16360
Co-education	Urban	0	499	499						
	Rural	0	1282	1282						
	Total	0	1781	1781						

Source: EMIS E&SED 2009-10

Table 5: Number of institutions, students and Teachers at High level.

Rs in Thousands										
		Institutions			Enrollment			Teachers		
		Public	Private	Total	Public	Private	Total	Public	Private	Total
High	Urban	226	527	753	124847	201563	326410	4533	11520	16053
	Rural	1471	937	2408	414027	337160	751187	17099	16823	33922
	Total	1697	1464	3161	538874	538723	1077597	21632	28343	49975
Boys	Urban	130	58	188	67399	134116	201515	2811	4560	7371

	Rural	1070	148	1218	307167	249679	556846	13291	10423	23714
	Total	1200	206	1406	374566	383795	758361	16102	14983	31085
Girls	Urban	96	26	122	57448	67447	124895	1722	6960	8682
	Rural	401	42	443	106860	87481	194341	3808	6400	10208
	Total	497	68	565	164308	154928	319236	5530	13360	18890
Co-education	Urban	0	443	443						
	Rural	0	747	747						
	Total	0	1190	1190						

Source: EMIS E&SED 2009-10

Table-6: Number of institutions, students and Teachers at Higher Secondary level.

Rs in Thousands										
		Institutions			Enrollment			Teachers		
		Public	Private	Total	Public	Private	Total	Public	Private	Total
Higher	Urban	51	147	198	53104	77098	130202	1937	4429	6366

Secondary	Rural	235	191	426	142896	83201	226097	5177	4233	9410
	Total	286	338	624	196000	160299	356299	7114	8662	15776
Boys	Urban	28	28	56	28160	49291	77451	1235	1974	3209
	Rural	169	42	211	96783	61171	157954	4000	2886	6886
	Total	197	70	267	124943	110462	235405	5235	4860	10095
Girls	Urban	23	23	46	24944	27807	52751	702	2455	3157
	Rural	66	22	88	46113	22030	68143	1177	1347	2524
	Total	89	45	134	71057	49837	120894	1879	3802	5681
Co-education	Urban			96						
		0	96							
	Rural			127						
		0	127							
Total				223						
		0	223							

Source: EMIS E&SED 2009-10

Table 7: Completion rate of students.

Figures in %											
Enrolment	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Kachi	68.00	73.70	77.70	73.90	77.28	71.95	77.64	78.46	72.23	77.66	81.31
Pakki	82.60	79.10	84.40	87.70	83.60	82.15	86.61	85.72	79.77	84.23	86.75
Class 2	85.70	83.20	86.00	90.50	86.73	84.28	89.71	86.73	82.83	85.62	87.28
Class 3	84.00	83.20	86.10	88.10	85.22	86.92	80.79	81.31	84.01	86.06	87.90
Class 4	83.60	78.50	82.00	89.80	84.24	84.36	79.18	80.01	80.20	82.25	84.94
Class 5	72.30	64.00	67.30	68.20	70.97	71.97	75.71	77.87	73.47	75.81	76.96
Class 6		77.40	78.90	80.50	85.55	83.04	83.01	84.78	82.77	83.84	85.39
Class 7		80.90	83.10	90.50	89.23	87.99	87.76	89.64	86.87	87.27	89.64

Class 8		73.40	72.40	74.80	81.12	79.53	82.85	85.56	79.80	79.78	80.36
Class 9		70.10	75.50	77.00	82.54	78.24	84.58	87.29	77.30	80.28	82.88
Class 10											

KPEMIS E&SED 2010-11

Table 8: Literacy For All, Project Achievements

Year	Literacy Centers				Learners (Million)
	Targets	Achievements			
		Male	Female	Total	
2004-05	5000	1788	2600	4388	0.100
2005-06	12000	4027	7403	11430	0.29
2006-07	16000	5681	8902	14583	0.36
2007-08	10000	3606	5661	9267	0.23
2008-09	9000	3230	4546	7776	0.19
2009-10	8000	2790	4983	7773	0.19
2010-11	4000	1280	2024	3304	0.10

Total	64,000	21806	35678	57484	1.39
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Future Plans: Up to year 2015, 37000 literacy centers are to be opened to literate 0.925 million illiterate with the following details:

Table9: Literacy Rate (Age 10+) by District

Figures In %										
		Urban			Rural			Total		
No	Region	Male	Female	Total	Male	Female	Total	Male	Female	Total
	Pakistan	81	67	74	63	33	48	69	45	57
	KP	76	48	62	67	27	47	69	31	50
1	Abbottabad	91	75	84	85	58	70	86	61	72
2	Bannu	86	65	75	74	19	47	74	22	49
3	Batagram	0	0	0	69	26	47	69	26	47
4	Buner	0	0	0	63	13	37	63	13	37
5	Charsadda	61	29	46	62	20	42	62	22	43
6	Chitral	83	59	72	70	37	54	71	39	56
7	D.I Khan	82	61	72	46	17	33	51	24	39
8	Hangu	74	32	54	71	11	42	72	16	44

9	Haripur	91	74	82	80	52	66	81	56	68
10	Karak	84	53	67	81	28	52	82	30	53
11	Kotat	79	52	65	70	19	42	73	28	49
12	Kohistan	0	0	0	49	3	30	49	3	30
13	Lakki Marwat	77	42	60	69	15	42	69	18	44
14	Lower Dir	84	47	67	72	29	51	73	30	52
15	Malakand	65	33	50	74	39	56	73	38	56
16	Mansehra	83	67	75	71	41	56	72	43	57
17	Mardan	66	29	48	67	28	47	67	28	47
18	Nowshehra	73	41	57	72	33	52	72	35	53
19	Peshawar	75	49	62	65	19	43	71	35	53
20	Shangla	0	0	0	63	15	39	63	15	39
21	Swabi	72	36	53	69	28	48	70	30	49
22	Swat	81	44	64	66	21	45	68	24	47
23	Tank	73	43	58	57	12	35	59	15	38
24	upper Dir	81	38	60	69	24	48	69	24	49

Source: PSLM 2008/09

Table 10: Net Primary Enrolment Rate

Figures In %										
No		Urban	Rural	Total						
	Region	Male	Female	Total	Male	Female	Total	Male	Female	Total
	Pakistan	68	67	68	58	48	53	61	54	57
	KP	64	56	61	57	43	50	58	45	52
1	Abbottabad	87	73	80	66	66	66	69	67	68
2	Bannu	72	75	74	65	40	52	66	41	53
3	Batagram	0	0	0	61	57	59	61	57	59
4	Buner	0	0	0	66	49	58	66	49	58
5	Charsadda	58	49	54	52	44	48	53	45	49
6	Chitral	59	52	55	62	58	60	62	58	60
7	D.I Khan	73	52	64	44	29	37	47	31	40
8	Hangu	74	52	62	71	43	58	72	45	59
9	Haripur	69	88	77	76	63	70	75	66	71
10	Karak	56	51	54	69	52	61	68	52	60
11	Kotat	61	64	62	61	42	52	61	46	54
12	Kohistan	0	0	0	57	11	37	57	11	37
13	Lakki Marwat	58	52	55	58	29	43	58	31	44
14	Lower Dir	41	56	47	43	36	40	43	37	40
15	Malakand	51	54	52	59	56	58	58	56	57
16	Mansehra		65	68	71	63	67	71	63	67
17	Mardan	61	48	55	58	43	51	58	44	52
18	Nowshera	66	64	65	74	54	64	72	57	65
19	Peshawar	67	56	62	64	40	52	65	47	57

20	Shangla	0	0	0	45	34	40	45	34	40
21	Swabi	62	55	59	63	46	55	63	47	56
22	Swat	56	47	51	38	29	34	40	31	36
23	Tank	61	57	59	48	24	38	49	28	40
24	upper Dir	45	48	46	44	37	41	44	37	41

Source PSLM 2008-09

Table 11: Financial Summary – projections of Recurrent Costs .

Rs in Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16
Provincial Salary	324	379	444	519	608	2,275
Provincial Non Salary	221	234	248	263	279	1,245
District Recurrent Education Salaries	37,268	42,486	48,434	55,214	62,944	246,346
District Recurrent Education Non Salaries	1,491	2,337	2,906	3,589	4,406	14,728
Total Provincial + District	39,304	45,436	52,032	59,586	68,237	264,594

PRIMARY (Fresh)						
Teaching & Supporting Staff Salary	91	210	337	473	620	1,731
Non Salary	458	490	532	587	652	2,719
Total Primary (Recurrent)	550	700	869	1,060	1,272	4,450
SECONDARY (Fresh)						
Teaching & Supporting Staff Salary	756	2,008	3,348	4,697	6,098	16,907
Non Salary	262	316	370	425	486	1,859
Total Secondary (Recurrent)	1,019	2,324	3,719	5,122	6,583	18,766
Total Recurrent	40,872	48,459	56,619	65,768	76,092	287,811

Source: KP-Update Education Sector Plan 2011-2016

Table 12 : Financial summary – projections of development cost (Primary)

Rs in Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16
Primary						
Establishment of School inc Furniture	1,050	1,056	1,134	1,216	1,303	5,758
Construction of Additional Rooms	106	114	123	132	141	616
Library Books for Students @25/std.	70	72	73	74	75	364
Provision of Uniform	2,817	2,861	2,908	2,959	3,013	14,559
Rehabilitation of destroyed schools	-	354	357	364	368	1,442
Free Textbooks	1,572	1,704	1,887	2,132	2,429	9,724
Examination Reforms (Class-V)	174	175	168	173	209	900
Teacher Training	1,872	1,886	1,908	1,926	1,946	9,539

Construction of Additional Rooms for ECE	85	91	98	105	113	492
Incentive to Female Students	2,991	3,117	3,249	3,387	3,616	16,360
Incentive to Female Teachers of 7 Backward Districts (Primary)	45	48	50	52	55	250
Provision of Basic Facilities	1,226	1,226	1,226	1,226	1,226	6,132
Group Latrine	120	120	120	120	120	598
Boundary Wall	465	465	465	465	465	2,323
Electricity	262	262	262	262	262	1,309
Water Supply	381	381	381	381	381	1,903
Total (Primary)	12,010	12,704	13,181	13,747	14,493	66,136

Table 13: Financial summary – projections of development cost (Secondary)

Rs. In Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16
Secondary						
Establishment of Schools inc Furniture	2,031	2,330	2,418	2,396	2,544	11,720
Upgradation of High to HS School	5,892	6,759	7,015	6,952	7,380	33,997
Construction of Additional Rooms	542	580	620	660	702	3,103
Provision of Sports Facility @50/std.	52	57	62	66	71	308
Library Books for Students @25/student	26	28	31	33	35	154
Computer Labs @ 1% of Schools	160	168	176	184	192	880
Provision of Uniform	1,181	1,288	1,402	1,501	1,604	6,976

Science Labs	65	66	69	71	74	344
Girls' Stipends - Secondary (Per Student)	884	1,018	1,166	1,309	1,528	5,905
Refurbishing of HS	53	55	57	59	61	285
Rehabilitation of destroyed schools	910	951	1,005	1,046	1,099	5,011
Free Textbooks	1,365	1,492	1,623	1,734	1,844	8,058
Examination Reforms (Class-VIII)	90	99	108	123	130	549
Teacher Training	632	707	719	721	725	3,505
Playground Facility wth BW	11	11	11	12	12	57
Construction of Examination Halls	39	39	39	42	42	200
Provision of Basic Facilities	-	66	66	66	66	265
Group Latrine	-	5	5	5	5	21
Boundary Wall	-	37	37	37	37	148
Electricity	-	12	12	12	12	47

Water Supply	-	12	12	12	12	49
Total	13,931	15,715	16,587	16,975	18,110	81,317

Table 14: Financial summary – projections of development cost (Provincial)

Rs. In Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16
Provincial						
Revise curricula, conduct quality assessment, develop textbooks using new curricula & Provincial Administration Policy	13	14	16	17	19	79
Creation of Directorate of M&E	10	11	12	13	14	59
Curriculum Development in Regional Languages	198	-	-	-	-	198

Establishment of Cadet Colleges	60	60	60	60	60	300
Construction of Building for Directorate of E&SE	10	-	-	-	-	10
RITE/PITE/DCTE	22	1,861	1,575	1,985	1,510	6,952
Adult Literacy (EEF)	467	3,838	4,340	4,468	4,714	17,828
Capacity Building in Education Administration	432	576	576	865	2,882	5,332
Disaster Management	-	670	670	670	-	2,011
Grant-in-aid for Semi Govt: Schools	500	500	500	500	500	2,500
Total	1,712	7,530	7,749	8,578	9,700	35,269

Table 15: Financial summary – projections of development cost (District)

Rs.in Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16
District						
Creation of M&E Directorate & Cells at District Level	87	96	105	116	127	531
Construction of 10 Cluster Hostels	150	150	150	150	150	750
School Report Card	10	33	33	33	33	142
Aid for Orphans @ 1% of Enrollment	0.05	0.06	0.06	0.06	0.06	0.29
Construction of EDO Offices	12	24	36	24	24	120
Total	259	303	324	323	334	1,543

Table 16: Financial summary – projections of development cost (Community Schools)

Rs. In Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16
Community Schools						
Rent for Hiring Community Schools Bldg	122	132	141	152	162	709
Salaries for Teaching Staff	84	90	97	104	112	487
Free Textbooks	13	27	43	59	77	219
Furniture	3	4	4	4	5	20
Classrooms consumables/Teaching Materials	-	-	-	-	-	-
Total	223	253	285	319	355	1,436

Table 17: Financial summary – projections of development cost (Total Developmental)

Rs. In Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16
Primary	12,010	12,704	13,181	13,747	14,493	66,136
Secondary	13,931	15,715	16,587	16,975	18,110	81,317
Provincial	4,701	9,849	10,068	10,897	12,689	48,203
District	259	303	324	323	334	1,543
Community	228	265	303	344	387	1,527
Grand Total	31,128	38,834	40,463	42,286	46,014	198,726

Table 18: Financial summary – projections of development cost (New Initiatives Developmental)

Rs in Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16

Rehabilitation of destroyed schools	910	1,305	1,362	1,410	1,467	6,453
Provision of Uniform to students	3,998	4,149	4,310	4,460	4,617	21,534
Community Schools	228	265	303	344	387	1,527
Examination Reforms	264	274	276	296	339	1,449
Curriculum Development	13	14	16	17	19	79
Creation of M&E Cells at Directorate & Districts	97	106	117	129	142	590
Remuneration to Mentors (New + Existing)	22	23	25	27	30	127
Curriculum Development in Regional Languages	198	-	-	-	-	198
Construction of Additional Rooms for ECE	85	91	98	105	113	492
School Report Card	10	33	33	33	33	142
Playground Facility with	11	11	11	12	12	57

BW						
Aid for Orphans @ 1% of Enrollment	0	0	0	0	0	0
Construction of Examination Halls	39	39	39	42	42	200
Construction of EDO Offices	12	24	36	24	24	120
Establishment of Cadet Colleges	60	60	60	60	60	300
Construction of Building for Directorate of E&SE	10	-	-	-	-	10
PITE	-	1,836	1,548	1,955	1,478	6,817
Adult Literacy (EEF)	467	3,838	4,340	4,468	4,714	17,828
Capacity Building in Education Administration	432	576	576	865	2,882	5,332
Grant-in-aid for Semi Govt: Schools	500	500	500	500	500	2,500
Grand Total	7,354	13,145	13,650	14,748	16,858	65,755

Table 19: Financial summary-Annual Requirements of the Elementary & Secondary Education Sector

Rs in Millions						
Activities	2011-12	2012-13	2013-14	2014-15	2015-16	Total 2011-12 to 2015-16
Recurrent	40,872	48,459	56,619	65,768	76,092	287,811
Developmental	31,128	38,834	40,463	42,286	46,014	198,726
Grand Total	72,001	87,294	97,082	108,055	122,106	486,537

Table 20: Pakistan Millennium Development Goals 2005

Goal 1	Eradicate Extreme Poverty and Hunger	
	Target 1: Halve, between 1990 and 2015, the proportion of people below the poverty line	Proportion of population below the calorie based food plus non-food poverty line
	Target 2: Halve, between 1990 and 2015, the proportion of people who suffer from hunger	Prevalence of underweight children under 5 years of age
Proportion of population below minimum level of dietary energy consumption		
Goal 2	Achieve Universal Primary Education	
	Target3: Ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling	Net Primary Enrolment Ratio (%)
		Completion/survival rate to grade 5 (5)
	Literacy Rate (%)	
Goal 3	Promote Gender Equality and Empower Women	
	Target 4: Eliminate Gender Disparity in Primary and Secondary Education by 2005 and to all levels of Education no later than 2015	Gender parity Index (CPI) for Primary, Secondary & Tertiary Education
		Youth Literacy GPI
		Share of women in wage employment in the non-agricultural sector
Proportion of seats held by women in National Parliament and Senate, provincial assemblies and local councils.		

Goal 4	Reduce Child Mortality	
	Target-5: Reduce by two-thirds, between 1990 and 2015, the under-five Mortality Rate	Under Five Mortality
		Infant Mortality Rate
		Proportion of fully immunized children 12-23 months
		Proportion of under 1 year children immunized against measles
		Proportion of children under five who suffered from diarrhea in the last 30 days and received ORT
Lady Health Workers coverage of target population		
Goal 5	Improve Maternal Health	
	Target 6: Reduce by three-quarters, between 1990 and 2015, the Maternal \Mortality Rate	Maternal Mortality
		Proportion of births attended by skilled birth attendants
		Contraceptive Prevalence Rate
		Total Fertility Rate
Proportion of women 15-49 years who had given birth during last 3 years and made at least one antenatal care consultation		
Goal 6	Combat HIV / AIDS, Malaria and Other Diseases	
	Target 7: Have halted by 2015 and begun to reverse the spread of HIV / AIDS	HIV prevalence among 15-24 year old pregnant women
		HIV prevalence among vulnerable groups (e.g. active sex workers)

	Target 8: Have halted by 2015 and begun to reverse, the incidence of Malaria and other major diseases	Proportion of population Malaria risk areas using effective malaria prevention and treatment measures.
		Incidence of Tuberculosis per 100,000 population
		Proportion of TB cases detected and cured under DOTS (Direct Observed Treatment Short Course)
Goal 7	Ensure Environmental Sustainability	
	Target 9: Integrate the principles of sustainable development into country policies and programs and reverse the loss of environmental resources	Forest cover including state owned and private forest and farmlands
		Land area protected for the conservation of Wildlife
		No. of Vehicles Using CNG
		GDP per unit of energy use (as a proxy for energy efficiency)
		Sulphur content in high speed diesel (as a proxy for ambient air quality)
	Target 10: Halve, by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation	Proportion of population with sustainable access to an improved water source, urban and rural
		Proportion of urban and rural population with access to improved sanitation
	Target 11: Have achieved, by 2020, a significant improvement in the lives of at least 100 million slum dwellers.	Proportion of katchi abadis (slums) regularized
Goal 8	Develop a Global Partnership for Development	
	Target 12: Develop further an	Market Access

open, rule based, predictable, nondiscriminatory trading financial system	Debt Sustainability
	ODA Assistance
Target 15: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long run	Market Access
	Debt Sustainability
	ODA Assistance
Target 16: In cooperation with developing countries, develop and implement strategies for decent and productive work for youth.	Unemployment rate of young people aged 15-24 years each sex and total
Target 17: In cooperation with pharmaceutical companies provide access to affordable essential drugs in developing counties	Proportion of population with access to affordable essential drugs on a sustainable basis
Target 18: In cooperation with private sector, make available the benefits of new technologies, especially information and communications	Telephone lines and cellular subscribers per 100 populations
	Personal computers in use per 100 population and internet users per 100 population

Policy Matrix

Annex-4.1

The following matrix describes the objectives of the different components of the Education Sector Plan 2007-2016 Schools and Literacy, the action required, the indicators of achievement and the organizations responsible for implementation

ENHANCEMENT OF ENROLLMENT						
Objectives	Strategies	Required Action	Indicators of achievements/Means of verification	Person responsible/ time frame	Donor Inputs (Programmatic/ Financial)	Comments
Improving access to education and reducing gender and regional disparities	A. Incentives provided to increase access to all children and ensure girls' participation in particular in all areas	a) Free textbooks for all children in public schools, stipends for girls, voucher scheme and scholarships etc.	- Plan for distribution of books approved. - Allocation of funds for distribution. - Implementation plan regularly monitored by supervisors.	ESRU/DE&SE /EDOs E&SE - to continue till 2015	DFID support for free textbooks and stipends 2008/09. £11.8 million (approx. USD 17 million)	DFID Initial support planned for 1 year, expected to be extended to five years and will include various components of the Sector Plan, mutually agreed with NWFPGovernment. Approximately USD 115 million (£80 million) for five years.
		b) A plan of action to publicize and ensure the provision of incentives in time. Plan for distribution prepared, resources allocated.	- Number of books distributed vis-à-vis number of students enrolled. - Amount disbursed and the number of students benefited.			
		c) Access to secondary education is facilitated especially for girls.	- Enrolment figures from EMIS. - Improvement in participation rate/gender gap reduction. - Demand for institutions of higher education.		EC Sector Budget Supp: EUR 6 million in March/2010 EUR 6 million in March/2011 EUR 6 million in March/2012 EC Capacity Building TA EUR 1.6 m (Total approx. USD 25 m)	EC will provide financial resources in the form of budget support and technical capacity building for the entire Education Sector Plan, therefore, we can not split it in the components

			- Increased schools of girls in grades 1-8. Gap in the ratio of girls to boys and female teachers to male teachers reduced.		<p>AUSAID: support for finalization and implementation of ESP.</p> <p>AUSAID: has plans to support the finalizations of the NWFP Education Sub-Sector Plan (either in the form of TA for the assessments being carried out or any other studies) and also have plans to support activities identified in the Plan once approved.</p>
					<p>GTZ: Technical assistance for policy & planning and development of a sector approach (July 2008 to June 2012).</p> <p>GTZ: Technical assistance to the E&SE Dept & allied organizations for institutional reform and capacity development on the basis of the Education Sector Plan.</p>
					<p>CIDA: Grant to UNICEF for its primary education programme for girls in 5 districts in NWFP. The project aims to improve access, retention and completion of quality primary education and transition to middle schools for girls. Approx. cost is CAD \$9 million. 2006-11, (approx USD 7 m)</p> <p>CIDA: Avoid double counting if UNICEF reports the same.</p>
					<p>Norway: ongoing Basic Education Improvement Project (BEIP) for 2003-June</p> <p>Norway: planned support for ESP at approx. € 2 million/year (USD 2.5 m) ideally as non-earmarked</p>

					<p>2009 with budget of €5.5 m (approx USD 7 m)</p>	<p>financial aid. If earmarking is required, then support will be in the same domain as BEIP:</p> <ul style="list-style-type: none"> • Quality education and school improvement through in-service teacher training and professional development, • Teaching of formal subjects in selected madaris
					<p><u>Netherlands:</u> Planned support for the ESP with financial aid of € 25 million for 5 years (approx. USD 32 million)</p>	<p><u>Netherlands:</u> Funding modality to be decided as outcome of joint appraisal process, but preference for non-earmarked funding with other donors. If required TA for capacity development can be included.</p>
	<p>B. EFA plan implementation at provincial and district levels</p>	<p>a) Program to provide 100% enrolment by Year 2015 as per EFA plan requiring a total of Rs.100 billion to cover operational and developmental costs.</p> <p>b) Increased availability of teachers at primary</p>	<p>-EFA indicators</p> <p>i) Reducing dropout and repetition rates, enhancing completion rate at primary level.</p> <p>ii) Increased enrollment of girls in grades 1-8</p> <p>iii) Cohort analysis.</p> <p>iv) Yearly progress in enrolment and considerable reduction in</p>			

		and secondary level and enhancing the school working days.	out of school children v) Attendance registers of students and teachers. and lesson plans of teachers. vi) Increased availability of middle and secondary teachers and availability of potential future teachers when there is more access.			
		c) PTCs' active involvement in school monitoring. d) Reduction in teachers' absenteeism from school and classes e) Provision of special incentives to the female teachers working in remote areas. f) Free public education expanded through secondary level. g) Provision of free textbooks to 3000,000 students from primary school to class 10. Streamline delivery of free textbooks to primary school students to prevent delays.	i) All PTC Trained ii) Govt.'s notification on enhancing the number of school teaching days. iii) Notification on incentive scheme for female teachers working in remote areas. iv) 3rd Party validation v) PTC Reports		USAID: TBD new program nationwide to include NWFP that will work with PTC's and school management. GTZ: TA to E&SE Dept for further concept development to make PTCs effective with a view to improve school effectiveness.	GTZ: Costs for the individual components cannot be delineated at this point in time
QUALITY EDUCATION THROUGH IMPROVING LEARNING ACHIEVEMENTS						
Objectives	Strategies	Required Action	Indicators of achievements/Means of	Person responsible/ of time frame	Donor Inputs (Programmatic/ Financial)	Comments

			verification			
Quality education through improving learning achievements	<p>A. Improving the quality of learning in schools through better qualified teachers, localization of teacher support through fully operational Local Circle Offices (LCOs) and community participation</p> <p>B. Introducing changes in pre and in-service curriculum of teachers training to transform the current system of the teaching learning process from “knowledge based” to “skill based”.</p> <p>C. To develop</p>	<p>a) Provision of teachers and facilities for the additional classes</p> <p>b) Emphasis on learning achievements in pre and in-service training programmes.</p> <p>c) Establishing a baseline data for students’ achievement and set targets for improvement over the years.</p> <p>d) Build and institutionalize a system of continued educational assessment and learning at the elementary education level.</p> <p>e) Introduction of uniform centralized examination system at 5th and 8th class to</p>	<p>i) EMIS data on enrolment vs. No. of classrooms in schools, student: teacher ratio, primary teachers training data.</p> <p>ii) Continuing teachers’ education and student achievement as subjects in curriculum for in-service and pre-service training. Course contents of pre and in-service teachers training.</p> <p>iii) Level of students’ achievement over a period of time and compare it with the national averages set by NEAS.</p> <p>iv) Lesson planning. Supervisors’ reports in the logbooks regarding lesson plans.</p> <p>v) Results of Grade 5 and 8 over the years to compare performance of students and teachers.</p>	<p>SE/ESRU/DE&SE /EDOs E&SE /DCTE/ PITE/ EMIS/PEAC/District Govt., Examining bodies for Grade 5 and 8 classes/ PTCs/Community Members---to continue till 2015</p>	<p>CIDA through its Debt for Education Conversion aims at improving capacity of teacher training institutions in the province, training of teachers and capacity building of the DE&SE . Total cost of the PC-1 is Rs. 1035.319 million (approximately USD 13.2 m) 2006-11</p>	
					<p>GTZ: TA for Concept development for systematic quality management (use of teaching aids, didactical training, content related special training, special regional activities, special activities regarding girls’ schools etc.) linked to PEAS/NEAS findings.</p>	<p>GTZ: Support to the DC&TE, Abbottabad for development of an integrated system of quality improvement and testing of children’s achievements</p>
					<p>USAID: STEP and Pre-STEP teacher training programs nationwide, including NWFP.</p>	

	<p>institutional capacity for test development, test administration, statistical analysis and report writing</p> <p>D.Promoting research and analytical studies on students and teachers performance in the institutes</p>	<p>assess the primary and middle level students and teachers.</p> <p>f) Community involvement in education activities by organizing special training courses for PTCs and Community Members.</p> <p>g) To provide specialized training to Instructors of PITE and RITEs in test development, test administration, statistical analysis and report writing</p> <p>h) Introduce changes in pre- and in-service curriculum with emphasis on skill development rather than the current information based training.</p> <p>i) Analysis of students' performance with reference to variation in instructional context, students' background and other</p>	<p>vi) No. of courses held for community/ PTCs. Communities' participative activities by districts.</p> <p>vi) Tenure of Instructors in training institutes.</p> <p>vii) No. of reports prepared, tests developed and progress reports.</p> <p>vii) A specialized cadre of teachers' trainers developed, equipped with the latest techniques in testing and evaluation</p> <p>viii) No. of research studies and reports prepared by of the training institutes.</p> <p>ix) No. of research studies and reports providing feedback to the policy makers for further inputs in educational development activities.</p> <p>x) Notification from the Government for change</p>		<p>World Bank: Support for National Education Assessment System includes working with Provincial Education Assessment Centre in NWFP.</p> <p>Norway/ BEIP:</p> <ul style="list-style-type: none"> • construction and furnishing of 250 LCOs cum Teacher Resource Centres • training of ADOs (TT) in the use of LCO/TRC <p>Norway/BEIP: Strengthening of PTCs through training of community members</p>	<p>WB: NEAS is a national program with provincial and area offices supported in all activities of the assessment – capacity building, test development and statistical analysis.</p>
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		factors affecting students' achievement in order to identify the effectiveness of educational inputs and interventions.	in the curriculum xi) Implementation of revised curriculum in the pre and in-service training programme with more emphasis on practice than theory xii) Involvement of IER and Universities for engaging M. Phil/Ph.D scholars for the same. xiii) Analytical reports			
	E. To promote uniformity of academic standards in accordance with national standards	j) Identification of strong and weak areas of student learning with reference to the curriculum and target competencies, for appropriate action, set up minimum standards/norms for performance at relevant levels. Coordination with IER in development of standards.	i) Enhanced community participation and PTCs' involvement in educational activities. No. of meetings, minutes of the meetings ii) Record of communication for establishing professional linkages with relevant provincial, national and international institutions.	Heads of training institutes, D E&SE regularly getting feedback Heads of PITE and RITEs	GTZ: TA to DC&TE, Atd for implementation of academic standards defined in the national curriculum	GTZ: The TA is also falls partly under the GTZ TA support to the Federal Ministry of Education (Curriculum Wing).
		k) To inform parents, community members, PTCs and other	iii) Enhanced level of students' comprehension. No resistance by students	D E&SE /EDOs E&SE / Heads of institutions		

		stakeholders about the quality of education	to change in the pattern of examination. Automation of examination process.			
		l) To promote liaison with the national and international institutes performing teachers training through regular communication, exchange of information and occasional visits.	iv. Record of correspondence, visits to other institutes.	Provincial Education Assessment Centre (PEAC)	USAID: STEP and Pre-STEP teacher training programs nationwide, including NWFP. GTZ: TA for concept development and piloting in two selected districts of an integrated teacher education development system.	GTZ: TA is subject to setting up of a dedicated govt unit, preferably as part of DC&TE, Atd., to manage and oversee concept development, piloting and scaling up.
	F. System of regular and comprehensive class room assessments in primary schools.	m) Display of subject wise annual scheme of work(Taqseem –Kar) Utilization of item bank, preparation of monthly assessment record, Preparation of check –list for Mentor	Annual assessment reports, Monthly reports of ADOs/EDOs.	EDO,ESRU,DSL		
	G.Examination reforms for a more objective and cognition based assessment system	n) Quitting reliance on rote memorization and encouraging students’ responses out of their comprehension.	i) More weight to objective type questions ii) Enhanced level of students’ comprehension. No resistance by students to change in the pattern of examination	D E&SE / Heads of Examining Bodies/ Heads of Institutes		
QUALITY EDUCATION THROUGH IMPROVEMENT IN CURRICULUM, TEXTBOOKS AND LEARNING MATERIALS						
Objectives	Strategies	Required Action	Indicators of achievements/Means of	Person responsible/	Donor Inputs (Programmatic/	Comments

			verification	time frame	Financial)	
Quality education through improvement in curriculum, textbooks and learning materials	<p>A. Emphasis on improved teacher training programmes and curriculum reforms</p> <p>B. Implementation of Institutional Framework for Teacher Development (IFTD)</p>	<p>a) Reforms in teachers training programmes and curriculum development.</p> <p>b) Implementation plan preparation and approval of IFTD</p>	<p>Changes in teacher training (in-service and pre-service) curriculum to meet the current requirements, more activities in curriculum development, appropriate staffing and initiation of innovative educational programmes. Regular monitoring of innovative projects and impact assessment of reforms introduced.</p>	<p>D E&SE / Textbook Board /DCTE/PITE/ RITEs/ Private publishers of repute</p>	<p>USAID: STEP and Pre-STEP teacher training programs nationwide, including NWFP.</p>	<p>GTZ: Subject to govt policy on implementation of IFTD</p>
					<p>GTZ: TA for concept development and implementation of the Multi-level Integrated School Supervision and In Service Teacher Training System (IFTD)</p>	
	<p>C. Develop a plan to train and provide support to NWFP publishers to develop school textbooks and compete nationally according to new de-regulation policy proposed by the Federal Government</p> <p>D. Involvement of</p>	<p>c) NWFP Textbook Board to organize workshops for the publishers in developing school textbooks</p>	<p>i) IFTD implementation plan approval</p> <p>ii) Number of courses, clientele. Availability of textbooks in the market at competitive rates published by private publishers.</p>		<p>GTZ: TA to NWFP TBB for development of new textbooks based on new curricula through private publishers.</p>	<p>GTZ: The TA is part of the technical support to Federal Ministry of Education for publication of textbooks and Supplementary Reading Materials (SRM) through private sector publishers' under the new policy.</p>

	subject teachers insured. E. Encourage healthy competition in publication of textbooks.					
	F. Clearly defined roles and responsibilities of the DCTE and Textbook Board	d) Development of charter of functions for the DCTE and Textbook Board and prepare job manuals for the employees of these organizations in the light of revised functions through management expert.	Availability of approved Charter of Functions for the two organizations and revised job manuals for the employees	D E&SE / DCTE/Textbook Board/ Management Consultant to prepare new charter and job manuals for DCTE and Textbook Board		
	The curricula of education be so arranged that it develops gradual orientation and should be objective oriented so that reaching from grade 1 to grade 10, the scheduled targets are achieved	e) A child that drops out after grade 5 be equipped with an effective primary education to the extent that he can read an Urdu newspaper or a book; can recite the Holy Quran and can maintain daily domestic accounts for his parents	Reports of evaluation and tracking studies to be conducted by the teacher trainees of PITE and RITEs as training exercise.	D E&SE / DCTE/ RITEs/PITE		
	G. Provide quality	f) Ensure the material is	i) Availability of all material	D E&SE /	Norway/BEIP:	

	learning and instructional materials to students and teachers, including delivery of textbooks, teacher guides and learning materials prior to the beginning of the academic year	available at the start of the academic year with students and teachers	with the teachers and students in all parts of the provinces. ii) Material flow charts prepared by suppliers are examined and monitored regularly by the D E&SE .	DCTE/ EDO E&SE /ADOs (Circle In-charge)	<ul style="list-style-type: none"> • Development of teacher guides for Gr. I & II • In-service training of teachers 	
	H. Build assessment capacity at the LCO, district and provincial level to measure learning outcomes better	g) Organize training courses in assessment and evaluation. The course contents of the pre-service and in-service would have more emphasis on assessment and evaluation.	i) Curriculum of the teachers training courses. ii) Lesson plans of instructors of the teacher training institutes and the total hour allocated for the assessment and evaluation lessons iii) Number of courses held in Assessment and evaluation, number of persons benefited; follow up studies of the courses for application of these techniques or further multiplication effect.	DCTE/PITE/RITEs		
	I. Strengthening quality	h) Facilitating supervisors to pay regular visits to	i) Record of visits, entries in the school logbooks,	Educational Supervisors/		

	assurance & monitoring system	the institutions and provide professional guidance to the teachers. i) PTCs and community involvement in school related activities	number of visits to schools ii) Steps taken for facilitation of supervisors iii) Minutes of the meetings of PTCs and community members. iv) Frequency of meetings	PTCs/ Community Members		
QUALITY EDUCATION THROUGH DEVELOPMENT OF HUMAN RESOURCES						
Objectives	Strategies	Required Action	Indicators of achievements/Means of verification	Person responsible/ time frame	Donor Inputs (Programmatic/ Financial)	Comments
Capacity Development: teacher training and need based training for different cadres of employees of the Department, merger of role of NWFP ESRU into the SL&D	A. The Institutional Framework for Teacher Development (IFTD) developed by the D E&SE should be implemented and made an integral part of the Education Sector Plan strategy.	a) Implementation plan prepared and approved. b) Training of trainers of IFTD c) Availability of latest curriculum in every school and RITE.	i) Approval of the implementation plan for IFTD. ii) Plan of Operation (PLANOP) prepared and approved for implementation.	SE/D E&SE / DCTE/Trainin g Institutes/ EDOs/ School supervisors/ LCOs	USAID: supports improved capacity of higher institutes of teacher education. Program-Pre-service Teacher Education Program (Pre-STEP) 2008-2013, \$85 million USAID: supports capacity building of teachers and district level education managers. Program-Revitalizing, Innovating and	USAID Pre-Step is a national program also covers NWFP. The program is basically to improve systems and policies that support teachers, teacher educators and managers. USAID: RISE supports District Mansehra (NWFP) and District Bagh (AJK)

					Strengthening Education (RISE), 2006-2010, \$17 million	
					CIDA Debt for Education Conversion already mentioned under Objective No. 2	
	<p>B. To develop the system of cluster based school academic support and supervision with management under Local Circle Offices (LCOs) with adequate staff and budgetary resources</p> <p>C. Professional Development of School Heads in Primary Schools in NWFP</p>	<p>d) Initially to start in one pilot district, the next year in 5 more districts and in the following year in all districts.</p> <p>e) Preparation of operational plans for cluster based training.</p> <p>f) PTCs and community involvement in school related activities.</p> <p>g) To develop capacities of Primary School Heads in order to achieve Universal Primary Education.</p> <p>h) To develop skills of Primary School Heads for meaningful,</p>	<p>i) Cluster based training system approval.</p> <p>ii) Approval of implementation plan and strategy.</p> <p>iii) Resources allocation to LCOs.</p> <p>iv) Monitoring LCOs activities.</p> <p>v) Logbooks of schools and staffing pattern of LCOs.</p> <p>vi) PTC meetings.</p> <p>vii) Head Teacher Training manual developed</p> <p>viii) Training completed</p>	<p>D E&SE / DCCTE/ PITE/RITES/E DO E&SE / ADOs (Circle In-charge) /PTCs</p> <p>D E&SE / DCCTE/ PITE/RITES/E</p>	<p>Norway/BEIP:</p> <ul style="list-style-type: none"> • Support for IFTD • Develop mentor teacher support system • Training of 4.500 mentor teachers • Payment of allowances for mentor teachers <p>Norway/BEIP: In service training of 26.000 Heads of Primary/Middle/Secondary schools</p>	

		<p>qualitative and result oriented learning achievements.</p> <p>i) To remove problems/hardships of Primary School Heads with regard to School's Management.</p> <p>j) To enhance/ improve competencies and skills in general & financial management</p> <p>k) To strengthen effective school Management.</p> <p>l) To enhance professional development in teaching methods.</p>	<p>ix) Enrolment increased.</p> <p>x) Availability of all material with the teachers.</p>	<p>DO E&SE / ADOs (Circle In-charge) /PTCs</p>		
	<p>D. Preparation of teacher training manual for Early Childhood Education</p> <p>E. Develop training modules for early childhood education.</p>	<p>m) Creation of a pool of ECE experts.</p> <p>n) Development of ECE training manual through experts.</p> <p>o) Development of training modules for ECE.</p>	<p>i) Training manual of ECE developed by local experts.</p> <p>ii) Training modules, curriculum of pre-and in-</p>	<p>D E&SE /DCTE/ Training Institutes/</p>	<p>Norway/BEIP: Development of teacher guide for Katchi and training of teachers</p>	

	<p>Integrate the modules into the primary teacher education (pre-service and in-service). Develop training modules for each category of teachers and managers at all levels to be uniformly adopted in NWFP</p>	<p>p) ECE modules to be used in all pre-service and in-service training programme.</p>	<p>service training programme.</p>			
	<p>F. In subject matter upgrading and pedagogy at least 20% teachers to receive one input of in-service training in a year. For the cluster based training for the primary teachers this will be made part of the cluster training.</p>	<p>q) Resources allocation for training. For the training of primary school teachers the resources are to be allocated to LCOs to make them fully effective and operational. r) Preparation of operational plans for the LCOs.</p>	<p>i) Resources allocation for training programme. ii) Training schedule, contents, clientele iii) Operational plans for the training programme.</p>	<p>D E&SE /DCTE/ Training Institutes/ EDOs E&SE /ADOs</p>		

	G. Teachers Training Manual for all classes development	s) Training schedule developed. t) All RITE instructors u) All teachers trained phase wise	Teachers Training Manual developed			
EDUCATIONAL INFRASTRUCTURE DEVELOPMENT						
Objectives	POLICY ACTIONS			Person responsible/ti me frame	Donor Inputs (Programmatic/ Financial)	Comments
	Strategies	Required Action	Indicators achievements/Means of verification			
Educational Infrastructure Development	Improvement of physical environment of existing schools to facilitate effective teaching learning process	a) Preparation of comprehensive policy for construction, repair and maintenance.	i) Policy notified.	SE/D E&SE /EDOs E&SE /Community/ PTCs	USAID: TBD new program on school improvement, including components of PTCs and other aspects of school management	
		b) Decision making on the basis of data available with EMIS regarding building conditions.	ii) Increased use of EMIS/GIS for need based infrastructure development.			
		c) Encouraging excessive use of local materials and local technology in infrastructure development.	iii) Community/PTCs and local educational managers' involvement in infrastructure development.			GTZ: Technical assistance to the E&SE Dept to strengthen the institutional framework GTZ does not have a financial component for infrastructure development. Input is limited to advice/professional support for policy & planning.
		d) More powers to PTCs to spend fund for school development including beautification,	iv) Greater involvement of PTCs in school development.			

		gardening and plantation in schools.	v) Improvement in school environment.			
	To provide access to the girls through establishing new Community Schools in the areas deficient in girls' schools and improve the quality of construction of the buildings and services of these schools.	e) To provide additional inputs in infrastructure for the community schools in areas deficient in girls' schools. f) Government's policy in this regard to be notified	i) Active and growing community participation. ii) Frequent PTCs meetings. iii) Implementation strategy	SE/ESRU/D E&SE /DCTE/ EDOs E&SE /EEF/ local Nazims	USAID: New program for school improvement	
	Preparation of plan for school rehabilitation for the existing schools to provide for missing facilities.	g) The missing facilities like water, sanitation, boundary walls, electricity and sports grounds be prioritized for different areas and schools and accordingly a plan of action for providing these facilities to be prepared.	i) Prioritization plan of the govt. for the missing facilities. Estimates for the provision of these facilities. ii) Funds allocation by the govt. iii) Execution plan.	SE/D E&SE .EDO E&SE /DCO/ District Nazim	USAID: New program for school improvement	
	School plan development	h) Training of High/Higher secondary school head for developing their school	i) Training manual developed ii) High/Higher secondary	D E&SE / DCTE/ PITE/RITES/E DO E&SE	USAID: New program for school improvement	

		plan for the over all development of school.	school head trained			
	Initiation of special innovative projects for areas not qualifying for regular opening of new schools	i) Developing special policy of initiation of innovative projects in areas where the current criteria do not allow for creation of schools like mobile schools and teachers for locally displaced or migrating population. Preparing a sustainable action plan.	i) No. of projects engaged in enhancing enrolment and the geographical areas of their activities. ii) Funds availability. iii) Exit strategy.	SE/D E&SE /EDOs E&SE		
	Change in criteria for establishment of primary schools where there is already a non formal school.	j) Policy notification	Number of Non formal schools/community schools increased	SE/D E&SE		
	Expanding relations with development partners and other private facilities providers in education related activities including coverage and	k) Govt.'s prioritized concerns be made available to the development partners agreed to work in certain areas of education. Sustainability plan.	i) No. of projects in the prioritized area. ii) Funds providers. iii) Progress reports. iv) Exit strategy	SE/D E&SE /EDOs E&SE	USAID: new program on school improvement which will include elements of developing public-private partnerships.	

	cost effective services and facilities.					
	Creation of additional seats in the existing schools by empowering the PTCs and local school administration to take such initiatives.	l) PTCs and local school administration to be allowed financial powers for creation of additional seats in some schools by making minor changes in construction or upgrade some facilities.	i) No. and type of additional facilities acquired. ii) Cost of acquisition of these facilities vs. normal average cost.	SE/D E&SE /EDO E&SE /ADOs/ PTCs		
	Defining minimum infrastructural requirements and the number of teachers, furniture, equipment for different types of institutions	m) Development of minimum inventory requirements for different types of schools with varying number of enrolment. n) Creating an awareness of optimum utilization of resources, the schools would their own lists of missing facilities or improvement wherever required.	i) Availability of such standard inventories in all institutions. ii) Institutions prioritized lists for acquisition of missing requirements.	SE/D E&SE /EDO E&SE		
	Improving the quality of construction of buildings of institutions	o) Ensuring active participation of the local community apart from officers of the Education Department	i) Constitutions of infrastructure sub committee of the community to supervise the construction work.	SE/D E&SE /EDO E&SE / Community/ PTCs/ District Governments	USAID new nationwide program on school improvement.	

		in infrastructure development work. p) The contract agreements with the contractors should include the repair of damages done to the building other than natural calamities till an appropriate time period otherwise to disqualify them for future contracts.	ii) Revised agreements with the contractors			
REHABILITATION OF EDUCATIONAL ACTIVITIES IN CRISIS SITUATION						
Objectives	POLICY ACTIONS			Person responsible/ti me frame	Donor Inputs (Programmatic/ Financial)	Comments
	Strategies	Required Action	Indicators achievements/Means of verification			
Rehabilitation of educational activities in crisis situation	A. Close collaboration with disaster management cells/Relief cells of the government. In case of Earthquake reconstruction work with ERRA and PERRA and	a) Preparation of reconstruction plans b) Initiating requests for rehabilitation of education facilities in the disaster affected areas.	i) Correspondence with the cell providing relief to the disaster affected areas. ii) Reconstruction and rehabilitation plans	SE/Dir E&SE /EDO Education DRU	USAID supports schools construction in Mansehra (NWFP). \$30 million 2006-2011 Netherlands: ongoing support for post-earthquake reconstruction in education • SCF/Allai Valley in Battagram District with budget € 5.3	USAID supports reconstruction of primary, middle and high schools in district Mansehra (NWFP)

<p>the Provincial Government.</p> <p>Development of disaster management policy for schools</p>				<p>million</p> <ul style="list-style-type: none"> UNICEF/School Construction in Battagram, Mansehra and Abbottabad with contribution of € 21.5 million. 	
	c) Keeping close liaison with the agencies responsible for the rehabilitation work.	Correspondence	SE/Dir E&SE /EDO Education		
	d) Preparation of make-shift plans. e) Requesting for make-shift arrangements till permanent buildings are constructed.	i) Approval of make shift plans. ii) Correspondence and the subsequent actions. iii) Number of make shift arrangements made.	SE/Dir E&SE /EDO Education		
	f) Compensation for employees who are asked to work in hard and difficult areas during and after a disaster.	Government notification	SE/Dir E&SE /EDO Education		
	g) Special training courses for teachers to help them manage the disaster effects with the students	Training courses for teachers	SE/Dir E&SE /EDO Education/DC TE/PITE/RIT		

		and community.		Es																									
ADULT LITERACY AND NON-FORMAL EDUCATION																													
Objectives	POLICY ACTIONS			Person responsible/ of time frame	Donor Inputs (Programmatic/ Financial)	Comments																							
	Strategies	Required Action	Indicators achievements/Means of verification																										
Adult literacy and non-formal education	A.To achieve 74% literacy by the year 2015. By establishing 71,000 Literacy Centres at a cost of Rs. 3,750 million.	<p>a) Implementation plan to establish the 71,000 literacy centres. The number of centres and the approx. amount in million Rs by year are given as under:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No.</th> <th>Rs. M</th> </tr> </thead> <tbody> <tr> <td>2006-7</td> <td>7000</td> <td>350</td> </tr> <tr> <td>2007-8</td> <td>11000</td> <td>600</td> </tr> <tr> <td>2008-9</td> <td>12000</td> <td>800</td> </tr> <tr> <td>2009-2010</td> <td>13000</td> <td>800</td> </tr> <tr> <td>2010-11</td> <td>14000</td> <td>800</td> </tr> <tr> <td>2011-12</td> <td>14000</td> <td>400</td> </tr> <tr> <td>Total</td> <td>71000</td> <td>3750</td> </tr> </tbody> </table> <p>The Project Director Literacy For All project will ensure the opening of these centres according to the plan.</p>	Year	No.	Rs. M	2006-7	7000	350	2007-8	11000	600	2008-9	12000	800	2009-2010	13000	800	2010-11	14000	800	2011-12	14000	400	Total	71000	3750	<p>i) Approval of implementation plan/work plan for establishment of literacy centres.</p> <p>ii) In-time funds availability.</p>	SE/ D E&SE/ Project Director LFA- ----to continue till 2015	
Year	No.	Rs. M																											
2006-7	7000	350																											
2007-8	11000	600																											
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2010-11	14000	800																											
2011-12	14000	400																											
Total	71000	3750																											

	<p>B. Second shift scheme to start in big institutions</p> <p>C. Second Shift for girls in the existing boy's schools where GGPS is not available.</p>	<p>a) To start second shift in institutions getting applications far greater in number than the available accommodation in the first shift.</p>	<p>i) Existing capacity and utilized capacity of institution.</p> <p>ii) Number of applications received for admission and number of students selected. Number of students not selected.</p> <p>iii) Enrolment in first shift of the institution</p>	<p>SE/D E&SE/EDO E&SE/Heads of Institutions</p>		
	<p>D. Cluster hostel and transportation facilities for female teachers.</p>					
	<p>E. Providing temporary residential accommodation to female teachers and subsequently engaging them in the non-formal education activities in the evenings</p>	<p>Policy decision to allow temporary residential accommodation to lady teachers in rural schools if possible. Their stay could be linked to services in the afternoon for non-formal education activities.</p>	<p>i) EMIS data</p> <p>ii) LFA data</p> <p>iii) No. of female teachers accommodated</p> <p>iv) No. of students taught in the evening through literacy centres.</p> <p>v) No. of students benefited</p>	<p>SE/D E&SE /EDO E&SE / PD LFA/Heads of concerned institutions /PTCs</p> <p>SE/D E&SE /EDO E&SE / PD LFA/PTCs</p>		

	F. Opening literacy centres for working people near the places of their work	<p>Plan for those earning hands; unable to get enrolled in the morning be accommodated in the second shift. In the same govt., buildings these students should receive free education through LFA.</p> <p>Promote Literacy for All with specific focus on adolescents and adult literacy with a mix course of literacy and skill development in tailoring, handicrafts and food processing etc</p>	<p>vi) No. of adults benefited.</p> <p>vii) Follow up/tracking studies reports.</p>	SE/D E&SE /EDO E&SE / PD LFA/ /PTCs		
	Organizing specialized literacy cum skill training for housewives.	b) Plan preparation for short period literacy arrangements for illiterate mothers. In addition to literacy programmes they will be trained in home economics and better methods of health care. They will be imparted training in sewing, embroidery, food and fruit preservation and processing to increase their domestic income.	<p>i) Approval of plan</p> <p>ii) LFA data on such training programmes.</p> <p>iii) No. of beneficiaries.</p> <p>iv) Reports of follow-up of such training programmes.</p>	SE/D E&SE / EDOs Education/Project Director LFA/ PTCs		

	G. Involvement of community members, elders and religious leaders in promoting education and literacy especially for women.	c) LFA Project employees to work in close coordination with the communities including the religious leaders.	i) Regular meetings with the community members. ii) Minutes of the meetings held in villages and list of participants.	SE/D E&SE / EDOs E&SE /Project Director LFA/ Employees of LFA working at the grassroots level/ Community members and religious leaders		

GOVERNANCE IN EDUCATION

Objectives	POLICY ACTIONS			Person responsible/ time frame	Donor Inputs (Programmatic/ Financial)	Comments
	Strategies	Required Action	Indicators achievements/Means of verification			
Governance in education	Improve education sector governance and service delivery through improvement in educational management.	a) Organizing special courses in educational planning and management for the existing educational managers and those who are expected to take over during the next 2/3 years. The courses would include practical exercises in mobilization of the communities for	i) Number of courses held for the managers. ii) Number of persons trained. iii) Areas of training, duration of training, list of clientele and resource persons. iv) Post course evaluation	SE/D E&SE /DCTE/ EDOs E&SE / PITE/ RITEs	USAID: Under the RISE project USAID supports improving district level Educational Management Information System in District Mansehra New nationwide program on schools improvement will also	

		educational developmental activities, planning process, modalities of institutional management, supervision and development of M&E mechanism.	reports and follow up studies reports.		include components on educational planning. <u>CIDA</u> Debt for Education Conversion already mentioned under Objective No. 2	
		b) Plan to mobilize local communities for educational development activities and using PTCs for strengthening supervision and M&E activities.	i) Number of meetings with PTCs and community members ii) Minutes of the meetings with decision taken.	SE/D E&SE /DCTE/EDOs E&SE /local Nazims		
	Securing district government support to educational activities as a follow up to Partnership Agreement	c) The prioritized list of missing facilities of schools to be used for securing commitment from district own resources for education.	i) Fund availability from District sources for educational activities. ii) Details of facilities upgraded through the district funds. iii) Type of work completed and amount spent.	D E&SE .EDO E&SE / DCO/ District Nazim /Local Nazim		
	Creation of specialized Sub-cadres within the	d) Options from all employees for placement in any of the four specialized sub-cadres	i) Notification of the Govt. ii) Staffing of different cadres	SE/D E&SE /DCTE/ EDOs E&SE /PITE/ RITEs		

	Education Cadre personnel	of: i) Teaching; ii) Management; iii) Training; and iv) Ministerial				
	B. Monitor physical and functional attendance of teachers	e) Empower PTCs to report absenteeism of teachers and students. Take measures to control persistent and rising teachers' and students' absenteeism with recommendations for severe punitive actions.	i) Attendance registers of teachers and students. ii) PTCs reports and attendance checking records. iii) Record of actions taken	SE/D E&SE / /EDOs E&SE /PTCs		
	C. Strengthening primary schools cluster support system	f) Changing role of school clusters from merely a centre for pay and logistics supplies to a more devolved centre for school management, training, dissemination of information and professional guidance.	i) Restructuring school clusters ii) Record of visits of ADOs once a month to each cluster iii) Schedule of continuing education for primary school teachers	D E&SE /EDO E&SE /ADOs	GTZ: TA for development of a capacity building plan to strengthen the institutional framework for better governance and school supervision. This will be developed as part of the Integrated School Supervision and In Service Teacher Training System.	GTZ: GTZ is assisting the E&SE Deptt in the development of a comprehensive capacity development plan to systematically and gradually build the capacity of the deptt to effectively plan and manage schools with the view to ensure the effectiveness of the teaching and learning process
	D. Raise awareness of masses	g) Publicity through electronic and print media regarding the programmes targets and achievements of	Publicity programmes, advertisements, attitude of locals towards the prevailing issues regarding education.	SE/D E&SE / /EDOs E&SE	Norway/BEIP: Awareness campaigns through the media	

		educational activities in the areas.				
	E. Encourage females and provide incentive to females to join management so as to balance gender disparity	h) Removing gender disparity in educational management positions. i) Preference to females in management training and subsequent posting against managerial positions.	i) Ratio of female managers to male managers ii) Tracking of female to male ratio on annual basis.	SE/D E&SE /EDO E&SE		
	F. Strengthening the activities of ESR U and PEAC	j) Transfer the positions of the ESR Unit and PEAC from the developmental to non-developmental budget for sustainability of the programmes.	Notification of the government to continue with these two projects and funding out of recurrent budget. Adequate operational budget provided for sustainable functioning	SE/DE&SE /CPO		
	Strengthening the activities of EMIS	k) Fill the positions of the EMIS	EMIS Teacher Data base available	SE/DE&SE /EMIS		
	G. Strengthening the Directorate and EDO offices	l) Creation of additional posts in Directorate and EDO Offices .Removing gender disparity in educational management	i) All posts filled ii) ACR Complete iii) Personal files available iv) New Seniority lists of all cadres available on	SE/DE&SE		

		positions	every 31 st December.			
	H. Frequent use of EMIS data for planning, management and decision making	m) Strengthening education management information systems to conduct annual school census, improve monitoring & evaluation, carry out research & analysis and promote information-based decision making. n) Plan for EMIS users training	i) Interaction with EMIS Cell of the managers, planners and decision makers. ii) No. of request received from different sections by the EMIS iii) No. of training courses, clientele, duration and course contents.	SE/D E&SE / /EDOs E&SE / CPO/ Other managers and administrators/ EMIS		
PARTICIPATIVE EFFORTS IN IMPROVING EDUCATION PROGRAMMES: PARTNERSHIP AGREEMENTS, COMMUNITY INVOLVEMENT AND PTCs						
Objectives	POLICY ACTIONS			Person responsible/ time frame	Donor Inputs (Programmatic/ Financial)	Comments
	Strategies	Required Action	Indicators achievements/Means verification of of			
Partner-ship agreements to promote participative efforts in improving education programmes:	A. To involve actively the community and PTCs in school related activities. To ensure their participation, improve monitoring of teachers' and students'	a) In time transfer of funds to the districts to ensure PTCs receive the funds by 1 st week of Aug. b) To ensure that the list of activities is available with PTCs on which the funds are to be spent.	i) Date of transfer of funds. ii) Activities list availability with the PTCs. iii) Dates on which the stipends are received by the students and their receipts iv) Training design, schedule of training. Participation.	SE/D E&SE /EDOs E&SE /LCOs/ Community/ PTCs/ District Nazim/Local Nazims	USAID: Under RISE project USAID supports formation and strengthening of schools management committees/parent teacher councils in District Mansehra (NWFP). Also part of TBD new nationwide program	USAID: Geographical focus of RISE Project is Mansehra (NWFP) and Bagh (AJK).

	absenteeism, help in enhancing enrolment and reducing drop out.	<p>c) The stipends for girls are received in time for distribution among the girls enrolled in classes 6-10.</p> <p>d) To ensure that training in auditing, accounting, planning and monitoring is organized for the PTCs.</p> <p>e) NWFP ESR Unit to provide training to district government (schools and literacy staff).</p> <p>f) The district staff of EDO E&SE will be trained in financial management and EMIS.</p>	<p>v) Training schedules,</p> <p>vi) Participation, duration, areas covered and resource persons.</p>		on schools improvement	
	B. To Ensure that the district governments are implementing the plan of the provincial government and Department of Schools and Literacy.	<p>g) Instructions for the Department not to reduce non-salary budget from existing amount in succeeding years.</p> <p>h) That PTCs are constituted in all schools in time according to the guidelines</p>	<p>i) Budget estimates for the last three years and the revised estimates/actual expenditure</p> <p>ii) PTCs constitution and members list</p>	D E&SE /DCTE/ EDOs E&SE / LCOs/District and local Nazims/ PTCs		

		<p>provided.</p> <p>i) Ensure that Local Circle Officers use technical and financial support of NWFP ESR Unit for capacity development of PTCs.</p> <p>j) Distribution of books in time as per schedule provided to D E&SE .</p> <p>k) Ensure proper use of the funds allocated for missing facilities and transfer funds received from govt. within two weeks to PTCs.</p> <p>l) The dist. govt. will ensure that no ghost/non-functional school exists and make it functional if there is any or close it down.</p> <p>m) The district govt. as per</p>	<p>iii) Training design, schedule, and participants list.</p> <p>iv) Dates of distribution of books recorded in the stock register</p> <p>v) Date of receipt of funds and date of disbursement.</p> <p>vi) Details of work accomplished.</p> <p>vii) Date of visits of supervisors to individual schools listed in the circle.</p> <p>viii) Database</p>			
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		Partnership Agreement will develop a database of performance indicators, performance targets, achievement of physical targets, outcomes and utilization of funds for NWFP ESR Unit.	ix) District profiles			
		n) The district govt. will develop district profile for respective districts indicating information of vital importance.				

**PARTICIPATIVE EFFORTS IN IMPROVING EDUCATION PROGRAMMES:
ROLE OF EDUCATION FOUNDATIONS AND PRIVATE SCHOOLS**

Objectives	POLICY ACTIONS			Person responsible/ time frame	Donor Inputs (Programmatic/ Financial)	Comments
	Strategies	Required Action	Indicators achievements/Means verification of of			
Role of education foundations and private schools in education development	A.To develop clearly defined objectives for the foundations. The progress of foundations	a) Constitution of a Steering Committee (Secretary E&SE , Secretary HE, Secretary P&D, Secretary Finance,	i) Notification for the Steering Committee ii) No. of meetings, participants	SE/D E&SE / EEF/FEF/ EDOs E&SE / Community /PTCs	Norway/BEIP: Support for 117 madaris • Introduction of government approved subjects, • Construction of	

	<p>should be monitored and reviewed on the basis of the charter and activities assigned.</p> <p>B. Madrassa education to be included in the mandate of these foundations.</p>	<p>Secretary Auqaf and representative from private schools) for review of activities of these foundations and the private sector schools on quarterly basis.</p> <p>b) Inclusion of streamlining madrassa education in the charter of these foundations</p>	<p>iii) Notification of the govt. on revising charter of functions of these foundations</p>		<p>water & sanitation facilities</p> <ul style="list-style-type: none"> • Textbooks & in-service teacher training 	
	<p>C. The promotion, improvement and financing of education and development of the human resources in NWFP through strengthening of elementary education in private sector.</p> <p>D. To extend loans to individuals or NGOs for establishment of elementary schools.</p>	<p>c) Close coordination with private schools.</p> <p>d) Identifying their training needs and organizing training programmes.</p> <p>e) Publicize this through media</p>	<p>i) No. of training courses organized for private school teachers, course contents and number of participants.</p> <p>ii) No. of loans/grants and amount extended to private schools.</p> <p>iii) Names of beneficiary schools</p> <p>iv) Record of publicity</p> <p>v) Applications of individuals/NGOs, their credibility</p>	<p>D E&SE / EEF/Heads of Private Schools</p>		

	E. To promote community participation and ownership of elementary education programmes.	f) Actively involving community in educational activities.	Curriculum and training methodology approved by DCTE	D E&SE , DCTE/EEF		
	F. To assist in mainstreaming of religious madrassa education	g) To assist in national efforts of mainstreaming of madrassa education.	i) Community involvement ii) Record of activities undertaken	EEF/ Community/ Madrassa Managers		
	G. To develop a mechanisms to ensure private education sector cooperates (works together) equally with the government for the development of education	h) Constitution of a Steering Committee under the Secretary E&SE with representatives not below AS from Finance, P&D and Higher Education, Auqaf, private sector and concerned district governments. i) Plan for close coordination with the private sector engaged in educational activities to be prepared. Their teachers will be included in the various training	i) Notification of constituting Steering Committee ii) Number of joint meetings. iii) Representation of private sector in meetings pertaining to policy related issues. iv) Minutes of the meetings v) Participation in joint training courses. vi) Number of participants, duration of courses. vii) Participation of Government representatives in the functions and meetings of private schools.	SE/D E&SE / EDOs Education/ Heads of private institutions/		

	<p>H. Necessary arrangements for all adults who are illiterate need to be made to educate them on the pattern of “Nai Roshni Schools”. They may be helped to learn the teachings of Islam, the Holy Quran and its translation, a general description of social evils and possible</p>	<p>programmes organized by the Department and on reciprocal basis the government school teachers will be included in the training courses organized by private schools. For research and data collection purposes both the government and private schools will extend full support.</p> <p>j) Both will ensure participation in curriculum development and revision of syllabi, and discussion and implementation of policy related matters.</p> <p>k) The power of registration of private schools should be transferred back to the D E&SE rather to stay with the Secondary Boards</p> <p>l) LFA Project must ensure the availability of training materials in all parts of the province where</p>	<p>viii) No. of joint meetings on policy development, curriculum revision</p> <p>ix) Notification on the decision</p> <p>x) Material availability in the remotest parts of the province.</p> <p>xi) LFA data</p>	<p>D E&SE / Project Director LFA/EDOs schools and literacy/heads of Literacy Centres /BISEs</p>		
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